The Common Core Literacy Standards
Kindergarten
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Suggested Display Option

A popular option for displaying the Common Core Standards within the classroom is to cut them apart and affix each standard card to a length of decorative ribbon or fabric strip hung vertically down the wall. The picture above shows some of the Literacy Standard Cards displayed in this way.
Reading

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Speaking & Listening

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We can, with prompting and support, retell familiar stories, including key details.

We can, with prompting and support, ask and answer about key details in a text.

RL.K.2/ Reading: Literature
“Key Ideas & Details”

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We can, with prompting and support, identify characters, settings, and major events in a story.

RL.K.3/ Reading: Literature
“Key Ideas & Details”

We can ask and answer questions about unknown words in a text.

RL.K.4/ Reading: Literature
“Craft & Structure”
We can recognize common types of texts (e.g. storybooks, poems).

We can, with prompting and support, name the author and illustrator of a story and define the role of each and define the role in telling the story.

Written by Pete Ho
Illustrated by Jon Lau

RL.K.5/ Reading: Literature
“Craft & Structure”

RL.K.6/ Reading: Literature
“Craft & Structure”
We can, with prompting and support, describe the relationship between the illustrations and the story in which they appear (e.g. what moment in a story an illustration depicts).

RL.K.7/ Reading: Literature
"Integration of Knowledge & Ideas"

We can, with prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

RL.K.9/ Reading: Literature
"Integration of Knowledge & Ideas"
We can actively engage in group reading with purpose and understanding.

We can, with prompting and support, ask and answer questions about key details in text.
We can, with prompting and support, identify the main topic and retell key details of a text.

RI.K.2/ Reading: Informational Text
“Key Ideas & Details”

We can, with prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

RI.K.3/ Reading: Informational Text
“Key Ideas & Details”

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We can, with prompting and support, ask and answer questions about unknown words in a text.

We can identify the front cover, back cover, and title page of a book.
We can name the author and illustrator of a text, and define the role of each in presenting the ideas or information in a text.

RI.K.6/ Reading: Informational Text
“Craft & Structure”

We can, 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.K.7/ Reading: Informational Text
“Integration of Knowledge & Ideas”
We can, with prompting and support, identify the reasons an author gives to support points in a text.

Authors write for a specific purpose:
* to persuade
* to inform
* to entertain

RI.K.8/ Reading: Informational Text: “Integration of Knowledge & Ideas”

We can, with prompting and support, identify basic similarities in and differences between two texts or the same topic (e.g. in illustrations, descriptions, or procedures).

RI.K.9/ Reading: Informational Text: “Integration of Knowledge & Ideas”
We can actively engage in group reading activities with purpose and understanding.

RI.K.10/ Reading: Informational Text:
“Range of Reading & Level of Text Complexity

*Demonstrate understanding of the organization and basic features of print.

We can follow words from left to right, top to bottom, and page by page.

RF.K.1/Foundational Skills:
“Print Concepts”
*Demonstrate understanding of the organization and basic features of print.

We can recognize that spoken words are represented in written language by specific sequences of letters.

RF.K.1/ Foundational Skills: "Print Concepts"

My name is Eve.

RF.K.1/ Foundational Skills: "Print Concepts"
*Demonstrate understanding of the organization and basic features of print.

We can recognize and name all upper- and lower-case letters of the alphabet.

RF.K.1/ Foundational Skills: “Print Concepts”

*Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

We can recognize and produce rhyming words.

RF.K.2/ Foundational Skills: “Phonological Awareness”
*Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

We can count, pronounce, blend and segment syllables in spoken words.

RF.K.2/ Foundational Skills: "Phonological Awareness"

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*Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

We can blend and segment onsets and rimes of single-syllable spoken words.

RF.K.2/ Foundational Skills: "Phonological Awareness"

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*Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

We can isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in 3-phoneme (CVC) words (not including: l, r, or x).

RF.K.2/ Foundational Skills: “Phonological Awareness”

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*Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

We can add or substitute individual sounds (phonemes) in simple, 1-syllable words to make new words.

RF.K.2/ Foundational Skills: “Phonological Awareness”

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*Know & apply grade-level phonics and word analysis skills in decoding words.

We can demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant.

RF.K.3/ Foundational Skills: “Phonics and Word Recognition”

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*Know & apply grade-level phonics and word analysis skills in decoding words.

We can associate the long and short sounds with the common spellings (graphemes) for the five major vowels.

“SUPER-HERO VOWELS”

RF.K.3/ Foundational Skills: “Phonics and Word Recognition”

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Know & apply grade-level phonics and word analysis skills in decoding words.

We can read common high-frequency words by sight (e.g. the, of, to, you, she, my, is, are, do, does).

RF.K.3/ Foundational Skills: “Phonics and Word Recognition”

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We can distinguish between similarly spelled words by identifying the sounds of the letters that differ.

RF.K.3/ Foundational Skills: “Phonics and Word Recognition”

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We can read emergent texts with purpose and understanding.

**RF.K.4/ Foundational Skills:**
"Fluency"

We can 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 (My favorite book is...).

