

Jackson Area Catholic Schools

Language Arts Academic Standards for Kindergarten

Reading

Concepts of Print

- R.CP.00.01** The student will demonstrate an understanding of concepts of print while reading and/or pretend reading a book to the teacher.
- R.CP.00.02** The student will read from left to right and top to bottom on the written page.
- R.CP.00.03** The student will identify likenesses and differences in letters and words in print.
- R.CP.00.04** The student will identify the front and back of a book as well as the title.
- R.CP.00.05** The student will discriminate between letters, words, and sentences.

Word Recognition and Word Study

Phonemic Awareness

- R.WS.00.01** The student will demonstrate phonemic awareness by a wide range of sound manipulation including blending, deletion, and rhyming in word families.
- R.WS.00.02** The student will recognize that words are composed of sounds that are blended together and carry meaning.
- R.WS.00.02a** The student will show the sound and symbol relationship between letters of the alphabet and their sounds in words to develop word recognition skills allowing them to expand vocabulary.

Phonics

- R.WS.00.03** The student will understand alphabetic principle that sounds are expressed by letters and the alphabet.
- R.WS.00.04** The student will use letter sound cues, including vowel sounds, to recognize a few one-syllable words.

Word Recognition

- R.WS.00.05** The student will recognize a small number of basic vocabulary words.
- R.WS.00.06** The student will make progress in automatically recognizing words from the Dolch basic sight word list.
- R.WS.00.07** The student will follow familiar written text while pointing to matching words.
- R.WS.00.08** The student will narrow possibilities in predicting words using initial letters/sounds, patterns of language, and picture clues.
- R.WS.00.09** The student will know the meanings of words encountered frequently in grade-level reading and oral language contexts.

Vocabulary

- R.WS.00.10** The student will in context, determine the meaning of a few words, familiar and repeated phrases including objects, actions, concepts, content vocabulary, and literary terms, using strategies and resources including picture clues, prediction, and other people.

Fluency

- R.FL.00.01** The student will automatically apply the following aspects of fluency: naming of letters; association of letters and their sounds; recognition of words both when encountered in context and isolation; and demonstrating understanding of concepts of print.

Narrative Text

- R.NT.00.01** The student will become familiar with classic, multicultural, and contemporary literature recognized for quality and literary merit that represents our common heritage as well as cultures from around the world.
- R.NT.00.02** The student will identify the basic form and purpose of a variety of narrative genre including stories, nursery rhymes, poetry, and songs.
- R.NT.00.03** The student will discuss setting, characters, and events in narrative text.
- R.NT.00.04** The student will identify how authors/illustrators use literary devices including pictures and illustrations to support the understanding of settings and characters.

Reading (Narrative Text) Cont.

R.NT.00.05 The student will respond to individual and multiple texts by finding evidence, discussing, illustrating, and/or writing to reflect, make meaning, and make connections.

Informational Text

R.IT.00.01 The student will identify and describe the basic form and purpose of a variety of informational genre including environmental text, concept books, and picture books.

R.IT.00.02 The student will use teacher guidance to discuss informational text patterns including descriptive and sequential.

R.IT.00.03 The student will explain how authors use text features including pictures, illustrations, and icons to enhance the understanding of key ideas presented in descriptive and sequential organizational patterns.

R.IT.00.04 The student will respond to individual and multiple texts by finding evidence, discussing, illustrating, and/or writing to reflect, make meaning, and to make connections with the text.

Comprehension

R.CM.00.01 The student will begin to make text-to-self and text-to-text connections and comparisons by activating prior knowledge and connecting personal knowledge and experience to ideas through oral and written responses.

R.CM.00.02 The student will retell up to three events from familiar text using their own words or phrasing.

R.CM.00.03 The student will begin to make connections across texts by making meaningful predictions based on illustrations or portions of texts.

R.CM.00.04 The student will apply significant knowledge from grade-level science, social studies, and mathematics texts.

