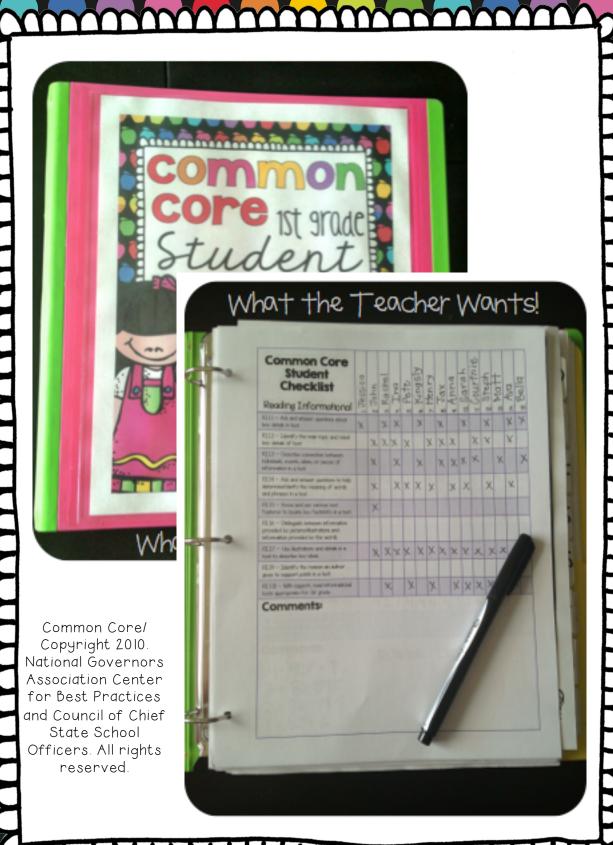


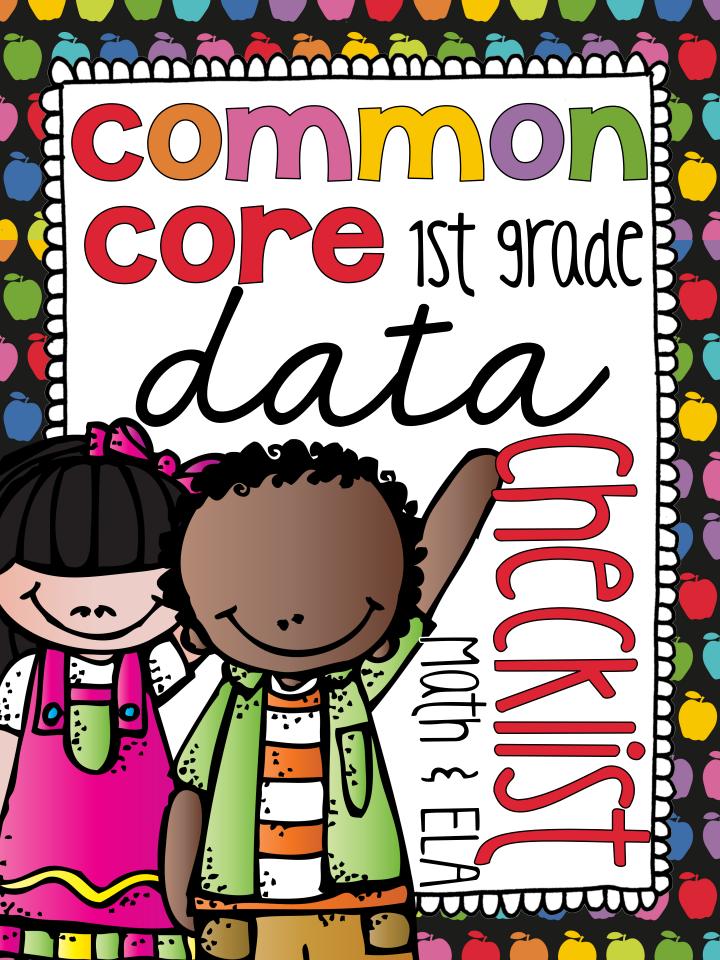
Dear Teachers,

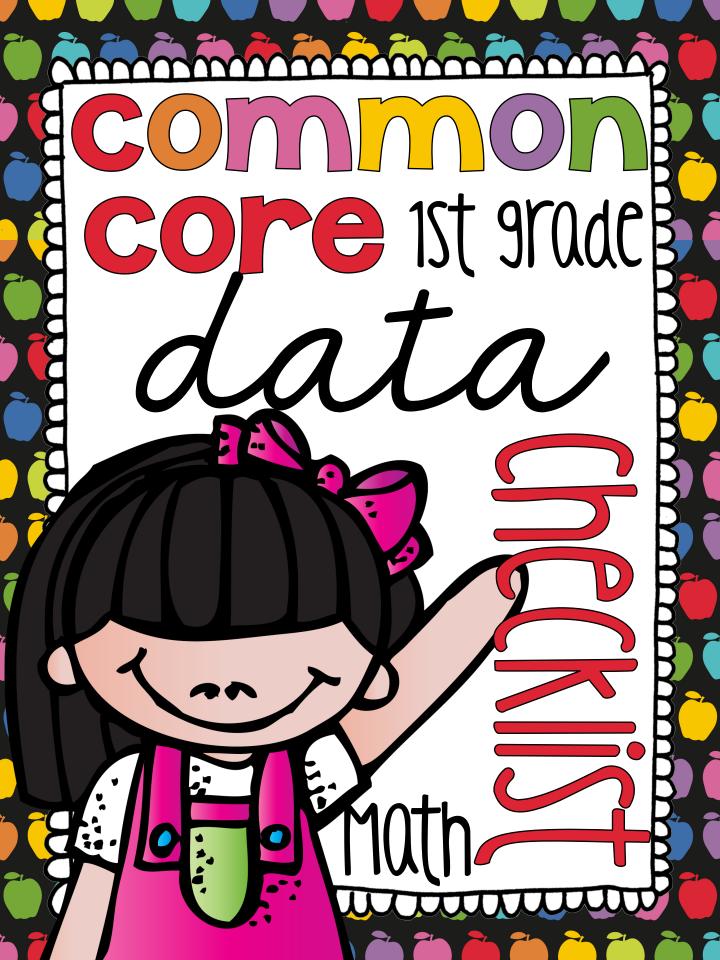
This checklist is a great tool to help you prepare for report cards, intervention time, or to use as data for small groups. There are many ways to use these data sheets and you'll find examples at the end of this file. Some of the standards have been separated onto two, three, or sometimes four different lines because there are multiple skills that need to be checked off. This is a great visual to see what parts of each standard students are mastering or struggling with. Your students' names can be typed into the top slots or you can just write them in (each sheet has a duplicate, one with numbers 1-15 and the next page is 16-30). You'll notice that it is aligned to the right. That makes it easy to 3-hole punch and put in a binder. There are also binder covers included.

If you'd like to share this with your team, please purchase a multi-user license by going to "My Purchases" on Teachers Pay Teachers and select "buy additional licenses". Or, you can also contact me!

Thank you! Rachelle Smith







Common Core Student Checklist															
Operations \$ Algebraic Thinking	<u>-</u>	2	න	<u></u> -	5.	6.	7.	œ ·	م .	10.	11.	12.	<u>13</u> .	<u>+</u>	15.
1.OA.1 - Use addition to solve word problems with unknowns in all positions.															
1.O.A.1 - Use subtraction to solve word problems with unknowns in all positions.															
1.OA:2 - Solve addition word problems with three addends.															
1.0A.3 - Apply properties of operations as strategies to add.															
1.O.A.3 - Apply properties of operations as strategies to subtract.															
1.0A.4 – Understand subtraction as an unknown addend problem															
1.OA.5 – Relate counting to addition.															
1.OA.5 – Relate counting to subtraction.															
1.OA.6 - Add within 20 using counting on.															
1.0A.6 – Add within 20 using making 10 (composing and decomposing).															
1.0A.6 – Add within 20 using the relationship between addition and subtraction.															
1.0A.6 — Subtract within 20 (using decomposing a number leading to a 10).															
1.OA.6 – Fluently add within 10.															
1.OA.6 — Fluently subtract within 10.															
1.OA.7 – Understand the equal sign and determine if equations are true or false.															
