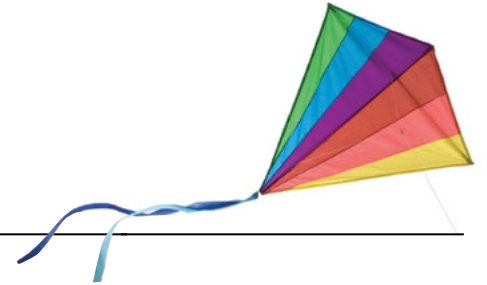**TeachingStrategies®**

Alignment of

GOLD®

Objectives for Development & Learning: Birth *Through* Third Grade

GOLD® Objectives for Development and Learning, Birth Through Third Grade

aligned to

Minnesota Academic Standards: Kindergarten

English Language Arts, adopted 2010

CONTENT STANDARD / DOMAIN	MN.0.1.	Reading Benchmarks: Literature K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Key Ideas and Details
INDICATORS OF PROGRESS / STRAND	0.1.1.1.	With prompting and support, ask and answer questions about key details in a text. *GOLD*® Objectives for Development and Learning • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective **18a.6 Identifies story-related problems, events, and resolutions during conversations with an adult**
INDICATORS OF PROGRESS / STRAND	0.1.2.2.	With prompting and support, retell familiar stories, including key details. *GOLD*® Objectives for Development and Learning • Objective 18 Comprehends and responds to books and other texts c. Retells stories and recounts details from informational texts Objective 18c.5 Emerging to **18c.6 Retells a familiar story and recounts an informational text in proper sequence, including major events and characters, as appropriate**
INDICATORS OF PROGRESS / STRAND	0.1.3.3.	With prompting and support, identify characters, settings, and major events in a story. *GOLD*® Objectives for Development and Learning • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective **18a.6 Identifies story-related problems, events, and resolutions during conversations with an adult**
CONTENT STANDARD / DOMAIN	MN.0.1.	Reading Benchmarks: Literature K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Craft and Structure

INDICATORS OF PROGRESS / STRAND	0.1.4.4.	Ask and answer questions about unknown words in a text. *GOLD*® Objectives for Development and Learning • Objective **18 Comprehends and responds to books and other texts d. Uses context clues to read and comprehend texts** **Objective 18d.2 Uses different strategies to make meaning from print (determines patterns in text; uses known words; asks questions; sounds out words; uses frequently occurring affixes and inflections)**
INDICATORS OF PROGRESS / STRAND	0.1.5.5.	Recognize common types of texts (e.g., storybooks, poems). *GOLD*® Objectives for Development and Learning • Objective **17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts** **Objective 17a.8 Uses various types of books for their intended purposes**
INDICATORS OF PROGRESS / STRAND	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. *GOLD*® Objectives for Development and Learning • Objective **17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts** **Objective 17a.6 Knows some features of a book (e.g., title, author, illustrator, front and back covers); connects specific books to authors**
CONTENT STANDARD / DOMAIN	MN.0.1.	Reading Benchmarks: Literature K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Integration of Knowledge and Ideas
INDICATORS OF PROGRESS / STRAND	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). *GOLD*® Objectives for Development and Learning • Objective **18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections** **Objective 18a.8 Engages in teacher-led reading activities using emergent reader books and other simple texts; focuses on major characters, events, and information; describes relationships between text and illustrations; makes comparisons, inferences, and draws conclusions; identifies the author's supporting points**
INDICATORS OF PROGRESS / STRAND	0.1.8.8.	(Not applicable to literature) **No Correlations**

INDICATORS OF PROGRESS / STRAND	0.1.9.9.	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. ***GOLD*®** **Objectives for Development and Learning** • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18a.8 Engages in teacher-led reading activities using emergent reader books and other simple texts; focuses on major characters, events, and information; describes relationships between text and illustrations; makes comparisons, inferences, and **draws conclusions; identifies the author's supporting points**
CONTENT STANDARD / DOMAIN	**MN.0.1.**	**Reading Benchmarks: Literature K-5**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Range of Reading and Level of Text Complexity**
INDICATORS OF PROGRESS / STRAND	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. ***GOLD*®** **Objectives for Development and Learning** • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18a.8 Engages in teacher-led reading activities using emergent reader books and other simple texts; focuses on major characters, events, and information; describes relationships between text and illustrations; makes comparisons, inferences, and **draws conclusions; identifies the author's supporting points**
CONTENT STANDARD / DOMAIN	**MN.0.2.**	**Reading Benchmarks: Informational Text K-5**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Key Ideas and Details**
INDICATORS OF PROGRESS / STRAND	0.2.1.1.	With prompting and support, ask and answer questions about key details in a text. ***GOLD*®** **Objectives for Development and Learning** • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective **18a.6 Identifies story-related problems, events, and resolutions during conversations with an adult**
INDICATORS OF PROGRESS / STRAND	0.2.2.2.	With prompting and support, identify the main topic and retell key details of a text. ***GOLD*®** **Objectives for Development and Learning** • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18a.5 Emerging to **18a.6 Identifies story-related problems, events, and resolutions during conversations with an adult**

