



KINDERGARTEN READING

The Diocese of Knoxville has adapted the following Reading Standards to establish for teachers, students and parents the knowledge, understanding and skills students need to acquire in order to satisfy the reading requirements for kindergarten.

READING APPLICATION

Kindergarten students begin their reading development by learning to apply strategies for phonemic awareness, word recognition, vocabulary acquisition and fluency. They begin developing skills to comprehend and interpret information that will assist them in becoming successful independent readers.

Reading is divided into three domains:

- I. Foundational Reading:** Foundational standards are skills directed toward fostering students' understanding and working knowledge of concepts of print, the alphabetic principle, vocabulary acquisition and other basic conventions of the English reading and writing system.
- II. Literature Reading:** Literature reading standards provide a focus for instruction each year and help ensure students gain extensive exposure to a range of texts and tasks. Literature is a body of written works of a language, period or culture. It may be imaginative and creative and is recognized for artistic value.
- III. Informational Reading:** Informational reading standards provide a focus for instruction each year and help ensure students gain adequate exposure to a range of texts, tasks and academic vocabulary. Informational reading is reading to gain or acquire knowledge and focuses on non-fictional texts.

SUMMARY-READING

KINDERGARTEN (K)

As kindergartners progress through their first year, the essentials of reading are crafted. They begin to develop word recognition, phonics, phonemic awareness and concepts of print. Vocabulary is increased as well as comprehension and fluency. Students can read and write their first and last names and distinguish the number of syllables in words. Recognition of words, signs and symbols is increased as well as sorting words into like categories.

Kindergarten students continue to develop the art of reading and progress accordingly throughout their elementary grades.

The Diocese of Knoxville stipulates the following exit skills in reading for Kindergarten students:

1. Hold books right side up, know that people read pages from left to right, from front to back following words from left to right, top to bottom and page by page.
2. Recognize that spoken words are represented in written language by specific sequences of letters.
3. Read own first and last name.
4. Identify and produce rhyming words and patterns.
5. Distinguish the number of syllables in words by using rhythmic clapping, snapping or counting.
6. Count, pronounce, blend and segment syllables in spoken words.
7. Distinguish and name all upper- and lower-case letters.
8. Recognize, say and write the common sounds of letters.
9. Distinguish letters from words by recognizing that words are separated by spaces. (*Note: spatial perception development may vary with students.*)
10. Hear and say the separate phonemes in words, such as identifying the initial consonant sound in a word, and blend phonemes to say words.
11. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme words (consonant-vowel-consonant).
12. Read one-syllable and designated sight words.
13. Reread stories independently or as a group, modeling patterns of changes in timing, voice and expression.
14. Understand new words from the context of conversations or from the use of pictures within a text.
15. Recognize and understand words, signs and symbols seen in the environment in everyday life.
16. Identify words in common categories such as color words, number words and directional words.
17. Determine the meaning of unknown words, with assistance, using a beginner's dictionary or other resources.
18. Understand alphabetical order/sequencing.
19. Retell the story and demonstrate knowledge of underlying meaning: infer
20. Know the differences between illustrations and print.
21. Visualize the information in texts, and demonstrate this by drawing pictures, discussing images in texts or dictating simple descriptions or writing
22. Predict sequence of events, using pictures and content as a guide.
23. Compare information (e.g. recognize similarities) in texts using prior knowledge and experience.

24. Recall information from a story by sequencing pictures and events.
25. Answer literal questions to demonstrate comprehension of orally read grade-appropriate texts.
26. Monitor comprehension of orally read texts by asking and answering questions.
27. Identify favorite books and stories and participate in shared oral reading.
28. Use pictures and illustrations to assist in comprehension.
29. Identify and discuss the sequence of events in informational text.
30. Tell the main idea of a selection that has been read aloud.
31. Identify and discuss simple maps, charts and graphs.
32. Follow three step oral directions.
33. Identify the characters, setting, and plot .
34. Retell or re-enact a story that has been heard.
35. Distinguish between fantasy and reality.
36. Recognize predictable patterns in stories.

