$\textbf{Main Criteria:} \ \textbf{Structure and Style for Students}$

Secondary Criteria: Arizona's College and Career Ready Standards

Subject: Language Arts

Grade: 4

Structure and Style for Students

UNIT 1: NOTE MAKING AND OUTLINES Week 1 Page 9-16

Arizona's College and Career Ready Standards Language Arts

Grade 4 - Adopted: 2016

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

CONCEPT / STANDARD		Key Ideas and Details
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.RI.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
PERFORMANC E OBJECTIVE / PROFICIENCY	4.RI.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.

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

CONCEPT / STANDARD		Craft and Structure
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.RI.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.RI.5.	Describe the overall structure (e.g., chronology, comparison, cause/effect, and problem/solution) of events, ideas, concepts, or information in a text or part of a text.

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

CONCEPT / STANDARD		Integration of Knowledge and Ideas
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.RI.7.	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.Rl.8.	Explain how an author uses reasons and evidence to support particular points in a text.

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

CONCEPT / STANDARD	Range of Reading and Level of Text Complexity	
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PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.RI.10.	By the end of the year, proficiently and independently read and comprehend informational texts, including history/social studies, science, and technical texts, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 4.
STRAND	AZ.4.RF.	Reading Standards: Foundational Skills
CONCEPT / STANDARD		Fluency
PERFORMANC E 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.W.	Writing Standards
CONCEPT / STANDARD		Research to Build and Present Knowledge
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.W.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes, categorize information, and provide a list of sources.
STRAND	AZ.4.W.	Writing Standards
CONCEPT / STANDARD		Research to Build and Present Knowledge
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research
OBJECTIVE / GRADE LEVEL EXPECTATION	4.W.9.b.	Apply grade 4 Reading standards to informational texts.
STRAND	AZ.4.SL.	Speaking and Listening Standards
CONCEPT / STANDARD		Comprehension and Collaboration

PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly
OBJECTIVE / GRADE LEVEL EXPECTATION	4.SL.1.a.	Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion
OBJECTIVE / GRADE LEVEL EXPECTATION	4.SL.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles
OBJECTIVE / GRADE LEVEL EXPECTATION	4.SL.1.c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others
OBJECTIVE / GRADE LEVEL EXPECTATION	4.SL.1.d.	Review the key ideas expressed and explain their own ideas and understanding based on the discussion.
STRAND	AZ.4.SL.	Speaking and Listening Standards
CONCEPT / STANDARD		Comprehension and Collaboration
PERFORMANC E OBJECTIVE /	4.SL.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually,
PROFICIENCY LEVEL		quantitatively, and orally.
PROFICIENCY LEVEL	AZ.4.SL.	quantitatively, and orally. Speaking and Listening Standards
PROFICIENCY LEVEL	AZ.4.SL.	
PROFICIENCY LEVEL STRAND CONCEPT /	AZ.4.SL. 4.SL.4.	Speaking and Listening Standards

STRAND AZ.4.L. Language Standards

PERFORMANC 4.L.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening PROFICIENCY	CONCEPT / STANDARD		Knowledge of Language
LEVEL	E OBJECTIVE / PROFICIENCY	4.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening

OBJECTIVE /
GRADE LEVEL
EXPECTATION

4.L.3.c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

STRAND	AZ.4.L.	Language Standards	

CONCEPT / STANDARD	Vocabulary Acquisition and Use
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

OBJECTIVE / GRADE LEVEL EXPECTATION 4.L.4.b. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

STRAND AZ.4.L. Language Standards

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

UNIT 2: WRITING FROM NOTES Week 2 Page 17-22

Arizona's College and Career Ready Standards Language Arts

Grade 4 - Adopted: 2016

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

CONCEPT / STANDARD		Key Ideas and Details
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.RI.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.Rl.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.

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

CONCEPT / STANDARD		Craft and Structure
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.RI.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.RI.5.	Describe the overall structure (e.g., chronology, comparison, cause/effect, and problem/solution) of events, ideas, concepts, or information in a text or part of a text.

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

CONCEPT / STANDARD		Integration of Knowledge and Ideas
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.RI.7.	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.Rl.8.	Explain how an author uses reasons and evidence to support particular points in a text.
STRAND	AZ.4.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Range of Reading and Level of Text Complexity
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.RI.10.	By the end of the year, proficiently and independently read and comprehend informational texts, including history/social studies, science, and technical texts, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 4.
STRAND	AZ.4.RF.	Reading Standards: Foundational Skills
CONCEPT / STANDARD		Fluency
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.RF.4.	Read with sufficient accuracy and fluency to support comprehension
OBJECTIVE / GRADE LEVEL EXPECTATION	4.RF.4.a.	Read grade-level text with purpose and understanding
OBJECTIVE / GRADE LEVEL EXPECTATION	4.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND	AZ.4.W.	Writing Standards
CONCEPT / STANDARD		Text Types and Purposes
PERFORMANC E OBJECTIVE /	4.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly

CONCEPT / STANDARD		Text Types and Purposes
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly
OBJECTIVE / GRADE LEVEL EXPECTATION	4.W.2.a.	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension
OBJECTIVE / GRADE LEVEL EXPECTATION	4.W.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic
OBJECTIVE / GRADE LEVEL	4.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic

EXPECTATION

OBJECTIVE /
GRADE LEVEL
EXPECTATION

4.W.2.e. Provide a concluding statement or section related to the information or explanation presented.

STRAND AZ.4.W. Writing Standards

CONCEPT / STANDARD		Production and Distribution of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.W.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above).
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.W.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4).
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.W.6.	With some guidance and support from adults, use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to complete a writing task.

STRAND AZ.4.W. Writing Standards

CONCEPT / STANDARD		Research to Build and Present Knowledge
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.W.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes, categorize information, and provide a list of sources.

STRAND AZ.4.W. Writing Standards

CONCEPT / STANDARD		Research to Build and Present Knowledge
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research

OBJECTIVE / GRADE LEVEL EXPECTATION 4.W.9.b. Apply grade 4 Reading standards to informational texts.

STRAND AZ.4.W. Writing Standards

CONCEPT / STANDARD		Range of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

STRAND AZ.4.SL. Speaking and Listening Standards

CONCEPT / STANDARD		Comprehension and Collaboration
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly
OBJECTIVE / GRADE LEVEL EXPECTATION	4.SL.1.a.	Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion
OBJECTIVE / GRADE LEVEL EXPECTATION	4.SL.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles
OBJECTIVE / GRADE LEVEL EXPECTATION	4.SL.1.c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others
OBJECTIVE / GRADE LEVEL EXPECTATION	4.SL.1.d.	Review the key ideas expressed and explain their own ideas and understanding based on the discussion.

STRAND AZ.4.SL. Speaking and Listening Standards

CONCEPT / STANDARD		Comprehension and Collaboration
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.SL.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

STRAND AZ.4.SL. Speaking and Listening Standards

CONCEPT / STANDARD		Presentation of Knowledge and Ideas
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.SL.4.	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.SL.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 and 3 for specific expectations).

STRAND AZ.4.L. Language Standards

CONCEPT / STANDARD	Conventions of Standard English
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking

OBJECTIVE / 4.L.1.h. Write and organize one or more paragraphs that contain: a topic sentence, supporting details, and a conclusion that is appropriate to the writing task. (Construction of paragraph(s) should demonstrate command of Writing standards 1-8XPECTATION 3.)

STRAND	AZ.4.L.	Language Standards
CONCEPT / STANDARD		Knowledge of Language
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.3.a.	Choose words and phrases to convey ideas precisely

OBJECTIVE / **GRADE LEVEL EXPECTATION**

discourse is appropriate (e.g., small-group discussion).

Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal

STRAND AZ.4.L. Language Standards

4.L.3.c.

CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E 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** Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

STRAND AZ.4.L. Language Standards

4.L.4.b.

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).

UNIT 2: WRITING FROM NOTES Week 3 Page 23-30

Arizona's College and Career Ready Standards Language Arts Grade 4 - Adopted: 2016

STRAND AZ.4.RL. Reading Standards for Literature

CONCEPT / STANDARD		Key Ideas and Details
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.RL.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
PERFORMANC	4.RL.2.	Determine a theme of a story, drama, or poem from details in the text; summarize the text.

