

**Core Content Connectors by Common Core State Standards: English Language Arts, Reading Standards—Foundational Skills Grades K-2.**

MSAA Instructional Resource Guide, Revised August 2024 from the NCSC content developed as part of the National Center and State Collaborative under a grant from the US Department of Education.

### College and Career Readiness Anchor Standards for Reading Fluently

1. Print concepts: Demonstrate understanding of the organization and basic features of print.
2. Phonological awareness: Demonstrate understanding have spoken words, syllables, and sounds (phonemes).
3. Phonics and word recognition: Know and apply grade level phonics and word analysis skills and decoding words.
4. Fluency: Read with sufficient accuracy and fluency to support comprehension.

### Kindergarten Reading Standards for Reading Fluently

1. Demonstrate understanding of the organization and basic features of print.
  - a. Follow words from left to right, top to bottom, and page by page.
  - b. Recognize that spoken words are represented in written language by specific sequences of letters.
  - c. Understand that words are separated by spaces in print.
  - d. Recognize the name all upper- and lower-case letters of the alphabet.

1.RI.b3 During shared reading activities, point to text: from top to bottom of page, left to right, or to match a spoken orally read word 2 written word in an informational text.

1.RL.b2 During shared reading activities, point to text: from top to bottom of page, left to right, or to match spoken orally read word to the written word.

K.RI.b5 During shared reading activities, indicate need to turn the page for continued reading.

1.RL.b3 During shared reading activities, indicate need to turn the page for continued reading of a story/text.

K.RI.b8 Distinguish individual letters from words; distinguish letters from punctuation marks; and distinguish words from sentences.

K.RL.b7 Identify familiar written words when spoken (e.g., show me the word Tony).

K.RL.b9 Recognize that words are separated by spaces in print.

1.RI.b4 Recognize that words are separated by spaces in print.

K.RWL.b1 Identify or name uppercase letters of the alphabet.

K.RWL.b2 Identify or name lowercase letters of the alphabet.

1.RWL.b1 Identify or name uppercase letters of the alphabet.

1.RWL.b2 Identify or name lowercase letters of the alphabet.

2. Demonstrate understanding of spoken words, syllables, and sounds (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.
  - e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

K.RI.b7 Identify familiar written words when spoken.  
K.RWL.b5 Recognize rhyming words.  
K.RWL.b6 Produce rhyming words.  
1.RWL.b6 Produce rhyming words.  
K.RWL.b7 Count syllables in spoken words.  
K.RWL.b9 Blend and segment onsets and rimes of single syllable spoken words.  
K.RWL.b8 Blend and segment syllables in spoken words.  
K.RWL.b10 Isolate initial sounds in consonant vowel-consonant (CVC) words (not including blends).  
K.RWL.b11 Isolate final sounds in consonant-vowel-consonant (CVC) words (not including blends).

3. Know and apply grade level phonics and word analysis skills in decoding words.

- a. Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant.
- b. Associate the long and short sounds with the common spellings.
- c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do does).
- d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

K.RWL.b3 Recognize the sound(s) for each letter.  
1.RWL.b3 Recognize the sound(s) for each letter.  
K.RWL.b4 Produce the sound(s) for each letter.  
1.RWL.b4 Produce the sound(s) for each letter.  
K.RWL.c1 Identify words with long and short vowel sounds for the five major vowel sounds.  
1.RWL.c1 Identify words with long and short vowel sounds for the five major vowel sounds.  
K.RWL.d1 Read common kindergarten high frequency words by sight.  
K.RWL.c2 Identify the sound that differs between two similarly spelled words.  
1.RWL.c2 Identify the sound that differs between two similarly spelled words.

4. Read emergent-reader texts with purpose and understanding.

K.RWL.d2 Participate in reading emergent-reader texts.

## Grade 1 Reading Standards for Reading Fluently

1. Demonstrate understanding of the organization and basic features of print.

- a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

1.RI.b5 Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation) in informational texts.

2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

- 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).

1.RWL.c6 Identify long or short vowel sounds in spoken single-syllable words.

1.RWL.b7 Produce single-syllable words by blending sounds (phonemes), including consonant blends.

2.RWL.b2 Produce single-syllable words by blending sounds (phonemes), including consonant blends.

1.RWL.b8 Isolate and/or produce initial in consonant-vowel-consonant (CVC) words.

1.RWL.b9 Isolate and/or produce medial vowel sound in consonant-vowel-consonant (CVC) words.

1.RWL.b10 Isolate and/or produce final vowel sound in consonant-vowel-consonant (CVC) words.

2.RWL.b2 Isolate and/or produce initial vowel, medial vowel, and/or final sounds in consonant-vowel-consonant (CVC) words.

1.RWL.b10 Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

2.RWL.b3 Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

3. Know and apply grade-level phonics and word analysis skills in decoding words.

- a. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).
- b. Decode regularly spelled one-syllable words.
- c. Know final -e and common vowel team conventions for representing long vowel sounds.
- d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
- e. Decode two-syllable words following basic patterns by breaking the words into syllables.
- f. Read words with inflectional endings.
- g. Recognize and read grade-appropriate irregularly spelled words.

