

## Grade 6 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 6 CCSS	Coverage (Unit/Item)
<p><b>CCSS Literature 1.</b> Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>U3IER</p> <p>Also covered in the Grade 6 CCR Weekly Tests: U1W1I1, U1W1I2, U1W1I3, U1W1ICR, U1W2I1, U1W2I2, U1W2I3, U1W2ICR, U1W2IER, U1W3I1, U1W3I2, U1W3I3, U1W3IER, U1W5IER, U2W4I1, U2W4I2, U2W4I3, U2W4ICR, U2W4IER, U3W1I1, U3W1I2, U3W1I3, U3W1I5, U3W1I6, U3W1ICR, U3W1IER, U3W3IER, U3W4I1, U3W4I2, U3W4I3, U3W4I6, U3W4ICR, U3W4IER, U3W5I1, U3W5I2, U3W5I3, U3W5I4, U3W5I5, U3W5ICR, U3W5IER, U4W3IER, U4W4I1, U4W4I2, U4W4I3, U5W1I1, U5W1I2, U5W1I3, U5W1I4, U5W1I5, U5W1I6, U5W1ICR, U5W1IER, U5W3I1, U5W3I2, U5W3I3, U5W3I4, U5W3I6, U5W3IER, U6W1I1, U6W1I2, U6W1I3, U6W1ICR, U6W1IER, U6W3IER</p>
<p><b>CCSS Literature 2.</b> Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p>	<p>Covered in the Grade 6 CCR Weekly Tests: U1W2I2, U2W4IER, U3W4I1, U3W4I2, U4W4I3, U5W1I2</p>
<p><b>CCSS Literature 3.</b> Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.</p>	<p>Covered in the Grade 6 CCR Weekly Tests: U1W1I2, U1W1I3, U1W2I1, U1W3I1, U1W3I2, U2W4I1, U2W4I2, U3W1I1, U3W4I2, U3W4I3, U3W5I1, U3W5I2, U4W4I1, U5W1I1, U5W1I3, U5W3I1, U5W3I2, U6W1I3</p>
<p><b>CCSS Literature 4.</b> Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.</p>	<p>Covered in the Grade 6 CCR Weekly Tests: U1W1I4, U1W1I5, U1W2I4, U1W2I5, U1W3I4, U1W3I5, U1W3I6, U2W4I3, U2W4I4, U2W4I5, U2W4I6, U3W1I2, U3W1I4, U3W1I6, U3W4I4, U3W4I5, U3W4I6, U3W5I3, U3W5I5, U4W4I2, U4W4I4, U5W3I3</p>
<p><b>CCSS Literature 5.</b> Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.</p>	<p>Covered in the Grade 6 CCR Weekly Tests: U1W1I1, U1W1I2, U1W2I3, U6W1I2</p>

