Curriculum mapping is a process that helps schools and districts/dioceses determine the “agreed-upon” learning for all students. Curriculum mapping was undertaken in the Archdiocese of Newark in order to ensure that a consistent, clearly articulated curriculum infused with Gospel values is being provided to all students in our schools. The curriculum maps for the Catholic schools of the Archdiocese of Newark identify the content to be taught and skills to be mastered at each grade level.

The expertise and experience of the educators within our schools is the main source for determining the content and skills students will be expected to master. The Archdiocesan curriculum maps are developed through a collaborative process which involves individual teacher contributions, small group sessions and larger group meetings. Relevant educational standards including those proposed by content area experts, the New Jersey Core Curriculum Content Standards, and the Common Core State Standards are used as a resource in the curriculum mapping process. The resulting consensus maps reflect the collective thinking of classroom teachers based on their observation of student learning and their knowledge of educational practice and research. The Archdiocesan curriculum maps include teacher generated ideas for the infusion of Gospel values and faith connection activities.

While the curriculum maps clearly articulate the expected learning for all students, individual teachers have the flexibility to teach the content and skills in their own manner by:

✦ utilizing their own particular strengths and teaching style
✦ addressing the varying learning needs of their students
✦ determining the order in which the content and skills are presented within a marking period
✦ including additional content and skills once students have met the learning expectations identified in the curriculum map

Administrators at all levels will maintain the responsibility to ensure that teachers are following the curriculum maps and that appropriate teaching is being conducted. This will be done through a combination of classroom observations, faculty meetings, professional development opportunities and teacher evaluations, as well as by using various measurement tools, including formative and summative assessments. The Archdiocesan curriculum maps will help ensure the academic excellence that is integral to the mission of our Catholic schools and will provide educators and parents with a clear understanding of the learning expectations at each grade level.

**English Language Arts**

Each of the curriculum maps for English Language Arts in kindergarten through 8th grade is divided into the five strands that compose the English Language Arts curriculum—Reading, Writing, Language, Speaking & Listening, and Handwriting. Although the curriculum maps are arranged by strands for organizational purposes, instruction in English Language Arts utilizes an approach that integrates the various strands. Content is repeated across grade levels, reflecting the spiraling nature of the English Language Arts curriculum. Spiraling allows students to deepen and expand their understanding of key content as required skills become increasingly sophisticated and complex.

*July 2015*
## Archdiocese of Newark Catholic Schools
### Kindergarten English Language Arts Curriculum Map for Kindergarten

<table>
<thead>
<tr>
<th>Standards</th>
<th>Content</th>
<th>Skills</th>
<th>Assessment</th>
<th>Gospel Values &amp; Faith Connections</th>
</tr>
</thead>
</table>
| RF.K.1d   | Print Awareness RF.K.1d | **Print Awareness**  
- Differentiate between uppercase and lowercase letters.  
- Recognize the correct order of letters in the alphabet.  
- Identify consonant sounds.  
- Identify long and short vowel sounds.  
- Articulate blends and digraphs.  
- Integrate blends and digraphs within words.  
| RF.K.3a   | Alphabet Awareness RF.K.1d | **Alphabet Awareness**  
- Recognize and name all upper- and lowercase letters of the alphabet  
- Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant.  
- Associate the long and short sounds with common spellings (graphemes) for the five major vowels.  
| RF.K.3b   | Letter-Sound Recognition RF.K.3a, RF.K.3b, RF.K.1d | **Letter-Sound Recognition**  
- Identify consonant sounds.  
- Identify long and short vowel sounds.  
- Articulate blends and digraphs.  
- Integrate blends and digraphs within words.  
| RF.K.1d   | Sounds: Initial, Middle & Final RF.K.2 | **Sounds: Initial, Middle & Final**  
- Identify and create word families.  
- Blend and recognize CVC/CVCC/CVCE words.  
|           |         | Student learning will be assessed on a continual basis using various types of formal and informal assessments. A list of possible assessment methods is provided below.  
- Teacher Observation  
- Anecdotal Notes  
- Guided Reading  
- Small Group Instruction  
- Running Records  
- Conferencing  
- Class Discussion  
- Fluency Assessments  
- Reading Logs  
- Book Reports  
- Graphic Organizers  
- Journals  
- Portfolios  
- Computer-based Assessments  
- Benchmark Assessments  
- Tests & Quizzes  
| Gospel values should be evident in the classroom environment and referenced and reinforced throughout the curriculum.  
- **Gospel Values**  
- Community  
- Compassion  
- Faith in God  
- Forgiveness  
- Hope  
- Justice  
- Love  
- Peace  
- Respect for Life  
- Service  
- Simplicity  
- Truth  
| Teachers will highlight Gospel values and other elements of Catholic identity as they develop instructional units within the English Language Arts curriculum.  

