College and Career Readiness Standard Rubrics:
CCR Reading Standard Foundational Skills Anchor 3

# CCR Reading Standard Foundational Skills Anchor 3: Know and apply grade-level phonics and word analysis skills in decoding words. (Phonics and Word Recognition)***Level A Rubric***

| **Basic** | **Developing** | **Proficient** | **Mastery** |
| --- | --- | --- | --- |
| * Rarely or never demonstrates basic knowledge of one-to-one letter sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.
* Rarely or never associates the long and short sounds with common spellings (graphemes) for the five major vowels.
* Has no knowledge of the spelling-sound correspondences for common consonant digraphs.
* Never decodes regularly spelled one-syllable words.
* Never distinguishes between similarly spelled words by identifying the sounds of the letters that differ.
* Has no knowledge of final -e and common vowel team conventions for representing long vowel sounds.
* Has no knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
* Never decodes two-syllable words following basic patterns by breaking the words into syllables.
* Never reads words with inflectional endings.
* Rarely or never reads common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
* Never recognizes and reads grade-appropriate irregularly spelled words.
 | * With prompting and support, demonstrates basic knowledge of one-to-one letter sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.
* With prompting and support, associates the long and short sounds with common spellings (graphemes) for the five major vowels.
* With prompting and support, demonstrates the knowledge of the spelling-sound correspondences for common consonant digraphs.
* Rarely decodes regularly spelled one-syllable words.
* Rarely distinguishes between similarly spelled words by identifying the sounds of the letters that differ.
* With prompting and support, demonstrates final -e and common vowel team conventions for representing long vowel sounds.
* With prompting and support, demonstrates knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
* With prompting and support, decodes two-syllable words following basic patterns by breaking the words into syllables.
* Seldom reads words with inflectional endings.
* Sometimes reads common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
* Rarely recognizes and reads grade-appropriate irregularly spelled words.
 | * With some guidance, demonstrates basic knowledge of one-to-one letter sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.
* With some guidance, associates the long and short sounds with common spellings (graphemes) for the five major vowels.
* With some guidance, demonstrates the knowledge of the spelling-sound correspondences for common consonant digraphs.
* With some guidance, decodes regularly spelled one-syllable words.
* With minimum guidance, distinguishes between similarly spelled words by identifying the sounds of the letters that differ.
* With minimum guidance, demonstrates final -e and common vowel team conventions for representing long vowel sounds.
* With minimum guidance, demonstrates knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
* With minimum guidance, decodes two-syllable words following basic patterns by breaking the words into syllables.
* Often reads words with inflectional endings.
* Often reads common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
* Sometimes recognizes and reads grade-appropriate irregularly spelled words.
 | * Independently demonstrates basic knowledge of one-to-one letter sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.
* Independently associates the long and short sounds with common spellings (graphemes) for the five major vowels.
* Independently demonstrates the knowledge of the spelling-sound correspondences for common consonant digraphs.
* Independently decodes regularly spelled one-syllable words.
* Independently distinguishes between similarly spelled words by identifying the sounds of the letters that differ.
* Demonstrates final -e and common vowel team conventions for representing long vowel sounds.
* Demonstrates knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
* Independently decodes two-syllable words following basic patterns by breaking the words into syllables.
* Always reads words with inflectional endings.
* Always reads common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
* Often recognizes and reads grade-appropriate irregularly spelled words (RF.K.3 and 1.3 merge).
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# CCR Reading Standard Foundational Skills Anchor 3: Know and apply grade-level phonics and word analysis skills in decoding words. (Phonics and Word Recognition)***Level B Rubric***

| **Basic** | **Developing** | **Proficient** | **Mastery** |
| --- | --- | --- | --- |
| * With prompting and support, distinguishes long and short vowels when reading regularly spelled one-syllable words.
* Demonstrates undeveloped knowledge of spelling-sound correspondences for additional common vowel teams.
* Unable to identify the meaning of the most common prefixes and derivational suffixes.
* Unable to identify words with inconsistent but common spelling-sound correspondences.
* Unable to decode words with common Latin suffixes.
* Unable to decode multisyllabic words.
* Never recognizes and reads grade-appropriate irregularly spelled words.
 | * With minimal support, distinguishes long and short vowels when reading regularly spelled one-syllable words.
* Rarely demonstrates spelling-sound correspondences for additional common vowel teams.
* Rarely identifies the meaning of the most common prefixes and derivational suffixes.
* Rarely identifies words with inconsistent but common spelling-sound correspondences.
* Rarely decodes words with common Latin suffixes.
* Sometimes decodes multisyllabic words.
* Rarely recognizes and reads grade-appropriate irregularly spelled words.
 | * Almost always distinguishes long and short vowels when reading regularly spelled one-syllable words.
* Often demonstrates spelling-sound correspondences for additional common vowel teams.
* Almost always identifies the meaning of the most common prefixes and derivational suffixes.
* Almost always identifies words with inconsistent but common spelling-sound correspondences.
* Almost always decodes words with common Latin suffixes.
* Often decodes multisyllabic words.
* Almost always recognizes and reads grade-appropriate irregularly spelled words.

 | * Proficient in distinguishing long and short vowels when reading regularly spelled one-syllable words.
* Knows spelling-sound correspondences for additional common vowel teams.
* Identifies and knows the meaning of the most common prefixes and derivational suffixes.
* Always identifies words with inconsistent but common spelling-sound correspondences.
* Proficient in decoding words with common Latin suffixes.
* Proficient in decoding multisyllabic words.
* Consistently recognizes and reads grade-appropriate irregularly spelled words. (RF.2.3 and 3.3 merge)
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# CCR Reading Standard Foundational Skills Anchor 3: Know and apply grade-level phonics and word analysis skills in decoding words. (Phonics and Word Recognition)***Level C Rubric***

| **Basic** | **Developing** | **Proficient** | **Mastery** |
| --- | --- | --- | --- |
| * Hardly ever uses combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
 | * Sometimes uses combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
 | * Often uses combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

 | * Proficiently and constantly uses combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. (RF.4.3 and 5.3 merge)
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