INDICATORS OF PROGRESS / STRAND	0.2.3.3.	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. *GOLD*® Objectives for Development and Learning • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18a.8 Engages in teacher-led reading activities using emergent reader books and other simple texts; focuses on major characters, events, and information; describes relationships between text and illustrations; makes comparisons, inferences, and draws conclusions; identifies the author's supporting points
CONTENT STANDARD / DOMAIN	**MN.0.2.**	**Reading Benchmarks: Informational Text K-5**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Craft and Structure**
INDICATORS OF PROGRESS / STRAND	0.2.4.4.	With prompting and support, ask and answer questions about unknown words in a text. *GOLD*® Objectives for Development and Learning • Objective 18 Comprehends and responds to books and other texts d. Uses context clues to read and comprehend texts Objective 18d.2 Uses different strategies to make meaning from print (determines patterns in text; uses known words; asks questions; sounds out words; uses frequently occurring affixes and inflections)
INDICATORS OF PROGRESS / STRAND	0.2.5.5.	Identify the front cover, back cover, and title page of a book. *GOLD*® Objectives for Development and Learning • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts Objective 17a.6 Knows some features of a book (e.g., title, author, illustrator, front and back covers); connects specific books to authors
INDICATORS OF PROGRESS / STRAND	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. *GOLD*® Objectives for Development and Learning • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts Objective 17a.6 Knows some features of a book (e.g., title, author, illustrator, front and back covers); connects specific books to authors
CONTENT STANDARD / DOMAIN	**MN.0.2.**	**Reading Benchmarks: Informational Text K-5**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Integration of Knowledge and Ideas**

INDICATORS OF PROGRESS / STRAND	0.2.7.7.	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts). **_GOLD®_ Objectives for Development and Learning** • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18a.8 Engages in teacher-led reading activities using emergent reader books and other simple texts; focuses on major characters, events, and information; describes relationships between text and illustrations; makes comparisons, inferences, and draws conclusions; identifies the author's supporting points
INDICATORS OF PROGRESS / STRAND	0.2.8.8.	With prompting and support, identify the reasons an author gives to support points in a text. **_GOLD®_ Objectives for Development and Learning** • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18a.8 Engages in teacher-led reading activities using emergent reader books and other simple texts; focuses on major characters, events, and information; describes relationships between text and illustrations; makes comparisons, inferences, and draws conclusions; identifies the author's supporting points
INDICATORS OF PROGRESS / STRAND	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). **_GOLD®_ Objectives for Development and Learning** • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18a.8 Engages in teacher-led reading activities using emergent reader books and other simple texts; focuses on major characters, events, and information; describes relationships between text and illustrations; makes comparisons, inferences, and draws conclusions; identifies the author's supporting points
CONTENT STANDARD / DOMAIN	**MN.0.2.**	**Reading Benchmarks: Informational Text K-5**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Range of Reading and Level of Text Complexity**

