College and Career Readiness Standard Rubrics:   
CCR Reading Standard Foundational Anchor 2

# CCR Reading Standard Foundational Anchor 2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes). (Phonological Awareness) ***Level A Rubric***

| **Basic** | **Developing** | **Proficient** | **Mastery** |
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| * Rarely or never recognizes and produces rhyming words. * Rarely or never distinguishes long from short vowel sounds in spoken single-syllable words. * Rarely or never counts, pronounces, blends, and segments syllables in spoken words. * Rarely or never blends and segments onsets and rimes of single- syllable spoken words. * Rarely or never orally produces single-syllable words by blending sounds including consonant blends. * Rarely or never segments spoken single-syllable words into their complete sequence of individual sounds * Rarely or never isolates and pronounce initial, medial vowel, and final sounds in spoken single-syllable words. * Rarely or never adds or substitutes individual sounds in simple, one-syllable words to make new words. | * With modeling and support from the teacher, recognizes and produces rhyming words. * With modeling and support from the teacher, distinguishes long from short vowel sounds in spoken single-syllable words. * With modeling and support from the teacher, counts, pronounces, blends, and segments syllables in spoken words. * With modeling and support from the teacher, counts, pronounces, blends, and segments syllables in spoken words. * With modeling and support from the teacher, orally produces single-syllable words by blending sounds including consonant blends. * With modeling and support, segments spoken single-syllable words into their complete sequence of individual sounds. * With modeling and support from the teacher, isolates and pronounce initial, medial vowel, and final sounds in spoken single-syllable words. * With modeling and support, from the teacher adds or substitutes individual sounds in simple, one-syllable words to make new words. | * With some guidance, recognizes and produces rhyming words. * With some guidance, distinguishes long from short vowel sounds in spoken single-syllable words. * With some guidance, counts, pronounces, blends, and segments syllables in spoken words. * With some guidance counts, pronounces, blends, and segments syllables in spoken words. * With some guidance, orally produces single-syllable words by blending sounds including consonant blends. * With some guidance, segments spoken single-syllable words into their complete sequence of individual sounds * With some guidance, isolates and pronounce initial, medial vowel, and final sounds in spoken single-syllable words. * With some guidance, adds or substitutes individual sounds in simple, one-syllable words to make new words. | * Consistently and independently recognizes and produces rhyming words. * Consistently and independently distinguishes long from short vowel sounds in spoken single-syllable words. * Consistently and independently counts, pronounces, blends, and segments syllables in spoken words. * Consistently and independently counts, pronounces, blends, and segments syllables in spoken words. * Consistently and independently orally produces single-syllable words by blending sounds including consonant blends. * Consistently and independently segments spoken single-syllable words into their complete sequence of individual sounds * Consistently and independently isolates and pronounce initial, medial vowel, and final sounds in spoken single-syllable words. * Consistently and independently adds or substitutes individual sounds in simple, one-syllable words to make new words (RF.K.2 and 1.2 merge). |