

Grade 4 CCR Weekly Tests

Key: U = Unit; W = Week; I = Item; CR = Constructed Response; ER = Extended Response

Examples: U1W1I1 = Unit 1, Week 1, Item 1; U5W5ER = Unit 5, Week 5, Extended Response

Grade 4 CCSS	Coverage (Unit/Week/Item)
<p>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.</p>	<p>U1W2I1, U1W2I2, U1W2I3, U1W2CR, U1W2ER, U1W3I1, U1W3I2, U1W3I3, U1W3CR, U1W4I1, U1W4I2, U1W4I3, U1W4CR, U1W4ER, U2W1I1, U2W1I2, U2W1I3, U2W2I1, U2W2I2, U2W2I3, U2W2CR, U2W2ER, U2W3I1, U2W3I2, U2W3I3, U3W3I1, U3W3I2, U3W3I3, U3W3CR, U3W5I1, U3W5I2, U3W5I3, U4W1I1, U4W1I2, U4W1I3, U4W1CR, U4W1ER, U4W5I1, U4W5I2, U4W5I3, U4W5CR, U4W5ER, U5W3I1, U5W3I2, U5W3I3, U5W3CR, U5W5I1, U5W5I2, U5W5I3, U5W5CR, U6W3I1, U6W3I2, U6W3I3, U6W3CR, U6W4I1, U6W4I2, U6W4I3, U6W4CR</p>
<p>CCSS Literature 2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p>	<p>U2W3I2, U4W1I3, U5W3I3, U5W5I3, U6W4I3</p>
<p>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).</p>	<p>U1W3I1, U1W3I2, U1W4I2, U1W4I3, U2W1I1, U2W1I2, U2W1I3, U2W2I1, U2W2I2, U2W2I3, U3W3I1, U3W3I2, U3W3I3, U3W5I1, U3W5I2, U4W1I1, U4W1I2, U4W5I1, U4W5I2, U4W5I3, U5W3I1, U5W3I2, U5W3I3, U5W5I1, U5W5I2, U5W5I3, U6W3I1, U6W3I2, U6W3I3, U6W4I1, U6W4I2</p>
<p>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).</p>	<p>U2W3I3</p>
<p>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.</p>	<p>U6W4I2</p>
<p>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.</p>	<p>Due to the comparative nature of this standard, see extended writing prompts within Reading Street.</p> <p>See also Grade 4 Unit and End-of-Year Benchmark Tests (U4I12)</p>
<p>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.</p>	<p>Visual/oral presentations of text are not a part of these tests. This standard is not measured by the Grade 4 end-of-year PARCC test according to EOY Common Form Specifications.</p>
<p>CCSS Literature 9. Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of</p>	<p>U2W3ER</p>

events (e.g., the 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.	U3W5I3
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.	U1W1I1, U1W1I2, U1W1I3, U1W1CR, U1W3ER, U1W5I1, U1W5I2, U1W5I3, U1W5CR, U1W5ER, U2W4I1, U2W4I2, U2W4I3, U2W4CR, U2W4ER, U2W5I1, U2W5I2, U2W5I3, U3W1I1, U3W1I2, U3W1I3, U3W1ER, U3W2I1, U3W2I2, U3W2I3, U3W2CR, U3W2ER, U3W4I1, U3W4I2, U3W4I3, U4W2I1, U4W2I2, U4W2I3, U4W2CR, U4W2ER, U4W3I1, U4W3I2, U4W3I3, U4W3CR, U4W3ER, U4W4I1, U4W4I2, U4W4I3, U4W4CR, U4W4ER, U5W1I1, U5W1I2, U5W1I3, U5W1CR, U5W2I1, U5W2I2, U5W2I3, U5W2CR, U5W4I1, U5W4I2, U5W4I3, U5W4CR, U6W1I1, U6W1I2, U6W1I3, U6W1CR, U6W1ER, U6W2I1, U6W2I2, U6W2I3, U6W2CR, U6W5I1, U6W5I2, U6W5I3
CCSS Informational Text 2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.	U1W5I1, U2W5I3, U3W1I3, U3W4I3, U4W4I3, U5W1I3, U5W4I1, U5W4I3, U6W1I3, U6W2I2
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.	U1W5I3, U2W4I3, U2W5I1, U2W5I2, U4W2I1, U4W2I2, U4W2I3, U4W3I1, U4W3I2, U4W3I3, U4W4I1, U4W4I2, U5W1I2, U5W2I2, U6W5I2
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.	U3W1I2, U3W2I2, U3W2I5, U3W2I6, U3W4I2, U4W2I4, U4W2I5, U4W2I6, U5W5I6
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.	U1W5I2, U6W1I2
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.	See Grade 4 CCR Unit and End-of-Year Benchmark Tests (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 to an understanding of the text in which it appears.	U4W4I2, U6W5I3
CCSS Informational Text 8. Explain how an author uses reasons and evidence to support particular points in a text.	U1W1I1, U1W1I2, U1W1I3, U2W4I1, U2W4I2, U3W1I1, U3W2I3

