

Reading Grade 1 CCCs

For comprehensive views of the relationships of the CCCs to each other, see the Instructional Families at https://wiki.ncscpartners.org/index.php/Instructional_Families.

Standards for English Language Arts	CCC									
Literary Text	1.RL.a1 Demonstrate a response (e.g., nod, smile, clap, vocalization, sustained look) to text read, read aloud, or viewed. No CCSS link	1.RL.d1 Answer questions about key details in a story (e.g., who, what, when, where, why). 1.RL.1	1.RL.d2 Ask questions about key details in a familiar story. 1.RL.1; 1.SL.2	1.RL.e2 Use details to tell what happened in a story. 1.RL.2	1.RL.e3 Retell the sequence of events in a story. 1.RL.2	1.HD.d4 Retell a favorite text, including key details. 1.RL.2; 1.SL.4	1.RL.c3 Answer questions about the beginning, middle, and end of a story. 1.RL.3	1.RL.c4 Use signal words (e.g., first, next, after, before) and text details to describe events of a story. 1.RL.3	1.RL.d3 Identify and/or describe the characters from a story. 1.RL.3	1.RL.d4 Identify and/or describe a major event (e.g., problem or solution) from a story. 1.RL.3
	1.RL.e1 Answer questions regarding	1.RL.f2 Identify and/or describe a	1.RL.f3 Describe feelings of characters	1.RL.g1 Identify the purpose	1.HD.g1 Read books to examine	1.RL.f1 Identify who is telling the	1.RL.c1 Explain a key illustratio	1.RL.c2 Use illustrations and	1.HD.e3 Use text features to aid	1.RL.g2 Compare and contrast

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	key events of stories. 1.RL.3	setting in a story. 1.RL.3	. 1.RL.3	of storybooks and informational text. 1.RL.5	how certain genres are written. 1.RL.5	story in a text. 1.RL.6	n in the story. 1.RL.7	details in a story to describe its characters, setting, or events. 1.RL.7	comprehension. 1.RI.5; 1RL.7	(what is the same and what is different) the experiences of characters in stories. 1.RL.9
	1.RL.g2 Compare and contrast (what is the same and what is different) the experiences of characters in stories. 1.RL.9	1.HD.b1 Choose informational and narrative text or adapted text to read and reread, listen to, or view for leisure purposes. 1.RL.10	1.HD.c1 Engage in group reading of stories or poems by sharing something learned or something enjoyed. 1.RL.10							
Foundational Text	1.RI.a1 1.RL.a1 Demonstrate a response	1.RI.b1 1.RL.b1 Locate words and illustrations	1.RI.b2 1.RL.b3 During shared reading	1.RI.b3 1.RL.b2 During shared reading	1.RI.b4 1.RL.b4 Recognize that words are	1.RI.b5 1.RL.b5 Recognize the distinguish	1.RWL.b1 Identify or name uppercase letters of	1.RWL.b2 Identify or name lowercase letters of	1.RWL.b5 Recognize rhyming words. K.RF.2a	1.RWL.b6 Produce rhyming words. K.RF.2a

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	(e.g., nod, smile, clap, vocalization, and sustained look) to text read, read aloud, or viewed. No CCSS linked	ns in stories, informational texts. No CCSS linked	activities, indicate need to turn the page for continued reading of a story/text. K.RF.1a	activities, text point: from top to bottom of page, left to right, or to match a spoken "orally read" word to written word in text. K.RF.1a	separated by spaces in print. K.RF.1b; K.RF.1c	hing features of a sentence (e.g., first word, capitalization). 1.RF.1a	the alphabet. K.RF.1d	the alphabet. K.RF.1d		
	1.RWL.b7 Produce single-syllable words by blending sounds (phonemes) including consonant blends. 1.RF.2b	1.RWL.b8 Isolate and/or produce initial sound in consonant-vowel-consonant (CVC) words. 1.RF.2c	1.RWL.b9 Isolate and/or produce medial vowel sound in consonant-vowel-consonant (CVC) words. 1.RF.2c	1.RWL.b10 Isolate and/or produce final sounds in consonant-vowel-consonant (CVC) words. 1.RF.2c	1RWL.b11 Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). 1.RF.2d	1.RWL.c6 Identify long or short vowel sounds in spoken single-syllable words. 1.RF.2a	1.RWL.b3 Recognize the sound(s) for each letter. K.RF.3a	1.RWL.b4 Produce the sound(s) for each letter. K.RF.3a	1.RWL.c1 Identify words with long and short vowel sounds for the five major vowel sounds. K.RF.3b	1.RWL.c2 Identify the sound that differs between two similarly spelled words. K.RF.3d
	1.RWL.c3	1.RWL.c4	1.RWL.c5	1.RWL.c7	1.RWL.d1	1RWL.d2	1.RWL.d3	1.HD.e1	1.HD.a1	1.HD.a2

