Classroom Supplement Units Kindergarten

Pre-writing

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	0.1.1.1.	With prompting and support, ask and answer questions about key details in a text.
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	0.1.4.4.	Ask and answer questions about unknown words in a text.
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		Range of Reading and Level of Text Complexity
INDICATORS OF PROGRESS / STRAND	0.1.10.10.	Actively engage in group reading activities with purpose and understanding, including the appropriate selection of texts for personal enjoyment, interest, and academic tasks.
CONTENT STANDARD / DOMAIN	MN.0.2.	Reading Benchmarks: Informational Text K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Key Ideas and Details
INDICATORS OF PROGRESS / STRAND	0.2.1.1.	With prompting and support, ask and answer questions about key details in a text.
INDICATORS OF PROGRESS / STRAND	0.2.2.2.	With prompting and support, identify the main topic and retell key details of a text.
CONTENT STANDARD / DOMAIN	MN.0.2.	Reading Benchmarks: Informational Text K-5

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Craft and Structure
INDICATORS OF PROGRESS / STRAND	0.2.4.4.	With prompting and support, ask and answer questions about unknown words in a text.
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).
INDICATORS OF PROGRESS / STRAND	0.2.8.8.	With prompting and support, identify the reasons an author gives to support points in a text.
CONTENT STANDARD / DOMAIN	MN.0.2.	Reading Benchmarks: Informational Text K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Range of Reading and Level of Text Complexity
INDICATORS OF PROGRESS / STRAND	0.2.10.10.	Actively engage in group reading activities with purpose and understanding, including the appropriate selection of texts for personal enjoyment, interest, and academic tasks.
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.a.	Follow words from left to right, top to bottom, and page by page.
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.c.	Understand that words are separated by spaces in 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.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/.)

INDICATORS OF PROGRESS	0.3.0.2.e.	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new 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.
INDICATORS OF PROGRESS	0.3.0.3.c.	Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
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.0.3.	Reading Benchmarks: Foundational Skills K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Fluency
INDICATORS OF PROGRESS / STRAND	0.3.0.4.	Read emergent-reader texts with purpose and understanding.
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.
INDICATORS OF PROGRESS	0.8.1.1.c.	Listen to others and name emotions by observing facial expression and other nonverbal cues.
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.
INDICATORS OF PROGRESS / STRAND	0.8.3.3.	Ask and answer questions in order to seek help, get information, or clarify something that 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	0.8.4.4.	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
INDICATORS OF PROGRESS / STRAND	0.8.5.5.	Add drawings or other visual displays to descriptions as desired to provide additional detail.
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.c.	Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
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	0.10.4.4.	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).
INDICATORS OF PROGRESS	0.10.5.5.d.	Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.

CONTENT STANDARD / 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.

Unit 1

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	0.1.1.1.	With prompting and support, ask and answer questions about key details in a text.
CONTENT STANDARD / DOMAIN	MN.0.1.	Reading Benchmarks: Literature K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Craft and Structure
INDICATORS OF PROGRESS / STRAND	0.1.4.4.	Ask and answer questions about unknown words in a text.
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		Key Ideas and Details
INDICATORS OF PROGRESS / STRAND	0.2.1.1.	With prompting and support, ask and answer questions about key details in a text.
INDICATORS OF PROGRESS / STRAND	0.2.2.2.	With prompting and support, identify the main topic and retell key details of a text.
INDICATORS OF PROGRESS / STRAND	0.2.3.3.	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
CONTENT STANDARD / DOMAIN	MN.0.2.	Reading Benchmarks: Informational Text K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Craft and Structure
INDICATORS OF PROGRESS / STRAND	0.2.4.4.	With prompting and support, ask and answer questions about unknown words in a text.
CONTENT STANDARD /	MN.0.2.	Reading Benchmarks: Informational Text K-5

