

common core 1st grade data



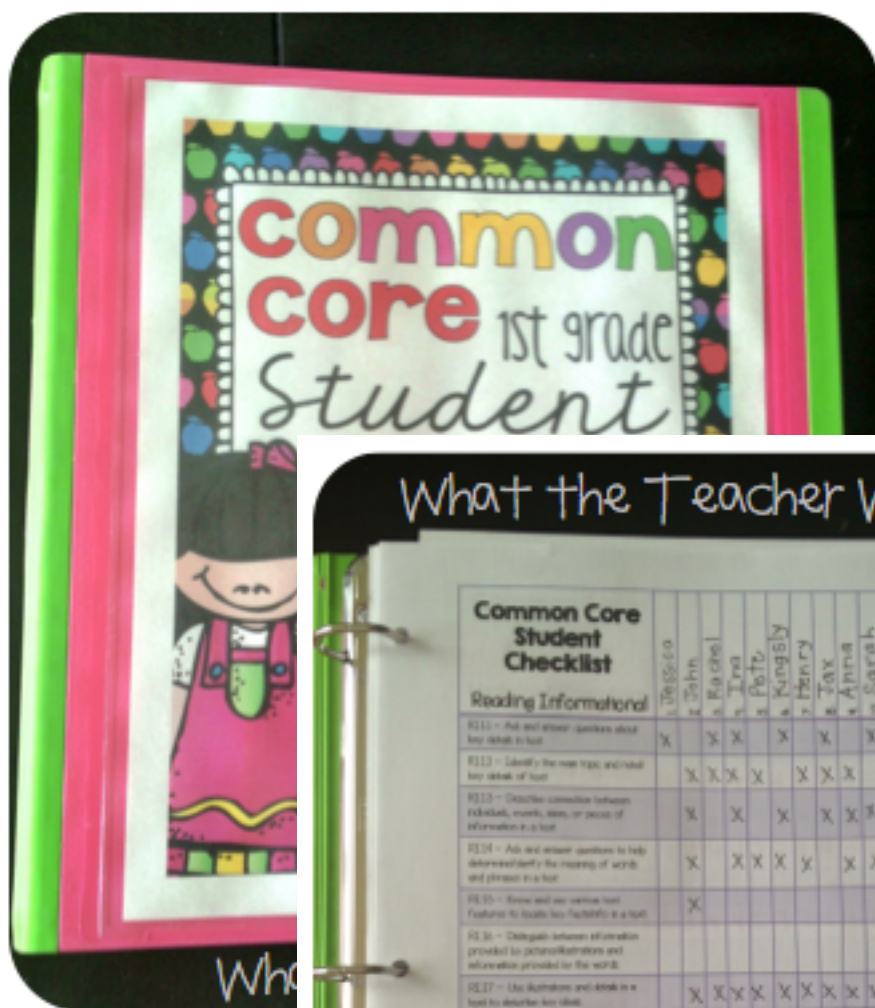
Dear Teachers,

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



What the Teacher Wants!

Common Core Student Checklist	1. Jessica	2. John	3. Rachel	4. Tina	5. Felix	6. Kingsley	7. Henry	8. Anna	9. Sarah	10. Laurin	11. Steph	12. Matt	13. Ava	14. Bella
Reading Informational														
RI.1 - Ask and answer questions about key details in a text	X	X	X	X	X	X	X	X	X	X	X	X	X	X
RI.2 - Identify the main topic and retell key details of a text		X	X	X	X	X	X	X	X	X	X	X	X	X
RI.3 - Describe connections between individuals, events, ideas, or pieces of information in a text		X	X	X	X	X	X	X	X	X	X	X	X	X
RI.4 - Ask and answer questions to help determine a text's meaning and focus on a text		X	X	X	X	X	X	X	X	X	X	X	X	X
RI.5 - Know and use various text features to locate key facts/details in a text		X												
RI.6 - Distinguish between information provided to accomplish a task and information provided for the reader														
RI.7 - Use illustrations and details in a text to describe key ideas		X	X	X	X	X	X	X	X	X	X	X	X	X
RI.8 - Identify the reason an author gives to support a point in a text														
RI.9 - With support, read informational texts appropriate for 1st grade		X	X	X	X	X	X	X	X	X	X	X	X	X
Comments:														

