BENCHMARK COMPLEXITY REPORT
ENGLISH LANGUAGE ARTS GRADE 1

Key:
- **OCS Code** = The benchmark code. Consists of Grade (K-8), Domain (2-3 character alpha code), Strand (1-3 character alpha code), Standard (1-9), Benchmark Number (1 or 1-1 and up), and Complexity (a, b, c).
- **Benchmark** = The wording of the benchmark.
- **CCSS Code** = Common Core State Standards, developed by National Governors Association Center for Best Practices, Council of Chief State School Officers (www.corestandards.org).
- **CRS Strand** = ACT College Readiness Standards developed by ACT, Inc. (www.act.org).
- **The CRS Strands are:** TOD = Topic Development, OUC = Organization & Unity, WCH = Word Choice, SSF = Sentence Structure, COU = Conventions of Usage, COP = Conventions of Punctuation, MID = Main Ideas, SUP = Supporting Details, REL = Sequential/Comparative/Cause, MOW = Meaning of Words, GEN = Generalizations.

a. Acquire				b. Make Meaning				c. Transfer/Apply			
OCS Code	Benchmark	CCSS Code	CRS Strand	OCS Code	Benchmark	CCSS Code	CRS Strand	OCS Code	Benchmark	CCSS Code	CRS Strand
DOMAIN: Reading Standards for Literature											
Key Ideas and Details											
				1.RL.KID.2.1.b	Retell a story using key details to demonstrate understanding of a main idea or lesson	RL.1.2	MID	1.RL.KID.1.1.c	Ask questions about key details in a story or poem	RL.1.1	SUP
								1.RL.KID.1.2.c	Respond to questions about key details in a story or poem	RL.1.1	SUP
								1.RL.KID.3.1.c	Respond to questions about the main characters in a story using key details	RL.1.3	SUP
								1.RL.KID.3.2.c	Respond to questions about the setting of a story using key details	RL.1.3	SUP
								1.RL.KID.3.3.c	Respond to questions about the major events in a story using key details	RL.1.3	SUP
Craft and Structure											
1.RL.CAS.5.1.a	Identify the characteristics of books that tell stories	RL.1.5		1.RL.CAS.4.1.b	Locate words and phrases in a story or poem that suggest feelings	RL.1.4					
1.RL.CAS.5.2.a	Identify the characteristics of books that provide information	RL.1.5		1.RL.CAS.4.2.b	Locate words and phrases in a story or poem that appeal to the senses	RL.1.4					
				1.RL.CAS.5.3.b	Distinguish between books that tell stories and books that provide information	RL.1.5	REL				
				1.RL.CAS.6.1.b	Identify the individual who is telling a story at any point in a text	RL.1.6	MID				
Integration of Knowledge and Ideas											
				1.RL.IKI.7.1.b	Describe characters, setting, or events in a story by using illustrations	RL.1.7					
				1.RL.IKI.7.2.b	Describe characters, setting, or events in a story by using details	RL.1.7	SUP				
				1.RL.IKI.9.1.b	Compare and contrast the experiences of characters in stories	RL.1.9	REL				
DOMAIN: Reading Standards: Foundational Skills											
Print Concepts											
1.RF.PC.1.1-1.a	Recognize the use of capitalization to begin a sentence in a printed text	RF.1.1a									
1.RF.PC.1.1-2.a	Recognize an uppercase letter as the first word in a sentence of a printed text	RF.1.1a									
1.RF.PC.1.1-3.a	Recognize a period or quotation mark as ending punctuation in a sentence of a printed text	RF.1.1a									
Phonological Awareness											
				1.RF.PA.2.1.b	Distinguish between long and short vowel sounds in single-syllable spoken words	RF.1.2a		1.RF.PA.2.2.c	Create new one-syllable words by adding or substituting individual sounds in spoken words	RF.1.2b	
				1.RF.PA.2.3-1.b	Identify initial, medial vowel, and final sounds in most three-phoneme spoken words	RF.1.2c		1.RF.PA.2.3-2.c	Pronounce the initial, medial vowel, and final sounds in most three-phoneme spoken words	RF.1.2c	
								1.RF.PA.2.4.c	Sequence individual sounds into spoken single-syllable words	RF.1.2d	
Phonics and Word Recognition											
1.RF.PWR.3.1.a	Identify the letter-sound relationships for common consonant digraphs found in a printed text	RF.1.3a		1.RF.PWR.3.6-1.b	Add a group of letters to the end of a printed base word in order to create different forms of the same word	RF.1.3f		1.RF.PWR.3.2.c	Pronounce regularly spelled one-syllable words found in a printed text	RF.1.3b	
1.RF.PWR.3.3-1.a	Identify final -e and common vowel team conventions for representing long vowel sounds in a printed text	RF.1.3c		1.RF.PWR.3.6-2.b	Decode letter-sound correspondences for common inflectional endings found in a printed text	RF.1.3f		1.RF.PWR.3.3-2.c	Pronounce one- and two syllable words with common vowel team conventions found in a printed text	RF.1.3c	
1.RF.PWR.3.4-1.a	Identify the number of syllables in a printed word	RF.1.3d		1.RF.PWR.3.6-3.b	Determine the meaning of a word or phrase by using inflectional endings as a clue	RF.1.3f		1.RF.PWR.3.5.c	Pronounce simple two-syllable words found in a printed text by separating the words into syllables	RF.1.3e	
1.RF.PWR.3.4-2.a	Recognize the occurrence of a vowel sound in a syllable that is read aloud	RF.1.3d		1.RF.PWR.3.7.b	Recognize grade-level words that are irregularly spelled	RF.1.3g					