1.0A.8 – Determine the unknown whole number in an addition equation.															
1.0A.8 – Determine the unknown whole number in a subtraction equation.															

Common Core Student Checklist															
Operations \$ Algebraic Thinking	16.	17.	<u>8</u>	<u>19</u> .	20.	21.	22.	23.	24.	25.	26.	27.	28.	29.	30.
1.OA.1 - Use addition to solve word problems with unknowns in all positions.															
10A.1 - Use subtraction to solve word problems with unknowns in all positions.															
1.O.A.2 – Solve addition word problems with three addends.															
1.0A.3 - Apply properties of operations as strategies to add.															
1.0A.3 - Apply properties of operations as strategies to subtract.															
1.OA.4 – Understand subtraction as an unknown addend problem															
10A.5 – Relate counting to addition.															
1.OA.5 – Relate counting to subtraction.															
1.0A.6 - Add within 20 using counting on.															
10A.6 – Add within 20 using making 10 (composing and decomposing).															
1.0A.6 – Add within 20 using the relationship between addition and subtraction.															
1.0A.6 — Subtract within 20 (using decomposing a number leading to a 10).															
1.OA.6 – Fluently add within 10.															
1.OA.6 — Fluently subtract within 10:															
10A.7 – Understand the equal sign and determine if equations are true or false.															
1.0A.8 – Determine the unknown whole number in an addition equation.															
1.0A.8 – Determine the unknown whole number in a subtraction equation.															

Common Core Student Checklist													
Measurement \$Data	 7	<i>ي</i> .	<u>.</u>	Ŋ.	7.	œ̈	م	<u>o</u>	=	12.	<u>છ</u>	<u>+</u>	<u>₩</u>
1.MD.1 – Order 3 objects by length.													
1.MD.2 – Express the length of an object as a whole number of length units, by laying multiple copies of a shorter objects.													
1.MD.3 – Tell/write time to the hour using analog and digital clocks.													
1.MD.3 — Tell/write time to the half-hour using analog and digital clocks.													
1.MD.4 – Organize, represent and interpret data with up to 3 categories.													
1.MD.4 – Ask and answer questions about the total number of data points and how many in each category.													
1.MD.4 – Answer how many more or less are in one category than in another.													