STANDARD-READING

KINDERGARTEN

READING: FOUNDATIONAL SKILLS

I. PRINT CONCEPTS

STANDARD

STANDARD DESCRIPTION

RF.K.1	Demonstrate understanding of the organization and basic features of print.
RF.K.1.1	Follow words from left to right, top to bottom, and page by page.
RF.K.1.2	Recognize that spoken words are represented in written language by specific sequences of letters.
RF.K.1.3	Understand that words are separated by spaces in print.
RF.K.1.4	Recognize and name all upper-and lower-case letters of the alphabet.

II. PHONOLOGICAL AWARENESS

STANDARD

STANDARD DESCRIPTION

RF.K.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
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RF.K.2.1	Recognize and produce rhyming words.
RF.K.2.2	Count, pronounce, blend, and segment syllables in spoken words.
RF.K.2.3	Blend and segment onsets and rimes of single-syllables in spoken words.
RF.K.2.4	Isolate and pronounce the initial, medial vowel, and final sounds in three phoneme words. (This does not include CVCS ending with /l/, /r/, or /x/).
RF.K.2.5	Add or substitute individual sounds in simple, one-syllable words to make new words.

III. PHONICS AND WORD RECOGNITION

<u>STANDARD</u>	<u>STANDARD DESCRIPTION</u>
RF.K.3	Know and apply grade-level phonics and word analysis skills in decoding words.
RF.K.3.1	Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant.
RF.K.3.2	Associate the long and short sounds with the common spellings for the five major vowels.
RF.K.3.3	Read at least 25 common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
RF.K.3.4	Distinguish between similarly spelled words by identifying the sounds of the letters that are different.
RF.K.3.5	Identify the sequence of the alphabet.

IV. FLUENCY

<u>STANDARD</u>	<u>STANDARD DESCRIPTION</u>
RF.K.4	Read emergent-reader text with purpose and understanding.

READING: LITERATURE

1. KEY IDEAS AND DETAILS

<u>STANDARD(S)</u>	<u>STANDARD DESCRIPTION</u>
RL.K.1	With prompting and support, ask and answer questions about key details in a text.
RL.K.2	With prompting and support, retell familiar stories, including key details.
RL.K.3	With prompting and support, identify characters, settings and major events in a story.
RL.K.4	Ask and answer questions about unknown words in a text.
RL.K.5	Recognize common types of texts (e.g., storybooks, poems).
RL.K.6	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

III. INTEGRATION OF KNOWLEDGE AND IDEAS

<u>STANDARD(S)</u>	<u>STANDARD DESCRIPTION</u>
RL.K.7	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
RL.K.8	(Not applicable to literature)
RL.K.9	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
RL.K.9.1	Identify and respond to characteristics of traditional poetry for children: rhyme, regular beats, repetition of sounds, words, and phrases.
RL.K.9.2	Select books related to class themes for a variety of reading purposes.
RL.K.9.3	Communicate thoughts, feelings, judgments, understanding, personal experiences and attitudes about reading material of literature.

RL.K.9.4 Apply Catholic values and teachings in the evaluation of literary themes and plots.

IV. RANGE OF READING TEXT COMPLEXITY

STANDARD

STANDARD DESCRIPTION

RL.K.10 Actively engage in group reading activities with purpose and understanding.

READING: INFORMATIONAL TEXT

I. KEY IDEAS AND DETAILS

STANDARDS

STANDARD DESCRIPTION

RI.K.1 With prompting and support, ask and answer questions about key details in a text.

RI.K.2 With prompting and support, identify the main topic and retell key details of a text.

RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas or pieces of information in a text.

II. CRAFT AND STRUCTURE

STANDARDS

STANDARD DESCRIPTION

RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.

RI.K.5 Identify the front cover, back cover, and title page of a book.

RI.K.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

RI.K.6.1 Classify objects according to use and categories.

III. INTEGRATION OF KNOWLEDGE AND IDEAS

STANDARDS

STANDARD DESCRIPTION

RI.K.7	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing or idea in the text an illustration depicts).
RI.K.8	With prompting and support, identify the reasons an author gives to support points in a text.
RI.K.9	With prompting and support, identify the basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
RI.K.9.1	Identify signs and symbols used across curriculum content areas (e.g., maps, temperature, and charts).
RI.K.9.2	Communicate, thoughts, feelings, judgments, understanding, personal experiences and attitudes about reading material of grade level text.

