Program Alignment to K-12 Common Core Standards

mCLASS® Reading3D™

On June 2, 2010 the National Governors Association Center for Best Practices (NGA Center) and the Council of Chief State School Officers (CCSSO) released the K-12 Common Core Standards.

The table that follows illustrates alignment of mCLASS®:Reading 3D™ components to the Common Core in English Language Arts standards for Grades K-5. Specifically, the alignment pertains to the following:

- Reading Standards for Literature K-5 (pages 1–6)
- Reading Standards for Informational Text K-5 (pages 6–10)
- Reading Standards: Foundational Skills (pages 11–14)

Key

TRC	Text, Reading and Comprehension	**ORF**	Oral Reading Fluency DIBELS Measure
ISF	Initial Sound Fluency DIBELS Measure	**WUF**	Word Use Fluency DIBELS Measure
PSF	Phoneme Segmentation Fluency DIBELS Measure	**RTF**	Retell Fluency DIBELS Measure
LNF	Letter Naming Fluency DIBELS Measure	**WR**	Word Recognition
NWF	Nonsense Word Fluency DIBELS Measure		

Reading Standards for Literature K–5

Kindergarten Standard	mCLASS:Reading 3D
Key Ideas and Details	
With prompting and support, ask and answer questions about key details in a text.	TRC
With prompting and support, retell familiar stories, including key details.	ORF, RTF, TRC
With prompting and support, identify characters, settings, and major events in a story.	TRC
Craft and Structure	
Ask and answer questions about unknown words in a text.	TRC
Recognize common types of texts (e.g., storybooks, poems).	Not applicable
With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	TRC

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Kindergarten Standard	mCLASS:Reading 3D
Integration of Knowledge and Ideas	
With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g. what moment in a story an illustration depicts).	TRC
With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories	TRC
Range and Level of Text Complexity	
Actively engage in group reading activities with purpose and understanding.	TRC* * Assessment measures individual's ability

Grade 1 Standard	mCLASS:Reading 3D
Key Ideas and Details	
Ask and answer questions about key details in a text.	TRC
Retell stories, including key details, and demonstrate understanding of their central message or lesson.	ORF + TRC
Describe characters, settings, and major events in a story, using key details.	TRC
Craft and Structure	
Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	TRC
Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	Not applicable
Identify who is telling the story at various points in text.	Not applicable
Integration of Knowledge and Ideas	
Use illustrations and details in a story to describe characters, events, or settings.	TRC
Compare and contrast the adventures and experiences of characters in stories.	TRC
Range and Level of Text Complexity	
With prompting and support, read prose and poetry of appropriate complexity for Grade 1.	TRC

Grade 2 Standard	mCLASS:Reading 3D
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.	TRC
Recount stories including fables and folktales from diverse cultures and determine their central message, lesson or moral.	TRC
Describe how characters in a story respond to major events and challenges.	TRC
Craft and Structure	
Describe how words and phrases (e.g., regular beats, rhymes, and repeated lines) supply rhythm and meaning in a story, poem, or song.	Not applicable
Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	Not applicable
Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	Not applicable
Integration of Knowledge and Ideas	
Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	TRC
Compare and contrast two or more versions of the same story (e.g. Cinderella stories) by different authors or from different cultures.	Not applicable
Range and Level of Text Complexity	
By the end of the year, read and comprehend literature, including stories and poetry in the Grade 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	TRC

Grade 3 Standard	mCLASS:Reading 3D
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.	TRC
Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson or moral and explain how it is conveyed through key details in the text..	TRC
Describe the main characters in a story (e.g., their traits, motivations, or feelings) and explain how they contribute to the sequence of events.	TRC

Craft and Structure

Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language.	TRC
Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene and stanza; describe how each successive part builds on earlier sections.	TRC
Distinguish their own point of view from that of the narrator or those of the characters.	Not applicable

Integration of Knowledge and Ideas

Explain how specific aspects of a text's illustration contribute to what is conveyed by the words in a story (e.g. create mood, emphasize aspects of a character or setting).	TRC
Compare and contrast the themes, settings and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).	Not applicable

Range and Level of Text Complexity

By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 complexity band independently and proficiently.	TRC

Grade 4 Standard	mCLASS:Reading 3D
Key Ideas and Details	
Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	TRC
Determine a theme of a story, drama, or poem from details in the text; summarize the text.	TRC
Describe in depth a character, setting, or event, drawing on specific details in the text (e.g., from a character's thoughts, words, deeds, or interactions with others).	TRC
Craft and Structure	
Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., *Herculean*).	TRC
Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., stanza, verse, rhythm, meter) and drama (e.g. casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.	Not applicable
Compare the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	Not applicable

Integration of Knowledge and Ideas

Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.	Not applicable
Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.	TRC