E OBJECTIVE / PROFICIENCY LEVEL

PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.RL.3.	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).				
STRAND	AZ.4.RL.	reading Standards for Literature				
CONCEPT / STANDARD		Craft and Structure				
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.RL.5.	Explain the overall structure and major differences between poetry, drama, and prose.				
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.RL.6.	Compare and contrast the point of view from which different stories are narrated, including the difference between first-and third-person narrations.				
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				
PERFORMANC E 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				

STRAND AZ.4.W. Writing Standards

CONCEPT / STANDARD	Text Types and Purposes
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL 4.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences

OBJECTIVE / GRADE LEVEL EXPECTATION

4.W.3.a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally

OBJECTIVE / GRADE LEVEL EXPECTATION	4.W.3.b.	Use dialogue and description to develop experiences and events or show the responses of characters to situations
OBJECTIVE / GRADE LEVEL EXPECTATION	4.W.3.d.	Use concrete words and phrases and sensory details to convey experiences and events precisely
OBJECTIVE / GRADE LEVEL EXPECTATION	4.W.3.e.	Provide a conclusion that follows from the narrated experiences or events.

STRAND AZ.4.W. Writing Standards

CONCEPT / STANDARD		Production and Distribution of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.W.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above).
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.W.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4).
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.W.6.	With some guidance and support from adults, use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to complete a writing task.

STRAND AZ.4.W. Writing Standards

CONCEPT / STANDARD		Research to Build and Present Knowledge
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.W.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes, categorize information, and provide a list of sources.

STRAND AZ.4.W. Writing Standards

CONCEPT / STANDARD	Research to Build and Present Knowledge
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	Draw evidence from literary or informational texts to support analysis, reflection, and research

OBJECTIVE /
GRADE LEVEL
EXPECTATION

4.W.9.a. Apply grade 4 Reading standards to literature.

STRAND AZ.4.W. Writing Standards

CONCEPT / STANDARD		Range of Writing			
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.			
STRAND	AZ.4.SL.	Speaking and Listening Standards			
CONCEPT / STANDARD		Comprehension and Collaboration			
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly			
OBJECTIVE / GRADE LEVEL EXPECTATION	4.SL.1.a.	Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion			
OBJECTIVE / GRADE LEVEL EXPECTATION	4.SL.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles			
OBJECTIVE / GRADE LEVEL EXPECTATION	4.SL.1.c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others			
OBJECTIVE / GRADE LEVEL EXPECTATION	4.SL.1.d.	Review the key ideas expressed and explain their own ideas and understanding based on the discussion.			
STRAND	AZ.4.SL.	Speaking and Listening Standards			
CONCEPT / STANDARD		Comprehension and Collaboration			
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.SL.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.			
STRAND	AZ.4.SL.	Speaking and Listening Standards			
CONCEPT / STANDARD		Presentation of Knowledge and Ideas			
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.SL.4.	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.			
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.SL.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 and 3 for specific expectations).			

STRAND AZ.4.L. Language Standards

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

STRAND	AZ.4.L.	Language Standards	-

PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL Determine or clarify the meaning of unknown and multiple-mea 4 reading and content, choosing flexibly from a range of strat	

OBJECTIVE /
GRADE LEVEL
EXPECTATION

4.L.4.b. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

STRAND AZ.4.L. Language Standards

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

UNIT 2: WRITING FROM NOTES Week 4 Page 31-38

Arizona's College and Career Ready Standards Language Arts

Grade 4 - Adopted: 2016

STRAND AZ.4.RL. Reading Standards for Literature

CONCEPT / STANDARD		Key Ideas and Details
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.RL.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.RL.2.	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.RL.3.	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

STRAND AZ.4.RL. Reading Standards for Literature

CONCEPT / STANDARD		Craft and Structure
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.RL.5.	Explain the overall structure and major differences between poetry, drama, and prose.

PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.RL.6.	Compare and contrast the point of view from which different stories are narrated, including the difference between first-and third-person narrations.
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
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.RF.4.	Read with sufficient accuracy and fluency to support comprehension
OBJECTIVE / GRADE LEVEL EXPECTATION	4.RF.4.a.	Read grade-level text with purpose and understanding
OBJECTIVE / GRADE LEVEL EXPECTATION	4.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND	AZ.4.W.	Writing Standards
CONCEPT / STANDARD		Text Types and Purposes
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences
OBJECTIVE / GRADE LEVEL EXPECTATION	4.W.3.a.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally
OBJECTIVE / GRADE LEVEL EXPECTATION	4.W.3.b.	Use dialogue and description to develop experiences and events or show the responses of characters to situations
OBJECTIVE / GRADE LEVEL EXPECTATION	4.W.3.d.	Use concrete words and phrases and sensory details to convey experiences and events precisely

4.W.3.e. Provide a conclusion that follows from the narrated experiences or events.

STRAND AZ.4.W. Writing Standards

OBJECTIVE /

GRADE LEVEL EXPECTATION

CONCEPT / STANDARD		Production and Distribution of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.W.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above).
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.W.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4).
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.W.6.	With some guidance and support from adults, use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to complete a writing task.
STRAND	AZ.4.W.	Writing Standards
CONCEPT / STANDARD		Research to Build and Present Knowledge
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.W.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes, categorize information, and provide a list of sources.
STRAND	AZ.4.W.	Writing Standards
CONCEPT / STANDARD		Research to Build and Present Knowledge
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research
E OBJECTIVE / PROFICIENCY		Draw evidence from literary or informational texts to support analysis, reflection, and research Apply grade 4 Reading standards to literature.
E OBJECTIVE / PROFICIENCY LEVEL OBJECTIVE / GRADE LEVEL	4.W.9.a.	
E OBJECTIVE / PROFICIENCY LEVEL OBJECTIVE / GRADE LEVEL EXPECTATION	4.W.9.a.	Apply grade 4 Reading standards to literature.
E OBJECTIVE / PROFICIENCY LEVEL OBJECTIVE / GRADE LEVEL EXPECTATION STRAND CONCEPT /	4.W.9.a.	Apply grade 4 Reading standards to literature. Writing Standards
E OBJECTIVE / PROFICIENCY LEVEL OBJECTIVE / GRADE LEVEL EXPECTATION STRAND CONCEPT / STANDARD PERFORMANC E OBJECTIVE / PROFICIENCY	4.W.9.a. AZ.4.W. 4.W.10.	Apply grade 4 Reading standards to literature. Writing Standards Range of Writing Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a
E OBJECTIVE / PROFICIENCY LEVEL OBJECTIVE / GRADE LEVEL EXPECTATION STRAND CONCEPT / STANDARD PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.W.9.a. AZ.4.W. 4.W.10.	Apply grade 4 Reading standards to literature. Writing Standards Range of Writing Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

OBJECTIVE / GRADE LEVEL EXPECTATION	4.SL.1.a.	Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion
OBJECTIVE / GRADE LEVEL EXPECTATION	4.SL.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles
OBJECTIVE / GRADE LEVEL EXPECTATION	4.SL.1.c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others
OBJECTIVE / GRADE LEVEL EXPECTATION	4.SL.1.d.	Review the key ideas expressed and explain their own ideas and understanding based on the discussion.

STRAND AZ.4.SL. Speaking and Listening Standards

CONCEPT / STANDARD		Comprehension and Collaboration
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.SL.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

STRAND AZ.4.SL. Speaking and Listening Standards

CONCEPT / STANDARD		Presentation of Knowledge and Ideas
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.SL.4.	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.SL.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 and 3 for specific expectations).

STRAND AZ.4.L. Language Standards

CONCEPT / STANDARD		Conventions of Standard English
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.L.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.1.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.1.h.	Write and organize one or more paragraphs that contain: a topic sentence, supporting details, and a conclusion that is appropriate to the writing task. (Construction of paragraph(s) should demonstrate command of Writing standards 1-3.)