Kindergarten English Language Arts  
Page 2
## Archdiocese of Newark Catholic Schools
### English Language Arts Curriculum Map for Kindergarten

### READING

<table>
<thead>
<tr>
<th>Standards</th>
<th>Content</th>
<th>Skills</th>
<th>Assessment</th>
<th>Gospel Values &amp; Faith Connections</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>d)</strong> Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words</td>
<td><strong>Rhyming</strong> RF.K.2a</td>
<td><strong>Rhyming</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>e)</strong> Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</td>
<td><strong>Syllables</strong> RF.K.2b</td>
<td><strong>Syllables</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>RF.K.3c</strong> Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).</td>
<td><strong>High Frequency Words</strong> RF.K.3c</td>
<td><strong>High Frequency Words</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>RF.K.1a</strong> Follow words from left to right, top to bottom, and page by page.</td>
<td><strong>Print Concepts</strong> RF.K.1a, RF.K.1c, RI.K.5, RL.K.6, RI.K.6</td>
<td><strong>Print Concepts</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>RF.K.1c</strong> Understand that words are separated by spaces in print.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>RI.K.5</strong> Identify the front cover, back cover, and title page of a book.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>RL.K.6 &amp; RI.K.6</strong> Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Practice letter sounds using faith related vocabulary. (Ex., A as in Amen, B as in Bible).

Listen to, discuss, and illustrate Bible stories.

Sequence events in Bible stories.

Discuss cause and effect relationships in Bible stories.

Read and illustrate stories about the saints and Catholic holydays.

Read and discuss stories with themes such as:
- Family and friendship
- Service towards others
- Acceptance of differences
- Making good choices
- Making sacrifices