INDICATORS OF PROGRESS / STRAND	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. _GOLD®_ Objectives for Development and Learning • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18a.8 Engages in teacher-led reading activities using emergent reader books and other simple texts; focuses on major characters, events, and information; describes relationships between text and illustrations; makes comparisons, inferences, and draws conclusions; identifies the author's supporting points
CONTENT STANDARD / DOMAIN	**MN.0.3.**	**Reading Benchmarks: Foundational Skills K-5**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Print Concepts**
INDICATORS OF PROGRESS / STRAND	**0.3.0.1.**	**Demonstrate understanding of the organization and basic features of print.**
INDICATORS OF PROGRESS	0.3.0.1.a.	Follow words from left to right, top to bottom, and page by page. _GOLD®_ Objectives for Development and Learning • Objective 17 Demonstrates knowledge of print and its uses b. Uses print concepts Objective 17b.4 Indicates where to start reading and the direction to follow
INDICATORS OF PROGRESS	0.3.0.1.b.	Recognize that spoken words are represented in written language by specific sequences of letters. _GOLD®_ Objectives for Development and Learning • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition d. Applies phonics concepts and knowledge of word structure to decode text Objective 15d.2 Shows understanding that a specific sequence of letters represents a spoken word
INDICATORS OF PROGRESS	0.3.0.1.c.	Understand that words are separated by spaces in print. _GOLD®_ Objectives for Development and Learning • Objective 17 Demonstrates knowledge of print and its uses b. Uses print concepts Objective 17b.6 Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation
INDICATORS OF PROGRESS	0.3.0.1.d.	Recognize and name all upper- and lowercase letters of the alphabet. _GOLD®_ Objectives for Development and Learning • Objective 16 Demonstrates knowledge of the alphabet a. Identifies and names letters Objective 16a.8 Identifies and names all upper- and lowercase letters when presented in random order
CONTENT STANDARD / DOMAIN	**MN.0.3.**	**Reading Benchmarks: Foundational Skills K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Phonological Awareness
INDICATORS OF PROGRESS / STRAND	0.3.0.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
INDICATORS OF PROGRESS	0.3.0.2.a.	Recognize and produce rhyming words. *GOLD*® Objectives for Development and Learning • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition a. Notices and discriminates rhyme Objective 15a.8 Generates a group of rhyming words when given a word
INDICATORS OF PROGRESS	0.3.0.2.b.	Count, pronounce, blend, and segment syllables in spoken words. *GOLD*® Objectives for Development and Learning • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition c. Notices and discriminates discrete units of sound Objective 15c.7 Emerging to 15c.8 Verbally blends, separates, and adds or substitutes individual sounds in simple, consonant-vowel-consonant (CVC) words; reads common high-frequency sight words
INDICATORS OF PROGRESS	0.3.0.2.c.	Blend and segment onsets and rimes of single-syllable spoken words. *GOLD*® Objectives for Development and Learning • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition c. Notices and discriminates discrete units of sound Objective 15c.6 Verbally blends and separates onset and rime in one-syllable words
INDICATORS OF PROGRESS	0.3.0.2.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/.) *GOLD*® Objectives for Development and Learning • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition c. Notices and discriminates discrete units of sound Objective 15c.8 Verbally blends, separates, and adds or substitutes individual sounds in simple, consonant-vowel-consonant (CVC) words; reads common high-frequency sight words

INDICATORS OF PROGRESS	0.3.0.2.e.	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. _GOLD®_ **Objectives for Development and Learning** • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition c. Notices and discriminates discrete units of sound Objective 15c.8 Verbally blends, separates, and adds or substitutes individual sounds in simple, consonant-vowel-consonant (CVC) words; reads common high-frequency sight words
CONTENT STANDARD / DOMAIN	MN.0.3.	Reading Benchmarks: Foundational Skills K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Phonics and Word Recognition
INDICATORS OF PROGRESS / STRAND	0.3.0.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
INDICATORS OF PROGRESS	0.3.0.3.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. _GOLD®_ **Objectives for Development and Learning** • Objective 16 Demonstrates knowledge of the alphabet b. Identifies letter-sound correspondences Objective 16b.7 Emerging to 16b.8 Produces short and long vowel sounds and most frequent sounds for each consonant
INDICATORS OF PROGRESS	0.3.0.3.b.	Associate the long and short sounds with common spellings (graphemes) for the five major vowels. _GOLD®_ **Objectives for Development and Learning** • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition d. Applies phonics concepts and knowledge of word structure to decode text Objective 15d.4 Deciphers a few words using the letter-sound associations of most consonants and the five major vowels (short and long sounds); notices different letter sounds in similarly spelled words
INDICATORS OF PROGRESS	0.3.0.3.c.	Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). _GOLD®_ **Objectives for Development and Learning** • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition c. Notices and discriminates discrete units of sound Objective 15c.8 Verbally blends, separates, and adds or substitutes individual sounds in simple, consonant-vowel-consonant (CVC) words; reads common high-frequency sight words

