		Standard Code	Current Standard	Revised Standard Recommendation	Additional Information/Notes
READING STANDARDS: FOUNDATIONAL SKILLS	**Print Concepts**	1.RF.1	Demonstrate understanding of the organization and basic features of print.	No change	
		1.RF.1a	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	No change	
	Phonological Awareness	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).	Manipulate individual sounds (phonemes) in common CVC words.	Removed original standard and combined with RF.1.2b. Aligned with Kindergarten standard. Moved standard RF.K.2e from kindergarten to first grade because committee felt this complex standard was more appropriate for this grade level.

		Standard Code	Current Standard	Revised Standard Recommendation	Additional Information/Notes
READING FOUNDATIONAL SKILLS	Phonics and Word Recognition	1.RF.3	Know and apply grade-level phonics and word analysis skills in decoding words.	No change	
		1.RF.3a	Know the spelling-sound correspondences for common consonant digraphs.	No change	
		1.RF.3b	Decode regularly spelled one-syllable words.	No change	
		1.RF.3c	Know final –e and common vowel team conventions for representing long vowel sounds.	Know final –e conventions for representing long vowel sounds.	Changed to respond to concern about appropriateness; vowel teams are more appropriate for second grade.
		1.RF.3d	Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.	No change	
		1.RF.3e	Decode two-syllable words following basic patterns by breaking the words into syllables.	Remove this standard	Removed because this instruction is covered by word analysis skills.
		1.RF.3f	Read words with inflectional endings.	No change	
		1.RF.3g	Recognize and read grade-appropriate irregularly spelled words.	No change	

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		Standard Code	Current Standard	Revised Standard Recommendation	Additional Information/Notes
READING FOUNDATIONAL SKILLS	**Fluency**	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	
READING	**Key Ideas and Details**	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 central message or lesson, with guidance and support as needed.	New recommended Standard that combines Reading for Information and Reading for Literature.
		1.R.3		Describe characters, settings, and major events in a story, or pieces of information in a text, with guidance and support as needed.	New recommended Standard that combines Reading for Information and Reading for Literature.

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		Standard Code	Current Standard	Revised Standard Recommendation	Additional Information/Notes
READING	Craft and Structure	1.R.4		Identify how words and phrases shape meaning in a text.	New recommended Standard that combines Reading for Information and Reading for Literature.
		1.R.5		Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	New recommended Standard that combines Reading for Information and Reading for Literature.
		1.R.6		Identify examples of how illustrations and information supports the point of view or purpose of the text, with guidance and support as needed.	New recommended Standard that combines Reading for Information and Reading for Literature.
	Integration of Knowledge and Ideas	1.R.7		Use illustrations and details in a story or text to discuss story elements and/or topics.	New recommended Standard that combines Reading for Information and Reading for Literature.
		1.R.8		Identify specific information an author gives to support points in a text, with guidance and support as needed.	New recommended Standard that combines Reading for Information and Reading for Literature.
		1.R.9		Identify basic similarities in and differences between similar stories or texts, with guidance and support as needed.	New recommended Standard that combines Reading for Information and Reading for Literature.
		1.R.9a		Make cultural connections between text and self, with guidance and support as needed.	New recommended Standard that combines Reading for Information and Reading for Literature.

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		Standard Code	Current Standard	Revised Standard Recommendation	Additional Information/Notes
READING	Range of Reading and Level of Text Complexity	1.R.10		Text Complexity Standard recommended to be moved to guidance.	Text complexity standard recommended to be moved to supporting guidance.
	Responding to Literature	1.R.11		Make connections between self, text, and the world around them (text, media, social interaction).	New recommended Standard that combines Reading for Information and Reading for Literature.

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		Standard Code	Current Standard	Revised Standard Recommendation	Additional Information/Notes
WRITING STANDARDS	**Text Types and Purposes**	1.W.1		Write and draw to communicate meaning as appropriate to task and purpose.	New recommended Standard for Writing.
		1.W.1.a		Not applicable to this grade	New recommended Standard for Writing.
		1.W.1.b		Use precise language and domain-specific vocabulary to inform about or explain the topic.	New recommended Standard for Writing.
		1.W.1.c		Use linking words and phrases to connect ideas within categories of information.	New recommended Standard for Writing.
		1.W.1.d		Not applicable to this grade	New recommended Standard for Writing.
		1.W.1.e		Provide a sense of closure.	New recommended Standard for Writing.

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		Standard Code	Current Standard	Revised Standard Recommendation	Additional Information/Notes
WRITING STANDARDS	**Production and Distribution of Writing**	1.W.2		Focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed, with guidance and support.	New recommended Standard for Writing.
		1.W.3		Write routinely over extended and shorter time frames or a range of tasks, purposes, and audiences.	New recommended Standard for Writing.
		1.W.4		Use a variety of digital tools to produce and publish writing, including in collaboration with peers, with guidance and support.	New recommended Standard for Writing.
	Research to Build Knowledge	1.W.5		Ask questions and participate in shared research to answer questions and to build knowledge about a topic, with guidance and support as needed.	New recommended Standard for Writing.
		1.W.6		Recall information from experiences or gather information from provided sources to answer a question, with guidance and support as needed.	New recommended Standard for Writing.
		1.W.7		(Begins in grade 4)	

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		Standard Code	Current Standard	Revised Standard Recommendation	Additional Information/Notes
WRITING STANDARDS	**Text Types and Purposes**	1.W.8		Write an opinion on a topic, give two or more reasons to support that opinion, and include a sense of closure.	New recommended Standard for Writing.
		1.W.9		Plan, draw, and write an informative/explanatory text to introduce a topic, supplying some facts to develop points, and provide a sense of closure	New recommended Standard for Writing.
		1.W.10		Plan, draw, and write a narrative that recount an event or short sequence of events, using temporal words to signal event order, and provide a sense of closure.	New recommended Standard for Writing.
		1.W.11		Create and present a poem, dramatization, art work, or personal response to a particular author or theme studied in class, with guidance and support as needed.	New recommended Standard for Writing.

