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|--|---------|---|---|---|
| | 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 R ting for Literature.

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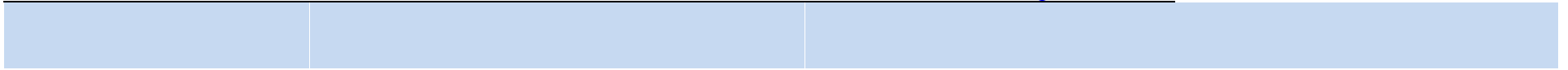


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| | | 1.R.10 | | Text Complexity Standard recommended to be moved to guidance. | Text complexity standard recommended to be moved to supporting guidance. |
| | | 1.R.11 | | Make connections between self, text, and the world around them (text, media,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

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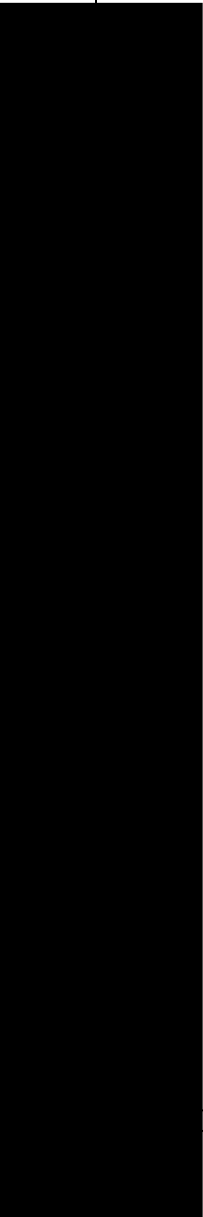
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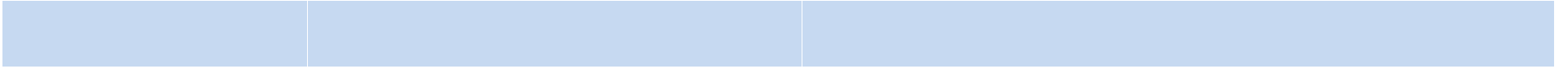
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| | | 1.L.1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. | No change | |
| | | 1.L.1a | Print all upper- and lowercase letters. | No change | |
| | | 1.L.1b | Use common, proper, and | | |



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