Main Criteria: Discoveries in Writing

Secondary Criteria: Arizona's College and Career Ready Standards

Subject: Language Arts

Grade: 4

Discoveries in Writing

Lesson 01: Unit 1 Note Making and Outlines, p. 11-18

Arizona's College and Career Ready Standards

		Grade 4 - Adopted: 2016
STRAND	AZ.4.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Key Ideas and Details
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	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.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.RI.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
STRAND	AZ.4.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Craft and Structure
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.RI.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.
STRAND	AZ.4.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Integration of Knowledge and Ideas
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.RI.8.	Explain how an author uses reasons and evidence to support particular points in a text.
STRAND	AZ.4.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Range of Reading and Level of Text Complexity

PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	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.
STRAND	AZ.4.RF.	Reading Standards: Foundational Skills
CONCEPT / STANDARD		Fluency
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.RF.4.	Read with sufficient accuracy and fluency to support comprehension
OBJECTIVE / GRADE LEVEL EXPECTATION	4.RF.4.a.	Read grade-level text with purpose and understanding
OBJECTIVE / GRADE LEVEL EXPECTATION	4.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND	AZ.4.W.	Writing Standards
CONCEPT / STANDARD		Research to Build and Present Knowledge
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research
OBJECTIVE / GRADE LEVEL EXPECTATION	4.W.9.b.	Apply grade 4 Reading standards to informational texts.
GRADE LEVEL	4.W.9.b. AZ.4.SL.	Apply grade 4 Reading standards to informational texts. Speaking and Listening Standards
GRADE LEVEL EXPECTATION		
GRADE LEVEL EXPECTATION STRAND CONCEPT /		Speaking and Listening Standards
GRADE LEVEL EXPECTATION STRAND CONCEPT / STANDARD PERFORMANCE OBJECTIVE / PROFICIENCY	AZ.4.SL.	Speaking and Listening Standards Comprehension and Collaboration 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'
GRADE LEVEL EXPECTATION STRAND CONCEPT / STANDARD PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL OBJECTIVE / GRADE LEVEL	AZ.4.SL. 4.SL.1.	Speaking and Listening Standards Comprehension and Collaboration 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 Come to discussions prepared having read or studied required material; explicitly draw on that
GRADE LEVEL EXPECTATION STRAND CONCEPT / STANDARD PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL OBJECTIVE / GRADE LEVEL EXPECTATION OBJECTIVE / GRADE LEVEL	AZ.4.SL. 4.SL.1. 4.SL.1.a.	Speaking and Listening Standards Comprehension and Collaboration 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 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

STRAND	AZ.4.SL.	Speaking and Listening Standards
CONCEPT / STANDARD		Comprehension and Collaboration
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.SL.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STRAND	AZ.4.SL.	Speaking and Listening Standards
CONCEPT / STANDARD		Presentation of Knowledge and Ideas
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	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.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.SL.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 and 3 for specific expectations).
STRAND	AZ.4.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE OBJECTIVE I PROFICIENCY LEVEL	4.L.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.1.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons
STRAND	AZ.4.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.L.2.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.2.d.	Spell grade-appropriate words correctly, consulting references as needed.
STRAND	AZ.4.L.	Language Standards
CONCEPT / STANDARD		Knowledge of Language
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening

4.L.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).
AZ.4.L.	Language Standards
	Vocabulary Acquisition and Use
4.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
4.L.4.b.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
AZ.4.L.	Language Standards
	Vocabulary Acquisition and Use
4.L.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).
	AZ.4.L. 4.L.4.b. AZ.4.L.

Arizona's College and Career Ready Standards

Lesson 02: Unit 2 Writing from Notes, p. 19-26

		Grade 4 - Adopted: 2016
STRAND	AZ.4.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Key Ideas and Details
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	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.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.RI.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
STRAND	AZ.4.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Craft and Structure
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.RI.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.

STRAND	AZ.4.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Integration of Knowledge and Ideas
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.RI.8.	Explain how an author uses reasons and evidence to support particular points in a text.
STRAND	AZ.4.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Range of Reading and Level of Text Complexity
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	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.
STRAND	AZ.4.RF.	Reading Standards: Foundational Skills
CONCEPT / STANDARD		Fluency
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.RF.4.	Read with sufficient accuracy and fluency to support comprehension
OBJECTIVE / GRADE LEVEL EXPECTATION	4.RF.4.a.	Read grade-level text with purpose and understanding
OBJECTIVE / GRADE LEVEL EXPECTATION	4.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND	AZ.4.W.	Writing Standards
CONCEPT / STANDARD		Text Types and Purposes
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly
OBJECTIVE / GRADE LEVEL EXPECTATION	4.W.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
OBJECTIVE / GRADE LEVEL EXPECTATION	4.W.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic
OBJECTIVE / GRADE LEVEL EXPECTATION	4.W.2.c.	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because)

OBJECTIVE / GRADE LEVEL EXPECTATION	4.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic
OBJECTIVE / GRADE LEVEL EXPECTATION	4.W.2.e.	Provide a concluding statement or section related to the information or explanation presented.
STRAND	AZ.4.W.	Writing Standards
CONCEPT / STANDARD		Production and Distribution of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.W.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above).
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.W.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4).
STRAND	AZ.4.W.	Writing Standards
CONCEPT / STANDARD		Research to Build and Present Knowledge
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research
OBJECTIVE / GRADE LEVEL EXPECTATION	4.W.9.b.	Apply grade 4 Reading standards to informational texts.
STRAND	AZ.4.W.	Writing Standards
CONCEPT / STANDARD		Range of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.W.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.
STRAND	AZ.4.SL.	Speaking and Listening Standards
CONCEPT / STANDARD		Comprehension and Collaboration
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	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

OBJECTIVE / GRADE LEVEL EXPECTATION	4.SL.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles
OBJECTIVE / GRADE LEVEL EXPECTATION	4.SL.1.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
OBJECTIVE / GRADE LEVEL EXPECTATION	4.SL.1.d.	Review the key ideas expressed and explain their own ideas and understanding based on the discussion.
STRAND	AZ.4.SL.	Speaking and Listening Standards
CONCEPT / STANDARD		Comprehension and Collaboration
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.SL.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STRAND	AZ.4.SL.	Speaking and Listening Standards
CONCEPT / STANDARD		Presentation of Knowledge and Ideas
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.SL.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 and 3 for specific expectations).
STRAND	AZ.4.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.L.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.1.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.1.h.	Write and organize one or more paragraphs that contain: a topic sentence, supporting details, and a conclusion that is appropriate to the writing task. (Construction of paragraph(s) should demonstrate command of Writing standards 1-3.)
STRAND	AZ.4.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.L.2.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing

OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.2.a.	Use correct capitalization
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.2.d.	Spell grade-appropriate words correctly, consulting references as needed.
STRAND	AZ.4.L.	Language Standards
CONCEPT / STANDARD		Knowledge of Language
PERFORMANCE OBJECTIVE I PROFICIENCY LEVEL	4.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.3.a.	Choose words and phrases to convey ideas precisely
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.3.b.	Choose punctuation for effect
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.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).
STRAND	AZ.4.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.4.b.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
STRAND	AZ.4.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.L.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

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Arizona's College and Career Ready Standards

STRAND	AZ.4.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Key Ideas and Details
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	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.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.RI.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
STRAND	AZ.4.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Craft and Structure
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.RI.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.
STRAND	AZ.4.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Integration of Knowledge and Ideas
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.Rl.8.	Explain how an author uses reasons and evidence to support particular points in a text.
STRAND	AZ.4.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Range of Reading and Level of Text Complexity
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	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.
STRAND	AZ.4.RF.	Reading Standards: Foundational Skills
CONCEPT / STANDARD		Fluency
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.RF.4.	Read with sufficient accuracy and fluency to support comprehension
OBJECTIVE / GRADE LEVEL EXPECTATION	4.RF.4.a.	Read grade-level text with purpose and understanding

OBJECTIVE / GRADE LEVEL EXPECTATION	4.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND	AZ.4.W.	Writing Standards
CONCEPT / STANDARD		Text Types and Purposes
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly
OBJECTIVE / GRADE LEVEL EXPECTATION	4.W.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
OBJECTIVE / GRADE LEVEL EXPECTATION	4.W.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic
OBJECTIVE / GRADE LEVEL EXPECTATION	4.W.2.c.	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because)
OBJECTIVE / GRADE LEVEL EXPECTATION	4.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic
OBJECTIVE / GRADE LEVEL EXPECTATION	4.W.2.e.	Provide a concluding statement or section related to the information or explanation presented.
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STRAND	AZ.4.W.	Writing Standards
CONCEPT / STANDARD	AZ.4.W.	Production and Distribution of Writing
CONCEPT /	4.W.4.	
CONCEPT / STANDARD PERFORMANC E OBJECTIVE / PROFICIENCY		Production and Distribution of Writing Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL PERFORMANC E OBJECTIVE / PROFICIENCY	4.W.4.	Production and Distribution of Writing Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above). With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.W.4. 4.W.5.	Production and Distribution of Writing Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above). With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4).
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL STRAND CONCEPT /	4.W.4. 4.W.5.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above). With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4). Writing Standards

OBJECTIVE / GRADE LEVEL EXPECTATION	4.W.9.b.	Apply grade 4 Reading standards to informational texts.
STRAND	AZ.4.W.	Writing Standards
CONCEPT / STANDARD		Range of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.W.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.
STRAND	AZ.4.SL.	Speaking and Listening Standards
CONCEPT / STANDARD		Comprehension and Collaboration
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	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
OBJECTIVE / GRADE LEVEL EXPECTATION	4.SL.1.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
OBJECTIVE / GRADE LEVEL EXPECTATION	4.SL.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles
OBJECTIVE / GRADE LEVEL EXPECTATION	4.SL.1.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
OBJECTIVE / GRADE LEVEL EXPECTATION	4.SL.1.d.	Review the key ideas expressed and explain their own ideas and understanding based on the discussion.
STRAND	AZ.4.SL.	Speaking and Listening Standards
CONCEPT / STANDARD		Comprehension and Collaboration
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.SL.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STRAND	AZ.4.SL.	Speaking and Listening Standards
CONCEPT / STANDARD		Presentation of Knowledge and Ideas
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.SL.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 and 3 for specific expectations).

STRAND	AZ.4.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.L.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.1.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.1.h.	Write and organize one or more paragraphs that contain: a topic sentence, supporting details, and a conclusion that is appropriate to the writing task. (Construction of paragraph(s) should demonstrate command of Writing standards 1-3.)
STRAND	AZ.4.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.L.2.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.2.a.	Use correct capitalization
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.2.d.	Spell grade-appropriate words correctly, consulting references as needed.
STRAND	AZ.4.L.	Language Standards
CONCEPT / STANDARD		Knowledge of Language
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.3.a.	Choose words and phrases to convey ideas precisely
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.3.b.	Choose punctuation for effect
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.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).
STRAND	AZ.4.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use

PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.4.b.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
STRAND	AZ.4.L.	Language Standards
STRAND	71217121	Languago otanuaruo
CONCEPT / STANDARD	71211121	Vocabulary Acquisition and Use

Lesson 04: Unit 2 Writing from Notes, p. 35-42

Arizona's College and Career Ready Standards

		Grade 4 - Adopted: 2016
STRAND	AZ.4.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Key Ideas and Details
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	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.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.RI.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
STRAND	AZ.4.RI.	Reading Standards for Informational Text
STRAND CONCEPT / STANDARD	AZ.4.RI.	Reading Standards for Informational Text Craft and Structure
CONCEPT /	AZ.4.RI. 4.RI.4.	
CONCEPT / STANDARD PERFORMANC E OBJECTIVE / PROFICIENCY		Craft and Structure Determine the meaning of general academic and domain-specific words or phrases in a text

PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.Rl.8.	Explain how an author uses reasons and evidence to support particular points in a text.
STRAND	AZ.4.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Range of Reading and Level of Text Complexity
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	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.
STRAND	AZ.4.RF.	Reading Standards: Foundational Skills
CONCEPT / STANDARD		Fluency
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.RF.4.	Read with sufficient accuracy and fluency to support comprehension
OBJECTIVE / GRADE LEVEL EXPECTATION	4.RF.4.a.	Read grade-level text with purpose and understanding
OBJECTIVE / GRADE LEVEL EXPECTATION	4.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND	AZ.4.W.	Writing Standards
CONCEPT / STANDARD		Text Types and Purposes
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly
OBJECTIVE / GRADE LEVEL EXPECTATION	4.W.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
GRADE LEVEL	4.W.2.a. 4.W.2.b.	
GRADE LEVEL EXPECTATION OBJECTIVE / GRADE LEVEL		formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension Develop the topic with facts, definitions, concrete details, quotations, or other information and

OBJECTIVE / GRADE LEVEL EXPECTATION	4.W.2.e.	Provide a concluding statement or section related to the information or explanation presented.
STRAND	AZ.4.W.	Writing Standards
CONCEPT / STANDARD		Production and Distribution of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.W.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above).
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.W.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4).
STRAND	AZ.4.W.	Writing Standards
CONCEPT / STANDARD		Research to Build and Present Knowledge
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research
OBJECTIVE / GRADE LEVEL EXPECTATION	4.W.9.b.	Apply grade 4 Reading standards to informational texts.
STRAND	AZ.4.W.	Writing Standards
CONCEPT / STANDARD		Range of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.W.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.
STRAND	AZ.4.SL.	Speaking and Listening Standards
CONCEPT / STANDARD		Comprehension and Collaboration
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	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
OBJECTIVE / GRADE LEVEL EXPECTATION	4.SL.1.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
OBJECTIVE / GRADE LEVEL EXPECTATION	4.SL.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles

