

Grade 1 CCR Unit and End-of-Year Benchmark Tests

Key: U = Unit; I = Item; CR = Constructed Response; ER = Extended Response; EOY = End of Year; R = Unit R is a Readiness unit at the beginning of Grade 1, before Unit 1

Examples: URI1 = Unit R, Item 1; U5ER = Unit 5, Extended Response; EOY17 = End of Year, Item 7

Grade 1 CCSS	Coverage (Unit/Item)
CCSS Literature 1. With prompting and support, ask and answer questions about key details in a text.	URI1, URI2, URI5, URI6, U1I1, U1I2, U1CR, U3I1, U3I2, U3I5, U3I6, U3CR, U3ER, U4I1, U4I2, U4CR, U4I5, U4I6, U4CR, U4ER, U5I1, U5I2, U5CR, U5I5, U5I6, U5ER, EOY15, EOY16, EOY17
CCSS Literature 2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.	U4I6, U5I2, U5I6
CCSS Literature 3. Describe characters, settings, and major events in a story, using key details.	URI1, URI2, URCR, URI5, URI6, URCR, U1I1, U1I2, U1CR, U3I1, U3I2, U4I1, U4I2, U4I5, U4I6, U5I1, U5I5, U5I6, U5ER, EOY15, EOY16, EOY17
CCSS Literature 4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	U3I3, U3I7, U3I8
CCSS Literature 5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	Covered in the Grade 1 Unit and End-of-Year Benchmark Tests (U1I3, U1I6, U1I9, U2I10, U3I6)
CCSS Literature 6. Identify who is telling the story at various points in a text.	This standard is not measured by the end-of-year Grade 3 PARCC test or the PBA according to EOY/PBA Common Form Specifications.
CCSS Literature 7. Use illustrations and details in a story to describe its characters, setting, or events.	U1, U3 Constructed Response
CCSS Literature 9. Compare and contrast the adventures and experiences of characters in stories.	UR Extended Response
CCSS Literature 10. With prompting and support, read prose and poetry of appropriate complexity for grade 1.	Each passage in these tests is grade-level appropriate. Comprehension is tested. This standard is not measured by the end-of-year Grade 3 PARCC test or the PBA according to EOY/PBA Common Form Specifications.
CCSS Informational Text 1. Ask and answer questions about key details in a text.	U1I5, U1I6, U1CR, U1ER, U2I1, U2I2, U2CR, U2I5, U2I6, U2ER, EOY11, EOY12, EOYCR

CCSS Informational Text 2. Identify the main topic and retell key details of a text.	U1I5, U1I6, U2I1, U2I2, EOYI1
CCSS Informational Text 3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.	EOYI1, EOYI2
CCSS Informational Text 4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	U1I7, U1I8, U2I3, U2I4, U2I8, EOYI3, EOYI4
CCSS Informational Text 5. 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.	Covered in the Grade 1 CCR Weekly Tests (U5W5I1)
CCSS Informational Text 6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	This standard is not measured by the end-of-year Grade 3 PARCC test or the PBA according to EOY/PBA Common Form Specifications.
CCSS Informational Text 7. Use the illustrations and details in a text to describe its key ideas.	EOYER
CCSS Informational Text 8. Identify the reasons an author gives to support points in a text.	U2I5
CCSS Informational Text 9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	Covered in the Grade 1 CCR Weekly Tests (U1W4ER, U3W5ER)
CCSS Informational Text 10. With prompting and support, read informational texts appropriately complex for grade 1.	This standard is not measured by the end-of-year Grade 3 PARCC test or the PBA according to EOY/PBA Common Form Specifications.
CCSS Writing 1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.	U2CR, U3CR, U4CR, U5ER, EOYER
CCSS Writing 2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	U1CR, U1ER, U2CR, U2ER, U4ER, U5CR, EOYCR
CCSS Writing 3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event	URCR, URER, U3CR, U3ER, U4CR, EOYCR

order, and provide some sense of closure.	
CCSS Writing 5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.	The writing process covered in instruction. Students apply their knowledge of the writing process within Constructed and Extended Response questions.
CCSS Writing 6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	Completing these assessments online will meet the requirement of keyboarding. However, these assessments can be completed using paper and pencil.
CCSS Writing 7. Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).	Due to the length of time and resources needed to complete research, we suggest using the research opportunities within Reading Street or the Assessment Handbook for guidance.
CCSS Writing 8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	U2CR, U3CR, U3ER, U4CR, U4ER, U5CR, U5ER, EOYCR
CCSS Language 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	U3ER, U4ER
CCSS Language 1.a. Print all upper- and lowercase letters.	Covered within standard L.1 U3ER, U4ER
CCSS Language 1.b. Use common, proper, and possessive nouns.	Covered within standard L.1 U3ER, U4ER
CCSS Language 1.c. Use singular and plural nouns with matching verbs in basic sentences (e.g., <i>He hops; We hop</i>).	Covered within standard L.1 U3ER, U4ER
CCSS Language 1.d. Use personal, possessive, and indefinite pronouns (e.g., <i>I, me, my; they, them, their, anyone, everything</i>).	Covered within standard L.1 U3ER, U4ER
CCSS Language 1.e. Use verbs to convey a sense of past, present, and future (e.g., <i>Yesterday I walked home; Today I walk home; Tomorrow I will walk home</i>).	Covered within standard L.1 U3ER, U4ER
CCSS Language 1.f. Use frequently occurring adjectives.	Covered within standard L.1 U3ER, U4ER
CCSS Language 1.g. Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>).	Covered within standard L.1 U3ER, U4ER
CCSS Language 1.h. Use determiners (e.g., articles, demonstratives).	Covered within standard L.1 U3ER, U4ER

