

Snapshot

Kindergarten English Language Arts and Reading

Catholic Identity: Integration of Our Faith

Catholic Identity Standards. The student understands and integrates the content of what is learned into their faith and daily life.

Ways to Grow	K.1(VL)	ELA.K6 GS1(CNS)	analyze literature that reflects the transmission of a Catholic culture and worldview *
	K.1(VL)	ELA.K6 DS2(CNS)	accept and value how literature can assist in interpreting and evaluating all things in a truly Christian spirit *
	K.1(VL)	ELA.K6 DS7(CNS)	delight and wonder through the reading of creative, sound, and healthy stories, poems, and plays *
	K.1(VL)	ELA.K6 DS8(CNS)	recognize literary characters possessing virtue and begin to exhibit these virtuous behaviors, values, and attitudes *
	K.1(VL)	ELA.K6 WS1(CNS)	use language as a bridge for communication with one's fellow man for the betterment of all involved *
	K.1(VL)	ELA.K6 WS2(CNS)	write in ways to naturally order thoughts, align them with truth, and accurately express intent, knowledge, and feelings *

Literacy Routines. The student develops and sustains foundational language skills: listening, speaking, discussion, and thinking. (used during Word Study, Reading, and Writing to improve communication)

K.2 Oral Language. The student develops oral language through listening, speaking, and discussion.

Application	Supporting Standards - Instructional Focus	
K.2A communicate ideas effectively through speaking and discussion	K.2A.1	listen actively and ask questions to understand information and answer questions using multi-word responses
	K.2A.2	restate and follow oral directions that involve a short, related sequence of actions
	K.2A.3	share information and ideas by speaking audibly and clearly using the conventions of language
	K.2A.4	work collaboratively with others by following agreed-upon rules for discussion, including taking turns
	K.2A.5	develop social communication such as introducing himself/herself, using common greetings, and expressing needs and wants

Word Study. The student develops and sustains foundational language skills: listening, speaking, reading, writing, and thinking.

K.3A/B/C Beginning Reading and Writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell.

K.3D Print Awareness. The student demonstrates print awareness.

K.3E Vocabulary. The student uses newly acquired vocabulary expressively.

Application	Supporting Standards - Instructional Focus	
K.3A demonstrate phonological awareness	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.3B/K.3C demonstrate and apply phonetic knowledge while reading and spelling	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
	<div>Decoding (Reading)</div> <div>Encoding (Writing)</div>	
	K.3B.1	identify and match the common sounds that letters represent ⇄ K.3C.1 spell words using sound-spelling patterns
K.3D demonstrate print awareness	K.3B.2	use letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words ⇄ K.3C.2 spell words with VC, CVC, CVCC and CCVC
	K.3B.3	recognize that new words are created when letters are changed, added, or deleted such as it – pit – tip – tap
	K.3B.4	identify and read at least 25 high-frequency words from a research-based list ⇄ K.3C.3 spell high-frequency words from a research-based list
	K.3D.1	identify the front cover, back cover, and title page of a book
	K.3D.2	hold books right side up, turn pages correctly, and know that reading moves from top to bottom, left to right with return sweep
	K.3D.3	recognize that sentences are comprised of words separated by spaces and recognize word boundaries
K.3E use skills to support strategies for determining the meaning of unknown words while reading	K.3D.4	recognize the difference between a letter and a printed word
	K.3D.5	identify all uppercase and lowercase letters
	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
	K.3E.3	use illustrations and texts to read or hear, to learn or clarify word meanings

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Shared Reading. The student develops and sustains foundational language skills: listening, speaking, reading, writing, and thinking using multiple texts.

Tools to Know

K.4 Fluency. The student reads grade-level text with fluency and comprehension. *(Begins in Grade 1)*

K.5 Comprehension. The student uses the reading process to develop and deepen comprehension of increasingly complex texts with adult assistance.

Reading Process: Thinking Within the Text

K.5A establish purpose for reading assigned and self-selected texts	K.5B generate questions about text before, during, and after reading to deepen understanding and gain information	K.5C make and confirm predictions using text features and structures	K.5D create mental images to deepen understanding	K.5E monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down	K.5F make connections to personal experiences, ideas in other texts, and society	K.5G make inferences and use evidence to support understanding	K.5H evaluate details to determine what is most important	K.5I synthesize information to create new understanding
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Comprehension: Thinking with the Text

Ways to Show: Thinking About the Meaning

K.6 Genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts.

K.7 Literary Elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts.

Applications	Instructional Focus	Fiction (.1)	Poetry (.2)	Drama (.3)	Informational (.4)	Persuasive (.5)	Multimodal/ Digital (.6)
K.6A-B comprehend the author's purpose and meaning in texts to include multiple genres K.7A-E describe literary elements	Genre Characteristics	K.6A.1 demonstrate knowledge of distinguishing characteristics of folktales, fables, fairy tales, and nursery rhymes	K.6A.2 discuss rhyme and rhythm in nursery rhymes and a variety of poems	K.6A.3 discuss main characters in drama	K.6A.4.a recognize characteristics and structures of informational text, including titles and simple graphics to gain information K.6A.4.b recognize the steps in a sequence	K.6A.5 recognize characteristics of persuasive text with adult assistance	K.6A.6 recognize characteristics of multimodal and digital texts
	Overall Meaning	K.6B.1 discuss with adult assistance the author's purpose for writing text K.7A.1 discuss topics and determine the basic theme using text evidence with adult assistance	K.6B.2 discuss with adult assistance the author's purpose for writing text K.7A.2 discuss topics and determine the basic theme using text evidence with adult assistance	K.6B.3 discuss with adult assistance the author's purpose for writing text K.7A.3 discuss topics and determine the basic theme using text evidence with adult assistance	K.6B.4 discuss with adult assistance the author's purpose for writing text K.7A.4 recognize the central idea and supporting evidence with adult assistance	K.6B.5 discuss with adult assistance the author's purpose for writing text K.7A.5 state what the author is trying to persuade the reader to think or do	K.6B.6 discuss with adult assistance the author's purpose for writing text
	Analysis for Deeper Meaning	K.7B.1 describe the elements of plot development for texts read aloud with adult assistance K.7C.1 identify and describe the main character(s) K.7D.1 describe the setting K.7E.1 recognize how characters exhibit virtuous behaviors *	K.7B.2 describe the elements of plot development for texts read aloud with adult assistance K.7C.2 identify and describe the main character(s) K.7D.2 describe the setting	K.7B.3 describe the elements of plot development for texts read aloud with adult assistance K.7C.3 identify and describe the main character(s) K.7D.3 describe the setting			(Refer to the Genre)