INDICATORS OF PROGRESS	0.3.0.3.d.	Distinguish between similarly spelled words by identifying the sounds of the letters that differ. **GOLD® Objectives for Development and Learning** • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition d. Applies phonics concepts and knowledge of word structure to decode text Objective 15d.4 Deciphers a few words using the letter-sound associations of most consonants and the five major vowels (short and long sounds); notices different letter sounds in similarly spelled words
CONTENT STANDARD / DOMAIN	**MN.0.3.**	**Reading Benchmarks: Foundational Skills K-5**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Fluency**
INDICATORS OF PROGRESS / STRAND	0.3.0.4.	Read emergent-reader texts with purpose and understanding. **GOLD® Objectives for Development and Learning** • Objective 18 Comprehends and responds to books and other texts e. Reads fluently Objective 18e.2 Reads and comprehends emergent reader texts and other print materials
CONTENT STANDARD / DOMAIN	**MN.0.6.**	**Writing Benchmarks K-5**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Text Types and Purposes**
INDICATORS OF PROGRESS / STRAND	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 . . .). **GOLD® Objectives for Development and Learning** • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.12 Produces very simple compositions (narrative, informative/explanatory, and opinion) using writing, drawing, and dictation to supply information about a topic and narrate an event, incorporating feedback from others as needed
INDICATORS OF PROGRESS / STRAND	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. **GOLD® Objectives for Development and Learning** • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.12 Produces very simple compositions (narrative, informative/explanatory, and opinion) using writing, drawing, and dictation to supply information about a topic and narrate an event, incorporating feedback from others as needed

INDICATORS OF PROGRESS / STRAND	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. *GOLD*® **Objectives for Development and Learning** • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.12 Produces very simple compositions (narrative, informative/explanatory, and opinion) using writing, drawing, and dictation to supply information about a topic and narrate an event, incorporating feedback from others as needed
CONTENT STANDARD / DOMAIN	**MN.0.6.**	**Writing Benchmarks K-5**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Production and Distribution of Writing**
INDICATORS OF PROGRESS / STRAND	0.6.4.4.	(Begins in grade 3) **No Correlations**
INDICATORS OF PROGRESS / STRAND	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. *GOLD*® **Objectives for Development and Learning** • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.12 Produces very simple compositions (narrative, informative/explanatory, and opinion) using writing, drawing, and dictation to supply information about a topic and narrate an event, incorporating feedback from others as needed
INDICATORS OF PROGRESS / STRAND	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. *GOLD*® **Objectives for Development and Learning** • Objective **28 Uses tools and other technology to perform tasks**
CONTENT STANDARD / DOMAIN	**MN.0.6.**	**Writing Benchmarks K-5**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Research to Build and Present Knowledge**
INDICATORS OF PROGRESS / STRAND	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). *GOLD*® **Objectives for Development and Learning** • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.8 Uses a variety of resources to find answers to questions; participates in grade-appropriate research projects

INDICATORS OF PROGRESS / STRAND	0.6.8.8.	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. *GOLD*® **Objectives for Development and Learning** • Objective **12 Remembers and connects experiences b. Makes connections** **Objective 12b.8 Generates a rule, strategy, or idea from one learning experience and applies it in a new context**
INDICATORS OF PROGRESS / STRAND	0.6.9.9.	(Begins in grade 4) **No Correlations**
CONTENT STANDARD / DOMAIN	MN.0.6.	**Writing Benchmarks K-5**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Range of Writing**
INDICATORS OF PROGRESS / STRAND	0.6.10.10.	(Begins in grade 3) **No Correlations**
CONTENT STANDARD / DOMAIN	MN.0.8.	**Speaking, Viewing, Listening and Media Literacy Benchmarks K-5**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Comprehension and Collaboration**
INDICATORS OF PROGRESS / STRAND	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.**
INDICATORS OF PROGRESS	0.8.1.1.a.	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). *GOLD*® **Objectives for Development and Learning** • Objective **10 Uses appropriate conversational and other communication skills b. Uses social rules of language** **Objective 10b.8 Uses acceptable language and basic social rules during communication with others**
INDICATORS OF PROGRESS	0.8.1.1.b.	Continue a conversation through multiple exchanges. *GOLD*® **Objectives for Development and Learning** • Objective **10 Uses appropriate conversational and other communication skills a. Engages in conversations** **Objective 10a.8 Engages in complex, lengthy conversations of five or more exchanges**

