



The Core



Common Core

LITERACY STANDARDS



Kindergarten

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Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  
We can form and use the simple (e.g. I walked, I walk, I will walk) verb phrases.  
The children **played** together.  
The children **play** together.  
The children **will play** together.

L.3.1/L. Language  
"Conventions of Standard English"



Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  
We can ensure subject-verb and pronoun-antecedent agreement.  
Sarah was sad because she didn't pass the test.

L.3.1/L. Language  
"Conventions of Standard English"



Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  
We can use commas in addresses.  
Miss Summer Spencer  
123 East Street Dr.  
Wholesome, WV 12345

L.3.1/L. Language  
"Conventions of Standard English"



Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  
We can capitalize appropriate words in titles.  
The Secret Garden is my favorite book because the illustrations are so lovely.

L.3.1/L. Language  
"Conventions of Standard English"



Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  
We can form and use regular and irregular plural nouns.  
Kid → kids      child → children  
girl → girls      woman → women

L.3.1/L. Language  
"Conventions of Standard English"



Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  
We can read grade-appropriate irregularly spelled words.  
country    enough    journey    by  
cycle      earth      height    climb

RS.3.1/ Foundational Skills  
"Phonics & Word Recognition"



Know and apply grade-level phonics and word analysis skills in decoding words.  
We can report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant descriptive details, speaking clearly at an understandable pace.

S.3.1/ Speaking & Listening  
"Comprehension & Collaboration"



Write opinion pieces on topics or texts, supporting a point of view with reasons.  
We can introduce the topic or text, we are writing about state an opinion, and create an organizational structure that lists reasons.

W.3.1/W. Writing  
"Types & Purposes"



Know and apply grade-level phonics and word analysis skills in decoding words.  
We can read grade-appropriate irregularly spelled words.  
country    enough    journey    by  
cycle      earth      height    climb

RS.3.1/ Foundational Skills  
"Phonics & Word Recognition"



Know and apply grade-level phonics and word analysis skills in decoding words.  
We can decode multi-syllable words.  
boisterous

RS.3.1/ Foundational Skills  
"Phonics & Word Recognition"



We can create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace, add visual displays when appropriate to emphasize or enhance certain facts or details.

S.3.1/ Speaking & Listening  
"Comprehension & Collaboration"



We can report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant descriptive details, speaking clearly at an understandable pace.

S.3.1/ Speaking & Listening  
"Comprehension & Collaboration"



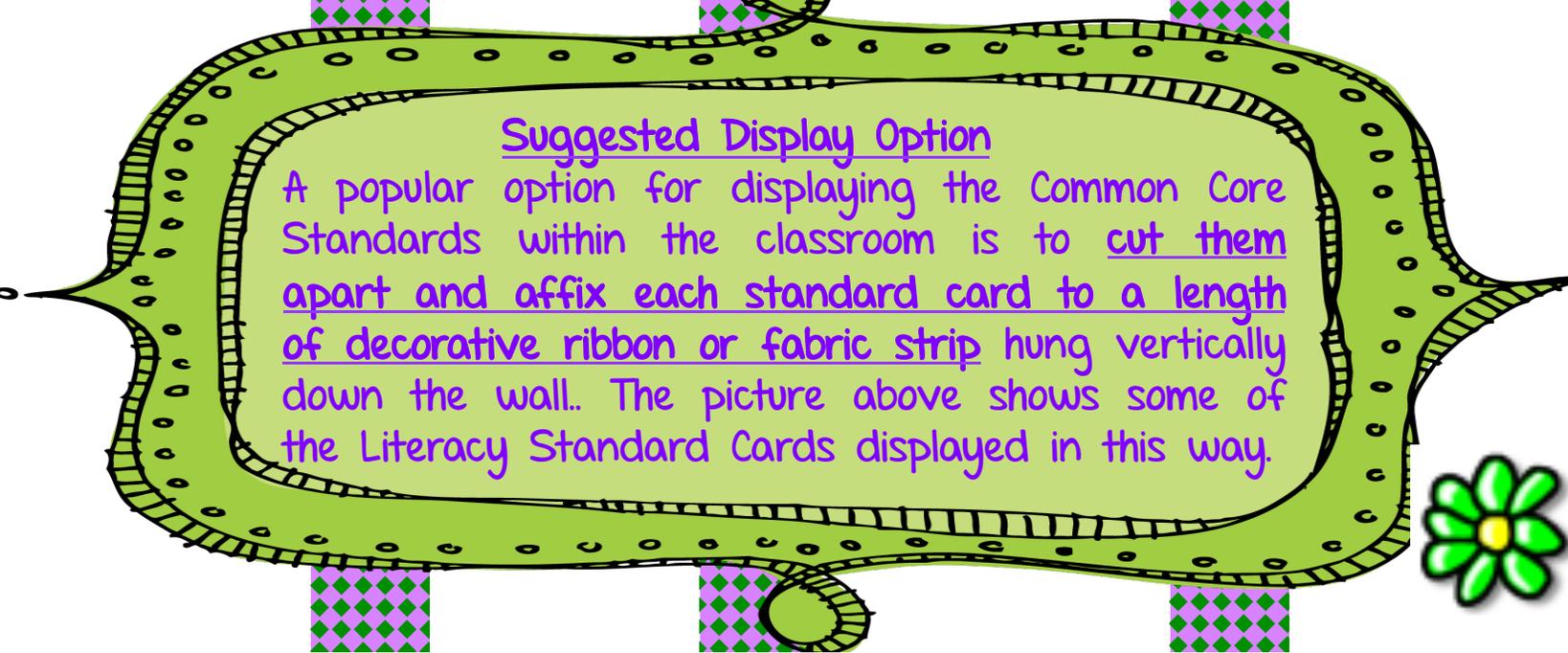
Write opinion pieces on topics or texts, supporting a point of view with reasons.  
We can introduce the topic or text, we are writing about state an opinion, and create an organizational structure that lists reasons.