IV. RANGE OF READING LEVEL OF TEXT COMPLEXITY

STANDARD

STANDARD DESCRIPTION

RI.K.10	Actively engage in group reading activities with purpose and understanding.
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KINDERGARTEN ENGLISH LANGUAGE ARTS (ELA)

The Diocese of Knoxville has adapted the following English Language Arts (ELA) standards to establish for teachers, students and parents what knowledge, understanding and skills students need to acquire in order to satisfy the ELA requirements for Kindergarten.

ENGLISH/ LANGUAGE ARTS (ELA) APPLICATION

As students in the Diocese of Knoxville Catholic schools progress through elementary grades, the essential rules of Standard English in both written and spoken languages are crafted and informed choices are perfected. General academic and grade-specific words and phrases increase with the development of vocabulary along with the conventions and mechanics of the English language.

English Language Arts Standards (ELA) are benchmarked to assist in the development of students demonstrating proficiency in speaking, reading and writing. These standards are:

- I. Conventions of Standard English
- II. Knowledge of Language
- III. Vocabulary Acquisition and Use

SUMMARY-ELA

KINDERGARTEN

Kindergarten students demonstrate command of Standard English grammar and usage when writing and speaking. Kindergarten students use frequently occurring nouns and verbs in conversation with correct syntax, and use plural forms correctly. They form interrogative sentences correctly and use prepositions to produce and expand complete sentences. Kindergartners capitalize the first word in each sentence and recognize and apply the correct ending punctuation. They write letter/letters for most consonants and short-vowel sounds and are capable of spelling simple words phonetically. Students can identify new meaning for familiar words and clarify the meaning of unknown words based on kindergarten reading and content. Students are capable of sorting objects into categories, demonstrating understanding of words by relating to the opposite, and distinguish the meanings of actions verbs through demonstration.

The Diocese of Knoxville stipulates the following exit skills in English Language Arts for Kindergarten students:

1. Demonstrates command of Standard English when speaking and writing.
2. Prints upper and lowercase letters spacing letters and spacing words.
3. Recognizes and uses nouns and verbs correctly.
4. Understands and uses interrogatives.
5. Capitalizes the first word of sentences and the pronoun *I* and can name and use sentence punctuations.
6. Spell simple words phonetically
7. Demonstrates knowledge of word relationships by relating them to their antonyms (opposites).
8. Can identify and act out action verbs.
9. Can distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.
10. Demonstrates knowledge of sorting common objects and categorizing words.
11. Uses words and phrases correctly in conversations.
12. Identifies new meanings for familiar words and applies them accordingly.
13. Uses the most common affixes in English (e.g. *-ed*, *-s*, *re-*, *un-*, *pre-*, *-ful*, *-less*) as a clue to the meaning of the word.
14. Use common adjectives to distinguish objects (e.g. the small blue square; the shy white rabbit).
15. Recognizes some common homonyms (e.g. to, two)

STANDARDS-ELA

KINDERGARTEN

I. CONVENTIONS OF STANDARD ENGLISH

STANDARD(s)

STANDARD DESCRIPTION

L.K.1	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
L.K.1.1	Print upper and lower case letters frequently and consistently.
L.K.1.2	Use frequently occurring nouns and verbs.
L.K.1.3	Form regular plural nouns orally by adding /s/ or/es/ (e.g., dog, dogs; wish, wishes).
L.K.1.4	Understands and uses question words (interrogatives) (e.g., who, what, where, when, why, how).
L.K. 1.5	Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with, above, behind, beneath, under).
L.K.1.6	Produce and expand complete sentences in shared language activities.
L.K.2	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
L.K.2.1	Capitalize the first word in a sentence and the pronoun <i>I</i> .
L.K.2.2	Recognize and name end punctuation.
L.K.2.3	Write a letter or letters for consonant and short-vowel sounds (phonemes).
L.K.2.4	Spell simple words phonetically, drawing on knowledge of sound /letter relationships.

