		1.RF.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	No change	
		1.RF.2a	Distinguish long from short vowel sounds in spoken single-syllable words.	No change	
		1.RF.2b	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.	Blend and segment single syllable words that include consonant blends like claw and trip.	Changed to clarify, streamline (combined RF.1.2b and RF.1.2d) and align with Kindergarten standard.
		1.RF.2c	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.	No change	
		1.RF.2d	Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).		

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		1.RF.4	Read with sufficient accuracy and fluency to support comprehension.	No change	
		1.RF.4a	Read grade-level text with purpose and understanding.	No change-see overall note about text complexity	
		1.RF.4b	Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.	No change-see overall note about text complexity	
		1.RF.4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	No change	
		1.R.1		Answer and ask questions about key ideas and details in a text, with guidance and support as needed.	New recommended Standard that combines Reading for Information and Reading for Literature.
		1.R.2		Retell stories and key details in a text with guidance and support. Identify the central/main idea and and R ting for Literature.	

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		1.R.10		Text Complexity Standard recommended to be moved to guidance.	Text complexity standard recommended to be moved to supporting guidance.
		1.R.11		Make connections between self, text, and the world around them (text, media, social interaction).	New recommended Standard that

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		1.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	No change	
		1.L.1a	Print all upper- and lowercase letters.	No change	
		1.L.1b	Use common, proper, and		

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