# Main Criteria: Fix It! Grammar

Secondary Criteria: Arizona's College and Career Ready Standards

Subject: Language Arts

Grade: 4

### **Fix It! Grammar**

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## **Arizona's College and Career Ready Standards**

## **Language Arts**

		Grade <b>4</b> - Adopted: <b>2016</b>
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		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.SL.	Speaking and Listening Standards
CONCEPT /		Comprehension and Collaboration

STANDARD

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
GRADE LEVEL	4.L.1.f. AZ.4.L.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons  Language Standards
GRADE LEVEL EXPECTATION		
GRADE LEVEL EXPECTATION  STRAND  CONCEPT /		Language Standards
GRADE LEVEL EXPECTATION  STRAND  CONCEPT / STANDARD  PERFORMANCE OBJECTIVE / PROFICIENCY	AZ.4.L.	Language Standards  Conventions of Standard English  Demonstrate command of the conventions of Standard English capitalization,

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
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
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).
		Week 02

# **Arizona's College and Career Ready Standards**

		Grade <b>4</b> - Adopted: <b>2016</b>
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		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.SL.	Speaking and Listening Standards
CONCEPT / STANDARD		Comprehension and Collaboration
	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
PERFORMANCE OBJECTIVE / PROFICIENCY	<b>4.SL.1.</b> 4.SL.1.a.	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'
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL  OBJECTIVE / GRADE LEVEL		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
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL  OBJECTIVE / GRADE LEVEL EXPECTATION  OBJECTIVE / GRADE LEVEL	4.SL.1.a.	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
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  Pose and respond to specific questions to clarify or follow up on information, and make comments

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
STRAND	AZ.4.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard English
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.L.2.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing
OBJECTIVE / PROFICIENCY	4.L.2.a.	
OBJECTIVE / PROFICIENCY LEVEL  OBJECTIVE / GRADE LEVEL		punctuation, and spelling when writing
OBJECTIVE / PROFICIENCY LEVEL  OBJECTIVE / GRADE LEVEL EXPECTATION  OBJECTIVE / GRADE LEVEL	4.L.2.a.	punctuation, and spelling when writing  Use correct capitalization
OBJECTIVE / PROFICIENCY LEVEL  OBJECTIVE / GRADE LEVEL EXPECTATION  OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.2.a. 4.L.2.d.	Use correct capitalization  Spell grade-appropriate words correctly, consulting references as needed.
OBJECTIVE / PROFICIENCY LEVEL  OBJECTIVE / GRADE LEVEL EXPECTATION  OBJECTIVE / GRADE LEVEL EXPECTATION  STRAND  CONCEPT /	4.L.2.a. 4.L.2.d.	Use correct capitalization  Spell grade-appropriate words correctly, consulting references as needed.  Language Standards
OBJECTIVE / PROFICIENCY LEVEL  OBJECTIVE / GRADE LEVEL EXPECTATION  OBJECTIVE / GRADE LEVEL EXPECTATION  STRAND  CONCEPT / STANDARD  PERFORMANCE OBJECTIVE / PROFICIENCY	4.L.2.d.  4.L.2.d.	Use correct capitalization  Spell grade-appropriate words correctly, consulting references as needed.  Language Standards  Knowledge of Language  Use knowledge of language and its conventions when writing, speaking, reading, or

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
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 <b>4</b> - Adopted: <b>2016</b>
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		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.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
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.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

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).

#### Week 04

# **Arizona's College and Career Ready Standards**

		Language Arts
		Grade <b>4</b> - Adopted: <b>2016</b>
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		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.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
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.	

