

Grade 1 CCR Weekly Tests

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

Examples: URW1I1 = Readiness Unit, Week 1, Item 1; U5W6ER = Unit 5, Week 6, Extended Response

Grade 1 CCSS	Coverage (Unit/Week/Item)
<p>CCSS Literature 1. With prompting and support, ask and answer questions about key details in a text.</p>	<p>URW1I1, URW1I2, URW1CR, URW1ER, URW2I1, URW2I2, URW2CR, URW2ER, URW3I1, URW3I1, URW3CR, URW3ER, URW4I1, URW4I2, URW4CR, URW4ER, URW5I1, URW5I2, URW5CR, URW5ER, URW6I1, URW6I2, URW6CR, U1W1I1, U1W1I2, U1W1CR, U1W1ER, U1W2I1, U1W2I2, U1W2CR, U1W2ER, U1W3CR, U1W3ER, U1W5I2, U1W5CR, U1W5ER, U2W1I1, U2W1I2, U2W1CR, U2W2I1, U2W2I2, U2W2CR, U2W2ER, U2W4I1, U2W4I2, U2W4CR, U2W4ER, U3W1I1, U3W1I2, U3W1CR, U3W1ER, U3W2I1, U3W2I2, U3W4I1, U3W4I2, U3W4CR, U3W6I1, U3W6I2, U3W6CR, U3W6ER, U4W1I1, U4W1I2, U4W1CR, U4W1ER, U4W2I1, U4W2I2, U4W2CR, U4W2ER, U4W5I1, U4W5I2, U4W5CR, U4W5ER, U4W6I1, U4W6I2, U4W6CR, U4W6ER, U5W1I1, U5W1I2, U5W1CR, U5W1ER, U5W2I1, U5W2I2, U5W2CR, U5W2ER, U5W3I1, U5W3I2, U5W3CR, U5W3ER, U5W6I1, U5W6I2, U5W6CR, U5W6ER</p>
<p>CCSS Literature 2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p>	<p>U2W1I1, U2W1I2, U2W2I1, U2W2I2, U3W2I2, U3W4I2, U4W5I2, U5W6I2</p>
<p>CCSS Literature 3. Describe characters, settings, and major events in a story, using key details.</p>	<p>URW1I1, URW1I2, URW2I1, URW2I2, URW3I1, URW3I1, URW3CR, URW3ER, URW4I1, URW4I2, URW4CR, URW4ER, URW5I1, URW5I2, URW5CR, URW5ER, URW6I1, URW6I2, U1W1I1, U1W1I2, U1W2I1, U1W2I2, U1W3I1, U1W3I2, U1W5I1, U1W5I2, U2W1I1, U2W1I2, U2W2I1, U2W2I2, U2W4I1, U2W4I2, U2W4CR, U2W4ER, U3W1I1, U3W1I2, U3W2I1, U3W4I1, U3W6I1, U3W6I2, U4W2I1, U4W2I2, U4W5I1, U4W6I1, U4W6I2, U5W1I1, U5W1I2, U5W1ER, U5W2I1, U5W2I2, U5W3I1, U5W3I2</p>
<p>CCSS Literature 4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p>	<p>U1W1I3, U1W1I4, U2W5I3, U2W5I4, U3W1I3, U3W1I4, U3W2I3, U3W2I4, U3W4I3, U3W4I4, U3W6I3, U3W6I4</p>