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ENGLISH LANGUAGE ARTS GRADE 1

ARCHDIOCESE CHICAGO CATHOLIC SCHOOLS

a. Acquire				b. Make Meaning				c. Transfer/Apply			
OCS Code	Benchmark	CCSS Code	CRS Strand	OCS Code	Benchmark	CCSS Code	CRS Strand	OCS Code	Benchmark	CCSS Code	CRS Strand
Fluency											
				1.RF.FLU.4.3-1.b	Use context to confirm or self-correct word recognition	RF.1.4c	MOW	1.RF.FLU.4.1.c	Read on-level text fluently with purpose and understanding	RF.1.4a	
				1.RF.FLU.4.3-2.b	Use context to self-correct words that are misread in a text	RF.1.4c		1.RF.FLU.4.2-1.c	Read aloud grade-level text with increasing rate on successive readings	RF.1.4b	
								1.RF.FLU.4.2-2.c	Read aloud grade-level text with increasing accuracy on successive readings	RF.1.4b	
								1.RF.FLU.4.2-3.c	Read aloud grade-level text with increasing expression on successive readings	RF.1.4b	

DOMAIN: Reading Standards for Informational Text

a. Acquire				b. Make Meaning				c. Transfer/Apply			
OCS Code	Benchmark	CCSS Code	CRS Strand	OCS Code	Benchmark	CCSS Code	CRS Strand	OCS Code	Benchmark	CCSS Code	CRS Strand
Key Ideas and Details											
				1.RI.KID.2.1.b	Retell key details found in an informational text	RI.1.2	SUP	1.RI.KID.1.1.c	Ask questions about key details in an informational text	RI.1.1	SUP
				1.RI.KID.2.2.b	Identify the main topic in an informational text	RI.1.2	MID	1.RI.KID.1.2.c	Respond to questions about key details in an informational text	RI.1.1	SUP
				1.RI.KID.3.1.b	Describe the connections between two ideas or pieces of information in an informational text	RI.1.3	REL				
				1.RI.KID.3.2.b	Describe the connections between two individuals or events in an informational text	RI.1.3	REL				
Craft and Structure											
1.RI.CAS.5.1.a	Identify the key features of an informational text used to locate information in the text	RI.1.5	SUP	1.RI.CAS.6.1.b	Differentiate between the information provided by pictures and that provided by words in an informational text	RI.1.6		1.RI.CAS.4.1.c	Ask questions about the meaning of unfamiliar words and phrases in an informational text	RI.1.4	
1.RI.CAS.5.2.a	Locate facts or information by using key features of an informational text	RI.1.5	SUP					1.RI.CAS.4.2.c	Respond to questions about the meaning of words and phrases in an informational text	RI.1.4	
Integration of Knowledge and Ideas											
				1.RI.IKI.7.1.b	Describe key ideas using illustrations and details words from an informational text	RI.1.7					
				1.RI.IKI.8.1.b	Analyze how an author uses reasons to support points in an informational text	RI.1.8	GEN				
				1.RI.IKI.9.1.b	Identify similarities and differences between two informational texts on the same topic	RI.1.9	REL				