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
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
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).
		Week 05
	Α	rizona's College and Career Ready Standards
		Language Arts

		Grade <b>4</b> - Adopted: <b>2016</b>
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.
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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		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.SL.	Speaking and Listening Standards
	AZ.4.SL.	Speaking and Listening Standards  Comprehension and Collaboration
STRAND CONCEPT /	AZ.4.SL. 4.SL.1.	. 5
STRAND  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'
STRAND  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
STRAND  CONCEPT / STANDARD  PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL  OBJECTIVE / GRADE LEVEL EXPECTATION  OBJECTIVE / GRADE LEVEL	<b>4.SL.1.</b> 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
STRAND  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		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
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.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
STRAND  CONCEPT / STANDARD	AZ.4.L.	Language Standards  Vocabulary Acquisition and Use

# **Arizona's College and Career Ready Standards**

		Grade <b>4</b> - Adopted: <b>2016</b>
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		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.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	4.L.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking
LEVEL		
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.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
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
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**

		Language Arts
		Grade <b>4</b> - Adopted: <b>2016</b>
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		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.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	4.L.1.d.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag)
EXPECTATION		
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.1.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons
OBJECTIVE / GRADE LEVEL	4.L.1.f. 4.L.1.g.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons  Correctly use frequently confused words (e.g., to, too, two; there, their)
OBJECTIVE / GRADE LEVEL EXPECTATION  OBJECTIVE / GRADE LEVEL		
OBJECTIVE / GRADE LEVEL EXPECTATION  OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.1.g.	Correctly use frequently confused words (e.g., to, too, two; there, their)
OBJECTIVE / GRADE LEVEL EXPECTATION  OBJECTIVE / GRADE LEVEL EXPECTATION  STRAND  CONCEPT /	4.L.1.g.	Correctly use frequently confused words (e.g., to, too, two; there, their)  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.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
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).
		Week 08
	Α	rizona's College and Career Ready Standards
		Language Arts

		Grade <b>4</b> - Adopted: <b>2016</b>
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		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.SL.	Speaking and Listening Standards
	AZ.4.SL.	Speaking and Listening Standards  Comprehension and Collaboration
STRAND CONCEPT /	AZ.4.SL. 4.SL.1.	. 5
STRAND  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'
STRAND  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
STRAND  CONCEPT / STANDARD  PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL  OBJECTIVE / GRADE LEVEL EXPECTATION  OBJECTIVE / GRADE LEVEL	<b>4.SL.1.</b> 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
STRAND  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		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.g.	Correctly use frequently confused words (e.g., to, too, two; there, their)
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.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
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).
		Wook 00

# **Arizona's College and Career Ready Standards**

Grade 4 - Adopted: 2016		
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		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.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).

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.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 / 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	<b>4.L.3.</b> 4.L.3.b.	Use knowledge of language and its conventions when writing, speaking, reading, or listening  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	4.L.3.b. 4.L.3.c.	Use knowledge of language and its conventions when writing, speaking, reading, or listening  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).
CONCEPT / STANDARD  PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL  OBJECTIVE / GRADE LEVEL EXPECTATION  OBJECTIVE / GRADE LEVEL EXPECTATION  STRAND  CONCEPT /	4.L.3.b. 4.L.3.c.	Use knowledge of language and its conventions when writing, speaking, reading, or listening  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).  Language Standards

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
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).
		Week 10

# **Arizona's College and Career Ready Standards**

Grade 4 - Adopted: 2016			
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		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.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
STRAND  CONCEPT / STANDARD	AZ.4.SL.	Speaking and Listening Standards  Presentation of Knowledge and Ideas
CONCEPT /	<b>AZ.4.SL.</b> 4.SL.6.	
CONCEPT / STANDARD  PERFORMANC E OBJECTIVE / PROFICIENCY		Presentation of Knowledge and Ideas  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
CONCEPT / STANDARD  PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.SL.6.	Presentation of Knowledge and Ideas  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).
CONCEPT / STANDARD  PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL  STRAND  CONCEPT /	4.SL.6.	Presentation of Knowledge and Ideas  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
CONCEPT / STANDARD  PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL  STRAND  CONCEPT / STANDARD  PERFORMANCE OBJECTIVE / PROFICIENCY	4.SL.6. AZ.4.L.	Presentation of Knowledge and Ideas  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  Conventions of Standard English  Demonstrate command of the conventions of Standard English grammar and usage

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.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
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

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).