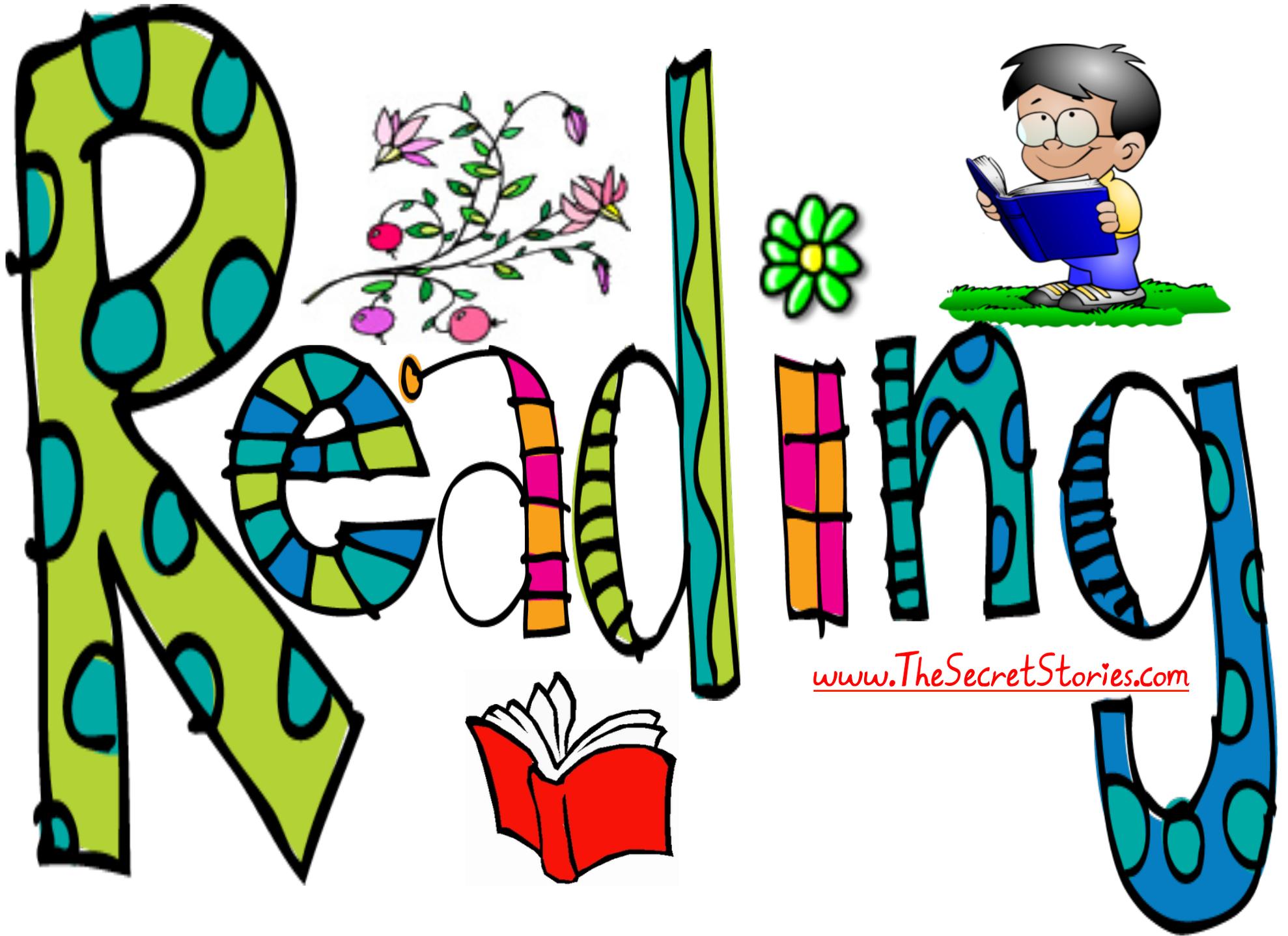
W.3.1/W. Writing  
"Types & Purposes"



Write narratives to describe real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.  
We can use dialogue and descriptions of actions, thoughts and feelings to develop experiences and events or show the response of characters to situations.

W.3.1/W. Writing  
"Types & Purposes"



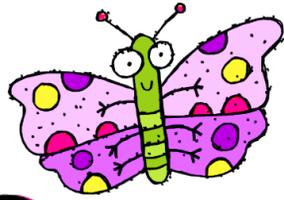


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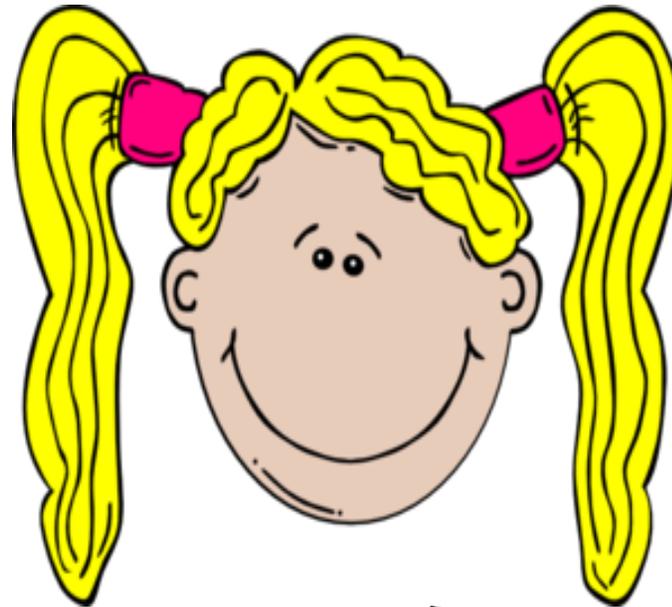


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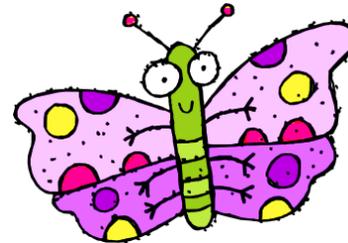
Spoken & Listening