STRAND	AZ.4.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANC E 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
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.3.a.	Choose words and phrases to convey ideas precisely
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.3.b.	Choose punctuation for effect
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.3.c.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
STRAND	AZ.4.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.4.b.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
STRAND	AZ.4.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use

PERFORMANC Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases, including 4.L.6. E OBJECTIVE / those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic **PROFICIENCY** to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation). **LEVEL** UNIT 2: WRITING FROM NOTES Week 5 Page 39-46 Arizona's College and Career Ready Standards Language Arts Grade 4 - Adopted: 2016 **STRAND** AZ.4.RI. Reading Standards for Informational Text CONCEPT / **Key Ideas and Details STANDARD PERFORMANC** 4.RI.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. E OBJECTIVE / **PROFICIENCY LEVEL PERFORMANC** 4.RI.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text. E OBJECTIVE / **PROFICIENCY LEVEL** STRAND AZ.4.RI. Reading Standards for Informational Text CONCEPT / Craft and Structure **STANDARD PERFORMANC** 4 RI 4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 E OBJECTIVE / topic or subject area. **PROFICIENCY LEVEL** Describe the overall structure (e.g., chronology, comparison, cause/effect, and problem/solution) of events, ideas, **PERFORMANC** 4.RI.5 E OBJECTIVE / concepts, or information in a text or part of a text. **PROFICIENCY LEVEL** STRAND AZ.4.RI. Reading Standards for Informational Text CONCEPT / Integration of Knowledge and Ideas **STANDARD** PERFORMANC 4.RI.7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, E OBJECTIVE / animations, or interactive elements on Web pages) and explain how the information contributes to an understanding **PROFICIENCY** of the text in which it appears. LEVEL **PERFORMANC** 4.RI.8. Explain how an author uses reasons and evidence to support particular points in a text. F OBJECTIVE / **PROFICIENCY LEVEL**

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

CONCEPT / STANDARD	Range of Reading and Level of Text Complexity

PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.RI.10.	By the end of the year, proficiently and independently read and comprehend informational texts, including history/social studies, science, and technical texts, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 4.
STRAND	AZ.4.RF.	Reading Standards: Foundational Skills
CONCEPT / STANDARD		Fluency
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.RF.4.	Read with sufficient accuracy and fluency to support comprehension
OBJECTIVE / GRADE LEVEL EXPECTATION	4.RF.4.a.	Read grade-level text with purpose and understanding
OBJECTIVE / GRADE LEVEL EXPECTATION	4.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND	AZ.4.W.	Writing Standards
CONCEPT / STANDARD		Text Types and Purposes
	4.W.2.	Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas and information clearly
PERFORMANC E OBJECTIVE / PROFICIENCY		
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL OBJECTIVE / GRADE LEVEL		Write informative/explanatory texts to examine a topic and convey ideas and information clearly Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g.,
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL OBJECTIVE / GRADE LEVEL EXPECTATION OBJECTIVE / GRADE LEVEL	4.W.2.a.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL OBJECTIVE / GRADE LEVEL EXPECTATION OBJECTIVE / GRADE LEVEL EXPECTATION OBJECTIVE / GRADE LEVEL EXPECTATION	4.W.2.b. 4.W.2.d.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL OBJECTIVE / GRADE LEVEL EXPECTATION OBJECTIVE / GRADE LEVEL EXPECTATION OBJECTIVE / GRADE LEVEL EXPECTATION	4.W.2.b. 4.W.2.d.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic Use precise language and domain-specific vocabulary to inform about or explain the topic

CONCEPT / STANDARD		Production and Distribution of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.W.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above).
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.W.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4).

PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.W.6.	With some guidance and support from adults, use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to complete a writing task.
STRAND	AZ.4.W.	Writing Standards
CONCEPT / STANDARD		Research to Build and Present Knowledge
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.W.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes, categorize information, and provide a list of sources.
STRAND	AZ.4.W.	Writing Standards
CONCEPT / STANDARD		Research to Build and Present Knowledge
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research
OBJECTIVE / GRADE LEVEL EXPECTATION	4.W.9.b.	Apply grade 4 Reading standards to informational texts.
STRAND	AZ.4.W.	Writing Standards
CONCEPT / STANDARD		Range of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND	AZ.4.SL.	Speaking and Listening Standards
CONCEPT / STANDARD		Comprehension and Collaboration
PERFORMANC E 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 /	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

GRADE LEVEL

EXPECTATION

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

Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing

PROFICIENCY LEVEL

4.L.2.a.

Use correct capitalization

4.L.2.

PERFORMANC

E OBJECTIVE /

OBJECTIVE /

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

UNIT 3: RETELLING NARRATIVE STORIES Week 6 Page 47-52

Arizona's College and Career Ready Standards
Language Arts
Grade 4 - Adopted: 2016

STRAND AZ.4.RL. Reading Standards for Literature

CONCEPT / STANDARD	Key Ideas and Details	
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PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.RL.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.RL.2.	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.RL.3.	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

STRAND AZ.4.RL. Reading Standards for Literature

CONCEPT / STANDARD		Craft and Structure
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.RL.5.	Explain the overall structure and major differences between poetry, drama, and prose.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.RL.6.	Compare and contrast the point of view from which different stories are narrated, including the difference between first-and third-person narrations.

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
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.RF.4.	Read with sufficient accuracy and fluency to support comprehension
OBJECTIVE / GRADE LEVEL EXPECTATION	4.RF.4.a.	Read grade-level text with purpose and understanding
OBJECTIVE / GRADE LEVEL EXPECTATION	4.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

STRAND AZ.4.W. Writing Standards

CONCEPT / STANDARD		Text Types and Purposes
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences
OBJECTIVE / GRADE LEVEL EXPECTATION	4.W.3.a.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally
OBJECTIVE / GRADE LEVEL EXPECTATION	4.W.3.b.	Use dialogue and description to develop experiences and events or show the responses of characters to situations
OBJECTIVE / GRADE LEVEL EXPECTATION	4.W.3.d.	Use concrete words and phrases and sensory details to convey experiences and events precisely
OBJECTIVE / GRADE LEVEL EXPECTATION	4.W.3.e.	Provide a conclusion that follows from the narrated experiences or events.

STRAND AZ.4.W. Writing Standards

CONCEPT / STANDARD		Production and Distribution of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.W.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above).
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.W.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4).
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.W.6.	With some guidance and support from adults, use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to complete a writing task.

STRAND AZ.4.W. Writing Standards

CONCEPT / STANDARD		Research to Build and Present Knowledge
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.W.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes, categorize information, and provide a list of sources.

STRAND AZ.4.W. Writing Standards

CONCEPT / STANDARD	Research to Build and Present Knowledge	
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PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research
OBJECTIVE / GRADE LEVEL EXPECTATION	4.W.9.a.	Apply grade 4 Reading standards to literature.
STRAND	AZ.4.W.	Writing Standards
CONCEPT / STANDARD		Range of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND	AZ.4.SL.	Speaking and Listening Standards
CONCEPT / STANDARD		Comprehension and Collaboration
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly
OBJECTIVE / GRADE LEVEL EXPECTATION	4.SL.1.a.	Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion
OBJECTIVE / GRADE LEVEL EXPECTATION	4.SL.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles
OBJECTIVE / GRADE LEVEL EXPECTATION	4.SL.1.c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others
OBJECTIVE / GRADE LEVEL EXPECTATION	4.SL.1.d.	Review the key ideas expressed and explain their own ideas and understanding based on the discussion.
STRAND	AZ.4.SL.	Speaking and Listening Standards
CONCEPT / STANDARD		Comprehension and Collaboration
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.SL.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STRAND	AZ.4.SL.	Speaking and Listening Standards
CONCEPT / STANDARD		Presentation of Knowledge and Ideas

PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.SL.4.	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.SL.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 and 3 for specific expectations).
STRAND	AZ.4.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.L.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.1.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.1.h.	Write and organize one or more paragraphs that contain: a topic sentence, supporting details, and a conclusion that is appropriate to the writing task. (Construction of paragraph(s) should demonstrate command of Writing standards 1-3.)
STRAND	AZ.4.L.	Language Standards
CONCEPT / STANDARD	AZ.4.L.	Language Standards Conventions of Standard English
CONCEPT /	4.L.2.	
CONCEPT / STANDARD PERFORMANC E OBJECTIVE / PROFICIENCY		Conventions of Standard English Demonstrate command of the conventions of Standard English capitalization, punctuation, and
CONCEPT / STANDARD PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL OBJECTIVE / GRADE LEVEL	4.L.2.	Conventions of Standard English Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing
CONCEPT / STANDARD PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL OBJECTIVE / GRADE LEVEL EXPECTATION OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.2. 4.L.2.a.	Conventions of Standard English Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing Use correct capitalization
CONCEPT / STANDARD PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL OBJECTIVE / GRADE LEVEL EXPECTATION OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.2.a. 4.L.2.d.	Conventions of Standard English Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing Use correct capitalization Spell grade-appropriate words correctly, consulting references as needed.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL OBJECTIVE / GRADE LEVEL EXPECTATION OBJECTIVE / GRADE LEVEL EXPECTATION STRAND CONCEPT /	4.L.2.a. 4.L.2.d.	Conventions of Standard English Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing Use correct capitalization Spell grade-appropriate words correctly, consulting references as needed. Language Standards

OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.3.b.	Choose punctuation for effect
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.3.c.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

STRAND AZ.4.L. Language Standards

CONCEPT / STANDARD	Vocabulary Acquisition and Use
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	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 Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

STRAND AZ.4.L. Language Standards

4.L.4.b.

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).

UNIT 3: RETELLING NARRATIVE STORIES Week 7 Page 53-60

Arizona's College and Career Ready Standards Language Arts

Grade 4 - Adopted: 2016

STRAND AZ.4.RL. Reading Standards for Literature

CONCEPT / STANDARD		Key Ideas and Details
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.RL.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.RL.2.	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.RL.3.	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

STRAND AZ.4.RL. Reading Standards for Literature

CONCEPT / STANDARD		Craft and Structure
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.RL.5.	Explain the overall structure and major differences between poetry, drama, and prose.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.RL.6.	Compare and contrast the point of view from which different stories are narrated, including the difference between first-and third-person narrations.
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
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.RF.4.	Read with sufficient accuracy and fluency to support comprehension
OBJECTIVE / GRADE LEVEL EXPECTATION	4.RF.4.a.	Read grade-level text with purpose and understanding
OBJECTIVE / GRADE LEVEL EXPECTATION	4.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND	AZ.4.W.	Writing Standards
CONCEPT / STANDARD		Text Types and Purposes
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences
OBJECTIVE / GRADE LEVEL EXPECTATION	4.W.3.a.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally
OBJECTIVE / GRADE LEVEL EXPECTATION	4.W.3.b.	Use dialogue and description to develop experiences and events or show the responses of characters to situations

OBJECTIVE / 4.W.3.d. Use concrete words and phrases and sensory details to convey experiences and events precisely

GRADE LEVEL EXPECTATION

OBJECTIVE / **GRADE LEVEL EXPECTATION**

4.W.3.e. Provide a conclusion that follows from the narrated experiences or events.

STRAND	AZ.4.W.	Writing Standards	
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CONCEPT / STANDARD		Production and Distribution of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.W.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above).
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.W.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4).
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.W.6.	With some guidance and support from adults, use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to complete a writing task.

STRAND AZ.4.W. Writing Standards

CONCEPT / STANDARD		Research to Build and Present Knowledge
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.W.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes, categorize information, and provide a list of sources.

STRAND AZ.4.W. Writing Standards

CONCEPT / STANDARD		Research to Build and Present Knowledge
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research

OBJECTIVE / GRADE LEVEL **EXPECTATION** 4.W.9.a. Apply grade 4 Reading standards to literature.

AZ.4.W. Writing Standards STRAND

CONCEPT / STANDARD		Range of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

STRAND AZ.4.SL. Speaking and Listening Standards

CONCEPT / STANDARD		Comprehension and Collaboration
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly
OBJECTIVE / GRADE LEVEL EXPECTATION	4.SL.1.a.	Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion
OBJECTIVE / GRADE LEVEL EXPECTATION	4.SL.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles
OBJECTIVE / GRADE LEVEL EXPECTATION	4.SL.1.c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others
OBJECTIVE / GRADE LEVEL EXPECTATION	4.SL.1.d.	Review the key ideas expressed and explain their own ideas and understanding based on the discussion.

STRAND AZ.4.SL. Speaking and Listening Standards

CONCEPT / STANDARD		Comprehension and Collaboration
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.SL.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

STRAND AZ.4.SL. Speaking and Listening Standards

CONCEPT / STANDARD		Presentation of Knowledge and Ideas
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.SL.4.	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.SL.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 and 3 for specific expectations).

STRAND AZ.4.L. Language Standards

CONCEPT / STANDARD	Conventions of Standard English
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking

OBJECTIVE /
GRADE LEVEL
EXPECTATION

4.L.1.f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons

OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.1.h.	Write and organize one or more paragraphs that contain: a topic sentence, supporting details, and a conclusion that is appropriate to the writing task. (Construction of paragraph(s) should demonstrate command of Writing standards 1-3.)
STRAND	AZ.4.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANC E 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
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.3.a.	Choose words and phrases to convey ideas precisely
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.3.b.	Choose punctuation for effect
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.3.c.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
STRAND	AZ.4.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.4.b.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
STRAND	AZ.4.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use

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

LEVEL

UNIT 3: RETELLING NARRATIVE STORIES Week 8 Page 61-70

Arizona's College and Career Ready Standards Language Arts

Grade 4 - Adopted: 2016

CONCEPT / STANDARD		Key Ideas and Details
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.RL.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.RL.2.	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.RL.3.	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

STRAND AZ.4.RL. Reading Standards for Literature

CONCEPT / STANDARD		Craft and Structure
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.RL.5.	Explain the overall structure and major differences between poetry, drama, and prose.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.RL.6.	Compare and contrast the point of view from which different stories are narrated, including the difference between first-and third-person narrations.

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	FI	luency		

PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.RF.4.	Read with sufficient accuracy and fluency to support comprehension
OBJECTIVE / GRADE LEVEL EXPECTATION	4.RF.4.a.	Read grade-level text with purpose and understanding
OBJECTIVE / GRADE LEVEL EXPECTATION	4.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

STRAND AZ.4.W. Writing Standards

CONCEPT / STANDARD		Text Types and Purposes
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences
OBJECTIVE / GRADE LEVEL EXPECTATION	4.W.3.a.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally
OBJECTIVE / GRADE LEVEL EXPECTATION	4.W.3.b.	Use dialogue and description to develop experiences and events or show the responses of characters to situations
OBJECTIVE / GRADE LEVEL EXPECTATION	4.W.3.d.	Use concrete words and phrases and sensory details to convey experiences and events precisely
OBJECTIVE / GRADE LEVEL EXPECTATION	4.W.3.e.	Provide a conclusion that follows from the narrated experiences or events.

STRAND AZ.4.W. Writing Standards

OTTAILE	742.4.00	Witting Standards
CONCEPT / STANDARD		Production and Distribution of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.W.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above).
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.W.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4).
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.W.6.	With some guidance and support from adults, use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to complete a writing task.