OBJECTIVE / GRADE LEVEL EXPECTATION	4.SL.1.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
OBJECTIVE / GRADE LEVEL EXPECTATION	4.SL.1.d.	Review the key ideas expressed and explain their own ideas and understanding based on the discussion.
STRAND	AZ.4.SL.	Speaking and Listening Standards
CONCEPT / STANDARD		Comprehension and Collaboration
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.SL.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STRAND	AZ.4.SL.	Speaking and Listening Standards
CONCEPT / STANDARD		Presentation of Knowledge and Ideas
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.SL.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 and 3 for specific expectations).
STRAND	AZ.4.L.	Language Standards
	72.7.2.	zanguago otanuaruo
CONCEPT / STANDARD	AL.T.L.	Conventions of Standard English
CONCEPT /	4.L.1.	
CONCEPT / STANDARD PERFORMANCE OBJECTIVE / PROFICIENCY		Conventions of Standard English Demonstrate command of the conventions of Standard English grammar and usage
CONCEPT / STANDARD PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL OBJECTIVE / GRADE LEVEL	4.L.1.	Conventions of Standard English Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking
CONCEPT / STANDARD PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL OBJECTIVE / GRADE LEVEL EXPECTATION OBJECTIVE / GRADE LEVEL	4.L.1. 4.L.1.f.	Conventions of Standard English Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons Write and organize one or more paragraphs that contain: a topic sentence, supporting details, and a conclusion that is appropriate to the writing task. (Construction of paragraph(s) should
CONCEPT / STANDARD PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL OBJECTIVE / GRADE LEVEL EXPECTATION OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.1.f. 4.L.1.h.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons Write and organize one or more paragraphs that contain: a topic sentence, supporting details, and a conclusion that is appropriate to the writing task. (Construction of paragraph(s) should demonstrate command of Writing standards 1-3.)
CONCEPT / STANDARD PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL OBJECTIVE / GRADE LEVEL EXPECTATION OBJECTIVE / GRADE LEVEL EXPECTATION STRAND CONCEPT /	4.L.1.f. 4.L.1.h.	Conventions of Standard English Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons Write and organize one or more paragraphs that contain: a topic sentence, supporting details, and a conclusion that is appropriate to the writing task. (Construction of paragraph(s) should demonstrate command of Writing standards 1-3.) Language Standards

OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.2.d.	Spell grade-appropriate words correctly, consulting references as needed.
STRAND	AZ.4.L.	Language Standards
CONCEPT / STANDARD		Knowledge of Language
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.3.a.	Choose words and phrases to convey ideas precisely
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.3.b.	Choose punctuation for effect
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.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).
STRAND	AZ.4.L.	Language Standards
STRAND CONCEPT / STANDARD	AZ.4.L.	Language Standards Vocabulary Acquisition and Use
CONCEPT /	AZ.4.L. 4.L.4.	
CONCEPT / STANDARD PERFORMANCE OBJECTIVE / PROFICIENCY		Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases
CONCEPT / STANDARD PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL OBJECTIVE / GRADE LEVEL	4.L.4.	Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word
CONCEPT / STANDARD PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.4. 4.L.4.b.	Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
CONCEPT / STANDARD PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL OBJECTIVE / GRADE LEVEL EXPECTATION STRAND CONCEPT /	4.L.4. 4.L.4.b.	Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. Language Standards
CONCEPT / STANDARD PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL OBJECTIVE / GRADE LEVEL EXPECTATION STRAND CONCEPT / STANDARD PERFORMANC E OBJECTIVE / PROFICIENCY	4.L.4.b. 4.L.4.b. 4.L.6.	Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. Language Standards Vocabulary Acquisition and Use Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and

Arizona's College and Career Ready Standards

		Grade 4 - Adopted: 2016
STRAND	AZ.4.RL.	Reading Standards for Literature
CONCEPT / STANDARD		Key Ideas and Details

PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	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.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.RL.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).
STRAND	AZ.4.RL.	Reading Standards for Literature
CONCEPT / STANDARD		Range of Reading and Level of Text Complexity
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	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 grade 4.
STRAND	AZ.4.RF.	Reading Standards: Foundational Skills
CONCEPT / STANDARD		Fluency
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.RF.4.	Read with sufficient accuracy and fluency to support comprehension
OBJECTIVE / GRADE LEVEL EXPECTATION	4.RF.4.a.	Read grade-level text with purpose and understanding
OBJECTIVE / GRADE LEVEL EXPECTATION	4.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND	AZ.4.W.	Writing Standards
CONCEPT / STANDARD		Text Types and Purposes
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences
OBJECTIVE / GRADE LEVEL EXPECTATION	4.W.3.a.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally
OBJECTIVE / GRADE LEVEL EXPECTATION	4.W.3.c.	Use a variety of transitional words and phrases to manage the sequence of events
OBJECTIVE / GRADE LEVEL EXPECTATION	4.W.3.d.	Use concrete words and phrases and sensory details to convey experiences and events precisely

OBJECTIVE / GRADE LEVEL EXPECTATION	4.W.3.e.	Provide a conclusion that follows from the narrated experiences or events.
STRAND	AZ.4.W.	Writing Standards
CONCEPT / STANDARD		Production and Distribution of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.W.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above).
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.W.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4).
STRAND	AZ.4.W.	Writing Standards
CONCEPT / STANDARD		Range of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.W.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.
OT DANIB	AZ.4.SL.	Chapting and Listaning Chapdands
STRAND	AZ.4.5L.	Speaking and Listening Standards
CONCEPT / STANDARD	AZ.4.5L.	Comprehension and Collaboration
CONCEPT /	4.SL.1.	
CONCEPT / STANDARD PERFORMANCE OBJECTIVE / PROFICIENCY		Comprehension and Collaboration 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'
CONCEPT / STANDARD PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL OBJECTIVE / GRADE LEVEL	4.SL.1.	Comprehension and Collaboration 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 Come to discussions prepared having read or studied required material; explicitly draw on that
CONCEPT / STANDARD PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL OBJECTIVE / GRADE LEVEL EXPECTATION OBJECTIVE / GRADE LEVEL	4.SL.1. 4.SL.1.a.	Comprehension and Collaboration 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 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
CONCEPT / STANDARD PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL OBJECTIVE / GRADE LEVEL EXPECTATION OBJECTIVE / GRADE LEVEL EXPECTATION OBJECTIVE / GRADE LEVEL EXPECTATION	4.SL.1.a. 4.SL.1.b.	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 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 Follow agreed-upon rules for discussions and carry out assigned roles
CONCEPT / STANDARD PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL OBJECTIVE / GRADE LEVEL EXPECTATION OBJECTIVE / GRADE LEVEL EXPECTATION OBJECTIVE / GRADE LEVEL EXPECTATION OBJECTIVE / GRADE LEVEL EXPECTATION	4.SL.1.a. 4.SL.1.b. 4.SL.1.c.	Comprehension and Collaboration 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 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 Follow agreed-upon rules for discussions and carry out assigned roles 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 Review the key ideas expressed and explain their own ideas and understanding based on the

PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.SL.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STRAND	AZ.4.SL.	Speaking and Listening Standards
CONCEPT / STANDARD		Presentation of Knowledge and Ideas
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	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.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.SL.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 and 3 for specific expectations).
STRAND	AZ.4.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.L.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.1.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.1.h.	Write and organize one or more paragraphs that contain: a topic sentence, supporting details, and a conclusion that is appropriate to the writing task. (Construction of paragraph(s) should demonstrate command of Writing standards 1-3.)
STRAND	AZ.4.L.	Language Standards
CONCEPT / STANDARD		Knowledge of Language
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.3.a.	Choose words and phrases to convey ideas precisely
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.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).
STRAND	AZ.4.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use

PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.4.b.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
STRAND	AZ.4.L.	Language Standards
CONCEPT / STANDARD	AZ.4.L.	Vocabulary Acquisition and Use

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		Grade 4 - Adopted: 2016
STRAND	AZ.4.W.	Writing Standards
CONCEPT / STANDARD		Text Types and Purposes
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences
OBJECTIVE / GRADE LEVEL EXPECTATION	4.W.3.a.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally
OBJECTIVE / GRADE LEVEL EXPECTATION	4.W.3.c.	Use a variety of transitional words and phrases to manage the sequence of events
OBJECTIVE / GRADE LEVEL EXPECTATION	4.W.3.d.	Use concrete words and phrases and sensory details to convey experiences and events precisely
OBJECTIVE / GRADE LEVEL EXPECTATION	4.W.3.e.	Provide a conclusion that follows from the narrated experiences or events.
STRAND	AZ.4.W.	Writing Standards
CONCEPT / STANDARD		Production and Distribution of Writing

PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.W.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above).
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.W.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4).
STRAND	AZ.4.W.	Writing Standards
CONCEPT / STANDARD		Range of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.W.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.
STRAND	AZ.4.SL.	Speaking and Listening Standards
CONCEPT / STANDARD		Comprehension and Collaboration
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	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
OBJECTIVE / GRADE LEVEL EXPECTATION	4.SL.1.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
OBJECTIVE / GRADE LEVEL EXPECTATION	4.SL.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles
OBJECTIVE / GRADE LEVEL EXPECTATION	4.SL.1.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
OBJECTIVE / GRADE LEVEL EXPECTATION	4.SL.1.d.	Review the key ideas expressed and explain their own ideas and understanding based on the discussion.
STRAND	AZ.4.SL.	Speaking and Listening Standards
CONCEPT / STANDARD		Presentation of Knowledge and Ideas
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.SL.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 and 3 for specific expectations).
STRAND	AZ.4.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard English

PERFORMANCE OBJECTIVE I PROFICIENCY LEVEL	4.L.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.1.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.1.h.	Write and organize one or more paragraphs that contain: a topic sentence, supporting details, and a conclusion that is appropriate to the writing task. (Construction of paragraph(s) should demonstrate command of Writing standards 1-3.)
STRAND	AZ.4.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.L.2.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.2.a.	Use correct capitalization
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.2.d.	Spell grade-appropriate words correctly, consulting references as needed.
STRAND	AZ.4.L.	Lance of the standards
STRAND	AZ.4.L.	Language Standards
CONCEPT / STANDARD	AZ.4.L.	Knowledge of Language
CONCEPT /	4.L.3.	
CONCEPT / STANDARD PERFORMANCE OBJECTIVE / PROFICIENCY		Knowledge of Language Use knowledge of language and its conventions when writing, speaking, reading, or
CONCEPT / STANDARD PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL OBJECTIVE / GRADE LEVEL	4.L.3.	Knowledge of Language Use knowledge of language and its conventions when writing, speaking, reading, or listening
CONCEPT / STANDARD PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL OBJECTIVE / GRADE LEVEL EXPECTATION OBJECTIVE / GRADE LEVEL	4.L.3. 4.L.3.a.	Use knowledge of language and its conventions when writing, speaking, reading, or listening Choose words and phrases to convey ideas precisely
CONCEPT / STANDARD PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL OBJECTIVE / GRADE LEVEL EXPECTATION OBJECTIVE / GRADE LEVEL EXPECTATION OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.3.a. 4.L.3.b.	Use knowledge of language and its conventions when writing, speaking, reading, or listening Choose words and phrases to convey ideas precisely Choose punctuation for effect Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations
CONCEPT / STANDARD PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL OBJECTIVE / GRADE LEVEL EXPECTATION OBJECTIVE / GRADE LEVEL EXPECTATION OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.3.a. 4.L.3.b.	Use knowledge of language and its conventions when writing, speaking, reading, or listening Choose words and phrases to convey ideas precisely Choose punctuation for effect Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

Arizona's College and Career Ready Standards

Grade 4 - Adopted: 2016		
STRAND	AZ.4.RL.	Reading Standards for Literature
CONCEPT / STANDARD		Key Ideas and Details
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	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.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.RL.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).
STRAND	AZ.4.RL.	Reading Standards for Literature
CONCEPT / STANDARD		Range of Reading and Level of Text Complexity
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	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 grade 4.
STRAND	AZ.4.RF.	Reading Standards: Foundational Skills
CONCEPT / STANDARD		Fluency
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.RF.4.	Read with sufficient accuracy and fluency to support comprehension
OBJECTIVE / GRADE LEVEL EXPECTATION	4.RF.4.a.	Read grade-level text with purpose and understanding
OBJECTIVE / GRADE LEVEL EXPECTATION	4.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND	AZ.4.W.	Writing Standards
CONCEPT / STANDARD		Text Types and Purposes
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences

OBJECTIVE / GRADE LEVEL EXPECTATION	4.W.3.a.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally
OBJECTIVE / GRADE LEVEL EXPECTATION	4.W.3.c.	Use a variety of transitional words and phrases to manage the sequence of events
OBJECTIVE / GRADE LEVEL EXPECTATION	4.W.3.d.	Use concrete words and phrases and sensory details to convey experiences and events precisely
OBJECTIVE / GRADE LEVEL EXPECTATION	4.W.3.e.	Provide a conclusion that follows from the narrated experiences or events.
STRAND	AZ.4.W.	Writing Standards
CONCEPT / STANDARD		Production and Distribution of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.W.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above).
PERFORMANC E OBJECTIVE / PROFICIENCY	4.W.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language
LEVEL		standards 1–3 up to and including grade 4).
	AZ.4.W.	Writing Standards
LEVEL	AZ.4.W.	
STRAND CONCEPT /	AZ.4.W. 4.W.10.	Writing Standards
STRAND CONCEPT / STANDARD PERFORMANC E OBJECTIVE / PROFICIENCY		Writing Standards Range of Writing 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
STRAND CONCEPT / STANDARD PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.W.10.	Writing Standards Range of Writing 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.
STRAND CONCEPT / STANDARD PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL STRAND CONCEPT /	4.W.10.	Writing Standards Range of Writing 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. Speaking and Listening Standards
CONCEPT / STANDARD PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL STRAND CONCEPT / STANDARD PERFORMANCE OBJECTIVE / PROFICIENCY	4.W.10. AZ.4.SL.	Writing Standards Range of Writing 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. Speaking and Listening Standards Comprehension and Collaboration 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'