INDICATORS OF PROGRESS	0.8.1.1.c.	Listen to others and name emotions by observing facial expression and other nonverbal cues. *GOLD*® **Objectives for Development and Learning** • Objective **2 Establishes and sustains positive relationships b. Responds to emotional cues** **Objective 2b.6 Identifies basic emotional reactions of others and their causes accurately**
INDICATORS OF PROGRESS	0.8.1.1.d.	Follow basic oral directions. *GOLD*® **Objectives for Development and Learning** • Objective **8 Listens to and understands increasingly complex language b. Follows directions** **Objective 8b.8 Follows detailed, instructional, multistep directions**
CONTENT STANDARD / DOMAIN	**MN.0.8.**	**Speaking, Viewing, Listening and Media Literacy Benchmarks K-5**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Comprehension and Collaboration**
INDICATORS OF PROGRESS / STRAND	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. *GOLD*® **Objectives for Development and Learning** • Objective **8 Listens to and understands increasingly complex language a. Comprehends language** **Objective 8a.8 Responds appropriately to complex statements, questions, vocabulary, and stories, asking questions when needed; offers opposites for frequently occurring verbs and adjectives; understands the difference between similar action verbs**
INDICATORS OF PROGRESS / STRAND	0.8.3.3.	Ask and answer questions in order to seek help, get information, or clarify something that is not understood. *GOLD*® **Objectives for Development and Learning** • Objective **8 Listens to and understands increasingly complex language a. Comprehends language** **Objective 8a.8 Responds appropriately to complex statements, questions, vocabulary, and stories, asking questions when needed; offers opposites for frequently occurring verbs and adjectives; understands the difference between similar action verbs** • Objective **11 Demonstrates positive approaches to learning d. Shows curiosity and motivation** **Objective 11d.8 Uses a variety of resources to find answers to questions; participates in grade-appropriate research projects**
CONTENT STANDARD / DOMAIN	**MN.0.8.**	**Speaking, Viewing, Listening and Media Literacy Benchmarks K-5**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Presentation of Knowledge and Ideas**

INDICATORS OF PROGRESS / STRAND	0.8.4.4.	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. *GOLD*® Objectives for Development and Learning • Objective **9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary** Objective **9a.8 Incorporates new, less familiar, or technical words (acquired through texts and conversations) in everyday conversations; correctly uses new meanings for familiar words** • Objective **9 Uses language to express thoughts and needs d. Tells about another time or place** Objective **9d.8 Tells elaborate stories that refer to other times and places**
INDICATORS OF PROGRESS / STRAND	0.8.5.5.	Add drawings or other visual displays to descriptions as desired to provide additional detail. *GOLD*® Objectives for Development and Learning • Objective **14 Uses symbols and images to represent something not present a. Thinks symbolically** Objective **14a.8 Represents objects, places, and ideas with increasingly abstract symbols**
INDICATORS OF PROGRESS / STRAND	0.8.6.6.	Speak audibly and express thoughts, feelings, and ideas clearly, and respond to poems, rhymes, and songs. *GOLD*® Objectives for Development and Learning • Objective **9 Uses language to express thoughts and needs b. Speaks clearly** Objective **9b.8 Pronounces multisyllabic or unusual words correctly; speaks audibly**
CONTENT STANDARD / DOMAIN	**MN.0.8.**	**Speaking, Viewing, Listening and Media Literacy Benchmarks K-5**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Media Literacy**
INDICATORS OF PROGRESS / STRAND	**0.8.7.7.**	**Distinguish among different types of print, digital, and multimodal media.**
INDICATORS OF PROGRESS	0.8.7.7.a.	Recognize common signs and logos. *GOLD*® Objectives for Development and Learning • Objective **17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts** Objective **17a.8 Uses various types of books for their intended purposes**
INDICATORS OF PROGRESS	0.8.7.7.b.	Identify commercials or advertisements. *GOLD*® Objectives for Development and Learning • Objective **17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts** Objective **17a.8 Uses various types of books for their intended purposes**