Common Core Student Checklist															
Measurement \$Data	<u>9</u>	. 7	<u>∞</u>	<u>19</u>	20.	21.	22.	23.	24.	25.	26.	27.	28.	29.	30.
1.MD.1 – Order 3 objects by length.															
1MD.2 – Express the length of an object as a whole number of length units, by laying multiple copies of a shorter objects.															
1.MD.3 — Tell/write time to the hour using analog and digital clocks.															
1.MD.3 — Tell/write time to the half-hour using analog and digital clocks.															
1.MD.4 – Organize, represent and interpret data with up to 3 categories.															
1MD.4 – Ask and answer questions about the total number of data points and how many in each category.															
1MD.4 – Answer how many more or less are in one category than in another.															

Common Core Student Checklist															
Geometry	<u> </u>	7	გ.	<u>.</u>	Ŋ.	<u>.</u> ف	7.	œ̈́	<u>6</u>	<u>o</u>	≕	. 7	<u>છ</u>	<u>+</u>	<u>5</u>
1.G.1 - Distinguish between defining and non-defining attributes.															
1.G.1 - Build and draw shapes to possess defining attributes.															
1.G.2 - Compose two-dimensional shapes to create a composite shape and create new shapes from the composite shape.															
1.G.2 - Compose three-dimensional shapes to create a composite shape and create new shapes from the composite shape.															
1.G.3 – Partition circles and rectangles into two equal shares (halves).															
1.G.3 — Partition circles and rectangles into four equal shares (quarters, fourths).															

Common Core Student Checklist														
Geometry	<u>9</u>	 <u>∞</u>	<u>9</u>	20.	21.	22.	23.	24.	25.	26.	27.	28.	29.	30.
1.G.1 - Distinguish between defining and non-defining attributes.														
1.G.1 - Build and draw shapes to possess defining attributes.														
1.G.2 - Compose two-dimensional shapes to create a composite shape and create new shapes from the composite shape.														
1.G.2 - Compose three-dimensional shapes to create a composite shape and create new shapes from the composite shape.														
1.G.3 – Partition circles and rectangles into two equal shares (halves).														
1.G.3 — Partition circles and rectangles into four equal shares (quarters, fourths).														

Common Core Student Checklist															
Numbers \$ Operations in Base Ten	<u> </u>	2	3.	+	5.	6.	7.	8.	٩.	10.	Ξ.	12.	<u>13</u> .	 -	<u>5</u>
1.NBT.1 - Count to 120.															
1.NBT.2 – Understand that 2 digits of a two-digit number are tens and ones.															
1.NBT.2(a) - 10 is a bundle of ten ones called a "ten".															
1.NBT.2(b) — Numbers 11-19 are composed of a ten and 1,2,3,4,5,6,7,8, or 9 ones.															
1.NBT.2(c) - 10,20,30, etc. (up to 90) refer to 1,2,3, tens and zero ones.															
1.NBT.3 — Compare two two-digit numbers (<, =, and >).															
1.NBT.4 — Add within 100, including adding a two-digit and a one-digit number.															
1.NBT.4 — Add within 100 including adding a two-digit number and a multiple of 10.															
1.NBT.4 — Add within 100, understand when adding two-digit numbers one adds tens/ tens and then ones/ones (might have to make a ten).															
1.NBT.5 – Mentally find 10 more/less of a two-digit number.															
1NBT.6 — Subtract multiples of 10 in the range of 10-90 from multiples of 10 in the range of 10-90.															
6															

Common Core Student Checklist															
Numbers \$ Operations in Base Ten	16.	17.	<u>18</u>	19.	20.	21.	22.	23.	24.	25.	26.	27.	28.	29.	30.
1NBT.1 - Count to 120.															
1.NBT.2 – Understand that 2 digits of a two-digit number are tens and ones.															
1.NBT.2(a) - 10 is a bundle of ten ones called a "ten".															
1.NBT.2(b) — Numbers 11-19 are composed of a ten and 1,2,3,4,5,6,7,8, or 9 ones.															
1.NBT.2(c) - 10,20,30, etc. (up to 90) refer to 1,2,3, tens and zero ones.															
1.NBT.3 — Compare two two-digit numbers (<, =, and >).															
1.NBT.4 — Add within 100, including adding a two-digit and a one-digit number.															
1.NBT.4 – Add within 100 including adding a two-digit number and a multiple of 10.															
1.NBT.4 — Add within 100, understand when adding two-digit numbers one adds tens/ tens and then ones/ones (might have to make a ten).															
1.NBT.5 — Mentally find 10 more/less of a two-digit number.															
1.NBT.6 — Subtract multiples of 10 in the range of 10-90 from multiples of 10 in the range of 10-90.															