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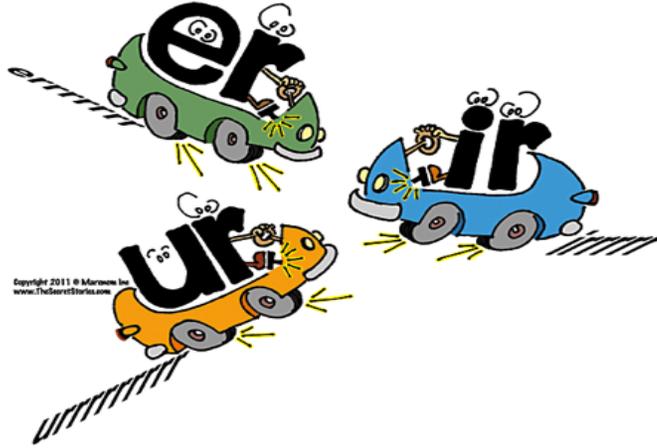
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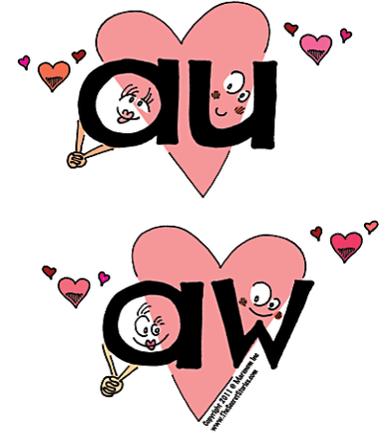
We can, with prompting and support, retell familiar stories, including key details.



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

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



RL.K.1/ Reading: Literature  
"Key Ideas & Details"



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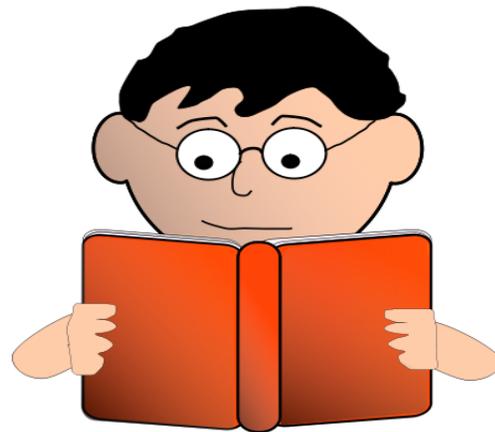
We can, with prompting and support, identify characters, settings, and major events in a story.



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

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



RL.K.4/ Reading: Literature  
"Craft & Structure"

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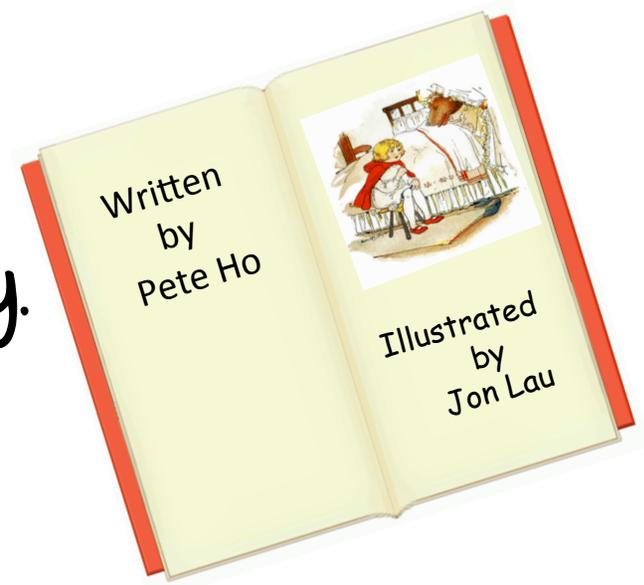
We can recognize common types of texts (e.g. storybooks, poems).



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RL.K.5/ Reading: Literature  
"Craft & Structure"

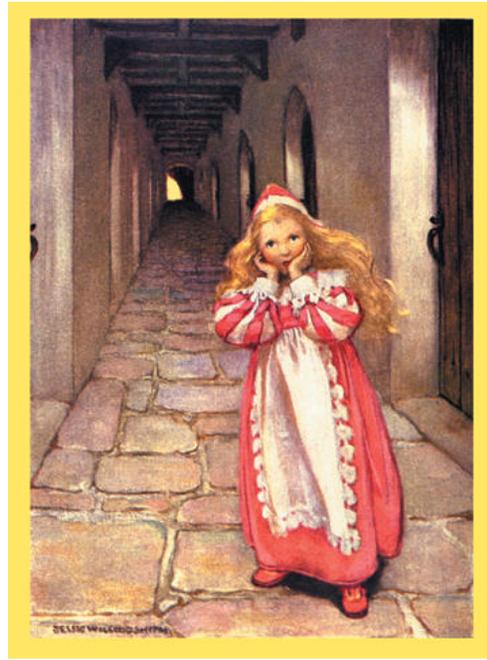
We can, with prompting and support, name the author and illustrator of a story and define the role of each and define the role in telling the story.



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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"

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

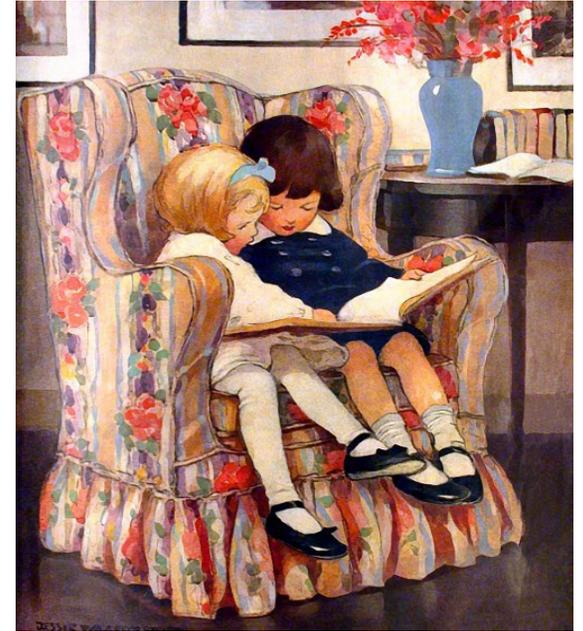


RL.K.9/ Reading: Literature  
"Integration of Knowledge & Ideas"



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We can actively engage in group reading with purpose and understanding.



