Catholic
Schools
DIOCESE OF DALLAS

Catholic Identity Standards

PK.1   **Catholic identity standards.** The student understands and integrates the content of what is learned into their faith and daily life. *

Ways to Grow		
	PK.1A	recognize that every human life is sacred because each person is created and loved by God*
	PK.1B	describe ways to take part in/be responsible to the community by discerning and using our God-given gifts*
	PK.1C	recognize and oppose unjust social structures and work toward justice for all*
	PK.1D	see God at work in all things and as expressed in the sacraments*
	PK.1E	connect scripture, tradition, and the models of Mary and the saints to guide, grow, and deepen faith*

Language and Communication

Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking.
PK.2A/B Oral language. The student develops oral language through listening, speaking, and discussion**.**

Application		Standards	
PK.2A	demonstrate understanding through listening	PK.2A.1	show understanding by responding appropriately
		PK.2A.2	show understanding of the language spoken by teachers and peers (ELL)
		PK.2C.3	demonstrate understanding of terms used in the instructional language of the classroom
		PK.2A.4	show understanding by following two-step oral directions and usually 3-step oral directions
PK.2B	use language to express needs and interests, engage in conversation, and share information and ideas	PK.2B.1	use language for different purposes
		PK.2B.2	demonstrate knowledge of verbal and nonverbal conversational rules
		PK.2B.3	engage in conversation appropriately and match language to social contexts
		PK.2B.4	speech is understood by both the teacher and other adults
		PK.2B.5	use complete sentences of four or more words and grammatical complexity usually with subject, verb, and object order
		PK.2B.6	use regular and irregular plurals, regular past tense, personal and possessive pronouns, and subject-verb agreement
		PK.2B.7	use sentences with more than one phrase
		PK.2B.8	combine more than one idea using complex sentences that give lots of detail, sticks to the topic, and clearly communicates intended meaning

Emergent Literacy – Reading

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking.
PK.3A/B/C Beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, and phonics.
PK.3D   Print awareness. The student develops print awareness.
PK.3E   Vocabulary. The student uses newly acquired vocabulary.

PK.3A	demonstrate phonological awareness	PK.3A	demonstrate phonological awareness by:
			PK.3A.1 perceiving differences between similar sounding words
			PK.3A.2 separating a four-word sentence into individual words
			PK.3A.3 recognizing rhyming words
			PK.3A.4 producing words that begin with the same sound as a given pair of words
			PK.3A.5 blending syllables into words
			PK.3A.6 combining words to make a compound word; delete a word from a compound word
			PK.3A.7 segmenting a syllable from a word
			PK.3A.8 blending onset and rime to form familiar one-syllable word with and without pictorial support
			PK.3A.9 recognizing and blend spoken phonemes into one syllable words with pictorial support
PK.3B/C	demonstrate and apply phonic knowledge	PK.3B/C	demonstrate and apply phonetic knowledge by:
			PK.3B.1 recognizing at least 20 distinct letter sounds
			PK.3B.2 producing at least 20 distinct letter sound correspondences
			PK.3C.1 moving from scribbles to some letter-sound correspondence using beginning and ending sounds when writing
			PK.3C.2 independently using letters to make words or parts of words

PK.3D	demonstrate print awareness	PK.3D	demonstrate print awareness by PK.3D.1 demonstrating understanding of print directionality PK.3D.2 distinguishing between elements of print including letters, words and pictures pK.3D.3 independently use letters to make words or parts of words PK.3D.4 naming at last 20 upper and at least 20 lower case letters PK.3D.5 writing own first name using legible letters in proper sequence PK.3D.6 using appropriate directionality when writing
PK.3E	use newly acquired vocabulary	PK.3E.1 PK.3E.2 PK.3E.3	use a large speaking vocabulary, adding several new words daily use a wide variety of words to describe people, place, things, and actions increase listening vocabulary and begin to develop vocabulary of object names and common phrases
PK.5	develop listening comprehension	PK.5A.1 PK.5A.2 PK.5A.3	recognize text has meaning ask and respond to questions relevant to the text read aloud make inferences and predictions about text
PK.7	recognize and analyze genre-specific characteristics	PK.7A.1 PK.7A.2	recognize rhyming words use information learned from books by describing, relating, categorizing, or comparing and contrasting
PK.9	self-select and interact with text	PK.9A.1 PK.9A.2	engage in pre-reading and reading-related activities self-select books and other written materials to engage in pre-reading activities
PK.10	respond to text read aloud	PK.10A.1 PK.10A.2	retell or re-enact a story after it is read aloud use a large speaking vocabulary

Emergent Literacy – Writing			
Composition: listening, speaking, reading, writing, and thinking using multiple texts			
K.11	**Writing process**. The student contributes ideas to revise and edit class made drafts.		
K.12	**Genres.** The student begins to write for a variety of purposes.		
PK.11	contribute ideas for revising and editing class made drafts	PK.11A.1 PK.12A.2	identify some conventional features of print that communicate meaning including end punctuation and case interact and provide suggests to revise and edit class made drafts
PK.12	use writing to communicate ideas	PK.12A.1 PK.12A.2 PK.12A.3	independently write to communicate his/her ideas for a variety of purposes discuss and contribute ideas for drafts composed in whole/small group activities intentionally use marks, letters, or symbols to record language and verbally share meaning

No age appropriate standard for Domain 4 (Fluency), Domain 6 (Genre), Domain 8 (Author's Craft)