Main Criteria: Classroom Supplement and Lesson Plans - Kindergarten

Secondary Criteria: Minnesota Academic Standards

Subject: Language Arts

Grade: K

Classroom Supplement and Lesson Plans - Kindergarten

Week 01: Introduction to Pre-writing, p. 29-39

Minnesota Academic Standards

Language Arts

Grade **K** - Adopted: **2010**

CONTENT STANDARD / DOMAIN	MN.0.1.	Reading Benchmarks: Literature K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Key Ideas and Details
INDICATORS OF PROGRESS / STRAND	0.1.3.3.	With prompting and support, identify characters, settings, and major events in a story.
CONTENT STANDARD / DOMAIN	MN.0.1.	Reading Benchmarks: Literature K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Craft and Structure
INDICATORS OF PROGRESS / STRAND	0.1.5.5.	Recognize common types of texts (e.g., storybooks, poems).
CONTENT STANDARD / DOMAIN	MN.0.1.	Reading Benchmarks: Literature K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Integration of Knowledge and Ideas
INDICATORS OF PROGRESS / STRAND	0.1.7.7.	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
CONTENT STANDARD / DOMAIN	MN.0.3.	Reading Benchmarks: Foundational Skills K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Print Concepts

INDICATORS OF PROGRESS / STRAND	0.3.0.1.	Demonstrate understanding of the organization and basic features of print.
INDICATORS OF PROGRESS	0.3.0.1.b.	Recognize that spoken words are represented in written language by specific sequences of letters.
INDICATORS OF PROGRESS	0.3.0.1.d.	Recognize and name all upper- and lowercase letters of the alphabet.
CONTENT STANDARD / DOMAIN	MN.0.3.	Reading Benchmarks: Foundational Skills K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Phonological Awareness
INDICATORS OF PROGRESS / STRAND	0.3.0.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
INDICATORS OF PROGRESS	0.3.0.2.a.	Recognize and produce rhyming words.
INDICATORS OF PROGRESS	0.3.0.2.b.	Count, pronounce, blend, and segment syllables in spoken words.
INDICATORS OF PROGRESS	0.3.0.2.d.	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
CONTENT STANDARD / DOMAIN	MN.0.3.	Reading Benchmarks: Foundational Skills K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Phonics and Word Recognition
INDICATORS OF PROGRESS / STRAND	0.3.0.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
INDICATORS OF PROGRESS	0.3.0.3.a.	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
INDICATORS OF PROGRESS	0.3.0.3.b.	Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
CONTENT STANDARD / DOMAIN	MN.0.8.	Speaking, Viewing, Listening and Media Literacy Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration
INDICATORS OF PROGRESS / STRAND	0.8.1.1.	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

INDICATORS OF PROGRESS	0.8.1.1.a.	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
INDICATORS OF PROGRESS	0.8.1.1.b.	Continue a conversation through multiple exchanges.
CONTENT STANDARD / DOMAIN	**MN.0.8.**	**Speaking, Viewing, Listening and Media Literacy Benchmarks K-5**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Comprehension and Collaboration**
INDICATORS OF PROGRESS / STRAND	0.8.2.2.	Confirm understanding of a text read aloud or information presented orally or through other media (e.g., poems, rhymes, songs) by asking and answering questions about key details and requesting clarification if something is not understood.
CONTENT STANDARD / DOMAIN	**MN.0.10.**	**Language Benchmarks K-5**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Conventions of Standard English**
INDICATORS OF PROGRESS / STRAND	**0.10.1.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
INDICATORS OF PROGRESS	0.10.1.1.a.	Print many upper- and lowercase letters.
INDICATORS OF PROGRESS	0.10.1.1.b.	Use frequently occurring nouns and verbs.
CONTENT STANDARD / DOMAIN	**MN.0.10.**	**Language Benchmarks K-5**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Conventions of Standard English**
INDICATORS OF PROGRESS / STRAND	**0.10.2.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
INDICATORS OF PROGRESS	0.10.2.2.c.	Write a letter or letters for most consonant and short-vowel sounds (phonemes).
CONTENT STANDARD / DOMAIN	**MN.0.10.**	**Language Benchmarks K-5**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Vocabulary Acquisition and Use**
INDICATORS OF PROGRESS / STRAND	**0.10.5.5.**	**With guidance and support from adults, explore word relationships and nuances in word meanings to develop word consciousness.**

INDICATORS OF PROGRESS	0.10.5.5. a.	Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
INDICATORS OF PROGRESS	0.10.5.5. b.	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).

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Minnesota Academic Standards

Language Arts

Grade **K** - Adopted: **2010**

CONTENT STANDARD / DOMAIN	MN.0.1.	Reading Benchmarks: Literature K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Craft and Structure
INDICATORS OF PROGRESS / STRAND	0.1.5.5.	Recognize common types of texts (e.g., storybooks, poems).

CONTENT STANDARD / DOMAIN	MN.0.1.	Reading Benchmarks: Literature K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Integration of Knowledge and Ideas
INDICATORS OF PROGRESS / STRAND	0.1.7.7.	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

CONTENT STANDARD / DOMAIN	MN.0.3.	Reading Benchmarks: Foundational Skills K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Phonological Awareness
INDICATORS OF PROGRESS / STRAND	0.3.0.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
INDICATORS OF PROGRESS	0.3.0.2.a.	Recognize and produce rhyming words.
INDICATORS OF PROGRESS	0.3.0.2.b.	Count, pronounce, blend, and segment syllables in spoken words.
INDICATORS OF PROGRESS	0.3.0.2.d.	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)

CONTENT STANDARD / DOMAIN	MN.0.3.	Reading Benchmarks: Foundational Skills K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Phonics and Word Recognition
INDICATORS OF PROGRESS / STRAND	0.3.0.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
INDICATORS OF PROGRESS	0.3.0.3.a.	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
INDICATORS OF PROGRESS	0.3.0.3.b.	Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
CONTENT STANDARD / DOMAIN	MN.0.8.	Speaking, Viewing, Listening and Media Literacy Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration
INDICATORS OF PROGRESS / STRAND	0.8.1.1.	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
INDICATORS OF PROGRESS	0.8.1.1.a.	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
INDICATORS OF PROGRESS	0.8.1.1.b.	Continue a conversation through multiple exchanges.
CONTENT STANDARD / DOMAIN	MN.0.8.	Speaking, Viewing, Listening and Media Literacy Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration
INDICATORS OF PROGRESS / STRAND	0.8.2.2.	Confirm understanding of a text read aloud or information presented orally or through other media (e.g., poems, rhymes, songs) by asking and answering questions about key details and requesting clarification if something is not understood.
CONTENT STANDARD / DOMAIN	MN.0.10.	Language Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	0.10.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATORS OF PROGRESS	0.10.1.1.a.	Print many upper- and lowercase letters.

INDICATORS OF PROGRESS	0.10.1.1. b.	Use frequently occurring nouns and verbs.
CONTENT STANDARD / DOMAIN	**MN.0.10.**	**Language Benchmarks K-5**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Conventions of Standard English**
INDICATORS OF PROGRESS / STRAND	**0.10.2.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
INDICATORS OF PROGRESS	0.10.2.2.c .	Write a letter or letters for most consonant and short-vowel sounds (phonemes).
CONTENT STANDARD / DOMAIN	**MN.0.10.**	**Language Benchmarks K-5**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Vocabulary Acquisition and Use**
INDICATORS OF PROGRESS / STRAND	**0.10.5.5.**	**With guidance and support from adults, explore word relationships and nuances in word meanings to develop word consciousness.**
INDICATORS OF PROGRESS	0.10.5.5. b.	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).

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Minnesota Academic Standards

Language Arts

Grade **K** - Adopted: **2010**

CONTENT STANDARD / DOMAIN	**MN.0.1.**	**Reading Benchmarks: Literature K-5**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Key Ideas and Details**
INDICATORS OF PROGRESS / STRAND	0.1.2.2.	With prompting and support, retell familiar stories, including key details.
INDICATORS OF PROGRESS / STRAND	0.1.3.3.	With prompting and support, identify characters, settings, and major events in a story.
CONTENT STANDARD / DOMAIN	**MN.0.1.**	**Reading Benchmarks: Literature K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Craft and Structure
INDICATORS OF PROGRESS / STRAND	0.1.5.5.	Recognize common types of texts (e.g., storybooks, poems).
CONTENT STANDARD / DOMAIN	**MN.0.3.**	**Reading Benchmarks: Foundational Skills K-5**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Print Concepts**
INDICATORS OF PROGRESS / STRAND	0.3.0.1.	**Demonstrate understanding of the organization and basic features of print.**
INDICATORS OF PROGRESS	0.3.0.1.d.	Recognize and name all upper- and lowercase letters of the alphabet.
CONTENT STANDARD / DOMAIN	**MN.0.3.**	**Reading Benchmarks: Foundational Skills K-5**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Phonological Awareness**
INDICATORS OF PROGRESS / STRAND	0.3.0.2.	**Demonstrate understanding of spoken words, syllables, and sounds (phonemes).**
INDICATORS OF PROGRESS	0.3.0.2.a.	Recognize and produce rhyming words.
CONTENT STANDARD / DOMAIN	**MN.0.3.**	**Reading Benchmarks: Foundational Skills K-5**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Phonics and Word Recognition**
INDICATORS OF PROGRESS / STRAND	0.3.0.3.	**Know and apply grade-level phonics and word analysis skills in decoding words.**
INDICATORS OF PROGRESS	0.3.0.3.a.	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
CONTENT STANDARD / DOMAIN	**MN.0.8.**	**Speaking, Viewing, Listening and Media Literacy Benchmarks K-5**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Comprehension and Collaboration**
INDICATORS OF PROGRESS / STRAND	0.8.1.1.	**Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.**

INDICATORS OF PROGRESS	0.8.1.1.a.	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
INDICATORS OF PROGRESS	0.8.1.1.b.	Continue a conversation through multiple exchanges.
CONTENT STANDARD / DOMAIN	**MN.0.8.**	**Speaking, Viewing, Listening and Media Literacy Benchmarks K-5**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Comprehension and Collaboration**
INDICATORS OF PROGRESS / STRAND	0.8.2.2.	Confirm understanding of a text read aloud or information presented orally or through other media (e.g., poems, rhymes, songs) by asking and answering questions about key details and requesting clarification if something is not understood.
CONTENT STANDARD / DOMAIN	**MN.0.10.**	**Language Benchmarks K-5**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Conventions of Standard English**
INDICATORS OF PROGRESS / STRAND	**0.10.1.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
INDICATORS OF PROGRESS	0.10.1.1. a.	Print many upper- and lowercase letters.
INDICATORS OF PROGRESS	0.10.1.1. b.	Use frequently occurring nouns and verbs.
CONTENT STANDARD / DOMAIN	**MN.0.10.**	**Language Benchmarks K-5**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Conventions of Standard English**
INDICATORS OF PROGRESS / STRAND	**0.10.2.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
INDICATORS OF PROGRESS	0.10.2.2.c .	Write a letter or letters for most consonant and short-vowel sounds (phonemes).
INDICATORS OF PROGRESS	0.10.2.2. d.	Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

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Minnesota Academic Standards

Language Arts

Grade K - Adopted: 2010		

CONTENT STANDARD / DOMAIN	MN.0.1.	Reading Benchmarks: Literature K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Key Ideas and Details
INDICATORS OF PROGRESS / STRAND	0.1.3.3.	With prompting and support, identify characters, settings, and major events in a story.

CONTENT STANDARD / DOMAIN	MN.0.1.	Reading Benchmarks: Literature K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Craft and Structure
INDICATORS OF PROGRESS / STRAND	0.1.5.5.	Recognize common types of texts (e.g., storybooks, poems).

