

MINNESOTA ACADEMIC STANDARDS KINDERGARTEN

Revised 11/08

LANGUAGE ARTS

Strand	Sub-Strand	Standard	Benchmarks
Strand: I. READING & LITERATURE	Sub-Strand: A. Word Recognition, Analysis, and Fluency	Standard: The student will understand and apply knowledge of the sounds of the English language (phonemic awareness) and of the sound-symbol relationship (phonics).	Benchmarks: 1. See, hear, say and write the basic sounds (phonemes) of the English language. 2. Match consonant and short vowel sounds to appropriate letters, say the common sounds of most letters, and begin to write consonant-vowel-consonant words. 3. Identify and name uppercase and lowercase letters of the alphabet. 4. Identify beginning consonant sounds and ending sounds in single-syllable words. 5. Identify, produce and say rhyming words in response to an oral prompt. 6. Read 10 high-frequency words.
Strand: I. READING & LITERATURE	Sub-Strand: B. Vocabulary Expansion	Standard: The student will use a variety of strategies to develop and expand reading, listening and speaking vocabularies.	Benchmarks: 1. Use words to describe and name people, places, and things. 2. Use words to describe location, size, color, shape and direction. 3. Use words to describe actions. 4. Use context to predict and infer word meanings. 5. Learn new words through explicit instruction.
Strand: I. READING & LITERATURE	Sub-Strand: C. Comprehension	Standard: The student will listen to and understand the meaning of text.	Benchmarks: 1. Demonstrate literal comprehension by asking and answering questions about narrative and informational text. 2. Make predictions from illustrations and story content. 3. Write or draw a response that demonstrates comprehension. 4. Relate texts to prior knowledge and experiences.
Strand: I. READING & LITERATURE	Sub-Strand: D. Literature	Standard: The student will read or listen to a variety of texts.	Benchmarks: 1. Listen to and understand the meaning of texts representing a variety of genres (such as poetry, folk tales, drama, fantasy, realistic fiction, informational and biographical texts) from American, as well as from other countries. 2. Identify main characters and story events and actions. 3. Retell familiar stories using beginning, middle and end. 4. Respond to literature using details from the story to make personal connections. 5. Listen to and look at literature for personal enjoyment.

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Strand: II WRITING	Sub-Strand: A. Types of Writing	Standard: (Writing is addressed in the “Word recognition, Analysis and Fluency” section.)	Benchmarks:
II WRITING	B. Elements of Composition	Standard: (Standards under this heading may be locally determined.)	Benchmarks:
II. WRITING	C. Spelling, Grammar, & Usage	Standard: The student will begin to recognize correct spelling and punctuation.	Benchmarks: 1. Use a period after sentences when prompted. 2. Use knowledge of basic phonics to spell.
II. WRITING	D. Research	Standard: (Standards under this heading may be locally determined)	Benchmarks:
Strand: II. WRITING	Sub-Strand: E. Handwriting & Word Processing	Standard: The student will form letters and numbers.	Benchmarks: 1. Correctly form many of the uppercase and lowercase letters of the alphabet, monitor and discuss the differences. 2. Correctly write the numbers zero through nine. 3. Write left to right and top to bottom. 4. Print his/her first and last names.

Strand: III. SPEAKING, LISTENING & VIEWING	Sub-Strand: A. Speaking & Listening	Standard: The student will communicate effectively through listening and speaking.	Benchmarks: 1. Participate and follow agreed-upon rules for conversation and formal discussions. 2. Follow two-step directions. 3. Attend to and understand the meaning of messages. 4. Communicate needs, feelings and ideas to peers and adults. 5. Recite and respond to poems, rhymes, and songs. 6. Respond orally to language patterns in stories and poems. 7. Use voice level appropriate for language situation. 8. Ask and respond to questions.
Strand: III. SPEAKING, LISTENING & VIEWING	Sub-Strand: B. Viewing	Standard: The student will become familiar with the structure of printed material.	Benchmarks: 1. Follow print (words & text) from left to right and top to bottom. 2. Turn pages sequentially from front to back.