Common Core Student Checklist Geometry	I. Jessica	2. Andy	3. Becky	t. Andrea	5. Kale	6. Henry	7. June	8. Kelly	9. Pete	10. Katniss	II. Taylor	12. Justin	ls. Billy	It. Rachel	IS. Kris
1.G.1 - Distinguish between defining and non-defining attributes.	/	1	1	1	-	0	1	1	1	-	-	0	-	1	/
1.G.1 - Build and draw shapes to possess defining attributes.	1	1	-	0	1	1	1	1	0	0	1	1	-	1	√
1.G.2 - Compose two-dimensional shapes to create a composite shape and create new shapes from the composite shape.	-	0	/	√	-	-	0	/	1	/	1	1	1	√	√
1.G.2 - Compose three-dimensional shapes to create a composite shape and create new shapes from the composite shape.	0	0	-	/	1	/	/	-	0	-	1	1	-	1	1
1.G.3 – Partition circles and rectangles into two equal shares (halves).	/	/	/	1	1	/	/	1	1	1	1	1	1	1	-
1.G.3 – Partition circles and rectangles into four equal shares (quarters, fourths).	1	1	1	1	1	1	1	1	1	1	1	1	1	1	-

- ✓ =Mastery
- =Review
- 0 = Re-teach

EXAMPLE

Common Core Student Checklist Geometry	1. Jessica	2. Andy	3. Becky	t. Andrea	5. Kale	6. Henry	7. June	8. Kelly	9. Pete	10. Katniss	II. Taylor	12. Justin	l3. Billy	It. Rachel	15. Kris
1.G.1 - Distinguish between defining and non-defining attributes.	4	4	4	4	4	4	4	4	4	4	4	4	4	3	4
1.G.1 - Build and draw shapes to possess defining attributes.	3	4	4	4	4	4	3	3	2	4	4	4	4	2	4
1.G.2 - Compose two-dimensional shapes to create a composite shape and create new shapes from the composite shape.	4	4	4	4	4	4	4	4	1	4	4	4	4	1	4
1.G.2 - Compose three-dimensional shapes to create a composite shape and create new shapes from the composite shape.	4	4	4	4	4	4	3	4	3	4	3	4	3	4	3
1.G.3 – Partition circles and rectangles into two equal shares (halves).	4	4	4	4	4	4	4	1	4	4	4	4	4	4	3
1.G.3 – Partition circles and rectangles into four equal shares (quarters, fourths).	2	3	3	3	4	4	4	2	4	4	4	4	4	3	3

4 = 90-100%

3 = 80-89%

2 = 70-79%

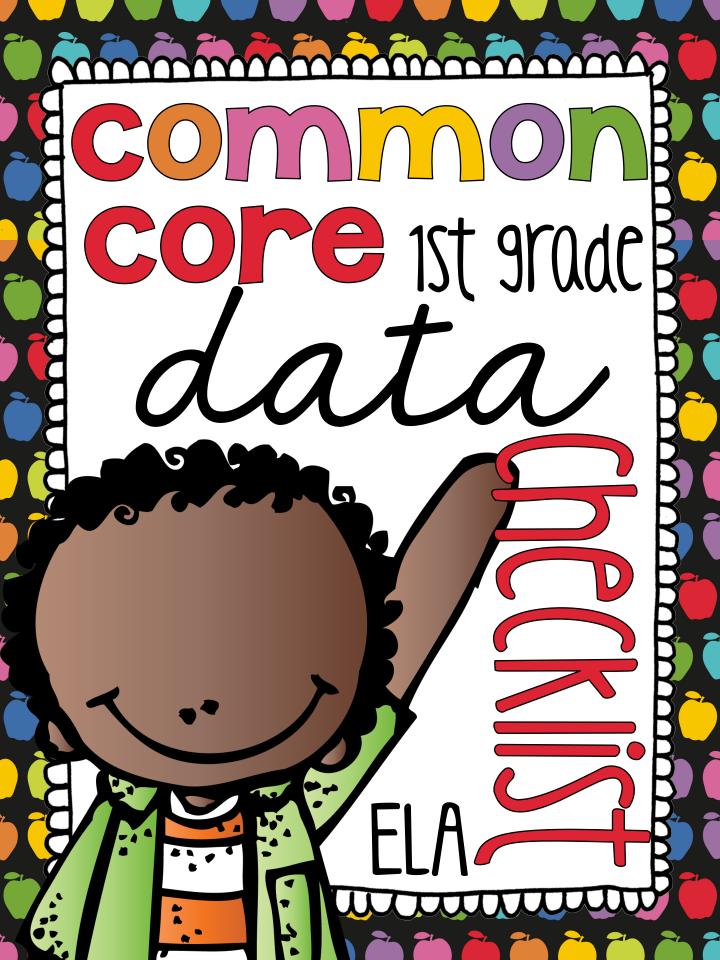
1 = 69% and below

EXAMPLE

Common Core Student Checklist Geometry	I. Jessica	2. Andy	3. Becky	t. Andrea	5. Kale	6. Henry	7. June	8. Kelly	9. Pete	10. Katniss	II. Taylor	12. Justin	Is. Billy	It. Rachel	l5. Kris
1.G.1 - Distinguish between defining and non-defining attributes.	X	X	X	X				X	X	X			X	X	X
1.G.1 - Build and draw shapes to possess defining attributes.	X	X	X	X	Х	X	X	X	X	X				Х	X
1.G.2 - Compose two-dimensional shapes to create a composite shape and create new shapes from the composite shape.	X	X	X	X	X		X	X	X	X			X	X	X
1.G.2 - Compose three-dimensional shapes to create a composite shape and create new shapes from the composite shape.		X	X	X	X	X	X	X			X	X	X	X	Х
1.G.3 – Partition circles and rectangles into two equal shares (halves).	X	X	X	X	Х		X	X	X	X			X	X	X
1.G.3 – Partition circles and rectangles into four equal shares (quarters, fourths).	X		X	X	Х		X	X	X	X			X		X

