

4th Grade ELA

Link to AZ ELA Standards

Priority Reading Standards for Literature (RL), Informational Text (RI), Foundational (F)
and Writing (W)

Supporting Standards that help students achieve mastery of the Priority Standards:
Literature (RL), Informational Text (RI), Foundational (F), Writing (W)
Speaking and Listening (SL) and Language (L)

Reading Literature Standards (RL)

4.RL.10 By the end of the year, proficiently and independently read and comprehend **literature, including stories, dramas, and poetry**, in a text complexity range determined by qualitative and quantitative measures appropriate to grades 4.

Priority Standards	<p>4.RL.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>4.RL.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p>4.RL.4 Determine the meaning of words, phrases, and figurative language found in stories, poetry, myths, and traditional literature from different cultures, including those that allude to significant characters.</p> <p>4.RL.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 quest) in stories, myths, and traditional literature from different cultures.</p>			
Reading Supporting Standards	4.RL.3 Story structure- character, setting, plot/events	4.RL.5 Text structure	4.RL.6 Compare/Contrast point of view/ author's purpose	4.RL.7 Use diverse media to inform or gain information to create context

Reading Supporting Standards	4.RF.3 Know and apply phonics-Decoding	4.RF.4 Fluency and Accuracy at grade level
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Reading Informational (RI) Standards

4.RI.10 By the end of the year, proficiently and independently **read and comprehend informational texts**, including history/social studies, science, and technical texts in a text complexity range determined by qualitative and quantitative measures appropriate to grade 4.

Priority Standards	<p>4.RI.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>4.RI.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, and problem/solution) of events, ideas, concepts, or information in a text or part of a text.</p> <p>4.RI.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p>					
Reading Supporting Standards	<p>4.RI.2 Main idea, explain how supported by key details</p>	<p>4.RI.3 Explain events based on information in text</p>	<p>4.RI.4 Meaning of words in text in 4th grade subject area</p>	<p>4.RI.6 First and secondhand account of same event</p>	<p>4.RI.7 Media-connect text to visual understanding</p>	<p>4.RI.8 Text evidence support with relevant information</p>

Reading Supporting Standards	<p>4.RF.3 Know and apply phonics-Decoding</p>	<p>4.RF.4 Fluency and Accuracy at grade level</p>
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Writing Standards

Priority Standards	<p>4.W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>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.</p> <p>b. Provide reasons that are supported by facts and details.</p> <p>c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).</p> <p>d. Provide a concluding statement or section related to the opinion presented.</p> <p>4.W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>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.</p> <p>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Provide a concluding statement or section related to the information or explanation presented.</p> <p>4.W.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p>						
Supporting Writing Standards	4.W.3 Narrative Writing	4.W.4 Organization and style appropriate to purpose and audience	4.W.5 Writing Process	4.W.6 Using technology to produce and publish writing	4.W.8 Gather information from multiple credible sources	4.W.9 Use of evidence to support writing	4.W.10 Write for varied periods of time

Writing Supporting Standards	<p>4.WF.1 Neat and legible Handwriting</p>
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Speaking and Listening Standards

Priority Standards	<p>4.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>b. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</p> <p>d. Review the key ideas expressed and explain their own ideas and understanding based on the discussion.</p> <p>4.SL.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p>			
Supporting Speaking and Listening Standards	<p>4.SL.2 Evaluate a variety of media</p>	<p>4.SL.3 Point of View-Evaluate the speaker</p>	<p>4.SL.5 Visuals to aid in presentation</p>	<p>4.SL.6 Adapt Speech for Formal vs. Informal</p>

Language Standards

Priority Standards	<p>4.L.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use correct capitalization.</p> <p>b. Use commas and quotation marks to mark direct speech and quotations from a text.</p> <p>c. Use a comma before a coordinating conjunction in a compound sentence.</p> <p>d. Spell grade-appropriate words correctly, consulting references as needed.</p> <p>4.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.</p> <p>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>c. Demonstrate understanding of words by relating them to their synonyms and antonyms.</p>			
Supporting Language Standards	<p>4.L.1 Command of conventions of Standard English grammar when speaking and writing</p>	<p>4.L.2 Command of conventions of Standard English capitalization, punctuation and spelling when writing</p>	<p>4.L.3 Knowledge of language and conventions when writing, speaking, reading and listening.</p>	<p>4.L.6 Grade-appropriate academic and domain-specific words and phrases</p>

