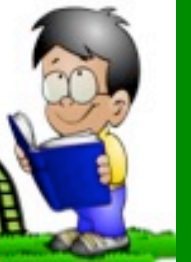




The Grade 1 Common Core



Literacy Standards



Created By Katie Garner

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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 wish, I will walk) verb phrases.

The children **played** together.
The children **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"



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

RF.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

RF.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.

The first president

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/ 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/ Writing
"Types & Purposes"

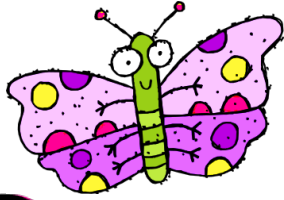


Suggested Display Option

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.



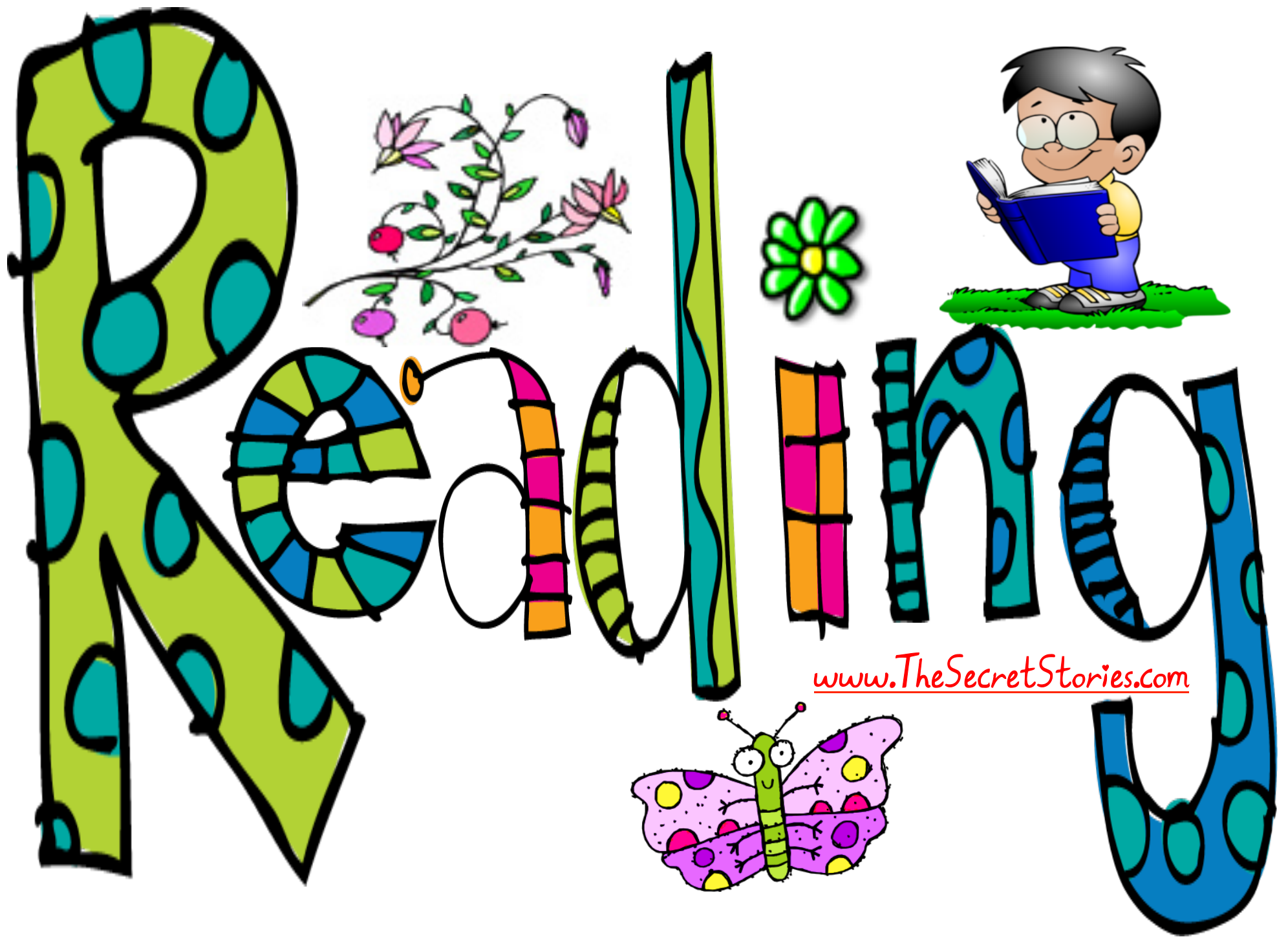
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&
Lisening



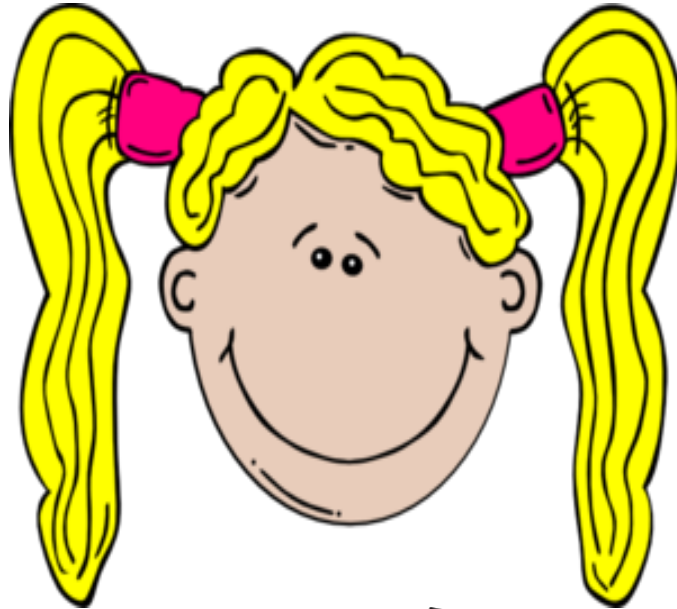
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and you are

www.TheSecretStories.com



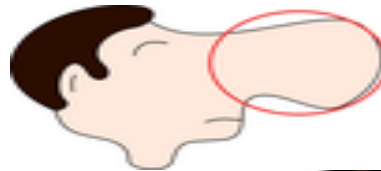
We can describe characters, settings, and major events in using key details.