RL.K.10/ Reading: Literature

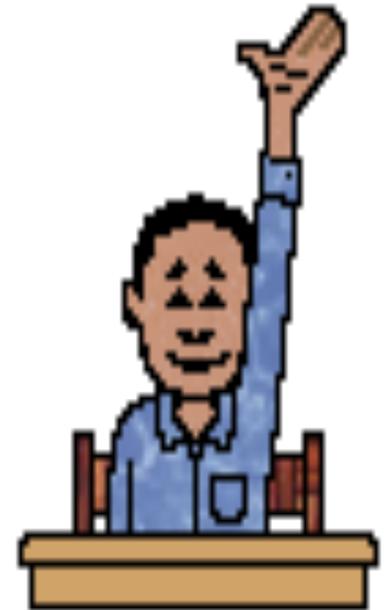
"Range of Reading and Level of Text Complexity"

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

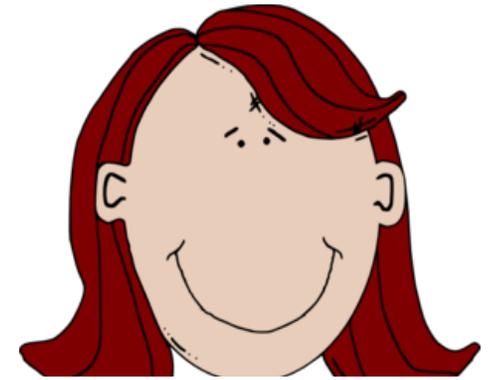
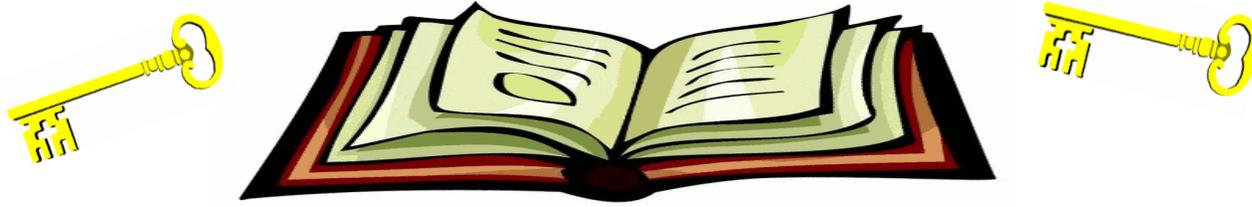


RI.K.1/ Reading: Literature  
"Key Ideas & Details"



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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"

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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.



RI.K.4/ Reading: Informational Text  
"Craft & Structure"

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We can identify the front cover, back cover, and title page of a book.



RI.K.5/ Reading: Informational Text  
"Craft & Structure"

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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"



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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"



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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"

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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"

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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"

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\*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.

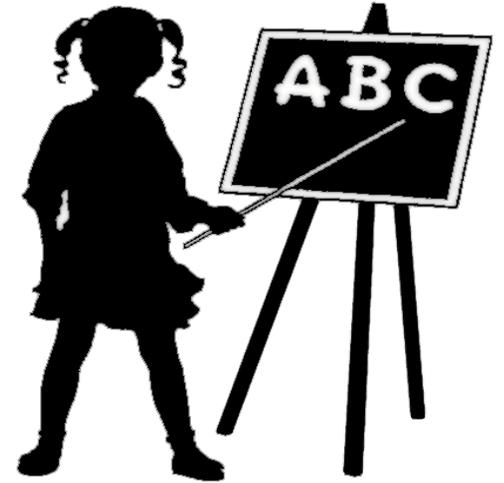
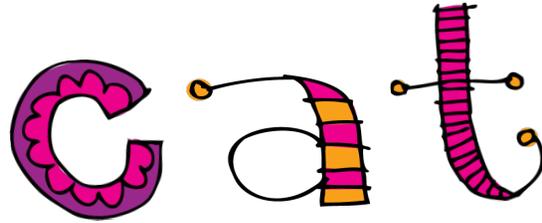


RF.K.1/Foundational Skills:  
"Print Concepts"

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\*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"

[www.TheSecretStories.com](http://www.TheSecretStories.com)

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

We can understand that words are separated by spaces in print.

My name is Eve.

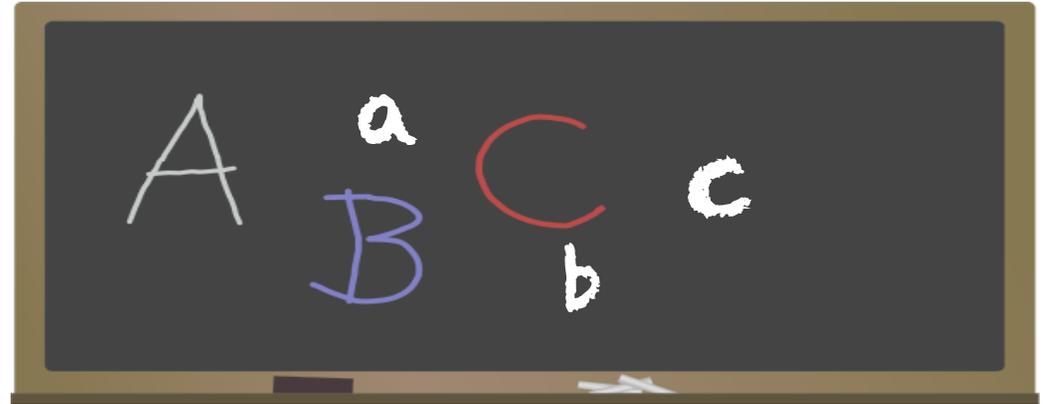


RF.K.1/ Foundational Skills:  
"Print Concepts"

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\*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"

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

We can recognize and produce rhyming words.



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

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

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

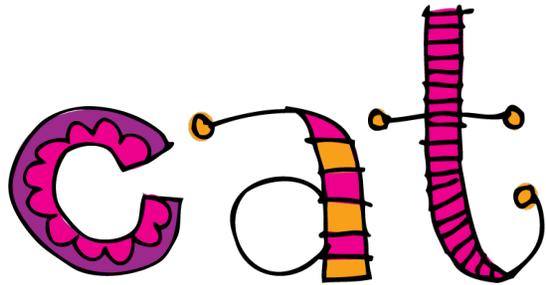


RF.K.2/ Foundational Skills:  
"Phonological Awareness"

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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.

