

Catholic Identity Standards

PK4.0 The student understands and integrates the content of what is learned into their faith and daily life.

- PK4.0A recognize that every human life is sacred because each person is created and loved by God
- PK4.0B describe ways to take part in/be responsible to the community by discerning and using our God-given gifts
- PK4.0C recognize and oppose unjust social structures and work toward justice for all
- PK4.0D see God at work in all things and as expressed in the sacraments
- PK4.0E connect scripture, tradition, and the models of Mary and the saints to guide, grow, and deepen faith

Language and Communication: Listening Comprehension

- PK4.II.A.1 shows understanding by responding appropriately to what has been communicated by adults and peers
- PK4.II.A.2 shows understanding by following three-step verbal directions

Language and Communication: Speaking

- PK4.II.B.1 uses language for multiple purposes
- PK4.II.B.2 engages in conversations in appropriate ways, demonstrating knowledge of verbal and nonverbal conversational rules
- PK4.II.B.3 provides appropriate information in various settings
- PK4.II.B.4 matches language to social contexts

Language and Communication: Articulation

- PK4.II.C.1 speech is understood by both familiar and unfamiliar adults and peers
- PK4.II.C.2 demonstrates growing understanding of the intonation of language

Language and Communication: Vocabulary

- PK4.II.D.1 understands (receptive) and uses (expressive) a wide variety of words to label, describe and make connections among objects, people, places, actions, and events
- PK4.II.D.2 understands (receptive) and uses (expressive) the instructional language of the classroom
- PK4.II.D.3 consistently understands (receptive) and uses (expressive) new vocabulary acquired through books, conversations, and play

Language and Communication: Sentences and Structure

- PK4.II.E.1 typically uses complete sentences of four or more words with age-appropriate grammatical complexity, usually in standard word order
- PK4.II.E.2 correctly uses regular and irregular plurals, regular past tense, personal and possessive pronouns, and subject-verb agreement
- PK4.II.E.3 uses sentences that combine multiple phrases or ideas
- PK4.II.E.4 uses sentences that provide many details, remains on topic, and clearly communicates intended meaning

Reading: Motivation to Read

- PK4.III.A.1 engages in story-related pre reading activities
- PK4.III.A.2 self-selects books and other written materials to engage in pre-reading behaviors
- PK4.III.A.3 recognizes that all print carries meaning and serves as a means for communication

Reading: Phonological Awareness

- PK4.III.B.1 identifies the individual words in a spoken sentence
- PK4.III.B.2 distinguishes differences between similar-sounding words
- PK4.III.B.3 uses two familiar base words to form a compound word with pictorial or gestural supports
- PK4.III.B.4 manipulates compound words with pictorial or gestural support
- PK4.III.B.5 begins to blend and segment syllables in multisyllabic words
- PK4.III.B.6 identifies rhyming words
- PK4.III.B.7 identifies alliterative words with pictorial support
- PK4.III.B.8 identifies a familiar one-syllable word that is segmented by onset and rime
- PK4.III.B.9 blends and segments one-syllable words by phonemes with visual or gestural support

Reading: Alphabet Knowledge

- PK4.III.C.1 recognizes and names at least 20 letters (upper- or lower-case letters)
- PK4.III.C.2 recognizes at least 20 distinct letter-sound correspondences
- PK4.III.C.3 produces at least 20 distinct letter sound correspondences

Reading: Comprehension of Text

- PK4.III.D.1 retells or re-enacts a story with a clear beginning, middle, and end
- PK4.III.D.2 uses information learned from books by describing, relating, categorizing, or comparing and contrasting
- PK4.III.D.3 asks and responds to questions relevant to the text read aloud

PK4.III.D.4 makes inferences and predictions about a text

Reading: Concepts of Print

PK4.III.E.1 can distinguish between elements of print including letters, words, and pictures

PK4.III.E.2 holds books right side up and demonstrates understanding of print directionality (e.g., knows where a book starts and ends, turns pages, points to words left to right, top to bottom, with correct sweeping)

PK4.III.E.3 can identify some conventional features of print that communicate meaning including end punctuation and case

Writing: Motivation to Write

PK4.IV.A.1 intentionally uses marks, letters, or symbols to record language and verbally shares meaning

PK4.IV.A.2 independently draws and writes for many purposes to communicate ideas, using a variety of writing tools

Writing: Writing as a Process

PK4.IV.B.1 discusses and contributes ideas for drafts composed in whole/small group writing activities

PK4.IV.B.2 interacts and provides suggestions for revisions (add, take out, change order) and edits (conventions) in whole/small group writing activities

PK4.IV.B.3 shares and celebrates class-made and individual written products

Writing: Conventions in Writing

PK4.IV.C.1 writes first name (or nickname) using legible letters in the proper sequence

PK4.IV.C.2 progresses from using scribbles and mock letters to forming letters and letter strings as a way to communicate

PK4.IV.C.3 begins to write familiar words using letter-sound correspondences, often using letters associated with beginning and/or ending sounds to write words

PK4.IV.C.4 uses appropriate directionality when writing (e.g., top to bottom, left to right)

PK4.IV.C.5 begins to experiment with punctuation when writing