DOMAIN		
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).
INDICATORS OF PROGRESS / STRAND	0.2.8.8.	With prompting and support, identify the reasons an author gives to support points in a text.
CONTENT STANDARD / DOMAIN	MN.0.2.	Reading Benchmarks: Informational Text K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Range of Reading and Level of Text Complexity
INDICATORS OF PROGRESS / STRAND	0.2.10.10.	Actively engage in group reading activities with purpose and understanding, including the appropriate selection of texts for personal enjoyment, interest, and academic tasks.
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.a.	Follow words from left to right, top to bottom, and page by page.
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.c.	Understand that words are separated by spaces in 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.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/.)
INDICATORS OF PROGRESS	0.3.0.2.e.	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new 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.
INDICATORS OF PROGRESS	0.3.0.3.c.	Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
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.0.3.	Reading Benchmarks: Foundational Skills K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Fluency
INDICATORS OF PROGRESS / STRAND	0.3.0.4.	Read emergent-reader texts with purpose and understanding.
CONTENT STANDARD / DOMAIN	MN.0.6.	Writing Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Research to Build and Present Knowledge
INDICATORS OF PROGRESS / STRAND	0.6.8.8.	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
CONTENT STANDARD / DOMAIN	MN.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.
INDICATORS OF PROGRESS	0.8.1.1.c.	Listen to others and name emotions by observing facial expression and other nonverbal cues.
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.
INDICATORS OF PROGRESS / STRAND	0.8.3.3.	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
CONTENT STANDARD / DOMAIN	MN.0.8.	Speaking, Viewing, Listening and Media Literacy Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN		Presentation of Knowledge and Ideas

COMPONENT		
INDICATORS OF PROGRESS / STRAND	0.8.4.4.	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
INDICATORS OF PROGRESS / STRAND	0.8.5.5.	Add drawings or other visual displays to descriptions as desired to provide additional detail.
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. c.	Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
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.
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. 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.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).
INDICATORS OF PROGRESS	0.10.5.5.d.	Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.
CONTENT STANDARD / 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.

Unit 2

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	0.1.1.1.	With prompting and support, ask and answer questions about key details in a text.
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	0.1.4.4.	Ask and answer questions about unknown words in a text.
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		Range of Reading and Level of Text Complexity
INDICATORS OF PROGRESS / STRAND	0.1.10.10.	Actively engage in group reading activities with purpose and understanding, including the appropriate selection of texts for personal enjoyment, interest, and academic tasks.
CONTENT STANDARD / DOMAIN	MN.0.2.	Reading Benchmarks: Informational Text K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Key Ideas and Details
INDICATORS OF	0.2.1.1.	With prompting and support, ask and answer questions about key details in a text.

PROGRESS / STRAND		
INDICATORS OF PROGRESS / STRAND	0.2.2.2.	With prompting and support, identify the main topic and retell key details of a text.
INDICATORS OF PROGRESS / STRAND	0.2.3.3.	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
CONTENT STANDARD / DOMAIN	MN.0.2.	Reading Benchmarks: Informational Text K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Craft and Structure
INDICATORS OF PROGRESS / STRAND	0.2.4.4.	With prompting and support, ask and answer questions about unknown words in a text.
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).
INDICATORS OF PROGRESS / STRAND	0.2.8.8.	With prompting and support, identify the reasons an author gives to support points in a text.
CONTENT STANDARD / DOMAIN	MN.0.2.	Reading Benchmarks: Informational Text K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Range of Reading and Level of Text Complexity
INDICATORS OF PROGRESS / STRAND	0.2.10.10.	Actively engage in group reading activities with purpose and understanding, including the appropriate selection of texts for personal enjoyment, interest, and academic tasks.
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.a.	Follow words from left to right, top to bottom, and page by page.
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.c.	Understand that words are separated by spaces in 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	0.3.0.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