OBJECTIVE / GRADE LEVEL EVPECTATION 4.S.L.1. Pose and respond to specific questions to clainly or follow up on information, and make comments that contribute to the discussion and link to the remarks of others EXPECTATION 4.S.L.1. Review the key ideas expressed and explain their own ideas and understanding based on the discussion. STRAND AZ.4.S. Speaking and Listening Standards CONCEPT / STANDARD PERFORMANC E OBSECTIVE / PROFICIENCY LEVEL STRAND AZ.4.S. Speaking and Listening Standards CONCEPT / STANDARD PERFORMANC E OBSECTIVE / PROFICIENCY LEVEL STRAND AZ.4.L. Language Standards Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations when informal discourse is appropriate (e.g., small-group discussion); use formal English with appropriate to task and situation. (See grade 4 Language standards 1 and 3 for specific exprecations) CONCEPT / STANDARD AZ.4.L. Language Standards CONCEPT / STANDARD AZ.4.L. Language Standard English PERFORMANC ELEVEL EVPEL EVPEL EVPEL CONCEPT / PROFICIENCY LEVEL CONCEPT / STANDARD I Understand the standard English (e.g., presenting ideas) and situations when writing or speaking when writing or speaking expressions of Standard English grammar and usage when writing or speaking expressions of Standard English grammar and usage when writing or speaking expressions are conclusion that is appropriate to the writing task (Construction of paragraph(s) should demonstrate command of Whiting shandards 1.3.) STRAND AZ.4.L. Language Standards CONCEPT / STANDARD AZ.4.L. Language Standards Choose words and phrases to convey ideas prucisely CRADE LEVEL EVPEL			
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CONCEPT / STANDARD PERFORMANC E OBJECTIVE / Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. PROFICIENCY LEVEL STRAND AZ.4.SL Speaking and Listening Standards Presentation of Knowledge and Ideas PERFORMANC E OBJECTIVE / STANDARD AZ.4.L Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 and 3 for specific expectations). STRAND AZ.4.L Language Standards CONCEPT / STANDARD AZ.4.L Language Standard English Write and organize one or more paragraphs that contain: a topic sentence, supporting details, and a conclusion that is appropriate to the writing task (Construction of paragraph(s) should demonstrate command of Writing standards 1-3) STRAND AZ.4.L Language Standards Knowledge of Language Knowledge of Language REPFORMANCE OBJECTIVE / STANDARD CONCEPT / STANDARD CONCEPT / STANDARD AZ.4.L Language Standards Knowledge of Language CONCEPT / STANDARD CONCEPT / STANDARD CONCEPT / STANDARD CONCEPT / STANDARD AZ.4.L Language Standards CONCEPT / STANDARD CONCEPT / STAN	GRADE LEVEL	4.SL.1.d.	
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PERFORMANC ONCEPT / STANDARD AZ.4.L. Language Standards Conventions of Standard English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 and 3 for specific expectations). STRAND AZ.4.L. Language Standards Conventions of Standard English Conventions of Standard English PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL OBJECTIVE / GRADE LEVEL EXPECTATION AZ.4.L. Language Standards Write and organize one or more paragraphs that contain: a topic sentence, supporting details, and a conclusion that is appropriate to the writing task: (Construction of paragraph(s) should demonstrate command of Writing standards 1-3.) STRAND AZ.4.L. Language Standards Knowledge of Language FERFORMANCE OBJECTIVE / GRADE LEVEL EXPECTATION AZ.4.L. Language Standards Concept / Standards	E OBJECTIVE / PROFICIENCY	4.SL.2.	
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL AZ.4.L. Language Standards Conventions of Standard English Conventions of Standard English grammar and usage when writing or speaking PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL AZ.4.L. Language Standards Conventions of Standard English Conventions of Standard English Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL AZ.4.L. Language Standards Conventions of Standard English AZ.4.L. Language Standards AZ.4.L. Language Standards Conventions of Standard English AZ.4.L. Language Standards AZ.4.L. Language Standards Conventions of Standard English grammar and usage when writing or speaking Write and organize one or more paragraphs that contain: a topic sentence, supporting details, and a conclusion that is appropriate to the writing task. (Construction of paragraph(s) should demonstrate command of Writing standards 1-3.) STRAND AZ.4.L. Language Standards CONCEPT / STANDARD PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL OBJECTIVE / ROBJECTIVE / PROFICIENCY LEVEL 4.L.3. Choose words and phrases to convey ideas precisely CRADE LEVEL EXPECTATION DIfferentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).	STRAND	AZ.4.SL.	Speaking and Listening Standards
where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 and 3 for specific expectations). STRAND AZ.4.L. Language Standards CONCEPT / STANDARD PERFORMANCE OBJECTIVE / GRADE LEVEL EXPECTATION AZ.4.L. Language Standard English Where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 and 3 for specific expectations). CONCEPT / STANDARD AZ.4.L. Write and organize one or more paragraphs that contain: a topic sentence, supporting details, and a conclusion that is appropriate to the writing task. (Construction of paragraph(s) should demonstrate command of Writing standards 1-3.) STRAND AZ.4.L. Language Standards Knowledge of Language Knowledge of Language Knowledge of Language and its conventions when writing, speaking, reading, or listening DERFORMANCE OBJECTIVE / GRADE LEVEL EXPECTATION CONCEPT / STANDARD OBJECTIVE / GRADE LEVEL EXPECTATION DIfferentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).			Presentation of Knowledge and Ideas
CONCEPT / STANDARD PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL OBJECTIVE / PROFICIENCY LEVEL OBJECTIVE / GRADE LEVEL EXPECTATION AZ.4.L. Language Standards Knowledge of Language CONCEPT / STANDARD OBJECTIVE / GRADE LEVEL EXPECTATION	E OBJECTIVE / PROFICIENCY	4.SL.6.	where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 and 3 for specific
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL OBJECTIVE / GRADE LEVEL EXPECTATION AZ.4.L. Language Standards Knowledge of Language CONCEPT / STANDARD PERFORMANCE OBJECTIVE / STANDARD PERFORMANCE OBJECTIVE / STANDARD OBJECTIVE / STANDARD PERFORMANCE OBJECTIVE / STANDARD PERFORMANCE OBJECTIVE / STANDARD PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL OBJECTIVE / GRADE LEVEL EXPECTATION Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).	STRAND	AZ.4.L.	Language Standards
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GRADE LEVEL EXPECTATION a conclusion that is appropriate to the writing task. (Construction of paragraph(s) should demonstrate command of Writing standards 1-3.) STRAND AZ.4.L. Language Standards Knowledge of Language Knowledge of Language PERFORMANCE OBJECTIVE / GRADE LEVEL EXPECTATION AL.3 Choose words and phrases to convey ideas precisely OBJECTIVE / GRADE LEVEL EXPECTATION Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).	OBJECTIVE / PROFICIENCY	4.L.1.	
CONCEPT / STANDARD PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL OBJECTIVE / GRADE LEVEL EXPECTATION A.L.3. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).	GRADE LEVEL	4.L.1.h.	a conclusion that is appropriate to the writing task. (Construction of paragraph(s) should
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL OBJECTIVE / GRADE LEVEL EXPECTATION A.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening Use knowledge of language and its conventions when writing, speaking, reading, or listening Choose words and phrases to convey ideas precisely Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).	STRAND	AZ.4.L.	Language Standards
OBJECTIVE / PROFICIENCY LEVEL OBJECTIVE / GRADE LEVEL EXPECTATION 4.L.3.a. Choose words and phrases to convey ideas precisely OBJECTIVE / GRADE LEVEL EXPECTATION 4.L.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).			Knowledge of Language
GRADE LEVEL EXPECTATION OBJECTIVE / GRADE LEVEL EXPECTATION Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).	OBJECTIVE / PROFICIENCY	4.L.3.	
GRADE LEVEL where informal discourse is appropriate (e.g., small-group discussion). EXPECTATION	GRADE LEVEL	4.L.3.a.	Choose words and phrases to convey ideas precisely
STRAND AZ.4.L. Language Standards	GRADE LEVEL	4.L.3.c.	
	STRAND	AZ.4.L.	Language Standards

CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.4.b.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
STRAND	AZ.4.L.	Language Standards
STRAND CONCEPT / STANDARD	AZ.4.L.	Language Standards Vocabulary Acquisition and Use

Lesson 08: Unit 3 Retelling Narrative Stories, p. 59-64

Arizona's College and Career Ready Standards

		Grade 4 - Adopted: 2016
STRAND	AZ.4.W.	Writing Standards
CONCEPT / STANDARD		Text Types and Purposes
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences
OBJECTIVE / GRADE LEVEL EXPECTATION	4.W.3.a.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally
OBJECTIVE / GRADE LEVEL EXPECTATION	4.W.3.c.	Use a variety of transitional words and phrases to manage the sequence of events
OBJECTIVE / GRADE LEVEL EXPECTATION	4.W.3.d.	Use concrete words and phrases and sensory details to convey experiences and events precisely
OBJECTIVE / GRADE LEVEL EXPECTATION	4.W.3.e.	Provide a conclusion that follows from the narrated experiences or events.
STRAND	AZ.4.W.	Writing Standards
CONCEPT / STANDARD		Production and Distribution of Writing

PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.W.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above).
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.W.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4).
STRAND	AZ.4.W.	Writing Standards
CONCEPT / STANDARD		Range of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.W.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.
STRAND	AZ.4.SL.	Speaking and Listening Standards
CONCEPT / STANDARD		Comprehension and Collaboration
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	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
OBJECTIVE / GRADE LEVEL EXPECTATION	4.SL.1.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
OBJECTIVE / GRADE LEVEL EXPECTATION	4.SL.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles
OBJECTIVE / GRADE LEVEL EXPECTATION	4.SL.1.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
OBJECTIVE / GRADE LEVEL EXPECTATION	4.SL.1.d.	Review the key ideas expressed and explain their own ideas and understanding based on the discussion.
STRAND	AZ.4.SL.	Speaking and Listening Standards
CONCEPT / STANDARD		Presentation of Knowledge and Ideas
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.SL.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 and 3 for specific expectations).
STRAND	AZ.4.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard English

PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.L.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.1.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.1.h.	Write and organize one or more paragraphs that contain: a topic sentence, supporting details, and a conclusion that is appropriate to the writing task. (Construction of paragraph(s) should demonstrate command of Writing standards 1-3.)
STRAND	AZ.4.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.L.2.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.2.a.	Use correct capitalization
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.2.d.	Spell grade-appropriate words correctly, consulting references as needed.
STRAND	AZ.4.L.	Language Standards
STRAND CONCEPT / STANDARD	AZ.4.L.	Language Standards Knowledge of Language
CONCEPT /	AZ.4.L. 4.L.3.	
CONCEPT / STANDARD PERFORMANCE OBJECTIVE / PROFICIENCY		Knowledge of Language Use knowledge of language and its conventions when writing, speaking, reading, or
CONCEPT / STANDARD PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL OBJECTIVE / GRADE LEVEL	4.L.3.	Knowledge of Language Use knowledge of language and its conventions when writing, speaking, reading, or listening
CONCEPT / STANDARD PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL OBJECTIVE / GRADE LEVEL EXPECTATION OBJECTIVE / GRADE LEVEL	4.L.3. 4.L.3.a.	Knowledge of Language Use knowledge of language and its conventions when writing, speaking, reading, or listening Choose words and phrases to convey ideas precisely
CONCEPT / STANDARD PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL OBJECTIVE / GRADE LEVEL EXPECTATION OBJECTIVE / GRADE LEVEL EXPECTATION OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.3.a. 4.L.3.b.	Use knowledge of language and its conventions when writing, speaking, reading, or listening Choose words and phrases to convey ideas precisely Choose punctuation for effect Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations
CONCEPT / STANDARD PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL OBJECTIVE / GRADE LEVEL EXPECTATION OBJECTIVE / GRADE LEVEL EXPECTATION OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.3.a. 4.L.3.b. 4.L.3.c.	Use knowledge of language and its conventions when writing, speaking, reading, or listening Choose words and phrases to convey ideas precisely Choose punctuation for effect Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.4.c.	Consult reference materials (e.g., dictionaries, glossaries, thesauri), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
STRAND	AZ.4.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.L.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.5.c.	Demonstrate understanding of words by relating them to their synonyms and antonyms.
STRAND	AZ.4.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.L.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

Lesson 09: Unit 4 Summarizing a Reference, p. 65-74

Arizona's College and Career Ready Standards

		Grade 4 - Adopted: 2016
STRAND	AZ.4.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Key Ideas and Details
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	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.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.RI.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
STRAND	AZ.4.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Craft and Structure
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.RI.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.