CONTENT STANDARD / DOMAIN	MN.0.3.	Reading Benchmarks: Foundational Skills K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Print Concepts
INDICATORS OF PROGRESS / STRAND	0.3.0.1.	Demonstrate understanding of the organization and basic features of print.
INDICATORS OF PROGRESS	0.3.0.1.d.	Recognize and name all upper- and lowercase letters of the alphabet.

CONTENT STANDARD / DOMAIN	MN.0.3.	Reading Benchmarks: Foundational Skills K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Phonological Awareness
INDICATORS OF PROGRESS / STRAND	0.3.0.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
INDICATORS OF PROGRESS	0.3.0.2.a.	Recognize and produce rhyming words.
INDICATORS OF PROGRESS	0.3.0.2.b.	Count, pronounce, blend, and segment syllables in spoken words.

CONTENT STANDARD / DOMAIN	MN.0.3.	Reading Benchmarks: Foundational Skills K-5

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Phonics and Word Recognition
INDICATORS OF PROGRESS / STRAND	0.3.0.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
INDICATORS OF PROGRESS	0.3.0.3.a.	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
INDICATORS OF PROGRESS	0.3.0.3.b.	Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
CONTENT STANDARD / DOMAIN	MN.0.8.	Speaking, Viewing, Listening and Media Literacy Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration
INDICATORS OF PROGRESS / STRAND	0.8.1.1.	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
INDICATORS OF PROGRESS	0.8.1.1.a.	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
INDICATORS OF PROGRESS	0.8.1.1.b.	Continue a conversation through multiple exchanges.
CONTENT STANDARD / DOMAIN	MN.0.8.	Speaking, Viewing, Listening and Media Literacy Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration
INDICATORS OF PROGRESS / STRAND	0.8.2.2.	Confirm understanding of a text read aloud or information presented orally or through other media (e.g., poems, rhymes, songs) by asking and answering questions about key details and requesting clarification if something is not understood.
CONTENT STANDARD / DOMAIN	MN.0.8.	Speaking, Viewing, Listening and Media Literacy Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Presentation of Knowledge and Ideas
INDICATORS OF PROGRESS / STRAND	0.8.6.6.	Speak audibly and express thoughts, feelings, and ideas clearly, and respond to poems, rhymes, and songs.
CONTENT STANDARD / DOMAIN	MN.0.10.	Language Benchmarks K-5

PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Conventions of Standard English**
INDICATORS OF PROGRESS / STRAND	**0.10.1.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
INDICATORS OF PROGRESS	0.10.1.1. a.	Print many upper- and lowercase letters.
INDICATORS OF PROGRESS	0.10.1.1. b.	Use frequently occurring nouns and verbs.
CONTENT STANDARD / DOMAIN	**MN.0.10.**	**Language Benchmarks K-5**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Conventions of Standard English**
INDICATORS OF PROGRESS / STRAND	**0.10.2.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
INDICATORS OF PROGRESS	0.10.2.2.c .	Write a letter or letters for most consonant and short-vowel sounds (phonemes).
INDICATORS OF PROGRESS	0.10.2.2. d.	Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
CONTENT STANDARD / DOMAIN	**MN.0.10.**	**Language Benchmarks K-5**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Vocabulary Acquisition and Use**
INDICATORS OF PROGRESS / STRAND	**0.10.5.5.**	**With guidance and support from adults, explore word relationships and nuances in word meanings to develop word consciousness.**
INDICATORS OF PROGRESS	0.10.5.5. b.	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).

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Language Arts

Grade K - Adopted: 2010

CONTENT STANDARD / DOMAIN	**MN.0.1.**	**Reading Benchmarks: Literature K-5**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Key Ideas and Details**

INDICATORS OF PROGRESS / STRAND	0.1.3.3.	With prompting and support, identify characters, settings, and major events in a story.

CONTENT STANDARD / DOMAIN	**MN.0.1.**	**Reading Benchmarks: Literature K-5**

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

INDICATORS OF PROGRESS / STRAND	0.1.5.5.	Recognize common types of texts (e.g., storybooks, poems).

CONTENT STANDARD / DOMAIN	**MN.0.3.**	**Reading Benchmarks: Foundational Skills K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Print Concepts**
INDICATORS OF PROGRESS / STRAND	**0.3.0.1.**	**Demonstrate understanding of the organization and basic features of print.**

INDICATORS OF PROGRESS	0.3.0.1.d.	Recognize and name all upper- and lowercase letters of the alphabet.

CONTENT STANDARD / DOMAIN	**MN.0.3.**	**Reading Benchmarks: Foundational Skills K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Phonological Awareness**
INDICATORS OF PROGRESS / STRAND	**0.3.0.2.**	**Demonstrate understanding of spoken words, syllables, and sounds (phonemes).**

INDICATORS OF PROGRESS	0.3.0.2.a.	Recognize and produce rhyming words.

CONTENT STANDARD / DOMAIN	**MN.0.3.**	**Reading Benchmarks: Foundational Skills K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Phonics and Word Recognition**
INDICATORS OF PROGRESS / STRAND	**0.3.0.3.**	**Know and apply grade-level phonics and word analysis skills in decoding words.**

INDICATORS OF PROGRESS	0.3.0.3.a.	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.

INDICATORS OF PROGRESS	0.3.0.3.b.	Associate the long and short sounds with common spellings (graphemes) for the five major vowels.

CONTENT STANDARD / DOMAIN	MN.0.8.	Speaking, Viewing, Listening and Media Literacy Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration
INDICATORS OF PROGRESS / STRAND	0.8.1.1.	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
INDICATORS OF PROGRESS	0.8.1.1.a.	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
INDICATORS OF PROGRESS	0.8.1.1.b.	Continue a conversation through multiple exchanges.
CONTENT STANDARD / DOMAIN	MN.0.8.	Speaking, Viewing, Listening and Media Literacy Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration
INDICATORS OF PROGRESS / STRAND	0.8.2.2.	Confirm understanding of a text read aloud or information presented orally or through other media (e.g., poems, rhymes, songs) by asking and answering questions about key details and requesting clarification if something is not understood.
CONTENT STANDARD / DOMAIN	MN.0.10.	Language Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	0.10.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATORS OF PROGRESS	0.10.1.1.a.	Print many upper- and lowercase letters.
INDICATORS OF PROGRESS	0.10.1.1.b.	Use frequently occurring nouns and verbs.
CONTENT STANDARD / DOMAIN	MN.0.10.	Language Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	0.10.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATORS OF PROGRESS	0.10.2.2.a.	Capitalize the first word in a sentence and the pronoun I.

INDICATORS OF PROGRESS	0.10.2.2. b.	Recognize and name end punctuation.
INDICATORS OF PROGRESS	0.10.2.2.c .	Write a letter or letters for most consonant and short-vowel sounds (phonemes).
INDICATORS OF PROGRESS	0.10.2.2. d.	Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
CONTENT STANDARD / DOMAIN	**MN.0.10.**	**Language Benchmarks K-5**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Vocabulary Acquisition and Use**
INDICATORS OF PROGRESS / STRAND	**0.10.5.5.**	**With guidance and support from adults, explore word relationships and nuances in word meanings to develop word consciousness.**
INDICATORS OF PROGRESS	0.10.5.5. b.	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).

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Minnesota Academic Standards

Language Arts

Grade **K** - Adopted: **2010**

CONTENT STANDARD / DOMAIN	**MN.0.1.**	**Reading Benchmarks: Literature K-5**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Key Ideas and Details**
INDICATORS OF PROGRESS / STRAND	0.1.3.3.	With prompting and support, identify characters, settings, and major events in a story.
CONTENT STANDARD / DOMAIN	**MN.0.1.**	**Reading Benchmarks: Literature K-5**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Craft and Structure**
INDICATORS OF PROGRESS / STRAND	0.1.5.5.	Recognize common types of texts (e.g., storybooks, poems).
CONTENT STANDARD / DOMAIN	**MN.0.3.**	**Reading Benchmarks: Foundational Skills K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Print Concepts
INDICATORS OF PROGRESS / STRAND	0.3.0.1.	Demonstrate understanding of the organization and basic features of print.
INDICATORS OF PROGRESS	0.3.0.1.d.	Recognize and name all upper- and lowercase letters of the alphabet.
CONTENT STANDARD / DOMAIN	MN.0.3.	Reading Benchmarks: Foundational Skills K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Phonological Awareness
INDICATORS OF PROGRESS / STRAND	0.3.0.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
INDICATORS OF PROGRESS	0.3.0.2.a.	Recognize and produce rhyming words.
CONTENT STANDARD / DOMAIN	MN.0.3.	Reading Benchmarks: Foundational Skills K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Phonics and Word Recognition
INDICATORS OF PROGRESS / STRAND	0.3.0.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
INDICATORS OF PROGRESS	0.3.0.3.a.	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
INDICATORS OF PROGRESS	0.3.0.3.b.	Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
CONTENT STANDARD / DOMAIN	MN.0.8.	Speaking, Viewing, Listening and Media Literacy Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration
INDICATORS OF PROGRESS / STRAND	0.8.1.1.	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
INDICATORS OF PROGRESS	0.8.1.1.a.	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
INDICATORS OF PROGRESS	0.8.1.1.b.	Continue a conversation through multiple exchanges.

CONTENT STANDARD / DOMAIN	MN.0.8.	Speaking, Viewing, Listening and Media Literacy Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration
INDICATORS OF PROGRESS / STRAND	0.8.2.2.	Confirm understanding of a text read aloud or information presented orally or through other media (e.g., poems, rhymes, songs) by asking and answering questions about key details and requesting clarification if something is not understood.
CONTENT STANDARD / DOMAIN	MN.0.10.	Language Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	0.10.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATORS OF PROGRESS	0.10.1.1. a.	Print many upper- and lowercase letters.
INDICATORS OF PROGRESS	0.10.1.1. b.	Use frequently occurring nouns and verbs.
CONTENT STANDARD / DOMAIN	MN.0.10.	Language Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	0.10.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATORS OF PROGRESS	0.10.2.2. a.	Capitalize the first word in a sentence and the pronoun I.
INDICATORS OF PROGRESS	0.10.2.2. b.	Recognize and name end punctuation.
INDICATORS OF PROGRESS	0.10.2.2.c .	Write a letter or letters for most consonant and short-vowel sounds (phonemes).
INDICATORS OF PROGRESS	0.10.2.2. d.	Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
CONTENT STANDARD / DOMAIN	MN.0.10.	Language Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use

INDICATORS OF PROGRESS / STRAND	**0.10.4.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.**
INDICATORS OF PROGRESS	0.10.4.4. b.	Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.
CONTENT STANDARD / DOMAIN	**MN.0.10.**	**Language Benchmarks K-5**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Vocabulary Acquisition and Use**
INDICATORS OF PROGRESS / STRAND	**0.10.5.5.**	**With guidance and support from adults, explore word relationships and nuances in word meanings to develop word consciousness.**
INDICATORS OF PROGRESS	0.10.5.5. b.	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).