II. KNOWLEDGE OF LANGUAGE

STANDARD

STANDARD DESCRIPTION

L.K.3

(Begins in Grade 2)

III. VOCABULARY ACQUISITION AND USE

STANDARD

STANDARD DESCRIPTION

L.K.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

L.K.4.1

Identify new meanings for familiar words and apply them accurately (e.g., knowing “*duck*” is a bird and learning the verb *to duck*).

L.K.4.2

Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.

L.K.5

With guidance and support from adults, explore word relationships and nuances in word meanings.

L.K.5.1

Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.

L.K.5.2

Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their antonyms (opposites).

L.K.5.3

Identify real-life connections between words and their use (e.g., note places at school that are colorful).

L.K.5.4

Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.

L.K.6

Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

L.K.6.1

Introduce common homonyms (e.g. to, two).



KINDERGARTEN WRITING

The Diocese of Knoxville has adapted the following writing standards to establish clearly to teachers, students and parents the knowledge, understanding, and skills students need to acquire in order to satisfy the writing requirements for kindergarten.

WRITING APPLICATION

Each year students' writing should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas. The writing tasks should address increasingly demanding content and sources. In addition as students progress through the elementary grades, they should become adept in the art of handwriting from print manuscript to cursive. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

Writing standards are benchmarked to assist in developing writers that are able to select text forms to suit the purpose and audience. These standards are:

- I. Text Types and Purpose
- II. Production and Distribution of Writing
- III. Research to Build and Present Knowledge
- IV. Range of Writing
- V. Handwriting

SUMMARY-WRITING

KINDERGARTEN

Kindergarten students develop an understanding and demonstrate an understanding of the purposes of writing. Through drawing and dictating, kindergarten students compose opinion pieces. Students know the name of the book they are writing about, and combine drawings and explanations to supply information about the topic. They learn to combine events and relate the order of events with a conclusion. They strengthen their writing by adding details. Kindergarten students explore digital tools to produce and publish writing. Shared research and writing projects are developed expressing opinions concerning favorite authors and books. They gather information by developing recall skills to answer questions. They also begin to create stories in their own print with invented spelling. Kindergarten students practice fine-motor skills and attention to detail through learning to write legibly in print.

The Diocese of Knoxville stipulates the following exit skills in writing application for kindergarten students:

1. Develop fine motor skills through playing, cutting, tracing, copying, coloring, gluing and painting.
2. Dictate or write simple stories using letters, words or pictures.
3. Name or label objects, pictures or places with sounds and/or words.
4. Demonstrate correct posture, paper placement, line placement and ability to hold the writing tool correctly.
5. Write from left to right and from top to bottom.
6. Dictate or write informal writings for various purposes.
7. Learn to choose a topic for writing.
8. Organize group related ideas.
9. Use correct sentence structures to express thoughts and ideas.
10. Reread own writing.
11. Expresses ideas with alternative spelling patterns.
12. Use resources, including technology, to enhance writing.
13. Rewrite and illustrate writing samples for display and sharing (publication).
14. Print upper-and lower- case alphabet letters.
15. Print one syllable words.



STANDARD-WRITING

KINDERGARTEN

I. TEXT TYPES AND PURPOSES

STANDARD

STANDARD DESCRIPTION

- W.K.1** Use a combination of drawing, dictating, and writing to compose opinion pieces in which the student tells a reader the topic or the name of the book he/she is writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).
- W.K.2** Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which the students name what they are writing about and supply some information about the topic.
- W.K.3** Use a combination of drawing, dictating and writing to narrate a single event or several loosely linked events, telling about the events in the sequence in which they occurred and provide a reaction to what happened.
- W.K.3.1** With prompting and support, write or dictate poems with rhyme and repetition.

II. PRODUCTION AND DISTRIBUTION OF WRITING

- W.K.4** (Begins in Grade 3)
- W.K.5** With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
- W.K.6** With guidance and support from adults explore a variety of digital tools used in communication to produce and publish writing, including in collaboration with peers or older students.

