

Common Core State Standards (CCSS): Reading: Foundational Skills K-5

RF.1: Print Concepts (K-1): Demonstrate understanding of the organization and basic features of print.

- A. (K)** Follow words from left to right, top to bottom, and page by page.
 - (1)** Recognize the first word, capitalization, ending punctuation in a sentence.
- B.** Recognize that spoken words are represented in written language by a specific sequence of letters.
- C.** Understand that words are separated by spaces in print.
- D.** Recognize and name all upper- and lowercase letters of the alphabet.

RF.3: Phonics and Word Recognition (K-5): Know and apply grade-level phonics and word analysis skills in decoding words.

K

- A.** Have basic knowledge of letter-sound corresp.
- B.** Associate long + short sounds with the common spellings of 5 vowels
- C.** Read high-frequency words by sight
- D.** Distinguish similarly spelled words by identifying the sounds of the letters that differ

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- A.** Spelling-sound corresp. for consonant digraphs
- B.** Decode regularly spelled one-syllable words
- C.** Know final -e and common vowel team that represent long vowel sounds
- D.** Know that every syllable must have a vowel sound to determine the number of syllables in a printed word
- E.** Decode two-syllable words by syllable
- F.** Read inflectional endings
- G.** Read grade-appropriate irregularly spelled words

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- A.** Distinguish long and short vowels when reading regularly spelled one-syllable words
- B.** Know spelling-sound correspondences for additional common vowel teams
- C.** Decode regularly spelled two-syllable words with long vowels
- D.** Decode words with common prefixes and suffixes
- E.** Identify words with inconsistent but common spelling-sound correspondences
- F.** Recognize and read grade-appropriate irregularly spelled words.

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- A.** Identify and know the meaning of the most common prefixes and derivational suffixes
- B.** Decode words with common Latin suffixes
- C.** Decode multisyllable words
- D.** Read grade-appropriate irregularly spelled words

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- A.** Use 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.2: Phonological Awareness (K-1): Demonstrate understanding of the relationship between sounds and spoken language.

Kindergarten

Demonstrate understanding of spoken words, syllables, and phonemes.

- A.** Recognize and produce rhyming words.
- B.** Count, pronounce, blend, and segment syllables in spoken words.
- C.** Blend and segment onsets and rimes of single-syllable spoken words.
- D.** Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (CVC) words. *Excludes CVCs ending in /l/, /r/, /x/.*
- E.** Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

Grade 1

Know and apply grade-level phonics and word analysis to decode words.

- A.** Distinguish long from short vowel sounds in spoken single-syllable words.
- B.** Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
- C.** Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
- D.** Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

RF.4: Fluency (K-5): Read with sufficient accuracy and fluency to support comprehension.

- A. (K)** Read emergent-reader texts with purpose and understanding.
 - (1)** Read grade-level text with purpose and understanding.
- B.** Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. (Grades 3-5 include prose and poetry).
- C.** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Scroll to page 2 for CCSS Anchor Standards for ELA and Literacy!





Common Core State Standards (CCSS): Anchor Standards for ELA K-12

Reading: Literature or Informational Texts

- R.1** Read closely to determine what the text says explicitly and make logical inferences. Cite text evidence to support conclusions drawn from the text.
- R.2** Determine central ideas or themes of a text, analyze their development, and summarize the key supporting details and ideas.
- R.3** Analyze how and why individuals, events, and ideas develop and interact.
- R.4** Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- R.5** Analyze the structure of texts, including how specific sentences, paragraphs, and portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- R.6** Assess how point of view or purpose shapes the content and style of a text.
- R.7** Integrate and evaluate content presented in diverse media and formats.
- R.8** Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- R.9** Analyze how two or more texts address similar themes or topics in order to build knowledge or compare the approaches the authors take.

Language

- L.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.3** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
- L.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
- L.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- L.6** Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level. Demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Writing

- W.1** Write arguments to support claims in an analysis of topics or texts, using relevant, valid, and sufficient reasoning and evidence.
- W.2** Write informative/explanatory texts to examine and communicate complex ideas through the effective selection, organization, and analysis of content.
- W.3** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- W.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- W.5** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- W.6** Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
- W.7** Conduct short and longer research projects based on focused questions, demonstrating understanding of the subject under investigation.
- W.8** Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
- W.9** Draw evidence from text types to support analysis, reflection, and research.
- W.10** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames for a range of tasks, purposes, and audiences.

Speaking and Listening

- SL.1** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- SL.2** Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- SL.3** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
- SL.4** Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- SL.5** Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
- SL.6** Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.