

Standard Code	Standard Code and Standard	Keep or Propose Change	Change: Removed, Re-written, Broken Up	Quality Standard Rule #	Reason for Proposed Change
1.RL.1	1.RL.1 Ask and answer questions about key details in a text.	Keep			
1.RL.2	1.RL.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.	Keep			
1.RL.3	1.RL.3 Describe characters, settings, and major events in a story, using key details.	Keep			
1.RL.4	1.RL.4 Identify words and phrases in stories, or poems, or songs that suggest feelings or appeal to the senses.	Change	Rewritten	2	Included "songs" - appropriate for first grade, and to connect with second grade
1.RL.5	1.RL.5 Explain major differences between common types of texts books that tell stories and books that give information, drawing on a wide reading of a range of text types.	Change	Rewritten	3	We felt the statement after the comma was redundant and unnecessary
1.RL.6	1.RL.6 Use illustrations and details to identify who is telling the story at various points in a text.	Change	Rewritten	1, 3	Made the standard more rigorous and more clear
1.RL.7	1.RL.7 Use illustrations and details in a story to describe its characters, setting, or events.	Keep			
1.RL.8	1.RL.8 (Not applicable to literature)				
1.RL.9	1.RL.9 Compare and contrast the adventures and experiences of characters in stories.	Keep			

1.RL.10	1.RL.10 With prompting and support, read prose and poetry of appropriate complexity for grade 4. By the end of the year, read and comprehend a variety of literary text. a. Read and comprehend proficiently at grade level with increasing challenge in text difficulty and complexity (e.g., layout, text structure, language/literacy features, knowledge demands). b. With guidance and support, self-select texts for personal enjoyment, interest, and academic tasks.	Change	Rewritten	1, 2, and 3	Changed for k-12 consistency in language and skills
1.RI.1	1.RI.1 Ask and answer questions about key details in a text.	Keep			
1.RI.2	1.RI.2 Identify the main topic and retell key details of a text.	Keep			
1.RI.3	1.RI.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.	Keep			
1.RI.4	1.RI.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	Keep			
1.RI.5	1.RI.5 Know and use various text features (e.g., headings, table of contents, electronic menus, icons) to locate key facts or information in a text.	Change	Re-written	1	Changed examples to be more relevant to first grade expectations
1.RI.6	1.RI.6 Distinguish Identify the difference between information provided by pictures or other illustrations and information provided by the words in a text.	Change	Re-written	3	Changed the first word to clarify the intent of the standard
1.RI.7	1.RI.7 Use the illustrations and details in a text to describe its key ideas.	Keep			

1.RI.8	1.RI.8 Identify the reasons details/evidence an author gives to support points in a text.	Change	Re-written	2, 3	using the terms "details/evidence" keeps the focus on the text. the term "reasons" could include non text-related factors.
1.RI.9	1.RI.9 Identify basic similarities in and differences between Compare and contrast two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	Change	Re-written	2, 3	simplified the language on the standard; connected to the language used in other standards across grades
1.RI.10	1.RI.10 With prompting and support, read informational texts appropriately complex for grade 1. By the end of the year, read and comprehend a variety of informational text. a. Read and comprehend proficiently at grade level with increasing challenge in text difficulty and complexity (e.g., layout, text structure, language/literacy features, knowledge demands). b. With guidance and support, self-select texts for personal enjoyment, interest, and academic tasks.	Change	Re-written	1, 2, and 3	
1.RF.1	1.RF.1 Demonstrate understanding of the organization and basic features of print. a. Recognize that sentences are made of words put together in a meaningful sequence. b. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	Change	Addition	1	Added sub-standard focusing on coherent sentences.

1.RF.2	<p>1.RF.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>a. Distinguish long from short vowel sounds in spoken single-syllable words.</p> <p>b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</p> <p>c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p> <p>d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p> <p>e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p>	Change	Addition	1	Added more complex phonological skill not previously included
1.RF.3	<p>1.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Know the spelling-sound correspondences for common consonant blends and digraphs.</p> <p>b. Decode regularly spelled one-syllable words.</p> <p>c. Know final -e and common vowel team conventions for representing long vowel sounds.</p> <p>d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p> <p>e. Decode two-syllable words following basic patterns by breaking the words into syllables.</p> <p>f. Read words with inflectional endings.</p> <p>g. Recognize and read grade-appropriate irregularly spelled high frequency words.</p>	Change	Rewritten	1, 3	clarified language to include developmentally appropriate skills

