

## **PRE-KINDERGARTEN READING**

The Diocese of Knoxville has developed this framework of standards to support the work of teachers, parents and caregivers in creating learning experiences for young children. This framework was created by the adaptation of the Archdiocese of Cincinnati's *Graded Course of Study* and the Tennessee State Department of Education's *Early Developmental Learning Standards*. A special note of gratitude is extended to Superintendent Jim Riggs and Carol Roberts, Curriculum Director of the Archdiocese of Cincinnati for their generosity and assistance in allowing the Diocese of Knoxville the opportunity to adapt their early-learning standards.

This framework of standards defines the knowledge, understanding and skills students need to acquire in order to satisfy the reading readiness requirements for Pre-Kindergarten. The standards should also serve to prepare young children for a successful year in kindergarten.

### **READING APPLICATION**

Pre-K students begin their reading development through oral language and by exposure to and experience with books, pictures, songs, and rhymes. As children develop into emergent readers and communicators, students begin to recognize, and are more aware of, the process of communicating. Students learn to ask and answer questions, as well as, comment about characters and major events in familiar stories. Their ability to respond to questions encourages the emergence of critical thinking skills. Pre-K students also increase their ability to understand word meaning and figurative language, story structure, and the development of point of view. Pre-K students understand the concepts of a book such as how to handle a book, and that basic conventions of print convey meaning that produces words for reading.

Reading is divided into three strands for Pre-Kindergarten.

- 1. Reading Foundations**
  - a. Print Concepts
  - b. Phonological Awareness
  - c. Phonics and Word Recognition (sight words and environmental cues)
  - d. Fluency, including visual literacy from environmental cues
- 2. Reading Literature**
- 3. Reading Information**

### **READING FOUNDATIONS**

### **PRE-KINDERGARTEN**

As Pre-K students progress through the school year as emergent readers, they demonstrate their understanding of "print concepts". They learn to follow words from left to right, top to bottom and page by page. They may understand that words are separated by spaces in print, and each word grouping is to be read with expression and fluency. Students at the Pre-K level are introduced to phonics, phonemic awareness, and word recognition. They also recognize familiar words in print, i.e., McDonalds, STOP, GO, etc. Vocabulary and word recognition is increased as well as the repetition of favorite rhymes, songs, stories and prayers through exposure to and experience with language and print.

**The Diocese of Knoxville stipulates the following exiting standards and skills in reading for Pre-kindergarten students:**

**RF.PK.1 Demonstrate understanding of basic features of print.**

**RF. PK.1a. Distinguish between words and pictures.**

1. Follows words from left to right, top to bottom, and page by page.
2. Retells or repeats information from a story or a book.
3. Begins to recognize difference between fantasy (e.g. imaginary) and reality (real) in books.
4. Distinguishes relationship between illustration and plot of story.
5. Recognizes basic story characters and their role in a story. (Use cut-out characters, puppets, felt stories, etc. to reveal characters to small children).

**RF. PK.1b. Handle books respectfully and appropriately, right-side up and turning pages one at a time, front to back.**

1. Identify the front cover, back cover, and title page of a book.
2. Identify and discuss the author and the illustrator of certain books.
3. Identify basic similarities and differences between photos/visual media on same topic.

**RF. PK.1c. Recognize spoken words can be written and read.**

6. Actively engages in group reading activities.
7. Understands words are separated by spaces.
8. Recognizes and can produce rhyming words.
9. Can snap or clap to rhythmic movement of syllables. (E.g. breaking words down into syllables or parts to foster articulation and annunciation).
10. Recites poems, chants, songs, prayers and nursery rhymes alone or in a group setting.

**RF. PK. 1d. With guidance and support, understand that words are made up of alphabet letters which have individual names and are written in a specific sequence in order to create words that can be articulated, annunciated and possibly read.**

1. Recognizes the difference between upper case and lower case letters.
2. Recognizes alphabet letters have phonemic sounds.
3. Identifies and writes first name in print using capital and lower case appropriately
4. Recognizes and reads familiar words from environmental cues (i.e., McDonalds, STOP).