PROGRESS / STRAND		
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.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 (consonent-vowel-consonent, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
INDICATORS OF PROGRESS	0.3.0.2.e.	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new 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.
INDICATORS OF PROGRESS	0.3.0.3.c.	Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
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.0.3.	Reading Benchmarks: Foundational Skills K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Fluency
INDICATORS OF PROGRESS / STRAND	0.3.0.4.	Read emergent-reader texts with purpose and understanding.
CONTENT STANDARD / DOMAIN	MN.0.6.	Writing Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Text Types and Purposes
INDICATORS OF PROGRESS / STRAND	0.6.2.2.	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
CONTENT STANDARD / DOMAIN	MN.0.6.	Writing Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Production and Distribution of Writing
INDICATORS OF PROGRESS / STRAND	0.6.5.5.	With guidance and support from adults, respond to questions and suggestions from adults and peers and add details to strengthen writing as needed.
CONTENT STANDARD / DOMAIN	MN.0.6.	Writing Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN		Research to Build and Present Knowledge

COMPONENT		
INDICATORS OF PROGRESS / STRAND	0.6.8.8.	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
CONTENT STANDARD / DOMAIN	MN.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.
INDICATORS OF PROGRESS	0.8.1.1.c.	Listen to others and name emotions by observing facial expression and other nonverbal cues.
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.
INDICATORS OF PROGRESS / STRAND	0.8.3.3.	Ask and answer questions in order to seek help, get information, or clarify something that 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	0.8.4.4.	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
INDICATORS OF PROGRESS / STRAND	0.8.5.5.	Add drawings or other visual displays to descriptions as desired to provide additional detail.
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.c.	Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
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.
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. 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.
INDICATORS OF PROGRESS	0.10.5.5. b.	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
INDICATORS OF PROGRESS	0.10.5.5. d.	Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.
CONTENT STANDARD / 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.

Unit 3

Minnesota Academic Standards

Language Arts

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

CONTENT	MN.0.1.	Reading Benchmarks: Literature K-5

STANDARD / DOMAIN		
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Key Ideas and Details
INDICATORS OF PROGRESS / STRAND	0.1.1.1.	With prompting and support, ask and answer questions about key details in a text.
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	0.1.4.4.	Ask and answer questions about unknown words in a text.
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.0.1.	Reading Benchmarks: Literature K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Range of Reading and Level of Text Complexity
INDICATORS OF PROGRESS / STRAND	0.1.10.10.	Actively engage in group reading activities with purpose and understanding, including the appropriate selection of texts for personal enjoyment, interest, and academic tasks.
CONTENT STANDARD / DOMAIN	MN.0.2.	Reading Benchmarks: Informational Text K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Key Ideas and Details
INDICATORS OF PROGRESS / STRAND	0.2.1.1.	With prompting and support, ask and answer questions about key details in a text.
CONTENT STANDARD / DOMAIN	MN.0.2.	Reading Benchmarks: Informational Text K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Craft and Structure
INDICATORS OF PROGRESS / STRAND	0.2.4.4.	With prompting and support, ask and answer questions about unknown words in a text.

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.a.	Follow words from left to right, top to bottom, and page by page.
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.c.	Understand that words are separated by spaces in 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.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 (consonent-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
INDICATORS OF PROGRESS	0.3.0.2.e.	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new 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.
INDICATORS OF PROGRESS	0.3.0.3.c.	Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
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.0.3.	Reading Benchmarks: Foundational Skills K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Fluency
INDICATORS OF PROGRESS / STRAND	0.3.0.4.	Read emergent-reader texts with purpose and understanding.

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.
INDICATORS OF PROGRESS	0.8.1.1.c.	Listen to others and name emotions by observing facial expression and other nonverbal cues.
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.
INDICATORS OF PROGRESS / STRAND	0.8.3.3.	Ask and answer questions in order to seek help, get information, or clarify something that 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	0.8.4.4.	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
INDICATORS OF PROGRESS / STRAND	0.8.5.5.	Add drawings or other visual displays to descriptions as desired to provide additional detail.
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.c.	Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
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.
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.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).
INDICATORS OF PROGRESS	0.10.5.5.d.	Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.
CONTENT STANDARD / 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.