RL.1.3/ Reading: Literature:
"Key Ideas & Details"

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We can identify words and phrases in stories or poems that suggest feelings or appeal to the senses.



RL.1.4/ Reading: Literature:
"Craft & Structure"

www.TheSecretStories.com

We can retell stories, including key details, and demonstrate understanding of their central message or lesson..



RL.1.2/ Reading: Literature:
"Key Ideas & Details"

www.TheSecretStories.com

We can ask and answer questions about key details in a text.



RL.1.1/ Reading: Literature:
"Key Ideas & Details"



www.TheSecretStories.com

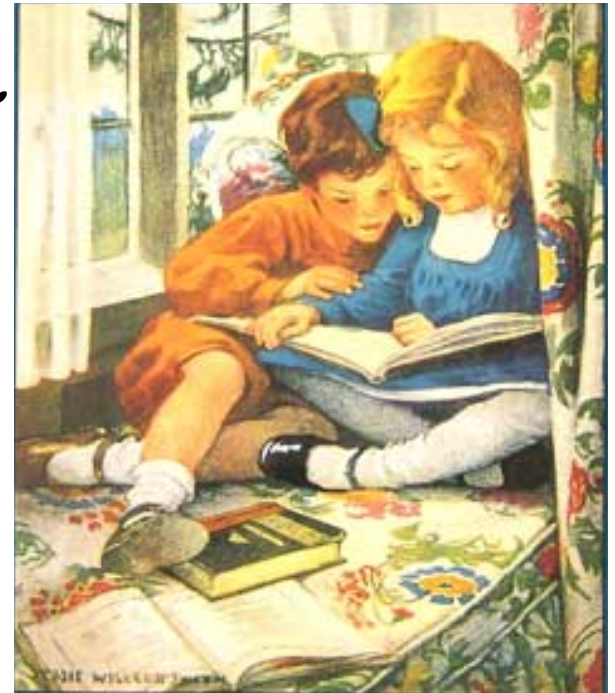
We can explain major differences between books that tell stories and books that give information, drawing on a wide range of text types.



RL.1.5/ Reading: Literature:
"Craft & Structure"

www.TheSecretStories.com

We can identify who is telling the story at various points in a text.



RL.1.6/ Reading: Literature:
"Craft & Structure"

www.TheSecretStories.com

We can use illustrations and detail in a story to describe its characters, setting, or events.



RL.1.7/ Reading: Literature:
"Integration of Knowledge & Ideas"

www.TheSecretStories.com

We can compare and contrast the adventures and experiences of characters in stories.



RL.1.9/ Reading: Literature:
"Integration of Knowledge & Ideas"



www.TheSecretStories.com

We can, with prompting and support, read prose and poetry of appropriate complexity for grade 1.

Roses are red, violets are blue...



RI.1.10/ Reading: Literature:
"Range of Reading and Level of Text Complexity"

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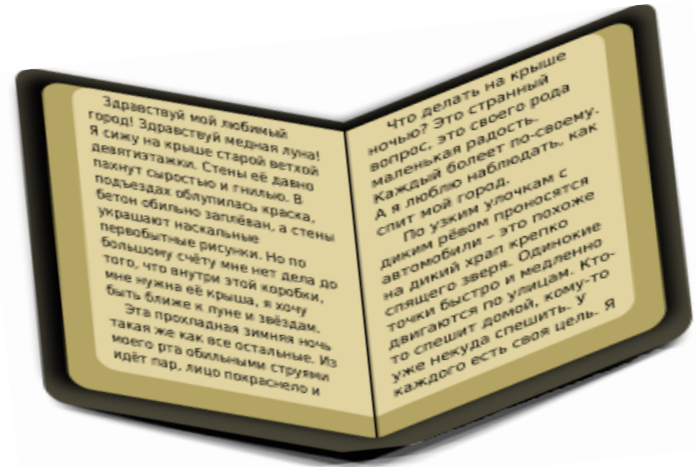
We can ask and answer questions about key details in text.



RI.1.1/ Reading: Informational Text:
"Key Ideas & Details"

www.TheSecretStories.com

We can identify the main topic and retell key details of a text.



RI.1.2/ Reading: Informational Text:
"Key Ideas & Details"

www.TheSecretStories.com

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



RI.1.3/ Reading: Informational Text:
"Key Ideas & Details"

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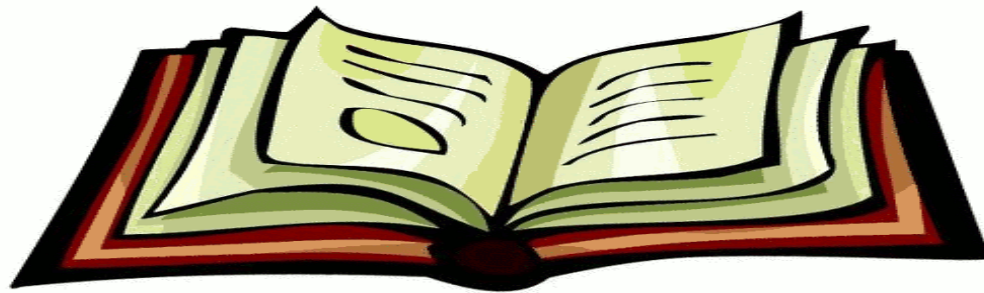
We can ask and answer questions to help determine or clarify the meaning of words and phrases in a text.