CONTENT STANDARD / DOMAIN	MN.0.8.	Speaking, Viewing, Listening and Media Literacy Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Media Literacy
INDICATORS OF PROGRESS / STRAND	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.) *GOLD®* Objectives for Development and Learning • Objective **28 Uses tools and other technology to perform tasks**
CONTENT STANDARD / DOMAIN	MN.0.10.	Language Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	0.10.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATORS OF PROGRESS	0.10.1.1.a.	Print many upper- and lowercase letters. *GOLD®* Objectives for Development and Learning • Objective 19 Demonstrates writing skills a. Writes name Objective 19a.14 Writes accurate first and last name • Objective 19 Demonstrates writing skills c. Writes using conventions Objective 19c.2 Prints many upper- and lowercase letters; writes a letter or combination of letters for most consonants and short vowel sounds; uses basic capitalization (first word in a sentence and the pronoun "I"); writes simple words phonetically base
INDICATORS OF PROGRESS	0.10.1.1.b.	Use frequently occurring nouns and verbs. *GOLD®* Objectives for Development and Learning • Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar Objective 9c.8 Uses long, complex sentences and follows most grammatical rules; uses common verbs and nouns (including plural nouns)
INDICATORS OF PROGRESS	0.10.1.1.c.	Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes). *GOLD®* Objectives for Development and Learning • Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar Objective 9c.8 Uses long, complex sentences and follows most grammatical rules; uses common verbs and nouns (including plural nouns)

INDICATORS OF PROGRESS	0.10.1.1.d.	Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). *GOLD*® **Objectives for Development and Learning** • Objective **9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary** **Objective 9a.7 Emerging to 9a.8 Incorporates new, less familiar, or technical words (acquired through texts and conversations) in everyday conversations; correctly uses new meanings for familiar words**
INDICATORS OF PROGRESS	0.10.1.1.e.	Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with). *GOLD*® **Objectives for Development and Learning** • Objective **21 Explores and describes spatial relationships and shapes a. Understands spatial relationships** **Objective 21a.6 Uses and responds appropriately to positional words indicating location, direction, and distance**
INDICATORS OF PROGRESS	0.10.1.1.f.	Produce and expand complete sentences in shared language activities. *GOLD*® **Objectives for Development and Learning** • Objective **9 Uses language to express thoughts and needs c. Uses conventional grammar** **Objective 9c.8 Uses long, complex sentences and follows most grammatical rules; uses common verbs and nouns (including plural nouns)**
CONTENT STANDARD / DOMAIN	**MN.0.10.**	**Language Benchmarks K-5**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Conventions of Standard English**
INDICATORS OF PROGRESS / STRAND	**0.10.2.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
INDICATORS OF PROGRESS	0.10.2.2.a.	Capitalize the first word in a sentence and the pronoun I. *GOLD*® **Objectives for Development and Learning** • Objective **19 Demonstrates writing skills c. Writes using conventions** **Objective 19c.2 Prints many upper- and lowercase letters; writes a letter or combination of letters for most consonants and short vowel sounds; uses basic capitalization (first word in a sentence and the pronoun "I"); writes simple words phonetically based on knowledge of letter-sound relationships**

INDICATORS OF PROGRESS	0.10.2.2.b.	Recognize and name end punctuation. *GOLD*® Objectives for Development and Learning • Objective **17 Demonstrates knowledge of print and its uses b. Uses print concepts** Objective **17b.6 Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation**
INDICATORS OF PROGRESS	0.10.2.2.c.	Write a letter or letters for most consonant and short-vowel sounds (phonemes). *GOLD*® Objectives for Development and Learning • Objective **19 Demonstrates writing skills c. Writes using conventions** Objective **19c.2 Prints many upper- and lowercase letters; writes a letter or combination of letters for most consonants and short vowel sounds; uses basic capitalization (first word in a sentence and the pronoun "I"); writes simple words phonetically based on knowledge of sound-letter relationships**
INDICATORS OF PROGRESS	0.10.2.2.d.	Spell simple words phonetically, drawing on knowledge of sound-letter relationships. *GOLD*® Objectives for Development and Learning • Objective **19 Demonstrates writing skills c. Writes using conventions** Objective **19c.2 Prints many upper- and lowercase letters; writes a letter or combination of letters for most consonants and short vowel sounds; uses basic capitalization (first word in a sentence and the pronoun "I"); writes simple words phonetically based on knowledge of sound-letter relationships**
CONTENT STANDARD / DOMAIN	**MN.0.10.**	**Language Benchmarks K-5**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Knowledge of Language**
INDICATORS OF PROGRESS / STRAND	0.10.3.3.	(Begins in grade 2) **No Correlations**
CONTENT STANDARD / DOMAIN	**MN.0.10.**	**Language Benchmarks K-5**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Vocabulary Acquisition and Use**
INDICATORS OF PROGRESS / STRAND	0.10.4.4.	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.**
INDICATORS OF PROGRESS	0.10.4.4.a.	Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck). *GOLD*® Objectives for Development and Learning • Objective **9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary** Objective **9a.8 Incorporates new, less familiar, or technical words (acquired through texts and conversations) in everyday conversations; correctly uses new meanings for familiar words**