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common
core 1st grade
data



common
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data



skills +

Math

Common Core Student Checklist

Operations & Algebraic Thinking

[illegible]

Common Core Student Checklist

Operations & Algebraic Thinking

[illegible]

Common Core Student Checklist

Measurement & Data

	1.	2	3.	4.	5.	6.	7.	8.	9.	10.	11.	12.	13.	14.	15.
1MD.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.															
1MD.3 – Tell/write time to the hour using analog and digital clocks.															
1MD.3 – Tell/write time to the half-hour using analog and digital clocks.															
1MD.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.															

Comments:

Common Core Student Checklist

Measurement & Data

	16.	17.	18.	19.	20.	21.	22.	23.	24.	25.	26.	27.	28.	29.	30.
1MD.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.															
1MD.3 – Tell/write time to the hour using analog and digital clocks.															
1MD.3 – Tell/write time to the half-hour using analog and digital clocks.															
1MD.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.															

Comments:

Common Core Student Checklist

Geometry

	1.	2	3.	4.	5.	6.	7.	8.	9.	10.	11.	12.	13.	14.	15.
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).															

Comments:

Common Core Student Checklist

Geometry

	16.	17.	18.	19.	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).															

Comments:

Common Core Student Checklist

Numbers & Operations in Base Ten

	1.	2	3.	4.	5.	6.	7.	8.	9.	10.	11.	12.	13.	14.	15.
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.															
1.NBT.6 – Subtract multiples of 10 in the range of 10-90 from multiples of 10 in the range of 10-90.															

Comments:

Common Core Student Checklist

Numbers & Operations in Base Ten

	16.	17.	18.	19.	20.	21.	22.	23.	24.	25.	26.	27.	28.	29.	30.
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.															
1.NBT.6 – Subtract multiples of 10 in the range of 10-90 from multiples of 10 in the range of 10-90.															

Comments:

Common Core Student Checklist

Geometry

	1. Jessica	2. Andy	3. Becky	4. Andrea	5. Kale	6. Henry	7. June	8. Kelly	9. Pete	10. Katniss	11. Taylor	12. Justin	13. Billy	14. Rachel	15. Kris
1.G.1 - Distinguish between defining and non-defining attributes.	✓	✓	✓	✓	-	0	✓	✓	✓	-	-	0	-	✓	✓
1.G.1 - Build and draw shapes to possess defining attributes.	✓	✓	-	0	✓	✓	✓	✓	0	0	✓	✓	-	✓	✓
1.G.2 - Compose two-dimensional shapes to create a composite shape and create new shapes from the composite shape.	-	0	✓	✓	-	-	0	✓	✓	✓	✓	✓	✓	✓	✓
1.G.2 - Compose three-dimensional shapes to create a composite shape and create new shapes from the composite shape.	0	0	-	✓	✓	✓	✓	-	0	-	✓	✓	-	✓	✓
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).	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	-

Comments:

✓ =Mastery

- =Review

0 =Re-teach

EXAMPLE

Common Core Student Checklist

Geometry

	1. Jessica	2. Andy	3. Becky	4. Andrea	5. Kale	6. Henry	7. June	8. Kelly	9. Pete	10. Katniss	11. Taylor	12. Justin	13. Billy	14. 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

Comments:

4 = 90-100%

3 = 80-89%

2 = 70-79%

1 = 69% and below

EXAMPLE

Common Core Student Checklist

Geometry

	1. Jessica	2. Andy	3. Becky	4. Andrea	5. Kale	6. Henry	7. June	8. Kelly	9. Pete	10. Katniss	11. Taylor	12. Justin	13. Billy	14. Rachel	15. 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	X	X	X	X	X	X				X	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	X
1.G.3 - Partition circles and rectangles into two equal shares (halves).	X	X	X	X	X		X	X	X	X			X	X	X
1.G.3 - Partition circles and rectangles into four equal shares (quarters, fourths).	X		X	X	X		X	X	X	X			X		X

Comments:

x = Mastered

blank = Not mastered yet

EXAMPLE

common
core 1st grade
data



Common Core Student Checklist

Reading Literature

	1.	2	3.	4.	5.	6.	7.	8.	9.	10.	11.	12.	13.	14.	15.
RL.11 - 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.															

Comments:

Common Core Student Checklist

Reading Literature

	16.	17.	18.	19.	20.	21.	22.	23.	24.	25.	26.	27.	28.	29.	30.
RL.11 - 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.															

Comments:

Common Core Student Checklist

Reading Informational

	1.	2	3.	4.	5.	6.	7.	8.	9.	10.	11.	12.	13.	14.	15.
RI.11 – 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.															

Comments:

Common Core Student Checklist

Reading Informational

	16.	17.	18.	19.	20.	21.	22.	23.	24.	25.	26.	27.	28.	29.	30.
RI.11 – 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.10 – With support, read informational texts appropriate for 1st grade.															

Comments:

Reading Foundational Skills

Common Core Student Checklist	
Reading Foundational Skills	
	1. 2. 3. 4. 5. 6. 7. 8. 9. 10. 11. 12. 13. 14. 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.1.2(d) – Segment spoken single-syllable words into their complete sequence of individual sounds.	
RF.1.3 – 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.1.3(b) – Decode regularly spelled one-syllable words.	
RF.1.3(c) – Know final-e and common vowel team conventions.	
RF.1.3(d) – Know that every syllable must have a vowel sound to determine the number of syllables in a printed word.	
RF.1.3(e) – Decode two-syllable words.	
RF.1.3(f) – Read words with inflectional endings.	
RF.1.3(g) – Recognize and read grade-appropriate irregularly spelled words.	

Common Core Student Checklist

Reading Foundational Skills

Reading Foundational Skills

[illegible]

Common Core Student Checklist

Reading Foundational Skills (Cont.)

	1.	2	3.	4.	5.	6.	7.	8.	9.	10.	11.	12.	13.	14.	15.
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.															

Comments:

Common Core Student Checklist

Reading Foundational Skills (Cont.)

	16.	17.	18.	19.	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.															

Comments:

Common Core Student Checklist

Writing

[illegible]

Common Core Student Checklist

Writing

[illegible]

Common Core Student Checklist

Speaking & Listening

	1.	2	3.	4.	5.	6.	7.	8.	9.	10.	11.	12.	13.	14.	15.
SL.11 – Participate in collaborative conversations with diverse partners about grade 1 topics and texts.															
SL.11(a) – Follow agreed-upon rules for discussions.															
SL.11(b) – Build on others' talk in conversations by responding to comments through multiple exchanges.															
SL.11(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.14 – Describe people, places, things, and events with details, expressing ideas and feelings clearly.															
SL.15 – 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.															

Comments:

Common Core Student Checklist

Speaking & Listening

	16.	17.	18.	19.	20.	21.	22.	23.	24.	25.	26.	27.	28.	29.	30.
SL.11 – Participate in collaborative conversations with diverse partners about grade 1 topics and texts.															
SL.11(a) – Follow agreed-upon rules for discussions.															
SL.11(b) – Build on others' talk in conversations by responding to comments through multiple exchanges.															
SL.11(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.14 – Describe people, places, things, and events with details, expressing ideas and feelings clearly.															
SL.15 – 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.															

Comments:

Common Core Student Checklist

Language

[illegible]

Common Core Student Checklist

Language

[illegible]

Language (Cont.)