x = Mastered blank = Not mastered yet





Common Core Student Checklist													
Reading Literature	 2	<i>ي</i>	.	ح	6.	7.	9.	0	=	12.	<u>13</u> .	<u>+</u>	<u>5</u>
RL.1.1 - Ask/answer questions about key details.													
RL.12 — Retell stories, including key details.													
RL.13 – Describe characters, setting, and major events in a story, using key details.													
RL.14 – Identify words and phrases in stories/poems that suggest feeling or appeal to the senses.													
RL.15 – Explain major differences between books that tell stories and books that give information.													
RL.16 — Identify who is telling the story.													
RL.17 — Use illustrations and details in a story to describe characters, setting or events.													
RL.19 – Compare and Contrast the adventures and experiences of characters in stories.													
RL.1.10 - With support, read prose and poetry appropriate for 1st grade.													

Common Core Student Checklist															
Reading Literature	<u>9</u>	17.	<u>8</u>	<u>19</u>	20.	21.	22.	23.	24.	25.	26.	27.	28.	29.	30.
RL.1.1 - Ask/answer questions about key details.															
RL.12 — Retell stories, including key details.															
RL.1.3 – Describe characters, setting, and major events in a story, using key details.															
RL.14 – Identify words and phrases in stories/poems that suggest feeling or appeal to the senses.															
RL.15 – Explain major differences between books that tell stories and books that give information.															
RL.16 - Identify who is telling the story.															
RL.17 – Use illustrations and details in a story to describe characters, setting or events.															
RL.19 – Compare and Contrast the adventures and experiences of characters in stories.															
RL.1.10 - With support, read prose and poetry appropriate for 1st grade.															

Common Core Student Checklist														
Reading Informational	 7	ج	<u>.</u>	5.	6	7.	œ̈	6 .	<u>0</u>	=	12.	<u>ક</u>	<u>+</u>	<u>2</u>
RI.1.1 – Ask and answer questions about key details in text.														
RI.12 — Identify the main topic and retell key details of text.														
RI.13 — Describe connection between individuals, events, ideas, or pieces of information in a text.														
RI.14 – Ask and answer questions to help determine/clarify the meaning of words and phrases in a text.														
RI.15 – Know and use various text features to locate key facts/info in a text.														
RI.16 — Distinguish between information provided by pictures/illustrations and information provided by the words.														
RI.17 – Use illustrations and details in a text to describe key ideas.														
RI.19 — Identify the reason an author gives to support points in a text.														
RI.1.10 — With support, read informational texts appropriate for 1st grade.														

Common Core Student Checklist															
Reading Informational	<u>9</u>	. //	<u>∞</u>	<u>6</u>	20.	21.	22.	23.	24.	25.	26.	27.	28.	29.	30.
RI.1.1 – Ask and answer questions about key details in text.															
RI.12 – Identify the main topic and retell key details of text.															
RI.1.3 — Describe connection between individuals, events, ideas, or pieces of information in a text.															
RI.14 – Ask and answer questions to help determine/clarify the meaning of words and phrases in a text.															
RI.15 – Know and use various text features to locate key facts/info in a text.															
RI.16 – Distinguish between information provided by pictures/illustrations and information provided by the words.															
RI.17 – Use illustrations and details in a text to describe key ideas.															
RI.1.9 — Identify the reason an author gives to support points in a text.															
RI.1.10 — With support, read informational texts appropriate for 1st grade.															

Common Core Student Checklist															
Reading Foundational Skills	<u> </u>	2	3.	.	5.	6.	7.	œ ·	٩.	.01	≕	12.	<u>છ</u>	<u>+</u>	15.
RF.1.1 – Demonstrate understanding of the organization of basic features of print.															
RF.1.1(a) — Recognize the distinguishing features of a sentence.															
RF.1.2 – Demonstrate understanding of spoken words, syllables, and sounds.															
RF.1.2(a) — Distinguish long from short vowel sounds in single-syllable words.															
RF.1.2(b) — Orally produce single-syllable words by blending sounds, including consonant blends.															
RF.1.2(c) —Isolate/pronounce initial, medial vowel, and final sounds in single-syllable words.															
RF.12(d) — Segment spoken single-syllable words into their complete sequence of individual sounds.															
RF.13 – Know and apply grade-level phonics and word analysis skills in decoding words.															
RF.1.3(a) — Know the spelling-sound correspondences for common consonant digraphs.															
RF.13(b) — Decode regularly spelled one- syllable words.															
RF.13(c) – Know final-e and common vowel team conventions.															
RF.13(d) — Know that every syllable must have a vowel sound to determine the number of syllables in a printed word.															
RF.13(e) – Decode two-syllable words.															
RF.1.3(f) — Read words with inflectional endings.															
RF.13(g) — Recognize and read grade- appropriate irregularly spelled words.															