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.	URW6CR, URW6ER, U1W3I1, U1W3I2, U1W3CR, U1W3ER, U1W5I1, U1W5ER, , U3W2CR
CCSS Literature 9. Compare and contrast the adventures and experiences of characters in stories.	URW3ER, URW4ER, U1W3CR, U1W5ER, U2W1ER, U2W4ER, U5W3I1
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.	U1W4I1, U1W4I2, U1W4CR, U1W4ER, U1W6I1, U1W6I2, U1W6CR, U2W3I1, U2W3I2, U2W3CR, U2W3ER, U2W5I1, U2W5I2, U2W5CR, U2W5ER, U2W6I1, U2W6I2, U2W6CR, U2W6ER, U3W3I1, U3W3I2, U3W4ER, U3W5I1, U3W5I2, U3W5CR, U3W5ER, U4W3I1, U4W3I2, U4W3CR, U4W3ER, U4W4I1, U4W4I2, U4W4CR, U4W4ER, U5W4I1, U5W4I2, U5W4CR, U5W4ER, U5W5I1, U5W5I2, U5W5CR, U5W5ER
CCSS Informational Text 2. Identify the main topic and retell key details of a text.	U1W4I1, U1W4I2, U2W3I1, U2W3I2, U2W3CR, U2W3ER, U2W6I1, U4W4I2, U5W4I2
CCSS Informational Text 3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.	U1W6I1, U1W6I2, U2W6I1, U2W6I2, U3W3I2, U3W3ER, U3W5I1, U3W5I2, U4W4I1, U5W4I1
CCSS Informational Text 4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	U1W4I3, U1W4I4, U1W6I3, U1W6I4, U1W6ER, U2W3I3, U2W3I4, U2W6CR, U2W6ER, U3W3I3, U3W3I4, U3W5I3, U3W5I4, U4W3I3, U5W5I4
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.	U5W5I1
CCSS Informational Text 6. Distinguish between information	This standard is not measured by the end-of-year Grade 3 PARCC test or the

provided by pictures or other illustrations and information provided by the words in a text.	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.	U2W5I2, U3W3CR
CCSS Informational Text 8. Identify the reasons an author gives to support points in a text.	U2W5I1
CCSS Informational Text 9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	U1W4ER, U3W5ER
CCSS Informational Text 10. With prompting and support, read informational texts appropriately complex 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 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.	URW6CR, URW6ER, U1W1ER, U1W2ER, U3W2ER, U4W2CR, U4W2ER, U4W4CR, U4W6CR, U5W1ER, U5W5ER
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.	URW1CR, URW1ER, URW2CR, URW2ER, URW3CR, URW3ER, URW4CR, URW4ER, URW5CR, URW5ER, U1W1CR, U1W2CR, U1W3CR, U1W3ER, U1W4CR, U1W4ER, U1W5CR, U1W5ER, U1W6CR, U1W6ER, U2W1ER, U2W2ER, U2W3CR, U2W3ER, U2W4CR, U2W4ER, U2W5CR, U2W5ER, U2W6CR, U2W6ER, U3W1CR, U3W3CR, U3W3ER, U3W4CR, U3W4ER, U3W5CR, U3W5ER, U3W6ER, U4W1CR, U4W3CR, U4W3ER, U4W4ER, U4W5CR, U4W5ER, U4W6ER, U5W1CR, U5W2CR, U5W2ER, U5W3CR, U5W3ER, U5W4CR, U5W4ER, U5W5CR, U5W6CR
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 order, and provide some sense of closure.	U2W1CR, U2W2CR, U3W1ER, U3W2CR, U3W6CR, U5W6ER
CCSS Writing 5. With guidance and support from adults, focus on a topic, respond to questions and suggestions	The writing process (including peer review) is covered in instruction.

from peers, and add details to strengthen writing as needed.	
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.	U2W5CR, U2W5ER, U3W1CR, U3W1ER, U3W2CR, U3W2ER, U3W3CR, U3W3ER, U3W4CR, U3W4ER, U3W5CR, U3W5ER, U3W6ER, U4W1CR, U4W1ER, U4W1ER, U4W2CR, U4W2ER, U4W3CR, U4W3ER, U4W4CR, U4W4ER, U4W5CR, U4W5ER, U4W6CR, U4W6ER, U5W1CR, U5W1ER, U5W2CR, U5W2ER, U5W3CR, U5W3ER, U5W4CR, U5W4ER, U5W5CR, U5W5ER, U5W6CR
CCSS Language 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	U3W2ER, U3W3ER, U3W4ER
CCSS Language 1.a. Print all upper- and lowercase letters.	Covered within standard L.1 U3W2ER, U3W3ER, U3W4ER
CCSS Language 1.b. Use common, proper, and possessive nouns.	URW1CR, URW2CR, URW2ER, URW6I3
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 U3W2ER, U3W3ER, U3W4ER
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 U3W2ER, U3W3ER, U3W4ER
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>).	U3W4I4
CCSS Language 1.f. Use frequently occurring adjectives.	URW1I3, URW1I4, URW2I3, URW2I4, URW5I4, URW6CR
CCSS Language 1.g. Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>).	Covered within standard L.1 U3W2ER, U3W3ER, U3W4ER
CCSS Language 1.h. Use determiners (e.g., articles, demonstratives).	Covered within standard L.1 U3W2ER, U3W3ER, U3W4ER

