

Grade K CCR Unit 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 K CCSS	Coverage (Unit/Item)
CCSS Literature 1. With prompting and support, ask and answer questions about key details in a text.	U1I3, U1CR, U1ER
CCSS Literature 2. With prompting and support, retell familiar stories, including key details.	Writing prompts throughout these tests ask children to retell key details of stories they have read. Children practice retelling the main selection on Day 3 each week.
CCSS Literature 3. With prompting and support, identify characters, settings, and major events in a story.	U1I1, U1CR
CCSS Literature 4. Ask and answer questions about unknown words in a text.	U1I2, U1I4
CCSS Literature 5. Recognize common types of texts (e.g., storybooks, poems).	Children are exposed to a variety of text types and their features in each instructional unit. For example, Unit 3 main selections include: Nonfiction, Animal Fantasies, Historical Fiction, and a Classic Fable.
CCSS Literature 6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	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. 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).	These tests do not contain illustrations. This standard is thoroughly covered during Text-Based Comprehension instruction.
CCSS Literature 9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	Covered in the Grade K CCR Weekly Tests (U1W4I1)
CCSS Literature 10. Actively engage in group reading activities with purpose and understanding.	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. With prompting and support, ask and answer questions about key details in a text.	U2CR, U2ER, U3CR, U3CR, U3ER, U4CR, U4I4, U4CR, U4ER, U5I1, U5CR, U5I3, U5ER, U6CR, U6ER, EOYI1, EOYI3

CCSS Informational Text 2. With prompting and support, identify the main topic and retell key details of a text.	U2I1, U3I1, U3I3, U4I1, U4I3, U5I3, U6I1, U6I3, EOYI1, EOYCR, EOYI3, EOYER
CCSS Informational Text 3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	U2I3
CCSS Informational Text 4. With prompting and support, ask and answer questions about unknown words in a text.	U2I2, U2I4, U3I2, U3I4, U4I2, U4I4, U5I2, U5I4, U6I2, U6I4, EOYI2, EOYI4
CCSS Informational Text 5. Identify the front cover, back cover, and title page of a book.	Concepts of print are taught in Day 2 Text-Based Comprehension instruction each week and are best assessed through teacher-student observation.
CCSS Informational Text 6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information 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. 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).	These tests do not contain illustrations. This standard is thoroughly covered during Text-Based Comprehension instruction.
CCSS Informational Text 8. With prompting and support, identify the reasons an author gives to support points in a text.	U2I1, U2I3, U3I1, U3I3, U4I1, U4I3, U5I1, U5I3, EOYI1, EOYI3
CCSS Informational Text 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).	U2ER, U3ER, U4ER, U6ER
CCSS Informational Text 10. Actively engage in group reading activities with purpose and understanding.	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. 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., <i>My favorite book is . . .</i>).	U1CR, U2CR, U3ER, U4CR, U5ER, U6CR, U6ER, EOYCR
CCSS Writing 2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts	U1CR, U1ER, U2CR, U3CR, U3CR, U4CR, U4ER, U5CR, U6CR, EOYCR, EOYER

in which they name what they are writing about and supply some information about the topic.	
CCSS Writing 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.	U2ER
CCSS Writing 5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	The writing process (including peer review) is covered in instruction.
CCSS Writing 6. With guidance and support from adults, explore 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 books by a favorite author and express opinions about them).	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.	U1ER, U2ER, U3ER, U4ER, U5ER, U6ER
CCSS Language 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Covered by writing prompts. See rubric in the Teacher’s Manual: “The response contains proper grammar, spelling, punctuation, and capitalization.”
CCSS Language 1.a. Print many upper- and lowercase letters.	Covered by writing prompts. See rubric in the Teacher’s Manual: “The response contains proper grammar, spelling, punctuation, and capitalization.”
CCSS Language 1.b. Use frequently occurring nouns and verbs.	Covered by writing prompts. See rubric in the Teacher’s Manual: “The response contains proper grammar, spelling, punctuation, and capitalization.”
CCSS Language 1.c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i>).	Covered by writing prompts. See rubric in the Teacher’s Manual: “The response contains proper grammar, spelling, punctuation, and capitalization.”
CCSS Language 1.d. Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>).	Covered by writing prompts. See rubric in the Teacher’s Manual: “The response contains proper grammar, spelling, punctuation, and capitalization.”
CCSS Language 1.e. Use the most frequently occurring prepositions (e.g.,	Covered by writing prompts. See rubric in the Teacher’s Manual: “The response

<i>to, from, in, out, on, off, for, of, by, with</i>).	contains proper grammar, spelling, punctuation, and capitalization."
CCSS Language 1.f. Produce and expand complete sentences in shared language activities.	Covered by writing prompts. See rubric in the Teacher's Manual: "The response contains proper grammar, spelling, punctuation, and capitalization."
CCSS Language 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Covered by writing prompts. See rubric in the Teacher's Manual: "The response contains proper grammar, spelling, punctuation, and capitalization."
CCSS Language 2.a. Capitalize the first word in a sentence and the pronoun <i>I</i> .	Covered by writing prompts. See rubric in the Teacher's Manual: "The response contains proper grammar, spelling, punctuation, and capitalization."
CCSS Language 2.b. Recognize and name end punctuation.	Covered by writing prompts. See rubric in the Teacher's Manual: "The response contains proper grammar, spelling, punctuation, and capitalization."
CCSS Language 2.c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).	Covered by writing prompts. See rubric in the Teacher's Manual: "The response contains proper grammar, spelling, punctuation, and capitalization."
CCSS Language 2.d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	Covered by writing prompts. See rubric in the Teacher's Manual: "The response contains proper grammar, spelling, punctuation, and capitalization."
CCSS Language 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>kindergarten reading and content</i> .	U2I4, U3I2, U4I2, U4I4, U6I2, U6I4, EOYI2, EOYI4
CCSS Language 4.a. Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> as a bird and learning the verb <i>to duck</i>).	U5I4
CCSS Language 4.b. Use the most frequently occurring inflections and affixes (e.g., <i>-ed, -s, re-, un-, pre-, -ful, -less</i>) as a clue to the meaning of an unknown word.	U1I4, U5I2
CCSS Language 5. With guidance and support from adults, explore word relationships and nuances in word meanings.	U2I2, U3I4, EOYI2, EOYI4
CCSS Language 5.a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.	U2I2
CCSS Language 5.b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).	Covered within standard L.5 U2I2, U3I4, EOYI2, EOYI4

<p>CCSS Language 5.c. Identify real-life connections between words and their use (e.g., note places at school that are <i>colorful</i>).</p>	<p>Covered within standard L.5 U2I2, U3I4, EOYI2, EOYI4</p>
<p>CCSS Language 5.d. Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk, march, strut, prance</i>) by acting out the meanings.</p>	<p>Covered within standard L.5 U2I2, U3I4, EOYI2, EOYI4</p>
<p>CCSS Language 6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>	<p>Covered by writing prompts. See rubric in the Teacher’s Manual: “vocabulary is topic-specific and used correctly.”</p>

NOTE:

Foundational Skills Standards are not measured by the Grade 4 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 4 end-of-year PARCC test or the Performance Based Assessment according to the PBA and EOY Common Form Specifications.