Minnesota Academic Standards

Language Arts

Grade **K** - Adopted: **2010**

CONTENT STANDARD / DOMAIN	**MN.0.1.**	**Reading Benchmarks: Literature K-5**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Key Ideas and Details**
INDICATORS OF PROGRESS / STRAND	0.1.2.2.	With prompting and support, retell familiar stories, including key details.
CONTENT STANDARD / DOMAIN	**MN.0.1.**	**Reading Benchmarks: Literature K-5**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Craft and Structure**
INDICATORS OF PROGRESS / STRAND	0.1.5.5.	Recognize common types of texts (e.g., storybooks, poems).
CONTENT STANDARD / DOMAIN	**MN.0.3.**	**Reading Benchmarks: Foundational Skills K-5**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Print Concepts**

INDICATORS OF PROGRESS / STRAND	0.3.0.1.	Demonstrate understanding of the organization and basic features of print.
INDICATORS OF PROGRESS	0.3.0.1.d.	Recognize and name all upper- and lowercase letters of the alphabet.
CONTENT STANDARD / DOMAIN	MN.0.3.	Reading Benchmarks: Foundational Skills K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Phonological Awareness
INDICATORS OF PROGRESS / STRAND	0.3.0.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
INDICATORS OF PROGRESS	0.3.0.2.a.	Recognize and produce rhyming words.
CONTENT STANDARD / DOMAIN	MN.0.3.	Reading Benchmarks: Foundational Skills K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Phonics and Word Recognition
INDICATORS OF PROGRESS / STRAND	0.3.0.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
INDICATORS OF PROGRESS	0.3.0.3.a.	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
CONTENT STANDARD / DOMAIN	MN.0.8.	Speaking, Viewing, Listening and Media Literacy Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration
INDICATORS OF PROGRESS / STRAND	0.8.1.1.	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
INDICATORS OF PROGRESS	0.8.1.1.a.	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
INDICATORS OF PROGRESS	0.8.1.1.b.	Continue a conversation through multiple exchanges.
CONTENT STANDARD / DOMAIN	MN.0.8.	Speaking, Viewing, Listening and Media Literacy Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration

INDICATORS OF PROGRESS / STRAND	0.8.2.2.	Confirm understanding of a text read aloud or information presented orally or through other media (e.g., poems, rhymes, songs) by asking and answering questions about key details and requesting clarification if something is not understood.
CONTENT STANDARD / DOMAIN	**MN.0.10.**	**Language Benchmarks K-5**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Conventions of Standard English**
INDICATORS OF PROGRESS / STRAND	**0.10.1.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
INDICATORS OF PROGRESS	0.10.1.1. a.	Print many upper- and lowercase letters.
INDICATORS OF PROGRESS	0.10.1.1. b.	Use frequently occurring nouns and verbs.
CONTENT STANDARD / DOMAIN	**MN.0.10.**	**Language Benchmarks K-5**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Conventions of Standard English**
INDICATORS OF PROGRESS / STRAND	**0.10.2.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
INDICATORS OF PROGRESS	0.10.2.2. a.	Capitalize the first word in a sentence and the pronoun I.
INDICATORS OF PROGRESS	0.10.2.2. b.	Recognize and name end punctuation.
INDICATORS OF PROGRESS	0.10.2.2.c .	Write a letter or letters for most consonant and short-vowel sounds (phonemes).
INDICATORS OF PROGRESS	0.10.2.2. d.	Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
CONTENT STANDARD / DOMAIN	**MN.0.10.**	**Language Benchmarks K-5**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Vocabulary Acquisition and Use**
INDICATORS OF PROGRESS / STRAND	**0.10.5.5.**	**With guidance and support from adults, explore word relationships and nuances in word meanings to develop word consciousness.**
INDICATORS OF PROGRESS	0.10.5.5. a.	Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.

Minnesota Academic Standards

Language Arts

Grade **K** - Adopted: **2010**

CONTENT STANDARD / DOMAIN	**MN.0.1.**	**Reading Benchmarks: Literature K-5**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Key Ideas and Details**
INDICATORS OF PROGRESS / STRAND	0.1.3.3.	With prompting and support, identify characters, settings, and major events in a story.
CONTENT STANDARD / DOMAIN	**MN.0.1.**	**Reading Benchmarks: Literature K-5**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Craft and Structure**
INDICATORS OF PROGRESS / STRAND	0.1.5.5.	Recognize common types of texts (e.g., storybooks, poems).
CONTENT STANDARD / DOMAIN	**MN.0.3.**	**Reading Benchmarks: Foundational Skills K-5**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Print Concepts**
INDICATORS OF PROGRESS / STRAND	**0.3.0.1.**	**Demonstrate understanding of the organization and basic features of print.**
INDICATORS OF PROGRESS	0.3.0.1.d.	Recognize and name all upper- and lowercase letters of the alphabet.
CONTENT STANDARD / DOMAIN	**MN.0.3.**	**Reading Benchmarks: Foundational Skills K-5**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Phonological Awareness**
INDICATORS OF PROGRESS / STRAND	**0.3.0.2.**	**Demonstrate understanding of spoken words, syllables, and sounds (phonemes).**
INDICATORS OF PROGRESS	0.3.0.2.a.	Recognize and produce rhyming words.

INDICATORS OF PROGRESS	0.3.0.2.c.	Blend and segment onsets and rimes of single-syllable spoken words.
INDICATORS OF PROGRESS	0.3.0.2.d.	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)

CONTENT STANDARD / DOMAIN	**MN.0.3.**	**Reading Benchmarks: Foundational Skills K-5**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Phonics and Word Recognition**
INDICATORS OF PROGRESS / STRAND	**0.3.0.3.**	**Know and apply grade-level phonics and word analysis skills in decoding words.**
INDICATORS OF PROGRESS	0.3.0.3.a.	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
INDICATORS OF PROGRESS	0.3.0.3.b.	Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
INDICATORS OF PROGRESS	0.3.0.3.d.	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

CONTENT STANDARD / DOMAIN	**MN.0.8.**	**Speaking, Viewing, Listening and Media Literacy Benchmarks K-5**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Comprehension and Collaboration**
INDICATORS OF PROGRESS / STRAND	**0.8.1.1.**	**Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.**
INDICATORS OF PROGRESS	0.8.1.1.a.	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
INDICATORS OF PROGRESS	0.8.1.1.b.	Continue a conversation through multiple exchanges.

CONTENT STANDARD / DOMAIN	**MN.0.8.**	**Speaking, Viewing, Listening and Media Literacy Benchmarks K-5**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Comprehension and Collaboration**
INDICATORS OF PROGRESS / STRAND	0.8.2.2.	Confirm understanding of a text read aloud or information presented orally or through other media (e.g., poems, rhymes, songs) by asking and answering questions about key details and requesting clarification if something is not understood.

CONTENT STANDARD / DOMAIN	MN.0.10.	Language Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	0.10.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATORS OF PROGRESS	0.10.1.1. a.	Print many upper- and lowercase letters.
INDICATORS OF PROGRESS	0.10.1.1. b.	Use frequently occurring nouns and verbs.
INDICATORS OF PROGRESS	0.10.1.1. e.	Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).

CONTENT STANDARD / DOMAIN	MN.0.10.	Language Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	0.10.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATORS OF PROGRESS	0.10.2.2.c .	Write a letter or letters for most consonant and short-vowel sounds (phonemes).
INDICATORS OF PROGRESS	0.10.2.2. d.	Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

CONTENT STANDARD / DOMAIN	MN.0.10.	Language Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
INDICATORS OF PROGRESS / STRAND	0.10.5.5.	With guidance and support from adults, explore word relationships and nuances in word meanings to develop word consciousness.
INDICATORS OF PROGRESS	0.10.5.5. b.	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).

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Grade K - Adopted: 2010

CONTENT STANDARD / DOMAIN	MN.0.1.	Reading Benchmarks: Literature K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Craft and Structure
INDICATORS OF PROGRESS / STRAND	0.1.5.5.	Recognize common types of texts (e.g., storybooks, poems).
CONTENT STANDARD / DOMAIN	MN.0.3.	Reading Benchmarks: Foundational Skills K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Print Concepts
INDICATORS OF PROGRESS / STRAND	0.3.0.1.	Demonstrate understanding of the organization and basic features of print.
INDICATORS OF PROGRESS	0.3.0.1.d.	Recognize and name all upper- and lowercase letters of the alphabet.
CONTENT STANDARD / DOMAIN	MN.0.3.	Reading Benchmarks: Foundational Skills K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Phonological Awareness
INDICATORS OF PROGRESS / STRAND	0.3.0.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
INDICATORS OF PROGRESS	0.3.0.2.a.	Recognize and produce rhyming words.
INDICATORS OF PROGRESS	0.3.0.2.b.	Count, pronounce, blend, and segment syllables in spoken words.
INDICATORS OF PROGRESS	0.3.0.2.d.	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
CONTENT STANDARD / DOMAIN	MN.0.3.	Reading Benchmarks: Foundational Skills K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Phonics and Word Recognition
INDICATORS OF PROGRESS / STRAND	0.3.0.3.	Know and apply grade-level phonics and word analysis skills in decoding words.

INDICATORS OF PROGRESS	0.3.0.3.a.	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
INDICATORS OF PROGRESS	0.3.0.3.b.	Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
CONTENT STANDARD / DOMAIN	**MN.0.8.**	**Speaking, Viewing, Listening and Media Literacy Benchmarks K-5**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Comprehension and Collaboration**
INDICATORS OF PROGRESS / STRAND	**0.8.1.1.**	**Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.**
INDICATORS OF PROGRESS	0.8.1.1.a.	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
INDICATORS OF PROGRESS	0.8.1.1.b.	Continue a conversation through multiple exchanges.
CONTENT STANDARD / DOMAIN	**MN.0.8.**	**Speaking, Viewing, Listening and Media Literacy Benchmarks K-5**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Comprehension and Collaboration**
INDICATORS OF PROGRESS / STRAND	0.8.2.2.	Confirm understanding of a text read aloud or information presented orally or through other media (e.g., poems, rhymes, songs) by asking and answering questions about key details and requesting clarification if something is not understood.
CONTENT STANDARD / DOMAIN	**MN.0.10.**	**Language Benchmarks K-5**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Conventions of Standard English**
INDICATORS OF PROGRESS / STRAND	**0.10.1.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
INDICATORS OF PROGRESS	0.10.1.1. a.	Print many upper- and lowercase letters.
INDICATORS OF PROGRESS	0.10.1.1. b.	Use frequently occurring nouns and verbs.
CONTENT STANDARD / DOMAIN	**MN.0.10.**	**Language Benchmarks K-5**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Conventions of Standard English**

INDICATORS OF PROGRESS / STRAND	0.10.2.2.	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
INDICATORS OF PROGRESS	0.10.2.2.c.	Write a letter or letters for most consonant and short-vowel sounds (phonemes).
INDICATORS OF PROGRESS	0.10.2.2.d.	Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
CONTENT STANDARD / DOMAIN	**MN.0.10.**	**Language Benchmarks K-5**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Vocabulary Acquisition and Use**
INDICATORS OF PROGRESS / STRAND	0.10.5.5.	**With guidance and support from adults, explore word relationships and nuances in word meanings to develop word consciousness.**
INDICATORS OF PROGRESS	0.10.5.5.a.	Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.

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Grade **K** - Adopted: **2010**

CONTENT STANDARD / DOMAIN	**MN.0.1.**	**Reading Benchmarks: Literature K-5**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Craft and Structure**
INDICATORS OF PROGRESS / STRAND	0.1.5.5.	Recognize common types of texts (e.g., storybooks, poems).
CONTENT STANDARD / DOMAIN	**MN.0.3.**	**Reading Benchmarks: Foundational Skills K-5**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Print Concepts**
INDICATORS OF PROGRESS / STRAND	**0.3.0.1.**	**Demonstrate understanding of the organization and basic features of print.**
INDICATORS OF PROGRESS	0.3.0.1.d.	Recognize and name all upper- and lowercase letters of the alphabet.

