

**MINNESOTA ACADEMIC STANDARDS  
LANGUAGE ARTS  
READING  
KINDERGARTEN**

Strand	Sub-Strand	Standard	Benchmarks	Content
<b>Strand: READING &amp; LITERATURE</b>	<b>Sub-Strand: A. Word Recognition, Analysis, and Fluency</b>	<b>Standard:</b> The student will understand and apply knowledge of the sounds of the English language (phonemic awareness) and of the sound-symbol relationship (phonics).	<b>Benchmarks:</b> 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.	<b>Content:</b> 1. – Sound assessment - 6 Trait Writing - optional dictation sentence 2. <u>Supplement</u> with additional short vowel activities. PA 7 p. 129 PA 22 p. 189 WSA 2 p. 455 3. Letter assessment 4. – HM Them 8, 9, 10, 11 - 6 Trait Writing 5. – HM Theme 1, 2, 3 - Rhyming assessment 6. – HM 20 high frequency words - assessment
<b>Strand: READING &amp; LITERATURE</b>	<b>Sub-Strand: B. Vocabulary Expansion</b>	<b>Standard:</b> The student will use a variety of strategies to develop and expand reading, listening and speaking vocabularies.	<b>Benchmarks:</b> 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.	<b>Content:</b> HM Curriculum Guided Reading

Strand	Sub-Strand	Standard	Benchmarks	Content
<b>Strand: READING &amp; LITERATURE</b>	<b>Sub-Strand: C. Comprehension</b>	<b>Standard:</b> The student will listen to and understand the meaning of text.	<b>Benchmarks:</b> 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.	<b>Content:</b> HM Curriculum Integrated Theme Test Guided Reading
<b>Strand: READING &amp; LITERATURE</b>	<b>Sub-Strand: D. Literature</b>	<b>Standard:</b> The student will read or listen to a variety of texts.	<b>Benchmarks:</b> 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.	<b>Content:</b> 1. <u>Focus on variety</u> - Informational - Biographical - Other countries 2. – HM curriculum - Integrated Theme Test - Retelling assessment - Story map 3. – HM Curriculum - Retelling assessment 4. – Read aloud - Shared reading - Guided reading 5. – Reading Curriculum - Independent reading - Listening Center

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<b>Strand:</b> II WRITING	<b>Sub-Strand:</b> A. Types of Writing	<b>Standard:</b> (Writing is addressed in the “Word recognition, Analysis and Fluency” section.)	<b>Benchmarks:</b>	<b>Content:</b>
<b>Strand:</b> II WRITING	<b>Sub-Strand:</b> B. Elements of Composition	<b>Standard:</b> (Standards under this heading may be locally determined.)	<b>Benchmarks:</b>	<b>Content:</b>
<b>Strand:</b> II. WRITING	<b>Sub-Strand:</b> C. Spelling, Grammar, & Usage	<b>Standard:</b> The student will begin to recognize correct spelling and punctuation.	<b>Benchmarks:</b> 1. Use a period after sentences when prompted. 2. Use knowledge of basic phonics to spell.	<b>Content:</b> 1. – 6 Trait Writing Conventions 2. – 6 Trait Writing Conventions
<b>Strand:</b> II. WRITING	<b>Sub-Strand:</b> D. Research	<b>Standard:</b> (Standards under this heading may be locally determined)	<b>Benchmarks:</b>	<b>Content:</b>
<b>Strand:</b> II WRITING	<b>Sub-Strand:</b> E. Handwriting & Word Processing	<b>Standard:</b> The student will form letters and numbers.	<b>Benchmarks:</b> 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.	<b>Content:</b> 1. D’Nealian Handwriting 2. Everyday Math 3. 6 Trait Writing Conventions 4. D’Nealian Handwriting

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SPEAKING  
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<b>Strand:</b> III. SPEAKING, LISTENING & VIEWING	<b>Sub-Strand:</b> A. Speaking & Listening	<b>Standard:</b> The student will communicate effectively through listening and speaking.	<b>Benchmarks:</b> 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.	<b>Content:</b> 1. – 4. – Classroom Routines - Second Steps 5. – HM Curriculum - Phonics Curriculum - Music 6. Shared reading 7. Classroom routine 8. Classroom routine
<b>Strand:</b> III. SPEAKING, LISTENING & VIEWING	<b>Sub-Strand:</b> B. Viewing	<b>Standard:</b> The student will become familiar with the structure of printed material.	<b>Benchmarks:</b> 1. Follow print (words & text) from left to right and top to bottom. 1. Turn pages sequentially from front to back.	<b>Content:</b> 1. – HM Curriculum - Guided Reading - Concepts of Print assessment