

## Reading Standards for Literature

**Key Ideas and Details**

**Crafts and Structure**

**Integration of Knowledge and Ideas**

**Range of Reading and Level of Text Complexity**

## Reading Standards for Informational Text

**Key Ideas and Details**

**1.RI.2—Identify the main topic and retell key details of a text.**

**Craft and Structure**

**Integration of Knowledge and Ideas**

**Range of Reading and Level of Text Complexity**



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# Reading Standards: Foundational Skills

## Print Concepts

### Phonological Awareness

#### Phonics and Word Recognition

#### 1.RF.3-Know and apply grade-level phonics and word analysis skills in decoding words.

- a. Know the spelling-sound correspondences for common consonant digraphs.
- b. Decode regularly spelled one-syllable words.
- c. Know final –e and common vowel team conventions for representing long vowel sounds.
- d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
- e. Decode two-syllable words following basic patterns by breaking the words into syllables.
- f. Read words with inflectional endings.
- g. Recognize and read grade-appropriate irregularly spelled words.

### Fluency

#### 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 expression on successive readings.
- c. Use context to confirm of self-correct word recognition and understanding, rereading as necessary.



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## **Writing Standards**

**Text Types and Purposes**

**Production and Distribution of Writing**

**Research to Build and Present Knowledge**

**Range of Writing (begins in grade 3)**

## **Standards for Speaking and Listening**

**Presentation of Knowledge and Ideas**

## **Language Standards**

**Conventions of Standard English**

**Knowledge of Language**

**Vocabulary Acquisition and Use**



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