

Catholic Identity Standards

K.0 The student understands and integrates the content of what is learned into their faith and daily life.

- K.0A recognize that every human life is sacred because each person is created and loved by God
- K.0B describe ways to take part in/be responsible to the community by discerning and using our God-given gifts
- K.0C recognize and oppose unjust social structures and work toward justice for all
- K.0D see God at work in all things and as expressed in the sacraments
- K.0E connect scripture, tradition, and the models of Mary and the saints to guide, grow, and deepen faith

Developing and Sustaining Foundational Language Skills: Oral Language

K.1 The student develops oral language through listening, speaking, and discussion.

- K.1A listen actively and ask questions to understand information and answer questions using multi-word responses
- K.1B restate and follow oral directions that involve a short, related sequence of actions
- K.1C share information and ideas by speaking audibly and clearly using the conventions of language
- K.1D work collaboratively with others by following agreed-upon rules for discussion, including taking turns
- K.1E develop social communication such as introducing himself/herself, using common greetings, and expressing needs and wants

Developing and Sustaining Foundational Language Skills: Self-Sustained Reading

K.4 The student reads grade-appropriate texts independently.

- K.4A self-select text and interact independently with text for increasing periods of time

Developing and Sustaining Foundational Language Skills: Beginning Reading and Writing

K.2 The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell.

- K.2A.i demonstrate phonological awareness by identifying and producing rhyming words
- K.2A.ii demonstrate phonological awareness by recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound
- K.2A.iii demonstrate phonological awareness by identifying the individual words in a spoken sentence
- K.2A.iv demonstrate phonological awareness by identifying syllables in spoken words
- K.2A.v demonstrate phonological awareness by blending syllables to form multisyllabic words
- K.2A.vi demonstrate phonological awareness by segmenting multisyllabic words into syllables
- K.2A.vii demonstrate phonological awareness by blending spoken onsets and rimes to form simple words
- K.2A.viii demonstrate phonological awareness by blending spoken phonemes to form one-syllable words
- K.2A.ix demonstrate phonological awareness by manipulating syllables within a multisyllabic word
- K.2A.x demonstrate phonological awareness by segmenting spoken one-syllable words into individual phonemes
- K.2B.i demonstrate and apply phonetic knowledge by identifying and matching the common sounds that letters represent
- K.2B.ii demonstrate and apply phonetic knowledge by using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words
- K.2B.iii demonstrate and apply phonetic knowledge by recognizing that new words are created when letters are changed, added, or deleted such as it - pit - tip - tap
- K.2B.iv demonstrate and apply phonetic knowledge by identifying and reading at least 25 high-frequency words from a research-based list
- K.2C.i demonstrate and apply spelling knowledge by spelling words with VC, CVC, and CCVC
- K.2C.ii demonstrate and apply spelling knowledge by spelling words using sound-spelling patterns
- K.2C.iii demonstrate and apply spelling knowledge by spelling high-frequency words from a research-based list
- K.2D.i demonstrate print awareness by identifying the front cover, back cover, and title page of a book
- K.2D.ii demonstrate print awareness by holding 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.2D.iii demonstrate print awareness by recognizing that sentences are comprised of words separated by spaces and recognizing word boundaries
- K.2D.iv demonstrate print awareness by recognizing the difference between a letter and a printed word
- K.2D.v demonstrate print awareness by identifying all uppercase and lowercase letters
- K.2E develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality

Developing and Sustaining Foundational Language Skills: Vocabulary

K.3 The student uses newly acquired vocabulary expressively.

- K.3A use a resource such as a picture dictionary or digital resource to find words
- K.3B use illustrations and texts the student is able to read or hear to learn or clarify word meanings
- K.3C identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations

Comprehension Skills

K.5 The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts.