RI.1.4/ Reading: Informational Text:
"Craft & Structure"

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We can now and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.



RI.1.5/ Reading: Informational Text:
"Craft & Structure"

www.TheSecretStories.com

We can distinguish between information provided by pictures or other illustrations and information provided by the word a text.



RI.1.6/ Reading: Informational Text:
"Craft & Structure"

www.TheSecretStories.com

We can use the illustrations and details in a text to describe its key ideas.



RI.1.7/Reading: Informational Text:
"Integration of Knowledge & Ideas"



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We can 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.1.8/ Reading: Informational Text:
"Integration of Knowledge & Ideas"

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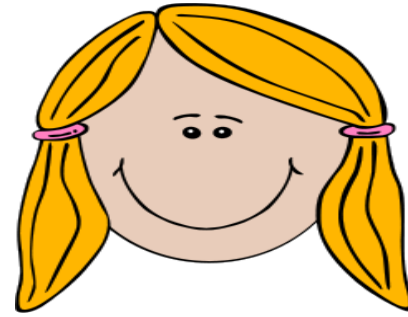
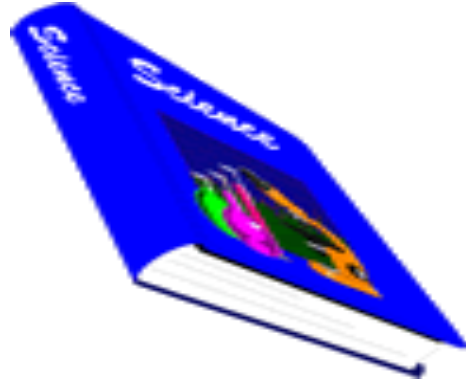
We can identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).



RI.1.9/ Reading: Informational Text:
"Integration of Knowledge & Ideas"

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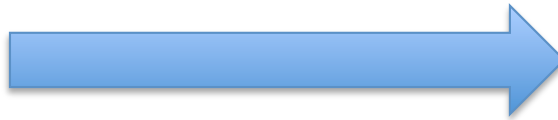
We can, with prompting and support, read informational texts appropriately complex for grade 1.



RI.1.10/ 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 recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

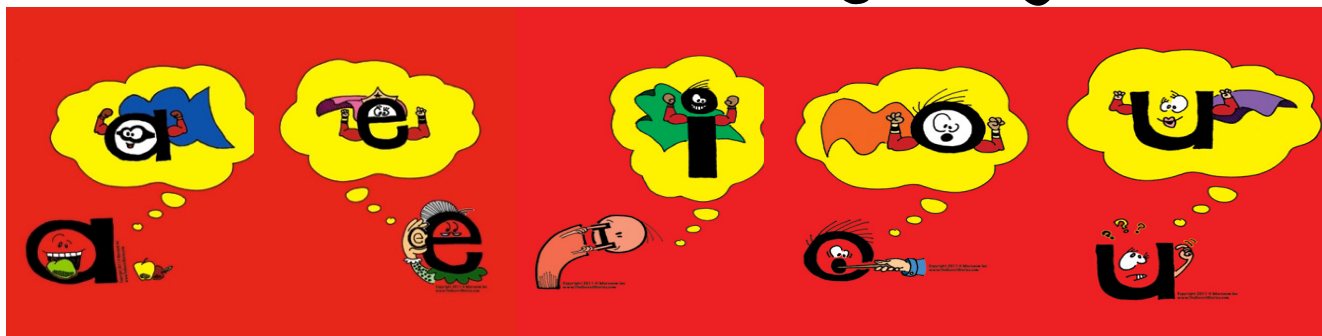


RF.1.1/ Foundational Skills:
"Print Concepts"

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

We can distinguish long from short vowel sounds in spoken single-syllable words.



RF.1.2/ Foundational Skills:
"Phonological Awareness"



www.TheSecretStories.com

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

We can orally produce single-syllable words by blending sounds (phonemes), including consonant blends.

blend drops splat

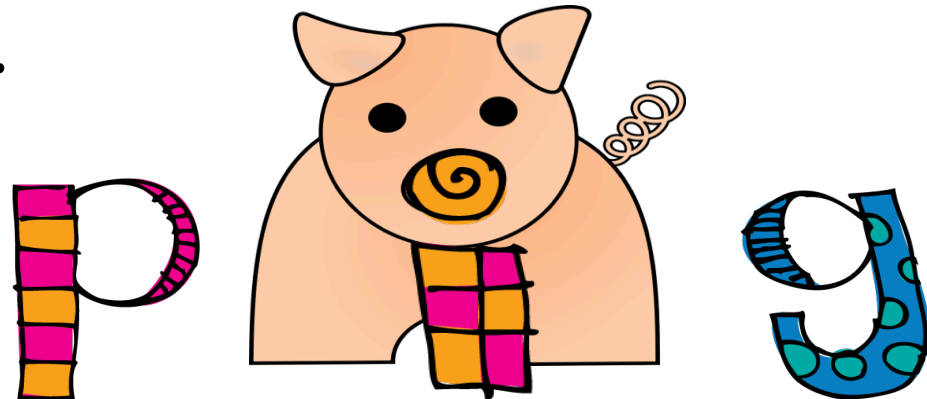


RF.1.2/ Foundational Skills:
"Phonological Awareness"

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

We can isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.