R.CM.00.05 The student will activate prior knowledge to construct meaning from pictures and illustrations in order to sequence and tell a story.

R.CM.00.06 The student will use prior knowledge to construct meaning.

R.CM.00.07 The student will use illustrations to enhance the understanding of key ideas and make predictions.

Reading (Comprehension) Cont.

- R.CM.00.08** The student will be able to correctly sequence story illustrations.
- R.CM.00.09** The student will be able to retell a story using the illustrations.
- R.CM.00.10** The student will read, view, and listen to a variety of genre in order to explore and respond to pattern, style, structure, and purpose in a guided and/or independent setting.
- R.CM.00.11** The student will use prior knowledge to construct meaning.
- R.CM.00.12** The student will discuss simple story elements in narrative text: setting, characters, events, and plot.
- R.CM.00.13** The student will identify and discuss transitional words: ordinal numbers, next, finally, last, and then.

Metacognition

- R.MT.00.01** The student will self-monitor comprehension when reading or listening to familiar text by using simple strategies to increase comprehension.
- R.MT.00.02** The student will construct and convey meaning using strategies including story grammar to identify the author's perspective and sorting and ordering information.

Critical Standards

- R.CS.00.01** The student will recognize how to assess personal writing and the writing of others with teacher supervision.

Reading Attitude

- R.AT.00.01** The student will become enthusiastic about reading and learning how to read.
- R.AT.00.02** The student will choose books, book activities, word play, and writing on their own during free time in school and at home.
- R.AT.00.03** The student will develop and demonstrate a Catholic/Christian philosophy through summary and discussion of literature.

Writing

Writing Genre

- W.GN.00.01** The student will write a brief personal narrative using pictures, words, word-like clusters, and/or sentences as support.
- W.GN.00.02** The student will approximate poetry, using copy change and teacher guidance, based on reading a wide variety of grade- appropriate poetry.
- W.GN.00.03** The student will write a brief informational piece such as a page for a class book using drawings, words, word-like clusters, and/or sentences.
- W.GN.00.04** The student will contribute to a class research project by adding relevant information to a class book including gathering information from teacher-selected resources and using the writing process to develop the project.

Writing Process

- W.PR.00.01** The student will, with teacher assistance, consider the audience’s reaction as they plan narrative or informational writing.
- W.PR.00.02** The student will brainstorm to generate and structure ideas for narrative or informational writing.
- W.PR.00.03** The student will draft focused ideas using semi-phonetic spelling to represent narrative and informational text when writing, incorporating pictures, and drawings.
- W.PR.00.04** The student will attempt to revise writing based on reading it aloud, requesting suggestions and clarifications that support meaning.

Personal Style

- W.PS.00.01** The student will develop originality in oral, written, and visual messages in both narrative (e.g., natural language, expressed sentiment, original ideas) and informational writing (e.g., listing, naming, describing).

Spelling

- W.SP.00.01** The student will, in the context of writing, correctly spell a small number (about 18) of frequently encountered and personally meaningful words.

Writing (Spelling) Cont.

- W.SP.00.02** The student will, in the context of writing, correctly spell less frequently encountered words, relying on structural cues (beginning and simpler ending sounds) and environmental sources (word wall, word lists).
- W.SP.00.03** The student will use appropriate spelling.
- W.SP.00.04** The student will use appropriate spelling resources in the classroom.

Handwriting

- W.HW.00.01** The student will form upper and lowercase manuscript letters.
- W.HW.00.02** The student will leave space between words and word-like clusters of letters.
- W.HW.00.03** The student will write from left to right and top to bottom.
- W.HW.00.04** The student will demonstrate correct use of paper and pencil.
- W.HW.00.05** The student will demonstrate how to hold a pencil properly.
- W.HW.00.06** The student will demonstrate how to position paper correctly for writing.
- W.HW.00.07** The student will write the alphabet using correct letter formation.
- W.HW.00.08** The student will make different lines and shapes using paper and pencil.
- W.HW.00.09** The student will write his or her name correctly.
- W.HW.00.10** The student will demonstrate fine motor skills through writing, cutting, drawing, etc.