CCSS Informational Text 9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	U1W3, U1W5
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.	U3W2I1, U3W4I1
CCSS Writing 1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	U1W1CR, U1W4CR, U1W5CR, U2W1ER, U2W2CR, U2W3CR, U2W5CR, U3W1CR, U3W4CR, U4W1CR, U4W2ER, U4W5CR, U5W1CR, U5W2CR, U5W3CR, U5W4CR, U5W5CR
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.	U1W4CR, U1W5CR, U2W1ER, U2W2CR, U2W3CR, U2W5CR, U3W1CR, U3W4CR, U4W2ER
CCSS Writing 1.b. Provide reasons that are supported by facts and details.	U1W1CR, U1W4CR, U1W5CR, U2W1ER, U2W2CR, U2W3CR, U2W5CR, U3W1CR, U3W4CR, U4W2ER, U5W1CR, U5W2CR, U5W3CR, U5W4CR, U5W5CR
CCSS Writing 1.c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).	U1W1CR, U1W5CR, U3W1CR, U3W4CR
CCSS Writing 1.d. Provide a concluding statement or section related to the opinion presented.	U1W1CR, U1W4CR, U1W5CR, U2W1ER, U2W2CR, U2W3CR, U3W1CR, U3W4CR
CCSS Writing 2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	U1W2CR, U1W2ER, U1W3ER, U1W4ER, U1W5ER, U2W3ER, U2W4ER, U2W5ER, U3W1ER, U3W2ER, U3W3ER, U3W4ER, U3W5ER, U4W1ER, U4W2CR, U4W3ER, U4W4CR, U4W4ER, U4W5ER, U5W1ER, U5W2ER, U5W3ER, U5W4ER, U6W1CR, U6W1ER, U6W2CR, U6W2ER, U6W3CR, U6W5CR, U6W5ER
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.	U1W4ER, U1W5ER, U3W1ER, U3W2ER, U3W5ER
CCSS Writing 2.b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	U1W2CR, U1W2ER, U1W3ER, U1W4ER, U1W5ER, U2W3ER, U2W5ER, U3W1ER, U3W3ER, U3W4ER, U3W5ER, U4W1ER, U4W2CR, U4W3ER, U4W4CR, U4W4ER, U4W5ER, U5W1ER, U5W2ER, U5W3ER, U5W4ER, U6W1CR, U6W1ER, U6W2CR, U6W2ER, U6W3CR, U6W5CR, U6W5ER
CCSS Writing 2.c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).	U1W2CR, U1W2ER, U2W3ER
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.	U1W5ER, U3W1ER