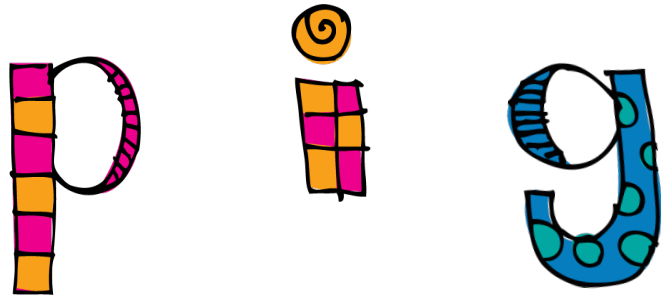
RF.1.2/ Foundational Skills:
"Phonological Awareness"

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

We can segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

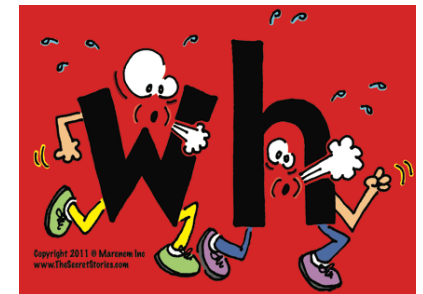
RF.1.2/ Foundational Skills:
"Phonological Awareness"



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

We know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).



RF.1.3/ Foundational Skills:
"Phonics & Word Recognition"

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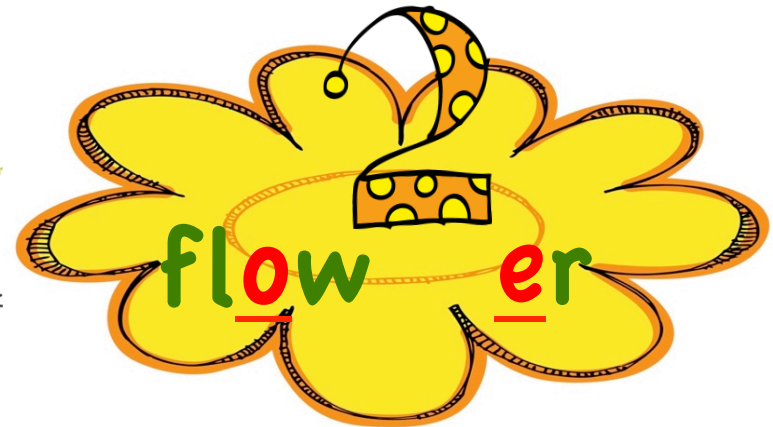
*Know and apply grade-level phonics and word analysis skills in decoding words.
We can decode regularly spelled one-syllable words.



RF.1.3/ Foundational Skills:
"Phonics & Word Recognition"

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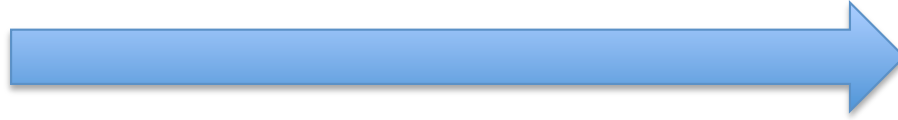
*Know and apply grade-level phonics and word analysis skills in decoding words.
We can use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.



RF.1.3/ Foundational Skills:
"Phonics & Word Recognition"

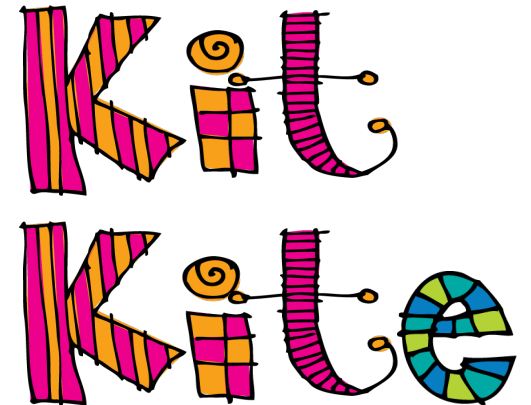
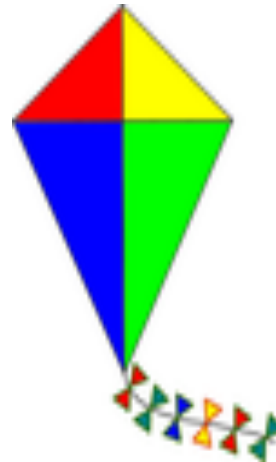
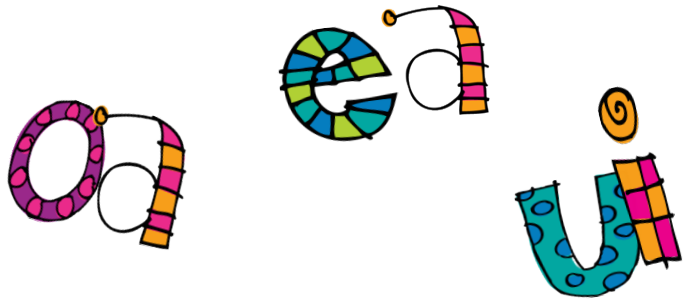
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***Demonstrate understanding of spoken words, syllables, and sounds (phonemes).**

We know final -e and common vowel team conventions for representing long vowel sounds.



**RF.1.3/ Foundational Skills:
"Phonics & Word Recognition"**

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

We can decode two-syllable words following basic patterns by breaking the words into syllables.

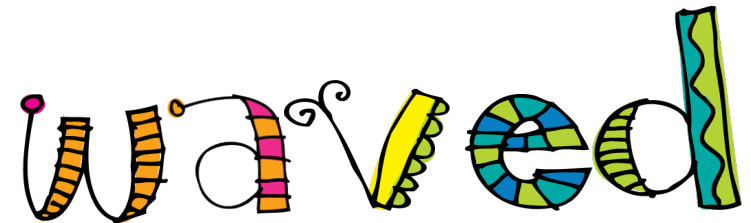


RF.1.3/ Foundational Skills:
"Phonics & Word Recognition"

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

We can read words with inflectional endings.