STRAND	AZ.4.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Integration of Knowledge and Ideas
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.RI.8.	Explain how an author uses reasons and evidence to support particular points in a text.
STRAND	AZ.4.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Range of Reading and Level of Text Complexity
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	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.
STRAND	AZ.4.RF.	Reading Standards: Foundational Skills
CONCEPT / STANDARD		Fluency
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.RF.4.	Read with sufficient accuracy and fluency to support comprehension
OBJECTIVE / GRADE LEVEL EXPECTATION	4.RF.4.a.	Read grade-level text with purpose and understanding
OBJECTIVE / GRADE LEVEL EXPECTATION	4.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND	AZ.4.W.	Writing Standards
CONCEPT / STANDARD		Text Types and Purposes
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly
OBJECTIVE / GRADE LEVEL EXPECTATION	4.W.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
OBJECTIVE / GRADE LEVEL EXPECTATION	4.W.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic
OBJECTIVE / GRADE LEVEL EXPECTATION	4.W.2.c.	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because)

OBJECTIVE / GRADE LEVEL EXPECTATION	4.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic
OBJECTIVE / GRADE LEVEL EXPECTATION	4.W.2.e.	Provide a concluding statement or section related to the information or explanation presented.
STRAND	AZ.4.W.	Writing Standards
CONCEPT / STANDARD		Production and Distribution of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.W.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above).
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.W.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4).
STRAND	AZ.4.W.	Writing Standards
CONCEPT / STANDARD		Research to Build and Present Knowledge
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.W.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes, categorize information, and provide a list of sources.
STRAND	AZ.4.W.	Writing Standards
CONCEPT / STANDARD		Research to Build and Present Knowledge
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research
OBJECTIVE / GRADE LEVEL EXPECTATION	4.W.9.b.	Apply grade 4 Reading standards to informational texts.
STRAND	AZ.4.W.	Writing Standards
CONCEPT / STANDARD		Range of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.W.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.
STRAND	AZ.4.SL.	Speaking and Listening Standards
CONCEPT / STANDARD		Comprehension and Collaboration

PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	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
OBJECTIVE / GRADE LEVEL EXPECTATION	4.SL.1.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
OBJECTIVE / GRADE LEVEL EXPECTATION	4.SL.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles
OBJECTIVE / GRADE LEVEL EXPECTATION	4.SL.1.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
OBJECTIVE / GRADE LEVEL EXPECTATION	4.SL.1.d.	Review the key ideas expressed and explain their own ideas and understanding based on the discussion.
STRAND	AZ.4.SL.	Speaking and Listening Standards
CONCEPT / STANDARD		Comprehension and Collaboration
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.SL.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STRAND	AZ.4.SL.	Speaking and Listening Standards
CONCEPT / STANDARD		Presentation of Knowledge and Ideas
PERFORMANC E OBJECTIVE /	4.SL.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations
PROFICIENCY LEVEL		where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 and 3 for specific expectations).
	AZ.4.L.	where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 and 3 for specific
LEVEL	AZ.4.L.	where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 and 3 for specific expectations).
STRAND CONCEPT /	AZ.4.L. 4.L.1.	where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 and 3 for specific expectations). Language Standards
STRAND CONCEPT / STANDARD PERFORMANCE OBJECTIVE / PROFICIENCY		where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 and 3 for specific expectations). Language Standards Conventions of Standard English Demonstrate command of the conventions of Standard English grammar and usage
STRAND CONCEPT / STANDARD PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL OBJECTIVE / GRADE LEVEL	4.L.1.	where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 and 3 for specific expectations). Language Standards Conventions of Standard English Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking

CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.L.2.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.2.a.	Use correct capitalization
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.2.d.	Spell grade-appropriate words correctly, consulting references as needed.
STRAND	AZ.4.L.	Language Standards
CONCEPT / STANDARD		Knowledge of Language
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.3.a.	Choose words and phrases to convey ideas precisely
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.3.b.	Choose punctuation for effect
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.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).
STRAND	AZ.4.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.4.b.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
OBJECTIVE /	4.L.4.c.	Consult reference materials (e.g., dictionaries, glossaries, thesauri), both print and digital, to find
GRADE LEVEL EXPECTATION	Ŧ.L.Ŧ.U.	the pronunciation and determine or clarify the precise meaning of key words and phrases.
GRADE LEVEL	AZ.4.L.	the pronunciation and determine or clarify the precise meaning of key words and phrases. Language Standards

PERFORMANCE OBJECTIVE I PROFICIENCY LEVEL	4.L.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.5.c.	Demonstrate understanding of words by relating them to their synonyms and antonyms.
STRAND	AZ.4.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use

Lesson 10: Unit 4 Summarizing a Reference, p. 75-82

Arizona's College and Career Ready Standards

		Grade 4 - Adopted: 2016
STRAND	AZ.4.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Key Ideas and Details
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	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.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.RI.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
STRAND	AZ.4.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Craft and Structure
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.RI.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.
STRAND	AZ.4.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Integration of Knowledge and Ideas

PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.Rl.8.	Explain how an author uses reasons and evidence to support particular points in a text.
STRAND	AZ.4.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Range of Reading and Level of Text Complexity
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	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.
STRAND	AZ.4.RF.	Reading Standards: Foundational Skills
CONCEPT / STANDARD		Fluency
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.RF.4.	Read with sufficient accuracy and fluency to support comprehension
OBJECTIVE / GRADE LEVEL EXPECTATION	4.RF.4.a.	Read grade-level text with purpose and understanding
OBJECTIVE /	4.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as
GRADE LEVEL EXPECTATION		necessary.
	AZ.4.W.	Writing Standards
EXPECTATION	AZ.4.W.	
STRAND CONCEPT /	AZ.4.W. 4.W.2.	Writing Standards
STRAND CONCEPT / STANDARD PERFORMANCE OBJECTIVE / PROFICIENCY		Writing Standards Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas and
STRAND CONCEPT / STANDARD PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL OBJECTIVE / GRADE LEVEL	4.W.2.	Writing Standards Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas and information clearly Introduce a topic clearly and group related information in paragraphs and sections; include
STRAND CONCEPT / STANDARD PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL OBJECTIVE / GRADE LEVEL EXPECTATION OBJECTIVE / GRADE LEVEL	4.W.2. 4.W.2.a.	Writing Standards Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas and information clearly 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 Develop the topic with facts, definitions, concrete details, quotations, or other information and

OBJECTIVE / GRADE LEVEL EXPECTATION	4.W.2.e.	Provide a concluding statement or section related to the information or explanation presented.
STRAND	AZ.4.W.	Writing Standards
CONCEPT / STANDARD		Production and Distribution of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.W.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above).
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.W.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4).
STRAND	AZ.4.W.	Writing Standards
CONCEPT / STANDARD		Research to Build and Present Knowledge
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.W.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes, categorize information, and provide a list of sources.
STRAND	AZ.4.W.	Writing Standards
CONCEPT / STANDARD		Research to Build and Present Knowledge
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research
OBJECTIVE / GRADE LEVEL EXPECTATION	4.W.9.b.	Apply grade 4 Reading standards to informational texts.
STRAND	AZ.4.W.	Writing Standards
CONCEPT / STANDARD		Range of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.W.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.
STRAND	AZ.4.SL.	Speaking and Listening Standards
CONCEPT / STANDARD		Comprehension and Collaboration
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	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

OBJECTIVE / GRADE LEVEL EXPECTATION	4.SL.1.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
OBJECTIVE / GRADE LEVEL EXPECTATION	4.SL.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles
OBJECTIVE / GRADE LEVEL EXPECTATION	4.SL.1.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
OBJECTIVE / GRADE LEVEL EXPECTATION	4.SL.1.d.	Review the key ideas expressed and explain their own ideas and understanding based on the discussion.
STRAND	AZ.4.SL.	Speaking and Listening Standards
CONCEPT / STANDARD		Comprehension and Collaboration
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.SL.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STRAND	AZ.4.SL.	Speaking and Listening Standards
CONCEPT / STANDARD		Presentation of Knowledge and Ideas
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.SL.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 and 3 for specific expectations).
STRAND	AZ.4.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.L.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.1.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.1.h.	Write and organize one or more paragraphs that contain: a topic sentence, supporting details, and a conclusion that is appropriate to the writing task. (Construction of paragraph(s) should demonstrate command of Writing standards 1-3.)
STRAND	AZ.4.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard English

PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.L.2.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.2.a.	Use correct capitalization
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.2.d.	Spell grade-appropriate words correctly, consulting references as needed.
STRAND	AZ.4.L.	Language Standards
CONCEPT / STANDARD		Knowledge of Language
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.3.a.	Choose words and phrases to convey ideas precisely
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.3.b.	Choose punctuation for effect
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.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).
STRAND	AZ.4.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.4.b.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.4.c.	Consult reference materials (e.g., dictionaries, glossaries, thesauri), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
STRAND	AZ.4.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.L.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings

OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.5.c.	Demonstrate understanding of words by relating them to their synonyms and antonyms.
STRAND	AZ.4.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.L.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).
	l	Lesson 11: Unit 4 Summarizing a Reference, p. 83-92
	Д	Arizona's College and Career Ready Standards
		Language Arts
		Grade 4 - Adopted: 2016
STRAND	AZ.4.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Key Ideas and Details
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	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.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.RI.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
STRAND	AZ.4.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Craft and Structure
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.RI.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.
STRAND	AZ.4.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Integration of Knowledge and Ideas
PERFORMANC	4.RI.8.	Explain how an author uses reasons and evidence to support particular points in a text.

STRAND AZ.4.RI. Reading Standards for Informational Text

E OBJECTIVE / PROFICIENCY LEVEL

CONCEPT / STANDARD		Range of Reading and Level of Text Complexity
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	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.
STRAND	AZ.4.RF.	Reading Standards: Foundational Skills
CONCEPT / STANDARD		Fluency
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.RF.4.	Read with sufficient accuracy and fluency to support comprehension
OBJECTIVE / GRADE LEVEL EXPECTATION	4.RF.4.a.	Read grade-level text with purpose and understanding
OBJECTIVE / GRADE LEVEL EXPECTATION	4.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND	AZ.4.W.	Writing Standards
CONCEPT / STANDARD		Text Types and Purposes
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly
OBJECTIVE / GRADE LEVEL EXPECTATION	4.W.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
OBJECTIVE / GRADE LEVEL EXPECTATION	4.W.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic
OBJECTIVE / GRADE LEVEL EXPECTATION	4.W.2.c.	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because)
OBJECTIVE / GRADE LEVEL EXPECTATION	4.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic
OBJECTIVE / GRADE LEVEL EXPECTATION	4.W.2.e.	Provide a concluding statement or section related to the information or explanation presented.
STRAND	AZ.4.W.	Writing Standards
CONCEPT /		Production and Distribution of Writing

PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.W.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above).
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.W.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4).
STRAND	AZ.4.W.	Writing Standards
CONCEPT / STANDARD		Research to Build and Present Knowledge
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.W.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes, categorize information, and provide a list of sources.
STRAND	AZ.4.W.	Writing Standards
CONCEPT / STANDARD		Research to Build and Present Knowledge
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research
OBJECTIVE / GRADE LEVEL EXPECTATION	4.W.9.b.	Apply grade 4 Reading standards to informational texts.
STRAND	AZ.4.W.	Writing Standards
CONCEPT / STANDARD		Range of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.W.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.
STRAND	AZ.4.SL.	Speaking and Listening Standards
CONCEPT / STANDARD		Comprehension and Collaboration
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	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
OBJECTIVE / GRADE LEVEL EXPECTATION	4.SL.1.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
OBJECTIVE / GRADE LEVEL EXPECTATION	4.SL.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles

OBJECTIVE / GRADE LEVEL EXPECTATION	4.SL.1.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
OBJECTIVE / GRADE LEVEL EXPECTATION	4.SL.1.d.	Review the key ideas expressed and explain their own ideas and understanding based on the discussion.
STRAND	AZ.4.SL.	Speaking and Listening Standards
CONCEPT / STANDARD		Comprehension and Collaboration
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.SL.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STRAND	AZ.4.SL.	Speaking and Listening Standards
CONCEPT / STANDARD		Presentation of Knowledge and Ideas
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.SL.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 and 3 for specific expectations).
STRAND	AZ.4.L.	Language Standards
	72.7.2.	zanguago otanuaruo
CONCEPT / STANDARD	AL.T.L.	Conventions of Standard English
CONCEPT /	4.L.1.	
CONCEPT / STANDARD PERFORMANCE OBJECTIVE / PROFICIENCY		Conventions of Standard English Demonstrate command of the conventions of Standard English grammar and usage
CONCEPT / STANDARD PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL OBJECTIVE / GRADE LEVEL	4.L.1.	Conventions of Standard English Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking
CONCEPT / STANDARD PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL OBJECTIVE / GRADE LEVEL EXPECTATION OBJECTIVE / GRADE LEVEL	4.L.1. 4.L.1.f.	Conventions of Standard English Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons Write and organize one or more paragraphs that contain: a topic sentence, supporting details, and a conclusion that is appropriate to the writing task. (Construction of paragraph(s) should
CONCEPT / STANDARD PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL OBJECTIVE / GRADE LEVEL EXPECTATION OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.1.f. 4.L.1.h.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons Write and organize one or more paragraphs that contain: a topic sentence, supporting details, and a conclusion that is appropriate to the writing task. (Construction of paragraph(s) should demonstrate command of Writing standards 1-3.)
CONCEPT / STANDARD PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL OBJECTIVE / GRADE LEVEL EXPECTATION OBJECTIVE / GRADE LEVEL EXPECTATION STRAND CONCEPT /	4.L.1.f. 4.L.1.h.	Conventions of Standard English Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons Write and organize one or more paragraphs that contain: a topic sentence, supporting details, and a conclusion that is appropriate to the writing task. (Construction of paragraph(s) should demonstrate command of Writing standards 1-3.) Language Standards

STRAND AZ.4.L. Language Standards CONCEPT / STANDARD Knowledge of Language PERFORMANCE 4.L.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening	
PERFORMANCE 4.L.3. Use knowledge of language and its conventions when writing, speaking, reading, or OBJECTIVE /	
OBJECTIVE / listening	
PROFICIENCY LEVEL	
OBJECTIVE / 4.L.3.a. Choose words and phrases to convey ideas precisely GRADE LEVEL EXPECTATION	
OBJECTIVE / 4.L.3.b. Choose punctuation for effect GRADE LEVEL EXPECTATION	
OBJECTIVE / 4.L.3.c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situation where informal discourse is appropriate (e.g., small-group discussion).	6
STRAND AZ.4.L. Language Standards	
CONCEPT / Vocabulary Acquisition and Use STANDARD	
PERFORMANCE 4.L.4. Determine or clarify the meaning of unknown and multiple-meaning words and phra based on grade 4 reading and content, choosing flexibly from a range of strategies LEVEL	
OBJECTIVE / 4.L.4.b. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a GRADE LEVEL or phrase. EXPECTATION	word
OBJECTIVE / 4.L.4.c. Consult reference materials (e.g., dictionaries, glossaries, thesauri), both print and digital, to fit the pronunciation and determine or clarify the precise meaning of key words and phrases. EXPECTATION	id
STRAND AZ.4.L. Language Standards	
CONCEPT / Vocabulary Acquisition and Use STANDARD	
PERFORMANCE 4.L.5. Demonstrate understanding of figurative language, word relationships, and nuance word meanings PROFICIENCY LEVEL	s in
OBJECTIVE / 4.L.5.c. Demonstrate understanding of words by relating them to their synonyms and antonyms. GRADE LEVEL EXPECTATION	
STRAND AZ.4.L. Language Standards	
CONCEPT / Vocabulary Acquisition and Use STANDARD	

PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL 4.L.6.

Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

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Arizona's College and Career Ready Standards

Language Arts

Grade 4 - Adopted: 2016		
STRAND	AZ.4.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Key Ideas and Details
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	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.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.Rl.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
STRAND	AZ.4.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Craft and Structure
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.RI.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.
STRAND	AZ.4.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Integration of Knowledge and Ideas
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.Rl.8.	Explain how an author uses reasons and evidence to support particular points in a text.
STRAND	AZ.4.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Range of Reading and Level of Text Complexity
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	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.

STRAND AZ.4.RF. Reading Standards: Foundational Skills

CONCEPT / STANDARD		Fluency
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.RF.4.	Read with sufficient accuracy and fluency to support comprehension
OBJECTIVE / GRADE LEVEL EXPECTATION	4.RF.4.a.	Read grade-level text with purpose and understanding
OBJECTIVE / GRADE LEVEL EXPECTATION	4.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND	AZ.4.W.	Writing Standards
CONCEPT / STANDARD		Text Types and Purposes
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly
OBJECTIVE / GRADE LEVEL EXPECTATION	4.W.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
OBJECTIVE / GRADE LEVEL EXPECTATION	4.W.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic
OBJECTIVE / GRADE LEVEL EXPECTATION	4.W.2.c.	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because)
OBJECTIVE / GRADE LEVEL EXPECTATION	4.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic
OBJECTIVE / GRADE LEVEL EXPECTATION	4.W.2.e.	Provide a concluding statement or section related to the information or explanation presented.
STRAND	AZ.4.W.	Writing Standards
CONCEPT / STANDARD		Production and Distribution of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.W.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above).
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.W.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4).

STRAND	AZ.4.W.	Writing Standards
CONCEPT / STANDARD		Research to Build and Present Knowledge
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.W.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes, categorize information, and provide a list of sources.
STRAND	AZ.4.W.	Writing Standards
CONCEPT / STANDARD		Research to Build and Present Knowledge
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research
OBJECTIVE / GRADE LEVEL EXPECTATION	4.W.9.b.	Apply grade 4 Reading standards to informational texts.
STRAND	AZ.4.W.	Writing Standards
CONCEPT / STANDARD		Range of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.W.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.
STRAND	AZ.4.SL.	Speaking and Listening Standards
STRAND CONCEPT / STANDARD	AZ.4.SL.	Speaking and Listening Standards Comprehension and Collaboration
CONCEPT /	AZ.4.SL. 4.SL.1.	
CONCEPT / STANDARD PERFORMANCE OBJECTIVE / PROFICIENCY		Comprehension and Collaboration 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'
CONCEPT / STANDARD PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL OBJECTIVE / GRADE LEVEL	4.SL.1.	Comprehension and Collaboration 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 Come to discussions prepared having read or studied required material; explicitly draw on that
CONCEPT / STANDARD PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL OBJECTIVE / GRADE LEVEL EXPECTATION OBJECTIVE / GRADE LEVEL	4.SL.1. 4.SL.1.a.	Comprehension and Collaboration 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 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
CONCEPT / STANDARD PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL OBJECTIVE / GRADE LEVEL EXPECTATION OBJECTIVE / GRADE LEVEL EXPECTATION OBJECTIVE / GRADE LEVEL EXPECTATION	4.SL.1.a. 4.SL.1.b.	Comprehension and Collaboration 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 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 Follow agreed-upon rules for discussions and carry out assigned roles

CONCEPT / STANDARD		Comprehension and Collaboration
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.SL.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STRAND	AZ.4.SL.	Speaking and Listening Standards
CONCEPT / STANDARD		Presentation of Knowledge and Ideas
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.SL.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 and 3 for specific expectations).
STRAND	AZ.4.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.L.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.1.d.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag)
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.1.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.1.h.	Write and organize one or more paragraphs that contain: a topic sentence, supporting details, and a conclusion that is appropriate to the writing task. (Construction of paragraph(s) should demonstrate command of Writing standards 1-3.)
STRAND	AZ.4.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.L.2.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.2.a.	Use correct capitalization
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.2.d.	Spell grade-appropriate words correctly, consulting references as needed.
STRAND	AZ.4.L.	Language Standards
CONCEPT / STANDARD		Knowledge of Language

PERFORMANCE OBJECTIVE I PROFICIENCY LEVEL	4.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.3.a.	Choose words and phrases to convey ideas precisely
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.3.b.	Choose punctuation for effect
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.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).
STRAND	AZ.4.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.4.b.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.4.c.	Consult reference materials (e.g., dictionaries, glossaries, thesauri), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
STRAND	AZ.4.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.L.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.5.c.	Demonstrate understanding of words by relating them to their synonyms and antonyms.
STRAND	AZ.4.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.L.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

Arizona's College and Career Ready Standards

		Grade 4 - Adopted: 2016
STRAND	AZ.4.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Key Ideas and Details
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	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.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.RI.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
STRAND	AZ.4.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Craft and Structure
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.RI.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.
STRAND	AZ.4.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Integration of Knowledge and Ideas
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.Rl.8.	Explain how an author uses reasons and evidence to support particular points in a text.
STRAND	AZ.4.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Range of Reading and Level of Text Complexity
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	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.
STRAND	AZ.4.RF.	Reading Standards: Foundational Skills
CONCEPT / STANDARD		Fluency
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.RF.4.	Read with sufficient accuracy and fluency to support comprehension

OBJECTIVE / GRADE LEVEL EXPECTATION	4.RF.4.a.	Read grade-level text with purpose and understanding
OBJECTIVE / GRADE LEVEL EXPECTATION	4.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND	AZ.4.W.	Writing Standards
CONCEPT / STANDARD		Text Types and Purposes
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly
OBJECTIVE / GRADE LEVEL EXPECTATION	4.W.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
OBJECTIVE / GRADE LEVEL EXPECTATION	4.W.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic
OBJECTIVE / GRADE LEVEL EXPECTATION	4.W.2.c.	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because)
OBJECTIVE / GRADE LEVEL EXPECTATION	4.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic
OBJECTIVE / GRADE LEVEL EXPECTATION	4.W.2.e.	Provide a concluding statement or section related to the information or explanation presented.
STRAND	AZ.4.W.	Writing Standards
CONCEPT / STANDARD		Production and Distribution of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.W.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above).
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.W.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4).
STRAND	AZ.4.W.	Writing Standards
CONCEPT / STANDARD		Research to Build and Present Knowledge

PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.W.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes, categorize information, and provide a list of sources.
STRAND	AZ.4.W.	Writing Standards
CONCEPT / STANDARD		Research to Build and Present Knowledge
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research
OBJECTIVE / GRADE LEVEL EXPECTATION	4.W.9.b.	Apply grade 4 Reading standards to informational texts.
STRAND	AZ.4.W.	Writing Standards
CONCEPT / STANDARD		Range of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.W.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.
STRAND	AZ.4.SL.	Speaking and Listening Standards
CONCEPT / STANDARD		Comprehension and Collaboration
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	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
OBJECTIVE / GRADE LEVEL EXPECTATION	4.SL.1.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
OBJECTIVE / GRADE LEVEL EXPECTATION	4.SL.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles
OBJECTIVE / GRADE LEVEL EXPECTATION	4.SL.1.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
OBJECTIVE / GRADE LEVEL EXPECTATION	4.SL.1.d.	Review the key ideas expressed and explain their own ideas and understanding based on the discussion.
STRAND	AZ.4.SL.	Speaking and Listening Standards
CONCEPT / STANDARD		Comprehension and Collaboration

PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.SL.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STRAND	AZ.4.SL.	Speaking and Listening Standards
CONCEPT / STANDARD		Presentation of Knowledge and Ideas
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.SL.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 and 3 for specific expectations).
STRAND	AZ.4.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.L.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.1.d.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag)
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.1.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.1.h.	Write and organize one or more paragraphs that contain: a topic sentence, supporting details, and a conclusion that is appropriate to the writing task. (Construction of paragraph(s) should demonstrate command of Writing standards 1-3.)
STRAND	AZ.4.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.L.2.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.2.a.	Use correct capitalization
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.2.d.	Spell grade-appropriate words correctly, consulting references as needed.
STRAND	AZ.4.L.	Language Standards
CONCEPT / STANDARD		Knowledge of Language

PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.3.a.	Choose words and phrases to convey ideas precisely
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.3.b.	Choose punctuation for effect
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.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).
STRAND	AZ.4.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.4.b.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.4.c.	Consult reference materials (e.g., dictionaries, glossaries, thesauri), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
STRAND	AZ.4.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.L.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.5.c.	Demonstrate understanding of words by relating them to their synonyms and antonyms.
STRAND	AZ.4.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.L.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

Arizona's College and Career Ready Standards

		Grade 4 - Adopted: 2016
STRAND	AZ.4.W.	Writing Standards
CONCEPT / STANDARD		Text Types and Purposes
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences
OBJECTIVE / GRADE LEVEL EXPECTATION	4.W.3.a.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally
OBJECTIVE / GRADE LEVEL EXPECTATION	4.W.3.c.	Use a variety of transitional words and phrases to manage the sequence of events
OBJECTIVE / GRADE LEVEL EXPECTATION	4.W.3.d.	Use concrete words and phrases and sensory details to convey experiences and events precisely
OBJECTIVE / GRADE LEVEL EXPECTATION	4.W.3.e.	Provide a conclusion that follows from the narrated experiences or events.
STRAND	AZ.4.W.	Writing Standards
STRAND CONCEPT / STANDARD	AZ.4.W.	Writing Standards Production and Distribution of Writing
CONCEPT /	AZ.4.W. 4.W.4.	
CONCEPT / STANDARD PERFORMANC E OBJECTIVE / PROFICIENCY		Production and Distribution of Writing Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL PERFORMANC E OBJECTIVE / PROFICIENCY	4.W.4.	Production and Distribution of Writing Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above). With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language
CONCEPT / STANDARD PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.W.4. 4.W.5.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above). With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4).
CONCEPT / STANDARD PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL STRAND CONCEPT /	4.W.4. 4.W.5.	Production and Distribution of Writing Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above). With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4). Writing Standards

CONCEPT / STANDARD		Research to Build and Present Knowledge
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research
OBJECTIVE / GRADE LEVEL EXPECTATION	4.W.9.b.	Apply grade 4 Reading standards to informational texts.
STRAND	AZ.4.W.	Writing Standards
CONCEPT / STANDARD		Range of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.W.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.
STRAND	AZ.4.SL.	Speaking and Listening Standards
CONCEPT / STANDARD		Comprehension and Collaboration
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	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
OBJECTIVE / GRADE LEVEL EXPECTATION	4.SL.1.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
OBJECTIVE / GRADE LEVEL EXPECTATION	4.SL.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles
OBJECTIVE / GRADE LEVEL EXPECTATION	4.SL.1.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
OBJECTIVE / GRADE LEVEL EXPECTATION	4.SL.1.d.	Review the key ideas expressed and explain their own ideas and understanding based on the discussion.
STRAND	AZ.4.SL.	Speaking and Listening Standards
CONCEPT / STANDARD		Presentation of Knowledge and Ideas
PERFORMANC E OBJECTIVE /	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

PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.SL.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 and 3 for specific expectations).
STRAND	AZ.4.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.L.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.1.d.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag)
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.1.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.1.h.	Write and organize one or more paragraphs that contain: a topic sentence, supporting details, and a conclusion that is appropriate to the writing task. (Construction of paragraph(s) should demonstrate command of Writing standards 1-3.)
STRAND	AZ.4.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.L.2.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.2.a.	Use correct capitalization
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.2.d.	Spell grade-appropriate words correctly, consulting references as needed.
STRAND	AZ.4.L.	Language Standards
CONCEPT / STANDARD		Knowledge of Language
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.3.a.	Choose words and phrases to convey ideas precisely
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.3.b.	Choose punctuation for effect

OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.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).
STRAND	AZ.4.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.L.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

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Arizona's College and Career Ready Standards

		Grade 4 - Adopted: 2016
STRAND	AZ.4.W.	Writing Standards
CONCEPT / STANDARD		Text Types and Purposes
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences
OBJECTIVE / GRADE LEVEL EXPECTATION	4.W.3.a.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally
OBJECTIVE / GRADE LEVEL EXPECTATION	4.W.3.c.	Use a variety of transitional words and phrases to manage the sequence of events
OBJECTIVE / GRADE LEVEL EXPECTATION	4.W.3.d.	Use concrete words and phrases and sensory details to convey experiences and events precisely
OBJECTIVE / GRADE LEVEL EXPECTATION	4.W.3.e.	Provide a conclusion that follows from the narrated experiences or events.
STRAND	AZ.4.W.	Writing Standards
CONCEPT / STANDARD		Production and Distribution of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.W.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above).

PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.W.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4).
STRAND	AZ.4.W.	Writing Standards
CONCEPT / STANDARD		Research to Build and Present Knowledge
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.W.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes, categorize information, and provide a list of sources.
STRAND	AZ.4.W.	Writing Standards
CONCEPT / STANDARD		Research to Build and Present Knowledge
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research
OBJECTIVE / GRADE LEVEL EXPECTATION	4.W.9.b.	Apply grade 4 Reading standards to informational texts.
STRAND	AZ.4.W.	Writing Standards
CONCEPT / STANDARD		Range of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.W.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.
STRAND	AZ.4.SL.	Speaking and Listening Standards
CONCEPT / STANDARD		Comprehension and Collaboration
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	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
OBJECTIVE / GRADE LEVEL EXPECTATION	4.SL.1.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
OBJECTIVE / GRADE LEVEL EXPECTATION	4.SL.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles
OBJECTIVE / GRADE LEVEL EXPECTATION	4.SL.1.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

OBJECTIVE / GRADE LEVEL EXPECTATION	4.SL.1.d.	Review the key ideas expressed and explain their own ideas and understanding based on the discussion.
STRAND	AZ.4.SL.	Speaking and Listening Standards
CONCEPT / STANDARD		Presentation of Knowledge and Ideas
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.SL.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 and 3 for specific expectations).
STRAND	AZ.4.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.L.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.1.d.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag)
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.1.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.1.h.	Write and organize one or more paragraphs that contain: a topic sentence, supporting details, and a conclusion that is appropriate to the writing task. (Construction of paragraph(s) should demonstrate command of Writing standards 1-3.)
STRAND	AZ.4.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.L.2.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.2.a.	Use correct capitalization
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.2.d.	Spell grade-appropriate words correctly, consulting references as needed.
STRAND	AZ.4.L.	Language Standards
CONCEPT / STANDARD		Knowledge of Language
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening
LEVEL		

OBJECTIVE / GRADE LEVEL	4.L.3.a.	Choose words and phrases to convey ideas precisely
EXPECTATION		
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.3.b.	Choose punctuation for effect
OBJECTIVE / GRADE LEVEL	4.L.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).
EXPECTATION		
STRAND	AZ.4.L.	Language Standards
	AZ.4.L.	Language Standards Vocabulary Acquisition and Use

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Arizona's College and Career Ready Standards

		Grade 4 - Adopted: 2016
STRAND	AZ.4.SL.	Speaking and Listening Standards
CONCEPT / STANDARD		Comprehension and Collaboration
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	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
OBJECTIVE / GRADE LEVEL EXPECTATION	4.SL.1.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
OBJECTIVE / GRADE LEVEL EXPECTATION	4.SL.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles
OBJECTIVE / GRADE LEVEL EXPECTATION	4.SL.1.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
OBJECTIVE / GRADE LEVEL EXPECTATION	4.SL.1.d.	Review the key ideas expressed and explain their own ideas and understanding based on the discussion.
STRAND	AZ.4.SL.	Speaking and Listening Standards

CONCEPT / STANDARD		Presentation of Knowledge and Ideas
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	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.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.SL.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 and 3 for specific expectations).
STRAND	AZ.4.L.	Language Standards
CONCEPT / STANDARD		Knowledge of Language
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.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).
STRAND	AZ.4.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E OBJECTIVE / PROFICIENCY	4.L.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

Lesson 17: Unit 5 Writing from Pictures, p. 129-134

Arizona's College and Career Ready Standards

		Grade 4 - Adopted: 2016
STRAND	AZ.4.W.	Writing Standards
CONCEPT / STANDARD		Text Types and Purposes
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences
OBJECTIVE / GRADE LEVEL EXPECTATION	4.W.3.a.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally
OBJECTIVE / GRADE LEVEL EXPECTATION	4.W.3.c.	Use a variety of transitional words and phrases to manage the sequence of events

OBJECTIVE / GRADE LEVEL EXPECTATION	4.W.3.d.	Use concrete words and phrases and sensory details to convey experiences and events precisely
OBJECTIVE / GRADE LEVEL EXPECTATION	4.W.3.e.	Provide a conclusion that follows from the narrated experiences or events.
STRAND	AZ.4.W.	Writing Standards
CONCEPT / STANDARD		Production and Distribution of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.W.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above).
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.W.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4).
STRAND	AZ.4.W.	Writing Standards
CONCEPT / STANDARD		Research to Build and Present Knowledge
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.W.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes, categorize information, and provide a list of sources.
STRAND	AZ.4.W.	Writing Standards
CONCEPT / STANDARD		Research to Build and Present Knowledge
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research
OBJECTIVE / GRADE LEVEL EXPECTATION	4.W.9.b.	Apply grade 4 Reading standards to informational texts.
STRAND	AZ.4.W.	Writing Standards
CONCEPT / STANDARD		Range of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.W.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.
E OBJECTIVE / PROFICIENCY	4.W.10. AZ.4.SL.	time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and

PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	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
OBJECTIVE / GRADE LEVEL EXPECTATION	4.SL.1.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
OBJECTIVE / GRADE LEVEL EXPECTATION	4.SL.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles
OBJECTIVE / GRADE LEVEL EXPECTATION	4.SL.1.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
OBJECTIVE / GRADE LEVEL EXPECTATION	4.SL.1.d.	Review the key ideas expressed and explain their own ideas and understanding based on the discussion.
STRAND	AZ.4.SL.	Speaking and Listening Standards
CONCEPT / STANDARD		Presentation of Knowledge and Ideas
PERFORMANC E OBJECTIVE / PROFICIENCY	4.SL.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 and 3 for specific
LEVEL		expectations).
STRAND	AZ.4.L.	expectations). Language Standards
	AZ.4.L.	
STRAND CONCEPT /	AZ.4.L. 4.L.1.	Language Standards
STRAND CONCEPT / STANDARD PERFORMANCE OBJECTIVE / PROFICIENCY		Language Standards Conventions of Standard English Demonstrate command of the conventions of Standard English grammar and usage
STRAND CONCEPT / STANDARD PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL OBJECTIVE / GRADE LEVEL	4.L.1.	Language Standards Conventions of Standard English Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather
STRAND CONCEPT / STANDARD PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL OBJECTIVE / GRADE LEVEL EXPECTATION OBJECTIVE / GRADE LEVEL	4.L.1. 4.L.1.d.	Language Standards Conventions of Standard English Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag)
STRAND CONCEPT / STANDARD PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL OBJECTIVE / GRADE LEVEL EXPECTATION OBJECTIVE / GRADE LEVEL EXPECTATION OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.1.d. 4.L.1.e.	Language Standards Conventions of Standard English Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag) Form and use prepositional phrases

CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.L.2.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.2.a.	Use correct capitalization
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.2.d.	Spell grade-appropriate words correctly, consulting references as needed.
STRAND	AZ.4.L.	Language Standards
CONCEPT / STANDARD		Knowledge of Language
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.3.a.	Choose words and phrases to convey ideas precisely
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.3.b.	Choose punctuation for effect
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.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).
STRAND	AZ.4.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.L.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

Lesson 18: Unit 6 Summarizing Multiple References, p. 135-142

Arizona's College and Career Ready Standards

Grade 4 - Adopted: 2016		
STRAND	AZ.4.W.	Writing Standards
CONCEPT / STANDARD		Research to Build and Present Knowledge

PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.W.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes, categorize information, and provide a list of sources.
STRAND	AZ.4.W.	Writing Standards
CONCEPT / STANDARD		Research to Build and Present Knowledge
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research
OBJECTIVE / GRADE LEVEL EXPECTATION	4.W.9.b.	Apply grade 4 Reading standards to informational texts.
STRAND	AZ.4.SL.	Speaking and Listening Standards
CONCEPT / STANDARD		Comprehension and Collaboration
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	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
OBJECTIVE / GRADE LEVEL EXPECTATION	4.SL.1.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
OBJECTIVE / GRADE LEVEL EXPECTATION	4.SL.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles
OBJECTIVE / GRADE LEVEL EXPECTATION	4.SL.1.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
OBJECTIVE / GRADE LEVEL EXPECTATION	4.SL.1.d.	Review the key ideas expressed and explain their own ideas and understanding based on the discussion.
STRAND	AZ.4.SL.	Speaking and Listening Standards
CONCEPT / STANDARD		Presentation of Knowledge and Ideas
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	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.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.SL.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 and 3 for specific expectations).
STRAND	AZ.4.L.	Language Standards

CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.L.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.1.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons
STRAND	AZ.4.L.	Language Standards
CONCEPT / STANDARD		Knowledge of Language
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.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).
STRAND	AZ.4.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.L.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

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Arizona's College and Career Ready Standards

Grade 4 - Adopted: 2016		
STRAND	AZ.4.W.	Writing Standards
CONCEPT / STANDARD		Text Types and Purposes
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly
OBJECTIVE / GRADE LEVEL EXPECTATION	4.W.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
OBJECTIVE / GRADE LEVEL EXPECTATION	4.W.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic

OBJECTIVE / GRADE LEVEL EXPECTATION	4.W.2.c.	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because)
OBJECTIVE / GRADE LEVEL EXPECTATION	4.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic
OBJECTIVE / GRADE LEVEL EXPECTATION	4.W.2.e.	Provide a concluding statement or section related to the information or explanation presented.
STRAND	AZ.4.W.	Writing Standards
CONCEPT / STANDARD		Production and Distribution of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.W.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above).
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.W.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4).
STRAND	AZ.4.W.	Writing Standards
CONCEPT /		Research to Build and Present Knowledge
STANDARD		
	4.W.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes, categorize information, and provide a list of sources.
PERFORMANC E OBJECTIVE / PROFICIENCY	4.W.8. AZ.4.W.	
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL		sources; take notes, categorize information, and provide a list of sources.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL STRAND CONCEPT /		sources; take notes, categorize information, and provide a list of sources. Writing Standards
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL STRAND CONCEPT / STANDARD PERFORMANCE OBJECTIVE / PROFICIENCY	AZ.4.W.	writing Standards Research to Build and Present Knowledge Draw evidence from literary or informational texts to support analysis, reflection, and
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL STRAND CONCEPT / STANDARD PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL OBJECTIVE / GRADE LEVEL	AZ.4.W. 4.W.9.	Writing Standards Research to Build and Present Knowledge Draw evidence from literary or informational texts to support analysis, reflection, and research
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL STRAND CONCEPT / STANDARD PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL OBJECTIVE / GRADE LEVEL EXPECTATION	AZ.4.W. 4.W.9.	Writing Standards Research to Build and Present Knowledge Draw evidence from literary or informational texts to support analysis, reflection, and research Apply grade 4 Reading standards to informational texts.

STRAND	AZ.4.SL.	Speaking and Listening Standards
CONCEPT / STANDARD		Comprehension and Collaboration
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	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
OBJECTIVE / GRADE LEVEL EXPECTATION	4.SL.1.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
OBJECTIVE / GRADE LEVEL EXPECTATION	4.SL.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles
OBJECTIVE / GRADE LEVEL EXPECTATION	4.SL.1.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
OBJECTIVE / GRADE LEVEL EXPECTATION	4.SL.1.d.	Review the key ideas expressed and explain their own ideas and understanding based on the discussion.
STRAND	AZ.4.SL.	Speaking and Listening Standards
CONCEPT / STANDARD		Presentation of Knowledge and Ideas
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.SL.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 and 3 for specific expectations).
STRAND	AZ.4.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.L.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.1.d.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag)
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.1.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.1.h.	Write and organize one or more paragraphs that contain: a topic sentence, supporting details, and a conclusion that is appropriate to the writing task. (Construction of paragraph(s) should demonstrate command of Writing standards 1-3.)
STRAND	AZ.4.L.	Language Standards

CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.L.2.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.2.a.	Use correct capitalization
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.2.d.	Spell grade-appropriate words correctly, consulting references as needed.
STRAND	AZ.4.L.	Language Standards
CONCEPT / STANDARD		Knowledge of Language
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.3.a.	Choose words and phrases to convey ideas precisely
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.3.b.	Choose punctuation for effect
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.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).
STRAND	AZ.4.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.L.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).
	Lesso	on 20: Unit 6 Summarizing Multiple References in 149-162

Lesson 20: Unit 6 Summarizing Multiple References, p. 149-162

Arizona's College and Career Ready Standards

Grade 4 - Adopted: 2016			
STRAND	AZ.4.RI.	Reading Standards for Informational Text	
CONCEPT / STANDARD		Key Ideas and Details	

PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	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.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.Rl.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
STRAND	AZ.4.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Craft and Structure
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.Rl.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.
STRAND	AZ.4.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Integration of Knowledge and Ideas
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.RI.8.	Explain how an author uses reasons and evidence to support particular points in a text.
STRAND	AZ.4.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Range of Reading and Level of Text Complexity
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	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.
STRAND	AZ.4.RF.	Reading Standards: Foundational Skills
CONCEPT / STANDARD		Fluency
PERFORMANCE OBJECTIVE I PROFICIENCY LEVEL	4.RF.4.	Read with sufficient accuracy and fluency to support comprehension
OBJECTIVE / PROFICIENCY	4.RF.4.a.	Read with sufficient accuracy and fluency to support comprehension Read grade-level text with purpose and understanding
OBJECTIVE / PROFICIENCY LEVEL OBJECTIVE / GRADE LEVEL		

CONCEPT / STANDARD		Research to Build and Present Knowledge
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.W.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes, categorize information, and provide a list of sources.
STRAND	AZ.4.W.	Writing Standards
CONCEPT / STANDARD		Research to Build and Present Knowledge
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research
OBJECTIVE / GRADE LEVEL EXPECTATION	4.W.9.b.	Apply grade 4 Reading standards to informational texts.
STRAND	AZ.4.SL.	Speaking and Listening Standards
CONCEPT / STANDARD		Comprehension and Collaboration
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	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
OBJECTIVE / GRADE LEVEL EXPECTATION	4.SL.1.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
OBJECTIVE / GRADE LEVEL EXPECTATION	4.SL.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles
OBJECTIVE / GRADE LEVEL EXPECTATION	4.SL.1.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
OBJECTIVE / GRADE LEVEL EXPECTATION	4.SL.1.d.	Review the key ideas expressed and explain their own ideas and understanding based on the discussion.
STRAND	AZ.4.SL.	Speaking and Listening Standards
CONCEPT / STANDARD		Comprehension and Collaboration
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.SL.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STRAND	AZ.4.SL.	Speaking and Listening Standards
CONCEPT /		

PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	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.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.SL.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 and 3 for specific expectations).
STRAND	AZ.4.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.L.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.1.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons
STRAND	AZ.4.L.	Language Standards
CONCEPT / STANDARD		Knowledge of Language
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.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).
STRAND	AZ.4.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.4.b.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
STRAND	AZ.4.L.	Language Standards
STRAND CONCEPT / STANDARD	AZ.4.L.	Language Standards Vocabulary Acquisition and Use

Arizona's College and Career Ready Standards

		Grade 4 - Adopted: 2016
STRAND	AZ.4.W.	Writing Standards
CONCEPT / STANDARD		Text Types and Purposes
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly
OBJECTIVE / GRADE LEVEL EXPECTATION	4.W.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
OBJECTIVE / GRADE LEVEL EXPECTATION	4.W.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic
OBJECTIVE / GRADE LEVEL EXPECTATION	4.W.2.c.	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because)
OBJECTIVE / GRADE LEVEL EXPECTATION	4.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic
OBJECTIVE / GRADE LEVEL EXPECTATION	4.W.2.e.	Provide a concluding statement or section related to the information or explanation presented.
STRAND	AZ.4.W.	Writing Standards
CONCEPT / STANDARD		Production and Distribution of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.W.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above).
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.W.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4).
STRAND	AZ.4.W.	Writing Standards
CONCEPT / STANDARD		Research to Build and Present Knowledge
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.W.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes, categorize information, and provide a list of sources.