CCSS Writing 2.e. Provide a concluding statement or section related to the information or explanation presented.	U1W2CR, U1W2ER, U1W3ER, U1W4ER, U1W5ER, U3W1ER, U3W2ER, U3W3ER, U3W5ER
CCSS Writing 3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	U1W1ER, U1W3CR, U2W1CR, U2W2ER, U2W4CR, U3W2CR, U3W3CR, U3W5CR, U4W3CR, U5W5ER, U6W3ER, U6W4CR
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.	U1W1ER, U1W3CR, U2W1CR, U2W4CR, U3W2CR, U3W3CR, U3W5CR, U5W5ER, U6W3ER
CCSS Writing 3.b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.	U1W1ER, U2W1CR, U3W2CR, U3W3CR, U3W5CR, U4W3CR, U5W5ER, U6W3ER, U6W4CR
CCSS Writing 3.c. Use a variety of transitional words and phrases to manage the sequence of events.	U1W3CR
CCSS Writing 3.d. Use concrete words and phrases and sensory details to convey experiences and events precisely.	U1W3CR, U2W2ER, U2W4CR, U3W5CR
CCSS Writing 3.e. Provide a conclusion that follows from the narrated experiences or events.	U2W1CR, U3W2CR, U3W3CR, U3W5CR
CCSS Writing 4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	U1W2CR, U1W2ER, U1W4CR, U1W4ER, U1W5ER, U2W1ER, U2W2ER, U2W3CR, U2W4ER, U2W5ER, U3W1ER, U3W2ER, U3W3ER, U3W4ER
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 (including peer review) is covered in instruction.
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.	Completing these assessments online will meet the requirement of keyboarding. However, these assessments can be completed using paper and pencil.
CCSS Writing 7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.	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. 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.	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 9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	U6W1CR, U6W1ER, U6W2CR, U6W2ER
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].").	U4W1CR

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”).	Covered within standard W.9 in CCRs U6W1CR, U6W1ER, U6W2CR, U6W2ER
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.	This standard is not measured by the Grade 4 end-of-year PARCC test according to EOY Common Form Specifications. Students cover this standard through extended writing projects every week.
CCSS Language 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Grammar is a part of the rubric under Conventions (see rubric in the Teacher’s Manual). Use Reading Street Weekly Tests for a weekly grammar, usage, and mechanics section.
CCSS Language 1.a. Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>).	See explanation for standard (L.1).
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.	See explanation for standard (L.1).
CCSS Language 1.c. Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions.	See explanation for standard (L.1).
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>).	See explanation for standard (L.1).
CCSS Language 1.e. Form and use prepositional phrases.	See explanation for standard (L.1).
CCSS Language 1.f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.	See explanation for standard (L.1).
CCSS Language 1.g. Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i>).	See explanation for standard (L.1).
CCSS Language 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	U4W1ER, U4W2ER, U4W3ER, U4W4ER, U4W5ER, U5W1ER, U5W2ER, U5W3ER, U5W4ER, U5W5ER, U6W1ER, U6W2ER, U6W3ER, U6W5ER
CCSS Language 2.a. Use correct capitalization.	Covered within standard L.2 in CCRs. U4W1ER, U4W2ER, U4W3ER, U4W4ER, U4W5ER, U5W1ER, U5W2ER, U5W3ER, U5W4ER, U5W5ER, U6W1ER, U6W2ER, U6W3ER, U6W5ER
CCSS Language 2.b. Use commas and quotation marks to mark direct speech and quotations from a text.	Covered within standard L.2 in CCRs. U4W1ER, U4W2ER, U4W3ER, U4W4ER, U4W5ER, U5W1ER, U5W2ER, U5W3ER, U5W4ER, U5W5ER, U6W1ER, U6W2ER, U6W3ER, U6W5ER
CCSS Language 2.c. Use a comma before a coordinating conjunction in a compound sentence.	Covered within standard L.2 in CCRs. U4W1ER, U4W2ER, U4W3ER, U4W4ER, U4W5ER, U5W1ER, U5W2ER, U5W3ER, U5W4ER, U5W5ER, U6W1ER, U6W2ER, U6W3ER, U6W5ER
CCSS Language 2.d. Spell grade-appropriate words correctly, consulting references as needed.	Covered within standard L.2 in CCRs.

