

Grade 4 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 4 CCSS	Coverage (Unit/Item)
CCSS Literature 1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	U2I1, U2I2, U2I3, U2I7, U2I8, U2I9, U2ER
CCSS Literature 2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.	U2ER
CCSS Literature 3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	U2I1, U2I3, U2I7
CCSS Literature 4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).	U2I4, U2I5, U2I10, U2I11, U2I12
CCSS Literature 5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.	Students are exposed to a variety of text types and their features in each instructional unit. For example, Unit 2 main and paired selections include: Fiction, Advertisement, Historical Fiction, How-to Article, Drama, Poetry, Expository Text, E-mail. There is poetry at the end of each unit.
CCSS Literature 6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	Due to the comparative nature of this standard, see extended writing prompts within Reading Street. See also Grade 4 Unit and End-of-Year Benchmark Tests (U4I12)
CCSS Literature 7. Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.	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.
CCSS Literature 9. Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the	U2ER See also Grade 4 CCR Weekly Tests (U2W3ER)

quest) in stories, myths, and traditional literature from different cultures.	
CCSS Literature 10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 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 4 PARCC test or the Performance Based Assessment according to EOY/PBA Common Form Specifications.
CCSS Informational Text 1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	U111, U112, U113, U1CR1, U117, U118, U119, U1ER, U311, U312, U313, U314, U3CR1, U317, U318, U319, U3CR2, U3ER, U411, U412, U413, U4CR1, U417, U418, U419, U511, U512, U513, U517, U518, U519, U5CR2, U611, U612, U613, U617, U618, U619, U6CR2, EOY12, EOY13, EOY17, EOY18, EOY19, EOYCR2
CCSS Informational Text 2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.	U312, U317, U511, U613
CCSS Informational Text 3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	U117, U118, U119, U4ER, U513, U611, EOY12, EOYCR1, EOY18, EOY19, EOYER
CCSS Informational Text 4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.	U114, U115, U116, U1110, U1111, U1112, U315, U316, U3110, U3111, U3112, U414, U415, U614
CCSS Informational Text 5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.	U112
CCSS Informational Text 6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	U1W3,U1W5
CCSS Informational Text 7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes	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. U415

to an understanding of the text in which it appears.	See also Grade 4 CCR Weekly Tests (U4W4I2, U6W5I3)
CCSS Informational Text 8. Explain how an author uses reasons and evidence to support particular points in a text.	EOYI1
CCSS Informational Text 9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	U6ER
CCSS Informational Text 10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 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 Grade 4 end-of-year PARCC test or the Performance Based Assessment according to EOY/PBA Common Form Specifications. See also Grade 4 CCR Weekly Tests (U3W2I1, U3W4I1)
CCSS Foundational Skills 4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	U1I10, U1I11, U1I12, U2I10, U2I11, U2I12, EOYI4, EOYI5, EOYI6, EOYI10, EOYI11, EOYI12
CCSS Writing 1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	U5CR2
CCSS Writing 1.a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.	Covered within standard W.1 U5CR2
CCSS Writing 1.b. Provide reasons that are supported by facts and details.	U5CR2
CCSS Writing 1.c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).	Covered within standard W.1 U5CR2
CCSS Writing 1.d. Provide a concluding statement or section related to the opinion presented.	Covered within standard W.1 U5CR2
CCSS Writing 2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	U1CR1, U1ER, U2CR1, U2CR2, U2ER, U3CR2, U3ER, U4CR1, U4CR2, U4ER, U5CR1, U6CR1, U6ER, EOYCR1, EOYER
CCSS Writing 2.a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.	U2ER, U3ER, EOYER

CCSS Writing 2.b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	U1CR1, U2CR1, U2CR2, U2ER, U3CR2, U3ER, U4CR1, U4CR2, U4ER, U5CR1, U6CR1, U6ER, EOYER
CCSS Writing 2.c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).	U2ER, U3ER
CCSS Writing 2.d. Use precise language and domain-specific vocabulary to inform about or explain the topic. Provide a concluding statement or section related to the information or explanation presented.	U3CR2
CCSS Writing 2.e. Provide a concluding statement or section related to the information or explanation presented.	U1CR1, U2ER, U3CR2, U3ER, EOYER
CCSS Writing 3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	U1CR2, U3CR1, U6CR2, EOYCR2
CCSS Writing 3.a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	U1CR2, U3CR1
CCSS Writing 3.b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.	U3CR1
CCSS Writing 3.c. Use a variety of transitional words and phrases to manage the sequence of events.	U3CR1, EOYCR1
CCSS Writing 3.d. Use concrete words and phrases and sensory details to convey experiences and events precisely.	Covered within standard W.3 U1CR2, U3CR1, U6CR2, EOYCR2
CCSS Writing 3.e. Provide a conclusion that follows from the narrated experiences or events.	Covered within standard W.3 U1CR2, U3CR1, U6CR2, EOYCR2
CCSS Writing 4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	U1CR1, U1ER, U2CR1, U2CR2, U2ER, U3CR1, U3CR2, U3ER, EOYCR2
CCSS Writing 5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	The writing process covered in instruction. Students apply their knowledge of the writing process within Constructed and Extended Response questions.

