College and Career Readiness Standard Rubrics:   
CCR Reading Standard Foundational Anchor 4

# CCR Reading Standard Foundational Anchor: Read with sufficient accuracy and fluency to support comprehension. (Fluency) ***Level A Rubric***

| **Basic** | **Developing** | **Proficient** | **Mastery** |
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| * Unable to read grade-level text with purpose and understanding. * Unable to read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. * Unable to use context to confirm or self-correct word recognition and understanding, rereading as necessary | * With modeling and support, reads grade-level text with purpose and understanding. * With modeling and support, reads grade-level text orally with accuracy, appropriate rate, and expression on successive readings. * Sometimes uses context to confirm or self-correct word recognition and understanding, rereading as necessary | * With minimum help reads grade-level text with purpose and understanding. * With some help reads grade-level text orally with accuracy, appropriate rate, and expression on successive readings. * Often uses context to confirm or self-correct word recognition and understanding, rereading as necessary | * Independently reads grade-level text with purpose and understanding. * Independently reads grade-level text orally with accuracy, appropriate rate, and expression on successive readings. * Always uses context to confirm or self-correct word recognition and understanding, rereading as necessary (RF.K.4 and 1.4 merge). |

# CCR Reading Standard Foundational Anchor: Read with sufficient accuracy and fluency to support comprehension. (Fluency) ***Level B Rubric***

| **Basic** | **Developing** | **Proficient** | **Mastery** |
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| * With modeling and support, reads grade-level text with purpose and understanding. * With modeling and support reads grade-level prose and poetry orally with limited accuracy, appropriate rate, and expression on successive readings. * Rarely or never uses context to confirm or self-correct word recognition and understanding, rereading as necessary. | * With minimum help, reads grade-level text with purpose and understanding. * With prompting and support, reads grade-level prose and poetry orally with somewhat proper accuracy, appropriate rate, and expression on successive readings. * Seldom uses context to confirm or self-correct word recognition and understanding, rereading as necessary. | * Usually reads grade-level text with purpose and understanding. * Reads grade-level prose and poetry orally with reasonable accuracy, appropriate rate, and expression on successive readings. * Often uses context to confirm or self-correct word recognition and understanding, rereading as necessary. | * Demonstrate well-developed skills in reading grade-level text with purpose and understanding. * Reads grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. * Regularly uses context to confirm or self-correct word recognition and understanding, rereading as necessary (RF.2.4 and 3.4 merge). |

# CCR Reading Standard Foundational Anchor: Read with sufficient accuracy and fluency to support comprehension. (Fluency) ***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) |