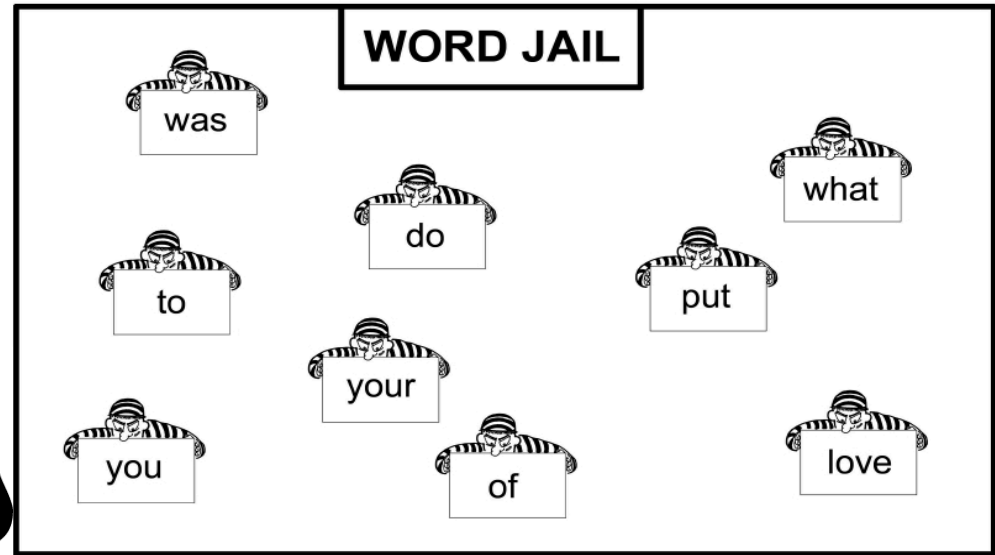


RF.1.3/ Foundational Skills:
"Phonics & Word Recognition"

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

We can recognize and read grade-appropriate irregularly spelled words.



RF.1.3/ Foundational Skills:
"Phonics & Word Recognition"

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*Read with sufficient accuracy and fluency to support comprehension.

We can read grade-level text with purpose and understanding.



RF.1.4/ Foundational Skills:
"Fluency"

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*Read with sufficient accuracy and fluency to support comprehension.

We can read grade level orally with accuracy, appropriate rate, and expression.

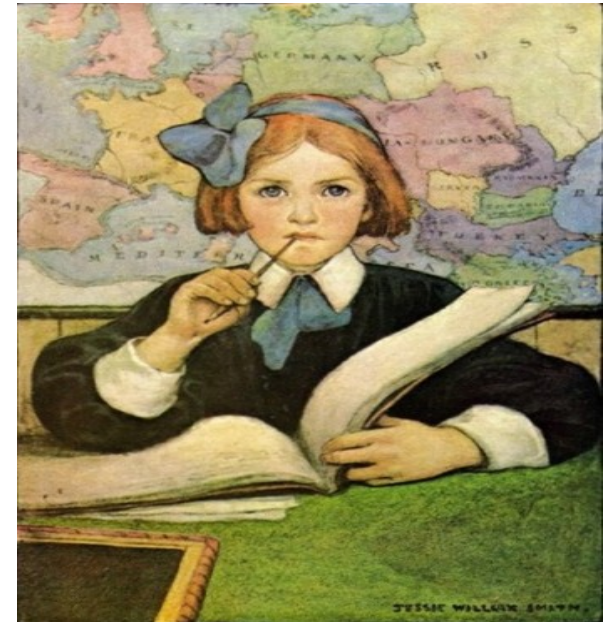


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RF.1.4/ Foundational Skills:
"Fluency"

*Read with sufficient accuracy and fluency to support comprehension.

We can use context to confirm or self-correct word recognition and understanding, rereading as necessary.

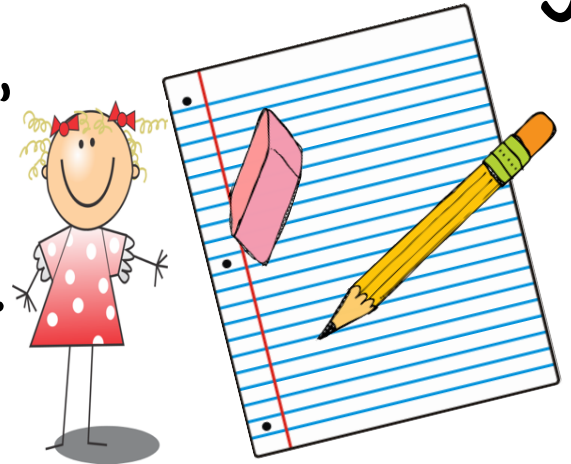


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RF.1.4/ Foundational Skills:
"Fluency"

We can write opinion pieces in which they introduce the topic or the name of the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

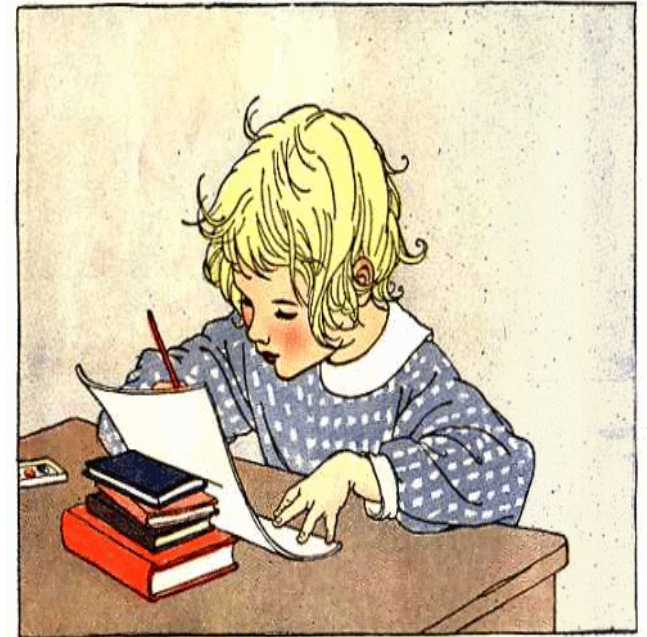
W.1.1/ Writing:
"Text Types & Purposes"