#### Week 11

# **Arizona's College and Career Ready Standards**

		<u> </u>
		Grade <b>4</b> - Adopted: <b>2016</b>
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		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.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.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
GRADE LEVEL	4.L.1.f. AZ.4.L.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons  Language Standards
GRADE LEVEL EXPECTATION		
GRADE LEVEL EXPECTATION  STRAND  CONCEPT /		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.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
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).
		Week 12
	Α	rizona's College and Career Ready Standards
		Language Arts

		Grade <b>4</b> - Adopted: <b>2016</b>
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		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.SL.	Speaking and Listening Standards
	AZ.4.SL.	Speaking and Listening Standards  Comprehension and Collaboration
STRAND CONCEPT /	AZ.4.SL. 4.SL.1.	. 5
STRAND  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'
STRAND  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
STRAND  CONCEPT / STANDARD  PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL  OBJECTIVE / GRADE LEVEL EXPECTATION  OBJECTIVE / GRADE LEVEL	<b>4.SL.1.</b> 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
STRAND  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		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.g.	Correctly use frequently confused words (e.g., to, too, two; there, their)
STRAND	AZ.4.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard English
	4.L.2.	Conventions of Standard English  Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing
PERFORMANCE OBJECTIVE / PROFICIENCY	<b>4.L.2.</b> 4.L.2.a.	Demonstrate command of the conventions of Standard English capitalization,
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL  OBJECTIVE / GRADE LEVEL		Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL  OBJECTIVE / GRADE LEVEL EXPECTATION  OBJECTIVE / GRADE LEVEL	4.L.2.a.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing  Use correct capitalization
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL  OBJECTIVE / GRADE LEVEL EXPECTATION  OBJECTIVE / GRADE LEVEL EXPECTATION  OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.2.a. 4.L.2.b.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing  Use correct capitalization  Use commas and quotation marks to mark direct speech and quotations from a text
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL  OBJECTIVE / GRADE LEVEL EXPECTATION  OBJECTIVE / GRADE LEVEL EXPECTATION  OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.2.b. 4.L.2.d.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing  Use correct capitalization  Use commas and quotation marks to mark direct speech and quotations from a text  Spell grade-appropriate words correctly, consulting references as needed.

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
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
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).
		Week 13

# **Arizona's College and Career Ready Standards**

Grade <b>4</b> - Adopted: <b>2016</b>			
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		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.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	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

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.g.	Correctly use frequently confused words (e.g., to, too, two; there, their)
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.c.	Use a comma before a coordinating conjunction in a compound sentence
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.2.d.	Spell grade-appropriate words correctly, consulting references as needed.
GRADE LEVEL	4.L.2.d. <b>AZ.4.L.</b>	Spell grade-appropriate words correctly, consulting references as needed.  Language Standards
GRADE LEVEL EXPECTATION		
GRADE LEVEL EXPECTATION  STRAND  CONCEPT /		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.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
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).
		Week 14

