

College and Career Readiness Anchor Standards K-12 Montana Common Core Reading Standards (CCRA.R)



The K–12 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The 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.

Key Ideas and Details

- CCRA.R.1** Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- CCRA.R.2** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- CCRA.R.3** Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

- CCRA.R.4** Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- CCRA.R.5** Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- CCRA.R.6** Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

- CCRA.R.7** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
- CCRA.R.8** Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- CCRA.R.9** Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

- CCRA.R.10** Read and comprehend complex literary and informational texts independently and proficiently.

*Please see “Research to Build and Present Knowledge” in Writing and “Comprehension and Collaboration” in Speaking and Listening for additional standards relevant to gathering, assessing, and applying information from print and digital sources.

Kindergarten

Reading Standards: Foundational Skills (RF.K)

Montana Common Core Standards and Assessments



Student:

Print Concepts

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

Phonological Awareness

- RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- RF.K.2.a Recognize and produce rhyming words.
- RF.K.2.b Count, pronounce, blend, and segment syllables in spoken words.
- RF.K.2.c Blend and segment onsets and rimes of single-syllable spoken words.
- RF.K.2.d Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.)
- RF.K.2.e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

Phonics and Word Recognition

- RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.
- RF.K.3.a Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
- RF.K.3.b Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
- RF.K.3.c Read common high-frequency words by sight (e.g., *the, of, to, you, she, my, is, are, do, does*).
- RF.K.3.d Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

Fluency

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

First Grade

Reading Standards: Foundational (RF.1)

Montana Common Core Standards and Assessments



Student:

Print Concepts

- RF.1.1 Demonstrate understanding of the organization and basic features of print.
- RF.1.1.a Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

Phonological Awareness

- RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- RF.1.2.a Distinguish long from short vowel sounds in spoken single-syllable words.
- RF.1.2.b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
- RF.1.2.c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
- RF.1.2.d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

Phonics and Word Recognition

- RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.
- RF.1.3.a Know the spelling-sound correspondences for common consonant digraphs.
- RF.1.3.b Decode regularly spelled one-syllable words.
- RF.1.3.c Know final -e and common vowel team conventions for representing long vowel sounds.
- RF.1.3.d Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
- RF.1.3.e Decode two-syllable words following basic patterns by breaking the words into syllables.
- RF.1.3.f Read words with inflectional endings.
- RF.1.3.g Recognize and read grade-appropriate irregularly spelled words.

Fluency

- RF.1.4 Read with sufficient accuracy and fluency to support comprehension.
- RF.1.4.a Read on-level text with purpose and understanding.
- RF.1.4.b Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
- RF.1.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Second Grade Reading Standards: Foundational Skills (RF.2)

Montana Common Core Standards and Assessments



Student:

Phonics and Word Recognition

- RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.
- RF.2.3.a Distinguish long and short vowels when reading regularly spelled one-syllable words.
- RF.2.3.b Know spelling-sound correspondences for additional common vowel teams.
- RF.2.3.c Decode regularly spelled two-syllable words with long vowels.
- RF.2.3.d Decode words with common prefixes and suffixes.
- RF.2.3.e Identify words with inconsistent but common spelling-sound correspondences.
- RF.2.3.f Recognize and read grade-appropriate irregularly spelled words.

Fluency

- RF.2.4 Read with sufficient accuracy and fluency to support comprehension.
- RF.2.4.a Read on-level text with purpose and understanding.
- RF.2.4.b Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
- RF.2.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Third Grade

Reading Standards: Foundational Skills (RF.3)

Montana Common Core Standards and Assessments



Student:

Phonics and Word Recognition

- RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.
- RF.3.3a Identify and know the meaning of the most common prefixes and derivational suffixes.
- RF.3.3b Decode words with common Latin suffixes.
- RF.3.3c Decode multi-syllable words.
- RF.3.3d Read grade-appropriate irregularly spelled words.

Fluency

- RF.3.4a Read with sufficient accuracy and fluency to support comprehension.
- RF.3.4b Read on-level text with purpose and understanding.
- RF.3.4c Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
- RF.3.4d Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Fourth Grade

Reading Standards: Foundational Skills (RF.4)

Student:

Phonics and Word Recognition

- RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words.
- RF.4.3.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.

Fluency

- RF.4.4 Read with sufficient accuracy and fluency to support comprehension.
- RF.4.4.a Read on-level text with purpose and understanding.
- RF.4.4.b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
- RF.4.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Fifth Grade

Reading Standards: Foundational Skills (RF.5)

Student:

Phonics and Word Recognition

- RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words.
- RF.5.3.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.

Fluency

- RF.5.4 Read with sufficient accuracy and fluency to support comprehension.
- RF.5.4.a Read on-level text with purpose and understanding.
- RF.5.4.b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
- RF.5.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.