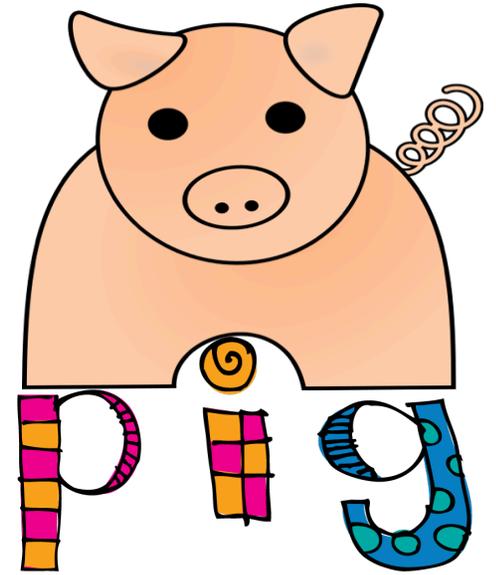


RF.K.2/ Foundational Skills:  
"Phonological Awareness"

[www.TheSecretStories.com](http://www.TheSecretStories.com)

\*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).

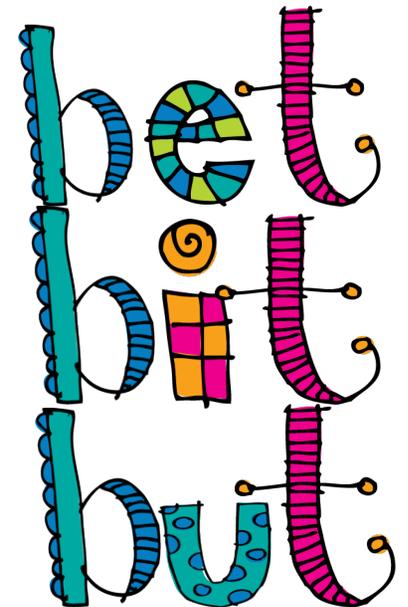
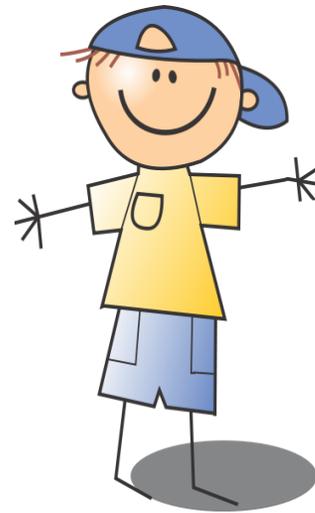


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RF.K.2/ Foundational Skills:  
"Phonological Awareness"

\*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.

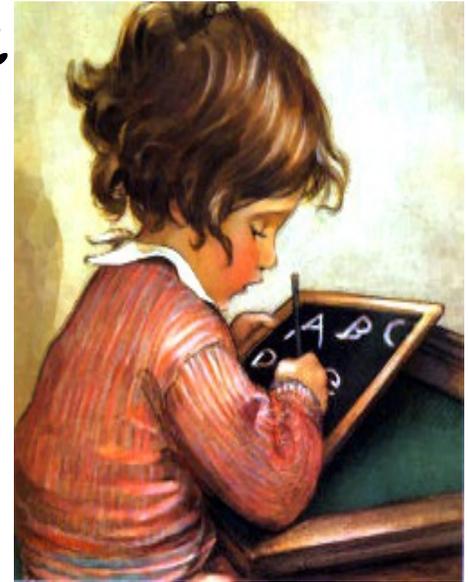


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RF.K.2/ Foundational Skills:  
"Phonological Awareness"

\*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"



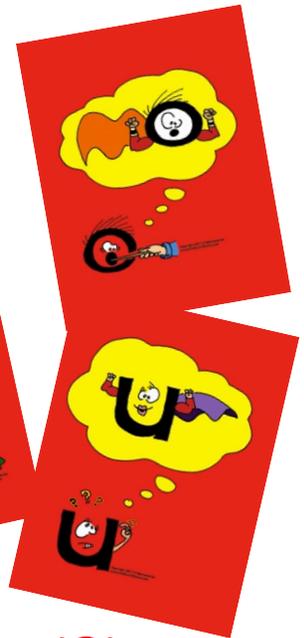
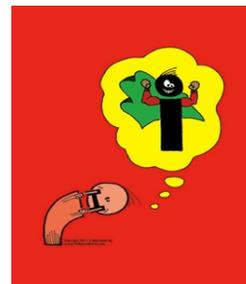
[www.TheSecretStories.com](http://www.TheSecretStories.com)

\*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"

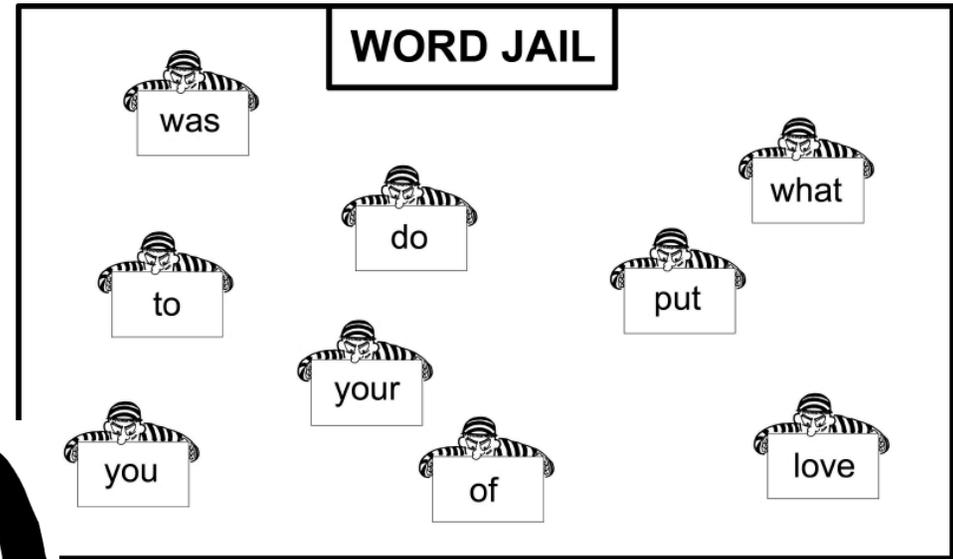
RF.K.3/ Foundational Skills:  
"Phonics and Word Recognition"



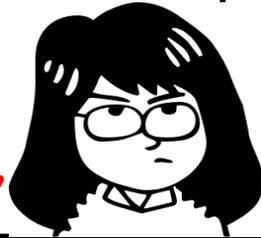
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\*Know & apply grade-level phonics and word analysis skills in decoding words.

