Minnesota English Language Arts

Grade K

Adopted 2020

Kindergarten

Reading

1. Demonstrate knowledge of oral language, phonological and phonemic awareness, phonics and morphology to read accurately and fluently. R1.0.1
    0. Demonstrate understanding of the basic features of print: R1.0.1.1.0
        a. Follow words from left to right, top to bottom and page by page. R1.0.1.1.0.A
        b. Recognize and name all uppercase and lowercase letters of the alphabet. R1.0.1.1.0.B
        c. Understand that words are separated by spaces in print. R1.0.1.1.0.C
    1. Demonstrate understanding of spoken words, syllables and sounds (phonemes): RI.0.1.1.1
        a. Identify and orally produce rhyming words, onset-rime and alliteration. RI.0.1.1.1.A
        b. Identify, count, pronounce, blend, segment and manipulate (add, delete or substitute) compound words and syllables in multi-syllabic words. RI.0.1.1.1.B
        c. Isolate, pronounce and manipulate sounds in three-phoneme civic words. RI.0.1.1.1.C
    2. Know and apply grade-level phonics and word analysis skills in decoding words: RI.0.1.1.2
        a. Decode words using one-to-one letter sound correspondences in three-phoneme CVC words and knowledge of word families, demonstrating both accuracy and automaticity. RI.0.1.1.2.A
        b. Read high-frequency words, in and out of context, demonstrating both accuracy and automaticity. RI.0.1.1.2.B
    3. Read decodable texts accurately, with guidance and support. (Decodable texts are those that include words taught in phonics lesson.) RI.0.1.1.3

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1. Read and comprehend independently A) both self-selected and teacher-directed texts, B) complex literary and informational texts, and C) from multiple sources representing perspectives and identities like and unlike their own from dominant, non-dominant and marginalized social groups. R2.0.1
    1. With guidance and support, read and monitor understanding of grade-level text, self-correcting as needed, using strategies including, but not limited to, decoding, asking questions and making connections. R2.0.1.2.1
    2. Choose and read texts that explore personal identity and interests, with prompting and support. R2.0.1.2.2

1. Read and comprehend independently both self-selected and teacher-directed complex literary and informational texts representing perspectives of historical and contemporary Dakota and Anishinaabe people. R3.0.1
    1. Choose and read texts that represent perspectives and identities of historical and contemporary Dakota and Anishinaabe people, with prompting and support. R3.0.1.3.1

1. Read critically to comprehend, interpret and analyze themes and central ideas in complex literary and informational texts. R4.0.1
    1. Ask and answer questions about key details in a text, with prompting and support. R4.0.1.4.1
    2. Identify the topic of a text, with prompting and support. R4.0.1.4.2
    3. Identify characters and setting, in a literary text, with prompting and support. R4.0.1.4.3
    4. Describe the connection between two pieces of information, events, people or ideas in informational text, with prompting and support. R4.0.1.4.4

1. Apply knowledge of text structure to understand and evaluate a wide variety of complex literary and informational texts. R5.0.1
    1. Recognize orientation (front cover, back cover, title) of print text and navigation of digital text. R5.0.1.5.1
    2. Recognize the difference between literary and informational text, through listening or reading. R5.0.1.5.2
    3. Recognize the connection between illustrations and text. R5.0.1.5.3

1. Analyze influences on content, meaning and style of text including fact and fiction, time period, and author perspective and identity, including Dakota and Anishinaabe perspective, in complex literary and informational texts. R6.0.1
    1. Define the role of an author and illustrator in telling the story. R6.0.1.6.1
    2. Benchmark starts in grade 1. R6.0.1.6.2
    3. Recognize common types of text (e.g., storybooks, informational, poems), through listening or reading. R6.0.1.6.3

1. Evaluate arguments and specific claims from complex informational texts. R7.0.1
    1. Benchmarks begin in grade 3. R7.0.1.7.1