Grammar and Usage

- W.GR.00.01** The student will use correct capitalization.
- W.GR.00.02** The student will use capital letters to begin proper nouns.

Writing (Grammar and Usage) Cont.

- W.GR.00.03** The student will demonstrate use of capital letters at the beginning of sentences.
- W.GR.00.04** The student will correctly punctuate the end of a sentence.
- W.GR.00.05** The student will identify periods, question marks and exclamation points in writing.
- W.GR.00.06** The student will demonstrate correct use of periods, question marks, and exclamation points in writing.
- W.GR.00.07** The student will identify a simple sentence.
- W.GR.00.08** The student will be able to correctly identify the different sentence types: statement, question and exclamation.

Writing Attitude

- W.AT.00.01** The student will be enthusiastic about writing and learning to write.
- W.AT.00.01** The student will demonstrate through writing an understanding of their Catholic/Christian Faith in relation to literature read and/or other given topics.

Speaking

Conventions

- S.CN.00.01** The student will use language to communicate with a variety of audiences and for different purposes (inside voice, playground voice.)
- S.CN.00.02** The student will speak clearly and audibly in complete, coherent sentences.
- S.CN.00.03** The student will present in standard American English if it is their first language. (Students whose first language is not English will present in their developing version of standard American English.)
- S.CN.00.04** The student will understand, providing examples of how language differs from playground and classroom as a function of linguistic and cultural group membership.
- S.CN.00.05** The student will understand how the source of the message affects the receiver's response (student/student, student/teacher, student/parent).
- S.CN.00.06** The student will speak courteously in appropriate conversations while maintaining eye contact and polite posture.
- S.CN.00.07** The student will take appropriate turns when speaking in a group.
- S.CN.00.08** The student will use appropriate conventions so as not to interrupt or monopolize the conversation.
- S.CN.00.09** The student will explore and use language to communicate effectively with a variety of audiences and for different purposes including questions and answers, discussions, and social interactions.
- S.CN.00.10** The student will effectively adopt appropriate tone of voice and intonation patterns in narrative and informational presentations.

Discourse

- S.DS.00.01** The student will engage in substantive conversations, remaining focused on subject matter, with interchanges beginning to build on prior responses in literature discussions, paired conversations, or other interactions.
- S.DS.00.02** The student will briefly tell or retell about familiar experiences or interests focusing on basic story grammar or main ideas and key details.
- S.DS.00.03** The student will respond to multiple text types by reflecting, making meaning, and making connections.
- S.DS.00.04** Student will plan and deliver presentations or reports.

Listening and Viewing

Conventions

- L.CN.00.01** The student will understand and follow one-and two-step directions.
- L.CN.00.02** The student will ask appropriate questions during a presentation/report.
- L.CN.00.03** The student will listen to or view knowledgeably while demonstrating appropriate social skills of audience behaviors in small and large group settings; listen to each other, interact, and respond appropriately.
- L.CN.00.04** The student will begin to evaluate messages they experience, learning to differentiate between sender and receiver.

Response

- L.RP.00.01** The student will listen to or view a knowledgeably and discuss a variety of genre.
- L.RP.00.02** The student will select, listen to or view knowledgeably, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit.
- L.RP.00.03** The student will respond to multiple text types listened to or viewed knowledgeably, by discussing, illustrating, and/or writing in order to reflect, make connections, take a position, and/or show understanding.

Research

Strategy

- RS.S.00.01** The student will research topics using multiple resources to identify key ideas and gather relevant information.
- RS.S.00.02** The student will identify and use various informational genre (maps, dictionary, globe, appropriate informational texts, encyclopedias, and the Internet).
- RS.S.00.03** The student will be introduced to technology (word processor and computer).
- RS.S.00.04** The student will begin library research by comparing and contrasting various books.
- RS.S.00.05** The student will contribute to a class research project by adding relevant information to a class book by gathering information and sharing.