CONTENT STANDARD / DOMAIN	MN.0.3.	Reading Benchmarks: Foundational Skills K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Phonological Awareness
INDICATORS OF PROGRESS / STRAND	0.3.0.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
INDICATORS OF PROGRESS	0.3.0.2.a.	Recognize and produce rhyming words.
INDICATORS OF PROGRESS	0.3.0.2.b.	Count, pronounce, blend, and segment syllables in spoken words.
INDICATORS OF PROGRESS	0.3.0.2.d.	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
CONTENT STANDARD / DOMAIN	MN.0.3.	Reading Benchmarks: Foundational Skills K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Phonics and Word Recognition
INDICATORS OF PROGRESS / STRAND	0.3.0.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
INDICATORS OF PROGRESS	0.3.0.3.a.	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
INDICATORS OF PROGRESS	0.3.0.3.b.	Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
CONTENT STANDARD / DOMAIN	MN.0.8.	Speaking, Viewing, Listening and Media Literacy Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration
INDICATORS OF PROGRESS / STRAND	0.8.1.1.	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
INDICATORS OF PROGRESS	0.8.1.1.a.	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
INDICATORS OF PROGRESS	0.8.1.1.b.	Continue a conversation through multiple exchanges.
CONTENT STANDARD / DOMAIN	MN.0.8.	Speaking, Viewing, Listening and Media Literacy Benchmarks K-5

PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Comprehension and Collaboration**
INDICATORS OF PROGRESS / STRAND	0.8.2.2.	Confirm understanding of a text read aloud or information presented orally or through other media (e.g., poems, rhymes, songs) by asking and answering questions about key details and requesting clarification if something is not understood.
CONTENT STANDARD / DOMAIN	**MN.0.10.**	**Language Benchmarks K-5**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Conventions of Standard English**
INDICATORS OF PROGRESS / STRAND	**0.10.1.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
INDICATORS OF PROGRESS	0.10.1.1. a.	Print many upper- and lowercase letters.
INDICATORS OF PROGRESS	0.10.1.1. b.	Use frequently occurring nouns and verbs.
CONTENT STANDARD / DOMAIN	**MN.0.10.**	**Language Benchmarks K-5**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Conventions of Standard English**
INDICATORS OF PROGRESS / STRAND	**0.10.2.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
INDICATORS OF PROGRESS	0.10.2.2.c .	Write a letter or letters for most consonant and short-vowel sounds (phonemes).
INDICATORS OF PROGRESS	0.10.2.2. d.	Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

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Grade **K** - Adopted: **2010**

CONTENT STANDARD / DOMAIN	**MN.0.1.**	**Reading Benchmarks: Literature K-5**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Craft and Structure**

INDICATORS OF PROGRESS / STRAND	0.1.5.5.	Recognize common types of texts (e.g., storybooks, poems).

CONTENT STANDARD / DOMAIN	MN.0.3.	**Reading Benchmarks: Foundational Skills K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Phonological Awareness**
INDICATORS OF PROGRESS / STRAND	**0.3.0.2.**	**Demonstrate understanding of spoken words, syllables, and sounds (phonemes).**

INDICATORS OF PROGRESS	0.3.0.2.a.	Recognize and produce rhyming words.

CONTENT STANDARD / DOMAIN	MN.0.8.	**Speaking, Viewing, Listening and Media Literacy Benchmarks K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Comprehension and Collaboration**
INDICATORS OF PROGRESS / STRAND	**0.8.1.1.**	**Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.**

INDICATORS OF PROGRESS	0.8.1.1.a.	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).

INDICATORS OF PROGRESS	0.8.1.1.b.	Continue a conversation through multiple exchanges.

CONTENT STANDARD / DOMAIN	MN.0.8.	**Speaking, Viewing, Listening and Media Literacy Benchmarks K-5**

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

INDICATORS OF PROGRESS / STRAND	0.8.2.2.	Confirm understanding of a text read aloud or information presented orally or through other media (e.g., poems, rhymes, songs) by asking and answering questions about key details and requesting clarification if something is not understood.

CONTENT STANDARD / DOMAIN	MN.0.10.	**Language Benchmarks K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Conventions of Standard English**
INDICATORS OF PROGRESS / STRAND	**0.10.1.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**

INDICATORS OF PROGRESS	0.10.1.1. a.	Print many upper- and lowercase letters.
INDICATORS OF PROGRESS	0.10.1.1. b.	Use frequently occurring nouns and verbs.
INDICATORS OF PROGRESS	0.10.1.1.f.	Produce and expand complete sentences in shared language activities.
CONTENT STANDARD / DOMAIN	**MN.0.10.**	**Language Benchmarks K-5**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Conventions of Standard English**
INDICATORS OF PROGRESS / STRAND	**0.10.2.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
INDICATORS OF PROGRESS	0.10.2.2. a.	Capitalize the first word in a sentence and the pronoun I.
INDICATORS OF PROGRESS	0.10.2.2.c .	Write a letter or letters for most consonant and short-vowel sounds (phonemes).
CONTENT STANDARD / DOMAIN	**MN.0.10.**	**Language Benchmarks K-5**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Vocabulary Acquisition and Use**
INDICATORS OF PROGRESS / STRAND	**0.10.4.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.**
INDICATORS OF PROGRESS	0.10.4.4. b.	Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.

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Language Arts

Grade **K** - Adopted: **2010**

CONTENT STANDARD / DOMAIN	**MN.0.1.**	**Reading Benchmarks: Literature K-5**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Craft and Structure**

INDICATORS OF PROGRESS / STRAND	0.1.5.5.	Recognize common types of texts (e.g., storybooks, poems).

CONTENT STANDARD / DOMAIN	MN.0.3.	Reading Benchmarks: Foundational Skills K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Print Concepts
INDICATORS OF PROGRESS / STRAND	0.3.0.1.	Demonstrate understanding of the organization and basic features of print.
INDICATORS OF PROGRESS	0.3.0.1.d.	Recognize and name all upper- and lowercase letters of the alphabet.

CONTENT STANDARD / DOMAIN	MN.0.3.	Reading Benchmarks: Foundational Skills K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Phonological Awareness
INDICATORS OF PROGRESS / STRAND	0.3.0.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
INDICATORS OF PROGRESS	0.3.0.2.a.	Recognize and produce rhyming words.
INDICATORS OF PROGRESS	0.3.0.2.b.	Count, pronounce, blend, and segment syllables in spoken words.
INDICATORS OF PROGRESS	0.3.0.2.d.	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)

CONTENT STANDARD / DOMAIN	MN.0.8.	Speaking, Viewing, Listening and Media Literacy Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration
INDICATORS OF PROGRESS / STRAND	0.8.1.1.	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
INDICATORS OF PROGRESS	0.8.1.1.a.	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
INDICATORS OF PROGRESS	0.8.1.1.b.	Continue a conversation through multiple exchanges.

CONTENT STANDARD / DOMAIN	MN.0.8.	Speaking, Viewing, Listening and Media Literacy Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration
INDICATORS OF PROGRESS / STRAND	0.8.2.2.	Confirm understanding of a text read aloud or information presented orally or through other media (e.g., poems, rhymes, songs) by asking and answering questions about key details and requesting clarification if something is not understood.

CONTENT STANDARD / DOMAIN	MN.0.10.	Language Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	0.10.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATORS OF PROGRESS	0.10.1.1. a.	Print many upper- and lowercase letters.
INDICATORS OF PROGRESS	0.10.1.1. b.	Use frequently occurring nouns and verbs.

CONTENT STANDARD / DOMAIN	MN.0.10.	Language Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	0.10.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATORS OF PROGRESS	0.10.2.2.c.	Write a letter or letters for most consonant and short-vowel sounds (phonemes).
INDICATORS OF PROGRESS	0.10.2.2. d.	Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

CONTENT STANDARD / DOMAIN	MN.0.10.	Language Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
INDICATORS OF PROGRESS / STRAND	0.10.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
INDICATORS OF PROGRESS	0.10.4.4. b.	Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.

CONTENT STANDARD / DOMAIN	MN.0.10.	Language Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
INDICATORS OF PROGRESS / STRAND	0.10.5.5.	With guidance and support from adults, explore word relationships and nuances in word meanings to develop word consciousness.
INDICATORS OF PROGRESS	0.10.5.5.a.	Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.

Week 13: Introduction to Unit 1 Note Making and Outlines, p. 129-137

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CONTENT STANDARD / DOMAIN	MN.0.1.	Reading Benchmarks: Literature K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Craft and Structure
INDICATORS OF PROGRESS / STRAND	0.1.5.5.	Recognize common types of texts (e.g., storybooks, poems).

CONTENT STANDARD / DOMAIN	MN.0.2.	Reading Benchmarks: Informational Text K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Integration of Knowledge and Ideas
INDICATORS OF PROGRESS / STRAND	0.2.7.7.	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

CONTENT STANDARD / DOMAIN	MN.0.3.	Reading Benchmarks: Foundational Skills K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Phonological Awareness
INDICATORS OF PROGRESS / STRAND	0.3.0.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
INDICATORS OF PROGRESS	0.3.0.2.a.	Recognize and produce rhyming words.

INDICATORS OF PROGRESS	0.3.0.2.b.	Count, pronounce, blend, and segment syllables in spoken words.
INDICATORS OF PROGRESS	0.3.0.2.d.	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
CONTENT STANDARD / DOMAIN	**MN.0.8.**	**Speaking, Viewing, Listening and Media Literacy Benchmarks K-5**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Comprehension and Collaboration**
INDICATORS OF PROGRESS / STRAND	**0.8.1.1.**	**Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.**
INDICATORS OF PROGRESS	0.8.1.1.a.	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
INDICATORS OF PROGRESS	0.8.1.1.b.	Continue a conversation through multiple exchanges.
CONTENT STANDARD / DOMAIN	**MN.0.8.**	**Speaking, Viewing, Listening and Media Literacy Benchmarks K-5**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Comprehension and Collaboration**
INDICATORS OF PROGRESS / STRAND	0.8.2.2.	Confirm understanding of a text read aloud or information presented orally or through other media (e.g., poems, rhymes, songs) by asking and answering questions about key details and requesting clarification if something is not understood.
CONTENT STANDARD / DOMAIN	**MN.0.10.**	**Language Benchmarks K-5**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Conventions of Standard English**
INDICATORS OF PROGRESS / STRAND	**0.10.1.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
INDICATORS OF PROGRESS	0.10.1.1. b.	Use frequently occurring nouns and verbs.
INDICATORS OF PROGRESS	0.10.1.1.f.	Produce and expand complete sentences in shared language activities.
CONTENT STANDARD / DOMAIN	**MN.0.10.**	**Language Benchmarks K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	0.10.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATORS OF PROGRESS	0.10.2.2. a.	Capitalize the first word in a sentence and the pronoun I.
INDICATORS OF PROGRESS	0.10.2.2. b.	Recognize and name end punctuation.
CONTENT STANDARD / DOMAIN	MN.0.10.	Language Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
INDICATORS OF PROGRESS / STRAND	0.10.6.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Week 14: Introduction to Unit 2 Modeling Writing from Notes, p. 139-147

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CONTENT STANDARD / DOMAIN	MN.0.1.	Reading Benchmarks: Literature K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Craft and Structure
INDICATORS OF PROGRESS / STRAND	0.1.5.5.	Recognize common types of texts (e.g., storybooks, poems).
CONTENT STANDARD / DOMAIN	MN.0.1.	Reading Benchmarks: Literature K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Integration of Knowledge and Ideas
INDICATORS OF PROGRESS / STRAND	0.1.7.7.	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
CONTENT STANDARD / DOMAIN	MN.0.3.	Reading Benchmarks: Foundational Skills K-5

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Phonological Awareness
INDICATORS OF PROGRESS / STRAND	0.3.0.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
INDICATORS OF PROGRESS	0.3.0.2.a.	Recognize and produce rhyming words.
CONTENT STANDARD / DOMAIN	MN.0.8.	Speaking, Viewing, Listening and Media Literacy Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration
INDICATORS OF PROGRESS / STRAND	0.8.1.1.	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
INDICATORS OF PROGRESS	0.8.1.1.a.	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
INDICATORS OF PROGRESS	0.8.1.1.b.	Continue a conversation through multiple exchanges.
CONTENT STANDARD / DOMAIN	MN.0.8.	Speaking, Viewing, Listening and Media Literacy Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration
INDICATORS OF PROGRESS / STRAND	0.8.2.2.	Confirm understanding of a text read aloud or information presented orally or through other media (e.g., poems, rhymes, songs) by asking and answering questions about key details and requesting clarification if something is not understood.
CONTENT STANDARD / DOMAIN	MN.0.10.	Language Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	0.10.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATORS OF PROGRESS	0.10.1.1.a.	Print many upper- and lowercase letters.
INDICATORS OF PROGRESS	0.10.1.1.b.	Use frequently occurring nouns and verbs.
INDICATORS OF PROGRESS	0.10.1.1.f.	Produce and expand complete sentences in shared language activities.

