

| Grade | CCSS id | CCSS text | DRA3 measure(s) |
|----------|-----------------|---|---------------------------------------|
| K | CC.K.RL. | Key Ideas and Details | |
| K | CC.K.RL.1 | With prompting and support, ask and answer questions about key details in a text. | |
| K | CC.K.RL.2 | With prompting and support, retell familiar stories, including key details. | BA - Reading Engagement |
| K | CC.K.RL.3 | With prompting and support, identify characters, settings, and major events in a story. | |
| K | CC.K.RL. | Craft and Structure | |
| K | CC.K.RL.4 | Ask and answer questions about unknown words in a text. | |
| K | CC.K.RL.5 | Recognize common types of texts (e.g., storybooks, poems). | |
| K | CC.K.RL.6 | With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. | |
| K | CC.K.RL. | Integration of Knowledge and Ideas | |
| K | CC.K.RL.7 | 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). | BA - Use of Cues |
| K | CC.K.RL.9 | With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. | |
| K | CC.K.RL. | Range of Reading and Level of Text Complexity | |
| K | CC.K.RL.10 | Actively engage in group reading activities with purpose and understanding. | |
| K | CC.K.RI. | Key Ideas and Details | |
| K | CC.K.RI.1 | With prompting and support, ask and answer questions about key details in a text. | |
| K | CC.K.RI.2 | With prompting and support, identify the main topic and retell key details of a text. | BA - Reading Engagement |
| K | CC.K.RI.3 | With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. | |
| K | CC.K.RI. | Craft and Structure | |
| K | CC.K.RI.4 | With prompting and support, ask and answer questions about unknown words in a text. | |
| K | CC.K.RI.5 | Identify the front cover, back cover, and title page of a book. | |
| K | CC.K.RI.6 | Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. | |
| K | CC.K.RI. | Integration of Knowledge and Ideas | |
| K | CC.K.RI.7 | 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). | |
| K | CC.K.RI.8 | With prompting and support, identify the reasons an author gives to support points in a text. | |
| K | CC.K.RI.9 | With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). | |
| K | CC.K.RI. | Range of Reading and Level of Text Complexity | |
| K | CC.K.RI.10 | Actively engage in group reading activities with purpose and understanding. | |
| K | CC.K.RF. | Print Concepts | |
| K | CC.K.RF.1 | Demonstrate understanding of the organization and basic features of print. | BA - Letters/Words |
| K | CC.K.RF.1a | Follow words from left to right, top to bottom, and page by page. | BA - Directionality |
| K | CC.K.RF.1b | Recognize that spoken words are represented in written language by specific sequences of letters. | BA - One-to-One Correspondence |
| K | CC.K.RF.1c | Understand that words are separated by spaces in print. | BA - One-to-One Correspondence |
| K | CC.K.RF.1d | Recognize and name all upper- and lowercase letters of the alphabet. | |

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| K | CC.K.RF. | Phonological Awareness | |
| K | CC.K.RF.2 | Demonstrate understanding of spoken words, syllables, and sounds (phonemes). | BA - Letters/Words |
| K | CC.K.RF.2a | Recognize and produce rhyming words. | |
| K | CC.K.RF.2b | Count, pronounce, blend, and segment syllables in spoken words. | |
| K | CC.K.RF.2c | Blend and segment onsets and rimes of single-syllable spoken words. | |
| K | CC.K.RF.2d | 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/.) | |
| K | CC.K.RF.2e | Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. | |
| K | CC.K.RF. | Phonics and Word Recognition | |
| K | CC.K.RF.3 | Know and apply grade-level phonics and word analysis skills in decoding words. | BA - Letters/Words |
| K | CC.K.RF.3a | Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant. | |
| K | CC.K.RF.3b | Associate the long and short sounds with the common spellings (graphemes) for the five major vowels. | |
| K | CC.K.RF.3c | Read common high-frequency words by sight. (e.g., the, of, to, you, she, my, is, are, do, does). | |
| K | CC.K.RF.3d | Distinguish between similarly spelled words by identifying the sounds of the letters that differ. | |
| K | CC.K.RF. | Fluency | |
| K | CC.K.RF.4 | Read emergent-reader texts with purpose and understanding. | BA - Monitoring/Self Corrections, Accuracy |
| K | CC.K.W. | Text Types and Purposes | |
| K | CC.K.W.1 | Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .). | |
| K | CC.K.W.2 | Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. | |
| K | CC.K.W.3 | Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. | |
| K | CC.K.W. | Production and Distribution of Writing | |
| K | CC.K.W.5 | With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. | |
| K | CC.K.W.6 | With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. | |
| K | CC.K.W. | Research to Build and Present Knowledge | |
| K | CC.K.W.7 | Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). | |
| K | CC.K.W.8 | With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. | |
| K | CC.K.SL. | Comprehension and Collaboration | |
| K | CC.K.SL.1 | Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. | |
| K | CC.K.SL.1a | Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). | |
| K | CC.K.SL.1b | Continue a conversation through multiple exchanges. | |
| K | CC.K.SL.2 | Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. | |
| K | CC.K.SL.3 | Ask and answer questions in order to seek help, get information, or clarify something that is not understood. | |

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| K | CC.K.SL. | Presentation of Knowledge and Ideas | |
| K | CC.K.SL.4 | Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. | |
| K | CC.K.SL.5 | Add drawings or other visual displays to descriptions as desired to provide additional detail. | |
| K | CC.K.SL.6 | Speak audibly and express thoughts, feelings, and ideas clearly. | |
| K | CC.K.L. | Conventions of Standard English | |
| K | CC.K.L.1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. | |
| K | CC.K.L.1a | Print many upper- and lowercase letters. | |
| K | CC.K.L.1b | Use frequently occurring nouns and verbs. | |
| K | CC.K.L.1c | Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes). | |
| K | CC.K.L.1d | Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). | |
| K | CC.K.L.1e | Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with). | |
| K | CC.K.L.1f | Produce and expand complete sentences in shared language activities. | |
| K | CC.K.L.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. | |
| K | CC.K.L.2a | Capitalize the first word in a sentence and the pronoun I. | |
| K | CC.K.L.2b | Recognize and name end punctuation. | |
| K | CC.K.L.2c | Write a letter or letters for most consonant and short-vowel sounds (phonemes). | |
| K | CC.K.L.2d | Spell simple words phonetically, drawing on knowledge of sound-letter relationships. | |
| K | CC.K.L. | Vocabulary Acquisition and Use | |
| K | CC.K.L.4 | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. | |
| K | CC.K.L.4a | Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck). | |
| K | CC.K.L.4b | Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word. | |
| K | CC.K.L.5 | With guidance and support from adults, explore word relationships and nuances in word meanings. | |
| K | CC.K.L.5a | Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. | |
| K | CC.K.L.5b | Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). | |
| K | CC.K.L.5c | Identify real-life connections between words and their use (e.g., note places at school that are colorful). | |
| K | CC.K.L.5d | Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings. | |
| K | CC.K.L.6 | Use words and phrases acquired through conversations, reading and being read to, and responding to texts. | |

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