# **Arizona's College and Career Ready Standards**

Language Arts		
Grade 4 - Adopted: 2016		
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		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.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.g.	Correctly use frequently confused words (e.g., to, too, two; there, their)
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 /	4.L.2.a.	Use correct capitalization
GRADE LEVEL EXPECTATION		
	4.L.2.d.	Spell grade-appropriate words correctly, consulting references as needed.
OBJECTIVE / GRADE LEVEL	4.L.2.d. <b>AZ.4.L.</b>	Spell grade-appropriate words correctly, consulting references as needed.  Language Standards
OBJECTIVE / GRADE LEVEL EXPECTATION		
OBJECTIVE / GRADE LEVEL EXPECTATION  STRAND  CONCEPT /		Language Standards
OBJECTIVE / GRADE LEVEL EXPECTATION  STRAND  CONCEPT / STANDARD  PERFORMANCE OBJECTIVE / PROFICIENCY	AZ.4.L.	Language Standards  Knowledge of Language  Use knowledge of language and its conventions when writing, speaking, reading, or
OBJECTIVE / GRADE LEVEL EXPECTATION  STRAND  CONCEPT / STANDARD  PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL  OBJECTIVE / GRADE LEVEL	AZ.4.L. 4.L.3.	Language Standards  Knowledge of Language  Use knowledge of language and its conventions when writing, speaking, reading, or listening
OBJECTIVE / GRADE LEVEL EXPECTATION  STRAND  CONCEPT / STANDARD  PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL  OBJECTIVE / GRADE LEVEL EXPECTATION  OBJECTIVE / GRADE LEVEL	<b>AZ.4.L.</b> 4.L.3.	Language Standards  Knowledge of Language  Use knowledge of language and its conventions when writing, speaking, reading, or listening  Choose punctuation for effect  Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations
OBJECTIVE / GRADE LEVEL EXPECTATION  STRAND  CONCEPT / STANDARD  PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL  OBJECTIVE / GRADE LEVEL EXPECTATION  OBJECTIVE / GRADE LEVEL EXPECTATION	<b>AZ.4.L. 4.L.3.</b> 4.L.3.b.	Language Standards  Knowledge of Language  Use knowledge of language and its conventions when writing, speaking, reading, or listening  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).

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
STRAND  CONCEPT / STANDARD	AZ.4.L.	Language Standards  Vocabulary Acquisition and Use

# **Arizona's College and Career Ready Standards**

		Grade <b>4</b> - Adopted: <b>2016</b>
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		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.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
	4.L.1.	Conventions of Standard English  Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking
PERFORMANCE OBJECTIVE / PROFICIENCY	4.L.1. 4.L.1.d.	Demonstrate command of the conventions of Standard English grammar and usage

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.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
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

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).

#### Week 16

## **Arizona's College and Career Ready Standards**

Language Arts			
		Grade <b>4</b> - Adopted: <b>2016</b>	
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		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.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
GRADE LEVEL	4.L.1.e. 4.L.1.f.	·,
GRADE LEVEL EXPECTATION  OBJECTIVE / GRADE LEVEL		Form and use prepositional phrases
GRADE LEVEL EXPECTATION  OBJECTIVE / GRADE LEVEL EXPECTATION  OBJECTIVE / GRADE LEVEL	4.L.1.f.	Form and use prepositional phrases  Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons
GRADE LEVEL EXPECTATION  OBJECTIVE / GRADE LEVEL EXPECTATION  OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.1.f. 4.L.1.g.	Form and use prepositional phrases  Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons  Correctly use frequently confused words (e.g., to, too, two; there, their)

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.b.	Use commas and quotation marks to mark direct speech and quotations from a text
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
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  OBJECTIVE / GRADE LEVEL	<b>4.L.4.</b> 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.  Consult reference materials (e.g., dictionaries, glossaries, thesauri), both print and digital, to find
CONCEPT / STANDARD  PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL  OBJECTIVE / GRADE LEVEL EXPECTATION  OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.4.b. 4.L.4.c.	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.  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.

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).

#### Week 17

## **Arizona's College and Career Ready Standards**

Language Arts			
		Grade 4 - Adopted: 2016	
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		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.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	4.L.1.d.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather
EXPECTATION		than a red small bag)
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.1.e.	
OBJECTIVE / GRADE LEVEL	4.L.1.e. 4.L.1.f.	than a red small bag)
OBJECTIVE / GRADE LEVEL EXPECTATION  OBJECTIVE / GRADE LEVEL		than a red small bag)  Form and use prepositional phrases
OBJECTIVE / GRADE LEVEL EXPECTATION  OBJECTIVE / GRADE LEVEL EXPECTATION  OBJECTIVE / GRADE LEVEL	4.L.1.f.	Form and use prepositional phrases  Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons
OBJECTIVE / GRADE LEVEL EXPECTATION  OBJECTIVE / GRADE LEVEL EXPECTATION  OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.1.f. 4.L.1.g.	Form and use prepositional phrases  Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons  Correctly use frequently confused words (e.g., to, too, two; there, their)

