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** |
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| * 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). |

# 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** |
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| * 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) |

# 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** |
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| * 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) |