



Archdiocese of Washington Catholic Schools

Academic Standards

Language Arts

Preschool

Standard 1 – READING: Word Recognition, Fluency and Vocabulary

Young ‘readers’ must first recognize that print carries a message or a concept. As they begin to ‘read’ they will point to pictures and talk about them to tell a story. Learning to read requires that children have an awareness of the sound structure of spoken language. Teachers and other adults need to take the opportunity to draw attention to the sounds and phonemes of spoken words. They can help the young child to understand the relationship between letters and sounds by utilizing the “teachable moments” when the child begins to see how letters form words. The young child who has experienced both quality and quantity of talking and conversations and has had the opportunity to build an extensive vocabulary, is a child poised for success in early literacy learning.

Concepts about Print

- P.1.1 Pretend to read a book while holding the book right side up, looking at the print and pictures, and turning the pages one at a time from the front to the back.
- P.1.2 Follow printed words as a story is read or a caption of a video is played for ten or more minutes.
- P.1.3 Name objects from a picture book.
- P.1.4 Distinguish print from pictures.
- P.1.5 Name 13 uppercase letters.
- P.1.6 Point to and name 6 letters.
- P.1.7 Tell a story to others while holding a book.
Example: Using a children’s Bible storybook with simple sentences and pictures, the student tells others about the story while holding the book and turning the pages to show the pictures.
- P.1.8 Tell something that a favorite character does in a story.

Phonological Awareness

- P.1.9 Sing the alphabet song.
- P.1.10 Generate sounds from letters.



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- P.1.11 Generate and blend the sounds of letter patterns into recognizable words.
- P.1.12 Imitate simple rhymes by reciting or singing one rhyme.
Example: When reading a familiar rhyme, stop before a rhyming word and encourage the children to fill in the rhyme.
- P.1.13 Clap out syllables in word songs.
Example: Provide an environment which includes rhythm instruments that children can use to 'clap out' the syllables in a word.

Decoding and Word Fluency

- P.1.14 Match the same letter in different styles.
Example: Ask students to find the letter *f* on a classroom sign, in a book and on the keyboard.
- P.1.15 Identify the first letter of their name.
- P.1.16 Match the sound that begins their name with the sound that begins another word or name.
- P.1.17 Recognize their name in isolated print.
Example: Label students' coat hooks, seating area, crayon box and other personal items with their name. Take time to tell students the letters in their name and have them repeat the names of these letters while pointing to them.
- P.1.18 Match like letters.

Vocabulary and Concept Development

- P.1.19 Use new vocabulary learned from experience.
Example: Provide students with opportunities to talk about family, pets, or self. Help students to expand their vocabulary by repeating what they said while adding adjectives and other descriptive vocabulary to their stories.
- P.1.20 Identify 5 common signs or symbols.



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Standard 2 – READING: Reading Comprehension

In building a foundation for reading and understanding a variety of materials, young children need experiences with language and a variety of reading materials. They need to see adults obtaining and using information from many different printed sources. Young children learn that books and technical materials are a major source of needed and useful information. They also begin to recognize the different formats in which informational materials come.

Structural Features of Informational and Technical Materials

P.2.1 Request or select a favorite story by the title of the book.

Comprehension and Analysis of Grade-Level-Appropriate Text

P.2.2 Tell simple stories from pictures and books.

P.2.3 Share own information related to a story event.

P.2.4 Tell one thing that happens in a familiar story.

P.2.5 Identify the beginning, middle and end of the story.



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Standard 3 – READING: Literacy Response and Analysis

Young children need to be exposed to many types of books and stories to help them develop the habit of reading as life-long learning. Children love the intimacy of reading with an adult. Teachers and parents should find time daily to read with every child.

Analysis of Grade-Level-Appropriate Narratives (Stories)

- P.3.1 Act out an imaginary event.
- P.3.2 Identify types of print material and ask an adult to read it to them.
- P.3.3 Talk about the cover and illustrations prior to the story being read.
- P.3.4 Find named pictures or textures in books. Actively look for or keep attending to things that an adult points to, shows or talks about.
- P.3.5 Describe the place pictured in a book.
- P.3.6 Identify a favorite story and/or Bible story.