STRAND	AZ.4.W.	Writing Standards
CONCEPT / STANDARD		Research to Build and Present Knowledge
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research
OBJECTIVE / GRADE LEVEL EXPECTATION	4.W.9.b.	Apply grade 4 Reading standards to informational texts.
STRAND	AZ.4.W.	Writing Standards
CONCEPT / STANDARD		Range of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.W.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.
STRAND	AZ.4.SL.	Speaking and Listening Standards
CONCEPT / STANDARD		Comprehension and Collaboration
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	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
OBJECTIVE / GRADE LEVEL EXPECTATION	4.SL.1.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
OBJECTIVE / GRADE LEVEL EXPECTATION	4.SL.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles
OBJECTIVE / GRADE LEVEL EXPECTATION	4.SL.1.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
OBJECTIVE / GRADE LEVEL EXPECTATION	4.SL.1.d.	Review the key ideas expressed and explain their own ideas and understanding based on the discussion.
STRAND	AZ.4.SL.	Speaking and Listening Standards
CONCEPT / STANDARD		Presentation of Knowledge and Ideas
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.SL.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 and 3 for specific expectations).
STRAND	AZ.4.L.	Language Standards

CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.L.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.1.d.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag)
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.1.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.1.h.	Write and organize one or more paragraphs that contain: a topic sentence, supporting details, and a conclusion that is appropriate to the writing task. (Construction of paragraph(s) should demonstrate command of Writing standards 1-3.)
STRAND	AZ.4.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.L.2.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.2.a.	Use correct capitalization
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.2.d.	Spell grade-appropriate words correctly, consulting references as needed.
STRAND	AZ.4.L.	Language Standards
CONCEPT / STANDARD		Knowledge of Language
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.3.a.	Choose words and phrases to convey ideas precisely
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.3.b.	Choose punctuation for effect
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.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).
STRAND	AZ.4.L.	Language Standards

CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.L.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

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Arizona's College and Career Ready Standards

		Grade 4 - Adopted: 2016
STRAND	AZ.4.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Key Ideas and Details
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	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.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.RI.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
STRAND	AZ.4.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Craft and Structure
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.Rl.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.
STRAND	AZ.4.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Integration of Knowledge and Ideas
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.RI.8.	Explain how an author uses reasons and evidence to support particular points in a text.
STRAND	AZ.4.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Range of Reading and Level of Text Complexity

PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	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.
STRAND	AZ.4.RF.	Reading Standards: Foundational Skills
CONCEPT / STANDARD		Fluency
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.RF.4.	Read with sufficient accuracy and fluency to support comprehension
OBJECTIVE / GRADE LEVEL EXPECTATION	4.RF.4.a.	Read grade-level text with purpose and understanding
OBJECTIVE / GRADE LEVEL EXPECTATION	4.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND	AZ.4.W.	Writing Standards
CONCEPT / STANDARD		Research to Build and Present Knowledge
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.W.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes, categorize information, and provide a list of sources.
STRAND	AZ.4.W.	Writing Standards
CONCEPT / STANDARD		Research to Build and Present Knowledge
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research
PERFORMANCE OBJECTIVE / PROFICIENCY	4.W.9. 4.W.9.b.	
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL OBJECTIVE / GRADE LEVEL		research
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL OBJECTIVE / GRADE LEVEL EXPECTATION	4.W.9.b.	Apply grade 4 Reading standards to informational texts.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL OBJECTIVE / GRADE LEVEL EXPECTATION STRAND CONCEPT /	4.W.9.b.	Apply grade 4 Reading standards to informational texts. Speaking and Listening Standards

OBJECTIVE / GRADE LEVEL EXPECTATION	4.SL.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles
OBJECTIVE / GRADE LEVEL EXPECTATION	4.SL.1.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
OBJECTIVE / GRADE LEVEL EXPECTATION	4.SL.1.d.	Review the key ideas expressed and explain their own ideas and understanding based on the discussion.
STRAND	AZ.4.SL.	Speaking and Listening Standards
CONCEPT / STANDARD		Comprehension and Collaboration
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.SL.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STRAND	AZ.4.SL.	Speaking and Listening Standards
CONCEPT / STANDARD		Presentation of Knowledge and Ideas
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	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.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.SL.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 and 3 for specific expectations).
STRAND	AZ.4.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.L.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.1.d.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag)
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.1.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons
STRAND	AZ.4.L.	Language Standards
CONCEPT / STANDARD		Knowledge of Language

PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.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).
STRAND	AZ.4.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.4.b.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
STRAND	AZ.4.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.L.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

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Arizona's College and Career Ready Standards

Grade 4 - Adopted: 2016		
STRAND	AZ.4.W.	Writing Standards
CONCEPT / STANDARD		Text Types and Purposes
PERFORMANCE OBJECTIVE I PROFICIENCY LEVEL	4.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly
OBJECTIVE / GRADE LEVEL EXPECTATION	4.W.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
OBJECTIVE / GRADE LEVEL EXPECTATION	4.W.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic
OBJECTIVE / GRADE LEVEL EXPECTATION	4.W.2.c.	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because)

OBJECTIVE / GRADE LEVEL EXPECTATION	4.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic
OBJECTIVE / GRADE LEVEL EXPECTATION	4.W.2.e.	Provide a concluding statement or section related to the information or explanation presented.
STRAND	AZ.4.W.	Writing Standards
CONCEPT / STANDARD		Production and Distribution of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.W.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above).
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.W.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4).
STRAND	AZ.4.W.	Writing Standards
CONCEPT / STANDARD		Research to Build and Present Knowledge
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research
OBJECTIVE / GRADE LEVEL EXPECTATION	4.W.9.b.	Apply grade 4 Reading standards to informational texts.
STRAND	AZ.4.W.	Writing Standards
CONCEPT / STANDARD		Range of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.W.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.
STRAND	AZ.4.SL.	Speaking and Listening Standards
CONCEPT / STANDARD		Comprehension and Collaboration
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	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

OBJECTIVE / GRADE LEVEL EXPECTATION	4.SL.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles
OBJECTIVE / GRADE LEVEL EXPECTATION	4.SL.1.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
OBJECTIVE / GRADE LEVEL EXPECTATION	4.SL.1.d.	Review the key ideas expressed and explain their own ideas and understanding based on the discussion.
STRAND	AZ.4.SL.	Speaking and Listening Standards
CONCEPT / STANDARD		Presentation of Knowledge and Ideas
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.SL.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 and 3 for specific expectations).
STRAND	AZ.4.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.L.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.1.d.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag)
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.1.e.	Form and use prepositional phrases
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.1.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.1.h.	Write and organize one or more paragraphs that contain: a topic sentence, supporting details, and a conclusion that is appropriate to the writing task. (Construction of paragraph(s) should demonstrate command of Writing standards 1-3.)
STRAND	AZ.4.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE OBJECTIVE /	4.L.2.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing
PROFICIENCY LEVEL		punctuation, and spenning when writing

OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.2.a.	Use correct capitalization
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.2.d.	Spell grade-appropriate words correctly, consulting references as needed.
STRAND	AZ.4.L.	Language Standards
CONCEPT / STANDARD		Knowledge of Language
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.3.a.	Choose words and phrases to convey ideas precisely
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.3.b.	Choose punctuation for effect
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.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).
STRAND	AZ.4.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.L.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).
		Lesson 24: Unit 7 Inventive Writing, p. 191-196

Arizona's College and Career Ready Standards

Language Arts			
Grade 4 - Adopted: 2016			
STRAND	AZ.4.W.	Writing Standards	
CONCEPT / STANDARD		Production and Distribution of Writing	
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.W.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4).	
STRAND	AZ.4.W.	Writing Standards	

CONCEPT / STANDARD		Range of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.W.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.
STRAND	AZ.4.SL.	Speaking and Listening Standards
CONCEPT / STANDARD		Comprehension and Collaboration
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	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
OBJECTIVE / GRADE LEVEL EXPECTATION	4.SL.1.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
OBJECTIVE / GRADE LEVEL EXPECTATION	4.SL.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles
OBJECTIVE / GRADE LEVEL EXPECTATION	4.SL.1.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
OBJECTIVE /	4.SL.1.d.	Review the key ideas expressed and explain their own ideas and understanding based on the
GRADE LEVEL EXPECTATION		discussion.
	AZ.4.SL.	discussion. Speaking and Listening Standards
EXPECTATION	AZ.4.SL.	
STRAND CONCEPT /	AZ.4.SL. 4.SL.4.	Speaking and Listening Standards
STRAND CONCEPT / STANDARD PERFORMANC E OBJECTIVE / PROFICIENCY		Speaking and Listening Standards Presentation of Knowledge and Ideas 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
STRAND CONCEPT / STANDARD PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL PERFORMANC E OBJECTIVE / PROFICIENCY	4.SL.4.	Speaking and Listening Standards Presentation of Knowledge and Ideas 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. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 and 3 for specific
EXPECTATION STRAND CONCEPT / STANDARD PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.SL.4. 4.SL.6.	Presentation of Knowledge and Ideas 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. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 and 3 for specific expectations).
EXPECTATION STRAND CONCEPT / STANDARD PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL STRAND CONCEPT /	4.SL.4. 4.SL.6.	Presentation of Knowledge and Ideas 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. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 and 3 for specific expectations). Language Standards

STRAND	AZ.4.L.	Language Standards
CONCEPT / STANDARD		Knowledge of Language
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.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).
STRAND	AZ.4.L.	Language Standards
STRAND CONCEPT / STANDARD	AZ.4.L.	Language Standards Vocabulary Acquisition and Use

Lesson 25: Unit 7 Inventive Writing, p. 197-202

Arizona's College and Career Ready Standards

Grade 4 - Adopted: 2016		
STRAND	AZ.4.W.	Writing Standards
CONCEPT / STANDARD		Text Types and Purposes
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly
OBJECTIVE / GRADE LEVEL EXPECTATION	4.W.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
OBJECTIVE / GRADE LEVEL EXPECTATION	4.W.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic
OBJECTIVE / GRADE LEVEL EXPECTATION	4.W.2.c.	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because)
OBJECTIVE / GRADE LEVEL EXPECTATION	4.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic
OBJECTIVE / GRADE LEVEL EXPECTATION	4.W.2.e.	Provide a concluding statement or section related to the information or explanation presented.

STRAND	AZ.4.W.	Writing Standards
CONCEPT / STANDARD		Production and Distribution of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.W.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above).
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.W.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4).
STRAND	AZ.4.W.	Writing Standards
CONCEPT / STANDARD		Research to Build and Present Knowledge
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.W.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes, categorize information, and provide a list of sources.
STRAND	AZ.4.W.	Writing Standards
CONCEPT / STANDARD		Range of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.W.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.
STRAND	AZ.4.SL.	Speaking and Listening Standards
CONCEPT / STANDARD		Comprehension and Collaboration
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	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
OBJECTIVE / GRADE LEVEL EXPECTATION	4.SL.1.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
OBJECTIVE / GRADE LEVEL EXPECTATION	4.SL.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles
OBJECTIVE / GRADE LEVEL EXPECTATION	4.SL.1.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
OBJECTIVE / GRADE LEVEL	4.SL.1.d.	Review the key ideas expressed and explain their own ideas and understanding based on the discussion.