Range and Level of Text Complexity

By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	TRC

Grade 5 Standard	mCLASS:Reading 3D
Key Ideas and Details	
Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	Not applicable
Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	TRC
Compare and contrast two or more characters, settings or events in a story of drama, drawing on specific details in the text (e.g. how characters interact).	TRC
Craft and Structure	
Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	TRC
Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	Not applicable
Describe how a narrator's perspective or point of view influences how events are described.	Not applicable
Integration of Knowledge and Ideas	
Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).	Not applicable
Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	Not applicable

Range and Level of Text Complexity	
By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.	TRC

Reading Standards for Informational Text K–5

Kindergarten Standard	mCLASS:Reading 3D
Key Ideas and Details	
With prompting and support, ask and answer questions about key details in a text.	TRC
With prompting and support, identify the main topic and retell key details of a text.	TRC
With prompting and support, describe the connection between two individuals, events, ideas or pieces of information in a text.	TRC
Craft and Structure	
With prompting and support, ask and answer questions about unknown words in a text.	TRC
Identify the front cover, back cover, and title page of a book.	TRC
Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	TRC
Integration of Knowledge and Ideas	
With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).	TRC
With prompting and support, identify the reasons an author gives to support points in a text.	TRC
With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations or descriptions).	Not applicable
Range and Level of Text Complexity	
Actively engage in group reading activities with purpose and understanding.	TRC* * Assessment measures individual's ability

Grade 1 Standard	mCLASS:Reading 3D
Key Ideas and Details	
Ask and answer questions about key details in a text.	TRC
Identify the main topic, main ideas, and retell key details of a text.	TRC
Describe the connection between two individuals, events, ideas, or pieces of information in a text.	TRC
Craft and Structure	
Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	TRC
Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.	TRC
Distinguish between information provided by pictures or illustrations and that provided by the words in a text.	TRC
Integration of Knowledge and Ideas	
Use pictures, illustrations, and details in a text to describe the key ideas.	TRC
Identify the reasons an author gives to support points in a text.	TRC
Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions or procedures).	Not applicable
Range and Level of Text Complexity	
With prompting and support, read informational texts appropriately complex for grade 1.	TRC

Grade 2 Standard	mCLASS:Reading 3D
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.	TRC
Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.	TRC
Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	TRC

Craft and Structure

Determine the meanings of words and phrases encountered in text relevant to a Grade 2 topic or subject area.	TRC
Know and use various text features (e.g., captions, headings, tables of contents, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.	TRC
Identify the main purpose of a text, including what question the author wants to answer or what the author wants to answer, explain or describe.	TRC

Integration of Knowledge and Ideas

Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	TRC
Describe how reasons support specific points the author makes in a text.	Not applicable
Compare and contrast the most important points presented by two texts on the same topic.	Not applicable

Range 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.	TRC

Grade 3 Standard	mCLASS:Reading 3D

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.	TRC
Determine the main idea of a text; recount the key details and explain how they support the main idea.	TRC
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.	TRC

Craft and Structure

Determine the meanings of general academic language and domain-specific words and phrases encountered in a text relevant to a Grade 3 topic or subject area.	TRC
Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic quickly and efficiently.	TRC
Distinguish their own point of view from that of the author of a text.	Not applicable

Integration of Knowledge and Ideas

Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why and how events occur).	TRC
Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	Not applicable
Compare and contrast the most important points and key details presented in two texts on the same topic.	Not applicable

Range 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.	TRC

Grade 4 Standard	mCLASS:Reading 3D

Key Ideas and Details

Refer to details and examples from a text when explaining what the text says explicitly and when drawing inferences from the text.	TRC
Determine the main idea of a text and explain how it is supported by key details; summarize the text.	TRC
Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in a text.	TRC

Craft and Structure

Determine the meanings of general academic language and domain-specific words or phrases encountered in a text relevant to a Grade 4 topic or subject area.	TRC
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.	TRC
Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	Not applicable

Integration of Knowledge and Ideas

Interpret information presented visually, orally, or quantitatively (e.g., in charts, diagrams, time lines, animations, and interactive elements on Web page) and explain how the information contributes to understanding of the text in which it appears.	TRC
Explain how an author uses reasons and evidence to support particular points in a text.	TRC
Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	Not applicable

Range 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 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	TRC

Grade 5 Standard	mCLASS:Reading 3D
Key Ideas and Details	
Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	Not applicable
Determine two or more main ideas and how they are supported by key details; summarize the text.	TRC
Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	TRC
Craft and Structure	
Determine the meanings of general academic language and domain-specific words and phrases encountered in a text relevant to a Grade 5 topic or subject area.	TRC
Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.	Not applicable
Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	Not applicable
Integration of Knowledge and Ideas	
Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.	Not applicable
Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	Not applicable
Integrate information from several texts on the same subject in order to write or speak about the subject knowledgeably.	Not applicable
Range 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 4–5 text complexity band independently and proficiently.	TRC