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MATH

Grade	Strand	Standard	No.	Benchmarks
K	Number & Operation	Understand the relationship between quantities and whole numbers up to 31.	K.1.1.1	Recognize that a number can be used to represent how many objects are in a set or to represent the position of an object in a sequence. <i>For example: Count students standing in a circle and count the same students after they take their seats. Recognize that this rearrangement does not change the total number, but may change the order in which students are counted.</i>
			K.1.1.2	Read, write, and represent whole numbers from 0 to at least 31. Representations may include numerals, pictures, real objects and picture graphs, spoken words, and manipulatives such as connecting cubes. <i>For example: Represent the number of students taking hot lunch with tally marks.</i>
			K.1.1.3	Count, with and without objects, forward and backward to at least 20.
			K.1.1.4	Find a number that is 1 more or 1 less than a given number.
			K.1.1.5	Compare and order whole numbers, with and without objects, from 0 to 20. <i>For example: Put the number cards 7, 3, 19 and 12 in numerical order.</i>
	Number & Operation	Use objects and pictures to represent situations involving combining and separating.	K.1.2.1	Use objects and draw pictures to find the sums and differences of numbers between 0 and 10.
			K.1.2.2	Compose and decompose numbers up to 10 with objects and pictures. <i>For example: A group of 7 objects can be decomposed as 5 and 2 objects, or 2 and 3 and 2, or 6 and 1.</i>
	Algebra	Recognize, create, complete, and extend patterns.	K.2.1.1	Identify, create, complete, and extend simple patterns using shape, color, size, number, sounds and movements. Patterns may be repeating, growing or shrinking such as ABB, ABB, ABB or ●,●●,●●●.
	Geometry & Measurement	Recognize and sort basic two- and three-dimensional shapes; use them to model real-world objects.	K.3.1.1	Recognize basic two- and three-dimensional shapes such as squares, circles, triangles, rectangles, trapezoids, hexagons, cubes, cones, cylinders and spheres.
			K.3.1.2	Sort objects using characteristics such as shape, size, color and thickness.

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			K.3.1.3	Use basic shapes and spatial reasoning to model objects in the real-world. <i>For example:</i> A cylinder can be used to model a can of soup. <i>Another example:</i> Find as many rectangles as you can in your classroom. Record the rectangles you found by making drawings.
K	Geometry & Measurement	Compare and order objects according to location and measurable attributes.	K.3.2.1	Use words to compare objects according to length, size, weight and position. <i>For example:</i> Use same, lighter, longer, above, between and next to. <i>Another example:</i> Identify objects that are near your desk and objects that are in front of it. Explain why there may be some objects in both groups.
			K.3.2.2	Order 2 or 3 objects using measurable attributes, such as length and weight.
	Algebra	Recognize and create patterns; use rules to describe patterns.	1.2.1.1	Create simple patterns using objects, pictures, numbers and rules. Identify possible rules to complete or extend patterns. Patterns may be repeating, growing or shrinking. Calculators can be used to create and explore patterns. <i>For example:</i> Describe rules that can be used to extend the pattern 2, 4, 6, 8, □, □, □ and complete the pattern 33, 43, □, 63, □, 83 or 20, □, □, 17.

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SCIENCE

Strand	Sub-Strand	Standard	Benchmarks
Strand: I. HISTORY AND NATURE OF SCIENCE	Sub-Strand: B. Scientific Inquiry	Standard: The student will raise questions about the natural world.	Benchmarks: 1. The student will observe and describe common objects using simple tools.
Strand: III. EARTH AND SPACE SCIENCE	Sub-Strand: B. The Water Cycle, Weather and Climate	Standard: The student will observe weather changes.	Benchmarks: 1. The student will describe daily and seasonal changes in weather.
Strand: IV. LIFE SCIENCE	Sub-Strand: B. Diversity of Organisms	Standard: The student will understand that there are living and nonliving things.	Benchmarks: 1. The student will compare and contrast living and nonliving things. 2. The student will know simple ways that living things can be grouped.
Strand: IV. LIFE SCIENCE	Sub-Strand: G. Human Organism	Standard: The student will understand that people have five senses that can be used to learn about the environment.	Benchmarks: 1. The student will observe and describe the environment using the five senses.