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

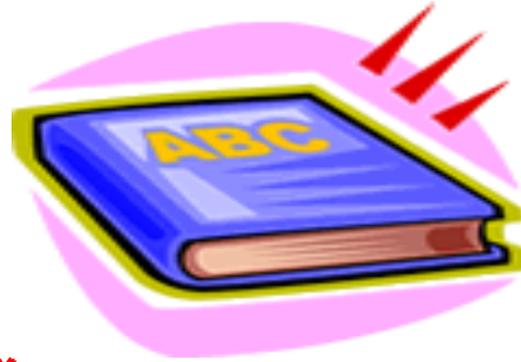
We can distinguish between similarly spelled words by identifying the sounds of the letters that differ.



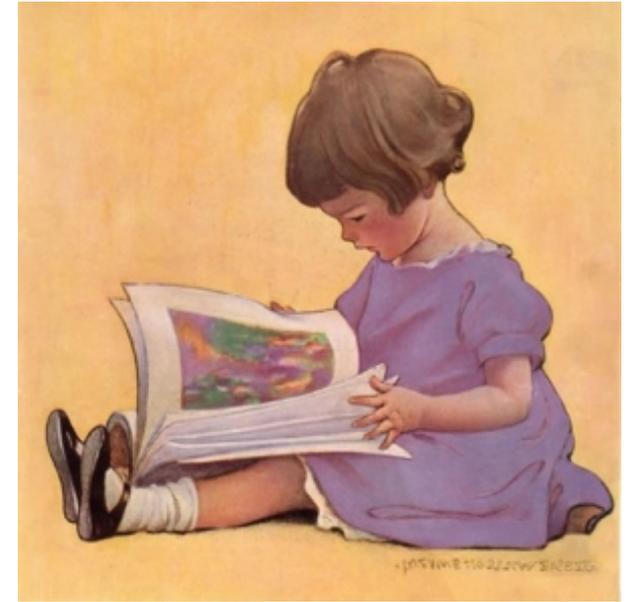
RF.K.3/ Foundational Skills:  
"Phonics and Word Recognition"

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We can read emergent texts with purpose and understanding.



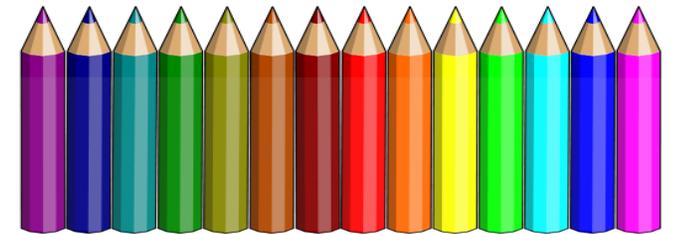
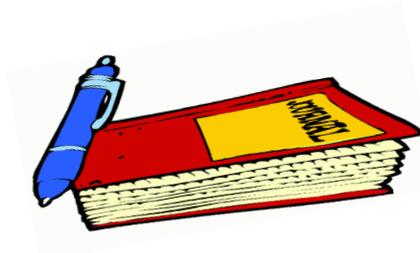
RF.K.4/ Foundational Skills:  
"Fluency"



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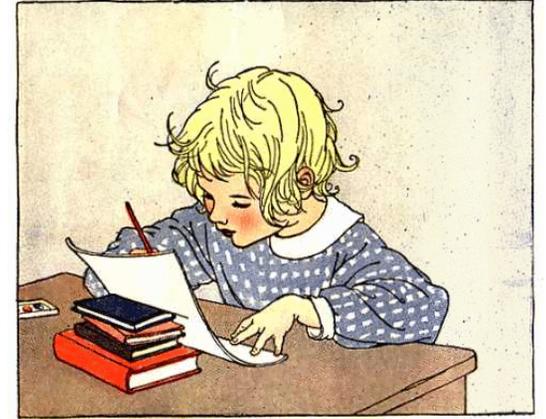
We can use a combination of drawing, dictating and writing to compose opinion pieces in which they tell a reader the topic, or the name of the book they are writing about and state an opinion or preference about the topic or book (My favorite book is...).

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.

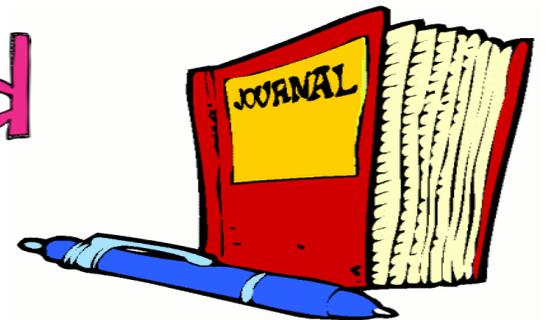


W.K.2/ Writing:  
"Text Types & Purposes"

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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.