Common Core Student Checklist															
Reading Foundational Skills	<u>9</u>	17.	<u>∞</u>	<u>6</u>	20.	21.	22.	23.	24.	25.	26.	27.	28.	29.	30.
RF.1.1 – Demonstrate understanding of the organization of basic features of print.															
RF.1.1(a) — Recognize the distinguishing features of a sentence.															
RF.1.2 – Demonstrate understanding of spoken words, syllables, and sounds.															
RF.1.2(a) — Distinguish long from short vowel sounds in single-syllable words.															
RF.1.2(b) — Orally produce single-syllable words by blending sounds, including consonant blends.															
RF.1.2(c) —Isolate/pronounce initial, medial vowel, and final sounds in single-syllable words.															
RF.1.2(d) — Segment spoken single-syllable words into their complete sequence of individual sounds.															
RF.13 – Know and apply grade-level phonics and word analysis skills in decoding words.															
RF.13(a) — Know the spelling-sound correspondences for common consonant digraphs.															
RF.13(b) — Decode regularly spelled one- syllable words.															
RF.13(c) – Know final-e and common vowel team conventions.															
RF.13(d) — Know that every syllable must have a vowel sound to determine the number of syllables in a printed word.															
RF.13(e) — Decode two-syllable words.															
RF.13(f) — Read words with inflectional endings.															
RF.13(g) — Recognize and read grade- appropriate irregularly spelled words.															

Common Core Student Checklist															
Reading Foundational Skills (Cont.)	<u> </u>	2	3.	.	5.	6.	7.	œ ·	٩.	.01	Ξ.	12.	<u>13</u> .	<u>+</u>	<u>15</u> .
RF.14 – Read with sufficient accuracy and fluency to support comprehension.															
RF.14(a) — Read grade-level text with purpose and understanding															
RF.1.4(b) — Read grade-level text orally with appropriate accuracy.															
RF.1.4(b) — Read grade-level text orally with appropriate rate.															
RF.14(b) — Read grade-level text orally with appropriate expression.															
RF.14(c) — Use context to confirm or self-correct word recognition and understanding, rereading as necessary.															

Common Core Student Checklist															
Reading Foundational Skills (Cont.)	. 9 I	17.	<u>80</u>	<u> 4</u>	20.	21.	22.	23.	24.	25.	26.	27.	28.	29.	30.
RF.14 – Read with sufficient accuracy and fluency to support comprehension.															
RF.14(a) — Read grade-level text with purpose and understanding.															
RF.14(b) — Read grade-level text orally with appropriate accuracy.															
RF.14(b) — Read grade-level text orally with appropriate rate.															
RF.14(b) — Read grade-level text orally with appropriate expression.															
RF.14(c) — Use context to confirm or self-correct word recognition and understanding, rereading as necessary.															

Common Core Student Checklist														
Writing	 7	න	-	Ŋ.	•	7.	œi	<u>6</u>	<u>0</u>	=	12.	<u>છ</u>	<u>+</u>	<u>ন</u>
W.1.1 – While writing an opinion piece, introduce the topic clearly.														
W.1.1 – While writing an opinion piece, state and supply a reason for the opinion.														
W.1.1 - While writing an opinion piece, provide some sense of closure.														
W.1.2 – While writing an informative/explanatory piece, introduce the topic clearly.														
W.12 – While writing an informative/explanatory piece, supply facts about the topic.														
W.1.2 – While writing an informative/explanatory piece, provide some sense of closure.														
W.13 – While writing a narrative story, recount two or more appropriately sequenced events.														
W.1.3 — While writing a narrative story, include details regarding what happened.														
W.13 - While writing a narrative story, use temporal words to signal event order.														
W.1.3 – While writing a narrative story, provide some sense of closure.														
W.1.5 – With guidance/support, focus on a topic and respond to questions and suggestions from peers.														
W.15 — With guidance/support, add details to strengthen writing as needed.														
W.16 — With guidance/support, use a variety of digital tools to produce and publish writing, including collaboration.														
W.1.7 – Participate in shared research and writing projects.														
W.15 - With guidance, recall information from experiences or gather information from sources to answer a question.														

Common Core Student Checklist															
Writing	<u>9</u>	. 7	<u>∞</u>	<u>9</u>	20.	2I.	22.	23.	24.	25.	26.	27.	28.	29.	30.
W.1.1 – While writing an opinion piece, introduce the topic clearly.															
W.1.1 – While writing an opinion piece, state and supply a reason for the opinion.															
W.1.1 - While writing an opinion piece, provide some sense of closure.															
W.1.2 – While writing an informative/explanatory piece, introduce the topic clearly.															
W.1.2 – While writing an informative/explanatory piece, supply facts about the topic.															
W.1.2 – While writing an informative/explanatory piece, provide some sense of closure.															
W.13 – While writing a narrative story, recount two or more appropriately sequenced events.															
W.13 – While writing a narrative story, include details regarding what happened.															
W.13 - While writing a narrative story, use temporal words to signal event order.															
W.1.3 – While writing a narrative story, provide some sense of closure.															
W.1.5 – With guidance/support, focus on a topic and respond to questions and suggestions from peers.															
W.15 — With guidance/support, add details to strengthen writing as needed.															
W.16 — With guidance/support, use a variety of digital tools to produce and publish writing, including collaboration.															
W.1.7 – Participate in shared research and writing projects.															
W.15 - With guidance, recall information from experiences or gather information from sources to answer a question.															