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SOCIAL STUDIES

Strand	Sub-Strand	Standard	Benchmarks	Examples
Strand: I. U.S. HISTORY	Sub-Strand: Family Life Today and in the Past	Standard: The student will understand how families live today and in earlier times, recognizing that some aspects change over time while others stay the same.	Benchmarks: 1. Students will compare family life in his or her community from earlier times and today. 2. Students will compare family life in at least three distant places and times. 3. Students will compare technologies from earlier times and today, and identify the impact of invention on historical change.	Examples: 1. Dakota and Ojibwe villages; Minnesota frontier farms; suburban towns and cities in Minnesota today; similarities and differences in work (inside/outside home), dress, manners, schools, games, festivals, stories; drawing from biographies, oral histories, and folklore 2. City of Lagos in the African kingdom of Benin or Timbuktu in the kingdom of Mali; Eastern European shtetl or Sami village in Finnmark; Mongol village 3. Transportation methods (canoes, covered wagons, cars, planes), communication methods (oral traditions, letters, cell phones, computers).
Strand: I. U.S. HISTORY	Sub-Strand: B. Famous People and Events in U.S. History	Standard: The student will recognize people and events that made significant contributions to U.S. History.	Benchmarks: 1. Student will know individuals and groups associated with key turning points in U.S. History.	Examples: 1. George Washington and the American Revolution; Abraham Lincoln and the Civil War; Lewis and Clark and the Corps of Discovery; Susan B. Anthony and the Women's Suffrage movement; Rosa Parks and the Civil Rights movement; military veterans and service to country.
Strand: I. U.S. HISTORY	Sub-Strand: C. Many Peoples and Cultures Meet in the Making of North America	Standard: The student will demonstrate knowledge of the people who settled in North America.	Benchmarks: 1. Students will understand that large and diverse American Indian nations were the original inhabitants of North America. 2. Students will demonstrate knowledge of European exploration and settlement of the North American continent and the resulting interaction with American Indian nations.	Examples: 1. Regional variations of Indian cultures (Woodland, Plains, Southwest, Pacific Northwest, and Arctic; Ojibwe, Dakota 2. Scandinavian, Spanish, Dutch, French, and English explorations, conflict, cooperation, trade, disease; Leif Eriksson; Christopher Columbus; Powhatan, Pocahontas and John Smith; Squanto and Pilgrims.

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<p>Strand: III. WORLD HISTORY</p>	<p>Sub-Strand: A. Family Life Today and in the Past</p>	<p>Standard: The student will understand how families live today and in earlier times, recognizing that some aspects change over time while others stay the same.</p>	<p>Benchmarks: 1. Students will compare family life in their own communities from earlier times and today. 2. Students will compare family life in at least three distant places and times. 3. Students will compare technologies from earlier times and today, and identify the impact of invention on historical change.</p>	<p>Examples: 1. Dakota and Ojibwe villages; Minnesota frontier farms; suburban towns and cities in Minnesota today; similarities and differences in work (inside/outside home), dress, manners, schools, games, festivals, stories; drawing from biographies, oral histories, and folklore. 2. City of Lagos in the African kingdom of Benin or Timbuktu in the kingdom of Mali; Eastern European shtetl or Sami village in Finnmark; Mongol village. 3. Transportation methods (canoes, covered wagons, cars, planes), communication methods (oral traditions, letters, cell phones, computers).</p>
<p>Strand: III. World History</p>	<p>Sub-Strand: B. Civilizations in World History</p>	<p>Standard: The student will demonstrate knowledge of the historical development of past cultures around the world.</p>	<p>Benchmarks: Students will demonstrate knowledge of the historical development of at least three civilizations in Africa, the Americas, Asia, or Europe.</p>	<p>Examples: China, Persia; Egypt; Aztec, Inca, Athenian; Rome, Ghana, Mali</p>
<p>Strand: III. World History</p>	<p>Sub-Strand: C. Famous People in World History</p>	<p>Standard: The student will recognize individuals or groups that have shaped the world.</p>	<p>Benchmarks: Students will become familiar with people who have made cultural (scientific, artistic, literary, and industrial) contributions to world history, and analyze the significance of their contributions.</p>	<p>Examples: Leonardo da Vinci, Michelangelo, Johann Gutenberg, Jonas Salk, William Shakespeare, Mahatma Gandhi, Marie Curie.</p>
<p>Strand: IV. HISTORICAL SKILLS</p>	<p>Sub-Strand: A. Concepts of Time</p>	<p>Standard: The student will demonstrate chronological thinking.</p>	<p>Benchmarks: 1. Students will define and use terms for concepts of historical time. 2. Students will place events in chronological order and construct timelines.</p>	<p>Examples: 1. "Long, long ago," recent past, present and future; days of the week, months of the year, seasons 2. Visual or graphic representations of their own life histories and of the topics studied.</p>
<p>Strand: IV. HISTORICAL SKILLS</p>	<p>Sub-Strand: B. Historical Resources</p>	<p>Standard: The student will understand that we can</p>	<p>Benchmarks: 1. Students will compare different kinds of historical</p>	<p>Examples: 1. Archeological and geological evidence; legends and mythology; oral traditions; documents such as</p>