Reading Standards: Foundational Skills (K–5)

Kindergarten Standard	mCLASS:Reading 3D
Print Concepts	
Demonstrate understanding of the organization and basic features of print.	
Follow words from left to right, top to bottom, and page by page.	TRC
Recognize that spoken words are represented in written language by specific sequences of letters.	TRC
Understand that words are separated by spaces in print.	TRC
Recognize and name all upper- and lowercase letters of the alphabet.	LNF
Phonological Awareness	
Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	
Recognize and produce rhyming words.	Not applicable
Count, pronounce, blend, and segment syllables in spoken words.	ISF, PSF
Blend and segment onsets and rimes of single–syllable spoken words.	ISF
Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant–vowel–consonant) words (This does not include CVCs ending with /l/, /r/, or /x/.)	ISF, PSF
Add or substitute individual phonemes in simple, one-syllable words to make new words.	Not applicable
Phonics and Word Recognition	
Know and apply grade-level phonics and word analysis skills in decoding words.	
Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or most frequent sound for each consonant.	NWF
Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.	NWF
Read common high-frequency words by sight (e.g., *the*, *of*, *to*, *you*, *she*, *my*, *is*, *are*, *do*, *does*).	ORF, TRC, WR
Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	Not applicable

Fluency

Read with sufficient accuracy and fluency to support comprehension.

Read emergent-reader texts with purpose and understanding.	TRC

Grade 1 Standard	mCLASS:Reading 3D
Print Concepts	
Demonstrate understanding of the organization and basic features of print.	
Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	TRC
Phonological Awareness	
Demonstrate understanding of spoken words, syllables, and phonemes.	
Distinguish long from short vowel sounds in spoken single-syllable words.	Not applicable
Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.	Not applicable
Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.	ISF, PSF
Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	PSF
Phonics and Word Recognition	
Know and apply grade-level phonics and word analysis skills in decoding words.	
Know the spelling-sound correspondences for common consonant digraphs.	Not applicable
Decode regularly spelled one-syllable words.	NWF, ORF, TRC
Know final -e and common vowel team conventions for representing long vowel sounds.	ORF, TRC
Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.	Not applicable
Decode two-syllable words following basic patterns by breaking the words into syllables.	ORF, TRC
Read words with inflectional endings.	ORF, TRC
Recognize and read grade-appropriate irregularly spelled words.	ORF, TRC, WR

Fluency

Read with sufficient accuracy and fluency to support comprehension.

Read on-level text with purpose and understanding.	ORF + RTF, TRC
Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.	ORF, TRC
Use context to confirm or self-correct word recognition and understanding, re-reading as necessary.	TRC

Grade 2 Standard	mCLASS:Reading 3D

Phonics and Word Recognition

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

Distinguish long and short vowels when reading regularly spelled one syllable words.	ORF, TRC, WR
Know spelling-sound correspondences for additional common vowel teams.	ORF, TRC
Decode regularly spelled two-syllable words with long vowels.	ORF, TRC
Decode words with common prefixes and suffixes.	ORF, TRC
Identify words with inconsistent but common spelling-sound correspondences.	ORF, TRC
Recognize and read grade-appropriate irregularly spelled words.	ORF, TRC, WR

Fluency

Read with sufficient accuracy and fluency to support comprehension.

Read on-level text with purpose and understanding to support comprehension.	ORF + RTF, TRC
Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.	ORF, TRC
Use context to confirm or self correct word recognition and understanding, rereading as necessary.	TRC

Grade 3 Standard	mCLASS:Reading 3D
Phonics and Word Recognition	
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.	Not applicable
Decode words with common Latin suffixes.	Not applicable
Decode multi-syllable words.	ORF
Read grade-appropriate irregularly spelled words.	ORF, TRC
Fluency	
Read with sufficient accuracy and fluency to support comprehension.	
Read on-level text with purpose and understanding to support comprehension.	ORF + RTF, TRC
Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	ORF, TRC
Use context to confirm or self correct word recognition and understanding, rereading as necessary.	TRC

Grade 4 Standard	mCLASS:Reading 3D
Phonics and Word Recognition	
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.	ORF, TRC
Fluency	
Read with sufficient accuracy and fluency to support comprehension.	
Read on-level text with purpose and understanding to support comprehension.	ORF + RTF, TRC
Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	ORF, TRC
Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	TRC

Grade 5 Standard	mCLASS:Reading 3D
Phonics and Word Recognition	
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.	ORF, TRC
Fluency	
Read with sufficient accuracy and fluency to support comprehension.	
Read on-level text with purpose and understanding to support comprehension.	ORF + RTF, TRC
Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	ORF, TRC
Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	TRC

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