CCSS Language 1.i. Use frequently occurring prepositions (e.g., <i>during</i> , <i>beyond</i> , <i>toward</i>).	Covered within standard L.1 U3ER, U4ER
CCSS Language 1.j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.	Covered within standard L.1 U3ER, U4ER
CCSS Language 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	URCR, U1CR, U1ER, U2ER, U3CR, U3ER, U4CR, U4ER, U5ER
CCSS Language 2.a. Capitalize dates and names of people.	Covered within standard L.2 URCR, U1CR, U1ER, U2ER, U3CR, U3ER, U4CR, U4ER, U5ER
CCSS Language 2.b. Use end punctuation for sentences.	U1ER, U2ER, U5ER
CCSS Language 2.c. Use commas in dates and to separate single words in a series.	Covered within standard L.2 URCR, U1CR, U1ER, U2ER, U3CR, U3ER, U4CR, U4ER, U5ER
CCSS Language 2.d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.	U5ER
CCSS Language 2.e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.	Covered within standard L.2 URCR, U1CR, U1ER, U2ER, U3CR, U3ER, U4CR, U4ER, U5ER
CCSS Language 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i> , choosing flexibly from an array of strategies.	URI3, URI4, URI7, URI8, U1I3, U1I4, U1I7, U1I8, U2I3, U2I4, U2I7, U2I8, U3I3, U3I4, U3I8, U4I3, U4I4, U4I7, U4I8, U5I3, U5I4, U5I7, U5I8, EOYI7, EOYI8
CCSS Language 4.a. Use sentence-level context as a clue to the meaning of a word or phrase.	URI3, URI4, URI7, URI8, U1I3, U1I4, U1I7, U1I8, U2I3, U2I4, U2I7, U2I8, U3I3, U3I4, U3I8, U4I3, U4I4, U4I7, U4I8, U5I3, U5I4, U5I7, U5I8, EOYI3, EOYI4, EOYI7, EOYI8
CCSS Language 4.b. Use frequently occurring affixes as a clue to the meaning of a word.	Covered within standard L.4 URI3, URI4, URI7, URI8, U1I3, U1I4, U1I7, U1I8, U2I3, U2I4, U2I7, U2I8, U3I3, U3I4, U3I8, U4I3, U4I4, U4I7, U4I8, U5I3, U5I4, U5I7, U5I8, EOYI7, EOYI8
CCSS Language 4.c. Identify frequently occurring root words (e.g., <i>look</i>) and their inflectional forms (e.g., <i>looks</i> , <i>looked</i> , <i>looking</i>).	Covered within standard L.4 URI3, URI4, URI7, URI8, U1I3, U1I4, U1I7, U1I8, U2I3, U2I4, U2I7, U2I8, U3I3, U3I4, U3I8, U4I3, U4I4, U4I7, U4I8, U5I3, U5I4, U5I7, U5I8, EOYI7, EOYI8
CCSS Language 5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.	U1I3, EOYI4

CCSS Language 5.a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.	U3I7, U4I3
CCSS Language 5.b. Define words by category and by one or more key attributes (e.g., a <i>duck</i> is a bird that swims; a <i>tiger</i> is a large cat with stripes).	Covered within standard L.5 U1I3, EOYI4
CCSS Language 5.c. Identify real-life connections between words and their use (e.g., note places at home that are <i>cozy</i>).	Covered within standard L.5 U1I3, EOYI4
CCSS Language 5.d. Distinguish shades of meaning among verbs differing in manner (e.g., <i>look, peek, glance, stare, glare, scowl</i>) and adjectives differing in intensity (e.g., <i>large, gigantic</i>) by defining or choosing them or by acting out the meanings.	U3I4
CCSS Language 6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>I named my hamster Nibbles because she nibbles too much because she likes that</i>).	See rubric in the Teacher’s Manual: “vocabulary is topic-specific and used correctly.”

NOTE:

Foundational Skills Standards are not measured by the Grade 3 end-of-year PARCC test or the Performance Based Assessment according to the PBA and EOY Common Form Specifications.

Speaking and Listening Standards are not measured by the Grade 3 end-of-year PARCC test or the Performance Based Assessment according to the PBA and EOY Common Form Specifications.