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We can write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

W.1.2/ Writing:
"Text Types & Purposes"



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We can write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

W.1.3/ Writing:
"Text Types & Purposes"

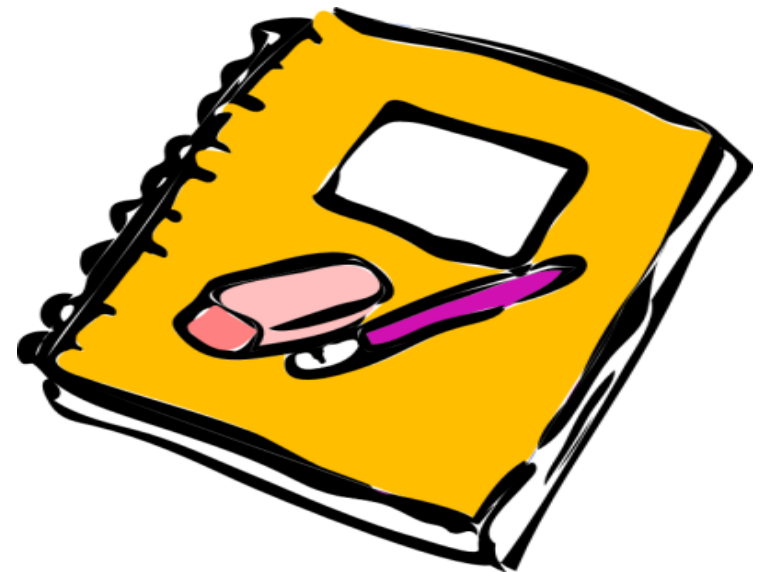
1st 2nd 3rd



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We can, with guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to writing as needed.

W.1.5/ Writing:
"Production & Distribution of Writing"



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

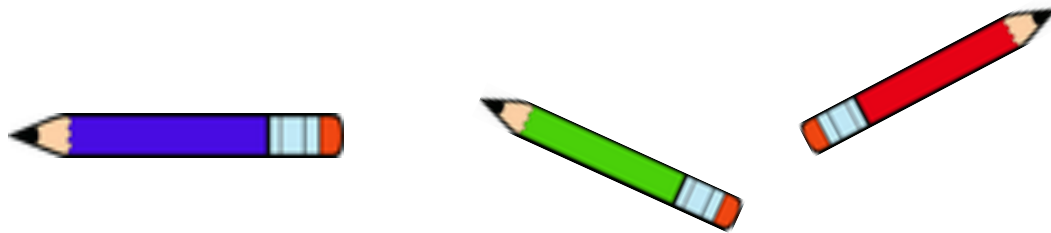


W.1.6/ Writing:
"Production & Distribution of Writing"



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We can participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).

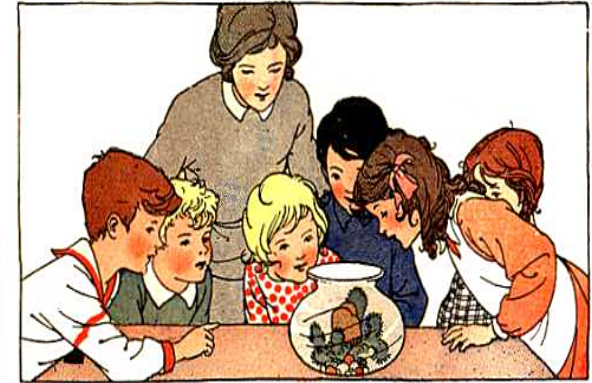


W.1.7/ Writing:
"Research to Build & Present Knowledge"



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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 collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

We can follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).



SL.1.1/ Speaking & Listening:
"Comprehension & Collaboration"

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*Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

We can ask questions to clear up any confusion about the topics and texts under discussion.

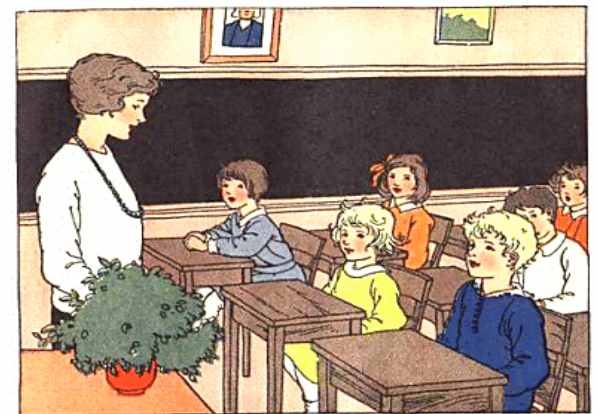


SL.1.1/ Speaking & Listening:
"Comprehension & Collaboration"

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*Participate in collaborative conversations with diverse partners about grade 1 topics & texts with peers and adults in small & larger groups.

We can build on others' talk in conversations by responding to the comments of others through multiple exchanges.

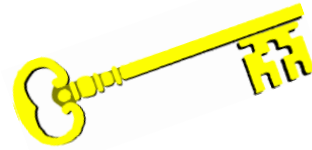


SL.K.1/ Speaking & Listening:
"Comprehension & Collaboration"

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We can ask and answer questions about key details in a text read aloud or information presented orally or through other media.

