

## Grade 5 CCR Unit and End-of-Year Benchmark Tests

**Key:** U = Unit; I = Item; CR1 = first Constructed Response item in a test; CR2 = second Constructed Response item in a test; ER = Extended Response; EOY = End of Year

**Examples:** U3I1 = Unit 3, Item 1; U5ER = Unit 5, Extended Response; EOYI12 = End of Year, Item 12; U6CR1 = Unit 6, first Constructed Response item in the test

Grade 5 CCSS	Coverage (Unit/Item)
<b>CCSS Literature 1.</b> Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	U1I7, U1I8, U1I9, U1ICR2, U2I1, U2I2, U2I3, U2ICR1, U2I7, U2I8, U2I9, U2ICR2, U2IER, U3I1, U3I2, U3I3, U3ICR1, U5I1, U5I2, U5I3, U5ICR1, U5I7, U5I8, U5I9, U5ICR2, U5IER, UEOYI7, UEOYI8, UEOYI9, UEOYIER
<b>CCSS Literature 2.</b> 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.	U3I1, U5I2, U5I7, UEOYI9
<b>CCSS Literature 3.</b> Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	U1I9, U2I1, U2I7, U2I9, U3I2, U3I3, U5I8, UEOYICR2
<b>CCSS Literature 4.</b> Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	U1I10, U1I11, U1I12, U2I4, U2I5, U2I6, U2I10, U2I11, U2I12, U3I4, U3I5, U3I6, U5I4, U5I5, U5I6, U5I10, U5I11, U5I12
<b>CCSS Literature 5.</b> Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	U5ER; Also covered in Grade 5 Weekly CCR Tests (U4W4I2)  Also see the "Reading Poetry" feature at the end of each unit in Reading Street and drama as the main selection in Units 2 and 6. Reading Street also provides opportunities for students to read longer prose texts.
<b>CCSS Literature 6.</b> Describe how a narrator's or speaker's point of view influences how events are described.	U2CR1, U3CR1, U5CR1; Also covered in Grade 5 Weekly CCR Tests (U1W2I2, U2W1I1, U2W5I1, U2W5I2)
<b>CCSS Literature 7.</b> 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).	Visual/multimedia elements are not a part of these tests. This standard is not measured by the end-of-year Grade 5 PARCC test according to EOY Common Form Specifications.
<b>CCSS Literature 9.</b> Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on	U2ER, U5ER

their approaches to similar themes and topics.	
<b>CCSS Literature 10.</b> 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.	Each passage in these tests is grade-level appropriate. Comprehension is tested.  This standard is not measured by the end-of-year Grade 5 PARCC test or the Performance Based Assessment according to EOY/PBA Common Form Specifications.
<b>CCSS Informational Text 1.</b> Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	U1I1, U1I2, U1I3, U1ICR1, U3I7, U3I8, U3I9, U3ICR2, U3IER, U4I1, U4I2, U4I3, U4ICR1, U4I7, U4I8, U4I9, U4ICR2, U4IER, U6I1, U6I2, U6I3, U6ICR1, U6I7, U6I8, U6I9, U6ICR2, U6IER, UEOYI1, UEOYI2, UEOYI3
<b>CCSS Informational Text 2.</b> Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	U4I1, U4I8, U6I1, U6I8
<b>CCSS Informational Text 3.</b> 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.	U1I1, U1I3, U3I7, U3I8, U4I9, U6I2, UEOYI1
<b>CCSS Informational Text 4.</b> Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.	U1I4, U1I5, U1I6, U3I10, U3I11, U3I12, U4I4, U4I5, U4I6, U4I10, U4I11, U4I12, U6I4, U6I5, U6I6, U6I10, U6I11, U6I12
<b>CCSS Informational Text 5.</b> 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.	U4ER, U6ER
<b>CCSS Informational Text 6.</b> Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	Covered in Grade 5 Weekly CCR Tests (U3W5ER)
<b>CCSS Informational Text 7.</b> 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.	Visual/oral presentations of text are not a part of these tests. This standard is not measured by the end-of-year Grade 4 PARCC test according to EOY Common Form Specifications.