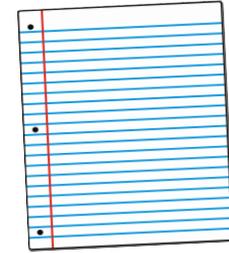
1<sup>st</sup> 2<sup>nd</sup> 3<sup>rd</sup>



W.K.3/ Writing:  
"Text Types & Purposes"

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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"

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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"

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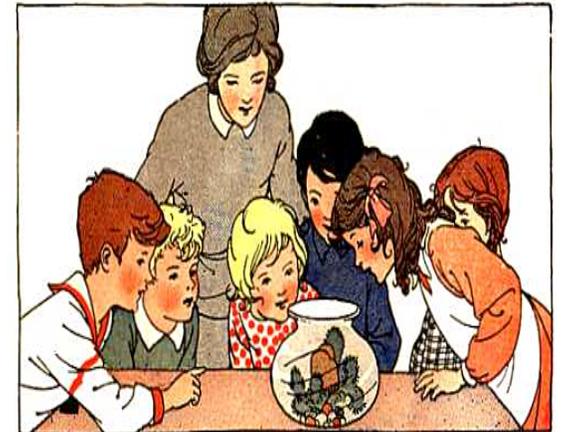
We can participate in shared research and writing and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).



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).

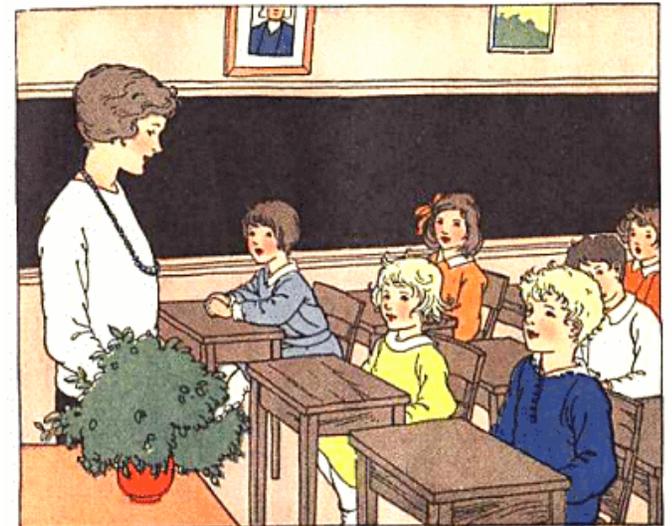


SL.K.1/ Speaking & Listening:  
"Comprehension & Collaboration"

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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 continue a conversation through multiple exchanges.



SL.K.1/ Speaking & Listening:  
"Comprehension & Collaboration"

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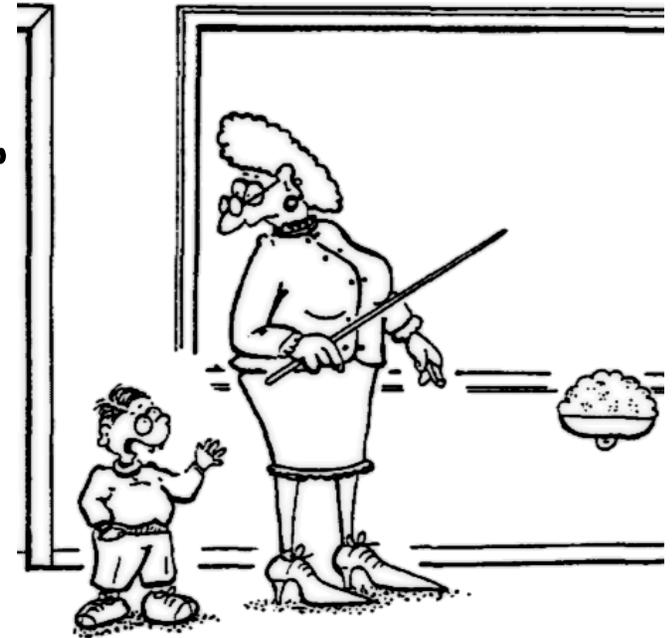
We can confirm understanding of a text read aloud or information presented orally or through media by asking and answering questions about key details and requesting clarification if something is not understood.



SL.K.2/ Speaking & Listening:  
"Comprehension & Collaboration"

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



SL.K.3/ Speaking & Listening:  
"Comprehension & Collaboration"

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



SL.K.4/ Speaking & Listening:  
"Comprehension & Collaboration"

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



SL.K.5/ Speaking & Listening:  
"Comprehension & Collaboration"

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We can speak audibly and express thoughts, feelings and ideas clearly.

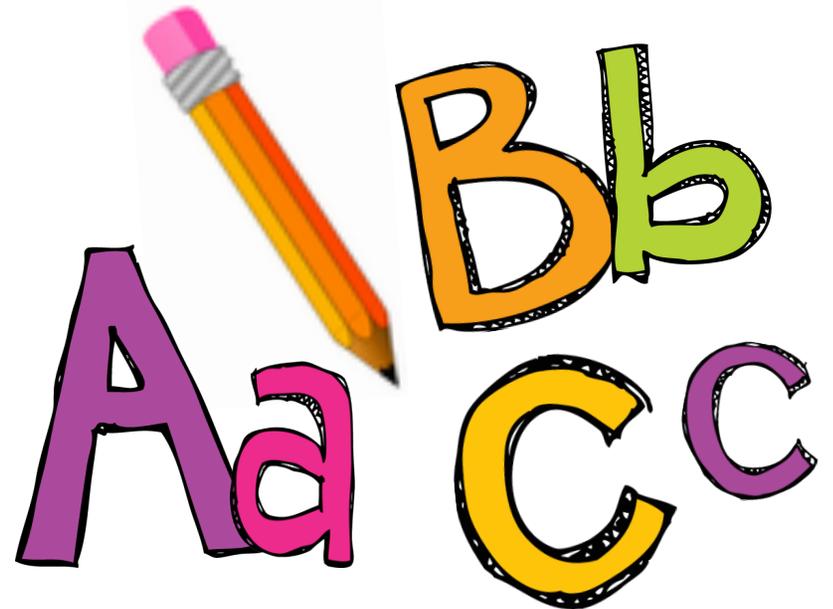


SL.K.6/ Speaking & Listening:  
"Comprehension & Collaboration"

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

We can print many upper- and lower case letters.