[illegible]

Common Core Student Checklist

Reading Foundational Skills (Cont.)

	1. Jessica	2. Andy	3. Becky	4. Andrea	5. Kale	6. Henry	7. June	8. Kelly	9. Pete	10. Katniss	11. Taylor	12. Justin	13. Billy	14. Rachel	15. Kris
RF.14 – Read with sufficient accuracy and fluency to support comprehension.	✓	✓	✓	✓	-	0	✓	✓	✓	-	-	0	-	✓	✓
RF.14(a) – Read grade-level text with purpose and understanding.	✓	✓	-	0	✓	✓	✓	✓	0	0	✓	✓	-	✓	✓
RF.14(b) – Read grade-level text orally with appropriate accuracy, rate, and expression.	-	0	✓	✓	-	-	0	✓	✓	✓	✓	✓	✓	✓	✓
RF.14(c) – Use context to confirm or self-correct word recognition and understanding, reading as necessary.	0	0	-	✓	✓	✓	✓	-	0	-	✓	✓	-	✓	✓

Comments:

- ✓ =Mastery
- =Review
- 0 =Re-teach

EXAMPLE

Common Core Student Checklist

Reading Foundational Skills (Cont.)

	1. Jessica	2. Andy	3. Becky	4. Andrea	5. Kale	6. Henry	7. June	8. Kelly	9. Pete	10. Katniss	11. Taylor	12. Justin	13. Billy	14. Rachel	15. Kris
RF.14 – 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.14(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

Comments:

4 = 90-100%

3 = 80-89%

2 = 70-79%

1 = 69% and below

EXAMPLE

Common Core Student Checklist

Reading Foundational Skills (Cont.)

	1. Jessica	2. Andy	3. Becky	4. Andrea	5. Kale	6. Henry	7. June	8. Kelly	9. Pete	10. Katniss	11. Taylor	12. Justin	13. Billy	14. Rachel	15. Kris
RF.14 – Read with sufficient accuracy and fluency to support comprehension.	X	X	X	X				X	X	X			X	X	X
RF.14(a) – Read grade-level text with purpose and understanding.	X	X	X	X	X	X	X	X	X	X				X	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	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

Comments:

x = Mastered

blank = Not mastered yet

EXAMPLE

Thank you!

Thank you so much for your purchase! If you have any questions, feel free to email me at whattheteacherwants@gmail.com!

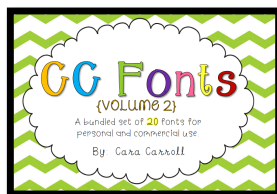


Love,

Rachelle

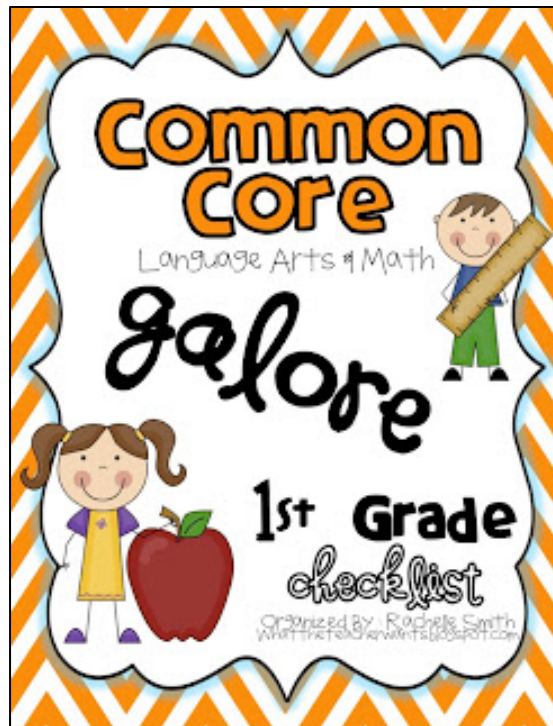


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This is a checklist that helps you keep track of *when* you taught each part of the common core.