**RF.PK. 1e. Recognize most frequently occurring uppercase and some of the most frequently occurring lowercase letters**

1. Demonstrates a beginning understanding of letters to sound.
2. Identifies the alphabet letters and their phonemic sound.

## STANDARD – READING

## PRE-KINDERGARTEN

### READING: INFORMATIONAL TEXT

#### **KEY IDEAS AND DETAILS**

##### STANDARD

##### STANDARD DESCRIPTION

RI.PK.1 With prompting and support, ask and answer questions about key details in an informational text read aloud.

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RI.PK.1a. With prompting and support, recall important facts from and informational text after hearing it read aloud.

RI.PK.1b. With prompting and support, represent or act out concepts learned from hearing and informational text read aloud (e.g. make a skyscraper out of blocks after listening to a book about cities or, following a read-aloud on animals, show how an elephant’s gait differs from a bunny’s hop).

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

RI.PK.2a With prompting and support, sequence the main ideas and events.

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RI.PK.3 With prompting and support, describe the similarities/differences between two individuals, events, ideas, or pieces of information in a text.

#### **CRAFT AND STRUCTURE**

##### STANDARD

##### STANDARD DESCRIPTION

RI.PK.4 With prompting and support, ask and answer questions about unknown words in an informational text read aloud. (May need to create a vocabulary word wall discovering unknown words).

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

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RI.PK.6 Demonstrate an understanding of the author and illustrator of a text and define the role of each.

RI.PK. 3 With prompting and support, “read” illustrations in an informational picture book by predicting facts learned from the pictures (e.g., how a seed grows into a plant).

#### **INTEGRATION OF KNOWLEDGE AND IDEAS**

##### STANDARD

##### STANDARD DESCRIPTION

RI.PK.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.PK.4 With prompting and support, describe important details from an illustration or photograph.

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RI.PK.8 With prompting and support, identify the reason an author gives to support points in a text.

RI.PK.8a Discuss reasons authors use adjectives (describing words).

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RI.PK.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.PK.9a. With prompting and support, identify several books on a favorite topic or several books by a favorite author or illustrator.

### **RANGE OF READING AND LEVEL OF TEXT COMPLEXITY**

<u>STANDARD</u>	<u>STANDARD DESCRIPTION</u>
RI.PK.10	Listen actively as an individual and engage in group reading activities of age-appropriate informational read aloud with purpose and understanding. (E.g. Use flannel board stories, active kinesthetic activities such as going on a bear hunt).

### **READING: FOUNDATIONAL SKILLS**

#### **PRINT CONCEPTS**

<u>STANDARD</u>	<u>STANDARD DESCRIPTION</u>
RF.PK.1	Demonstrate understanding of the organization and basic features of print.
RF.PK.1.1	Follow words from left to right, top to bottom, and page by page.
RF.PK.1.2	Recognize that spoken words are represented in written language by specific sequences of letters. (Phonemic awareness)
RF.PK.1.3	Understand that words are separated by space in print.
RF.PK.1.4	Recognize and name some upper- and lower-case letters of the alphabet in addition to those in first name.

#### **PHONOLOGICAL AWARENESS**

<u>STANDARD</u>	<u>STANDARD DESCRIPTION</u>
<b>RF.PK.2</b>	With guidance and support, demonstrate understanding of spoken words, syllables, and sounds (phonemes).
<b>RF.PK.2.1</b>	Recognize and discriminate rhyming words in spoken language.
<b>RF. PK.2.1a</b>	With guidance and support, recognize and produce rhyming words (e.g., identify words that rhyme with /cat/ such as /bat/ and /sat/
<b>RF.PK.2.1b</b>	With guidance and support, segment words in a simple sentence by clapping and naming the number of words in the sentence. (Begins in kindergarten or when an individual child is ready).
<b>RF.PK.2.1c</b>	Identify the initial sound of a spoken word and, with guidance and support, generate several other words that have the same initial sound.
<b>RF.PK.2.1d</b>	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (this does not include CVCs ending with /l/, /r/, or/x/. (Begins in kindergarten or when an individual child is ready).
<b>RF.PK.2.1e</b>	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. (Begins in kindergarten or when an individual child is ready).
<b>RF.PK.2.2</b>	Hear sounds in words by isolating the syllables of a word using snapping, clapping or rhythmic movement (e.g., cat, ap-ple).
<b>RF.PK.2.3</b>	Recognize when words share phonemes (sounds) and repeat the common phoneme (e.g., /b/, as in Bob, ball, baby; /t/ as in Matt, kite, boat).
<b>RF. PK. 2.4</b>	Participate in oral activities to introduce counting syllables in familiar words and words in a sentence.
<b>RF.PK.2.5</b>	With guidance and support, identify whether or not two words begin with the same sound and end with the same sound.

