

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*				
Application & Instructional Focus	Expectation at around 48 Months (4 yrs)	Unit	Expectations at around 60 Months (5 yrs)	Unit	Kindergarten	
Language and Communication						
Oral Language	PK.2A demonstrate understanding through listening	PK3.2A.1 respond to nonverbal and verbal communications of others PK3.2A.2 listen with interest to language of others		PK4.2A.1 show understanding by responding appropriately (II.A.1) PK4.2A.2 show understanding of the language spoken by teachers and peers (II.A.3) PK4.2A.3 demonstrate understanding of terms used in the instructional language of the classroom (II.D.2) PK4.2A.4 show understanding by following two-step oral directions and usually 3-step oral directions (II.A.2)		K.2A listen actively and ask questions to understand information and answer questions K.2B restate and follow oral directions that involve a short, related sequence of actions
	PK.2B use language to express needs and interests, engage in conversation, and share information and ideas	PK3.2B.1 use consistent sounds, gestures, or words to communicate for a variety of purposes PK3.2B.2 begin to understand the rules of conversations PK3.2B.3 use language to engage in simple conversations PK3.2B.4 use consistent sounds, gestures, or words to communicate for a variety of purposes PK3.2B.5 use language to engage in simple conversations		PK4.2B.1 use language for different purposes (II.B.1; II.B.3) PK4.2B.2 demonstrate knowledge of verbal and nonverbal conversational rules (II.B.4; II.B.5) PK4.2B.3 engage in conversation appropriately and match language to social contexts (II.B.2; II.B.6) PK4.2B.4 speech is understood by both the teacher and other adults (II.C.1) PK4.2B.5 use complete sentences of four or more words and grammatical complexity with subject, verb and object order (II.E.1) PK4.2B.6 use regular and irregular plurals, regular past tense, personal and possessive pronouns, and subject-verb agreement (II.E.2) PK4.2B.7 use sentences with more than one phrase (II.E.7) PK4.2B.8 combine more than one idea using complex sentences that provide detail, are on topic and communicate intended meaning (II.E.4; II.E.5)		K.2C share information and ideas by speaking audibly and clearly using the conventions of language K.2D work collaboratively with others by following agreed-upon rules for discussion, including taking turns K.2E develop social communication such as introducing himself/herself, using common greetings, and expressing needs and wants

\*Catholic identity

Emergent Literacy - Reading						
Phonological Awareness	PK.3A demonstrate phonological awareness	PK3.3A.1 imitate sounds, gestures, signs, and words PK3.3A.2 show interest in songs, rhymes, and stories PK3.3A.3 recognize and understand symbols		PK4.3A.1 perceive differences between similar sounding words (II.C.2) PK4.3A.2 separate a four word sentence into individual words (III.B.1) PK4.3A.3 recognize rhyming words (III.B.6) PK4.3A.4 produce words that begin with the same sound as a given pair of words (III.B.7) PK4.3A.5 blend syllables into words (III.B.4) PK4.3A.6 combine words to make a compound word; delete a word from a compound word (III.B.2; III.B.3) PK4.3A.7 segment a syllable from a word (III.B.5) PK4.3A.8 blend onset and rime to form familiar one-syllable word with and without pictorial support (III.B.8) PK4.3A.9 recognize and blend spoken phonemes into one syllable words with pictorial support (III.B.9)		K.3A.1 identify and produce rhyming words K.3A.2 recognize spoken alliteration or groups of words that begin with the same spoken onset or initial sound K.3A.3 identify the individual words in a spoken sentence K.3A.4 identify syllables in spoken words K.3A.5 blend syllables to form multisyllabic words K.3A.6 segment multisyllabic words into syllables K.3A.7 blend spoken onsets and rimes to form simple words K.3A.8 blend spoken phonemes to form one-syllable words K.3A.9 manipulate syllables within a multisyllabic word K.3A.10 segment spoken one-syllable words into individual phonemes
	PK.3B demonstrate phonics knowledge			PK4.3B.1 recognize at least 20 distinct letter sounds (III.C.2) PK4.3B.2 produce at least 20 distinct letter sound correspondences (III.C.3) PK4.3B.3 move from scribbles to some letter-sound correspondence using beginning and ending sounds when writing (IV.C.2) PK4.3B.4 independently use letters to make words or parts of words (IV.C.3)		K.3B.1 identify and matching the common sounds that letters represent K.3B.2 use letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words K.3B.3 recognize that new words are created when letters are changed, added, or deleted such as it - pit - tip - tap K.3C.1 spell words using sound-spelling patterns
	PK.3D demonstrate print awareness	PK3.3D1. develop interest and involvement with books and other print materials		PK4.3D.1 demonstrate understanding of print directionality (III.E.2) PK4.3D.2 distinguish between elements of print including letters, words and pictures (III.E.1) PK4.3D.3 independently use letters to make words or parts of words (IV.C.3) PK4.3D.4 name at last 20 upper and at least 20 lower case letters (III.C.1) PK4.3D.5 write own first name using legible letters in proper sequence (IV.C.1) PK4.3D.6 use appropriate directionality when writing (IV.C.4)		K.3D.1 identify the front cover, back cover, and title page of a book K.3D.2 hold a book right side up, turning pages correctly, and knowing that reading moves from top to bottom and left to right with return sweep K.3D.3 recognize that sentences are comprised of words separated by spaces and recognizing word boundaries K.3D.4 recognize the difference between a letter and a printed word K.3D.5 identify all uppercase and lowercase letters K.11F develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality
Vocabulary	PK.3E use newly acquired vocabulary			PK4.3E.1 use a large speaking vocabulary, adding several new words daily (II.D.4) PK4.3E.2 use a wide variety of words to describe people, place, things, and actions (II.D.1) PK4.3E.3 increase listening vocabulary and begin to develop vocabulary of object names and common phrases (II.D.5)		K.3E.1 use a resource such as a picture dictionary or digital resource to find words K.3E.2 identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and location

