

Reading Grade K 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	K.RL.a1 Demonstrate a response (e.g., nod, smile, clap, vocalization, sustained look) to text read, read aloud, or viewed. No CCSS link	K.RL.e2 With prompting and support answer questions about key details in a story. K.RL.1	K.RL.c1 With prompting and support sequence a set of events in a familiar story. K.RL.2	K.RL.c2 With prompting and support identify the beginning, middle, and ending of a familiar story. K.RL.2	K.RL.e1 Retell a familiar story (e.g., What was the story about?). K.RL.2	K.HD.d2 With prompting and support, retell a favorite story, including key details. K.RL.2	K.RL.d1 With prompting and support identify characters in a story. K.RL.3	K.RL.d2 With prompting and support identify major events (e.g., problem or solution) in a story. K.RL.3	K.RL.f1 With prompting and support show how characters interacted in a story. K.RL.3	K.RL.b1 Locate words and illustrations in stories. No CCSS link
	K.RL.b2 Distinguish front of book from	K.RL.b3 Identify the title of a story or	K.RL.b4 Place book in upright	K.RL.g1 Recognize common types of	K.HD.a1 Answer questions about	K.RL.c3 With prompting and	K.RL.c4 With prompting and	K.RL.c5 With prompting and	K.RL.c6 With prompting and	K.RL.c7 With prompting and

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	back of book. K.RL.5	poem or the title page. K.RL.5	position to read. No CCSS link	text. K.RL.5	reading such as "Why do we read? What do we read?" K.RL.5; K.RL.10	support identify the author of a familiar story (e.g., show me the author, show me who wrote the book). K.RL.6	support define the role of the author. K.RL.6	support, identify the illustrator. K.RL.6	support define the role of the illustrator. K.RL.6	support identify the relationship between an illustration and the story. K.RL.7
	K.HD.e2 With prompting and support, identify illustrations to aid comprehension. K.RL.7	K.RL.g2 With prompting and support, compare and contrast (i.e., find something the same and something different) between familiar stories.	K.HD.a1 Answer questions about reading such as "Why do we read? What do we read?" K.RL.5; K.RL.10	K.HD.b1 Choose narrative or informational text to read and reread, listen to, or view for leisure purposes. K.RI.10; K.RL.10	K.HD.c2 Engage in group reading of stories or poems by sharing something learned or something enjoyed. K.RL.10					

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		K.RL.9								
Foundational Text	K.RI.a1, K.RL.a1 Demonstrate a response (e.g., nod, smile, clap, vocalization, and sustained look) to informational or literary text read, read aloud, or viewed. No CCSS linked	K.RI.b1 K.RL.b1 Locate words and illustrations in stories, informational texts. No CCSS linked	K.RI.b2 K.RL.b2 Distinguish front of book from back of book. K.RI.5	K.RI.b3 K.RL.b3 Identify the title of an informational text, story or poem, or the title page. K.RI.5	K.RI.b4 K.RL.b4 Place book in an upright position to read. No CCSS linked	K.RI.b5 K.RL.b5 During shared reading activities, indicate need to turn the page for continued reading of a story/text. K.RF.1a	K.RI.b6 K.RL.b6 During shared reading activities, text point: from top to bottom of page, left to right, or to match a spoken "orally read" word to written word in stories, an informational text. K.RF.1a; K.RF.1b	K.RI.b7 K.RL.b7 Identify familiar written words when spoken (e.g., "Tony.") K.RF.1b; K.RF.2	K.RI.b8 K.RL.b8 Distinguish individual letters from words; distinguish letters from punctuation marks; and distinguish words from sentences. K.RF.1a; K.RF.1b	K.RI.b9 K.RL.b9 Recognize that words are separated by spaces in print. K.RF.1a; K.RF.1c
	K.RWL.b1 Identify or name uppercase letters of the	K.RWL.b2 Identify or name lowercase letters of the	K.RWL.b5 Recognize rhyming words. K.RF.2a	K.RWL.b6 Produce rhyming words. K.RF.2a	K.RWL.b7 Count syllables in spoken words. K.RF.2b	K.RWL.b8 Blend and segment syllables in spoken words.	K.RWL.b9 Blend and segment onsets and rimes of single-	K.RWL.b1 0 Isolate initial sounds in consonant-vowel-	K.RWL.b1 1 Isolate final sounds in consonant-vowel-	K.RWL.b1 2 Add or substitute individual sounds (phoneme)

