

Catholic Identity Standards

PK3.0 The student understands and integrates the content of what is learned into their faith and daily life.

- PK3.0A recognize that every human life is sacred because each person is created and loved by God
- PK3.0B describe ways to take part in/be responsible to the community by discerning and using our God-given gifts
- PK3.0C recognize and oppose unjust social structures and work toward justice for all
- PK3.0D see God at work in all things and as expressed in the sacraments
- PK3.0E connect scripture, tradition, and the models of Mary and the saints to guide, grow, and deepen faith

Language and Communication: Listening Comprehension

- PK3.II.A.1 responds to situations in ways that demonstrate an understanding of what has been communicated
- PK3.II.A.2 shows understanding by following two-step verbal directions

Language and Communication: Speaking

- PK3.II.B.1 uses language to communicate basic needs and wants
- PK3.II.B.2 begins to use appropriate language, style, and nonverbal cues during communication with familiar adults and peers
- PK3.II.B.3 able to communicate basic information in familiar social settings
- PK3.II.B.4 begins to use appropriate language for different situations

Language and Communication: Articulation

- PK3.II.C.1 speech is understood by familiar adults and peers
- PK3.II.C.2 begins to mimic intonation of language through songs and fingerplay

Language and Communication: Vocabulary

- PK3.II.D.1 understands (receptive) and uses (expressive) expected words to label and describe common objects, people, places, actions, and events
- PK3.II.D.2 understands (receptive) the instructional language of the classroom
- PK3.II.D.3 shows a steady increase in understanding (receptive) and using (expressive) language learned from books, conversations, and play

Language and Communication: Sentences and Structure

- PK3.II.E.1 typically uses simple sentences of three to four words, usually in correct word order
- PK3.II.E.2 begins to use regular plurals and regular past tense correctly
- PK3.II.E.3 uses simple sentence structures with at least one idea
- PK3.II.E.4 understands increasingly longer sentences that combine two ideas

Reading: Motivation to Read

- PK3.III.A.1 demonstrates an interest in pictures, text, and stories read aloud
- PK3.III.A.2 tells a story by looking at pictures or from memory
- PK3.III.A.3 notices and connects meaning to environmental print

Reading: Phonological Awareness

- PK3.III.B.1 recognizes when a word in a spoken sentence is changed
- PK3.III.B.2 begins to distinguish differences between similar-sounding words
- PK3.III.B.3 recognizes the individual words in a compound word
- PK3.III.B.5 participates in oral syllabication activities
- PK3.III.B.6 uses rhyming words through playful activities such as songs, nursery rhymes, and fingerplay
- PK3.III.B.7 uses alliteration through playful activities such as songs and read alouds
- PK3.III.B.8 participates in onset-rime blending activities

Reading: Alphabet Knowledge

- PK3.III.C.1 shows awareness of letters by singing alphabet songs and recognizing some frequently encountered letters (e.g., first letter of name or letters in environmental print)
- PK3.III.C.2 identifies the letter associated with the sound of the first letter of his name
- PK3.III.C.3 produces the correct sound for the first letter of his name

Reading: Comprehension of Text

- PK3.III.D.1 re-enacts a story after it has been read aloud
- PK3.III.D.2 makes personal connections to books read aloud
- PK3.III.D.3 asks and answers age appropriate questions about a book
- PK3.III.D.4 attempts to make predictions by looking at the cover of a book or the pictures within a story

Reading: Concepts of Print

PK3.III.E.1 can distinguish between pictures and print

PK3.III.E.2 handles books with increasing skill and imitates reading with awareness of directionality (e.g., imitates reading text across a page)

PK3.III.E.3 begins to notice the basic features of print (e.g., repeating words, space between words, punctuation vs. letters)

Writing: Motivation to Write

PK3.IV.A.1 engages in free-choice drawing and writing activities

PK3.IV.A.2 attempts to draw and write for many purposes and begins to explore different writing tools

Writing: Writing as a Process

PK3.IV.B.1 discusses and contributes ideas for drafts composed in whole/small group writing activities with adult prompting

PK3.IV.B.2 observes and discusses ideas for revising (add, take out, change) drawings and/or written words in whole/small group writing activities

PK3.IV.B.3 shares written products with others

Writing: Conventions in Writing

PK3.IV.C.1 attempts to write some letters of own name (usually beginning with the first letter)

PK3.IV.C.2 uses drawings, scribbles, and mock letters to communicate ideas

PK3.IV.C.3 begins to write using letter-like forms

PK3.IV.C.4 begins to show understanding of directionality (e.g., attempts to write top to bottom, left to right). bottom, left to right), but may still start at random places on a page