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Standard 4 – WRITING: The Writing Process

Access to writing materials and adults who give encouragement and positive feedback are critical to children experimenting with and gaining facility in writing. Early writing experiences foster the development of key aspects of literacy such as print awareness, functions of print, and phonological awareness in children.

- P.4.1 Draws pictures, scribbles, letters and words to generate and express ideas.
- P.4.2 Use known letters or approximations of letters to represent written language.
- P.4.3 Associate writing with words.
- P.4.4 Dictate something for an adult to write down.
- P.4.5 Position paper for writing.
- P.4.6 Draw at the top or bottom of the page, when requested.
- P.4.7 Read own writing by “reading what it says’.
Example: Allow students to read and explain their scribbles and attempts at writing.



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Standard 5 – WRITING: Writing Applications

Young children extend their acquisition of literacy into writing much as they did learning to talk; by seeing it used by adults and older children in their lives and by using, initially, rudimentary forms of writing. Adults need to accept these early attempts as valid. Children need to see themselves and others engaged in the process of writing oral language into symbols and decoding written language into speech in ordinary daily life in many different contexts and for many different purposes.

P.5.1 Use writing or symbols to share an idea with someone.

Example: Students add writing to a picture story and label their drawings.

P.5.2 Give writing to someone as a means of communication.

Example: Students scribble a name on a card to invite someone to come for a school visit.

Standard 6 – WRITING: Written English Language Conventions

Students are just beginning to learn the written conventions of Standard English.

Handwriting

P.6.1 Copy a vertical line from top to bottom.

P.6.2 Copy a horizontal line from left to right.

P.6.3 Copy a circle in a counterclockwise direction.

P.6.4 Combine strokes and shapes to represent letters.

P.6.5 Use the correct grasp of the writing tool.

Spelling

P.6.6 Write letters in strings from left to right.

P.6.7 Use different combinations of letters to achieve sounds.

P.6.8 Write more than one word correctly.

Example: Use simple consonant-short vowel-consonant words like 'cat' or 'big' or 'red'



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Standard 7 – LISTENING AND SPEAKING: Listening and Speaking Skills, Strategies and Applications

Young children need an environment filled with rich language and many opportunities to hear language being used for different purposes. Talking makes children familiar with the words and ideas they will need to enjoy and understand math, science, history, art and other academic subjects they will encounter later.

Comprehension

- P.7.1 Name sounds heard in the environment.
- P.7.2 Follow one-step and two-step directions without additional prompts.

Oral Communication

- P.7.3 Share information about themselves, upon request.
Example: Students will give their name, age, gender and address when the teacher asks for this information. They will also know when not to share this information with others, such as on-line.
- P.7.4 Use language instead of physical force to resolve conflicts, with adult assistance.
- P.7.5 Engage in reciprocal conversations for 2 to 3 exchanges.
- P.7.6 Use courtesy words.
Example: Students will use words like please, thank you, you're welcome and excuse me in their interactions with peers and adults.

Speaking Applications

- P.7.7 Identify attributes of family members, pets or self using two familiar attributes.
Example: Students describe their eye color or their hair color. Then they talk about how tall they are compared to others in their family.
- P.7.8 Identify categories of objects in pictures and classify categories of words.
Example: Students are shown pictures of different colored shapes and are asked to describe the ways in which they would sort the objects based on color and/or shape. Students are then shown shape words and color words on flashcards and are asked to sort the words.
- P.7.9 Repeat simple five word sentences as presented.
Example: Teach students a simple prayer and have them repeat it each morning.



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- P.7.10 Tell stories using five-word sentences with nouns, verbs, auxiliary verbs, pronouns and/or plurals.
- P.7.11 Express what might happen after the action in a picture. Generalize a solution to a new situation.