Learn and identify faith related words.
## Reading Standards

<table>
<thead>
<tr>
<th>Standards</th>
<th>Content</th>
<th>Skills</th>
<th>Assessment</th>
<th>Gospel Values &amp; Faith Connections</th>
</tr>
</thead>
<tbody>
<tr>
<td>RL.K.1, RI.K.1</td>
<td>With prompting and support, ask and answer questions about key details in a text.</td>
<td><strong>Comprehension</strong> RL.K.1, RI.K.1, RL.K.2, RI.K.2, RL.K.3, RI.K.3, RI.K.4, RI.K.8, RL.K.10, RI.K.10</td>
<td>page, back cover.</td>
<td></td>
</tr>
<tr>
<td>RL.K.2</td>
<td>With prompting and support, retell familiar stories, including key details.</td>
<td><strong>Comprehension</strong></td>
<td>- Identify the title, author, and illustrator of a book.</td>
<td></td>
</tr>
<tr>
<td>RI.K.2</td>
<td>With prompting and support, identify the main topic and retell key details of a text.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>RL.K.3</td>
<td>With prompting and support, identify characters, settings, and major events in a story.</td>
<td></td>
<td>- Retell a story using details from the story, appropriate vocabulary and correct sequence.</td>
<td></td>
</tr>
<tr>
<td>RI.K.3</td>
<td>With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</td>
<td></td>
<td>- Identify and describe story elements: characters, setting and plot.</td>
<td></td>
</tr>
<tr>
<td>RI.K.4</td>
<td>With prompting and support, ask and answer questions about unknown words in a text.</td>
<td></td>
<td>- Identify the main idea and key details of a text.</td>
<td></td>
</tr>
<tr>
<td>RI.K.8</td>
<td>With prompting and support, identify the reasons an author gives to support points in a text.</td>
<td></td>
<td>- Identify the lesson/moral of a story.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Identify the beginning, middle, and end of a story.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Visualize details of a story.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Make predictions based on events and information presented in the text and prior knowledge.</td>
<td></td>
</tr>
<tr>
<td>Standards</td>
<td>Content</td>
<td>Skills</td>
<td>Assessment</td>
<td>Gospel Values &amp; Faith Connections</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>--------------------------</td>
<td>------------------------------------------------------------------------</td>
<td>------------</td>
<td>-----------------------------------</td>
</tr>
<tr>
<td>RL.K.10 &amp; RI.K.10</td>
<td></td>
<td>Make inferences based on clues in the story.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Use information presented in a text to draw conclusions.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Make meaningful connections (text-to-text, text-to-self, and text-to-world).</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Describe one’s favorite part of a story.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Identify cause and effect relationships within a story.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Use context clues to determine the meaning of unknown words in a text.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>RL.K.7 &amp; RI.K.7</td>
<td>Using Illustrations</td>
<td>Use the illustrations in a story or text to aid comprehension.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>RL.K.7, RI.K.7</td>
<td>Tell what part of a story or information in a text is represented in a picture or illustration.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Using Illustrations**
- Use the illustrations in a story or text to aid comprehension.
- Tell what part of a story or information in a text is represented in a picture or illustration.
# Archdiocese of Newark Catholic Schools
## English Language Arts Curriculum Map for Kindergarten

<table>
<thead>
<tr>
<th>READING</th>
<th>Standards</th>
<th>Content</th>
<th>Skills</th>
<th>Assessment</th>
<th>Gospel Values &amp; Faith Connections</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>RL.K.9</td>
<td>Making Comparisons, RL.K.9, RI.K.9</td>
<td>Making Comparisons,  -  Compare and contrast story elements within and between texts (characters, settings, and actions/events). - <strong>Genres</strong> - Recognize major genres of children’s literature. - Identify characteristics of major genres.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>RI.K.9</td>
<td>Genres, RL.K.5, RL.K.10, RI.K.10</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>RL.K.5</td>
<td>Fiction/Non-fiction, RL.K.5, RL.K.10, RI.K.10</td>
<td>- <strong>Fiction/Non-fiction</strong> - Define fiction and non-fiction. - Recognize non-fiction text features. - Use illustrations to distinguish fiction from non-fiction. - Compare and contrast fantasy and realistic texts.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>RF.K.4</td>
<td>Fluency, RF.K.4</td>
<td>- Fluency - Read with inflection and purpose to understand.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**RL.K.9**
With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

**RI.K.9**
With prompting and support, identify basic similarities in and differences between two texts on the same topic.