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INDICATORS OF PROGRESS	0.10.4.4.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. _GOLD®_ **Objectives for Development and Learning** • Objective **18 Comprehends and responds to books and other texts d. Uses context clues to read and comprehend texts** **Objective 18d.2 Uses different strategies to make meaning from print (determines patterns in text; uses known words; asks questions; sounds out words; uses frequently occurring affixes and inflections)**
CONTENT STANDARD / DOMAIN	**MN.0.10.**	**Language Benchmarks K-5**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Vocabulary Acquisition and Use**
INDICATORS OF PROGRESS / STRAND	**0.10.5.5.**	**With guidance and support from adults, explore word relationships and nuances in word meanings to develop word consciousness.**
INDICATORS OF PROGRESS	0.10.5.5.a.	Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. _GOLD®_ **Objectives for Development and Learning** • Objective **13 Uses classification skills** **Objective 13.6 Groups objects by one characteristic; then regroups them using a different characteristic and indicates the reason**
INDICATORS OF PROGRESS	0.10.5.5.b.	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). _GOLD®_ **Objectives for Development and Learning** • Objective **8 Listens to and understands increasingly complex language a. Comprehends language** **Objective 8a.8 Responds appropriately to complex statements, questions, vocabulary, and stories, asking questions when needed; offers opposites for frequently occurring verbs and adjectives; understands the difference between similar action verbs**
INDICATORS OF PROGRESS	0.10.5.5.c.	Identify real-life connections between words and their use (e.g., note places at school that are colorful). _GOLD®_ **Objectives for Development and Learning** • Objective **8 Listens to and understands increasingly complex language a. Comprehends language** **Objective 8a.8 Responds appropriately to complex statements, questions, vocabulary, and stories, asking questions when needed; offers opposites for frequently occurring verbs and adjectives; understands the difference between similar action verbs**

INDICATORS OF PROGRESS	0.10.5.5.d.	Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings. *GOLD*® Objectives for Development and Learning • Objective 8 Listens to and understands increasingly complex language a. Comprehends language Objective 8a.8 Responds appropriately to complex statements, questions, vocabulary, and stories, asking questions when needed; offers opposites for frequently occurring verbs and adjectives; understands the difference between similar action verbs
CONTENT STANDARD / DOMAIN	MN.0.10.	Language Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
INDICATORS OF PROGRESS / STRAND	0.10.6.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts. *GOLD*® Objectives for Development and Learning • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.8 Incorporates new, less familiar, or technical words (acquired through texts and conversations) in everyday conversations; correctly uses new meanings for familiar words

Minnesota Academic Standards: Kindergarten

Mathematics, adopted 2008

CONTENT STANDARD / DOMAIN	MN.K.1.	Number & Operation
PERFORMANCE INDICATOR / DOMAIN COMPONENT	K.1.1.	Understand the relationship between quantities and whole numbers up to 31.
INDICATORS OF PROGRESS / STRAND	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. *GOLD*® Objectives for Development and Learning • Objective 20 Uses number concepts and operations b. Quantifies Objective 20b.8 Solves simple equal share problems; makes sets of 11–20 objects and then describes the parts