CONTENT STANDARD / DOMAIN	MN.0.10.	Language Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	0.10.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATORS OF PROGRESS	0.10.2.2. a.	Capitalize the first word in a sentence and the pronoun I.
INDICATORS OF PROGRESS	0.10.2.2. b.	Recognize and name end punctuation.
INDICATORS OF PROGRESS	0.10.2.2.c .	Write a letter or letters for most consonant and short-vowel sounds (phonemes).
CONTENT STANDARD / DOMAIN	MN.0.10.	Language Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
INDICATORS OF PROGRESS / STRAND	0.10.5.5.	With guidance and support from adults, explore word relationships and nuances in word meanings to develop word consciousness.
INDICATORS OF PROGRESS	0.10.5.5. b.	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).

Week 15: Unit 2 Modeling Writing from Notes, p. 149-155

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Grade **K** - Adopted: **2010**

CONTENT STANDARD / DOMAIN	MN.0.1.	Reading Benchmarks: Literature K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Craft and Structure
INDICATORS OF PROGRESS / STRAND	0.1.5.5.	Recognize common types of texts (e.g., storybooks, poems).
CONTENT STANDARD / DOMAIN	MN.0.1.	Reading Benchmarks: Literature K-5

PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Integration of Knowledge and Ideas**
INDICATORS OF PROGRESS / STRAND	0.1.7.7.	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
CONTENT STANDARD / DOMAIN	**MN.0.3.**	**Reading Benchmarks: Foundational Skills K-5**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Phonological Awareness**
INDICATORS OF PROGRESS / STRAND	**0.3.0.2.**	**Demonstrate understanding of spoken words, syllables, and sounds (phonemes).**
INDICATORS OF PROGRESS	0.3.0.2.a.	Recognize and produce rhyming words.
CONTENT STANDARD / DOMAIN	**MN.0.8.**	**Speaking, Viewing, Listening and Media Literacy Benchmarks K-5**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Comprehension and Collaboration**
INDICATORS OF PROGRESS / STRAND	**0.8.1.1.**	**Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.**
INDICATORS OF PROGRESS	0.8.1.1.a.	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
INDICATORS OF PROGRESS	0.8.1.1.b.	Continue a conversation through multiple exchanges.
CONTENT STANDARD / DOMAIN	**MN.0.8.**	**Speaking, Viewing, Listening and Media Literacy Benchmarks K-5**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Comprehension and Collaboration**
INDICATORS OF PROGRESS / STRAND	0.8.2.2.	Confirm understanding of a text read aloud or information presented orally or through other media (e.g., poems, rhymes, songs) by asking and answering questions about key details and requesting clarification if something is not understood.
CONTENT STANDARD / DOMAIN	**MN.0.10.**	**Language Benchmarks K-5**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Conventions of Standard English**

INDICATORS OF PROGRESS / STRAND	0.10.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATORS OF PROGRESS	0.10.1.1. b.	Use frequently occurring nouns and verbs.
CONTENT STANDARD / DOMAIN	MN.0.10.	Language Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	0.10.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATORS OF PROGRESS	0.10.2.2. a.	Capitalize the first word in a sentence and the pronoun I.
INDICATORS OF PROGRESS	0.10.2.2. b.	Recognize and name end punctuation.
CONTENT STANDARD / DOMAIN	MN.0.10.	Language Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
INDICATORS OF PROGRESS / STRAND	0.10.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
INDICATORS OF PROGRESS	0.10.4.4. a.	Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
INDICATORS OF PROGRESS	0.10.4.4. b.	Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.
CONTENT STANDARD / DOMAIN	MN.0.10.	Language Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
INDICATORS OF PROGRESS / STRAND	0.10.6.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Week 16: Unit 2 Modeling Writing from Notes, p. 157-163

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CONTENT STANDARD / DOMAIN	**MN.0.1.**	**Reading Benchmarks: Literature K-5**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Craft and Structure**
INDICATORS OF PROGRESS / STRAND	0.1.5.5.	Recognize common types of texts (e.g., storybooks, poems).
CONTENT STANDARD / DOMAIN	**MN.0.1.**	**Reading Benchmarks: Literature K-5**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Integration of Knowledge and Ideas**
INDICATORS OF PROGRESS / STRAND	0.1.7.7.	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
CONTENT STANDARD / DOMAIN	**MN.0.3.**	**Reading Benchmarks: Foundational Skills K-5**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Phonological Awareness**
INDICATORS OF PROGRESS / STRAND	**0.3.0.2.**	**Demonstrate understanding of spoken words, syllables, and sounds (phonemes).**
INDICATORS OF PROGRESS	0.3.0.2.a.	Recognize and produce rhyming words.
CONTENT STANDARD / DOMAIN	**MN.0.3.**	**Reading Benchmarks: Foundational Skills K-5**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Phonics and Word Recognition**
INDICATORS OF PROGRESS / STRAND	**0.3.0.3.**	**Know and apply grade-level phonics and word analysis skills in decoding words.**
INDICATORS OF PROGRESS	0.3.0.3.b.	Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
CONTENT STANDARD / DOMAIN	**MN.0.8.**	**Speaking, Viewing, Listening and Media Literacy Benchmarks K-5**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Comprehension and Collaboration**

INDICATORS OF PROGRESS / STRAND	0.8.1.1.	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
INDICATORS OF PROGRESS	0.8.1.1.a.	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
INDICATORS OF PROGRESS	0.8.1.1.b.	Continue a conversation through multiple exchanges.
CONTENT STANDARD / DOMAIN	MN.0.8.	Speaking, Viewing, Listening and Media Literacy Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration
INDICATORS OF PROGRESS / STRAND	0.8.2.2.	Confirm understanding of a text read aloud or information presented orally or through other media (e.g., poems, rhymes, songs) by asking and answering questions about key details and requesting clarification if something is not understood.
CONTENT STANDARD / DOMAIN	MN.0.10.	Language Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	0.10.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATORS OF PROGRESS	0.10.1.1. e.	Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
CONTENT STANDARD / DOMAIN	MN.0.10.	Language Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	0.10.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATORS OF PROGRESS	0.10.2.2. a.	Capitalize the first word in a sentence and the pronoun I.
INDICATORS OF PROGRESS	0.10.2.2. b.	Recognize and name end punctuation.
CONTENT STANDARD / DOMAIN	MN.0.10.	Language Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use

INDICATORS OF PROGRESS / STRAND	**0.10.5.5.**	**With guidance and support from adults, explore word relationships and nuances in word meanings to develop word consciousness.**
INDICATORS OF PROGRESS	0.10.5.5. a.	Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
INDICATORS OF PROGRESS	0.10.5.5. b.	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
CONTENT STANDARD / DOMAIN	**MN.0.10.**	**Language Benchmarks K-5**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Vocabulary Acquisition and Use**
INDICATORS OF PROGRESS / STRAND	0.10.6.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Week 17: Unit 2 Modeling Writing from Notes, p. 165-171

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CONTENT STANDARD / DOMAIN	**MN.0.1.**	**Reading Benchmarks: Literature K-5**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Key Ideas and Details**
INDICATORS OF PROGRESS / STRAND	0.1.3.3.	With prompting and support, identify characters, settings, and major events in a story.
CONTENT STANDARD / DOMAIN	**MN.0.1.**	**Reading Benchmarks: Literature K-5**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Craft and Structure**
INDICATORS OF PROGRESS / STRAND	0.1.5.5.	Recognize common types of texts (e.g., storybooks, poems).
CONTENT STANDARD / DOMAIN	**MN.0.3.**	**Reading Benchmarks: Foundational Skills K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Phonological Awareness
INDICATORS OF PROGRESS / STRAND	0.3.0.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
INDICATORS OF PROGRESS	0.3.0.2.c.	Blend and segment onsets and rimes of single-syllable spoken words.
CONTENT STANDARD / DOMAIN	MN.0.3.	Reading Benchmarks: Foundational Skills K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Phonics and Word Recognition
INDICATORS OF PROGRESS / STRAND	0.3.0.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
INDICATORS OF PROGRESS	0.3.0.3.d.	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
CONTENT STANDARD / DOMAIN	MN.0.8.	Speaking, Viewing, Listening and Media Literacy Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration
INDICATORS OF PROGRESS / STRAND	0.8.1.1.	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
INDICATORS OF PROGRESS	0.8.1.1.a.	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
INDICATORS OF PROGRESS	0.8.1.1.b.	Continue a conversation through multiple exchanges.
CONTENT STANDARD / DOMAIN	MN.0.8.	Speaking, Viewing, Listening and Media Literacy Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration
INDICATORS OF PROGRESS / STRAND	0.8.2.2.	Confirm understanding of a text read aloud or information presented orally or through other media (e.g., poems, rhymes, songs) by asking and answering questions about key details and requesting clarification if something is not understood.
CONTENT STANDARD / DOMAIN	MN.0.10.	Language Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Conventions of Standard English

INDICATORS OF PROGRESS / STRAND	0.10.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATORS OF PROGRESS	0.10.1.1. b.	Use frequently occurring nouns and verbs.
INDICATORS OF PROGRESS	0.10.1.1. e.	Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
CONTENT STANDARD / DOMAIN	MN.0.10.	Language Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	0.10.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATORS OF PROGRESS	0.10.2.2. a.	Capitalize the first word in a sentence and the pronoun I.
INDICATORS OF PROGRESS	0.10.2.2. b.	Recognize and name end punctuation.
INDICATORS OF PROGRESS	0.10.2.2. d.	Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
CONTENT STANDARD / DOMAIN	MN.0.10.	Language Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
INDICATORS OF PROGRESS / STRAND	0.10.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
INDICATORS OF PROGRESS	0.10.4.4. a.	Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
INDICATORS OF PROGRESS	0.10.4.4. b.	Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.
CONTENT STANDARD / DOMAIN	MN.0.10.	Language Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
INDICATORS OF PROGRESS / STRAND	0.10.5.5.	With guidance and support from adults, explore word relationships and nuances in word meanings to develop word consciousness.

