

3-5 College and Career Readiness Anchor Standard	Third		Fourth		Fifth	
	STANDARD	UNPACKED	STANDARD	UNPACKED	STANDARD	UNPACKED

Print Concepts

No Anchor Standards | In Kindergarten and First grade

Phonological Awareness

No Anchor Standards | In Kindergarten and First grade

Phonic and Word Recognition

No Anchor Standards	RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words. a. Identify and know the meaning of the most common prefixes and derivational suffixes. b. Decode words with common Latin suffixes. c. Decode multi-syllable words. d. Read grade-appropriate irregularly spelled words.	Students continue learning specific strategies for decoding words in texts. Learning prefixes and suffixes along with Latin suffixes enhances decoding, spelling ability, and vocabulary development. Use questions and prompts such as: *Does that sound right? *Does that look right? *Does that make sense? *Look at the end of the word and try that again. *Look for chunks you know and say them. *Look at the word, does it look like ...? *You said ...does it look like ...?	RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words. 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.	Students continue learning specific strategies for decoding words in texts. They are required to apply the specific strategies for decoding and spelling multi-syllabic words. Use questions and prompts such as: *Does that sound right? *Does that look right? *Does that make sense? *Look at the word, does it look like ...? *You said ...does it look like ...?	RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words. 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.	Students continue learning specific strategies for decoding words in texts. They are required to apply the specific strategies for decoding and spelling multi-syllabic words. Use questions and prompts such as: *Does that sound right? *Does that look right? *Does that make sense? *Look at the word, does it look like ...? *You said ...does it look like ...?
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Fluency

No Anchor Standards	RF.3.4 Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. c. Use context to confirm or self-correct word	Fluency helps the reader process language for meaning and enjoyment. Fluent readers are able to focus attention on the meaning of the text. Readers at this stage still benefit from opportunities to read texts multiple times at an independent level. Use questions and prompts	RF.4.4 Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. c. Use context to confirm or self-correct word	Fluency helps the reader process language for meaning and enjoyment. Fluent readers are able to focus attention on the meaning of the text. Readers at this stage reread texts as needed to support understanding. Use questions and prompts such as:	RF.5.4 Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. c. Use context to confirm or self-correct word	Fluency helps the reader process language for meaning and enjoyment. Fluent readers are able to focus attention on the meaning of the text. Readers at this stage reread texts as needed to support understanding. Use questions and prompts such as:
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Foundational Skills	STANDARD	UNPACKED	STANDARD	UNPACKED	STANDARD	UNPACKED

	recognition and understanding, rereading as necessary.	such as: *Make your reading sound like the characters are talking. *Go back and reread when it doesn't sound or look like you think it should.	recognition and understanding, rereading as necessary.	*Make your reading sound like the characters are talking. *Go back and reread when it doesn't sound or look like you think it should.	recognition and understanding, rereading as necessary.	*Make your reading sound like the characters are talking. *Go back and reread when it doesn't sound or look like you think it should.
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