



KINDERGARTEN GRADE ENGLISH LANGUAGE ARTS	
Cardinal Newman Standards: Catholic Identity Integration	
<ul style="list-style-type: none"> • CS.ELA.K6.WS1: Use language as a bridge for communication with one’s fellow man for the betterment of all involved. <i>(CCSSI.ELA.RLK.1; RLK.2; RLK.4; RIK.1; RIK.4; RFK.2; RFK.3; WK.1; WK.5; SLK.1; SLK.3 LK.1; LK.2; LK.4; LK.5)</i> • CS.ELA.K6.WS3: Use grammar as a means of signifying concepts and the relationship to reason. <i>(CCSSI.ELA.WK.2; WK.3; WK.8; SLK.2; SLK.6; LK.1; LK.2; LK.4; LK.5; LK.6)</i> • CS.ELA.K6.DS1: Accept and value how literature aids one to live harmoniously with others. <i>(CCSSI.ELA.RLK.3; RLK.9; RLK.10; SLK.1)</i> • CS.ELA.K6.DS7: Delight and wonder through the reading of creative, sound, and healthy stories, poems, and plays. <i>(CCSSI.ELA.RLK.1; RLK.2; RLK.5; RLK.7; RLK.10)</i> 	
Priority Skills	Supporting Skills
<ul style="list-style-type: none"> • Ask and answer questions about unknown words in a text. • With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. • With prompting and support, ask and answer questions about key details in a text. • With prompting and support, identify characters, settings, and major events in a story • With prompting and support, retell familiar stories, including key details. • With prompting and support, identify the main topic and retell key details of a text. • With prompting and support, identify the reasons an author gives to support points in a text. • Demonstrate understanding of spoken words, syllables, and sounds (phonemes). • Know and apply grade-level phonics and word analysis skills in decoding words. • With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. 	<ul style="list-style-type: none"> • Recognize common types of texts (e.g., storybooks, poems). • With prompting and support, name the author and illustrator of a story and define the role of each in telling the story • Identify the front cover, back cover, and title page of a book. • Actively engage in group reading activities with purpose and understanding. • Read emergent-reader texts with purpose and understanding. • Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. • Ask and answer questions in order to seek help, get information, or clarify something that is not understood. • Use words and phrases acquired through conversations, reading and being read to, and responding to texts.



Priority Skills	Supporting Skills
<ul style="list-style-type: none"> • With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. • Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups • Speak audibly and express thoughts, feelings, and ideas clearly. • Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 	<p><i>(see previous page)</i></p>
Essential Questions	
<ul style="list-style-type: none"> • How can we use sound to help us become better readers and writers? • What does it mean to actively listen, and how can that help us learn? • How does wondering and asking questions help us learn new things about God’s world? • What connections can we make between the events in a story and events in our own lives or in the world? • How do we make sense of the stories we read and listen to, and how can we show that we understand them? 	
Vital Vocabulary	
<ul style="list-style-type: none"> • Antonym, Author, Communication, Conflict, Connection, Consonant, Content, Context, Conversation, Describe, Emotion, Express, Fiction, Genre, Identify, Illustrator, Investigate, Literature, Main Idea, Narrate, Non-Fiction, Phoneme, Play, Poem, Predict, Retell, Rhyme, Setting, Summarize, Synonym, Title, Vowel, Word Family <ul style="list-style-type: none"> ○ Tier 1 and Tier 2 Vocabulary at teacher’s discretion from suggested reading list (Cardinal Newman Standards, Appendix C) 	