	See also Grade 5 Unit and End-of-Year Benchmark Tests U5I10, U5I11, U5I12.
<b>CCSS Informational Text 8.</b> Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	U1I2, UEOYICR1
<b>CCSS Informational Text 9.</b> Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	U3ER, U6ER; Also covered in Grade 5 Weekly CCR Tests (U6W1ER)
<b>CCSS Informational Text 10.</b> 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.	Each passage in these tests is grade-level appropriate. Comprehension is tested.  This standard is not measured by the end-of-year Grade 5 PARCC test or the Performance Based Assessment according to EOY/PBA Common Form Specifications.
<b>CCSS Writing 1.</b> Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	U1ICR2, U2ICR2, U3IER, U4ICR1, U5ICR2, U6ICR1, UEOYIER
<b>CCSS Writing 1.a.</b> Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.	U1ICR2, U2ICR2, U3IER, U4ICR1, U5ICR2, U6ICR1
<b>CCSS Writing 1.b.</b> Provide logically ordered reasons that are supported by facts and details.	U1ICR2, U2ICR2, U3IER, U4ICR1, U5ICR2, U6ICR1, UEOYIER
<b>CCSS Writing 1.c.</b> Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).	U1ICR2, U3IER, UEOYIER
<b>CCSS Writing 1.d.</b> Provide a concluding statement or section related to the opinion presented.	U1ICR2, U2ICR2, U3IER, U4ICR1, U5ICR2, U6ICR1
<b>CCSS Writing 2.</b> Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	U1IER, U2IER, U3ICR2, U4IER, U5IER, U6IER, UEOYICR1, UEOYICR2
<b>CCSS Writing 2.a.</b> Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.	U1IER, U2IER, U3ICR2, U4IER, U5IER, U6IER, UEOYICR2
<b>CCSS Writing 2.b.</b> Develop the topic with facts, definitions, concrete details,	U1IER, U2IER, U3ICR2, U4IER, U5IER, U6IER, UEOYICR1, UEOYICR2

quotations, or other information and examples related to the topic.	
<b>CCSS Writing 2.c.</b> Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).	UEOYICR1, UEOYICR2
<b>CCSS Writing 2.d.</b> Use precise language and domain-specific vocabulary to inform about or explain the topic.	U4IER
<b>CCSS Writing 2.e.</b> Provide a concluding statement or section related to the information or explanation presented.	U1IER, U2IER, U3ICR2, U4IER, U5IER, U6IER, UEOYICR2
<b>CCSS Writing 3.</b> Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	U1ICR1, U2ICR1, U3ICR1, U4ICR2, U5ICR1, U6ICR2
<b>CCSS Writing 3.a.</b> Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	U1ICR1, U2ICR1, U3ICR1, U4ICR2, U5ICR1, U6ICR2
<b>CCSS Writing 3.b.</b> Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.	U1ICR1, U2ICR1, U3ICR1, U4ICR2, U5ICR1, U6ICR2
<b>CCSS Writing 3.c.</b> Use a variety of transitional words, phrases, and clauses to manage the sequence of events.	U4ICR2
<b>CCSS Writing 3.d.</b> Use concrete words and phrases and sensory details to convey experiences and events precisely.	U2ICR1, U3ICR1, U4ICR2
<b>CCSS Writing 3.e.</b> Provide a conclusion that follows from the narrated experiences or events.	U1ICR1, U4ICR2, U5ICR1, U6ICR2
<b>CCSS Writing 4.</b> Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	U1ICR1, U1ICR2, U1IER, U2ICR1, U2ICR2, U2IER, U3ICR1, U3ICR2, U3IER, U4ICR1, U4ICR2, U4IER, U5ICR2, U5IER, U6ICR1, U6ICR2, U6IER
<b>CCSS Writing 5.</b> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	The writing process is covered in instruction. Students apply their knowledge of the writing process within Constructed and Extended Response questions.