INDICATORS OF PROGRESS	0.10.5.5. a.	Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
CONTENT STANDARD / DOMAIN	**MN.0.10.**	**Language Benchmarks K-5**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Vocabulary Acquisition and Use**
INDICATORS OF PROGRESS / STRAND	0.10.6.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Week 18: Introduction to Unit 3 Modeling Telling Narrative Stories, p. 173-183

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CONTENT STANDARD / DOMAIN	**MN.0.1.**	**Reading Benchmarks: Literature K-5**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Key Ideas and Details**
INDICATORS OF PROGRESS / STRAND	0.1.2.2.	With prompting and support, retell familiar stories, including key details.
INDICATORS OF PROGRESS / STRAND	0.1.3.3.	With prompting and support, identify characters, settings, and major events in a story.
CONTENT STANDARD / DOMAIN	**MN.0.1.**	**Reading Benchmarks: Literature K-5**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Craft and Structure**
INDICATORS OF PROGRESS / STRAND	0.1.5.5.	Recognize common types of texts (e.g., storybooks, poems).
CONTENT STANDARD / DOMAIN	**MN.0.3.**	**Reading Benchmarks: Foundational Skills K-5**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Phonological Awareness**

INDICATORS OF PROGRESS / STRAND	0.3.0.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
INDICATORS OF PROGRESS	0.3.0.2.a.	Recognize and produce rhyming words.
INDICATORS OF PROGRESS	0.3.0.2.b.	Count, pronounce, blend, and segment syllables in spoken words.
CONTENT STANDARD / DOMAIN	MN.0.8.	Speaking, Viewing, Listening and Media Literacy Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration
INDICATORS OF PROGRESS / STRAND	0.8.1.1.	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
INDICATORS OF PROGRESS	0.8.1.1.a.	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
INDICATORS OF PROGRESS	0.8.1.1.b.	Continue a conversation through multiple exchanges.
CONTENT STANDARD / DOMAIN	MN.0.8.	Speaking, Viewing, Listening and Media Literacy Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration
INDICATORS OF PROGRESS / STRAND	0.8.2.2.	Confirm understanding of a text read aloud or information presented orally or through other media (e.g., poems, rhymes, songs) by asking and answering questions about key details and requesting clarification if something is not understood.
CONTENT STANDARD / DOMAIN	MN.0.10.	Language Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	0.10.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATORS OF PROGRESS	0.10.1.1. b.	Use frequently occurring nouns and verbs.
INDICATORS OF PROGRESS	0.10.1.1. e.	Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
INDICATORS OF PROGRESS	0.10.1.1.f.	Produce and expand complete sentences in shared language activities.

CONTENT STANDARD / DOMAIN	MN.0.10.	Language Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	0.10.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATORS OF PROGRESS	0.10.2.2. a.	Capitalize the first word in a sentence and the pronoun I.
INDICATORS OF PROGRESS	0.10.2.2. b.	Recognize and name end punctuation.
CONTENT STANDARD / DOMAIN	MN.0.10.	Language Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
INDICATORS OF PROGRESS / STRAND	0.10.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
INDICATORS OF PROGRESS	0.10.4.4. a.	Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
CONTENT STANDARD / DOMAIN	MN.0.10.	Language Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
INDICATORS OF PROGRESS / STRAND	0.10.5.5.	With guidance and support from adults, explore word relationships and nuances in word meanings to develop word consciousness.
INDICATORS OF PROGRESS	0.10.5.5. b.	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
CONTENT STANDARD / DOMAIN	MN.0.10.	Language Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
INDICATORS OF PROGRESS / STRAND	0.10.6.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Week 19: Unit 3 Modeling Telling Narrative Stories, p. 185-191

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CONTENT STANDARD / DOMAIN	MN.0.1.	Reading Benchmarks: Literature K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Key Ideas and Details
INDICATORS OF PROGRESS / STRAND	0.1.3.3.	With prompting and support, identify characters, settings, and major events in a story.

CONTENT STANDARD / DOMAIN	MN.0.1.	Reading Benchmarks: Literature K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Craft and Structure
INDICATORS OF PROGRESS / STRAND	0.1.5.5.	Recognize common types of texts (e.g., storybooks, poems).

CONTENT STANDARD / DOMAIN	MN.0.3.	Reading Benchmarks: Foundational Skills K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Phonological Awareness
INDICATORS OF PROGRESS / STRAND	0.3.0.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
INDICATORS OF PROGRESS	0.3.0.2.a.	Recognize and produce rhyming words.
INDICATORS OF PROGRESS	0.3.0.2.d.	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)

CONTENT STANDARD / DOMAIN	MN.0.3.	Reading Benchmarks: Foundational Skills K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Phonics and Word Recognition
INDICATORS OF PROGRESS / STRAND	0.3.0.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
INDICATORS OF PROGRESS	0.3.0.3.b.	Associate the long and short sounds with common spellings (graphemes) for the five major vowels.

CONTENT STANDARD / DOMAIN	MN.0.8.	Speaking, Viewing, Listening and Media Literacy Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration
INDICATORS OF PROGRESS / STRAND	0.8.1.1.	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
INDICATORS OF PROGRESS	0.8.1.1.a.	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
INDICATORS OF PROGRESS	0.8.1.1.b.	Continue a conversation through multiple exchanges.
CONTENT STANDARD / DOMAIN	MN.0.8.	Speaking, Viewing, Listening and Media Literacy Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration
INDICATORS OF PROGRESS / STRAND	0.8.2.2.	Confirm understanding of a text read aloud or information presented orally or through other media (e.g., poems, rhymes, songs) by asking and answering questions about key details and requesting clarification if something is not understood.
CONTENT STANDARD / DOMAIN	MN.0.10.	Language Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	0.10.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATORS OF PROGRESS	0.10.1.1.b.	Use frequently occurring nouns and verbs.
INDICATORS OF PROGRESS	0.10.1.1.c.	Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
CONTENT STANDARD / DOMAIN	MN.0.10.	Language Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	0.10.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATORS OF PROGRESS	0.10.2.2.a.	Capitalize the first word in a sentence and the pronoun I.

INDICATORS OF PROGRESS	0.10.2.2. b.	Recognize and name end punctuation.

CONTENT STANDARD / DOMAIN	MN.0.10.	**Language Benchmarks K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Vocabulary Acquisition and Use**
INDICATORS OF PROGRESS / STRAND	**0.10.4.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.**

INDICATORS OF PROGRESS	0.10.4.4. a.	Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).

Week 20: Unit 3 Modeling Telling Narrative Stories, p. 193-199

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CONTENT STANDARD / DOMAIN	MN.0.1.	**Reading Benchmarks: Literature K-5**

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

INDICATORS OF PROGRESS / STRAND	0.1.2.2.	With prompting and support, retell familiar stories, including key details.

INDICATORS OF PROGRESS / STRAND	0.1.3.3.	With prompting and support, identify characters, settings, and major events in a story.

CONTENT STANDARD / DOMAIN	MN.0.1.	**Reading Benchmarks: Literature K-5**

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

INDICATORS OF PROGRESS / STRAND	0.1.5.5.	Recognize common types of texts (e.g., storybooks, poems).

CONTENT STANDARD / DOMAIN	MN.0.3.	**Reading Benchmarks: Foundational Skills K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Phonological Awareness**

INDICATORS OF PROGRESS / STRAND	0.3.0.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
INDICATORS OF PROGRESS	0.3.0.2.a.	Recognize and produce rhyming words.
CONTENT STANDARD / DOMAIN	MN.0.8.	Speaking, Viewing, Listening and Media Literacy Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration
INDICATORS OF PROGRESS / STRAND	0.8.1.1.	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
INDICATORS OF PROGRESS	0.8.1.1.a.	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
INDICATORS OF PROGRESS	0.8.1.1.b.	Continue a conversation through multiple exchanges.
CONTENT STANDARD / DOMAIN	MN.0.8.	Speaking, Viewing, Listening and Media Literacy Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration
INDICATORS OF PROGRESS / STRAND	0.8.2.2.	Confirm understanding of a text read aloud or information presented orally or through other media (e.g., poems, rhymes, songs) by asking and answering questions about key details and requesting clarification if something is not understood.
CONTENT STANDARD / DOMAIN	MN.0.10.	Language Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	0.10.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATORS OF PROGRESS	0.10.1.1.b.	Use frequently occurring nouns and verbs.
CONTENT STANDARD / DOMAIN	MN.0.10.	Language Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	0.10.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

INDICATORS OF PROGRESS	0.10.2.2. a.	Capitalize the first word in a sentence and the pronoun I.

INDICATORS OF PROGRESS	0.10.2.2. b.	Recognize and name end punctuation.

Week 21: Introduction to Unit 5 Modeling Writing fron Pictures, p. 201-211

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CONTENT STANDARD / DOMAIN	**MN.0.1.**	**Reading Benchmarks: Literature K-5**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Key Ideas and Details**
INDICATORS OF PROGRESS / STRAND	0.1.3.3.	With prompting and support, identify characters, settings, and major events in a story.

CONTENT STANDARD / DOMAIN	**MN.0.1.**	**Reading Benchmarks: Literature K-5**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Craft and Structure**
INDICATORS OF PROGRESS / STRAND	0.1.5.5.	Recognize common types of texts (e.g., storybooks, poems).

CONTENT STANDARD / DOMAIN	**MN.0.1.**	**Reading Benchmarks: Literature K-5**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Integration of Knowledge and Ideas**
INDICATORS OF PROGRESS / STRAND	0.1.7.7.	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

CONTENT STANDARD / DOMAIN	**MN.0.6.**	**Writing Benchmarks K-5**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Text Types and Purposes**

INDICATORS OF PROGRESS / STRAND	0.6.3.3.	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
CONTENT STANDARD / DOMAIN	**MN.0.8.**	**Speaking, Viewing, Listening and Media Literacy Benchmarks K-5**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Comprehension and Collaboration**
INDICATORS OF PROGRESS / STRAND	**0.8.1.1.**	**Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.**
INDICATORS OF PROGRESS	0.8.1.1.a.	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
INDICATORS OF PROGRESS	0.8.1.1.b.	Continue a conversation through multiple exchanges.
CONTENT STANDARD / DOMAIN	**MN.0.8.**	**Speaking, Viewing, Listening and Media Literacy Benchmarks K-5**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Comprehension and Collaboration**
INDICATORS OF PROGRESS / STRAND	0.8.2.2.	Confirm understanding of a text read aloud or information presented orally or through other media (e.g., poems, rhymes, songs) by asking and answering questions about key details and requesting clarification if something is not understood.
CONTENT STANDARD / DOMAIN	**MN.0.10.**	**Language Benchmarks K-5**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Conventions of Standard English**
INDICATORS OF PROGRESS / STRAND	**0.10.1.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
INDICATORS OF PROGRESS	0.10.1.1.b.	Use frequently occurring nouns and verbs.
INDICATORS OF PROGRESS	0.10.1.1.f.	Produce and expand complete sentences in shared language activities.
CONTENT STANDARD / DOMAIN	**MN.0.10.**	**Language Benchmarks K-5**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Conventions of Standard English**

INDICATORS OF PROGRESS / STRAND	0.10.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATORS OF PROGRESS	0.10.2.2. a.	Capitalize the first word in a sentence and the pronoun I.
INDICATORS OF PROGRESS	0.10.2.2. b.	Recognize and name end punctuation.
CONTENT STANDARD / DOMAIN	MN.0.10.	Language Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
INDICATORS OF PROGRESS / STRAND	0.10.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
INDICATORS OF PROGRESS	0.10.4.4. b.	Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.

<div style="border:1px dashed #6fd4c8; background:#ccffff; text-align:center; padding:10px;">Week 22: Unit 5 Modeling Writing fron Pictures, p. 213-219</div>

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CONTENT STANDARD / DOMAIN	MN.0.1.	Reading Benchmarks: Literature K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Key Ideas and Details
INDICATORS OF PROGRESS / STRAND	0.1.2.2.	With prompting and support, retell familiar stories, including key details.
INDICATORS OF PROGRESS / STRAND	0.1.3.3.	With prompting and support, identify characters, settings, and major events in a story.
CONTENT STANDARD / DOMAIN	MN.0.1.	Reading Benchmarks: Literature K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Craft and Structure
INDICATORS OF PROGRESS / STRAND	0.1.5.5.	Recognize common types of texts (e.g., storybooks, poems).