- K.DS1* **Accept and value how literature aids one to live harmoniously with others**
- K.DS4* **Share beautifully told and well-crafted works, especially those with elements of unity, harmony, and radiance of form**
- K.DS5* **Share how literature ignites the creative imagination in healthy ways**
- 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 to deepen understanding and gain information with adult assistance
K.5C	make and confirm predictions using text features and structures with adult assistance
K.5D	create mental images to deepen understanding with adult assistance
K.5E	make connections to personal experiences, ideas in other texts, and society with adult assistance
K.5F	make inferences and use evidence to support understanding with adult assistance
K.5G	evaluate details to determine what is most important with adult assistance
K.5H	synthesize information to create new understanding with adult assistance
K.5I	monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down with adult assistance

Response Skills

- K.6** The student responds to an increasingly challenging variety of sources that are read, heard, or viewed.
- K.GS4*** share how literature can contribute to strengthening one's moral character
- K.DS7*** Delight and wonder through the reading of creative, sound, and healthy stories, poems, and plays

K.6A	describe personal connections to a variety of sources
K.6B	provide an oral, pictorial, or written response to a text
K.6C	use text evidence to support an appropriate response
K.6D	retell texts in ways that maintain meaning
K.6E	interact with sources in meaningful ways such as illustrating or writing
K.6F	respond using newly acquired vocabulary as appropriate

Multiple Genres: Literary Elements

- K.7** The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts.
- K.DS8*** recognize literary characters possessing virtue and begin to exhibit these virtuous behaviors, values, and attitudes

K.7A	discuss topics and determine the basic theme using text evidence with adult assistance
K.7B	identify and describe the main character(s)
K.7C	describe the elements of plot development, including the main events, the problem, and the resolution for texts read aloud with adult assistance
K.7D	describe the setting

Multiple Genres: Genres

- K.8** The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts.

K.8A	demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, and nursery rhymes
K.8B	discuss rhyme and rhythm in nursery rhymes and a variety of poems
K.8C	discuss main characters in drama
K.8D.i	recognize characteristics and structures of informational text, including the central idea and supporting evidence with adult assistance
K.8D.ii	recognize characteristics and structures of informational text, including titles and simple graphics to gain information
K.8D.iii	recognize characteristics and structures of informational text, including the steps in a sequence with adult assistance
K.8E	recognize characteristics of persuasive text with adult assistance and state what the author is trying to persuade the reader to think or do
K.8F	recognize characteristics of multimodal and digital texts

Author's Purpose and Craft

- K.9** The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances.

K.9A	discuss with adult assistance the author's purpose for writing text
K.9B	discuss with adult assistance how the use of text structure contributes to the author's purpose
K.9C	discuss with adult assistance the author's use of print and graphic features to achieve specific purposes
K.9D	discuss with adult assistance how the author uses words that help the reader visualize
K.9E	listen to and experience first- and third-person texts

Composition: Writing Process

- K.10** The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions.

K.10A	plan by generating ideas for writing through class discussions and drawings
K.10B	develop drafts in oral, pictorial, or written form by organizing ideas
K.10C	revise drafts by adding details in pictures or words
K.10D.i	edit drafts with adult assistance using standard English conventions, including complete sentences
K.10D.ii	edit drafts with adult assistance using standard English conventions, including verbs
K.10D.iii	edit drafts with adult assistance using standard English conventions, including singular and plural nouns
K.10D.iv	edit drafts with adult assistance using standard English conventions, including adjectives, including articles
K.10D.v	edit drafts with adult assistance using standard English conventions, including prepositions

K.10D.vi	edit drafts with adult assistance using standard English conventions, including pronouns, including subjective, objective, and possessive cases
K.10D.vii	edit drafts with adult assistance using standard English conventions, including capitalization of the first letter in a sentence and name
K.10D.viii	edit drafts with adult assistance using standard English conventions, including punctuation marks at the end of declarative sentences
K.10D.ix	edit drafts with adult assistance using standard English conventions, including correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words
K.10E	share writing

Composition: Genres

K.11 The student uses genre characteristics and craft to compose multiple texts that are meaningful.

K.11A	dictate or compose literary texts, including personal narratives
K.11B	dictate or compose informational texts
K.WS1*	use language as a bridge for communication with one's fellow man for the betterment of all involved
K.IS12*	use imagination to create dialogue between the readers and the characters in a story

Inquiry and Research

K.12 The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes.

K.12A	generate questions for formal and informal inquiry with adult assistance
K.12B	develop and follow a research plan with adult assistance
K.12C	gather information from a variety of sources with adult assistance
K.12D	demonstrate understanding of information gathered with adult assistance
K.12E	use an appropriate mode of delivery, whether written, oral, or multimodal, to present results