### 3-5 College and Career Readiness Anchor Standard

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<td>Foundational Skills</td>
<td>STANDARD</td>
<td>UNPACKED</td>
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#### Print Concepts

**No Anchor Standards**
In Kindergarten and First grade

**Phonological Awareness**

**No Anchor Standards**
In Kindergarten and First grade

#### Phonics 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.  
- 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**  
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Use questions and prompts such as:  
*Does that sound right?  
*Does that look right?  
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*Look at the word, does it look like ...?  
*You said ...does it look like ...?  

### 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 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.4.4**
Read with sufficient accuracy and fluency to support comprehension.  
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- Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.  
- 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:
*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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