The 1st Grade Common Core Literacy Standards

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

RL.1.3/ Reading: Literature: “Key Ideas & Details”

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

We can ask and answer questions about key details in a text.
We can explain major differences between books that tell stories and books that give information, drawing on a wide range of text types.

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

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

**RL.1.9/ Reading: Literature: “Integration of Knowledge & Ideas”**
We can, with prompting and support, read prose and poetry of appropriate complexity for grade 1.

Roses are red, violets are blue....

RL.1.10/ Reading: Literature: “Range of Reading and Level of Text Complexity”

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

RI.1.1/ Reading: Informational Text: “Key Ideas & Details”
We can identify the main topic and retell key details of a text.

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

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”
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”

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”
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"

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"
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

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

My name is Eve.

RF.1.1/ Foundational Skills: “Print Concepts”

*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”
*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" 

*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"
*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"

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

We can use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
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.

flower

RF.1.3/ Foundational Skills:
“Phonics & Word Recognition”

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

We can read words with inflectional endings.

wave waved

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”

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

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.

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"

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"
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”

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”
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”

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”
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”

*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”
*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"

*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"
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”

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

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

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

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”

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

We can print all uppercase and lowercase letters.

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

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

We can use common, proper, and possessive nouns.

country England Queen’s

L.1.1/ Language: “Conventions of Standard English”
*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).

L.1.1/ Language: “Conventions of Standard English”

*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”
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”

*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”
*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”

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

We can capitalize dates and names of people.

Emma’s birthday is in July.

L.1.2/ Language:
“Conventions of Standard English”
*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!

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!
*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”

*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”
*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”

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

blue coat
purple pants

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).
*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”

*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”
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”
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

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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