**RL.K.5**
Recognize common types of texts (e.g., storybooks, poems).

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

**RF.K.4**
Read emergent-reader texts with purpose and understanding.
<table>
<thead>
<tr>
<th>Standards</th>
<th>Content</th>
<th>Skills</th>
<th>Assessment</th>
<th>Gospel Values &amp; Faith Connections</th>
</tr>
</thead>
</table>
| **L.K.1b**  
Use frequently occurring nouns and verbs. | **Parts of Speech**  
L.K.1b, L.K.1c, L.K.5b | **Parts of Speech**  
- Identify and use nouns to name persons, places, animals, or things.  
- Identify and use verbs to indicate action.  
- Identify and use adjectives to describe nouns.  
- Distinguish between singular and plural nouns.  
- Use the letter s to form plural nouns.  
- Form regular plural nouns orally. | Student learning will be assessed on a continual basis using various types of formal and informal assessments. A list of possible assessment methods is provided below.  
- Oral Communication  
- Oral Presentations  
- Worksheets  
- Journals  
- Portfolios  
- Notebook  
  - Sight Words  
  - Spelling  
  - Vocabulary  
  - Sentences  
- Spelling Bees  
- Computer-based Assessments  
- Group Discussions  
- Group Projects  
- Individual Projects  
- Homework  
- Classwork  
- Reports | Gospel values should be evident in the classroom environment and referenced and reinforced throughout the curriculum.  
**Gospel Values**  
Community  
Compassion  
Faith in God  
Forgiveness  
Hope  
Justice  
Love  
Peace  
Respect for Life  
Service  
Simplicity  
Truth |
<table>
<thead>
<tr>
<th>LANGUAGE Standards</th>
<th>Content</th>
<th>Skills</th>
<th>Assessment</th>
<th>Gospel Values &amp; Faith Connections</th>
</tr>
</thead>
<tbody>
<tr>
<td>L.K.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</td>
<td>Vocabulary Acquisition L.K.4, L.K.5c</td>
<td>and inflection.</td>
<td></td>
<td>Locate parts of speech in parables, prayers, and other readings.</td>
</tr>
<tr>
<td>a) Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).</td>
<td></td>
<td>• Use question words (who, what, where, when, why, and how).</td>
<td></td>
<td>Include faith terms in vocabulary development.</td>
</tr>
<tr>
<td>b) Use the most frequently occurring inflections and affixes as a clue to the meaning of an unknown word.</td>
<td>Vocabulary Acquisition</td>
<td></td>
<td></td>
<td>Write sentences about faith figures and places.</td>
</tr>
<tr>
<td>L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings.</td>
<td>Synonyms and Antonyms L.K.4, L.K.5c, RL.K.4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c) Identify real-life connections between words and their use.</td>
<td></td>
<td>• Identify and apply new meaning to familiar words.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d) Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.</td>
<td></td>
<td>• Determine the meaning of unfamiliar words using context clues.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>RL.K.4 Ask and answer questions about unknown words in a text.</td>
<td></td>
<td>• Determine and clarify the meaning of unknown words.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Begin to identify ABC order.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Archdiocese of Newark Catholic Schools
### English Language Arts Curriculum Map for Kindergarten