Common Core Student Checklist													
Speaking \$ Listening	 2	<u>.</u>	ح	6.	7.	<u>∞</u> .	<u>6</u> .	<u>0</u>	=	12.	<u>ક</u>	土	<u>5</u>
SL.1.1 — Participate in collaborative conversations with diverse partners about grade 1 topics and texts.													
SL.1.1(a) — Follow agreed-upon rules for discussions.													
SL.1.1(b) — Build on others' talk in conversations by responding to comments through multiple exchanges.													
SL.1.1(c) — Ask questions to clear up any confusion about topics and texts.													
SL.12 — Ask and answer questions about key details in text read aloud or other information presented.													
SL.13 – Ask and answer questions about what a speaker says in order to gather additional information or to clarify.													
SL.1.4 – Describe people, places, things, and events with details, expressing ideas and feelings clearly.													
SL.1.5 — Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.													
SL.1.6 – Produce complete sentences when appropriate to task and situation.													

Common Core Student Checklist															
Speaking \$ Listening	<u>9</u>	17.	<u>∞</u>	<u>19</u> .	20.	21.	22.	23.	24.	25.	26.	27.	28.	29.	30.
SL.1.1 — Participate in collaborative conversations with diverse partners about grade 1 topics and texts.															
SL.1.1(a) – Follow agreed-upon rules for discussions.															
SL.1.1(b) — Build on others' talk in conversations by responding to comments through multiple exchanges.															
SL.1.1(c) – Ask questions to clear up any confusion about topics and texts.															
SL.1.2 – Ask and answer questions about key details in text read aloud or other information presented.															
SL.1.3 – Ask and answer questions about what a speaker says in order to gather additional information or to clarify.															
SL.14 - Describe people, places, things, and events with details, expressing ideas and feelings clearly.															
SL.1.5 – Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.															
SL.16 – Produce complete sentences when appropriate to task and situation.															

Common Core Student Checklist													
Language	 7	ಕು	<u>.</u>	Ŋ.	7.	œ.	<u>6</u>	<u>o</u>	=	12.	<u>છ</u>	<u>±</u>	<u>5</u>
L.1.1– Demonstrate command of the conventions of standard English Grammar and usage when writing/speaking.													
L.1.1(b)— Print all uppercase letters.													
L.1.1(b)— Print all lowercase letters.													
L.1.1(c)— Use singular and plural nouns when matching verbs to basic sentences.													
L.1.1(d)— Use personal pronouns													
L.1.1(d)— Use possessive pronouns.													
L.1.1(d)— Use indefinite pronouns.													
L.1.1(e)— Use verbs to convey a sense of past, present, and future.													
L.1.1(f)— Use frequently occurring adjectives.													
L.1.1(g)— Use frequently occurring conjunctions.													
L.1.1(h)— Use determiners.													
L.1.1(i)— Use frequently occurring prepositions.													
L.1.1(j)— Produce/expand complete simple, and compound declarative sentences in response to prompts.													
L.1.1(j)— Produce/expand complete simple, and compound interrogative sentences in response to prompts.													
L.1.1(j)— Produce/expand complete simple, and compound imperative sentences in response to prompts.													
L.1.1(j)— Produce/expand complete simple, and compound exclamatory sentences in response to prompts.													
L.1.2 – Use proper conventions {capitalization}.													
L.1.2 – Use proper conventions {punctuation}.													
L.1.2 - Use proper conventions (spelling).													

Common Core Student Checklist															
Language	<u>6</u>	17.	<u>∞</u>	<u>6</u>	20.	21.	22.	23.	24.	25.	26.	27.	28.	29.	30.
L.1.1— Demonstrate command of the conventions of standard English Grammar and usage when writing/speaking.															
L.1.1(b)— Print all uppercase letters.															
L.1.1(b)— Print all lowercase letters.															
L.1.1(c)— Use singular and plural nouns when matching verbs to basic sentences.															
L.1.1(d)— Use personal pronouns															
L.1.1(d)— Use possessive pronouns.															
L.1.1(d)— Use indefinite pronouns.															
L.1.1(e)— Use verbs to convey a sense of past, present, and future.															
L.1.1(f)— Use frequently occurring adjectives.															
L.1.1(g)— Use frequently occurring conjunctions.															
L.1.1(h)— Use determiners.															
L.1.1(i)— Use frequently occurring prepositions.															
L.1.1(j)— Produce/expand complete simple, and compound declarative sentences in response to prompts.															
L.1.1(j)— Produce/expand complete simple, and compound interrogative sentences in response to prompts.															
L.1.1(j)— Produce/expand complete simple, and compound imperative sentences in response to prompts.															
L.1.1(j)— Produce/expand complete simple, and compound exclamatory sentences in response to prompts.															
L.12 – Use proper conventions {capitalization}.															
L.12 – Use proper conventions {punctuation}.															
L.12 - Use proper conventions (spelling).															