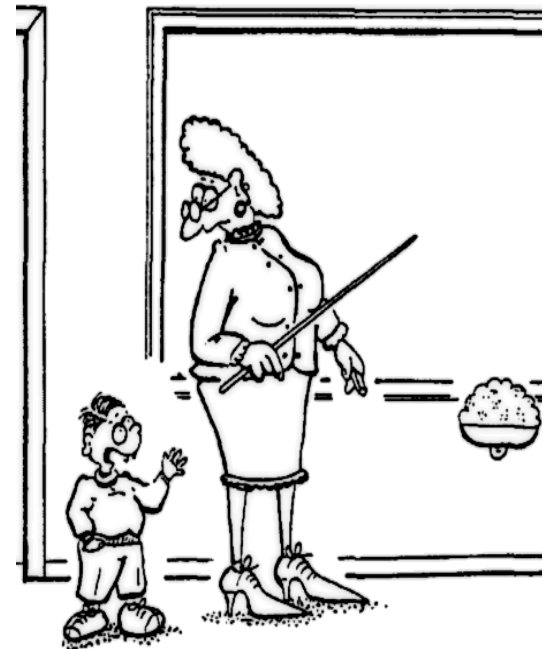
SL.1.2/ Speaking & Listening:
"Comprehension & Collaboration"



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We can ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

SL.1.3/ Speaking & Listening:
"Comprehension & Collaboration"



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We can describe people, places, things, and events, with relevant details, expressing ideas and feelings clearly.



SL.1.4/ Speaking & Listening:
"Presentation of Knowledge & Ideas"

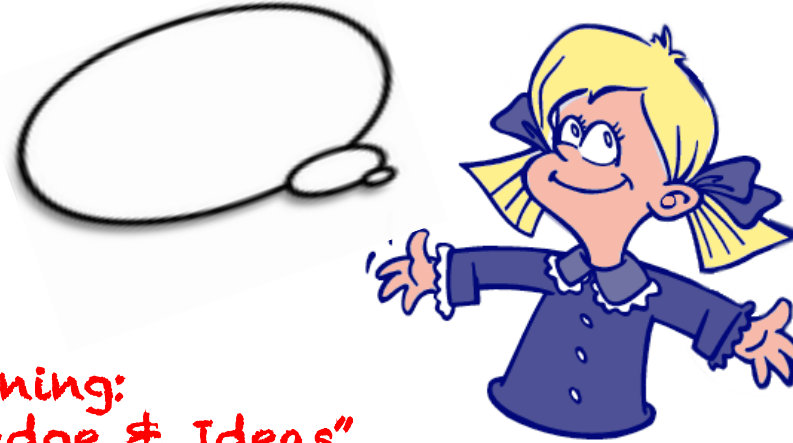
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We can add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.



SL.1.5/ Speaking & Listening
"Presentation of Knowledge & Ideas"

We can produce complete sentences when appropriate to task and situation.

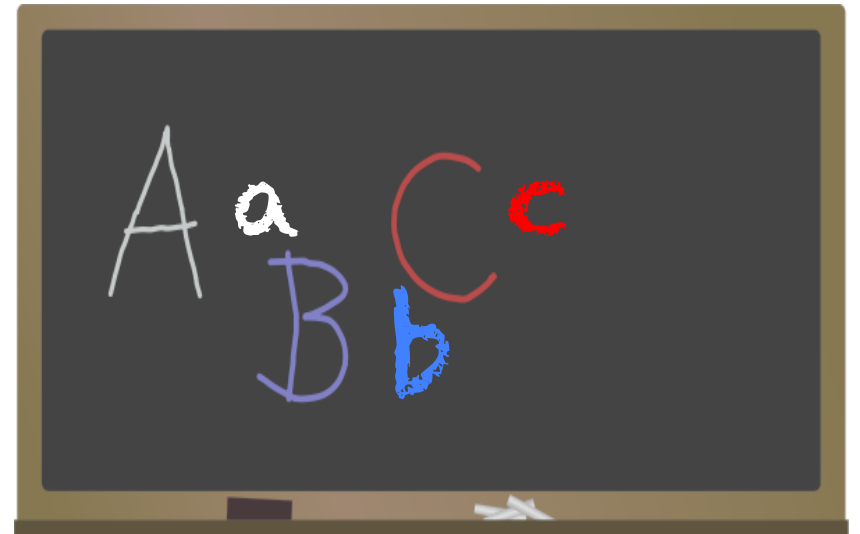


SL.1.6/ Speaking & Listening:
"Presentation of Knowledge & Ideas"

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

We can print all upper- and lowercase letters.



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 use singular and plural nouns with matching verbs in basic sentences.



He drives.



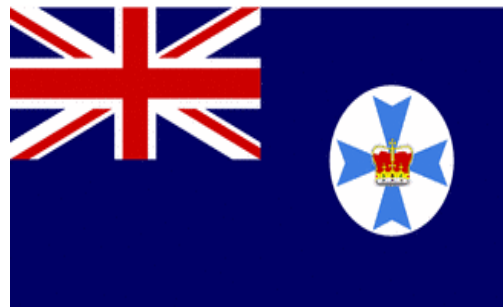
We drive.

L.1.1/ 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 use common, proper, and possessive nouns.



L.1.1/ Language:
"Conventions of Standard English"

country
England
Queen's

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

We can use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).

I me they
them my



L.1.1/ 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 use verbs to convey a sense of past, present, and future.

Yesterday I walked home home.

Today I walk home.

Tomorrow I will walk home.