<table>
<thead>
<tr>
<th>Standards</th>
<th>Content</th>
<th>Skills</th>
<th>Assessment</th>
<th>Gospel Values &amp; Faith Connections</th>
</tr>
</thead>
<tbody>
<tr>
<td>W.K.1</td>
<td>Drawing</td>
<td>Drawing</td>
<td>Student learning will be assessed on a continual basis using various types of formal and informal assessments. A list of possible assessment methods is provided below. Student learning will be assessed on a continual basis using various types of formal and informal assessments. A list of possible assessment methods is provided below.</td>
<td>Gospel values should be evident in the classroom environment and referenced and reinforced throughout the curriculum.</td>
</tr>
<tr>
<td>Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., <em>My favorite book is</em> ...)</td>
<td>W.K.1</td>
<td>Draw a detailed picture to convey ideas.</td>
<td>Journal &amp; Notebook Writing: Writer’s Workshop, Writing Prompts, Word Work (sight words, spelling, vocabulary). Captioning Portfolios Writing Assignments Written Responses Conferencing Group Projects Individual Projects Rubrics.</td>
<td>Gospel Values: Community, Compassion, Faith in God, Forgiveness, Hope, Justice, Love, Peace, Respect for Life, Service, Simplicity, Truth.</td>
</tr>
<tr>
<td>W.K.5</td>
<td>Writing Process</td>
<td>The Writing Process</td>
<td>Gospel values should be evident in the classroom environment and referenced and reinforced throughout the curriculum.</td>
<td></td>
</tr>
<tr>
<td>With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</td>
<td>W.K.5, W.K.6</td>
<td>Utilize a process for writing that includes:</td>
<td>Gospel Values: Community, Compassion, Faith in God, Forgiveness, Hope, Justice, Love, Peace, Respect for Life, Service, Simplicity, Truth.</td>
<td></td>
</tr>
<tr>
<td>W.K.6</td>
<td>Types of Writing</td>
<td>Types of Writing</td>
<td>Gospel values should be evident in the classroom environment and referenced and reinforced throughout the curriculum.</td>
<td></td>
</tr>
<tr>
<td>With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</td>
<td>W.K.1, W.K.6, W.K.7</td>
<td>Utilize various methods to produce writing, such as:</td>
<td>Gospel Values: Community, Compassion, Faith in God, Forgiveness, Hope, Justice, Love, Peace, Respect for Life, Service, Simplicity, Truth.</td>
<td></td>
</tr>
<tr>
<td>W.K.7</td>
<td>Types of Writing</td>
<td>Types of Writing</td>
<td>Teachers will highlight Gospel values and other elements of Catholic identity as they develop instructional units within the English Language Arts curriculum.</td>
<td></td>
</tr>
<tr>
<td>Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</td>
<td>W.K.1, W.K.6, W.K.7</td>
<td>Generate ideas, Composing a first draft, Reviewing and making revisions, Editing, Sharing finished product</td>
<td>Teachers will highlight Gospel values and other elements of Catholic identity as they develop instructional units within the English Language Arts curriculum.</td>
<td></td>
</tr>
<tr>
<td>WRITING Standards</td>
<td>Content</td>
<td>Skills</td>
<td>Assessment</td>
<td>Gospel Values &amp; Faith Connections</td>
</tr>
<tr>
<td>-------------------</td>
<td>---------</td>
<td>--------</td>
<td>------------</td>
<td>-----------------------------------</td>
</tr>
</tbody>
</table>
| **L.K.1** 
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. | Sentence Structure 
L.K.1, L.K.2 | **Sentence Structure** 
- Write a sentence using spaces, punctuation and capitalization. 
- Use invented spelling & spell words phonetically. | | Write about or draw pictures to show a special faith event or occasion. |
| **L.K.2** 
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. | Story Sequence 
W.K.3 | **Story Sequence** 
- Identify, draw, or write a story with a beginning, middle, and end. | | Write a letter to God. |
| **W.K.3** 
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. | Genres 
W.K.1, W.K.2, W.K.3 | **Genres** 
- Write across multiple genres, such as: narrative, opinion, and informative. | | Write prayers for special days and/or events. |
| **W.K.1** 
Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is...*). | | | | Write sentences about God or a faith figure. |
| **W.K.2** 
Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. | | | | **Kindergarten English Language Arts**  
Page 10 |
Archdiocese of Newark Catholic Schools  
English Language Arts Curriculum Map for Kindergarten

<table>
<thead>
<tr>
<th>SPEAKING &amp; LISTENING Standards</th>
<th>Content</th>
<th>Skills</th>
<th>Assessment</th>
<th>Gospel Values &amp; Faith Connections</th>
</tr>
</thead>
</table>
| SL.K.1                         | Conversations and Discussions | Conversations and Discussions  
SL.K.1a & b, SL.K.3 | Student learning will be assessed on a continual basis using various types of formal and informal assessments. A list of possible assessment methods is provided below.  
Oral Presentations  
Class Participation  
Read-alouds  
Response to Oral Presentations  
Summary of Oral presentations  
Group Discussions  
Plays and Skits  
Show and Tell | Gospel values should be evident in the classroom environment and referenced and reinforced throughout the curriculum.  
Gospel Values  
Community  
Compassion  
Faith in God  
Forgiveness  
Hope  
Justice  
Love  
Peace  
Respect for Life  
Service  
Simplicity  
Truth |
## Archdiocese of Newark Catholic Schools
### English Language Arts Curriculum Map for Kindergarten