STRAND AZ.4.W. Writing Standards

CONCEPT / STANDARD		Research to Build and Present Knowledge
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.W.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes, categorize information, and provide a list of sources.
STRAND	AZ.4.W.	Writing Standards
CONCEPT / STANDARD		Research to Build and Present Knowledge
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research
OBJECTIVE / GRADE LEVEL EXPECTATION	4.W.9.a.	Apply grade 4 Reading standards to literature.
STRAND	AZ.4.W.	Writing Standards
CONCEPT / STANDARD		Range of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND	AZ.4.SL.	Speaking and Listening Standards
STRAND CONCEPT / STANDARD	AZ.4.SL.	Speaking and Listening Standards Comprehension and Collaboration
CONCEPT /	AZ.4.SL. 4.SL.1.	
CONCEPT / STANDARD PERFORMANC E 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' ideas and expressing their own
CONCEPT / STANDARD PERFORMANC E 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 preparation and
CONCEPT / STANDARD PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL OBJECTIVE / GRADE LEVEL EXPECTATION OBJECTIVE / GRADE LEVEL	4.SL.1. 4.SL.1.a.	Comprehension and Collaboration Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion
CONCEPT / STANDARD PERFORMANC E 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 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
CONCEPT / STANDARD PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL OBJECTIVE / GRADE LEVEL EXPECTATION OBJECTIVE / GRADE LEVEL EXPECTATION OBJECTIVE / GRADE LEVEL EXPECTATION OBJECTIVE / GRADE LEVEL EXPECTATION	4.SL.1.a. 4.SL.1.b. 4.SL.1.c.	Comprehension and Collaboration Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion Follow agreed-upon rules for discussions and carry out assigned roles Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others

PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.SL.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STRAND	AZ.4.SL.	Speaking and Listening Standards
CONCEPT / STANDARD		Presentation of Knowledge and Ideas
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.SL.4.	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.SL.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 and 3 for specific expectations).
STRAND	AZ.4.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.L.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.1.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.1.h.	Write and organize one or more paragraphs that contain: a topic sentence, supporting details, and a conclusion that is appropriate to the writing task. (Construction of paragraph(s) should demonstrate command of Writing standards 1-3.)
STRAND	AZ.4.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANC E 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

PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.3.a.	Choose words and phrases to convey ideas precisely
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.3.b.	Choose punctuation for effect
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.3.c.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
STRAND	AZ.4.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.4.b.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

STRAND AZ.4.L. Language Standards

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

UNIT 4: SUMMARIZING A REFERENCE Week 10 Page 81-90

Arizona's College and Career Ready Standards Language Arts

Grade 4 - Adopted: 2016

CONCEPT / STANDARD		Key Ideas and Details
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.RI.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.RI.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.

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

CONCEPT / STANDARD		Craft and Structure
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.RI.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.RI.5.	Describe the overall structure (e.g., chronology, comparison, cause/effect, and problem/solution) of events, ideas, concepts, or information in a text or part of a text.

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

CONCEPT / STANDARD		Integration of Knowledge and Ideas
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.RI.7.	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.RI.8.	Explain how an author uses reasons and evidence to support particular points in a text.

AZ.4.RI. Reading Standards for Informational Text

STRAND

CONCEPT / STANDARD		Range of Reading and Level of Text Complexity
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.RI.10.	By the end of the year, proficiently and independently read and comprehend informational texts, including history/social studies, science, and technical texts, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 4.

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

CONCEPT / STANDARD		Fluency
PERFORMANC E 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.

CONCEPT / STANDARD		Text Types and Purposes
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly
OBJECTIVE / GRADE LEVEL EXPECTATION	4.W.2.a.	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension
OBJECTIVE / GRADE LEVEL EXPECTATION	4.W.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic
OBJECTIVE / GRADE LEVEL EXPECTATION	4.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic
STRAND	AZ.4.W.	Writing Standards
CONCEPT / STANDARD		Production and Distribution of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.W.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above).
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.W.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4).
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.W.6.	With some guidance and support from adults, use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to complete a writing task.
STRAND	AZ.4.W.	Writing Standards
CONCEPT / STANDARD		Research to Build and Present Knowledge
PERFORMANC E OBJECTIVE /	4.W.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes, categorize information, and provide a list of sources.

CONCEPT / STANDARD		Research to Build and Present Knowledge
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.W.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes, categorize information, and provide a list of sources.

AZ.4.W. Writing Standards STRAND

CONCEPT / STANDARD	Research to Build and Present Knowledge
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	Draw evidence from literary or informational texts to support analysis, reflection, and research

OBJECTIVE / GRADE LEVEL EXPECTATION	4.W.9.b.	Apply grade 4 Reading standards to informational texts.
STRAND	AZ.4.W.	Writing Standards
CONCEPT / STANDARD		Range of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND	AZ.4.SL.	Speaking and Listening Standards
CONCEPT / STANDARD		Comprehension and Collaboration
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.SL.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STRAND	AZ.4.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.L.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.1.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.1.h.	Write and organize one or more paragraphs that contain: a topic sentence, supporting details, and a conclusion that is appropriate to the writing task. (Construction of paragraph(s) should demonstrate command of Writing standards 1-3.)
STRAND	AZ.4.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANC E 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
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.3.a.	Choose words and phrases to convey ideas precisely
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.3.b.	Choose punctuation for effect

STRAND AZ.4.L. Language Standards

CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E 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 Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

STRAND AZ.4.L. Language Standards

4.L.4.b.

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).

UNIT 4: SUMMARIZING A REFERENCE Week 11 Page 91-96

Arizona's College and Career Ready Standards Language Arts

Grade 4 - Adopted: 2016

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

CONCEPT / STANDARD		Key Ideas and Details
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.RI.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.RI.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.

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

CONCEPT / STANDARD		Craft and Structure
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.RI.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.RI.5.	Describe the overall structure (e.g., chronology, comparison, cause/effect, and problem/solution) of events, ideas, concepts, or information in a text or part of a text.

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

CONCEPT / STANDARD		Integration of Knowledge and Ideas
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.RI.7.	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.RI.8.	Explain how an author uses reasons and evidence to support particular points in a text.

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

CONCEPT / STANDARD		Range of Reading and Level of Text Complexity
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.RI.10.	By the end of the year, proficiently and independently read and comprehend informational texts, including history/social studies, science, and technical texts, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 4.

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

CONCEPT / STANDARD		Fluency
PERFORMANC E 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.

STANDARD	CONCEPT / STANDARD	Text Types and Purposes		
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PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly
OBJECTIVE / GRADE LEVEL EXPECTATION	4.W.2.a.	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension
OBJECTIVE / GRADE LEVEL EXPECTATION	4.W.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic
OBJECTIVE / GRADE LEVEL EXPECTATION	4.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic
STRAND	AZ.4.W.	Writing Standards
CONCEPT / STANDARD		Production and Distribution of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.W.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above).
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.W.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4).
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.W.6.	With some guidance and support from adults, use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to complete a writing task.
STRAND	AZ.4.W.	Writing Standards
CONCEPT / STANDARD		Research to Build and Present Knowledge
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.W.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes, categorize information, and provide a list of sources.

STRAND AZ.4.W. Writing Standards

CONCEPT / STANDARD	Research to Build and Present Knowledge
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	Draw evidence from literary or informational texts to support analysis, reflection, and research

OBJECTIVE /
GRADE LEVEL
EXPECTATION

OBJECTIVE / 4.W.9.b. Apply grade 4 Reading standards to informational texts.

STRAND	AZ.4.W.	Writing Standards
CONCEPT / STANDARD		Range of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND	AZ.4.SL.	Speaking and Listening Standards
CONCEPT / STANDARD		Comprehension and Collaboration
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.SL.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STRAND	AZ.4.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.L.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.1.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.1.h.	Write and organize one or more paragraphs that contain: a topic sentence, supporting details, and a conclusion that is appropriate to the writing task. (Construction of paragraph(s) should demonstrate command of Writing standards 1-3.)
STRAND	AZ.4.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANC E 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

PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.3.a.	Choose words and phrases to convey ideas precisely
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.3.b.	Choose punctuation for effect
STRAND	AZ.4.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E 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	4.L.4.b.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

STRAND AZ.4.L. Language Standards

EXPECTATION

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 4 - Adopted: 2016

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

CONCEPT / STANDARD		Key Ideas and Details
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.RI.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.RI.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.

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

CONCEPT / STANDARD	Craft and Structure
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PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.Rl.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.RI.5.	Describe the overall structure (e.g., chronology, comparison, cause/effect, and problem/solution) of events, ideas, concepts, or information in a text or part of a text.
STRAND	AZ.4.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Integration of Knowledge and Ideas
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.RI.7.	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.Rl.8.	Explain how an author uses reasons and evidence to support particular points in a text.
STRAND	AZ.4.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Range of Reading and Level of Text Complexity
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.RI.10.	By the end of the year, proficiently and independently read and comprehend informational texts, including history/social studies, science, and technical texts, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 4.
STRAND	AZ.4.RF.	Reading Standards: Foundational Skills
CONCEPT / STANDARD		Fluency
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.RF.4.	Read with sufficient accuracy and fluency to support comprehension
OBJECTIVE / GRADE LEVEL EXPECTATION	4.RF.4.a.	Read grade-level text with purpose and understanding
OBJECTIVE / GRADE LEVEL EXPECTATION	4.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND	AZ.4.W.	Writing Standards
CONCEPT / STANDARD		Text Types and Purposes
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly
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OBJECTIVE / GRADE LEVEL EXPECTATION	4.W.2.a.	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension
OBJECTIVE / GRADE LEVEL EXPECTATION	4.W.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic
OBJECTIVE / GRADE LEVEL EXPECTATION	4.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic

STRAND AZ.4.W. Writing Standards

CONCEPT / STANDARD		Production and Distribution of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.W.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above).
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.W.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4).
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.W.6.	With some guidance and support from adults, use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to complete a writing task.