		Standard Code	Current Standard	Revised Standard Recommendation	Additional Information/Notes
SPEAKING AND LISTENING STANDARDS	**Comprehension and Collaboration**	1.SL.1	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.	Participate in collaborative conversations with diverse peers and adults in small, large groups and during play.	Changed to keep consistent with Prekindergarten and removed reference to Grade 1 topics.
		1.SL.1a	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).	Follow agreed-upon rules for discussions and participate by actively listening, taking turns, and staying on topic.	Changed to clarify language across grade levels and across the State.
		1.SL.1b	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.	No change	
		1.SL.1c	Ask questions to clear up any confusion about the topics and texts under discussion.	No change	
		1.SL.1d	Seek to understand and communicate with individuals from different cultural backgrounds.	Seek to understand and communicate with individuals from diverse backgrounds.	Changed for clarity and consistency.

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		Standard Code	Current Standard	Revised Standard Recommendation	Additional Information/Notes
SPEAKING AND LISTENING STANDARDS	**Comprehension and Collaboration**	1.SL.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	Ask and answer questions about key details of diverse media and formats.	Changed for clarity and consistency with the anchor standard.
		1.SL.3	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	Identify a speaker's point of view.	Changed to align with the anchor standard.
	Presentation of Knowledge and Ideas	1.SL.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	Describe familiar people, places, things, and events with additional detail.	Changed to reflect grade level concern and stay consistent across grade levels.
		1.SL.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	Add visual displays to descriptions to clarify ideas, thoughts, and feelings.	Changed for consistency with other grades.
		1.SL.6	Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 on page 36 for specific expectations.)	Express thoughts, feelings, and ideas clearly using complete sentences, when appropriate to task, situation, and audience.	Changed to clarify language. Removed reference to Language Standards.

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		Standard Code	Current Standard	Revised Standard Recommendation	Additional Information/Notes
LANGUAGE	Conventions of Standard English	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 possessive nouns.	No change	
		1.L.1c	Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).	No change	
		1.L.1d	Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything).	Use personal, possessive, and indefinite pronouns.	Changed to simplify and clarify language.
		1.L.1e	Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).	Use verbs to convey a sense of past, present, and future	Changed to simplify and clarify language.
		1.L.1f	Use frequently occurring adjectives.	No change	
		1.L.1g	Use frequently occurring conjunctions (e.g., and, but, or, so, because).	Use frequently occurring conjunctions.	Changed to simplify and clarify language

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		Standard Code	Current Standard	Revised Standard Recommendation	Additional Information/Notes
LANGUAGE	**Conventions of Standard English**	1.L.1h	Use determiners (e.g., articles, demonstratives).	No change	
		1.L.1i	Use frequently occurring prepositions (e.g., during, beyond, toward).	No change	
		1.L.1j	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.	No change	
		1.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	No change	
		1.L.2a	Capitalize dates and names of people.	No change	
		1.L.2b	Use end punctuation for sentences.	No change	
		1.L.2c	Use commas in dates and to separate single words in a series.	No change	
		1.L.2d	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.	No change	

		Standard Code	Current Standard	Revised Standard Recommendation	Additional Information/Notes
LANGUAGE	**Knowledge of Language**	1.L.3	(Begins in grade 2)		
	Vocabulary Acquisition and Use	1.L.4	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.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from an array of strategies.	Changed to delete grade-specific language.
		1.L.4a	Use sentence-level context as a clue to the meaning of a word or phrase.	No change	
		1.L.4b	Use frequently occurring affixes as a clue to the meaning of a word.	No change	
		1.L.4c	Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).	Identify frequently occurring root words and their inflectional forms.	Changed to omit grade-specific example. Committee recommends a separate section for examples/guidance.
		1.L.5	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.	No change.	
		1.L.5a	Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.	Sort words into categories (e.g., colors, clothing) for understanding of the concepts the categories represent.	Changed to clarify language (replaced "gain a sense of" with "for understanding").

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		Standard Code	Current Standard	Revised Standard Recommendation	Additional Information/Notes
LANGUAGE	**Vocabulary Acquisition and Use**	1.L.5b	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).	No change	
		1.L.5c	Identify real-life connections between words and their use (e.g., note places at home that are cozy).	Use words to identify and describe the world, making connections between words and their use (e.g., places at home that are cozy).	Changed to clarify the intention of the standard.
		1.L.5d	Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.		
		1.L.6	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).	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.	Changed to omit grade-specific example (did not think it was necessary). Committee recommends a separate section for examples/guidance.

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