### SPEAKING & LISTENING

<table>
<thead>
<tr>
<th>Standards</th>
<th>Content</th>
<th>Skills</th>
<th>Assessment</th>
<th>Gospel Values &amp; Faith Connections</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SL.K.4</strong></td>
<td>Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</td>
<td>presented orally.</td>
<td></td>
<td>Role-play Bible stories.</td>
</tr>
<tr>
<td><strong>SL.K.5</strong></td>
<td>Add drawings or other visual displays to descriptions as desired to provide additional detail.</td>
<td>• Raise hand and wait patiently to be called on.</td>
<td></td>
<td>Act out skits showing children making good choices.</td>
</tr>
<tr>
<td><strong>SL.K.6</strong></td>
<td>Speak audibly and express thoughts, feelings, and ideas clearly.</td>
<td>• Present a response or comment that correlates to the topic.</td>
<td></td>
<td>Tell the class about something they have that is a reminder of their Baptism.</td>
</tr>
<tr>
<td><strong>Presentations and Public Speaking</strong></td>
<td></td>
<td><strong>Presentations and Public Speaking</strong></td>
<td></td>
<td>Memorize and recite prayers.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Express ideas clearly.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Provide information about people, places, things and events.</td>
<td></td>
<td>Listen to Bible stories read aloud and re-tell the story in one’s own words.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Convey emotion through facial expressions, actions, and gestures.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Use visual or digital aids to help present information or ideas.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Present thoughts in a logical sequence.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Use the correct pronouns when speaking. (i.e., gender).</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Speak in complete sentences.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HANDWRITING</td>
<td>Standards</td>
<td>Content</td>
<td>Skills</td>
<td>Assessment</td>
</tr>
<tr>
<td>-------------</td>
<td>-----------</td>
<td>---------</td>
<td>--------</td>
<td>------------</td>
</tr>
<tr>
<td>WLP.K.1</td>
<td>Identify and print letters and numerals with assistance on grade-level appropriate lined paper.</td>
<td>Writing Posture</td>
<td>Writing Posture</td>
<td>Student learning will be assessed on a continual basis using various types of formal and informal assessments. A list of possible assessment methods is provided below.</td>
</tr>
</tbody>
</table>
|             | a) Identify and create basic manuscript lines (vertical, horizontal, circle, slant). | Proper Handwriting Strokes WLP.K.1a-f | • Sit with feet flat on the floor and back straight.  
• Maintain effective pencil grip.  
• Hold paper in the correct position for writing. | | Gospel Values  
Community  
Compassion  
Faith in God  
Forgiveness  
Hope  
Justice  
Love  
Peace  
Respect for Life  
Service  
Simplicity  
Truth |
<p>|             | b) Form lines and letters following the organization of print (left to right, top to bottom). | | | | Teachers will highlight Gospel values and other elements of Catholic identity as they develop instructional units within the English Language Arts curriculum. |
|             | c) Identify and print with assistance most uppercase and lowercase letters. | | | | |
|             | d) Identify and print numerals 0 through 9 with assistance. | | | | |
|             | e) Begin short letters at the midpoint dotted line and end them on the lower line/baseline. | | | | |
|             | f) Begin tall letters at the top line and end them on the lower line/baseline. | | | | |</p>
<table>
<thead>
<tr>
<th>HANDWRITING Standards</th>
<th>Content</th>
<th>Skills</th>
<th>Assessment</th>
<th>Gospel Values &amp; Faith Connections</th>
</tr>
</thead>
</table>
| With assistance, produce printed letters, words, and sentences with proper proportion, size, and spacing on grade-level appropriate paper.   
  a) Control size of uppercase letters between top and bottom lines.   
  b) Begin to print letters with proper proportions of ascenders and descendents   
  c) With assistance, print whole words with correct spacing between letters (e.g., letters should not touch or “crash” into each other).   
  d) With assistance, print sentences with correct spacing between words and between sentences. | the lower line/baseline.   
  • Begin tall letters at the top line and end them on the lower line/baseline. |  |  | Use faith-related vocabulary for handwriting practice |
| Size and Spacing WLP.K.2a-d | Size and Spacing   
• Use the lines on the paper to maintain proper size and proportion of letters.   
• Print words with proper spacing between letters.   
• Print sentences with proper spacing between words and between sentences. | Sentence Structure   
• Write sentences with correct spacing, punctuation, and capitalization. |  |  |