L.1.1/ 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 use frequently occurring adjectives.

big



little

L.1.1/ 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 use frequently occurring conjunctions.

and

but

or

so

because



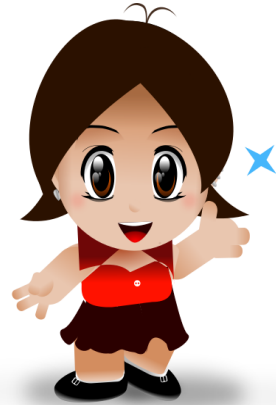
L.1.1/ Language:
"Conventions of Standard English"

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

We can use determiners (e.g., articles, demonstratives).

a an the
this that these those



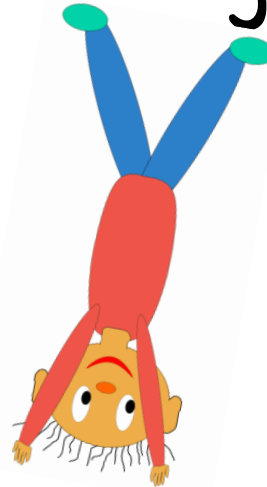
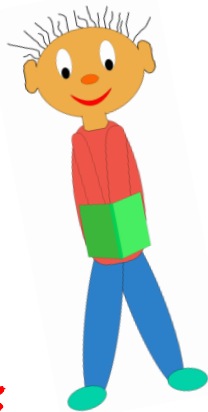
L.1.1/ Language:
"Conventions of Standard English"

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

We can use frequently occurring prepositions.

during beyond toward



L.1.1/ Language:
"Conventions of Standard English"

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

We can produce and expand complete simple and compound declarative, interrogative, imperative and exclamatory sentences in response to prompts.



L.1.1/ Language:
"Conventions of Standard English"

www.TheSecretStories.com

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

We can capitalize dates and names of people.

E



mma's birthday is in

J

uly.



L.1.2/ Language:
"Conventions of Standard English"

www.TheSecretStories.com

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

We can use end punctuation for sentences.

It's here ◉

It's here ?

It's here !

L.1.2/ Language:
"Conventions of Standard English"



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

We can use commas in dates and to separate single words in a series.

I was born on May 14, 1998, and my mom said that I was bald, chubby, and noisy!

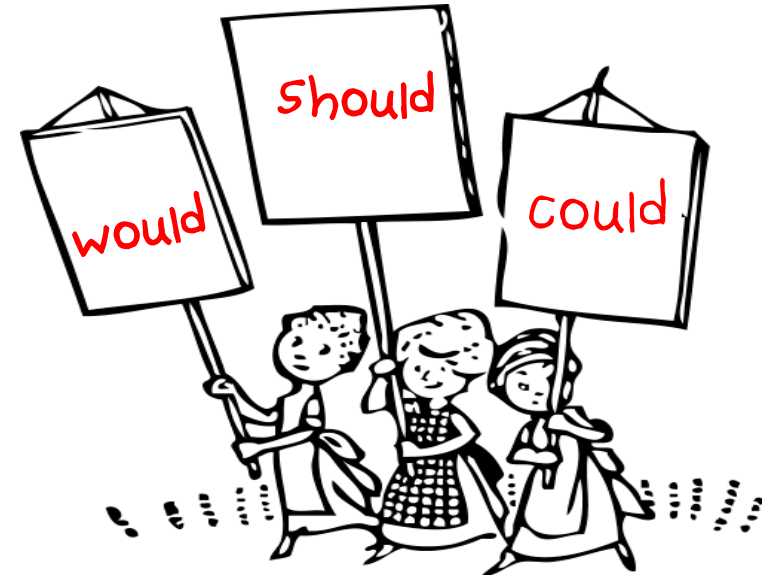


L.1.2/ Language:
"Conventions of Standard English"

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

Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.



L.1.2/ Language:
"Conventions of Standard English"

www.TheSecretStories.com

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

Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.



"choklut" FOR "chocolate"



L.1.2/ Language:
"Conventions of Standard English"

www.TheSecretStories.com

*Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 1 reading and content*, choosing flexibly from an array of strategies.

Use sentence-level context as a clue to the meaning of a word or phrase.

You had better bring an umbrella because it's raining cats and dogs outside!



L.1.4/ Language:
"Vocabulary Acquisition & Use"

www.TheSecretStories.com

Identify frequently occurring root words (e.g., *look*) and their inflectional forms.



L.1.4/ Language:
"Vocabulary Acquisition & Use"



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*With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.

We can sort words into categories (e.g. colors, clothing) to gain a sense of the concepts.

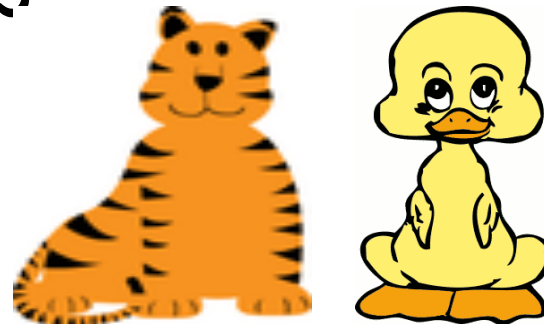


L.1.5/ Language:
"Vocabulary Acquisition & Use"

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*With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.

We can define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).



L.1.5/ Language:
"Vocabulary Acquisition & Use"

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*With guidance and support from adults, demonstrate understanding of figurative language, 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.1.5/ Language:
"Vocabulary Acquisition & Use"

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*With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.

We can distinguish **shades** of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and (e.g., large, gigantic) adjectives differing in intensity by defining or choosing them or by acting out the meanings.

L.1.5/ Language:
"Vocabulary Acquisition & Use"

www.TheSecretStories.com

We can use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., *because*).

My dog licks me because he's hungry.

L.1.6/ Language:
"Vocabulary Acquisition & Use"



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