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		learn about the past from different sorts of evidence.	sources and describe the different sorts of information the sources provide.	diaries, letters, and newspapers; maps; songs, art, photographs, and architecture; artifacts such as toys, clothing, furniture, tools; visual and mathematical graphics such as tables, flow charts, graphs.
Strand: V. GEOGRAPHY	Sub-Strand: A. Concepts of Location	Standard: The student will use directional and positional words to locate and describe people, places and things.	Benchmarks: 1. Students will describe the location of people, places and things by using positional words. 2. Students will use maps and globes to locate places referenced in stories and real life situations. 3. Students will explain that an address locates a specific place. 4. Students will name and use directional words to describe locations of places in the school and community. Students will locate places by using simple maps, and understand that maps are drawings of locations and places as viewed from above. 5. Students will use the equator and poles as reference points to describe locations. 6. Students will compare distances between two or more places shown on a map with simple terms, such as farther and closer.	Examples: 1. Near/far, above/below, left/right, behind/in front 3. Street address, apartment number, classroom number 4. Near/far, above/below, left/right, behind/in front, high/low, north/south, east/west 5. Point to or mark United States, Minnesota, Europe, and Africa features on map of the world and globe, in relation to the poles and the equator 6. Determine which is farther from Minnesota: Texas or Alaska
Strand: V. GEOGRAPHY	Sub-Strand: A. Concepts of Location	Standard: The student will demonstrate working knowledge of the cardinal	Benchmarks: 1. Students will use cardinal and intermediate directions to locate places.	Examples: Students will describe the directional relationships between home and places studied (N, NE, E, SE, S, SW, W, NW)

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		directions.		
Strand: VI. ECONOMICS	Sub-Strand: A. Economic Choices	Standard: The student will understand that economic choices are necessary in life.	Benchmarks: 1. Students will identify the difference between basic needs (food, clothing, and shelter) and wants (things people would like to have). 2. Students will explain that money can be used to buy goods and services. 3. Students will understand and explain that the concept of scarcity means that one cannot have all the goods and services that one wants. 4. Students will give examples of tradeoffs (opportunity costs). 5. Students will understand and explain that as producers they can earn money (income) that can be spent or saved as they choose.	Examples: 1. Food vs. video game 2. Quarter in gum ball machine 3. Not everything on birthday wish list is received 4. Invited to two birthday parties on the same day 5. Earnings from lemonade stand can be put in piggy bank or spent on candy
Strand: VI. ECONOMICS	Sub-Strand: B. Producers and Consumers	Standard: The student will understand the relationship between producers and consumers in regard to goods and services.	Benchmarks: 1. Students will distinguish between producers and consumers and between goods and services. 2. Students will recognize and explain that natural resources, human resources, and human-made resources are used in the production of goods and services.	Examples: 1. Farmer vs. dinner at restaurant; hamburger vs. haircut 2. Trees for paper, people, scissors.

