

## Core Reading Skills Binder

Grade	Strand	Standard #	Standard
2	R.F	3	CC.2.R.F.3 Phonics and Word Recognition: Know and apply grade-level phonics and word analysis skills in decoding words.
2	R.F	3.a	CC.2.R.F.3.a Phonics and Word Recognition: Distinguish long and short vowels when reading regularly spelled one-syllable words.
2	R.F	3.b	CC.2.R.F.3.b Phonics and Word Recognition: Know spelling-sound correspondences for additional common vowel teams.
2	R.F	3.c	CC.2.R.F.3.c Phonics and Word Recognition: Decode regularly spelled two-syllable words with long vowels.
2	R.F	3.d	CC.2.R.F.3.d Phonics and Word Recognition: Decode words with common prefixes and suffixes.
2	R.F	3.e	CC.2.R.F.3.e Phonics and Word Recognition: Identify words with inconsistent but common spelling-sound correspondences.
2	R.F	3.f	CC.2.R.F.3.f Phonics and Word Recognition: Recognize and read grade-appropriate irregularly spelled words.
2	R.F	4	CC.2.R.F.4 Read with sufficient accuracy and fluency to support comprehension.
2	R.F	4.a	CC.2.R.F.4.a Read grade-level text with purpose and understanding.
2	R.F	4.b	CC.2.R.F.4.b Read grade-level text orally with accuracy, appropriate rate, and expression.
2	R.F	4.c	CC.2.R.F.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
2	R.I	1	CC.2.R.I.1 Key Ideas and Details: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
2	R.I	2	CC.2.R.I.2 Key Ideas and Details: Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
2	R.I	3	CC.2.R.I.3 Key Ideas and Details: Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
2	R.I	4	CC.2.R.I.4 Craft and Structure: Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
2	R.I	5	CC.2.R.I.5 Craft and Structure: Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
2	R.I	10	CC.2.R.I.10 Range of Reading and Level of Text Complexity: By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
2	R.L	10	CC.2.R.L.10 Range of Reading and Level of Text Complexity: By the end of the year, read and comprehend literature, including prose and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
3	L	3	CC.3.L.3 Knowledge of Language: Use knowledge of language and its conventions when writing, speaking, reading, or listening.
3	L	4	CC.3.L.4 Vocabulary Acquisition and Use: Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
3	L	4.a	CC.3.L.4.a Vocabulary Acquisition and Use: Use sentence-level context as a clue to the meaning of a word or phrase.
3	L	4.b	CC.3.L.4.b Vocabulary Acquisition and Use: Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
3	L	4.c	CC.3.L.4.c Vocabulary Acquisition and Use: Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
3	L	4.d	CC.3.L.4.d Vocabulary Acquisition and Use: Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
3	L	6	CC.3.L.6 Vocabulary Acquisition and Use: Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).
3	R.F	3	CC.3.R.F.3 Phonics and Word Recognition: Know and apply grade-level phonics and word analysis skills in decoding words.
3	R.F	3.c	CC.3.R.F.3.c Phonics and Word Recognition: Decode multisyllable words.
3	R.F	3.d	CC.3.R.F.3.d Phonics and Word Recognition: Read grade-appropriate irregularly spelled words.
3	R.F	4	CC.3.R.F.4 Fluency: Read with sufficient accuracy and fluency to support comprehension.
3	R.F	4.a	CC.3.R.F.4.a Fluency: Read grade-level text with purpose and understanding.

## Core Reading Skills Binder

Grade	Strand	Standard #	Standard
3	R.F	4.b	CC.3.R.F.4.b Fluency: Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
3	R.F	4.c	CC.3.R.F.4.c Fluency: Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
3	R.I	1	CC.3.R.I.1 Key Ideas and Details: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
3	R.I	2	CC.3.R.I.2 Key Ideas and Details: Determine the main idea of a text; recount the key details and explain how they support the main idea.
3	R.I	3	CC.3.R.I.3 Key Ideas and Details: Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
3	R.I	4	CC.3.R.I.4 Craft and Structure: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
3	R.I	8	CC.3.R.I.8 Integration of Knowledge and Ideas: Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
3	R.I	10	CC.3.R.I.10 Range of Reading and Level of Text Complexity: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.
3	R.L	1	CC.3.R.L.1 Key Ideas and Details: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
3	R.L	4	CC.3.R.L.4 Craft and Structure: Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
3	R.L	10	CC.3.R.L.10 Range of Reading and Complexity of Text: 10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.
4	L	4.a	CC.4.L.4.a Vocabulary Acquisition and Use: Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
4	L	5.b	CC.4.L.5.b Vocabulary Acquisition and Use: Recognize and explain the meaning of common idioms, adages, and proverbs.
4	L	6	CC.4.L.6 Vocabulary Acquisition and Use: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).
4	R.F	3	CC.4.R.F.3 Phonics and Word Recognition: Know and apply grade-level phonics and word analysis skills in decoding words.
4	R.F	3.a	CC.4.R.F.3.a Phonics and Word Recognition: 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	R.F	4	CC.4.R.F.4 Fluency: Read with sufficient accuracy and fluency to support comprehension.
4	R.F	4.a	CC.4.R.F.4.a Fluency: Read grade-level text with purpose and understanding.
4	R.F	4.b	CC.4.R.F.4.b Fluency: Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
4	R.F	4.c	CC.4.R.F.4.c Fluency: Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
4	R.I	2	CC.4.R.I.2 Key Ideas and Details: Determine the main idea of a text and explain how it is supported by key details; summarize the text.
4	R.I	3	CC.4.R.I.3 Key Ideas and Details: Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
4	R.I	4	CC.4.R.I.4 Craft and Structure: Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
4	R.I	5	CC.4.R.I.5 Craft and Structure: Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
4	R.I	10	CC.4.R.I.10 Range of Reading and Complexity of Text: By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as necessary at the high end of the range.