STRAND	AZ.4.SL.	Speaking and Listening Standards
CONCEPT / STANDARD		Presentation of Knowledge and Ideas
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.SL.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 and 3 for specific expectations).
STRAND	AZ.4.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.L.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.1.d.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag)
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.1.e.	Form and use prepositional phrases
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.1.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.1.h.	Write and organize one or more paragraphs that contain: a topic sentence, supporting details, and a conclusion that is appropriate to the writing task. (Construction of paragraph(s) should demonstrate command of Writing standards 1-3.)
STRAND	AZ.4.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.L.2.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.2.a.	Use correct capitalization
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.2.d.	Spell grade-appropriate words correctly, consulting references as needed.
STRAND	AZ.4.L.	Language Standards
CONCEPT / STANDARD		Knowledge of Language
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening

OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.3.a.	Choose words and phrases to convey ideas precisely
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.3.b.	Choose punctuation for effect
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.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).
STRAND	AZ.4.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.4.c.	Consult reference materials (e.g., dictionaries, glossaries, thesauri), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
STRAND	AZ.4.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.L.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.5.c.	Demonstrate understanding of words by relating them to their synonyms and antonyms.
STRAND	AZ.4.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.L.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).
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Arizona's College and Career Ready Standards

Grade 4 - Adopted: 2016			
STRAND	AZ.4.W.	Writing Standards	
CONCEPT / STANDARD		Text Types and Purposes	

PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly
OBJECTIVE / GRADE LEVEL EXPECTATION	4.W.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
OBJECTIVE / GRADE LEVEL EXPECTATION	4.W.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic
OBJECTIVE / GRADE LEVEL EXPECTATION	4.W.2.c.	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because)
OBJECTIVE / GRADE LEVEL EXPECTATION	4.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic
OBJECTIVE / GRADE LEVEL EXPECTATION	4.W.2.e.	Provide a concluding statement or section related to the information or explanation presented.
STRAND	AZ.4.W.	Writing Standards
CONCEPT / STANDARD		Production and Distribution of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.W.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above).
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.W.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4).
STRAND	AZ.4.W.	Writing Standards
CONCEPT / STANDARD		Research to Build and Present Knowledge
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.W.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes, categorize information, and provide a list of sources.
STRAND	AZ.4.W.	Writing Standards
CONCEPT / STANDARD		Research to Build and Present Knowledge
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research

OBJECTIVE / GRADE LEVEL EXPECTATION	4.W.9.b.	Apply grade 4 Reading standards to informational texts.
STRAND	AZ.4.W.	Writing Standards
CONCEPT / STANDARD		Range of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.W.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.
STRAND	AZ.4.SL.	Speaking and Listening Standards
CONCEPT / STANDARD		Comprehension and Collaboration
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	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
OBJECTIVE / GRADE LEVEL EXPECTATION	4.SL.1.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
OBJECTIVE / GRADE LEVEL EXPECTATION	4.SL.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles
OBJECTIVE / GRADE LEVEL EXPECTATION	4.SL.1.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
OBJECTIVE / GRADE LEVEL EXPECTATION	4.SL.1.d.	Review the key ideas expressed and explain their own ideas and understanding based on the discussion.
STRAND	AZ.4.SL.	Speaking and Listening Standards
CONCEPT / STANDARD		Presentation of Knowledge and Ideas
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.SL.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 and 3 for specific expectations).
STRAND	AZ.4.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.L.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking

OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.1.d.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag)
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.1.e.	Form and use prepositional phrases
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.1.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.1.h.	Write and organize one or more paragraphs that contain: a topic sentence, supporting details, and a conclusion that is appropriate to the writing task. (Construction of paragraph(s) should demonstrate command of Writing standards 1-3.)
STRAND	AZ.4.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.L.2.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.2.a.	Use correct capitalization
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.2.d.	Spell grade-appropriate words correctly, consulting references as needed.
STRAND	AZ.4.L.	Language Standards
CONCEPT / STANDARD		Knowledge of Language
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.3.a.	Choose words and phrases to convey ideas precisely
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.3.b.	Choose punctuation for effect
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.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).
STRAND	AZ.4.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use

PERFORMANC
E OBJECTIVE /
PROFICIENCY
LEVEL

4.L.6.

Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

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Arizona's College and Career Ready Standards

		Grade 4 - Adopted: 2016
STRAND	AZ.4.W.	Writing Standards
CONCEPT / STANDARD		Production and Distribution of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.W.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4).
STRAND	AZ.4.W.	Writing Standards
CONCEPT / STANDARD		Range of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.W.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.
STRAND	AZ.4.SL.	Speaking and Listening Standards
CONCEPT / STANDARD		Comprehension and Collaboration
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	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
OBJECTIVE / GRADE LEVEL EXPECTATION	4.SL.1.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
OBJECTIVE / GRADE LEVEL EXPECTATION	4.SL.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles
OBJECTIVE / GRADE LEVEL EXPECTATION	4.SL.1.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
OBJECTIVE / GRADE LEVEL EXPECTATION	4.SL.1.d.	Review the key ideas expressed and explain their own ideas and understanding based on the discussion.
STRAND	AZ.4.SL.	Speaking and Listening Standards

CONCEPT / STANDARD		Presentation of Knowledge and Ideas
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.SL.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 and 3 for specific expectations).
STRAND	AZ.4.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.L.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.1.d.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag)
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.1.e.	Form and use prepositional phrases
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.1.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons
STRAND	AZ.4.L.	Language Standards
STRAND CONCEPT / STANDARD	AZ.4.L.	Language Standards Conventions of Standard English
CONCEPT /	AZ.4.L. 4.L.2.	
CONCEPT / STANDARD PERFORMANCE OBJECTIVE / PROFICIENCY		Conventions of Standard English Demonstrate command of the conventions of Standard English capitalization,
CONCEPT / STANDARD PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL OBJECTIVE / GRADE LEVEL	4.L.2.	Conventions of Standard English Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing
CONCEPT / STANDARD PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL OBJECTIVE / GRADE LEVEL EXPECTATION OBJECTIVE / GRADE LEVEL	4.L.2. 4.L.2.a.	Conventions of Standard English Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing Use correct capitalization
CONCEPT / STANDARD PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL OBJECTIVE / GRADE LEVEL EXPECTATION OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.2.a. 4.L.2.d.	Conventions of Standard English Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing Use correct capitalization Spell grade-appropriate words correctly, consulting references as needed.
CONCEPT / STANDARD PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL OBJECTIVE / GRADE LEVEL EXPECTATION OBJECTIVE / GRADE LEVEL EXPECTATION STRAND CONCEPT /	4.L.2.a. 4.L.2.d.	Conventions of Standard English Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing Use correct capitalization Spell grade-appropriate words correctly, consulting references as needed. Language Standards

OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.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).
STRAND	AZ.4.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.L.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.5.c.	Demonstrate understanding of words by relating them to their synonyms and antonyms.
STRAND	AZ.4.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.L.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

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Arizona's College and Career Ready Standards

		Grade 4 - Adopted: 2016
STRAND	AZ.4.W.	Writing Standards
CONCEPT / STANDARD		Text Types and Purposes
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly
OBJECTIVE / GRADE LEVEL EXPECTATION	4.W.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
OBJECTIVE / GRADE LEVEL EXPECTATION	4.W.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic
OBJECTIVE / GRADE LEVEL EXPECTATION	4.W.2.c.	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because)
OBJECTIVE / GRADE LEVEL EXPECTATION	4.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic

OBJECTIVE / GRADE LEVEL EXPECTATION	4.W.2.e.	Provide a concluding statement or section related to the information or explanation presented.
STRAND	AZ.4.W.	Writing Standards
CONCEPT / STANDARD		Production and Distribution of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.W.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above).
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.W.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4).
STRAND	AZ.4.W.	Writing Standards
CONCEPT / STANDARD		Research to Build and Present Knowledge
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.W.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes, categorize information, and provide a list of sources.
STRAND	AZ.4.W.	Writing Standards
CONCEPT / STANDARD		Research to Build and Present Knowledge
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research
OBJECTIVE / PROFICIENCY	4.W.9. 4.W.9.b.	
OBJECTIVE / PROFICIENCY LEVEL OBJECTIVE / GRADE LEVEL		research
OBJECTIVE / PROFICIENCY LEVEL OBJECTIVE / GRADE LEVEL EXPECTATION	4.W.9.b.	Apply grade 4 Reading standards to informational texts.
OBJECTIVE / PROFICIENCY LEVEL OBJECTIVE / GRADE LEVEL EXPECTATION STRAND CONCEPT /	4.W.9.b.	Apply grade 4 Reading standards to informational texts. Writing Standards
OBJECTIVE / PROFICIENCY LEVEL OBJECTIVE / GRADE LEVEL EXPECTATION STRAND CONCEPT / STANDARD PERFORMANC E OBJECTIVE / PROFICIENCY	4.W.9.b.	Apply grade 4 Reading standards to informational texts. Writing Standards Range of Writing 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
OBJECTIVE / PROFICIENCY LEVEL OBJECTIVE / GRADE LEVEL EXPECTATION STRAND CONCEPT / STANDARD PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.W.9.b. AZ.4.W. 4.W.10.	Apply grade 4 Reading standards to informational texts. Writing Standards Range of Writing 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.
OBJECTIVE / PROFICIENCY LEVEL OBJECTIVE / GRADE LEVEL EXPECTATION STRAND CONCEPT / STANDARD PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL STRAND CONCEPT /	4.W.9.b. AZ.4.W. 4.W.10.	Apply grade 4 Reading standards to informational texts. Writing Standards Range of Writing 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. Speaking and Listening Standards

OBJECTIVE / GRADE LEVEL EXPECTATION	4.SL.1.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
OBJECTIVE / GRADE LEVEL EXPECTATION	4.SL.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles
OBJECTIVE / GRADE LEVEL EXPECTATION	4.SL.1.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
OBJECTIVE / GRADE LEVEL EXPECTATION	4.SL.1.d.	Review the key ideas expressed and explain their own ideas and understanding based on the discussion.
STRAND	AZ.4.SL.	Speaking and Listening Standards
CONCEPT / STANDARD		Presentation of Knowledge and Ideas
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.SL.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 and 3 for specific expectations).
STRAND	AZ.4.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.L.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.1.d.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag)
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.1.e.	Form and use prepositional phrases
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.1.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.1.h.	Write and organize one or more paragraphs that contain: a topic sentence, supporting details, and a conclusion that is appropriate to the writing task. (Construction of paragraph(s) should demonstrate command of Writing standards 1-3.)
STRAND	AZ.4.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard English

PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.L.2.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.2.a.	Use correct capitalization
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.2.d.	Spell grade-appropriate words correctly, consulting references as needed.
STRAND	AZ.4.L.	Language Standards
CONCEPT / STANDARD		Knowledge of Language
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.3.a.	Choose words and phrases to convey ideas precisely
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.3.b.	Choose punctuation for effect
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.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).
STRAND	AZ.4.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.L.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).
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Arizona's College and Career Ready Standards

		Grade 4 - Adopted: 2016
STRAND	AZ.4.W.	Writing Standards
CONCEPT / STANDARD		Production and Distribution of Writing

PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.W.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4).
STRAND	AZ.4.W.	Writing Standards
CONCEPT / STANDARD		Range of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.W.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.
STRAND	AZ.4.SL.	Speaking and Listening Standards
CONCEPT / STANDARD		Comprehension and Collaboration
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	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
OBJECTIVE / GRADE LEVEL EXPECTATION	4.SL.1.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
OBJECTIVE / GRADE LEVEL EXPECTATION	4.SL.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles
OBJECTIVE / GRADE LEVEL EXPECTATION	4.SL.1.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
OBJECTIVE / GRADE LEVEL EXPECTATION	4.SL.1.d.	Review the key ideas expressed and explain their own ideas and understanding based on the discussion.
STRAND	AZ.4.SL.	Speaking and Listening Standards
CONCEPT / STANDARD		Presentation of Knowledge and Ideas
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.SL.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 and 3 for specific expectations).
STRAND	AZ.4.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.L.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking

OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.1.d.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag)
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.1.e.	Form and use prepositional phrases
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.1.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons
STRAND	AZ.4.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE OBJECTIVE I PROFICIENCY LEVEL	4.L.2.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.2.a.	Use correct capitalization
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.2.d.	Spell grade-appropriate words correctly, consulting references as needed.
STRAND	AZ.4.L.	Language Standards
CONCEPT / STANDARD		Knowledge of Language
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.3.b.	Choose punctuation for effect
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.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).
STRAND	AZ.4.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.L.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

Arizona's College and Career Ready Standards

Grade 4 - Adopted: 2016		
STRAND	AZ.4.W.	Writing Standards
CONCEPT / STANDARD		Text Types and Purposes
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly
OBJECTIVE / GRADE LEVEL EXPECTATION	4.W.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
OBJECTIVE / GRADE LEVEL EXPECTATION	4.W.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic
OBJECTIVE / GRADE LEVEL EXPECTATION	4.W.2.c.	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because)
OBJECTIVE / GRADE LEVEL EXPECTATION	4.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic
OBJECTIVE / GRADE LEVEL EXPECTATION	4.W.2.e.	Provide a concluding statement or section related to the information or explanation presented.
STRAND	AZ.4.W.	Writing Standards
CONCEPT / STANDARD		Production and Distribution of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.W.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above).
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.W.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4).
STRAND	AZ.4.W.	Writing Standards
CONCEPT / STANDARD		Research to Build and Present Knowledge
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.W.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes, categorize information, and provide a list of sources.

STRAND	AZ.4.W.	Writing Standards
CONCEPT / STANDARD		Research to Build and Present Knowledge
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research
OBJECTIVE / GRADE LEVEL EXPECTATION	4.W.9.b.	Apply grade 4 Reading standards to informational texts.
STRAND	AZ.4.W.	Writing Standards
CONCEPT / STANDARD		Range of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.W.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.
STRAND	AZ.4.SL.	Speaking and Listening Standards
CONCEPT / STANDARD		Comprehension and Collaboration
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	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
OBJECTIVE / GRADE LEVEL EXPECTATION	4.SL.1.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
OBJECTIVE / GRADE LEVEL EXPECTATION	4.SL.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles
OBJECTIVE / GRADE LEVEL EXPECTATION	4.SL.1.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
OBJECTIVE / GRADE LEVEL EXPECTATION	4.SL.1.d.	Review the key ideas expressed and explain their own ideas and understanding based on the discussion.
STRAND	AZ.4.SL.	Speaking and Listening Standards
CONCEPT / STANDARD		Presentation of Knowledge and Ideas
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.SL.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 and 3 for specific expectations).
STRAND	AZ.4.L.	Language Standards

CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.L.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.1.d.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag)
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.1.e.	Form and use prepositional phrases
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.1.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.1.h.	Write and organize one or more paragraphs that contain: a topic sentence, supporting details, and a conclusion that is appropriate to the writing task. (Construction of paragraph(s) should demonstrate command of Writing standards 1-3.)
STRAND	AZ.4.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.L.2.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.2.a.	Use correct capitalization
OBJECTIVE / GRADE LEVEL	4.L.2.d.	Spell grade-appropriate words correctly, consulting references as needed.
EXPECTATION		
STRAND	AZ.4.L.	Language Standards
	AZ.4.L.	Language Standards Knowledge of Language
STRAND CONCEPT /	AZ.4.L. 4.L.3.	
STRAND CONCEPT / STANDARD PERFORMANCE OBJECTIVE / PROFICIENCY		Knowledge of Language Use knowledge of language and its conventions when writing, speaking, reading, or

OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.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).
STRAND	AZ.4.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E OBJECTIVE / PROFICIENCY	4.L.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and

endangered when discussing animal preservation).

LEVEL