## **PHONICS AND WORD RECOGNITION**

<u>STANDARD</u>	<u>STANDARD DESCRIPTION</u>
<b>RF.PK.3</b>	Demonstrate beginning understanding of phonics and word analysis skills. Know and apply grade-level phonics and word analysis skills in decoding words.
<b>RF.PK.6</b>	Link an initial sound to a picture of an object that begins with that sound and, with guidance and support, to the corresponding printed letter (e.g., link the initial sound /b/ to a picture of a ball and, with support, to a printed or written “B”).
<b>RF.PK.6a</b>	Associate the long and short sounds with common spellings (graphemes) for the

five major vowels. (Begins in kindergarten or when the individual child is ready).

**RF.PK.3.1** Demonstrate a beginning understanding of links between letters and sounds.

**RF.PK.3.2** Identify and recognize one's own name in print.

**RF.PK.3.3** Recognize and "read" familiar sight words or environmental print such as common signs and labels (e.g., STOP, McDonalds, Toys).

Read common high-frequency words by sight (e.g. *the, of, to you, she, my, is, are, do, does*). (Begins in kindergarten or when the individual child is ready).

## READING: LITERATURE

### KEY IDEAS AND DETAILS

#### STANDARD

#### STANDARD DESCRIPTION

**RL.PK.1**

With prompting and support, ask and answer questions about key details in a text.  
With prompting and support, ask and answer questions about a story or poem read aloud.

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**RL.PK.1a**

**RL.PK.2**

With prompting and support, retell familiar stories, including key details.

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**RL.PK.2a**

With prompting and support, retell a sequence of events from a story read aloud.

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**RL.PK.2.1**

Retell stories or repeat information from books through conversations, artistic works, or drama.

**RL.PK.2.1a**

With prompting and support, act out characters and events from a story or poem read aloud.

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**RL.PK.3**

With prompting and support, identify characters, settings, and major events in a story.

### CRAFT AND STRUCTURE

#### STANDARD

#### STANDARD DESCRIPTION

**RL.PK.4**

With prompting and support ask and answer questions about unfamiliar words in a story or poem read aloud.

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**RL.PK.5**

Begins to demonstrate an understanding of the differences between fantasy and reality (e.g., talking flowers, and animals).

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**RL.PK.6**

With prompting and support, name the author and illustrator of a story.

**RL.PK.6a**

With prompting and support, "read" the illustrations in a picture book by describing a character or place depicted, or by telling how a sequence of events unfolds.

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**RL.PK.6.1** Identify and discuss book titles, authors, and illustrators.

## **INTEGRATION OF KNOWLEDGE AND IDEAS**

### **STANDARD**

### **STANDARD DESCRIPTION**

**RL.PK.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.PK.7a** With prompting and support, make predictions about what happens next in a picture book after examining and discussing the illustrations.

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**RL.PK.8** With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

**RL.PK.8.1** Recognize basic story characters.

**RL.PK.9** Respond with movement or clapping to a regular beat in poetry or song.

**RL.PK.10** With prompting and support, make connections between a story or poem and one's own experiences.

## **RANGE OF READING TEXT COMPLEXITY**

### **STANDARD**

### **STANDARD DESCRIPTION**

**RL.PK.11** Listens actively as an individual and as a member of a group and engages in group reading activities of age appropriate literature read aloud. With purpose and understanding, participates in the recitation of books, poems, chants, songs and nursery rhymes.

**RL.PK.11.1** Actively participate in shared reading experiences.

**RL.PK.12.2** Recites poems, nursery rhymes and songs alone and in a group setting.