DOMAIN: Writing Standards

a. Acquire				b. Make Meaning				c. Transfer/Apply			
OCS Code	Benchmark	CCSS Code	CRS Strand	OCS Code	Benchmark	CCSS Code	CRS Strand	OCS Code	Benchmark	CCSS Code	CRS Strand
Text Types and Purposes											
								1.W.TTP.1.1.c	Introduce a topic when writing an opinion piece	W1.1	OUC
								1.W.TTP.1.2.c	State an opinion about a topic when writing an opinion piece	W1.1	TOD
								1.W.TTP.1.3.c	Provide a reason for an opinion when writing an opinion piece	W1.1	TOD
								1.W.TTP.1.4.c	Develop closure about an opinion when writing an opinion piece	W1.1	OUC
								1.W.TTP.2.1.c	Introduce a topic when writing an informative/explanatory text	W1.2	OUC
								1.W.TTP.2.2.c	Use facts about a topic when writing an informative/explanatory text	W1.2	TOD
								1.W.TTP.2.3.c	Develop closure about a topic when writing an informative/explanatory text	W1.2	TOD
								1.W.TTP.3.1.c	Introduce two or more sequenced events when writing a narrative	W1.3	OUC
								1.W.TTP.3.2.c	Include details about what happened when writing a narrative	W1.3	TOD
								1.W.TTP.3.3.c	Use temporal words to signal event order when writing a narrative	W1.3	OUC
								1.W.TTP.3.4.c	Develop closure about an event(s) when writing a narrative	W1.3	OUC
Production and Distribution of Writing											
				1.W.PDW.5.3.b	Edit writing to include sufficient details before it is produced and distributed	W1.5		1.W.PDW.5.1.c	Focus on a topic when producing and distributing writing	W1.5	

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								1.W.PDW.5.2.c	Strengthen writing based on comments and suggestions from adults and peers	W1.5	
								1.W.PDW.6.1.c	Use a variety of digital tools to produce and publish writing	W1.6	
				Research to Build and Present Knowledge							
1.W.RBK.8.1.a	Recall information from experiences to include in a shared research project	W1.8		1.W.RBK.8.2.b	Gather information from provided sources to answer a question asked in a shared research project	W1.8		1.W.RBK.7.1.c	Participate in shared research projects	W1.7	
								1.W.RBK.7.2.c	Participate in shared writing projects	W1.7	

DOMAIN: Speaking and Listening Standards

a. Acquire				b. Make Meaning				c. Transfer/Apply			
				Comprehension and Collaboration							
								1.SL.CAC.1.1.c	Follow agreed-upon rules in a group discussion about grade 1 topics and texts	SL1.1a	
								1.SL.CAC.1.2.c	Engage in a conversation by demonstrating multiple exchanges during a group discussion	SL1.1b	
								1.SL.CAC.2.1.c	Ask questions about key details to confirm understanding of information presented orally	SL1.2	
								1.SL.CAC.2.2.c	Answer questions about key details to confirm understanding of information presented orally	SL1.2	
								1.SL.CAC.3.1.c	Ask questions about the meaning of information presented orally	SL1.3	
								1.SL.CAC.3.2.c	Answer questions about information presented orally in order to clarify understanding	SL1.3	
				Presentation of Knowledge and Ideas							
								1.SL.PKI.4.1.c	Describe people, places, things, and events using relevant details in an oral presentation	SL1.4	
								1.SL.PKI.4.2.c	Convey ideas and feelings clearly when making an oral presentation	SL1.4	
								1.SL.PKI.5.1.c	Convey ideas, thoughts, and feelings by using drawings or other visual displays in an oral presentation	SL1.5	
								1.SL.PKI.6.1.c	Produce complete sentences in an oral presentation when appropriate to task and situation	SL1.6	