<p><b>CCSS Literature 6.</b> Explain how an author develops the point of view of the narrator or speaker in a text.</p>	<p>Covered in the Grade 6 CCR Weekly Tests: U1W3I3, U3W1I3, U6W1I1</p>
<p><b>CCSS Literature 7.</b> Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.</p>	<p>Audio/video/live performance elements are not a part of these tests. This standard is not measured by the end-of-year Grade 6 PARCC test according to EOY Common Form Specifications.</p>
<p><b>CCSS Literature 9.</b> Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.</p>	<p>Covered in the Grade 6 CCR Weekly Tests: U5W3IER, U6W1IER</p>
<p><b>CCSS Literature 10.</b> By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>Each passage in these tests is grade-level appropriate. Comprehension is tested.</p> <p>This standard is not measured by the end-of-year Grade 6 PARCC test or the Performance Based Assessment according to EOY/PBA Common Form Specifications.</p>
<p><b>CCSS Informational Text 1.</b> Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>U1I1, U1I2, U1I3, U1ICR1, U1I7, U1I8, U1I9, U1ICR2, U1IER, U2I1, U2I2, U2I3, U2I7, U2I8, U2I9, U2ICR2, U2IER, U3I1, U3I2, U3I3, U3ICR1, U3I7, U3I8, U3I9, U3ICR2, U3IER, U4I1, U4I2, U4I3, U4I4, U4I5, U4I6, U4ICR1, U4I7, U4I8, U4I9, U4I10, U4I11, U4I12, U5I1, U5I2, U5I3, U5ICR1, U5I7, U5I8, U5I9, U5IER, U6I1, U6I2, U6I3, U6ICR1, U6I7, U6I8, U6I9, U6ICR2, U6IER, UEOYI1, UEOYI2, UEOYI3, UEOYICR1, UEOYI7, UEOYI8, UEOYI9, UEOYICR2</p>
<p><b>CCSS Informational Text 2.</b> Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p>	<p>U1I2, U1I9, U2I1, U2I7, U3I1, U3I2, U3I9, U4I3, U4I7, U5I8, U6I3, UEOYI7</p>
<p><b>CCSS Informational Text 3.</b> Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).</p>	<p>U1I3, U2I2, U2I3, U2I9, U3I8, U4I2, U4I8, U5I3, U6I9, UEOYI9, UEOYIER</p>
<p><b>CCSS Informational Text 4.</b> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p>	<p>U1I4, U1I5, U1I6, U1I10, U2I4, U2I5, U2I6, U2I8, U2I10, U2I11, U3I4, U3I6, U3I10, U3I11, U3I12, U4I4, U4I5, U4I6, U4I10, U4I11, U4I12, U5I2, U5I4, U5I5, U5I6, U5I10, U5I11,</p>

	U5I12, U6I2, U6I4, U6I5, U6I6, U6I8, U6I10, U6I11, U6I12, UEOY14, UEOY15, UEOY16
<b>CCSS Informational Text 5.</b> Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.	U1I3, U1I7, U3I2, U3I7, U5I7, U5I9
<b>CCSS Informational Text 6.</b> Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.	U1I1, U1I8, U3I3, U4I1, U4I9, U5I1, U5I7, U6I1, U6I7
<b>CCSS Informational Text 7.</b> Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.	Covered in the Grade 6 CCR Weekly Tests: U2W5I1, U2W5I2, U6W2I2
<b>CCSS Informational Text 8.</b> Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.	UEOY12
<b>CCSS Informational Text 9.</b> Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person).	U2IER, U5IER, UEOYIER
<b>CCSS Informational Text 10.</b> By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	Each passage in these tests is grade-level appropriate. Comprehension is tested.  This standard is not measured by the end-of-year Grade 6 PARCC test or the Performance Based Assessment according to EOY/PBA Common Form Specifications.
<b>CCSS Writing 1.</b> Write arguments to support claims with clear reasons and relevant evidence.	U2ICR2, U4ICR2, U4IER, U5ICR1, U5ICR2, U6ICR1
<b>CCSS Writing 1.a.</b> Introduce claim(s) and organize the reasons and evidence clearly.	U2ICR2, U4ICR2, U4IER, U5ICR1, U5ICR2, U6ICR1
<b>CCSS Writing 1.b.</b> Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.	U2ICR2, U4ICR2, U4IER, U5ICR1, U5ICR2, U6ICR1
<b>CCSS Writing 1.c.</b> Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.	Covered within standard W.1 U2ICR2, U4ICR2, U4IER, U5ICR1, U5ICR2, U6ICR1
<b>CCSS Writing 1.d.</b> Establish and maintain a formal style.	U4IER