<p><b>CCSS Writing 6.</b> With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.</p>	<p>Completing these assessments online will meet the requirement of keyboarding. However, these assessments can be completed using paper and pencil.</p>
<p><b>CCSS Writing 7.</b> Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p>	<p>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.</p>
<p><b>CCSS Writing 8.</b> Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p>	<p>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.</p>
<p><b>CCSS Writing 9.</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>U1ICR2, U1IER, U2ICR1, U2ICR2, U2IER, U3ICR2, U4ICR1, U4ICR2, U4IER, U6ICR1, U6ICR2</p>
<p><b>CCSS Writing 9.a.</b> Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).</p>	<p>Covered within standard W.9 U1ICR2, U1IER, U2ICR1, U2ICR2, U2IER, U3ICR2, U4ICR1, U4ICR2, U4IER, U6ICR1, U6ICR2</p>
<p><b>CCSS Writing 9.b.</b> Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).</p>	<p>Covered within standard W.9 U1ICR2, U1IER, U2ICR1, U2ICR2, U2IER, U3ICR2, U4ICR1, U4ICR2, U4IER, U6ICR1, U6ICR2</p>
<p><b>CCSS Writing 10.</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>Students cover this standard through extended writing projects every week. 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.</p>
<p><b>CCSS Language 1.</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p>U1IER, U2ICR1, U2ICR2, U2IER, U3IER, U4IER, U5IER, U6IER</p>
<p><b>CCSS Language 1.a.</b> Explain the function of conjunctions, prepositions,</p>	<p>Covered within standard L.1 U1IER, U2ICR1, U2ICR2, U2IER, U3IER, U4IER, U5IER, U6IER</p>

and interjections in general and their function in particular sentences.	
<b>CCSS Language 1.b.</b> Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.	Covered within standard L.1 U1IER, U2ICR1, U2ICR2, U2IER, U3IER, U4IER, U5IER, U6IER
<b>CCSS Language 1.c.</b> Use verb tense to convey various times, sequences, states, and conditions.	Covered within standard L.1 U1IER, U2ICR1, U2ICR2, U2IER, U3IER, U4IER, U5IER, U6IER
<b>CCSS Language 1.d.</b> Recognize and correct inappropriate shifts in verb tense.*	Covered within standard L.1 U1IER, U2ICR1, U2ICR2, U2IER, U3IER, U4IER, U5IER, U6IER
<b>CCSS Language 1.e.</b> Use correlative conjunctions (e.g., either/or, neither/nor).	Covered within standard L.1 U1IER, U2ICR1, U2ICR2, U2IER, U3IER, U4IER, U5IER, U6IER
<b>CCSS Language 2.</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	U1ICR1, U1ICR2, U1IER, U2ICR1, U2ICR2, U2IER, U3ICR1, U3IER, U4IER, U5IER, U6IER, UEOYICR1, UEOYIER
<b>CCSS Language 2.a.</b> Use punctuation to separate items in a series.*	Covered within standard L.2 U1ICR1, U1ICR2, U1IER, U2ICR1, U2ICR2, U2IER, U3ICR1, U3IER, U4IER, U5IER, U6IER, UEOYICR1, UEOYIER
<b>CCSS Language 2.b.</b> Use a comma to separate an introductory element from the rest of the sentence.	Covered within standard L.2 U1ICR1, U1ICR2, U1IER, U2ICR1, U2ICR2, U2IER, U3ICR1, U3IER, U4IER, U5IER, U6IER, UEOYICR1, UEOYIER
<b>CCSS Language 2.c.</b> Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).	Covered within standard L.2 U1ICR1, U1ICR2, U1IER, U2ICR1, U2ICR2, U2IER, U3ICR1, U3IER, U4IER, U5IER, U6IER, UEOYICR1, UEOYIER
<b>CCSS Language 2.d.</b> Use underlining, quotation marks, or italics to indicate titles of works.	Covered within standard L.2 U1ICR1, U1ICR2, U1IER, U2ICR1, U2ICR2, U2IER, U3ICR1, U3IER, U4IER, U5IER, U6IER, UEOYICR1, UEOYIER
<b>CCSS Language 2.e.</b> Spell grade-appropriate words correctly, consulting references as needed.	Covered within standard L.2 U1ICR1, U1ICR2, U1IER, U2ICR1, U2ICR2, U2IER, U3ICR1, U3IER, U4IER, U5IER, U6IER, UEOYICR1, UEOYIER
<b>CCSS Language 3.</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.	Covered by writing prompts. Language and vocabulary, conventions are rubric categories (see rubric in the Teacher's Manual).
<b>CCSS Language 3.a.</b> Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.	Covered by writing prompts. Language and vocabulary, conventions are rubric categories (see rubric in the Teacher's Manual).

