

Kindergarten		
Strand	Code	Benchmark
Reading	0.1.1.1	Demonstrate understanding of the basic features of print: <ol style="list-style-type: none"> <li>a. Follow words from left to right, top to bottom and page by page.</li> <li>b. Recognize and name all upper and lowercase letters of the alphabet.</li> <li>c. Understand that words are separated by spaces in print.</li> </ol>
Reading	0.1.1.2	Demonstrate understanding of spoken words, syllables and sounds (phonemes): <ol style="list-style-type: none"> <li>1. Identify and orally produce rhyming words, onset-rime and alliteration.</li> <li>2. Identify, count, pronounce, blend, segment and manipulate (add, delete, or substitute) compound words and syllables in multisyllabic words.</li> <li>3. Isolate, pronounce, and manipulate sounds in 3-phoneme cvc words.</li> </ol>
Reading	0.1.1.3	Know and apply grade-level phonics and word analysis skills in decoding words: <ol style="list-style-type: none"> <li>1. Decode words using one-to-one letter sound correspondences in 3-phoneme cvc words and knowledge of word families, demonstrating both accuracy and automaticity.</li> <li>2. Read high-frequency words, in and out of context, demonstrating both accuracy and automaticity.</li> </ol>
Reading	0.1.1.4	Read decodable texts accurately, with guidance and support. (Decodable texts are those that include words taught in phonics lessons.)
Reading	0.1.2.1	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.
Reading	0.1.2.2	Choose and read texts that explore personal identity and interests, with prompting and support.
Reading	0.1.3.1	Choose and read texts that represent perspectives and identities of historical and contemporary Dakota and Anishinaabe people, with prompting and support.
Reading	0.1.4.1	Ask and answer questions about key details in a text, with prompting and support.

Reading	0.1.4.2	Identify the topic of a text, with prompting and support.
Reading	0.1.4.3	Identify characters and setting, in a literary text, with prompting and support.
Reading	0.1.4.4	Describe the connection between two pieces of information, events, people, or ideas, in informational text, with prompting and support.
Reading	0.1.5.1	Recognize orientation (front cover, back cover, title) of print text and navigation of digital text.
Reading	0.1.5.2	Recognize the difference between literary and informational text, through listening or reading.
Reading	0.1.5.3	Recognize the connection between illustrations and text.
Reading	0.1.6.1	Define the role of an author and illustrator in telling the story.
Reading	0.1.6.3	Recognize common types of text (e.g., storybooks, informational, poems), through listening or reading.
Reading	0.1.7.1	Benchmarks begin in grade 3.
Reading	0.1.8.1	Recognize rhythm, alliteration and repeated lines in a story, poem, or a song read aloud.
Reading	0.1.8.2	Ask and answer questions about unfamiliar vocabulary in informational text read aloud.
Reading	0.1.9.1	Benchmarks begin in grade 1.
Writing	0.2.1.1	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.
Writing	0.2.1.2	Print many upper and lower case letters.
Writing	0.2.1.3	Demonstrate one-to-one letter-sound correspondence.
Writing	0.2.2.1	Write routinely (may include a combination of drawing, dictating, and writing), with support and guidance.
Writing	0.2.2.2	Share personal perspective, identity and voice, verbally or visually.

Writing	0.2.3.1	Plan and draft writing (may include a combination of drawing, dictating, and writing) and revise to strengthen writing in a shared setting.
Writing	0.2.4.1	State a personal opinion, for the purpose of sharing, verbally, visually, or in written form, with support and guidance.
Writing	0.2.5.1	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.
Writing	0.2.5.2	Verbally or visually respond to a story, with support and guidance.
Writing	0.2.6.1	Tell a story about a personal experience or that of a character, verbally, visually, or in written form.
Writing	0.2.6.2	Correctly order beginning, middle, and end of a story, with support and guidance.
Writing	0.2.7.1	Ask questions to participate in shared research and writing projects.
Writing	0.2.8.1	Benchmarks begin in grade 1.
Listening, Speaking, Viewing, Exchanging Ideas	0.3.1.1	Exchange ideas in storytelling, discussion, and collaboration, with intentional inclusion of voices of Dakota and Anishinaabe people and other perspectives. a. Participate as a speaker and listener, and continue exchange of ideas through multiple exchanges. b. Follow sequence of a story or discussion, or steps in a process.
Listening, Speaking, Viewing, Exchanging Ideas	0.3.1.2	Help create and follow agreed-upon norms for a discussion, (e.g., speaker norms, listener norms, participation norms), respectful of culture.
Listening, Speaking, Viewing, Exchanging Ideas	0.3.1.3	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.

Listening, Speaking, Viewing, Exchanging Ideas	0.3.2.1	Speak audibly and express thoughts, feelings, and ideas clearly.
Listening, Speaking, Viewing, Exchanging Ideas	0.3.3.1	Create written, oral, and digital content that communicates knowledge and ideas in a variety of presentation styles, with prompting and support.*
Listening, Speaking, Viewing, Exchanging Ideas	0.3.3.2	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.*