- 1.RWL.c3 Identify common consonant digraphs using their sound correspondence (e.g., write/state/select “ch” when sounded out).
- 1.RWL.c4 Decode regularly spelled CVC words.
- 1.RWL.c5 Recognize silent e as the reason the vowel sound is a long vowel sound in a word.
- 1.RWL.c7 Read or identify frequently occurring words with inflectional endings.
- 2.RWL.c1 Read or identify frequently occurring root words with and without inflectional endings.
- 1.RWL.d1 Recognize grade-appropriate irregularly spelled words.

4. Read with sufficient accuracy and fluency to support comprehension.

- a. Read grade-level text with purpose and understanding.
- b. Read grade-level text orally with accuracy, appropriate rate, and expression.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

- 1.RWL.d3 Read grade-level text with accuracy, appropriate rate, and expression (when applicable) on successive readings.
- 1.RWL.d2 Identify grade-level text with accuracy, appropriate rate, and expression (when applicable) on successive readings.
- 1.HD.e1 Practice self-monitoring strategies to aid comprehension (e.g., reread, use visuals or cueing system, self-correct, ask questions, confirm predictions).

**Grade 2 Reading Standards for Reading Fluently**—(NO CCCs for Print Concepts, Phonological Awareness, or Phonics and Word Recognition).

4. Read with sufficient accuracy and fluency to support comprehension.
  - a. Read grade-level text with purpose and understanding.
  - b. Read grade-level text orally with accuracy, appropriate rate, and expression.
  - c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

2.RWL.d3 Read grade-level text with accuracy, appropriate rate, and expression (when applicable) on successive readings.

2.RWL.d2 Identify grade-level words with accuracy and on successive attempts.

2.HD.e3 Practice self-monitoring strategies to aid comprehension (e.g., reread, use visuals, or cueing system, self-correct, ask questions, confirm predictions).

2.RWL.e3 Use context to conform or self-correct word-recognition.

**Core Content Connectors by Common Core State Standards: English Language Arts,  
Reading Standards—Foundational Skills Grades 3-5.**

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## College and Career Readiness Anchor Standards for Reading Fluently

1. Print Concepts: Demonstrate understanding of the organization and basic features of print.
2. Phonological Awareness: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
3. Phonics and Word Recognition: Know and apply grade-level phonics and word analysis skills in decoding words.
4. Fluency: Read with sufficient accuracy and fluency to support comprehension.

### Grade 3 Reading Standards for Reading Fluently—(NO CCCs for Print Concepts or Phonological Awareness).

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 multisyllable words.
  - d. Read grade-appropriate irregularly spelled words.

<p>3.RWL.g1 Identify the meaning of most common prefixes.</p> <p>3.RWL.g2 Identify the meaning of most common suffixes.</p> <p>3.RWL.g5 Decode multisyllable words.</p> <p>3.RWL.h1 Recognize and/or read grade appropriate irregularly spelled words.</p> <p>4.RWL.h1 Recognize and/or read grade appropriate irregularly spelled words.</p>
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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 recognition and understanding, rereading as necessary.

<p>3.RWL.h3 Read text (including prose and poetry) with accuracy, appropriate rate, and expression (when applicable) on successive readings.</p> <p>3.RWL.h2 Identify grade level words with accuracy.</p> <p>3.HD.j1 Practice self-monitoring strategies to aid comprehension (e.g., reread, use visuals or cueing system, self-correct, ask questions, confirm predictions).</p> <p>3.RWL.i1 Use context to confirm or self-correct word recognition.</p>
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**Grade 4 Reading Standards for Reading Fluently**— (NO CCCs for Print Concepts or Phonological Awareness).

- 3. Know and apply grade-level phonics and word analysis skills in decoding words.
  - a. Use combined knowledge of all letter-sound correspondences.
  - b. 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.

4.RWL.g1 Use letter sound correspondences, syllabication patterns, and morphology (e.g., affixes) to identify and/or read multisyllabic words.

4.RWL.h2 Identify grade level words with accuracy and on successive attempts.

- 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 recognition and understanding, rereading as necessary.

4.RWL.h3 Read text (including prose and poetry) with accuracy, appropriate rate, and expression (when applicable) on successive readings.

4.HD.j1 Practice self-monitoring strategies to aid comprehension (e.g., reread, use visuals or cueing system, self-correct, ask questions, confirm predictions).

4.RWL.i1 Use context to confirm or self-correct word recognition.

**Grade 5 Reading Standards for Reading Fluently**—NO CCCs for Print Concepts or Phonological Awareness

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.

5.RWL.b1 Use morphemes (e.g., roots and affixes) to decode unfamiliar multisyllabic words in and out of context.

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 recognition and understanding, rereading as necessary.

5.RWL.a1 Use context to confirm or self-correct word recognition.