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	alphabet. K.RF.1d	alphabet. K.RF.1d				K.RF.2b	syllable spoken words. K.RF.2c	consonant (CVC) words (not including blends). K.RF.2b	consonant (CVC) words (not including blends). K.RF.2d	s) in simple, one- syllable words to make new words. K.RF.2e
	K.RWL.b3 Recognize the sound(s) for each letter. K.RF.3a	K.RWL.b4 Produce the sound(s) for each letter. K.RF.3a	K.RWL.c1 Identify words with long and short vowel sounds for the five major vowel sounds. K.RF.3b	K.RWL.c2 Identify the sound that differs between two similarly spelled words. K.RF.3d	K.RWL.d1 Read common kindergart en high frequency words by sights. K.RF.3c	K.RWL.d2 Participat e in reading emergent- reader texts. K.RF.4	K.HD.c1 Follow agreed- upon rules for discussion s (e.g., listening to others and taking turns speaking about the topics and texts under discussion) K.SL.1a	K.HD.d4 Share informatio n from a selected permanen t product or a favorite text. K.SL.6	K.HD.e1 Ask and answer questions in order to seek help, get informatio n, or clarify something that is not understood. K.SL.3	K.HD.a2 With prompting and support, confirm understan ding of a text read aloud or informatio n presented orally or through other media by requestin g clarificatio n if something is not

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										understood. K.SL.2
	K.HD.a3 Confirm understanding of a text read aloud or information presented orally or through other media by answering questions about key details. K.SL.2									
Informational Text	K.RI.a1 Demonstrate a response (e.g., nod, smile, clap, vocalization, and sustained look) to	K.RI.b5 During shared reading activities, indicate need to turn the page for continued reading. K	K.RI.b6 During shared reading activities, point to text: from top to bottom of page, left to right,	K.RI.b7 Identify familiar written words when spoken. K.RF.2	K.RI.b8 Distinguish individual letters from words; distinguish letters from punctuation	K.RI.b9 Recognize that words are separated by spaces in print. K.RF.1	K.RI.d1 With prompting and support, answer questions about key details in a text. K.RI.1	K.RI.e1 During shared literacy activities suggest things you might learn about for a given	K.RI.d2 With prompting and support, identify the main topic. K.RI.2	K.RI.d3 With prompting and support, retell/identify key details in a text. K.RI.2

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	informational text read, read aloud, or viewed. No CCSS link	RF.1	or to match a spoken "orally read" word to written word in an informational text. K.RF.1		on marks; and distinguish words from sentences. K.RF.1			print or non print text (e.g., What do you think we might learn about in this book?). No CCSS linked		
	K.HD.d3 Discuss key details and main topic of a preferred text. K.RI.2	K.RI.f1 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information. K.RI.3	K.RI.b1 Locate words and illustrations in informational texts. K.RI.5	K.RI.b3 Identify the title of an informational text or the title page. K.RI.5	K.RI.b4 Place book in an upright position to read. K.RI.5	K.RI.g1 Identify the author's purpose in an informational text. K.RI.6	K.RI.c1 Identify a labeled photo or diagram or graphic from within an informational text. K.RI.7	K.RI.f2 With prompting and support, interpret the information provided in photos or diagrams or graphics and the text in which they	K.RI.g2 With prompting and support, identify the facts an author gives to support points in a text. K.RI.8	K.RI.g3 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., imaginary or real bear; photo

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								appear (e.g., what person, place, thing, or idea in the text an illustration depicts). K.RI.7		versus illustration of something not real). K.RI.9
	K.HD.b1 Choose narrative or informational text to read and reread, listen to, or view for leisure purposes. K.RI.10; K.RL.10	K.HD.b2 Choose text to read and reread, listen to, or view for informational purposes (e.g., to answer questions; understand the world around them). K.RI.10	K.HD.c3 Engage in group reading of informational text by sharing something learned or something enjoyed K.RI.10							
Vocabulary	K.RWL.e1	K.RWL.c3	K.RWL.c4	K.RWL.c5	K.RWL.e2	K.RWL.e3	K.RWL.a1	K.RWL.a2	K.RWL.e2	K.RWL.f1

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Acquisition	Identify new meanings for familiar words. K.L.4a	Identify an affix or inflectional ending for a frequently occurring word. K.L.4b	Identify the meaning of common inflections and affixes. K.L.4b	Use meanings of common inflections and affixes as a clue to the meaning of an unknown word. K.L.4b	With guidance and support, sort objects into categories (e.g., shapes, food) to gain a sense of the concepts the categories represent. K.L.5a	With guidance and support, match the opposites for frequently used verbs and adjectives. K.L.5b	Ask questions about unknown words in a text. K.RL.4; K.RI.4; K.L.6	Answer questions about unknown words in a text. K.RL.4; K.RI.4; K.L.6	With guidance and support, sort objects into categories (e.g., shapes, food) to gain a sense of the concepts the categories represent. K.L.5	With guidance and support, use newly acquired words in real-life context. K.L.5c; K.L.6
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