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<p>Strand: VII. GOVERNMENT AND CITIZENSHIP</p>	<p>Sub-Strand: A. Civic Values, Skills, Rights and Responsibilities</p>	<p>Standard: The student will describe civic values, rights and responsibilities in a republic.</p>	<p>Benchmarks: 1. Students will demonstrate knowledge of civic values that facilitate thoughtful and effective participation in civic life. 2. Students will explain the rights and responsibilities of people living in a democracy, including the principle of majority rule and minority rights.</p>	<p>Examples: 1. Patriotism, liberty, self-reliance, cooperation, responsibility, honesty, justice, courage, self-discipline 2. Inalienable rights to life, liberty and the pursuit of happiness; freedom of speech, right to vote, right to run for office, freedom of religion, right to be treated fairly, respect the rights and property of others, obey rules and laws, be informed, care for your community know your rights, work hard, take care of yourself and family.</p>
<p>Strand: VII. GOVERNMENT AND CITIZENSHIP</p>	<p>Sub-Strand: A. Civic Values, Skills, Rights and Responsibilities</p>	<p>Standard: The student will understand the importance of participation in civic life and demonstrate effective civic skills.</p>	<p>Benchmarks: 1. Students will explain the importance of participation and cooperation in a classroom and community and explain how people can make a difference in others' lives. 2. Students will describe how they can influence school rules by studying and discussing issues and presenting their concerns to the people in authority. 3. Students will explain the importance of voting and how one vote can make a difference. 4. Students will explain that people have diverse viewpoints and that speaking and listening to others is important.</p>	<p>Examples:</p>
<p>Strand: VII. GOVERNMENT AND CITIZENSHIP</p>	<p>Sub-Strand: B. Beliefs and Principles of United States Democracy</p>	<p>Standard: The student will understand the role of government, rules, and law and why we have them.</p>	<p>Benchmarks: 1. Students will give examples of rules in the classroom/school and community, provide reasons for the specific rules, and know the characteristics of good rules. 2. Students will explain that rules and laws apply to everyone and</p>	<p>Examples: 1. Safety, promote education environment, promote fairness, respect, characteristics: fair, reasonable, does what it is supposed to do, understandable, enforceable, supports a legitimate government goal, protects individual rights and promotes the general welfare</p>

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			describe consequences for breaking the rules or laws. 3. Students will know that the United States and the State of Minnesota each have a constitution that outlines the rules for government.	3. Constitution is a written plan that creates, organizes, and describes what government does, classroom constitutions.
Strand: VII. GOVERNMENT AND CITIZENSHIP	Sub-Strand: B. Beliefs and Principles of United States Democracy	Standard: The student will know key symbols, songs and locations that represent our nation and state.	Benchmarks: 1. Students will recognize the symbols, songs, locations that uniquely identify our nation. 2. Students will recognize symbols that are significant for the state of Minnesota. 3. Students will describe key national holidays and explain why people celebrate them.	Examples: 1. U.S. flag, the Pledge of Allegiance, the National Anthem, Independence Day, bald eagle, Statue of Liberty, the White House, the Liberty Bell, patriotic songs. 2. The state flag, flower, quarter dollar, and bird 3. July 4 th , Memorial Day, Flag Day, Veterans' Day, Labor Day, and Presidents' Day, Martin Luther King Jr.'s birthday, Thanksgiving.
Strand: VII. GOVERNMENT AND CITIZENSHIP	Sub-Strand: C. Roots of the Republic	Standard: The student will understand the importance of key founding documents of the U.S.	Benchmarks: 1. Students will identify the influence of the Declaration of Independence, the Constitution and the Bill of Rights.	Examples:
Strand: VII. GOVERNMENT AND CITIZENSHIP	Sub-Strand: C. Roots of the Republic	Standard: The student will become familiar with statesmen and their leadership and guidance of the republic.	Benchmarks: 1. Students will identify the beliefs and actions of statesmen including presidents George Washington and Abraham Lincoln.	Examples:
Strand: VII. GOVERNMENT AND CITIZENSHIP	Sub-Strand: D. Governmental Institutions and Processes of the United States	Standard: The student will know basic functions of government.	Benchmarks: 1. Students will describe examples of specific services provided by government. 2. Students will name people involved in government, including current and past government leaders, employees, and volunteers.	Examples: 1. Police and fire protection, snowplowing, community parks, schools 2. George Washington, Abraham Lincoln, current government and community leaders, firefighters, police officers.