CONTENT STANDARD / DOMAIN	MN.0.1.	Reading Benchmarks: Literature K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Integration of Knowledge and Ideas
INDICATORS OF PROGRESS / STRAND	0.1.7.7.	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

CONTENT STANDARD / DOMAIN	MN.0.3.	Reading Benchmarks: Foundational Skills K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Phonological Awareness
INDICATORS OF PROGRESS / STRAND	0.3.0.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
INDICATORS OF PROGRESS	0.3.0.2.a.	Recognize and produce rhyming words.

CONTENT STANDARD / DOMAIN	MN.0.6.	Writing Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Text Types and Purposes
INDICATORS OF PROGRESS / STRAND	0.6.3.3.	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

CONTENT STANDARD / DOMAIN	MN.0.8.	Speaking, Viewing, Listening and Media Literacy Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration
INDICATORS OF PROGRESS / STRAND	0.8.1.1.	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
INDICATORS OF PROGRESS	0.8.1.1.a.	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
INDICATORS OF PROGRESS	0.8.1.1.b.	Continue a conversation through multiple exchanges.

CONTENT STANDARD / DOMAIN	MN.0.8.	Speaking, Viewing, Listening and Media Literacy Benchmarks K-5

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration
INDICATORS OF PROGRESS / STRAND	0.8.2.2.	Confirm understanding of a text read aloud or information presented orally or through other media (e.g., poems, rhymes, songs) by asking and answering questions about key details and requesting clarification if something is not understood.
CONTENT STANDARD / DOMAIN	MN.0.10.	Language Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	0.10.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATORS OF PROGRESS	0.10.1.1. b.	Use frequently occurring nouns and verbs.
INDICATORS OF PROGRESS	0.10.1.1.f.	Produce and expand complete sentences in shared language activities.
CONTENT STANDARD / DOMAIN	MN.0.10.	Language Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	0.10.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATORS OF PROGRESS	0.10.2.2. a.	Capitalize the first word in a sentence and the pronoun I.
INDICATORS OF PROGRESS	0.10.2.2. b.	Recognize and name end punctuation.
CONTENT STANDARD / DOMAIN	MN.0.10.	Language Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
INDICATORS OF PROGRESS / STRAND	0.10.6.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Week 23: Unit 5 Modeling Writing fron Pictures, p. 221-227

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<tr><td colspan="3" align="center">Grade **K** - Adopted: **2010**</td></tr>
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<td>**PERFORMANCE INDICATOR / DOMAIN COMPONENT**</td>
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<td>**Key Ideas and Details**</td>
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<td>INDICATORS OF PROGRESS / STRAND</td>
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<td>With prompting and support, identify characters, settings, and major events in a story.</td>
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<td>**CONTENT STANDARD / DOMAIN**</td>
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<td>**Reading Benchmarks: Literature K-5**</td>
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<td>INDICATORS OF PROGRESS / STRAND</td>
<td>0.1.5.5.</td>
<td>Recognize common types of texts (e.g., storybooks, poems).</td>
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<td>**Integration of Knowledge and Ideas**</td>
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<td>INDICATORS OF PROGRESS / STRAND</td>
<td>0.1.7.7.</td>
<td>With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).</td>
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<td>**CONTENT STANDARD / DOMAIN**</td>
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<td>**PERFORMANCE INDICATOR / DOMAIN COMPONENT**</td>
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<td>**Phonological Awareness**</td>
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<td>**INDICATORS OF PROGRESS / STRAND**</td>
<td>**0.3.0.2.**</td>
<td>**Demonstrate understanding of spoken words, syllables, and sounds (phonemes).**</td>
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<td>INDICATORS OF PROGRESS</td>
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<td>Recognize and produce rhyming words.</td>
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<td>**Writing Benchmarks K-5**</td>
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<td>**PERFORMANCE INDICATOR / DOMAIN COMPONENT**</td>
<td></td>
<td>**Text Types and Purposes**</td>
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INDICATORS OF PROGRESS / STRAND	0.6.3.3.	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
CONTENT STANDARD / DOMAIN	**MN.0.8.**	**Speaking, Viewing, Listening and Media Literacy Benchmarks K-5**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Comprehension and Collaboration**
INDICATORS OF PROGRESS / STRAND	**0.8.1.1.**	**Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.**
INDICATORS OF PROGRESS	0.8.1.1.a.	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
INDICATORS OF PROGRESS	0.8.1.1.b.	Continue a conversation through multiple exchanges.
CONTENT STANDARD / DOMAIN	**MN.0.8.**	**Speaking, Viewing, Listening and Media Literacy Benchmarks K-5**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Comprehension and Collaboration**
INDICATORS OF PROGRESS / STRAND	0.8.2.2.	Confirm understanding of a text read aloud or information presented orally or through other media (e.g., poems, rhymes, songs) by asking and answering questions about key details and requesting clarification if something is not understood.
CONTENT STANDARD / DOMAIN	**MN.0.10.**	**Language Benchmarks K-5**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Conventions of Standard English**
INDICATORS OF PROGRESS / STRAND	**0.10.1.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
INDICATORS OF PROGRESS	0.10.1.1. b.	Use frequently occurring nouns and verbs.
INDICATORS OF PROGRESS	0.10.1.1.f.	Produce and expand complete sentences in shared language activities.
CONTENT STANDARD / DOMAIN	**MN.0.10.**	**Language Benchmarks K-5**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Conventions of Standard English**
INDICATORS OF PROGRESS / STRAND	**0.10.2.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**

INDICATORS OF PROGRESS	0.10.2.2. a.	Capitalize the first word in a sentence and the pronoun I.

INDICATORS OF PROGRESS	0.10.2.2. b.	Recognize and name end punctuation.

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CONTENT STANDARD / DOMAIN	MN.0.1.	Reading Benchmarks: Literature K-5

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Key Ideas and Details

INDICATORS OF PROGRESS / STRAND	0.1.3.3.	With prompting and support, identify characters, settings, and major events in a story.

CONTENT STANDARD / DOMAIN	MN.0.1.	Reading Benchmarks: Literature K-5

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Craft and Structure

INDICATORS OF PROGRESS / STRAND	0.1.5.5.	Recognize common types of texts (e.g., storybooks, poems).

CONTENT STANDARD / DOMAIN	MN.0.1.	Reading Benchmarks: Literature K-5

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Integration of Knowledge and Ideas

INDICATORS OF PROGRESS / STRAND	0.1.7.7.	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

CONTENT STANDARD / DOMAIN	MN.0.3.	Reading Benchmarks: Foundational Skills K-5

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Phonological Awareness

INDICATORS OF PROGRESS / STRAND	0.3.0.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

INDICATORS OF PROGRESS	0.3.0.2.b.	Count, pronounce, blend, and segment syllables in spoken words.
CONTENT STANDARD / DOMAIN	**MN.0.6.**	**Writing Benchmarks K-5**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Text Types and Purposes**
INDICATORS OF PROGRESS / STRAND	0.6.3.3.	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
CONTENT STANDARD / DOMAIN	**MN.0.8.**	**Speaking, Viewing, Listening and Media Literacy Benchmarks K-5**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Comprehension and Collaboration**
INDICATORS OF PROGRESS / STRAND	**0.8.1.1.**	**Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.**
INDICATORS OF PROGRESS	0.8.1.1.a.	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
INDICATORS OF PROGRESS	0.8.1.1.b.	Continue a conversation through multiple exchanges.
CONTENT STANDARD / DOMAIN	**MN.0.8.**	**Speaking, Viewing, Listening and Media Literacy Benchmarks K-5**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Comprehension and Collaboration**
INDICATORS OF PROGRESS / STRAND	0.8.2.2.	Confirm understanding of a text read aloud or information presented orally or through other media (e.g., poems, rhymes, songs) by asking and answering questions about key details and requesting clarification if something is not understood.
CONTENT STANDARD / DOMAIN	**MN.0.10.**	**Language Benchmarks K-5**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Conventions of Standard English**
INDICATORS OF PROGRESS / STRAND	**0.10.1.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
INDICATORS OF PROGRESS	0.10.1.1. b.	Use frequently occurring nouns and verbs.

INDICATORS OF PROGRESS	0.10.1.1.f.	Produce and expand complete sentences in shared language activities.
CONTENT STANDARD / DOMAIN	**MN.0.10.**	**Language Benchmarks K-5**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Conventions of Standard English**
INDICATORS OF PROGRESS / STRAND	**0.10.2.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
INDICATORS OF PROGRESS	0.10.2.2. a.	Capitalize the first word in a sentence and the pronoun I.
INDICATORS OF PROGRESS	0.10.2.2. b.	Recognize and name end punctuation.
CONTENT STANDARD / DOMAIN	**MN.0.10.**	**Language Benchmarks K-5**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Vocabulary Acquisition and Use**
INDICATORS OF PROGRESS / STRAND	**0.10.4.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.**
INDICATORS OF PROGRESS	0.10.4.4. a.	Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
CONTENT STANDARD / DOMAIN	**MN.0.10.**	**Language Benchmarks K-5**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Vocabulary Acquisition and Use**
INDICATORS OF PROGRESS / STRAND	0.10.6.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Week 25: Revisiting Unit 2, p. 243-249

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Grade **K** - Adopted: **2010**

CONTENT STANDARD / DOMAIN	**MN.0.1.**	**Reading Benchmarks: Literature K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Craft and Structure
INDICATORS OF PROGRESS / STRAND	0.1.5.5.	Recognize common types of texts (e.g., storybooks, poems).
CONTENT STANDARD / DOMAIN	**MN.0.1.**	**Reading Benchmarks: Literature K-5**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Integration of Knowledge and Ideas
INDICATORS OF PROGRESS / STRAND	0.1.7.7.	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
CONTENT STANDARD / DOMAIN	**MN.0.3.**	**Reading Benchmarks: Foundational Skills K-5**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Print Concepts
INDICATORS OF PROGRESS / STRAND	**0.3.0.1.**	**Demonstrate understanding of the organization and basic features of print.**
INDICATORS OF PROGRESS	0.3.0.1.b.	Recognize that spoken words are represented in written language by specific sequences of letters.
CONTENT STANDARD / DOMAIN	**MN.0.8.**	**Speaking, Viewing, Listening and Media Literacy Benchmarks K-5**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration
INDICATORS OF PROGRESS / STRAND	**0.8.1.1.**	**Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.**
INDICATORS OF PROGRESS	0.8.1.1.a.	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
INDICATORS OF PROGRESS	0.8.1.1.b.	Continue a conversation through multiple exchanges.
CONTENT STANDARD / DOMAIN	**MN.0.10.**	**Language Benchmarks K-5**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Conventions of Standard English

INDICATORS OF PROGRESS / STRAND	0.10.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATORS OF PROGRESS	0.10.1.1.f.	Produce and expand complete sentences in shared language activities.
CONTENT STANDARD / DOMAIN	MN.0.10.	Language Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	0.10.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATORS OF PROGRESS	0.10.2.2. a.	Capitalize the first word in a sentence and the pronoun I.
INDICATORS OF PROGRESS	0.10.2.2. b.	Recognize and name end punctuation.