CCSS Language 1.i. Use frequently occurring prepositions (e.g., <i>during</i> , <i>beyond</i> , <i>toward</i>).	Covered within standard L.1 U3W2ER, U3W3ER, U3W4ER
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 U3W2ER, U3W3ER, U3W4ER
CCSS Language 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	URW6ER, U1W1ER, U1W2ER, U2W1ER, U2W1ER, U2W2ER, U3W1ER, U3W2ER, U3W3ER, U3W4ER, U3W5ER, U3W6ER, U4W1ER, U4W2ER, U4W3ER, U4W4ER, U4W5ER, U4W6ER, U5W1ER, U5W2ER, U5W3ER, U5W4ER, U5W5ER, U5W6ER
CCSS Language 2.a. Capitalize dates and names of people.	U5W1ER, U5W2ER, U5W5ER
CCSS Language 2.b. Use end punctuation for sentences.	U1W1ER, U1W2ER, U2W1ER, U2W1ER, U2W2ER, U5W1ER, U5W2ER, U5W3ER, U5W4ER, U5W5ER, U5W6ER
CCSS Language 2.c. Use commas in dates and to separate single words in a series.	Covered within standard L.2 URW6ER, U1W1ER, U1W2ER, U2W1ER, U2W1ER, U2W2ER, U3W1ER, U3W2ER, U3W3ER, U3W4ER, U3W5ER, U3W6ER, U4W1ER, U4W2ER, U4W3ER, U4W4ER, U4W5ER, U4W6ER, U5W1ER, U5W2ER, U5W3ER, U5W4ER, U5W5ER, U5W6ER
CCSS Language 2.d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.	U5W3ER, U5W4ER, U5W6ER
CCSS Language 2.e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.	Covered within standard L.2 URW6ER, U1W1ER, U1W2ER, U2W1ER, U2W1ER, U2W2ER, U3W1ER, U3W2ER, U3W3ER, U3W4ER, U3W5ER, U3W6ER, U4W1ER, U4W2ER, U4W3ER, U4W4ER, U4W5ER, U4W6ER, U5W1ER, U5W2ER, U5W3ER, U5W4ER, U5W5ER, U5W6ER
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.	URW1I3, URW1I4, URW2I3, URW2I4, URW3I3, URW3I4, URW4I3, URW4I4, URW5I3, URW5I4, URW6I3, URW6I4, U1W1I3, U1W1I4, U1W2I3, U1W2I4, U1W3I3, U1W3I4, U1W4I3, U1W4I4, U1W5I3, U1W5I4, U1W6ER, U2W1I3, U2W1I4, U2W2I3, U2W2I4, U2W3I4, U2W4I3, U2W4I4, U2W5I3, U2W5I4, U2W6I3, U2W6I4, U3W3I4, U4W1I3, U4W1I4, U4W2I3, U4W2I4, U4W3I3, U4W3I4, U4W4I3, U4W4I4, U4W5I3, U4W5I4, U4W6I3, U4W6I4, U5W1I3, U5W1I4, U5W2I3, U5W2I4, U5W3I3, U5W3I4, U5W4I3, U5W4I4, U5W5I3, U5W5I4, U5W6I3, U5W6I4