Common Core Student Checklist														
Language (Cont.)	 2	හ	<u>.</u>	ح	•	7.	ω.	<u>6</u>	<u>0</u>	≕	12.	<u>છ</u>	<u>+</u>	<u>ਨ</u>
L.12(a)— Capitalize dates.														
L.1.2(a)— Capitalize names of people.														
L.1.2(b)— Use end punctuation for sentences.														
L.1.2(c)— Use commas in dates.														
L.1.2(c)— Use commas to separate single words in a series.														
L.1.2(d)— Use conventional spelling for words with common spelling patterns.														
L.1.2(d)— Use conventional spelling for frequently occurring irregular words.														
L.12(e)— Spell untaught words phonetically.														
L.14— Determine/clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content.														
L.1.4(a)— Use sentence-level context as a clue to the meaning of words/phrases.														
L.1.4(b)— Use frequently occurring affixes as a clue to the meaning of a word.														
L.14(c)— Identify frequently occurring root words and their inflectional forms.														
L.15— With guidance from adults, demonstrate understanding of figurative language, word relationships, and nuances.														
L.15(a)— Sort words into categories to gain a sense of the concepts the categories represent.														
L.1.5(b)— Define words by category or by one or more key attributes.														
L.1.5(c)— Identify real-life connections between words and their use.														
L.1.5(d)— Distinguish shades of meaning among verbs differing in manner.														
L.1.5(d)— Distinguish shades of meaning among adjectives differing in intensity.														
L.16 – Use words/phrases acquired through conversations.														

Common Core Student Checklist															
Language (Cont.)	<u>9</u>	. 7	<u>∞</u>	<u>6</u>	20.	21.	22.	23.	24.	25.	26.	27.	28.	29.	30.
L.12(a)— Capitalize dates.															
L.1.2(a)— Capitalize names of people.															
L.1.2(b)— Use end punctuation for sentences.															
L.1.2(c)— Use commas in dates.															
L.1.2(c)— Use commas to separate single words in a series.															
L.1.2(d)— Use conventional spelling for words with common spelling patterns.															
L.12(d)— Use conventional spelling for frequently occurring irregular words.															
L.12(e)— Spell untaught words phonetically.															
L.14— Determine/clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content.															
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L.1.5(a)— Sort words into categories to gain a sense of the concepts the categories represent.															
L.15(b)— Define words by category or by one or more key attributes.															
L.15(c)— Identify real-life connections between words and their use.															
L.1.5(d)— Distinguish shades of meaning among verbs differing in manner.															
L.1.5(d)— Distinguish shades of meaning among adjectives differing in intensity.															
L.16 – Use words/phrases acquired through conversations.															

Common Core Student Checklist Reading Foundational Skills (Cont.)	1. Jessica	2. Andy	3. Becky	t. Andrea	5. Kale	6. Henry	7. June	8. Kelly	9. Pete	10. Katniss	II. Taylor	12. Justin	l3. Billy	It. Rachel	15. Kris
RF.1.4 – Read with sufficient accuracy and fluency to support comprehension.	/	/	/	/	1	0	/	/	/	1		0	-	/	✓
RF.1.4(a) — Read grade-level text with purpose and understanding.	1	/	-	0	/	1	/	1	0	0	/	/	-	1	✓
RF.14(b) — Read grade-level text orally with appropriate accuracy, rate, and expression.	_	0	√	/	-	-	0	/	/	/	/	/	/	/	✓
RF.1.4(c) — Use context to confirm or self-correct word recognition and understanding, reading as necessary.	0	0	_	1	/	1	1	-	0	-	/	/	-	1	/

- ✓ =Mastery
- =Review
- 0 = Re-teach

EXAMPLE

Common Core Student Checklist Reading Foundational Skills (Cont.)	I. Jessica	2. Andy	3. Becky	t. Andrea	5. Kale	6. Henry	7. June	8. Kelly	9. Pete	10. Katniss	II. Taylor	12. Justin	l3. Billy	It. Rachel	I5. Kris
RF.1.4 – Read with sufficient accuracy and fluency to support comprehension.	4	4	4	4	4	4	4	4	4	4	4	4	4	3	4
RF.1.4(a) — Read grade-level text with purpose and understanding.	3	4	4	4	4	4	3	3	2	4	4	4	4	2	4
RF.14(b) — Read grade-level text orally with appropriate accuracy, rate, and expression	4	4	4	4	4	4	4	4	1	4	4	4	4	1	4
RF.14(c) — Use context to confirm or self-correct word recognition and understanding, reading as necessary.	4	4	4	4	4	4	3	4	3	4	3	4	3	4	3

4 = 90-100%

3 = 80-89%

2 = 70-79%

1 = 69% and below

EXAMPLE

Common Core Student Checklist Reading Foundational Skills (Cont.)	I. Jessica	2. Andy	3. Becky	t. Andrea	5. Kale	6. Henry	7. June	8. Kelly	9. Pete	10. Katniss	II. Taylor	12. Justin	ls. Billy	It. Rachel	15. Kris
RF.1.4 – Read with sufficient accuracy and fluency to support comprehension.	X	X	X	X				X	X	X			X	X	X
RF.1.4(a) — Read grade-level text with purpose and understanding.	Х	X	Х	X	X	X	X	X	X	X				Х	X
RF.14(b) — Read grade-level text orally with appropriate accuracy, rate, and expression.	X	X	X	X	X		X	X	X	X			×	X	X
RF.14(c) — Use context to confirm or self-correct word recognition and understanding, reading as necessary.		X	X	X	X	X	X	×			X	X	X	X	X

x = Mastered blank = Not mastered yet



Thank you

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This is a checklist that helps you keep track of when you taught each part of the common core.