1.RF.4	1.RF.4 Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level text orally with accuracy, appropriate rate, and prosody (stress, phrasing, intonation, and expression) on successive consecutive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Change	Rewritten	1, 3	Clarified language
1.W.1	1.W.1 Write opinion pieces in which they that: a. Name a topic or name the book they are writing about, state an opinion. a. Introduce an opinion about a the topic or b. Supply a reason for the opinion, and b. Supply a reason for the opinion, and c. Provide some sense of closure. c. Provide some sense of closure.	Change	Broken up	3	Broken down so it is easier to see/understand the components of the standard
1.W.2	1.W.2 Write informative/explanatory texts in which they that: a. Name a topic, a. Name a topic, b. Supply some facts about the topic, and b. Supply some facts about the topic, and c. Provide some sense of closure. c. Provide some sense of closure.	Change	Broken up	3	Broken down so it is easier to see/understand the components of the standard
1.W.3	1.W.3 Write narratives (e.g., story, poetry) in which they (e.g., story, poetry) that: a. Recount two or more appropriately sequenced events, a. Recount two or more appropriately sequenced events, b. Include some details regarding what happened, b. Include some details regarding what happened, c. Use temporal words to signal event order, and c. Use temporal words to signal event order, and d. Provide some sense of closure. d. Provide some sense of closure.	Change	Broken up	3	Broken down so it is easier to see/understand the components of the standard
1.W.4	1.W.4 (Begins in grade 3)	Keep			

1.W.5	1.W.5 With guidance and support from adults , focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.	Change	removed	2, 3	removed "with adults"
1.W.6	1.W.6 With guidance and support from adults , use a variety of digital tools to produce and publish writing, both individually and collaboratively including in collaboration with peers .	Change	Rewritten	2, 3	Changed wording to increase clarity
1.W.7	1.W.7 Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).	Change	Rewritten	3	Removed examples, provided steps to clarify grade-level differences
1.W.8	1.W.8 With guidance and support from adults , use background knowledge and/or information gathered from sources to respond in writing to a question recall information from experiences or gather information from provided sources to answer a question .	Change	Rewritten	1, 3	used clarifying language; aligned with second grade level
1.W.9	1.W.9 (Begins in grade 4)				
1.W.10	1.W.10 (Begins in grade 3)				

1.L.1	<p>1.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Print many upper- and lowercase letters. Print all uppercase (capital) and lowercase letters correctly and fluently. Space letters, words, and sentences appropriately.</p> <p>b. Use common, proper, and possessive nouns.</p> <p>c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).</p> <p>d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything).</p> <p>e. 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).</p> <p>f. Use frequently occurring adjectives.</p> <p>g. Use frequently occurring conjunctions (e.g., and, but, or, so, because).</p> <p>h. Use determiners (e.g., articles - a, an, the; demonstratives - this, that, these, those).</p> <p>i. Use frequently occurring prepositions (e.g., during, beyond, toward).</p> <p>j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p>	Change	Rewritten	3	<p>Changed language to clarify the intent of the standard. Added enhanced handwriting standard.</p>
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1.L.2	<p>1.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Capitalize the first word in a sentence, the pronoun I, dates, and names of people.</p> <p>b. Use end punctuation for sentences.</p> <p>c. Use commas in dates and to separate single words in a series.</p> <p>d. Use conventional spelling for words with common spelling patterns. Spell grade-appropriate high-frequency words.</p> <p>e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p>	Change	Rewritten	3	Used clear language that better demonstrates the intent of the standard
1.L.3	1.L.3 (Begins in grade 2)				
1.L.4	<p>1.L.4 Choose a strategy to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level 4 reading and content, choosing flexibly from an array of strategies.</p> <p>a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>b. Use frequently occurring affixes as a clue to the meaning of a word.</p> <p>c. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).</p>	Change	Rewritten	3	Used clarifying language

1.L.5	<p>1.L.5 With guidance and support from adults, demonstrate understanding of word relationships and subtle differences nuances in word meanings.</p> <p>a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</p> <p>b. 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).</p> <p>c. Identify real-life connections between words and their use (e.g., note places at home that are cozy).</p> <p>d. Distinguish shades of meaning among verbs differing in manner differences among verbs and adjectives with similar meanings (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.</p>	Change	Rewritten	3	clarified language
1.L.6	<p>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 convey ideas precisely to signal simple relationships (e.g., because).</p>				