STRAND AZ.4.W. Writing Standards

CONCEPT / STANDARD		Research to Build and Present Knowledge
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.W.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes, categorize information, and provide a list of sources.

STRAND AZ.4.W. Writing Standards

CONCEPT / STANDARD	Research to Build and Present Knowledge
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	Draw evidence from literary or informational texts to support analysis, reflection, and research

OBJECTIVE /
GRADE LEVEL
EXPECTATION

4.W.9.b. Apply grade 4 Reading standards to informational texts.

CONCEPT / STANDARD		Range of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND	AZ.4.SL.	Speaking and Listening Standards
CONCEPT / STANDARD		Comprehension and Collaboration
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.SL.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STRAND	AZ.4.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.L.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.1.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.1.h.	Write and organize one or more paragraphs that contain: a topic sentence, supporting details, and a conclusion that is appropriate to the writing task. (Construction of paragraph(s) should demonstrate command of Writing standards 1-3.)
STRAND	AZ.4.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANC E 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
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening

OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.3.a.	Choose words and phrases to convey ideas precisely
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.3.b.	Choose punctuation for effect
STRAND	AZ.4.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.4.b.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
STRAND	AZ.4.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.L.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).
E OBJECTIVE / PROFICIENCY	4.L.6.	those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic
E OBJECTIVE / PROFICIENCY	4.L.6.	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).
E OBJECTIVE / PROFICIENCY		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). UNIT 4: SUMMARIZING A REFERENCE Week 9 Page 71-80 Arizona's College and Career Ready Standards Language Arts
E OBJECTIVE / PROFICIENCY LEVEL		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). UNIT 4: SUMMARIZING A REFERENCE Week 9 Page 71-80 Arizona's College and Career Ready Standards Language Arts Grade 4 - Adopted: 2016

CONCEPT / STANDARD		Key Ideas and Details
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.RI.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.Rl.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.

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

CONCEPT / STANDARD	Craft and Structure	
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PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.Rl.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.RI.5.	Describe the overall structure (e.g., chronology, comparison, cause/effect, and problem/solution) of events, ideas, concepts, or information in a text or part of a text.
STRAND	AZ.4.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Integration of Knowledge and Ideas
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.RI.7.	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.RI.8.	Explain how an author uses reasons and evidence to support particular points in a text.
STRAND	AZ.4.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Range of Reading and Level of Text Complexity
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.RI.10.	By the end of the year, proficiently and independently read and comprehend informational texts, including history/social studies, science, and technical texts, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 4.
STRAND	AZ.4.RF.	Reading Standards: Foundational Skills
CONCEPT / STANDARD		Fluency
PERFORMANC E OBJECTIVE I PROFICIENCY LEVEL	4.RF.4.	Read with sufficient accuracy and fluency to support comprehension
OBJECTIVE / GRADE LEVEL EXPECTATION	4.RF.4.a.	Read grade-level text with purpose and understanding
OBJECTIVE / GRADE LEVEL EXPECTATION	4.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND	AZ.4.W.	Writing Standards
CONCEPT / STANDARD		Text Types and Purposes
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly

LEVEL

OBJECTIVE / GRADE LEVEL EXPECTATION	4.W.2.a.	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension
OBJECTIVE / GRADE LEVEL EXPECTATION	4.W.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic
OBJECTIVE / GRADE LEVEL EXPECTATION	4.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic

STRAND AZ.4.W. Writing Standards

CONCEPT / STANDARD		Production and Distribution of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.W.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above).
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.W.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4).
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.W.6.	With some guidance and support from adults, use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to complete a writing task.

STRAND AZ.4.W. Writing Standards

CONCEPT / STANDARD		Research to Build and Present Knowledge
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.W.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes, categorize information, and provide a list of sources.

STRAND AZ.4.W. Writing Standards

CONCEPT / STANDARD	Research to Build and Present Knowledge
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	Draw evidence from literary or informational texts to support analysis, reflection, and research

OBJECTIVE /
GRADE LEVEL
EXPECTATION

4.W.9.b. Apply grade 4 Reading standards to informational texts.

CONCEPT / STANDARD		Range of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND	AZ.4.SL.	Speaking and Listening Standards
CONCEPT / STANDARD		Comprehension and Collaboration
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.SL.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STRAND	AZ.4.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.L.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.1.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.1.h.	Write and organize one or more paragraphs that contain: a topic sentence, supporting details, and a conclusion that is appropriate to the writing task. (Construction of paragraph(s) should demonstrate command of Writing standards 1-3.)
STRAND	AZ.4.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANC E 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
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening

OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.3.a.	Choose words and phrases to convey ideas precisely
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.3.b.	Choose punctuation for effect
STRAND	AZ.4.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.4.b.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
STRAND	AZ.4.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.L.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).
		UNIT 5: WRITING FROM PICTURES Week 13 Page 105-112
		Arizona's College and Career Ready Standards Language Arts Grade 4 - Adopted: 2016
STRAND	AZ.4.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Key Ideas and Details
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.RI.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

CONCEPT / STANDARD		Key Ideas and Details
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.RI.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
PERFORMANC E OBJECTIVE /	4.RI.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.

STRAND	AZ.4.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Craft and Structure

PROFICIENCY LEVEL

PERFORMANC 4.RI.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 E OBJECTIVE / topic or subject area. **PROFICIENCY LEVEL** STRAND AZ.4.RI. Reading Standards for Informational Text CONCEPT / Integration of Knowledge and Ideas **STANDARD** PERFORMANC Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, 4.RI.7. E OBJECTIVE / animations, or interactive elements on Web pages) and explain how the information contributes to an understanding **PROFICIENCY** of the text in which it appears. **LEVEL** PERFORMANC 4.RI.8. Explain how an author uses reasons and evidence to support particular points in a text. E OBJECTIVE / **PROFICIENCY** LEVEL STRAND AZ.4.RI. Reading Standards for Informational Text CONCEPT / Range of Reading and Level of Text Complexity **STANDARD** PERFORMANC 4.RI.10. By the end of the year, proficiently and independently read and comprehend informational texts, including E OBJECTIVE / history/social studies, science, and technical texts, in a text complexity range determined by qualitative and **PROFICIENCY** quantitative measures appropriate to grade 4. I FVFI STRAND AZ.4.RF. Reading Standards: Foundational Skills CONCEPT / Fluency **STANDARD PERFORMANC** 4.RF.4. Read with sufficient accuracy and fluency to support comprehension E OBJECTIVE / **PROFICIENCY LEVEL** OBJECTIVE / 4.RF.4.a. Read grade-level text with purpose and understanding **GRADE LEVEL EXPECTATION** OBJECTIVE / 4.RF.4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. GRADE LEVEL **EXPECTATION STRAND** AZ.4.W. Writing Standards

CONCEPT / STANDARD	Text Types and Purposes
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	Write informative/explanatory texts to examine a topic and convey ideas and information clearly

OBJECTIVE / GRADE LEVEL EXPECTATION

4.W.2.a.

Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension

OBJECTIVE / GRADE LEVEL EXPECTATION	4.W.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic
OBJECTIVE / GRADE LEVEL EXPECTATION	4.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic
STRAND	AZ.4.W.	Writing Standards
CONCEPT / STANDARD		Production and Distribution of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.W.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above).
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.W.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4).
PERFORMANC E OBJECTIVE / PROFICIENCY	4.W.6.	With some guidance and support from adults, use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to complete a writing task.
LEVEL		
STRAND	AZ.4.W.	Writing Standards
	AZ.4.W.	Writing Standards Research to Build and Present Knowledge
STRAND CONCEPT /	AZ.4.W. 4.W.8.	
STRAND CONCEPT / STANDARD PERFORMANC E OBJECTIVE / PROFICIENCY		Research to Build and Present Knowledge Recall relevant information from experiences or gather relevant information from print and digital sources; take notes,
STRAND CONCEPT / STANDARD PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.W.8.	Research to Build and Present Knowledge Recall relevant information from experiences or gather relevant information from print and digital sources; take notes, categorize information, and provide a list of sources.
STRAND CONCEPT / STANDARD PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL STRAND CONCEPT /	4.W.8. AZ.4.W.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes, categorize information, and provide a list of sources. Writing Standards
STRAND CONCEPT / STANDARD PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL STRAND CONCEPT / STANDARD PERFORMANC E OBJECTIVE / PROFICIENCY	4.W.8. AZ.4.W.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes, categorize information, and provide a list of sources. Writing Standards Research to Build and Present Knowledge
STRAND CONCEPT / STANDARD PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL STRAND CONCEPT / STANDARD PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL OBJECTIVE / GRADE LEVEL	4.W.8. AZ.4.W.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes, categorize information, and provide a list of sources. Writing Standards Research to Build and Present Knowledge Draw evidence from literary or informational texts to support analysis, reflection, and research

4.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
AZ.4.SL.	Speaking and Listening Standards
	Comprehension and Collaboration
4.SL.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
AZ.4.L.	Language Standards
	Conventions of Standard English
4.L.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking
4.L.1.d.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag)
4.L.1.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons
4.L.1.h.	Write and organize one or more paragraphs that contain: a topic sentence, supporting details, and a conclusion that is appropriate to the writing task. (Construction of paragraph(s) should demonstrate command of Writing standards 1-3.)
AZ.4.L.	Language Standards
	Conventions of Standard English
4.L.2.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing
4.L.2.a.	Use correct capitalization
4.L.2.d.	Spell grade-appropriate words correctly, consulting references as needed.
AZ.4.L.	Language Standards
	Knowledge of Language
	AZ.4.L. 4.L.1.d. 4.L.1.f. 4.L.1.h. AZ.4.L. 4.L.2.

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

Arizona's College and Career Ready Standards
Language Arts
Grade 4 - Adopted: 2016

AZ.4.RI. Reading Standards for Informational Text

STRAND

CONCEPT / Key Ideas and Details STANDARD
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PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.RI.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.RI.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
STRAND	AZ.4.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Craft and Structure
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.RI.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
STRAND	AZ.4.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Integration of Knowledge and Ideas
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.RI.7.	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.RI.8.	Explain how an author uses reasons and evidence to support particular points in a text.
		Reading Standards for Informational Text
STRAND	AZ.4.RI.	Reading Standards for informational rest

CONCEPT / STANDARD		Range of Reading and Level of Text Complexity
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.RI.10.	By the end of the year, proficiently and independently read and comprehend informational texts, including history/social studies, science, and technical texts, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 4.

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

CONCEPT / STANDARD	Fluency
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	Read with sufficient accuracy and fluency to support comprehension

OBJECTIVE / 4.RF.4.a. Read grade-level text with purpose and understanding GRADE LEVEL EXPECTATION

OBJECTIVE / GRADE LEVEL EXPECTATION	4.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND	AZ.4.W.	Writing Standards
CONCEPT / STANDARD		Text Types and Purposes
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly
OBJECTIVE / GRADE LEVEL EXPECTATION	4.W.2.a.	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension
OBJECTIVE / GRADE LEVEL EXPECTATION	4.W.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic
OBJECTIVE / GRADE LEVEL EXPECTATION	4.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic
STRAND	AZ.4.W.	Writing Standards
CONCEPT / STANDARD		Production and Distribution of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.W.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above).
E OBJECTIVE / PROFICIENCY	4.W.4. 4.W.5.	
E OBJECTIVE / PROFICIENCY LEVEL PERFORMANC E OBJECTIVE / PROFICIENCY		audience. (Grade-specific expectations for writing types are defined in standards 1–3 above). With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including
E OBJECTIVE / PROFICIENCY LEVEL PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL PERFORMANC E OBJECTIVE / PROFICIENCY	4.W.5. 4.W.6.	audience. (Grade-specific expectations for writing types are defined in standards 1–3 above). With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4). With some guidance and support from adults, use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to complete a
E OBJECTIVE / PROFICIENCY LEVEL PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.W.5. 4.W.6.	audience. (Grade-specific expectations for writing types are defined in standards 1–3 above). With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4). With some guidance and support from adults, use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to complete a writing task.

PERFORMANC 4.W.8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes, categorize information, and provide a list of sources. PROFICIENCY LEVEL

STRAND	AZ.4.W.	Writing Standards
CONCEPT / STANDARD		Research to Build and Present Knowledge

PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research
OBJECTIVE / GRADE LEVEL EXPECTATION	4.W.9.b.	Apply grade 4 Reading standards to informational texts.
STRAND	AZ.4.W.	Writing Standards
CONCEPT / STANDARD		Range of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND	AZ.4.SL.	Speaking and Listening Standards
CONCEPT / STANDARD		Comprehension and Collaboration
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.SL.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STRAND	AZ.4.L.	Language Standards
STRAND CONCEPT / STANDARD	AZ.4.L.	Language Standards Conventions of Standard English
CONCEPT /	4.L.1.	
CONCEPT / STANDARD PERFORMANC E OBJECTIVE / PROFICIENCY		Conventions of Standard English Demonstrate command of the conventions of Standard English grammar and usage when writing or
CONCEPT / STANDARD PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL OBJECTIVE / GRADE LEVEL	4.L.1.	Conventions of Standard English Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small
CONCEPT / STANDARD PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL OBJECTIVE / GRADE LEVEL EXPECTATION OBJECTIVE / GRADE LEVEL	4.L.1. 4.L.1.d.	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)
CONCEPT / STANDARD PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL OBJECTIVE / GRADE LEVEL EXPECTATION OBJECTIVE / GRADE LEVEL EXPECTATION OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.1.d. 4.L.1.f.	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) Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons Write and organize one or more paragraphs that contain: a topic sentence, supporting details, and a conclusion that is appropriate to the writing task. (Construction of paragraph(s) should demonstrate command of Writing standards 1-
CONCEPT / STANDARD PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL OBJECTIVE / GRADE LEVEL EXPECTATION OBJECTIVE / GRADE LEVEL EXPECTATION OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.1.d. 4.L.1.f. 4.L.1.h.	Conventions of Standard English Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag) Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons Write and organize one or more paragraphs that contain: a topic sentence, supporting details, and a conclusion that is appropriate to the writing task. (Construction of paragraph(s) should demonstrate command of Writing standards 1-3.)

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
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.3.a.	Choose words and phrases to convey ideas precisely
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.3.b.	Choose punctuation for effect
STRAND	AZ.4.L.	Language Standards
STRAND CONCEPT / STANDARD	AZ.4.L.	Language Standards Vocabulary Acquisition and Use
CONCEPT /	4.L.4.	
CONCEPT / STANDARD PERFORMANC E OBJECTIVE / PROFICIENCY	4.L.4.	Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade
CONCEPT / STANDARD PERFORMANC E 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.
CONCEPT / STANDARD PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL OBJECTIVE / GRADE LEVEL EXPECTATION OBJECTIVE / GRADE LEVEL	4.L.4. 4.L.4.b.	Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. Consult reference materials (e.g., dictionaries, glossaries, thesauri), both print and digital, to find the pronunciation
CONCEPT / STANDARD PERFORMANC E 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.

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Arizona's College and Career Ready Standards Language Arts

Grade 4 - Adopted: 2016

CONCEPT / STANDARD		Key Ideas and Details
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.RL.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.RL.3.	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
STRAND	AZ.4.RL.	Reading Standards for Literature
CONCEPT / STANDARD		Range of Reading and Level of Text Complexity
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.RL.10.	By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 4.
STRAND	AZ.4.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Key Ideas and Details
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.RI.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
PERFORMANC E OBJECTIVE /	4.RI.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.