	U4W1ER, U4W2ER, U4W3ER, U4W4ER, U4W5ER, U5W1ER, U5W2ER, U5W3ER, U5W4ER, U5W5ER, U6W1ER, U6W2ER, U6W3ER, U6W5ER
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).
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).	Covered by writing prompts. Language and vocabulary, conventions are rubric categories (see rubric in the Teacher’s Manual).
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.	U1W1I4, U1W1I5, U1W1I6, U1W2I4, U1W2I5, U1W2I6, U1W3I4, U1W3I5, U1W3I6, U1W4I4, U1W4I5, U1W4I6, U1W5I4, U1W5I5, U1W5I6, U2W1I4, U2W1I5, U2W1I6, U2W2I4, U2W2I5, U2W2I6, U2W3I4, U2W3I5, U2W3I6, U2W4I4, U2W4I5, U2W4I6, U2W5I4, U2W5I5, U2W5I6, U3W1I4, U3W1I5, U3W1I6, U3W2I4, U3W2I5, U3W2I6, U3W3I4, U3W3I5, U3W3I6, U3W4I4, U3W4I5, U3W4I6, U3W5I4, U3W5I5, U3W5I6, U4W1I5, U4W2I4, U4W2I5, U4W2I6, U4W5I4, U4W5I5, U4W5I6, U5W1I4, U5W1I5, U5W1I6, U5W2I5, U5W3I5, U5W3I6, U5W5I5, U5W5I6, U6W1I4, U6W1I5, U6W1I6, U6W2I4, U6W2I5, U6W2I6, U6W3I5, U6W3I6, U6W4I4, U6W4I5, U6W4I6, U6W5I4, U6W5I5
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.	U1W1I4, U1W1I5, U1W1I6, U1W2I4, U1W2I5, U1W2I6, U1W3I4, U1W3I5, U1W3I6, U1W4I4, U1W4I5, U1W4I6, U1W5I4, U1W5I5, U2W1I4, U2W1I5, U2W1I6, U2W2I4, U2W2I5, U2W2I6, U2W3I4, U2W3I5, U2W3I6, U2W4I4, U2W4I5, U2W4I6, U2W5I5, U2W5I6, U3W1I4, U3W1I5, U3W1I6, U3W2I4, U3W2I5, U3W2I6, U3W3I4, U3W3I5, U3W3I6, U3W4I4, U3W4I5, U3W4I6, U3W5I4, U3W5I5, U3W5I6, U4W1I4, U4W1I5, U4W1I6, U4W2I4, U4W2I5, U4W2I6, U4W3I4, U4W3I5, U4W3I6, U4W4I4, U4W4I5, U4W4I6, U4W5I4, U4W5I5, U4W5I6, U5W1I4, U5W1I5, U5W1I6, U5W2I4, U5W2I5, U5W2I6, U5W3I4, U5W3I5, U5W3I6, U5W4I4, U5W4I5, U5W4I6, U5W5I4, U5W5I5, U5W5I6, U6W1I4, U6W1I5, U6W1I6, U6W2I4, U6W2I5, U6W2I6, U6W3I4, U6W3I5, U6W3I6, U6W4I4, U6W4I5, U6W4I6, U6W5I4, U6W5I5, U6W5I6
CCSS Language 4.b. Use common, grade-appropriate Greek and Latin affixes and roots as	U1W5I6, U4W4I4, U4W5I4, U5W2I4, U5W4I4, U5W4I6, U6W1I6

clues to the meaning of a word (e.g., <i>telegraph, photograph, autograph</i>).	
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.	These assessments are intended to be closed book.
CCSS Language 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	U1W3I5, U6W1I5, U6W2I4, U6W3I4
CCSS Language 5.a. Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i>) in context.	U5W3I4, U6W1I5, U6W2I4, U6W3I4
CCSS Language 5.b. Recognize and explain the meaning of common idioms, adages, and proverbs.	U1W4I6, U5W4I5
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).	U1W4I4, U2W1I6, U2W5I4, U4W1I4, U4W1I6, U4W3I5, U4W4I5, U4W5I5, U5W2I6, U5W5I4, U6W1I4, U6W3I6, U6W4I6, U6W5I6
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, whined, stammered</i>) and that are basic to a particular topic (e.g., <i>wildlife, conservation, and endangered</i> when discussing animal preservation).	See rubric in the Teacher’s Manual: “vocabulary is topic-specific and used correctly.”

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.