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	Identify common consonant digraphs using their sound correspondence (e.g., write/strate/select "ch" when sounded out). 1.RF.3b	Decode regularly spelled CVC words. 1.RF.3b	Recognize silent e as the reason the vowel sound is a long vowel sound in a word. 1.RF.3c	Read or identify frequently occurring words with inflectional endings. 1.RF.3f	Recognize grade-appropriate irregularly spelled words. 1.RF.3g	Identify grade-level words with accuracy and appropriate rate on successive attempts. 1.RF.3g	Read grade-level text with accuracy, appropriate rate, and expression (when applicable) on successive readings. 1.RF.4b	Practice self-monitoring strategies to aid comprehension (e.g., reread, use visuals or cueing system, self-correct, ask questions, confirm predictions) 1.RF.4c	Ask questions about information presented (orally or in writing) in order to clarify something that is not understood. 1.SL.3	Ask questions to clear up any confusion about the topics or texts under discussion. 1.SL.1c
	1.HD.c4 Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking	1.HD.c5 Build on others' talk in conversations by responding to the comments of others through	1.HD.d1 Engage in small or large group discussions by sharing one's own writing. 1.SL.6	1.HD.d4 Retell a favorite text, including key details. 1.RL.2; 1.SL.4	1.HD.d3 Engage in small or large group discussion of favorite texts or topics presented orally or					

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	one at a time about the topics and texts under discussion). 1.SL.1a	multiple exchanges . 1.SL.1b			through other media. 1.SL.2					
Informational Text	1.RI.b2 During shared reading activities, indicate need to turn the page for continued reading. K RF.1	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 to written word in an informational text. K RF.1	1.RI.b4 Recognize that words are separated by spaces in print. K RF.1	1.RI.b5 Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation) in informational texts. 1.RF.1	1.RI.d1 Answer questions about key details in a text read, read aloud, or viewed. K.RI.1	1.RI.d2 Identify the main topic of an informational text. 1.RI.2	1.RI.d3 Retell/identify key details in an informational text. 1.RI.2	1.HD.d5 Discuss key details and main topic of a preferred text. 1.RI.2	1.RI.f1 Describe the connection between two individuals, events, or pieces of information in a text.1.RI.3	1.RI.b1 Locate words and illustrations in informational texts 1.RI.5
	1.RI.e2	1.HD.e2	1.HD.e3	1.RI.f3	1.RI.c1	1.RI.c2	1.RI.f2	1.RI.g1	1.RI.g2	1.HD.b2

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	Identify and use various text features (e.g., bold text, titles) to locate key facts or information in a text. 1.RI.5	Identify text features to aid comprehension. 1.RI.5	Use text features to aid comprehension. 1.RI.5; 1RL.7	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. 1.RI.6	Use the photos, diagrams, or graphics and details in a text to describe or identify its key ideas. 1.RI.7	Identify the organizational features of an informational text (e.g., use of headings bold print). No CCSS link	Use a set of graphical instructions/illustrations/steps to complete a task. No CCSS link	Identify the facts and details an author gives to support points in a text. 1.RI.8	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). 1.RI.9	Choose text or adapted text to read and reread, listen to, or view for informational purposes (e.g., to answer questions; understand the world around them). 1.RI.10
	1.HD.c2 Engage in group reading of informational text by sharing something learned or something									

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	enjoyed. 1.RI.10									
Vocabulary Acquisition	1.RWL.e4 Use context within a sentence as a clue to the meaning of a word or phrase. 1.L.4a	1.RWL.e4 Use context within a sentence as a clue to the meaning of a word or phrase. 1.L.4a	1.RWL.c8 Use frequently occurring affixes as a clue to the meaning of the word. 1.L.4b	1.RWL.e1 With guidance and support, identify the category for a given word (e.g., a duck is a bird). 1.L.5b	1.RWL.e2 With guidance and support, sort labeled objects into categories (e.g., shapes, food) to gain a sense of the concepts the categories represent. 1.L.5a	1.RWL.e3 With guidance and support from adults, sort words or picture cards with words into categories (e.g., shapes, food) to gain a sense of the concepts the categories represent. 1.L.5a	1.RWL.f2 Use frequently occurring conjunctions to signal simple relationships. 1.L.6	1.RWL.a1 Ask questions to help determine or clarify the meaning of words in a text. 1.RL.4; 1.RI.4; 1.L.6	1.RWL.a2 Answer questions to help determine or clarify the meaning of words in a text. 1.RL.4; 1.RI.4; 1.L.6	1.RWL.a3 Ask questions to help determine or clarify the meaning of phrases in a text. 1.RL.4; 1.RI.4; 1.L.6
	1.RWL.a4 Answer questions to help determine	1.RWL.e1 With guidance and support,	1.RWL.e2 With guidance and support,	1.RWL.e3 With guidance and support	1.RWL.f1 With guidance and support,	1.RWL.f2 Use frequently occurring conjunctio				

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	<p>or clarify the meaning of phrases in a text. 1.RL.4; 1.RI.4</p>	<p>identify the category for a given word (e.g., a duck is a bird). K.L.4a</p>	<p>sort labeled objects into categories (e.g., shapes, food) to gain a sense of the concepts the categories represent. K.L.5a; K.L.6</p>	<p>from adults, sort words or picture cards with words into categories (e.g., shapes, food) to gain a sense of the concepts the categories represent. K.L.5b</p>	<p>use newly acquired words in real-life context. 1.L.5c; 1.L.6</p>	<p>ns to signal simple relationships. 1.L.6</p>				
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