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Author's Craft: Thinking About the Writing

K.8 Author's Craft. 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.

Application	Instructional Focus	Fiction (.1)	Poetry (.2)	Drama (.3)	Informational (.4)	Persuasive (.5)	Multimodal/Digital (.6)
K.8A-D discuss with adult assistance the authors' choices and how they influence meaning; apply author's craft purposefully in writing (dictation) and speaking	Point of View	K.8A.1 listen to and experience first- and third-person texts	K.8A.2 listen to and experience first- and third-person texts	K.8A.3 listen to and experience first- and third-person texts	K.8A.4 listen to and experience first- and third-person texts	K.8A.5 listen to and experience first- and third-person texts	K.8A.6 listen to and experience first- and third-person texts
	Structure	K.8B.1 discuss how the use of text structure contributes to the author's purpose	K.8B.2 discuss how the use of text structure contributes to the author's purpose	K.8B.3 discuss how the use of text structure contributes to the author's purpose	K.8B.4 discuss how the use of text structure contributes to the author's purpose	K.8B.5 discuss how the use of text structure contributes to the author's purpose	K.8B.6 discuss how the use of text structure contributes to the author's purpose
		K.8C.1 discuss the author's use of print and graphic features to achieve specific purposes	K.8C.2 discuss the author's use of print and graphic features to achieve specific purposes	K.8C.3 discuss the author's use of print and graphic features to achieve specific purposes	K.8C.4 discuss the author's use of print and graphic features to achieve specific purposes	K.8C.5 discuss the author's use of print and graphic features to achieve specific purposes	K.8C.6 discuss the author's use of print and graphic features to achieve specific purposes
	Language	K.8D.1 discuss how the author uses words that help the reader visualize	K.8D.2 discuss how the author uses words that help the reader visualize	K.8D.3 discuss how the author uses words that help the reader visualize	K.8D.4 discuss how the author uses words that help the reader visualize	K.8D.5 discuss how the author uses words that help the reader visualize	K.8D.6 discuss how the author uses words that help the reader visualize

Independent Reading.

K.9 Self-Sustained Reading. The student develops and sustains foundational language skills: listening, speaking, reading, writing, and thinking. The student reads grade-appropriate texts independently.

K.9A self-select text and interact independently with text for increasing periods of time

Responding to Text. (applied to both Shared Reading and Independent Reading – listening, speaking, reading, writing, and thinking using multiple texts)

K.10 Response Skills: The student responds to an increasingly challenging variety of sources that are read, heard, or viewed.

Ways to Show (Response Skills)

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
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Writing. (Composition: listening, speaking, reading, writing, and thinking using multiple texts)

K.11 Writing Process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions.

K.12 Genre and Composition. The student uses genre characteristics and craft to compose multiple texts that are meaningful.

Application	Tools to Know (Writing Process)
K.11A apply the steps of the writing process to compose multiple texts	<p>K.11A.1 plan a first draft by generating ideas for writing through class discussions and drawings</p> <p>K.11A.2 develop drafts in oral, pictorial, or written form by organizing ideas</p> <p>K.11A.3 revise drafts by adding details in pictures or words</p> <p>K.11A.4 edit drafts with adult assistance using standard English conventions, including:</p> <p>K.11A.4.a complete sentences</p> <p>K.11A.4.b verbs</p> <p>K.11A.4.c singular and plural nouns</p> <p>K.11A.4.d adjectives, including articles</p> <p>K.11A.4.e prepositions</p> <p>K.11A.4.f pronouns, including subjective, objective, and possessive cases</p>

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	K.1.1A.4.g	capitalization of the first letter in a sentence and name
	K.1.1A.4.h	punctuation marks at the end of declarative sentences
	K.1.1A.4.i	correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words
	K.1.1A.5	share writing
	K.1.1A.6	develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality
Application	Ways to Show (Writing Process)	
K.1.2A dictate or compose literary texts	K.1.2A.1	dictate or compose personal narratives
	K.1.2A.2	dictate or compose informational texts

Research. (embedded skills throughout Reading and Writing)

K.1.3 Inquiry and Research: The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes.

Application	Supporting Standards - Instructional Focus	
K.1.3A use research skills to plan and present in written, oral, or multimodal formats with adult assistance	K.1.3A.1	generate questions for formal and informal inquiry
	K.1.3A.2	develop and follow a research plan
	K.1.3A.3	gather information from a variety of sources
	K.1.3A.4	demonstrate understanding of information gathered
	K.1.3A.5	use an appropriate mode of delivery, whether written, oral, or multimodal, to present results