The purpose of this tool is to help educators understand each of the grade level standards and how those standards connect to the students' overall preparation for college and career readiness.

Standards are defined as the most critical prerequisite skills and knowledge. This document is color-coded to reflect both anchor and priority standards. Though previous emphasis was placed on priority standards to address lost learning due to COVID-19, New Mexico teachers should note that moving forward, while priority standards allow for acceleration of learning, **all** standards should be addressed in instruction throughout the school year.

In this guide you will find:
- A breakdown of each of the grade level standards within the Reading Foundational Skills strand, including:
  - Vertical alignment guidance
  - Essential vocabulary related to the standard
  - Identification of anchor standards as identified by the CCSS and priority standards as identified by NMPED

NEW MEXICO
Public Education Department

Key		
⚓	*Anchor Standard*	Anchor standards, as identified by the Common Core, are denoted with an anchor icon. Anchor standards are the fundamental skills we want students to have when they graduate. The College and Career Ready (CCR) and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate. Anchor standards appear from Kindergarten to 12th grade and are aligned to what colleges and workplaces expect students to be able to do.
	Priority Standard	Priority standards, as identified by NMPED, are denoted with red highlighting. Priority standards are the most critical prerequisite skills and knowledge a student needs. This does not mean that these are only standards required to be taught, just these are the standards that will allow for the acceleration the students of New Mexico need during this time.

STANDARDS BREAKDOWN

● **Comprehension and Collaboration**
   ○ CCSS.RF.3.3
	● **Presentation of Knowledge and Ideas**
	   ○ CCSS.RF.3.4

RF.3.3

Foundational Skills

From Achieve the Core: Definition- Phonics consists of the learning of sound and spelling patterns in a distinct sequence that allows students to recognize, decode, and encode the sounds letters make in print. Phonemic awareness connects directly to phonics, as students must be able to hear the sounds in order to recognize them in written form.

Grade	CCSS Domain	CCSS Strand
3	**Foundational Skills (RF)**	**Phonics and Word Recognition**

Standard	Vertical Alignment	

Know and apply grade-level phonics and word analysis skills in decoding words.
- Identify and know the meaning of the most common prefixes and derivational suffixes.
- Decode Words with common Latin suffixes.
- Decode Multisyllabic Words.
- Read grade-appropriate irregularly spelled words.

Previous Grades:
RF.K.3, 1.3, 2.3

Future Grades:
RF. 4.3, 5.3

Clarification Statement	Vocabulary for Teacher Development

Students should be able to decode words using phonics and word analysis skills.

- **analysis:** a detailed examination of the components of a subject to understand its meaning and/or nature as a whole
- **decode:** to apply knowledge of the relationships of letters and sounds in order to form a word
- multisyllabic: having more than one syllable, often requiring the application of phonics and word analysis knowledge and skills
- **suffixes**: an element appended to the end of a word root to change the meaning or to form a derivative (e.g., -ing: run–running

Students Who Demonstrate Understanding Can...

- recognize and know the meaning of the most common prefixes and suffixes.
- read words with common Latin suffixes.
- read words with more than one syllable.
- read grade appropriate words that do not follow normal spelling patterns.

RF.3.4

Foundational Skills
From Achieve the Core: Definition-: Fluency consists of reading accurately, at an appropriate rate, and with expression.

3	Foundational Skills (RF)	Fluency	
	Standard	**Vertical Alignment**	
	Read with sufficient accuracy and fluency to support comprehension. ● Read on-level text with purpose and understanding. ● Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. ● Use context to confirm or self correct word recognition and understanding, rereading as necessary	*Previous Grades:* RF. K.4, 1.4, 2.4	*Future Grades:* RF.4.4, 5.4

Clarification Statement	Vocabulary for Teacher Development
Students should be able to set a purpose for reading and read grade level texts orally with accuracy and fluency. Students can confirm or self-correct using context while reading and re-read if necessary.	**expression:** the process of making one's thoughts, feelings, and ideas known to others; the words, phrases, and clauses used to convey one's thoughts, feelings, and ideas; conveying emotion and feeling when reading aloud through the use of inflection, pacing, etc. **fluency, fluid reading:** oral reading that occurs easily and articulately and conveys an ease of word movement; reading that is pleasing to listen to where words are pronounced accurately, punctuation cues are followed, and sentences are read with expression **purpose:** the reason for a particular action or creation (e.g., literary work or speech); the reason for which something exists (e.g., to persuade, to inform, to express, and/or to entertain) **self-correct:** one recognizes when he/she has made an error (e.g., in the decoding of a word being read) and fixes the error without intervention from an external source, such as a teacher

Students Who Demonstrate Understanding Can...

- read and understand a variety of texts with purpose (e.g. to learn new information, for entertainment, etc.).
- read stories, poems, and other texts correctly, maintain a suitable rate, and use their voices to show changes and feelings on consecutive readings.
- reread or use surrounding pictures and words to confirm, self-correct, and/or understand a word.