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
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
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.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		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.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 / 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.b.	Use commas and quotation marks to mark direct speech and quotations from a text

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
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
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).
		Week 19
	Α	rizona's College and Career Ready Standards
		Language Arts

		Grade <b>4</b> - Adopted: <b>2016</b>
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		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.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.	. 5
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	<b>4.SL.1.</b> 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		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.g.	Correctly use frequently confused words (e.g., to, too, two; there, their)
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.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
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 <b>4</b> - Adopted: <b>2016</b>
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		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.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).

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.g.	Correctly use frequently confused words (e.g., to, too, two; there, their)
STRAND	AZ.4.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE	4.L.2.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing
OBJECTIVE / PROFICIENCY LEVEL		punctuation, and spenning when writing
PROFICIENCY	4.L.2.a.	Use correct capitalization
PROFICIENCY LEVEL  OBJECTIVE / GRADE LEVEL	4.L.2.a. 4.L.2.b.	
PROFICIENCY LEVEL  OBJECTIVE / GRADE LEVEL EXPECTATION  OBJECTIVE / GRADE LEVEL		Use correct capitalization
PROFICIENCY LEVEL  OBJECTIVE / GRADE LEVEL EXPECTATION  OBJECTIVE / GRADE LEVEL EXPECTATION  OBJECTIVE / GRADE LEVEL	4.L.2.b.	Use correct capitalization  Use commas and quotation marks to mark direct speech and quotations from a text
PROFICIENCY LEVEL  OBJECTIVE / GRADE LEVEL EXPECTATION  OBJECTIVE / GRADE LEVEL EXPECTATION  OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.2.b. 4.L.2.d.	Use commas and quotation marks to mark direct speech and quotations from a text  Spell grade-appropriate words correctly, consulting references as needed.
PROFICIENCY LEVEL  OBJECTIVE / GRADE LEVEL EXPECTATION  OBJECTIVE / GRADE LEVEL EXPECTATION  OBJECTIVE / GRADE LEVEL EXPECTATION  STRAND  CONCEPT /	4.L.2.b. 4.L.2.d.	Use commas and quotation marks to mark direct speech and quotations from a text  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.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
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 <b>4</b> - Adopted: <b>2016</b>			
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		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.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.g.	Correctly use frequently confused words (e.g., to, too, two; there, their)
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	<b>4.L.3.</b> 4.L.3.b.	Use knowledge of language and its conventions when writing, speaking, reading, or listening  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	4.L.3.b. 4.L.3.c.	Use knowledge of language and its conventions when writing, speaking, reading, or listening  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).

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
STRAND  CONCEPT / STANDARD	AZ.4.L.	Language Standards  Vocabulary Acquisition and Use

# **Arizona's College and Career Ready Standards**

		Grade <b>4</b> - Adopted: <b>2016</b>
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		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.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
	4.L.1.	Conventions of Standard English  Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking
PERFORMANCE OBJECTIVE / PROFICIENCY	4.L.1. 4.L.1.d.	Demonstrate command of the conventions of Standard English grammar and usage

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.g.	Correctly use frequently confused words (e.g., to, too, two; there, their)
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.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	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
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

Language Arts			
Grade <b>4</b> - Adopted: <b>2016</b>			
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		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.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	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.	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	<b>4.L.1.</b> 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.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
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.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		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.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 / 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.