**W.K.1/ Writing:**
"Text Types & Purposes"

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We can 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.

W.K.2/ Writing:
"Text Types & Purposes"

We can 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.

W.K.3/ Writing:
"Text Types & Purposes"
We can, with guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

W.K.5/ Writing:
“Production & Distribution of Writing”

We can, with guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

W.K.6/ Writing:
“Production & Distribution of Writing”
We can participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).

W.K.7/ Writing: “Research to Build & Present Knowledge”

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We can, with guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

W.K.8/ Writing: “Research to Build & Present Knowledge”

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*Participate in collaborate conversations with diverse partners about kindergarten topics & texts with peers and adults in small & larger groups.

We can follow agreed upon rules for discussion (e.g. listening to others and taking turns speaking about the topics and texts under discussion).

SL.K.1/ Speaking & Listening: “Comprehension & Collaboration”

*Participate in collaborate conversations with diverse partners about kindergarten topics & texts with peers and adults in small & larger groups.

We can continue a conversation through multiple exchanges.

SL.K.1/ Speaking & Listening: “Comprehension & Collaboration”
We can confirm understanding of a text read aloud or information presented orally or through media by asking and answering questions about key details and requesting clarification if something is not understood.

SL.K.2/ Speaking & Listening: “Comprehension & Collaboration”

We can ask and answer questions in order to seek help, get information, or clarify something that is not understood.

We can describe familiar people, places, things, and events and, with prompting and support, provide additional detail.


We can add drawings or other visual displays to descriptions as desired to provide additional detail.

SL.K.5/ Speaking & Listening: “Comprehension & Collaboration”
We can speak audibly and express thoughts, feelings and ideas clearly.


L.K.1/ Language: “Conventions of Standard English”

*Demonstrate command of conventions of standard English grammar and usage when writing or speaking.

We can print many upper- and lower case letters.

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*Demonstrate command of conventions of standard English grammar and usage when writing or speaking.

We can use frequently occurring nouns and verbs.

**“Ball”** is a **NOUN**  
**“Play”** is a **VERB**.

We can form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).

L.K.1/ Language:  
“Conventions of Standard English”  
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*Demonstrate command of conventions of standard English grammar and usage when writing or speaking.

We can understand and use question words.


We can use the most frequently occurring prepositions (e.g. to, from, in, out, on, off, for, of, by, with).

L.K.1/ Language: “Conventions of Standard English”

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*Demonstrate command of conventions of standard English grammar and usage when writing or speaking.

We can produce and expand complete sentences in shared language activities.

L.K.1/ Language: “Conventions of Standard English”

*Demonstrate command of conventions of standard English capitalization, punctuation, and spelling when writing.

We can capitalize the first word in a sentence and the pronoun I.

L.K.2/ Language: “Conventions of Standard English”

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*Demonstrate command of conventions of standard English capitalization, punctuation, and spelling when writing.

We can recognize and name end punctuation.

This is a period

This is an exclamation point

Is this a question mark?

We can write a letter or letters for most consonant and short-vowel sounds (phonemes).

L.K.2/ Language: “Conventions of Standard English”

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Demonstrate command of conventions of standard English capitalization, punctuation, and spelling when writing.

We can spell simple words phonetically, drawing on knowledge of sound-letter relationships.

We can identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).

* L.K.2/ Language: “Conventions of Standard English”
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* Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

We can identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).

L.K.4/ Language: “Vocabulary Acquisition & Use”
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*Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

We can use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less).

**un happy**

L.K.4/ Language:
“Vocabulary Acquisition & Use”

*With guidance and support from adults, explore word relationships and nuances in word meanings.

We can sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.

L.K.5/ Language:
“Vocabulary Acquisition & Use”
*With guidance and support from adults, explore word relationships and nuances in word meanings.

We can demonstrate understanding of frequently occurring verbs and adjectives relating them to their opposites (antonyms).

We can identify real-life connections between words and their use (e.g., note places at home that are cozy).

L.K.5/ Language: “Vocabulary Acquisition & Use”

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*With guidance and support from adults, explore word relationships and nuances in word meanings.

We can distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.

L.K.5/ Language:  
“Vocabulary Acquisition & Use”

We can use words and phrases acquired through conversations, reading, being read to, and responding to text.

L.K.6/ Language:  
“Vocabulary Acquisition & Use”

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We hope you enjoy this set of Common Core Posters for the Literacy Standards!

If you would like the **MADE-TO-MATCH** MATH SET (as part of the ‘combined’ Literacy & Math set, in either ‘standard’ or ‘WE CAN’ version) please visit [http://www.teacherspayteachers.com/Store/Your-Bag-Of-Teaching-Secrets](http://www.teacherspayteachers.com/Store/Your-Bag-Of-Teaching-Secrets)

In addition to these grade-group “Literacy & Math” Poster Sets, Katie continually posts other *FREE* goodies & special Secret Stories surprises/support tools, so while there, be sure to **CLICK on FOLLOW ME** to receive notification of *FREE* Download Windows!

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