<b>CCSS Writing 1.e.</b> Provide a concluding statement or section that follows from the argument presented.	U2ICR2, U4ICR2, U4IER, U5ICR1, U5ICR2, U6ICR1
<b>CCSS Writing 2.</b> Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	U1ICR2, U1IER, U2IER, U3ICR1, U3IER, U5IER, U6IER, UEOYICR1, UEOYICR2, UEOYIER
<b>CCSS Writing 2.a.</b> Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	U1ICR2, U1IER, U2IER, U3ICR1, U3IER, U5IER, U6IER, UEOYIER
<b>CCSS Writing 2.b.</b> Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	U1ICR2, U1IER, U2IER, U3ICR1, U3IER, U5IER, U6IER, UEOYICR1, UEOYICR2, UEOYIER
<b>CCSS Writing 2.c.</b> Use appropriate transitions to clarify the relationships among ideas and concepts.	U1ICR2, U1IER, U2IER, U3ICR1, U5IER, U6IER
<b>CCSS Writing 2.d.</b> Use precise language and domain-specific vocabulary to inform about or explain the topic.	U1ICR2, U1IER, U2IER
<b>CCSS Writing 2.e.</b> Establish and maintain a formal style.	Covered within standard W.2 U1ICR2, U1IER, U2IER, U3ICR1, U3IER, U5IER, U6IER, UEOYICR1, UEOYICR2, UEOYIER
<b>CCSS Writing 2.f.</b> Provide a concluding statement or section that follows from the information or explanation presented.	U1ICR2, U1IER, U2IER, U3ICR1, U3IER, U5IER, U6IER, UEOYICR2, UEOYIER
<b>CCSS Writing 3.</b> Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	U1ICR1, U2ICR1, U3ICR2, U4ICR1, U6ICR2
<b>CCSS Writing 3.a.</b> Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.	U1ICR1, U2ICR1, U3ICR2, U4ICR1
<b>CCSS Writing 3.b.</b> Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	U1ICR1, U2ICR1, U3ICR2, U4ICR1, U6ICR2
<b>CCSS Writing 3.c.</b> Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.	U6ICR2

<p><b>CCSS Writing 3.d.</b> Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</p>	<p>U1ICR1, U2ICR1, U3ICR2, U6ICR2</p>
<p><b>CCSS Writing 3.e.</b> Provide a conclusion that follows from the narrated experiences or events.</p>	<p>U1ICR1, U2ICR1, U3ICR2, U4ICR1</p>
<p><b>CCSS Writing 4.</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>	<p>U1ICR1, U1IER, U4IER, U5IER, U6IER</p>
<p><b>CCSS Writing 5.</b> With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6 on page 53.)</p>	<p>The writing process is covered in instruction. Students apply their knowledge of the writing process within Constructed and Extended Response questions.</p>
<p><b>CCSS Writing 6.</b> 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 three 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 to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</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> Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for 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>U1IER, U4ICR2, U4IER, U5ICR1, U5ICR2, U5IER, U6ICR1, U6ICR2, U6IER</p>
<p><b>CCSS Writing 9.a.</b> Apply <i>grade 6 Reading standards</i> to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their</p>	<p>Covered within standard W.9 U1IER, U4ICR2, U4IER, U5ICR1, U5ICR2, U5IER, U6ICR1, U6ICR2, U6IER</p>

approaches to similar themes and topics”).	
<b>CCSS Writing 9.b.</b> Apply <i>grade 6 Reading standards</i> to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).	U4IER
<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.	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.
<b>CCSS Language 1.</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	U1IER, U3I5, U3ICR2, U4ICR2, U4IER, U5ICR2, U5IER, U6IER
<b>CCSS Language 1.a.</b> Ensure that pronouns are in the proper case (subjective, objective, possessive).	Covered within standard L.1 U1IER, U3I5, U3ICR2, U4ICR2, U4IER, U5ICR2, U5IER, U6IER
<b>CCSS Language 1.b.</b> Use intensive pronouns (e.g., <i>myself, ourselves</i> ).	Covered within standard L.1 U1IER, U3I5, U3ICR2, U4ICR2, U4IER, U5ICR2, U5IER, U6IER
<b>CCSS Language 1.c.</b> Recognize and correct inappropriate shifts in pronoun number and person.	Covered within standard L.1 U1IER, U3I5, U3ICR2, U4ICR2, U4IER, U5ICR2, U5IER, U6IER
<b>CCSS Language 1.d.</b> Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).	Covered within standard L.1 U1IER, U3I5, U3ICR2, U4ICR2, U4IER, U5ICR2, U5IER, U6IER
<b>CCSS Language 1.e.</b> Recognize variations from standard English in their own and others’ writing and speaking, and identify and use strategies to improve expression in conventional language.	Covered within standard L.1 U1IER, U3I5, U3ICR2, U4ICR2, U4IER, U5ICR2, 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, U2IER, U3ICR1, U3IER, U4ICR2, U4IER, U5ICR1, U5ICR2, U5IER, U6ICR1, U6ICR2, U6IER, UEOYICR1, UEOYICR2, UEOYIER
<b>CCSS Language 2.a.</b> Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.	Covered within standard L.2 U1ICR1, U1ICR2, U1IER, U2ICR1, U2IER, U3ICR1, U3IER, U4ICR2, U4IER, U5ICR1, U5ICR2, U5IER, U6ICR1, U6ICR2, U6IER, UEOYICR1, UEOYICR2, UEOYIER
<b>CCSS Language 2.b.</b> Spell correctly.	Covered within standard L.2 U1ICR1, U1ICR2, U1IER, U2ICR1, U2IER, U3ICR1, U3IER, U4ICR2, U4IER, U5ICR1, U5ICR2, U5IER, U6ICR1,