# Teacher Learning Report – Prekindergarten Literacy

					K.3E.3 use illustrations and texts the student is able to read or hear to learn or clarify word meanings
Tools to Know Comprehension	PK.5 develop listening comprehension	PK3.5A.1 show interest in songs, rhymes, and stories		PK4.5A.1 recognize text has meaning PK4.5A.2 ask and respond to questions relevant to the text read aloud (III.D.3) PK4.5A.3 make inferences and predictions about text (III.D.4)	K.5A establish purpose for reading assigned and self-selected texts with adult assistance K.5B generate questions about text before, during, and after reading K.5C make and confirm predictions K.5D create mental images K.5E monitor comprehension and adjust experiences, ideas in other texts K.5F make connections to personal experiences, ideas in other texts K.5G make inferences and use evidence to support understanding K.5H evaluate details to determine what is most important K.5I synthesize information
Literary Elements	PK.7 recognize and analyze genre-specific characteristics			PK4.7A.1 recognize rhyming words (III.B.6) PK4.7A.2 use information learned from books by describing, relating, categorizing, or comparing and contrasting (III.D.2)	K.6B discuss rhyme and rhythm in nursery rhymes and a variety of poems K.6D recognize characteristics and structures of informational text, including titles and simple graphics to gain information
Self-Sustained Reading	PK.9 self-select and interact with text	PK3.9A.1 show interest in songs, rhymes, and stories PK3.9A.2 develop interest in and involvement with books and other print materials		PK4.9A.1 engage in pre-reading and reading-related activities (III.A.1) PK4.9A.2 self-select books and other written materials to engage in pre-reading activities (III.A.2)	K.9A self-select text and interact independently with text for increasing periods of time
Ways to Show Response Skills	PK.10 respond to text read aloud	PK3.10A.1 show interest in songs, rhymes, and stories		PK4.10A.1 retell or re-enact a story after it is read aloud (III.D.1) PK4.10A.2 demonstrate understanding of terms used in the instructional language (II.D.3) PK4.10A.3 use a large speaking vocabulary (II.D.4) PK4.10A.4 attempt to use new vocabulary and grammar in speech (II.E.8)	K.10A describe personal connections to a variety of sources K.10B provide an oral, pictorial, or written response to a text K.10C use text evidence to support an appropriate response K.10D retell texts in ways that maintain meaning K.10E interact with sources in meaningful ways such as illustrating or writing K.10F respond using newly acquired vocabulary as appropriate
<b>Emergent Literacy - Writing</b>					
Tools to Know Writing Process	PK.11 contribute ideas for revising and editing class made drafts			PK4.11A.1 Identify some conventional features of print that communicate meaning including end punctuation and case (IV.E.3) PK4.11A.2 interact and provide suggests to revise and edit class made drafts (IV.B.2)	K.11A plan by generating ideas for writing through class discussions and drawings K.11B develop drafts in oral, pictorial, or written form by organizing ideas K.11C revise drafts by adding details in pictures or words K.11D edit drafts with adult assistance using standard English conventions

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Composition	PK.12 use writing as a tool to communicate ideas	PK3.12A.1 develop interests and skills related to emergent writing		PK4.12A.1 independently write to communicate his/her ideas for a variety of purposes (IV.A.2) PK4.12A.2 discuss and contribute ideas for drafts composed in whole/small group activities (IV.B.1) PK4.12A.3 intentionally use marks, letters, or symbols to record language and verbally share meaning (IV.A.1)	K.11E share writing K.11F develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality K.12A dictate or compose literary texts, including personal narratives
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No developmentally appropriate standards for strands 6 and 8.