DOMAIN: Language Standards

a. Acquire				b. Make Meaning				c. Transfer/Apply			
				Conventions of Standard English							
				1.L.CSE.1.1.b	Print upper- and lowercase letters when writing	L1.1a		1.L.CSE.1.2.c	Use common, proper, and possessive nouns when speaking or writing	L1.1b	COP
				1.L.CSE.1.9.b	Construct simple, compound, and complex sentences	L1.1i	COU	1.L.CSE.1.3.c	Use singular and plural nouns with matching verbs in basic sentences when speaking or writing	L1.1c	SSF
				1.L.CSE.2.5.b	Spell unfamiliar words phonetically when writing	L1.2e		1.L.CSE.1.4.c	Use personal, possessive, and indefinite pronouns when speaking or writing	L1.1d	COU
								1.L.CSE.1.5.c	Use verbs to convey a sense of past, present, and future when speaking or writing	L1.1e	SSF
								1.L.CSE.1.6.c	Use frequently occurring adjectives when speaking or writing	L1.1f	COU
								1.L.CSE.1.7.c	Use frequently occurring conjunctions when speaking or writing	L1.1g	SSF
								1.L.CSE.1.8.c	Use determiners when speaking or writing	L1.1h	COU
								1.L.CSE.1.10-2.b	Expand on complete declarative, interrogative, imperative, and exclamatory sentences in response to prompts when speaking or writing	L1.1j	SSF

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								1.L.CSE.1.10-1.c	Produce complete declarative, interrogative, imperative, and exclamatory sentences in response to prompts when speaking or writing	L1.1j	SSF
								1.L.CSE.2.1.c	Capitalize dates and names of people when writing	L1.2a	COP
								1.L.CSE.2.2.c	Use end punctuation when writing sentences	L1.2b	COP
								1.L.CSE.2.3-1.c	Use commas in dates when writing sentences	L1.2c	COP
								1.L.CSE.2.3-2.c	Use commas to separate single words in a series when writing sentences	L1.2c	COP
								1.L.CSE.2.4-1.c	Use conventional spelling for words with common spelling patterns when writing	L1.2d	
								1.L.CSE.2.4-2.c	Use conventional spelling for frequently occurring irregular words when writing	L1.2d	
Vocabulary Acquisition and Use											
1.L.VAU.4.3-1.a	Identify frequently occurring root words	L1.4c		1.L.VAU.4.1.b	Determine the meaning of a word or phrase by using sentence-level context as a clue	L1.4a	MOW	1.L.VAU.6.1.c	Use words and phrases acquired through conversation	L1.6	WCH
1.L.VAU.4.3-2.a	Identify the inflectional forms of frequently occurring root words	L1.4c		1.L.VAU.4.2.b	Determine the meaning of a word by using frequently occurring affixes as a clue	L1.4b		1.L.VAU.6.2.c	Use words and phrases acquired through reading and being read to	L1.6	WCH
				1.L.VAU.5.1.b	Categorize words	L1.5a	REL	1.L.VAU.6.3.c	Use words and phrases acquired through responding to texts	L1.6	WCH
				1.L.VAU.5.2.b	Define categorized words by one or more key attributes	L1.5b	REL				
				1.L.VAU.5.3.b	Identify real-life connections between words and their uses	L1.5c	REL				
				1.L.VAU.5.4-1.b	Distinguish between the meaning of verbs differing in manner	L1.5d	WCH				
				1.L.VAU.5.4-2.b	Distinguish between the meaning of adjectives differing in intensity	L1.5d	WCH				