	U6ICR2, U6IER, UEOYICR1, UEOYICR2, 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> Vary sentence patterns for meaning, reader/ listener interest, and style.	U6ICR2
<b>CCSS Language 3.b.</b> Maintain consistency in style and tone.	Covered by writing prompts. Language and vocabulary, conventions are rubric categories (see rubric in the Teacher’s Manual).
<b>CCSS Language 4.</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 6 reading and content</i> , choosing flexibly from a range of strategies.	U1I4, U1I5, U1I6, U1I10, U1I11, U2I4, U2I5, U2I6, U2I10, U2I11, U2I12, U3I4, U3I6, U3I11, U3I12, U4I4, U4I5, U4I6, U4I10, U4I11, U4I12, U5I4, U5I5, U5I6, U5I10, U5I11, U5I12, U6I4, U6I5, U6I6, U6I8, U6I10, U6I11, U6I12, UEOYI4, UEOYI5, UEOYI6, UEOYI10, UEOYI11, UEOYI12
<b>CCSS Language 4.a.</b> Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.	U1I4, U1I5, U1I6, U1I10, U1I11, U2I4, U2I5, U2I6, U2I10, U2I11, U2I12, U3I4, U3I6, U3I10, U3I11, U3I12, U4I4, U4I5, U4I6, U4I10, U4I11, U4I12, U5I4, U5I5, U5I6, U5I10, U5I11, U5I12, U6I4, U6I5, U6I6, U6I10, U6I11, U6I12, UEOYI4, UEOYI6, UEOYI10, UEOYI11, UEOYI12
<b>CCSS Language 4.b.</b> Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience, auditory, audible</i> ).	U1I5, U1I11, U2I10, U2I11, U6I5
<b>CCSS Language 4.c.</b> Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.	These assessments are intended to be closed book.
<b>CCSS Language 4.d.</b> Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	Covered within standard L.4 U1I4, U1I5, U1I6, U1I10, U1I11, U2I4, U2I5, U2I6, U2I10, U2I11, U2I12, U3I4, U3I6, U3I11, U3I12, U4I4, U4I5, U4I6, U4I10, U4I11, U4I12, U5I4, U5I5, U5I6, U5I10, U5I11, U5I12, U6I4, U6I5, U6I6, U6I8, U6I10, U6I11, U6I12, UEOYI4, UEOYI5, UEOYI6, UEOYI10, UEOYI11, UEOYI12

<b>CCSS Language 5.</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	U1I12, U3I10, U3I11, U5I2, U5I5, U6I2, U6I5, UEOYI5, UEOYI11
<b>CCSS Language 5.a.</b> Interpret figures of speech (e.g., personification) in context.	U2I8, U2I12, U3I11, U5I2, U6I2
<b>CCSS Language 5.b.</b> Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.	U3I5, U5I5
<b>CCSS Language 5.c.</b> Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy</i> , <i>scrimping</i> , <i>economical</i> , <i>unwasteful</i> , <i>thrifty</i> ).	U1I12, U6I5
<b>CCSS Language 6.</b> Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	Covered by writing prompts. See rubric in the Teacher’s Manual: “vocabulary is topic-specific and used correctly.”

**NOTE:**

**Foundational Skills Standards are not measured by the Grade 6 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 6 end-of-year PARCC test or the Performance Based Assessment according to the PBA and EOY Common Form Specifications.**