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INDICATORS OF PROGRESS / STRAND	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. *GOLD*® Objectives for Development and Learning • Objective 20 Uses number concepts and operations c. Connects numerals with their quantities Objective 20c.8 Identifies numerals to 20 by name and connects each to counted objects; represents how many by writing one-digit numerals and some two-digit numerals
INDICATORS OF PROGRESS / STRAND	K.1.1.3.	Count, with and without objects, forward and backward to at least 20. *GOLD*® Objectives for Development and Learning • Objective 20 Uses number concepts and operations a. Counts Objective 20a.8 Uses number names while counting to 100 by 1s and 10s; counts 30 objects accurately; tells what number comes before and after a specified number up to 20
INDICATORS OF PROGRESS / STRAND	K.1.1.4.	Find a number that is 1 more or 1 less than a given number. *GOLD*® Objectives for Development and Learning • Objective 20 Uses number concepts and operations a. Counts Objective 20d.8 Uses number names while counting to 100 by 1s and 10s; counts 30 objects accurately; tells what number comes before and after a specified number up to 20
INDICATORS OF PROGRESS / STRAND	K.1.1.5.	Compare and order whole numbers, with and without objects, from 0 to 20. *GOLD*® Objectives for Development and Learning • Objective 20 Uses number concepts and operations a. Counts Objective 20a.8 Uses number names while counting to 100 by 1s and 10s; counts 30 objects accurately; tells what number comes before and after a specified number up to 20
CONTENT STANDARD / DOMAIN	**MN.K.1.**	**Number & Operation**
PERFORMANCE INDICATOR / DOMAIN COMPONENT	**K.1.2.**	**Use objects and pictures to represent situations involving combining and separating.**
INDICATORS OF PROGRESS / STRAND	K.1.2.1.	Use objects and draw pictures to find the sums and differences of numbers between 0 and 10. *GOLD*® Objectives for Development and Learning • Objective 20 Uses number concepts and operations b. Quantifies Objective 20b.8 Solves simple equal share problems; makes sets of 11–20 objects and then describes the parts

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INDICATORS OF PROGRESS / STRAND	K.1.2.2.	Compose and decompose numbers up to 10 with objects and pictures. _GOLD®_ **Objectives for Development and Learning** • Objective 20 Uses number concepts and operations e. Applies properties of mathematical operations and relationships Objective 20e.2 Solves addition and subtraction word problems of whole numbers within 10 using a variety of strategies (counting objects or fingers, counting on, counting back); makes number pairs within 10
CONTENT STANDARD / DOMAIN	**MN.K.2.**	**Algebra**
PERFORMANCE INDICATOR / DOMAIN COMPONENT	**K.2.1.**	**Recognize, create, complete, and extend patterns.**
INDICATORS OF PROGRESS / STRAND	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 o, oo, ooo. _GOLD®_ **Objectives for Development and Learning** • Objective 23 Demonstrates knowledge of patterns Objective 23.8 Recognizes, creates, and explains more complex repeating and simple growing patterns
CONTENT STANDARD / DOMAIN	**MN.K.3.**	**Geometry & Measurement**
PERFORMANCE INDICATOR / DOMAIN COMPONENT	**K.3.1.**	**Recognize and sort basic two and three dimensional shapes; use them to model real world objects.**
INDICATORS OF PROGRESS / STRAND	K.3.1.1.	Recognize basic two- and three-dimensional shapes such as squares, circles, triangles, rectangles, trapezoids, hexagons, cubes, cones, cylinders and spheres. _GOLD®_ **Objectives for Development and Learning** • Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes Objective 21b.6 Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation
INDICATORS OF PROGRESS / STRAND	K.3.1.2.	Sort objects using characteristics such as shape, size, color and thickness. _GOLD®_ **Objectives for Development and Learning** • Objective 13 Uses classification skills Objective 13.8 Groups similar objects by more than one characteristic at the same time; switches sorting rules when asked and explains the reasons

INDICATORS OF PROGRESS / STRAND	K.3.1.3.	Use basic shapes and spatial reasoning to model objects in the real-world. GOLD® Objectives for Development and Learning • Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes Objective 21b.8 Shows that shapes remain the same when they are moved, turned, flipped, or slid; breaks apart or combines shapes to create different shapes and sizes
CONTENT STANDARD / DOMAIN	MN.K.3.	Geometry & Measurement
PERFORMANCE INDICATOR / DOMAIN COMPONENT	K.3.2.	Compare and order objects according to location and measurable attributes.
INDICATORS OF PROGRESS / STRAND	K.3.2.1.	Use words to compare objects according to length, size, weight and position. GOLD® Objectives for Development and Learning • Objective 22 Compares and measures a. Measures objects Objective 22a.8 Uses measurement words and some standard measurement tools accurately
INDICATORS OF PROGRESS / STRAND	K.3.2.2.	Order 2 or 3 objects using measurable attributes, such as length and weight. GOLD® Objectives for Development and Learning • Objective 22 Compares and measures a. Measures objects Objective 22a.8 Uses measurement words and some standard measurement tools accurately