Week 26: Revisting Unit 2, p. 251-257

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Grade K - Adopted: 2010

CONTENT STANDARD / DOMAIN	MN.0.1.	Reading Benchmarks: Literature K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Craft and Structure
INDICATORS OF PROGRESS / STRAND	0.1.5.5.	Recognize common types of texts (e.g., storybooks, poems).
CONTENT STANDARD / DOMAIN	MN.0.1.	Reading Benchmarks: Literature K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Integration of Knowledge and Ideas
INDICATORS OF PROGRESS / STRAND	0.1.7.7.	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
CONTENT STANDARD / DOMAIN	MN.0.3.	Reading Benchmarks: Foundational Skills K-5

PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Print Concepts**
INDICATORS OF PROGRESS / STRAND	0.3.0.1.	**Demonstrate understanding of the organization and basic features of print.**
INDICATORS OF PROGRESS	0.3.0.1.b.	Recognize that spoken words are represented in written language by specific sequences of letters.
CONTENT STANDARD / DOMAIN	**MN.0.8.**	**Speaking, Viewing, Listening and Media Literacy Benchmarks K-5**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Comprehension and Collaboration**
INDICATORS OF PROGRESS / STRAND	0.8.1.1.	**Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.**
INDICATORS OF PROGRESS	0.8.1.1.a.	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
INDICATORS OF PROGRESS	0.8.1.1.b.	Continue a conversation through multiple exchanges.
CONTENT STANDARD / DOMAIN	**MN.0.8.**	**Speaking, Viewing, Listening and Media Literacy Benchmarks K-5**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Comprehension and Collaboration**
INDICATORS OF PROGRESS / STRAND	0.8.2.2.	Confirm understanding of a text read aloud or information presented orally or through other media (e.g., poems, rhymes, songs) by asking and answering questions about key details and requesting clarification if something is not understood.
CONTENT STANDARD / DOMAIN	**MN.0.10.**	**Language Benchmarks K-5**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Conventions of Standard English**
INDICATORS OF PROGRESS / STRAND	0.10.1.1.	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
INDICATORS OF PROGRESS	0.10.1.1.f.	Produce and expand complete sentences in shared language activities.
CONTENT STANDARD / DOMAIN	**MN.0.10.**	**Language Benchmarks K-5**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Conventions of Standard English**

INDICATORS OF PROGRESS / STRAND	0.10.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATORS OF PROGRESS	0.10.2.2.a.	Capitalize the first word in a sentence and the pronoun I.
INDICATORS OF PROGRESS	0.10.2.2.b.	Recognize and name end punctuation.

Week 27: Revisiting Unit 2, p. 259-265

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Grade K - Adopted: 2010

CONTENT STANDARD / DOMAIN	MN.0.1.	Reading Benchmarks: Literature K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Craft and Structure
INDICATORS OF PROGRESS / STRAND	0.1.5.5.	Recognize common types of texts (e.g., storybooks, poems).
CONTENT STANDARD / DOMAIN	MN.0.1.	Reading Benchmarks: Literature K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Integration of Knowledge and Ideas
INDICATORS OF PROGRESS / STRAND	0.1.7.7.	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
CONTENT STANDARD / DOMAIN	MN.0.3.	Reading Benchmarks: Foundational Skills K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Print Concepts
INDICATORS OF PROGRESS / STRAND	0.3.0.1.	Demonstrate understanding of the organization and basic features of print.
INDICATORS OF PROGRESS	0.3.0.1.b.	Recognize that spoken words are represented in written language by specific sequences of letters.
CONTENT STANDARD / DOMAIN	MN.0.8.	Speaking, Viewing, Listening and Media Literacy Benchmarks K-5

PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Comprehension and Collaboration**
INDICATORS OF PROGRESS / STRAND	**0.8.1.1.**	**Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.**
INDICATORS OF PROGRESS	0.8.1.1.a.	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
INDICATORS OF PROGRESS	0.8.1.1.b.	Continue a conversation through multiple exchanges.
CONTENT STANDARD / DOMAIN	**MN.0.8.**	**Speaking, Viewing, Listening and Media Literacy Benchmarks K-5**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Comprehension and Collaboration**
INDICATORS OF PROGRESS / STRAND	0.8.2.2.	Confirm understanding of a text read aloud or information presented orally or through other media (e.g., poems, rhymes, songs) by asking and answering questions about key details and requesting clarification if something is not understood.
CONTENT STANDARD / DOMAIN	**MN.0.10.**	**Language Benchmarks K-5**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Conventions of Standard English**
INDICATORS OF PROGRESS / STRAND	**0.10.1.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
INDICATORS OF PROGRESS	0.10.1.1.f.	Produce and expand complete sentences in shared language activities.
CONTENT STANDARD / DOMAIN	**MN.0.10.**	**Language Benchmarks K-5**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Conventions of Standard English**
INDICATORS OF PROGRESS / STRAND	**0.10.2.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
INDICATORS OF PROGRESS	0.10.2.2.a.	Capitalize the first word in a sentence and the pronoun I.
INDICATORS OF PROGRESS	0.10.2.2.b.	Recognize and name end punctuation.

Week 28: Revisiting Unit 2, p. 267-273

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Grade **K** - Adopted: **2010**

CONTENT STANDARD / DOMAIN	MN.0.1.	Reading Benchmarks: Literature K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Craft and Structure
INDICATORS OF PROGRESS / STRAND	0.1.5.5.	Recognize common types of texts (e.g., storybooks, poems).
CONTENT STANDARD / DOMAIN	MN.0.2.	Reading Benchmarks: Informational Text K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Integration of Knowledge and Ideas
INDICATORS OF PROGRESS / STRAND	0.2.7.7.	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
CONTENT STANDARD / DOMAIN	MN.0.3.	Reading Benchmarks: Foundational Skills K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Print Concepts
INDICATORS OF PROGRESS / STRAND	0.3.0.1.	Demonstrate understanding of the organization and basic features of print.
INDICATORS OF PROGRESS	0.3.0.1.b.	Recognize that spoken words are represented in written language by specific sequences of letters.
CONTENT STANDARD / DOMAIN	MN.0.8.	Speaking, Viewing, Listening and Media Literacy Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration
INDICATORS OF PROGRESS / STRAND	0.8.1.1.	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
INDICATORS OF PROGRESS	0.8.1.1.a.	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
INDICATORS OF PROGRESS	0.8.1.1.b.	Continue a conversation through multiple exchanges.

CONTENT STANDARD / DOMAIN	MN.0.8.	Speaking, Viewing, Listening and Media Literacy Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration
INDICATORS OF PROGRESS / STRAND	0.8.2.2.	Confirm understanding of a text read aloud or information presented orally or through other media (e.g., poems, rhymes, songs) by asking and answering questions about key details and requesting clarification if something is not understood.
CONTENT STANDARD / DOMAIN	MN.0.10.	Language Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	0.10.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATORS OF PROGRESS	0.10.1.1.f.	Produce and expand complete sentences in shared language activities.
CONTENT STANDARD / DOMAIN	MN.0.10.	Language Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	0.10.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATORS OF PROGRESS	0.10.2.2. a.	Capitalize the first word in a sentence and the pronoun I.
INDICATORS OF PROGRESS	0.10.2.2. b.	Recognize and name end punctuation.

Week 29: Revisiting Unit 2, p. 275-282

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Grade **K** - Adopted: **2010**

CONTENT STANDARD / DOMAIN	MN.0.1.	Reading Benchmarks: Literature K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Craft and Structure

INDICATORS OF PROGRESS / STRAND	0.1.5.5.	Recognize common types of texts (e.g., storybooks, poems).
CONTENT STANDARD / DOMAIN	**MN.0.2.**	**Reading Benchmarks: Informational Text K-5**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Integration of Knowledge and Ideas**
INDICATORS OF PROGRESS / STRAND	0.2.7.7.	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
CONTENT STANDARD / DOMAIN	**MN.0.3.**	**Reading Benchmarks: Foundational Skills K-5**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Print Concepts**
INDICATORS OF PROGRESS / STRAND	**0.3.0.1.**	**Demonstrate understanding of the organization and basic features of print.**
INDICATORS OF PROGRESS	0.3.0.1.b.	Recognize that spoken words are represented in written language by specific sequences of letters.
CONTENT STANDARD / DOMAIN	**MN.0.8.**	**Speaking, Viewing, Listening and Media Literacy Benchmarks K-5**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Comprehension and Collaboration**
INDICATORS OF PROGRESS / STRAND	**0.8.1.1.**	**Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.**
INDICATORS OF PROGRESS	0.8.1.1.a.	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
INDICATORS OF PROGRESS	0.8.1.1.b.	Continue a conversation through multiple exchanges.
CONTENT STANDARD / DOMAIN	**MN.0.8.**	**Speaking, Viewing, Listening and Media Literacy Benchmarks K-5**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Comprehension and Collaboration**
INDICATORS OF PROGRESS / STRAND	0.8.2.2.	Confirm understanding of a text read aloud or information presented orally or through other media (e.g., poems, rhymes, songs) by asking and answering questions about key details and requesting clarification if something is not understood.

CONTENT STANDARD / DOMAIN	MN.0.10.	Language Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	0.10.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATORS OF PROGRESS	0.10.1.1.f.	Produce and expand complete sentences in shared language activities.

CONTENT STANDARD / DOMAIN	MN.0.10.	Language Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	0.10.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATORS OF PROGRESS	0.10.2.2. a.	Capitalize the first word in a sentence and the pronoun I.
INDICATORS OF PROGRESS	0.10.2.2. b.	Recognize and name end punctuation.

> Week 30: Revisting Unit 5, p. 283-288

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Grade **K** - Adopted: **2010**

CONTENT STANDARD / DOMAIN	MN.0.1.	Reading Benchmarks: Literature K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Craft and Structure
INDICATORS OF PROGRESS / STRAND	0.1.5.5.	Recognize common types of texts (e.g., storybooks, poems).

CONTENT STANDARD / DOMAIN	MN.0.2.	Reading Benchmarks: Informational Text K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Integration of Knowledge and Ideas

INDICATORS OF PROGRESS / STRAND	0.2.7.7.	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
CONTENT STANDARD / DOMAIN	**MN.0.3.**	**Reading Benchmarks: Foundational Skills K-5**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Print Concepts**
INDICATORS OF PROGRESS / STRAND	**0.3.0.1.**	**Demonstrate understanding of the organization and basic features of print.**
INDICATORS OF PROGRESS	0.3.0.1.b.	Recognize that spoken words are represented in written language by specific sequences of letters.
CONTENT STANDARD / DOMAIN	**MN.0.6.**	**Writing Benchmarks K-5**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Text Types and Purposes**
INDICATORS OF PROGRESS / STRAND	0.6.3.3.	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
CONTENT STANDARD / DOMAIN	**MN.0.6.**	**Writing Benchmarks K-5**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Research to Build and Present Knowledge**
INDICATORS OF PROGRESS / STRAND	0.6.7.7.	Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
CONTENT STANDARD / DOMAIN	**MN.0.8.**	**Speaking, Viewing, Listening and Media Literacy Benchmarks K-5**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Comprehension and Collaboration**
INDICATORS OF PROGRESS / STRAND	**0.8.1.1.**	**Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.**
INDICATORS OF PROGRESS	0.8.1.1.a.	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
INDICATORS OF PROGRESS	0.8.1.1.b.	Continue a conversation through multiple exchanges.

CONTENT STANDARD / DOMAIN	MN.0.8.	Speaking, Viewing, Listening and Media Literacy Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Comprehension and Collaboration**
INDICATORS OF PROGRESS / STRAND	0.8.2.2.	Confirm understanding of a text read aloud or information presented orally or through other media (e.g., poems, rhymes, songs) by asking and answering questions about key details and requesting clarification if something is not understood.

CONTENT STANDARD / DOMAIN	MN.0.10.	Language Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Conventions of Standard English**
INDICATORS OF PROGRESS / STRAND	**0.10.2.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
INDICATORS OF PROGRESS	0.10.2.2. a.	Capitalize the first word in a sentence and the pronoun I.
INDICATORS OF PROGRESS	0.10.2.2. b.	Recognize and name end punctuation.