III. RESEARCH TO BUILD AND PRESENT KNOWLEDGE

- W.K.7** Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
- W.K.8** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

W.K.8.1 Write with guidance and support from adults, add details to strengthen writing as needed through revision.

W.K.9 (Begin in Grade 4)

IV. RANGE OF READING AND LEVEL OF TEXT COMPLEXITY

W.K.10 (Begins in Grade 3)

V. HANDWRITING

HW.1 Use coordinated eye-hand movement to develop fine motor skills. (Prerequisite skills to handwriting).

- a. Work from left to right, top to bottom.
- b. Mark answers (underline, draw a line across, mark with X, circle).
- c. Locate pages.
- d. Hold pencil, marker or crayon correctly.
- e. Fold paper
- f. Complete puzzle
- g. Cut along dotted lines

HW.2 Print one's first and last name in upper and lower case.

HW.3 Print upper and lower case alphabet letters

HW.4 Print frequent sight words.

KINDERGARTEN SPEAKING AND LISTENING

The Diocese of Knoxville has adapted the following speaking and listening standards to define for teachers, students and parents what knowledge, understanding and skills students need to acquire in order to satisfy the speaking and listening requirements for kindergarten.

SPEAKING AND LISTENING APPLICATION

Students must have ample opportunity to take part in a variety of rich, structured conversations. Being productive members of these conversations requires that students contribute accurate, relevant information; respond to and develop what others have said; make comparisons and contrasts; and analyze and synthesize a multitude of ideas in various domains.

Technology has broadened and expanded the role that speaking and listening play in acquiring knowledge. Digital texts confront students with the potential for continually updated content and dynamically changing combinations of words, graphics, images, hyperlinks, and embedded video and audio.

Speaking and listening standards are benchmarked to assist in developing mastery to help ensure that students gain adequate skills and practice to be effective communicators. These standards are:

- Comprehension and Collaboration
- Presentation and Knowledge and Ideas

SUMMARY-SPEAKING AND LISTENING

KINDERGARTEN

Kindergarten students participate in collaborative conversation with different partners about age and grade appropriate topics. Agreed upon rules (e.g., listening to others and taking turns to speak) assist with conversations through multiple exchanges. Students are taught and encouraged to participate in asking and answering relevant questions on information presented. Students are encouraged by dialoguing to share conversation that is familiar to them while providing supporting details. Students draw or use other visuals to add description or additional information. Kindergarten students speak audibly and express thoughts, feelings and ideas clearly.

The Diocese of Knoxville stipulates the following exit skills in speaking and listening for kindergarten students:

1. Listen attentively to speakers.
2. Connect what is heard with prior knowledge and experience.

3. Focuses attentively and follows oral directions.
4. Speak clearly and audibly.
5. Deliver informal descriptive or informational presentations about ideas or experiences in logical order with a beginning, middle and end.
6. Recite short prayers, pledges, poems, songs, and nursery rhymes.
7. Ask questions to get information, seek help, or clarify something not understood.
8. Participate in oral exercises and discussions such as Show and Tell, role-playing, etc.
9. Communicates with courtesy.
10. Participates in singing songs, chants and finger plays.
11. Retells a story.
12. Describe the contents of a picture.
13. Recite name, address, and telephone number.
14. Substitute words in a rhyming pattern.



STANDARD-SPEAKING AND LISTENING

KINDERGARTEN

I. COMPREHENSION AND COLLABORATION

STANDARD

STANDARD DESCRIPTION

SL.K.1

Participate in collaborative conversations with diverse partners about age and grade appropriate topics and texts with peers and adults in small and larger groups.

SL.K.1.1

Follow agreed-upon rules for discussions (e.g. listening to others and taking turns speaking about the topics and texts under discussion).

SL.K.1.2 Continue a conversation through multiple exchanges.

SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

II. PRESENTATION OF KNOWLEDGE AND IDEAS

SL.K.4 Describe familiar people, places, things and events and, with prompting and support, provide additional detail.

SL.K.5 Add drawings or to other visual displays to descriptions as desired to provide additional detail.

SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.