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
PERFORMANCE OBJECTIVE I 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
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.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		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.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 / 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
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
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 <b>4</b> - Adopted: <b>2016</b>
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		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.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.g.	Correctly use frequently confused words (e.g., to, too, two; there, their)
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
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		
STRAND	AZ.4.L.	Language Standards
CONCEPT / STANDARD	AZ.4.L.	Vocabulary Acquisition and Use

## Week 27

# **Arizona's College and Career Ready Standards**

Grade 4 - Adopted: 2016			
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		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.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).
E OBJECTIVE / PROFICIENCY	4.SL.6. 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
E OBJECTIVE / 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).
E OBJECTIVE / PROFICIENCY LEVEL STRAND CONCEPT /		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
E OBJECTIVE / PROFICIENCY LEVEL  STRAND  CONCEPT / STANDARD  PERFORMANCE OBJECTIVE / PROFICIENCY	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).  Language Standards  Conventions of Standard English  Demonstrate command of the conventions of Standard English grammar and usage

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.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
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

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).

#### Week 28

# **Arizona's College and Career Ready Standards**

		<u> </u>
		Grade <b>4</b> - Adopted: <b>2016</b>
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		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.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	4.L.1.d.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather
EXPECTATION		than a red small bag)
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.1.e.	
OBJECTIVE / GRADE LEVEL	4.L.1.e. 4.L.1.f.	than a red small bag)
OBJECTIVE / GRADE LEVEL EXPECTATION  OBJECTIVE / GRADE LEVEL		than a red small bag)  Form and use prepositional phrases
OBJECTIVE / GRADE LEVEL EXPECTATION  OBJECTIVE / GRADE LEVEL EXPECTATION  OBJECTIVE / GRADE LEVEL	4.L.1.f.	Form and use prepositional phrases  Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons
OBJECTIVE / GRADE LEVEL EXPECTATION  OBJECTIVE / GRADE LEVEL EXPECTATION  OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.1.f. 4.L.1.g.	Form and use prepositional phrases  Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons  Correctly use frequently confused words (e.g., to, too, two; there, their)

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.b.	Use commas and quotation marks to mark direct speech and quotations from a text
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
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  OBJECTIVE / GRADE LEVEL	<b>4.L.4.</b> 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.  Consult reference materials (e.g., dictionaries, glossaries, thesauri), both print and digital, to find
CONCEPT / STANDARD  PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL  OBJECTIVE / GRADE LEVEL EXPECTATION  OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.4.b. 4.L.4.c.	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.  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.

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).

#### Week 29

# **Arizona's College and Career Ready Standards**

Language Arts			
		Grade <b>4</b> - Adopted: <b>2016</b>	
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		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.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	4.L.1.d.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather
EXPECTATION		than a red small bag)
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.1.e.	
OBJECTIVE / GRADE LEVEL	4.L.1.e. 4.L.1.f.	than a red small bag)
OBJECTIVE / GRADE LEVEL EXPECTATION  OBJECTIVE / GRADE LEVEL		than a red small bag)  Form and use prepositional phrases
OBJECTIVE / GRADE LEVEL EXPECTATION  OBJECTIVE / GRADE LEVEL EXPECTATION  OBJECTIVE / GRADE LEVEL	4.L.1.f.	Form and use prepositional phrases  Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons
OBJECTIVE / GRADE LEVEL EXPECTATION  OBJECTIVE / GRADE LEVEL EXPECTATION  OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.1.f. 4.L.1.g.	Form and use prepositional phrases  Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons  Correctly use frequently confused words (e.g., to, too, two; there, their)

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.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 I 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
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.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		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.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.g.	Correctly use frequently confused words (e.g., to, too, two; there, their)
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	4.L.2.a.	Use correct capitalization

EXPECTATION

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 /		Vocabulary Acquisition and Use
STANDARD		Vocabulary Acquisition and OSC
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.
PERFORMANCE OBJECTIVE / PROFICIENCY	4.L.4.b.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL  OBJECTIVE / GRADE LEVEL		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
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL  OBJECTIVE / GRADE LEVEL EXPECTATION  OBJECTIVE / GRADE LEVEL	4.L.4.b.	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.  Consult reference materials (e.g., dictionaries, glossaries, thesauri), both print and digital, to find
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL  OBJECTIVE / GRADE LEVEL EXPECTATION  OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.4.c.	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.  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.