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1. Examine the impact of vocabulary, including words and phrases, on content, style and meaning of complex literary and informational texts. R8.0.1
    1. Recognize rhythm, alliteration and repeated lines in a story, poem or song read aloud. R8.0.1.8.1
    2. Ask and answer questions about unfamiliar vocabulary in informational text read aloud. R8.0.1.8.2
1. Access and gather information from a variety of sources, representing diverse perspectives, and assessing relevancy and credibility of information. R9.0.1
    1. Benchmarks begin in grade 1. R9.0.1.9.1

Writing

2. Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing. W1.0.2
    0. Print many uppercase and lowercase letters. W1.0.2.1.0
    1. Recognize that words are represented in written language by specific sequences of letters, which are separated by spaces, and put in a specific order to create a sentence. W1.0.2.1.1
    2. Demonstrate one-to-one letter-sound correspondence. W1.0.2.1.2
2. Write routinely for various purposes and disciplines, representing one's own personal perspective, identity and voice. W2.0.2
    1. Write routinely (may include a combination of drawing, dictating and writing), with support and guidance. W2.0.2.2.1
    2. Share personal perspective, identity and voice, verbally or visually. W2.0.2.2.2
2. Develop and strengthen writing by using a writing process including planning, drafting, revising, editing and publishing. W3.0.2
    1. Plan and draft writing (may include a combination of drawing, dictating and writing) and revise to strengthen writing in a shared setting. W3.0.2.3.1
2. Write arguments to support claims and to persuade in an analysis of topics or texts, using valid reasoning and evidence while considering audience. W4.0.2
    1. State a personal opinion for the purpose of sharing, verbally, visually or in written form, with support and guidance. W4.0.2.4.1
2. Write informative or explanatory texts to examine and convey complex ideas and information clearly and accurately through use of informational and literary text, considering audience. W5.0.2
    1. Make a statement about a topic and offer one or two details about the topic, verbally, visually or in written form, with support and guidance. W5.0.2.5.1
    2. Verbally or visually respond to a story, with support and guidance. W5.0.2.5.2

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2. Write narratives, poetry and other creative texts with details and effective technique to express ideas. W6.0.2

    1. Tell a story about a personal experience or that of a character, verbally, visually or in written form. W6.0.2.6.1

    2. Correctly order beginning, middle and end of a story, with support and guidance. W6.0.2.6.2

2. Engage in inquiry-based learning and research processes to create texts and presentations for a variety of purposes and audiences. W7.0.2

    1. Ask questions to participate in shared research and writing projects. W7.0.2.7.1

2. Support writing with evidence from sources, correctly citing those sources, and demonstrating an understanding of the rights and obligations of using intellectual property. W8.0.2

    1. Benchmarks begin in grade 1. W8.0.2.8.1

Listening, Speaking, Viewing and Exchanging Ideas

03. Exchange ideas in discussion and collaboration, as listener, speaker and participant, A) including the voices and perspectives of Dakota and Anishinaabe people as well other perspectives, identities and cultures like and unlike their own, and B) expressing one's own ideas, stories and experiences. LSVEI1.03

    1. Exchange ideas in storytelling, discussion and collaboration, with intentional inclusion of voices of Dakota and Anishinaabe people and other perspectives. LSVEI1.0.3.1.1

        a. Help create and follow agreed-upon norms for a discussion (e.g., speaker norms, listener norms, participation norms) respectful of culture. LSVEI1.0.3.1.1.A

        b. Participate as a speaker and listener, and continue exchange of ideas through multiple exchanges. LSVEI1.0.3.1.1.B

        c. Follow sequence of a story or discussion or steps in a process. LSVEI1.0.3.1.1.C

    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. LSVEI1.0.3.1.2

03. Communicate with others, applying knowledge of vocabulary, language, structure and features of spoken language, considering audience and context. LSVEI2.03

    1. Speak audibly and express thoughts, feelings and ideas clearly. LSVEI2.0.3.2.1

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03. Thoughtfully and safely access, analyze, and create written, oral and digital content applicable to task, purpose, audience and discipline. LSVEI3.03

    1. Create written, oral and digital content that communicates knowledge and ideas in a variety of presentation styles, with prompting and support. LSVEI3.0.3.3.1

    2. 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), considering digital footprint. LSVEI3.0.3.3.2