Unit 5

Minnesota Academic Standards

Language Arts

CONTENT STANDARD / DOMAIN	MN.0.1.	Reading Benchmarks: Literature K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Key Ideas and Details
INDICATORS OF PROGRESS / STRAND	0.1.1.1.	With prompting and support, ask and answer questions about key details in a text.
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	0.1.4.4.	Ask and answer questions about unknown words in a text.
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.0.1.	Reading Benchmarks: Literature K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Range of Reading and Level of Text Complexity
INDICATORS OF PROGRESS / STRAND	0.1.10.10.	Actively engage in group reading activities with purpose and understanding, including the appropriate selection of texts for personal enjoyment, interest, and academic tasks.
CONTENT STANDARD / DOMAIN	MN.0.2.	Reading Benchmarks: Informational Text K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Key Ideas and Details
INDICATORS OF PROGRESS / STRAND	0.2.1.1.	With prompting and support, ask and answer questions about key details in a text.
INDICATORS OF PROGRESS / STRAND	0.2.2.2.	With prompting and support, identify the main topic and retell key details of a text.
INDICATORS OF PROGRESS / STRAND	0.2.3.3.	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
CONTENT STANDARD /	MN.0.2.	Reading Benchmarks: Informational Text K-5

DOMAIN		
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Craft and Structure**
INDICATORS OF PROGRESS / STRAND	0.2.4.4.	**With prompting and support, ask and answer questions about unknown words in a text.**
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	0.2.8.8.	**With prompting and support, identify the reasons an author gives to support points in a text.**
CONTENT STANDARD / DOMAIN	MN.0.2.	**Reading Benchmarks: Informational Text K-5**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Range of Reading and Level of Text Complexity**
INDICATORS OF PROGRESS / STRAND	0.2.10.10.	**Actively engage in group reading activities with purpose and understanding, including the appropriate selection of texts for personal enjoyment, interest, and academic tasks.**
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.a.	**Follow words from left to right, top to bottom, and page by page.**
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.c.	**Understand that words are separated by spaces in 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.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/.)**
INDICATORS OF PROGRESS	0.3.0.2.e.	**Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new 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.
INDICATORS OF PROGRESS	0.3.0.3.c.	Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
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.0.3.	Reading Benchmarks: Foundational Skills K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Fluency
INDICATORS OF PROGRESS / STRAND	0.3.0.4.	Read emergent-reader texts with purpose and understanding.
CONTENT STANDARD / DOMAIN	MN.0.6.	Writing Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Text Types and Purposes
INDICATORS OF PROGRESS / STRAND	0.6.1.1.	Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .).
INDICATORS OF PROGRESS / STRAND	0.6.2.2.	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
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		Production and Distribution of Writing
INDICATORS OF PROGRESS / STRAND	0.6.5.5.	With guidance and support from adults, respond to questions and suggestions from adults and peers and add details to strengthen writing as needed.
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	0.8.1.1.b.	Continue a conversation through multiple exchanges.

PROGRESS		
INDICATORS OF PROGRESS	0.8.1.1.c.	Listen to others and name emotions by observing facial expression and other nonverbal cues.
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.
INDICATORS OF PROGRESS / STRAND	0.8.3.3.	Ask and answer questions in order to seek help, get information, or clarify something that 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	0.8.4.4.	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
INDICATORS OF PROGRESS / STRAND	0.8.5.5.	Add drawings or other visual displays to descriptions as desired to provide additional detail.
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.c.	Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
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.
INDICATORS OF PROGRESS	0.10.2.2.c.	Write a letter or letters for most consonant and short-vowel sounds (phonemes).
INDICATORS OF	0.10.2.2.	Spell simple words phonetically, drawing on knowledge of sound-letter

PROGRESS	d.	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).**
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).**
INDICATORS OF PROGRESS	**0.10.5.5. d.**	**Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.**
CONTENT STANDARD / 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.**