<p>CCSS Language 4.a. Use sentence-level context as a clue to the meaning of a word or phrase.</p>	<p>URW1I3, URW1I4, URW2I3, URW2I4, URW3I3, URW3I4, URW4I3, URW4I4, URW5I3, URW5I4, URW6I3, URW6I4, U1W1I3, U1W1I4, U1W2I3, U1W2I4, U1W3I3, U1W3I4, U1W4I3, U1W4I4, U1W5I3, U1W5I4, U1W6I3, U1W6I4, U2W1I3, U2W1I4, U2W2I3, U2W2I4, U2W3I3, U2W3I4, U2W4I3, U2W4I4, U2W5I3, U2W5I4, U2W6I3, U2W6I4, U3W1I3, U3W1I4, U3W2I3, U3W2I4, U3W3I3, U3W3I4, U3W4I3, U3W4I4, U3W5I3, U3W5I4, U3W6I3, U3W6I4, U4W1I3, U4W2I3, U4W2I4, U4W3I3, U4W3I4, U4W4I3, U4W4I4, U4W5I3, U4W5I4, U4W6I3, U4W6I4, U5W1I3, U5W1I4, U5W2I3, U5W2I4, U5W3I3, U5W3I4, U5W4I3, U5W4I4, U5W5I3, U5W5I4, U5W6I3, U5W6I4</p>
<p>CCSS Language 4.b. Use frequently occurring affixes as a clue to the meaning of a word.</p>	<p>U5W1I4</p>
<p>CCSS Language 4.c. Identify frequently occurring root words (e.g., <i>look</i>) and their inflectional forms (e.g., <i>looks, looked, looking</i>).</p>	<p>Covered within standard L.4 URW1I3, URW1I4, URW2I3, URW2I4, URW3I3, URW3I4, URW4I3, URW4I4, URW5I3, URW5I4, URW6I3, URW6I4, U1W1I3, U1W1I4, U1W2I3, U1W2I4, U1W3I3, U1W3I4, U1W4I3, U1W4I4, U1W5I3, U1W5I4, U1W6ER, U2W1I3, U2W1I4, U2W2I3, U2W2I4, U2W3I3, U2W3I4, U2W4I3, U2W4I4, U2W5I3, U2W5I4, U2W6I3, U2W6I4, U3W3I3, U3W3I4, U4W1I3, U4W1I4, U4W2I3, U4W2I4, U4W3I3, U4W3I4, U4W4I3, U4W4I4, U4W5I3, U4W5I4, U4W6I3, U4W6I4, U5W1I3, U5W1I4, U5W2I3, U5W2I4, U5W3I3, U5W3I4, U5W4I3, U5W4I4, U5W5I3, U5W5I4, U5W6I3, U5W6I4</p>
<p>CCSS Language 5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p>	<p>URW1I4, URW2I4, U1W3I3, U1W3I4, U1W6I3, U1W6I4, U2W1I3, U2W3I4, U2W6I3</p>
<p>CCSS Language 5.a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</p>	<p>URW6I3, U2W1I4, U3W3I3, U4W1I4, U5W1I3</p>
<p>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).</p>	<p>Covered within standard L.5 URW1I4, URW2I4, U1W3I3, U1W3I4, U1W6I3, U1W6I4, U2W1I3, U2W3I4, U2W6I3</p>

<p>CCSS Language 5.c. Identify real-life connections between words and their use (e.g., note places at home that are <i>cozy</i>).</p>	<p>Covered within standard L.5 URW1I4, URW2I4, U1W3I3, U1W3I4, U1W6I3, U1W6I4, U2W1I3, U2W3I4, U2W6I3</p>
<p>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.</p>	<p>Covered within standard L.5 URW1I4, URW2I4, U1W3I3, U1W3I4, U1W6I3, U1W6I4, U2W1I3, U2W3I4, U2W6I3</p>
<p>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 Nibblet because she nibbles too much because she likes that</i>).</p>	<p>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 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.