

# Reading Literature K

MINNESOTA STANDARD	DIOCESAN STANDARD	SKILLS TAUGHT	DATES TAUGHT				ASSESSMENT
<b>Key Ideas and Details</b>							
0.1.1.1 With prompting and support, ask and answer questions about key details in a text.	Demonstrate literal comprehension of written sentences.						
0.1.2.2 With prompting and support, retell familiar stories, including key details.	Recall a familiar story.						
0.1.3.3 With prompting and support, identify characters, settings, and major events in a story.	Analyze information in a reading passage to make predictions or evaluations.						
<b>Craft and Structure</b>							
0.1.4.4. Ask and answer questions about unknown words in a text.							
0.1.5.5 Recognize common types of texts (e.g., storybooks, poems).	Differentiate between fantasy and reality in literature.						
0.1.6.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.							
<b>Integration of Knowledge and Ideas</b>							
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).							
0.1.8.8 (Not applicable to literature)							

0.1.9.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	Use comprehension skills such as previewing, predicting, inferring, comparing and contrasting.					
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## Range of Reading and Level of Text Complexity

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.	Apply strategies to comprehend a variety of age-appropriate reading material (fiction, non-fiction, poems, rhymes, and directions).					
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# Reading Informational Text K

## Key Ideas and Details

0.2.1.1 With prompting and support, ask and answer questions about key details in a text.						
0.2.2.2 With prompting and support, identify the main topic and retell key details of a text.						
0.2.3.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	Recognize a cause and effect relationship.					

## Craft and Structure

0.2.4.4 With prompting and support, ask and answer questions about unknown words in a text.						
0.2.5.5 Identify the front cover, back cover, and title page of a book.						
0.2.6.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.						

## Integration of Knowledge and Ideas

0.2.7.7 With prompting and support, describe the relationship between						
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illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).						
0.2.8.8 With prompting and support, identify the reasons an author gives to support points in a text.						
0.2.9.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).						

## Range of Reading and Level of Text Complexity

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.						
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# Reading Foundational Skills K

## Print Concepts

0.3.0.1 Demonstrate understanding of the organization and basic features of print.	Distinguish between letters, numbers, words and sentences.					
	Recognize appropriate sentence closure using context and/or picture clues, when read to orally.					
a. Follow words from left to right, top to bottom, and page by page.						
b. Recognize that spoken words are represented in written language by specific sequences of letters.						
c. Understand that words are separated by spaces in print.						
d. Recognize and name all upper- and lowercase letters of the alphabet.	Recognize and recite the 26 upper and lower case letters.	Recognize, recite, and print letters in own name.				

## Phonological Awareness

0.3.0.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	Understand the characteristic sounds and rhythms of the English language including letter-sound relationships, rhythm, rhyme, word order, patterns, and alliteration.	Identify the consonant sounds.				
a. Recognize and produce rhyming words.	Recognize rhyming words.					
	Produce a rhyming word for a word presented orally.					
b. Count, pronounce, blend, and segment syllables in spoken words.						
c. Blend and segment onsets and rimes of single-syllable spoken words.						
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/.)		Distinguish between beginning and ending sounds; identify these sounds in words.				
e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.		Identify the new word formed by changing the initial sound.				

## Phonics and Word Recognition

0.3.0.3 Know and apply grade-level phonics and word analysis skills in decoding words.	Match a printed word with the word presented orally.					
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.						
b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.	Identify the five vowels (a, e, i, o, u) and understand their importance in word structure.	Spell words containing short vowel sounds (c-v-c).				

c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).	Read basic sight words identified in Dolch / Fry's List of Instant Words (the first 50).					
d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	Begin to notice similarities and differences in words					

## Fluency

0.3.0.4 Read emergent-reader texts with purpose and understanding.						
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# Writing Benchmarks K

## Text Types and Purposes

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 ...)	Write words and draw pictures for a specific purpose (ex: journal writing, thank you cards, etc.).					
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.	Given an object, dictate or write words to describe it (in preparation for expository writing).					
	Discuss ideas to include in a story or other original writing.					
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.	Sequence events in a story.					

## Writing Process: Production and Distribution of Writing

0.6.4.4 (Begins in grade 3)						
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.						

0.6.6.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.						
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<b>Research to Build and Present Knowledge</b>
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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).						
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0.6.8.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.						
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0.6.9.9 (Begins in grade 4)						
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<b>Range of Writing</b>
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0.6.10.10 (Begins in grade 3)						
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# Speaking, Viewing, Listening and Media Literacy Benchmarks K

<b>Comprehension and Collaboration</b>
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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.	Listen and respond thoughtfully and respectfully to others.					
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a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).						
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b. Continue a conversation through multiple exchanges.						
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c. Listen to others and name emotions by observing facial expression and other nonverbal cues.	Use non-verbal cues, including body language, tone, volume, gestures, and eye contact, to emphasize meaning.					
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	Recognize and interpret non-verbal cues.					
d. Follow basic oral directions.						
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.	Listen effectively to spoken and audio-visual messages including stories, factual presentations, and directions.					
	Listen to poetry.					
0.8.3.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.						

## Presentation of Knowledge and Ideas

0.8.4.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.						
0.8.5.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.						
0.8.6.6 Speak audibly and express thoughts, feelings, and ideas clearly, and respond to poems, rhymes, and songs.	Recite poetry.					
	Speak clearly and expressively, using appropriate articulation, pronunciation, volume, rate, and intonation.					

## Media Literacy

0.8.7.7 Distinguish among different types of print, digital, and multimodal media.						
a. Recognize common signs and logos.						
b. Identify commercials or advertisements.						

0.8.8.8 With prompting and support, create an individual or shared multimedia work for a specific purpose (e.g., to share lived or imagined experiences, to present information, to entertain, or as artistic expression.)

# Language Benchmarks K

## Conventions of Standard English

<p>0.10.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p>Develop manuscript penmanship skills: Use proper letter formation of upper and lower case letters; use proper spacing between words.</p>				
<p>a. Print many upper- and lowercase letters.</p>	<p>Write letters of alphabet.</p>				
<p>b. Use frequently occurring nouns and verbs.</p>					
<p>c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).</p>					
<p>d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).</p>					
<p>e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).</p>					
<p>f. Produce and expand complete sentences in shared language activities.</p>	<p>Begin to write clear and complete sentences, using appropriate mechanics (capitals, punctuation, and structure).</p>				
	<p>Speak in complete sentences.</p>				
<p>0.10.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>Correctly spell high-frequency sight words from Dolch / Fry's List of Instant Words (the first 50).</p>				
	<p>Capitalize proper names of people, including initials.</p>				

	Capitalize the deity, Bible, and books from the Bible.					
a. Capitalize the first word in a sentence and the pronoun I.	Capitalize the pronoun "I".					
b. Recognize and name end punctuation.						
c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).						
d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.						

## Knowledge of Language

0.10.3.3 (Begins in grade 2)						
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## Vocabulary Acquisition and Use

0.10.4.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.	Match a word with its definition (using age-appropriate vocabulary).					
a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).						
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.						
0.10.5.5 With guidance and support from adults, explore word relationships and nuances in word meanings to develop word consciousness.	Recognize the antonym of a word from age-appropriate vocabulary.					
a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.						

b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).						
c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).						
d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.						
0.10.6.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.						

*Note: The following standard is not covered in the Minnesota State Standards for English Language Arts and is at the discretion of each school: "Develop cursive penmanship skills: Use proper formation of upper and lower case letters; use proper spacing between words."*