<p>CCSS Writing 6. 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 one page 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>CCSS Writing 7. Conduct short research projects that 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>CCSS Writing 8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, 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>CCSS Writing 9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>U2 Extended Response: "Support your ideas with specific details from each text."</p>
<p>CCSS Writing 9.a. Apply grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").</p>	<p>Covered within standard W.9. See U2 Extended Response: "Support your ideas with specific details from each text."</p>
<p>CCSS Writing 9.b. Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").</p>	<p>Covered within standard W.9. See U2 Extended Response: "Support your ideas with specific details from each text."</p>
<p>CCSS Writing 10. 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>CCSS Language 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p>U2CR1, U2CR1, U2ER, U3CR1, U3ER, U4ER, U6ER, EOYCR2</p>
<p>CCSS Language 1.a. Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>).</p>	<p>Covered within standards L.1 U2CR1, U2CR1, U2ER, U3CR1, U3ER, U4ER, U6ER, EOYCR2</p>

CCSS Language 1.b. Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i>) verb tenses.	Covered within standards L.1 U2CR1, U2CR1, U2ER, U3CR1, U3ER, U4ER, U6ER, EOYCR2
CCSS Language 1.c. Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions.	Covered within standards L.1 U2CR1, U2CR1, U2ER, U3CR1, U3ER, U4ER, U6ER, EOYCR2
CCSS Language 1.d. Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i>).	Covered within standards L.1 U2CR1, U2CR1, U2ER, U3CR1, U3ER, U4ER, U6ER, EOYCR2
CCSS Language 1.e. Form and use prepositional phrases.	Covered within standards L.1 U2CR1, U2CR1, U2ER, U3CR1, U3ER, U4ER, U6ER, EOYCR2
CCSS Language 1.f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.	Covered within standards L.1 U2CR1, U2CR1, U2ER, U3CR1, U3ER, U4ER, U6ER, EOYCR2
CCSS Language 1.g. Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i>).	U5I10
CCSS Language 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	U1CR1, U1CR2, U1ER, U2CR1, U2CR2, U2ER, U3CR1, U3CR2, U3ER, U4ER, U6ER, EOYCR1, EOYCR2, EOYER
CCSS Language 2.a. Use correct capitalization.	Covered within standards L.2 U1CR1, U1CR2, U1ER, U2CR1, U2CR2, U2ER, U3CR1, U3CR2, U3ER, U4ER, U6ER, EOYCR1, EOYCR2, EOYER
CCSS Language 2.b. Use commas and quotation marks to mark direct speech and quotations from a text.	Covered within standards L.2 U1CR1, U1CR2, U1ER, U2CR1, U2CR2, U2ER, U3CR1, U3CR2, U3ER, U4ER, U6ER, EOYCR1, EOYCR2, EOYER
CCSS Language 2.c. Use a comma before a coordinating conjunction in a compound sentence.	Covered within standards L.2 U1CR1, U1CR2, U1ER, U2CR1, U2CR2, U2ER, U3CR1, U3CR2, U3ER, U4ER, U6ER, EOYCR1, EOYCR2, EOYER
CCSS Language 2.d. Spell grade-appropriate words correctly, consulting references as needed.	Covered within standards L.2 U1CR1, U1CR2, U1ER, U2CR1, U2CR2, U2ER, U3CR1, U3CR2, U3ER, U4ER, U6ER, EOYCR1, EOYCR2, EOYER
CCSS Language 3. 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).
CCSS Language 3.a. Choose words and phrases to convey ideas precisely.	Covered by writing prompts. Language and vocabulary, conventions are rubric categories (see rubric in the Teacher's Manual).
CCSS Language 3.b. Choose punctuation for effect.	Covered by writing prompts. Language and vocabulary, conventions are rubric categories (see rubric in the Teacher's Manual).

<p>CCSS Language 3.c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).</p>	<p>Covered by writing prompts. Language and vocabulary, conventions are rubric categories (see rubric in the Teacher’s Manual).</p>
<p>CCSS Language 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases <i>based on grade 4 reading and content</i>, choosing flexibly from a range of strategies.</p>	<p>U1I4, U1I12, U2I4, U2I5, U2I6, U2I10, U2I11, U2I12, U3I4, U3I5, U3I6, U3I10, U3I11, U3I12, U4I12, U5I5, U5I6, U6I11, EOYI4, EOYI5, EOYI10</p>
<p>CCSS Language 4.a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p>	<p>U1I4, U1I5, U1I6, U1I10, U1I11, U1I12, U2I4, U2I5, U2I6, U2I10, U2I11, U2I12, U3I4, U3I5, U3I6, U3I10, U3I11, U3I12, U4I4, U4I10, U4I11, U4I12, U5I4, U5I5, U5I6, U5I10, U5I11, U5I12, U6I4, U6I5, U6I6, U6I10, U6I11, U6I12, EOYI4, EOYI5, EOYI10</p>
<p>CCSS Language 4.b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph</i>, <i>photograph</i>, <i>autograph</i>).</p>	<p>U4I4, U5I4, U6I12</p>
<p>CCSS Language 4.c. 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>These assessments are intended to be closed book.</p>
<p>CCSS Language 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	<p>U6I10, EOYI6, EOYI11, EOYI12</p>
<p>CCSS Language 5.a. Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i>) in context.</p>	<p>EOYI12</p>
<p>CCSS Language 5.b. Recognize and explain the meaning of common idioms, adages, and proverbs.</p>	<p>U6I5, U6I6, EOYI6, EOYI11</p>
<p>CCSS Language 5.c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p>	<p>U2I6, U3I6, U4I5, U4I5, U4I6, U4I11, U5I12</p>
<p>CCSS Language 6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., <i>quizzed</i>, <i>whined</i>,</p>	<p>See rubric in the Teacher’s Manual: “vocabulary is topic-specific and used correctly.”</p>

<i>stammered</i>) and that are basic to a particular topic (e.g., <i>wildlife, conservation, and endangered</i> when discussing animal preservation).	
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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.