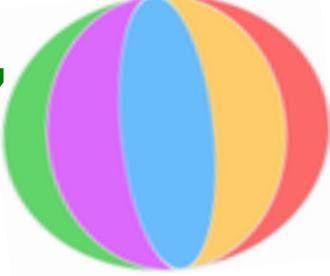


L.K.1/ Language:  
"Conventions of Standard English"

[www.TheSecretStories.com](http://www.TheSecretStories.com)

\*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

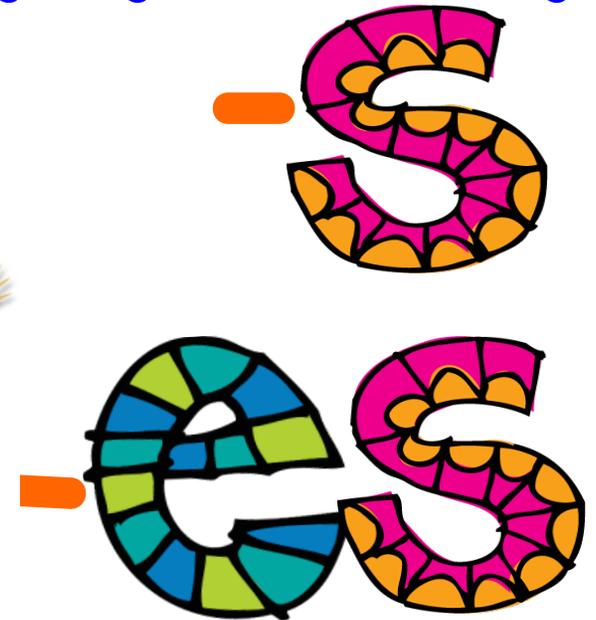
“Play”  is a VERB.

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

[www.TheSecretStories.com](http://www.TheSecretStories.com)

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

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.

Where?

Why?

Who?

How?

What?

L.K.1/ Language:  
"Conventions of Standard English"

[www.TheSecretStories.com](http://www.TheSecretStories.com)

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

We can use the most frequently occurring prepositions

(e.g. to, from, in, out, on, off, for, of, by, with).

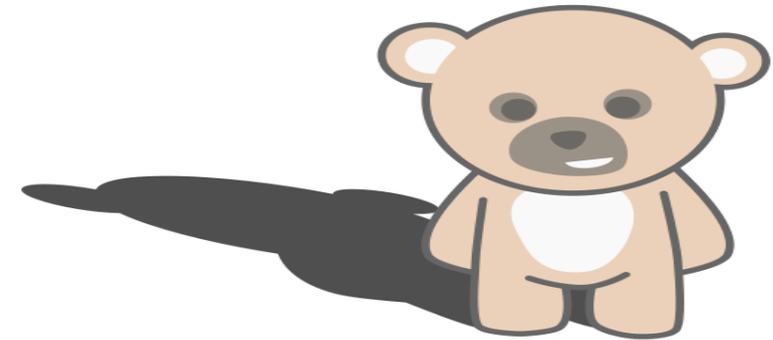
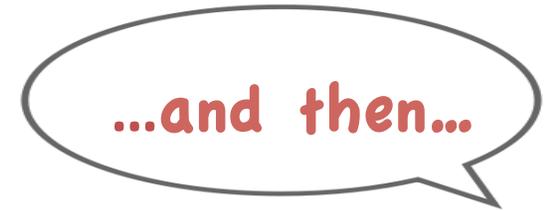
L.K.1/ Language:  
"Conventions of Standard English"



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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"

[www.TheSecretStories.com](http://www.TheSecretStories.com)

\*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.



I like ice cream!

L.K.2/ Language:  
"Conventions of Standard English"

[www.TheSecretStories.com](http://www.TheSecretStories.com)

\*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 

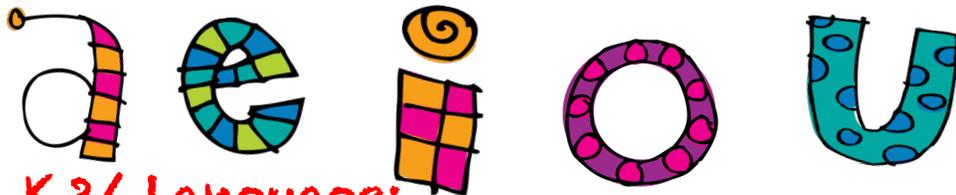
Is this a question mark 

L.K.2/ Language:  
"Conventions of Standard English"

[www.TheSecretStories.com](http://www.TheSecretStories.com)

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

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.



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).



Wave

L.K.4/ Language:  
"Vocabulary Acquisition & Use"

[www.TheSecretStories.com](http://www.TheSecretStories.com)

\*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).

unhappy



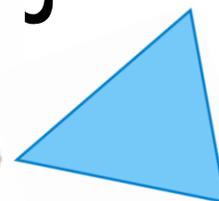
L.K.4/ Language:

"Vocabulary Acquisition & Use"

[www.TheSecretStories.com](http://www.TheSecretStories.com)

\*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"

[www.TheSecretStories.com](http://www.TheSecretStories.com)

\*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).



L.K.5/ Language:  
"Vocabulary Acquisition & Use"

[www.TheSecretStories.com](http://www.TheSecretStories.com)

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

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"

[www.TheSecretStories.com](http://www.TheSecretStories.com)

\*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.



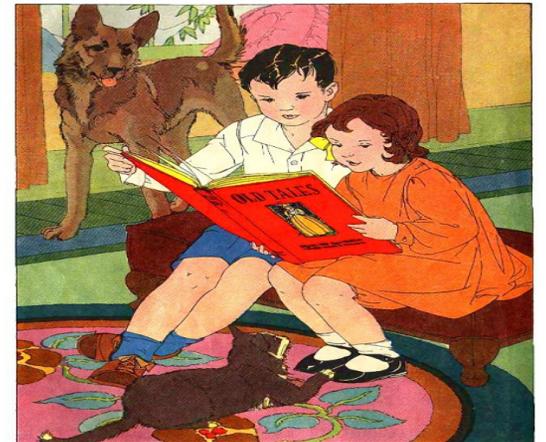
L.K.5/ Language:  
"Vocabulary Acquisition & Use"

[www.TheSecretStories.com](http://www.TheSecretStories.com)

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



L.K.6/ Language:  
"Vocabulary Acquisition & Use"



[www.TheSecretStories.com](http://www.TheSecretStories.com)

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<http://www.teacherspayteachers.com/Store/Your-Bag-Of-Teaching-Secrets>

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