<p><b>CCSS Language 3.b.</b> Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.</p>	<p>Covered by writing prompts. Language and vocabulary, conventions are rubric categories (see rubric in the Teacher’s Manual).</p>
<p><b>CCSS Language 4.</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</p>	<p>U3I4, U3I5, U3I6, U3I10, U3I11, U3I12, U4I4, U4I5, U4I6, U4I10, U4I11, U4I12, U5I4, U5I5, U5I6, U5I11, U5I12, U6I4, U6I5, U6I6, U6I10, U6I11, U6I12, UEOYI4, UEOYI5, UEOYI6, UEOYI10, UEOYI11, UEOYI12</p>
<p><b>CCSS Language 4.a.</b> Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</p>	<p>U1I4, U1I5, U1I6, U1I10, U1I11, U1I12, U2I4, U2I5, U2I6, U2I11, U2I12, U3I5, U3I6, U3I10, U3I11, U3I12, U4I4, U4I5, U4I6, U4I10, U4I12, U5I4, U5I5, U5I10, U5I11, U5I12, U6I4, U6I5, U6I6, U6I10, U6I11, U6I12, UEOYI4, UEOYI5, UEOYI6, UEOYI10, UEOYI11, UEOYI12</p>
<p><b>CCSS Language 4.b.</b> Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).</p>	<p>U2I4, U3I4, U3I11, U6I5, UEOYI6</p>
<p><b>CCSS Language 4.c.</b> Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>	<p>Covered within standard L.4 U3I4, U3I5, U3I6, U3I10, U3I11, U3I12, U4I4, U4I5, U4I6, U4I10, U4I11, U4I12, U5I4, U5I5, U5I6, U5I11, U5I12, U6I4, U6I5, U6I6, U6I10, U6I11, U6I12, UEOYI4, UEOYI5, UEOYI6, UEOYI10, UEOYI11, UEOYI12</p>
<p><b>CCSS Language 5.</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	<p>U1I4, U1I6, U1I10, U1I12, U2I10, U2I12, U3I10, U3I12, U4I5, U4I6, U4I11, U4I12, U5I6, U6I6, UEOYI4, UEOYI10</p>
<p><b>CCSS Language 5.a.</b> Interpret figurative language, including similes and metaphors, in context.</p>	<p>U1I6</p>
<p><b>CCSS Language 5.b.</b> Recognize and explain the meaning of common idioms, adages, and proverbs.</p>	<p>U1I10, U3I12, U4I11, UEOYI10</p>
<p><b>CCSS Language 5.c.</b> Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</p>	<p>U1I4, U1I12, U2I10, U2I12, U3I10, U4I5, U4I6, U4I12, U5I6, U6I6, UEOYI4</p>
<p><b>CCSS Language 6.</b> Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although,</p>	<p>Covered by writing prompts. See rubric in the Teacher’s Manual: “vocabulary is topic-specific and used correctly.”</p>

nevertheless, similarly, moreover, in addition).	
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**NOTE:**

**Foundational Skills Standards are not measured by the Grade 5 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 5 end-of-year PARCC test or the Performance Based Assessment according to the PBA and EOY Common Form Specifications.**