PROFICIENCY LEVEL

CONCEPT / STANDARD		Craft and Structure
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.RI.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

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

STRAND

AZ.4.RI. Reading Standards for Informational Text

CONCEPT / STANDARD		Integration of Knowledge and Ideas
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.RI.8.	Explain how an author uses reasons and evidence to support particular points in a text.

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

CONCEPT / STANDARD		Range of Reading and Level of Text Complexity
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.RI.10.	By the end of the year, proficiently and independently read and comprehend informational texts, including history/social studies, science, and technical texts, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 4.
STRAND	AZ.4.RF.	Reading Standards: Foundational Skills
CONCEPT / STANDARD		Fluency
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.RF.4.	Read with sufficient accuracy and fluency to support comprehension
OBJECTIVE / GRADE LEVEL EXPECTATION	4.RF.4.a.	Read grade-level text with purpose and understanding
OBJECTIVE / GRADE LEVEL EXPECTATION	4.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND	AZ.4.W.	Writing Standards
CONCEPT / STANDARD		Text Types and Purposes
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences
OBJECTIVE / GRADE LEVEL EXPECTATION	4.W.3.a.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally
OBJECTIVE / GRADE LEVEL EXPECTATION	4.W.3.b.	Use dialogue and description to develop experiences and events or show the responses of characters to situations
OBJECTIVE / GRADE LEVEL EXPECTATION	4.W.3.d.	Use concrete words and phrases and sensory details to convey experiences and events precisely
STRAND	AZ.4.W.	Writing Standards
CONCEPT / STANDARD		Production and Distribution of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.W.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above).
PERFORMANC E OBJECTIVE / PROFICIENCY	4.W.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4).

E OBJECTIVE / PROFICIENCY

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grade 4).

PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.W.6.	With some guidance and support from adults, use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to complete a writing task.
STRAND	AZ.4.W.	Writing Standards
CONCEPT / STANDARD		Research to Build and Present Knowledge
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research
OBJECTIVE / GRADE LEVEL EXPECTATION	4.W.9.a.	Apply grade 4 Reading standards to literature.
OBJECTIVE / GRADE LEVEL EXPECTATION	4.W.9.b.	Apply grade 4 Reading standards to informational texts.
STRAND	AZ.4.W.	Writing Standards
CONCEPT / STANDARD		Range of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND	AZ.4.SL.	Speaking and Listening Standards
CONCEPT / STANDARD		Comprehension and Collaboration
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.SL.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STRAND	AZ.4.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANC E 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 /	4.L.1.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons

GRADE LEVEL EXPECTATION

OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.1.h.	Write and organize one or more paragraphs that contain: a topic sentence, supporting details, and a conclusion that is appropriate to the writing task. (Construction of paragraph(s) should demonstrate command of Writing standards 1-3.)
STRAND	AZ.4.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANC E 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
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.3.a.	Choose words and phrases to convey ideas precisely
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.3.b.	Choose punctuation for effect
STRAND	AZ.4.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.4.b.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
STRAND	AZ.4.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use

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

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Arizona's College and Career Ready Standards Language Arts

Grade 4 - Adopted: 2016

STRAND AZ.4.RL. Reading Standards for Literature

CONCEPT / STANDARD		Key Ideas and Details
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.RL.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.RL.3.	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

STRAND AZ.4.RL. Reading Standards for Literature

CONCEPT / STANDARD		Range of Reading and Level of Text Complexity
PERFORMANC E OBJECTIVE / PROFICIENCY	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
PERFORMANC E 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.

CONCEPT / STANDARD	Text Types and Purposes
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PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences
OBJECTIVE / GRADE LEVEL EXPECTATION	4.W.3.a.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally
OBJECTIVE / GRADE LEVEL EXPECTATION	4.W.3.b.	Use dialogue and description to develop experiences and events or show the responses of characters to situations
OBJECTIVE / GRADE LEVEL EXPECTATION	4.W.3.d.	Use concrete words and phrases and sensory details to convey experiences and events precisely
STRAND	AZ.4.W.	Writing Standards
CONCEPT / STANDARD		Production and Distribution of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.W.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above).
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.W.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4).
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.W.6.	With some guidance and support from adults, use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to complete a writing task.
STRAND	AZ.4.W.	Writing Standards
CONCEPT / STANDARD		Research to Build and Present Knowledge
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research
OBJECTIVE / GRADE LEVEL EXPECTATION	4.W.9.a.	Apply grade 4 Reading standards to literature.
STRAND	AZ.4.W.	Writing Standards
CONCEPT / STANDARD		Range of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY	4.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

LEVEL

STRAND	AZ.4.SL.	Speaking and Listening Standards	

		opeaking and Listening Standards
CONCEPT / STANDARD		Comprehension and Collaboration
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.SL.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STRAND	AZ.4.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.L.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.1.d.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag)
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.1.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.1.h.	Write and organize one or more paragraphs that contain: a topic sentence, supporting details, and a conclusion that is appropriate to the writing task. (Construction of paragraph(s) should demonstrate command of Writing standards 1-3.)
STRAND	AZ.4.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANC E 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
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening

OBJECTIVE / GRADE LEVEL EXPECTATION 4.L.3.a. Choose words and phrases to convey ideas precisely

OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.3.b.	Choose punctuation for effect
STRAND	AZ.4.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.4.b.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
STRAND	AZ.4.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.L.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).
		UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 17 Page 139-150
		Arizona's College and Career Ready Standards Language Arts Grade 4 - Adopted: 2016
STRAND	AZ.4.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Key Ideas and Details
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.RI.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.Rl.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
STRAND	AZ.4.RI.	Reading Standards for Informational Text

CONCEPT / STANDARD		Craft and Structure
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.RI.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.RI.5.	Describe the overall structure (e.g., chronology, comparison, cause/effect, and problem/solution) of events, ideas, concepts, or information in a text or part of a text.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.RI.6.	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus, and the information provided.

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

CONCEPT / STANDARD		Integration of Knowledge and Ideas
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.RI.7.	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.RI.8.	Explain how an author uses reasons and evidence to support particular points in a text.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.RI.9.	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

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

CONCEPT / STANDARD		Range of Reading and Level of Text Complexity
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.RI.10.	By the end of the year, proficiently and independently read and comprehend informational texts, including history/social studies, science, and technical texts, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 4.

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

STRAND	AZ.4.KF.	Reading Standards: Foundational Skills
CONCEPT / STANDARD		Fluency
PERFORMANC E 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.

CONCEPT / STANDARD		Text Types and Purposes
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly
OBJECTIVE / GRADE LEVEL EXPECTATION	4.W.2.a.	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension
OBJECTIVE / GRADE LEVEL EXPECTATION	4.W.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic
OBJECTIVE / GRADE LEVEL EXPECTATION	4.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic
STRAND	AZ.4.W.	Writing Standards
CONCEPT / STANDARD		Production and Distribution of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.W.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above).
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.W.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4).
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.W.6.	With some guidance and support from adults, use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to complete a writing task.
STRAND	AZ.4.W.	Writing Standards
CONCEPT / STANDARD		Research to Build and Present Knowledge

CONCEPT / STANDARD		Research to Build and Present Knowledge
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.W.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes, categorize information, and provide a list of sources.

CONCEPT / STANDARD	Research to Build and Present Knowledge
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	Draw evidence from literary or informational texts to support analysis, reflection, and research

OBJECTIVE / GRADE LEVEL EXPECTATION	4.W.9.b.	Apply grade 4 Reading standards to informational texts.
STRAND	AZ.4.W.	Writing Standards
CONCEPT / STANDARD		Range of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND	AZ.4.SL.	Speaking and Listening Standards
CONCEPT / STANDARD		Comprehension and Collaboration
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly
OBJECTIVE / GRADE LEVEL EXPECTATION	4.SL.1.a.	Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion
OBJECTIVE / GRADE LEVEL EXPECTATION	4.SL.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles
OBJECTIVE / GRADE LEVEL EXPECTATION	4.SL.1.c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others
OBJECTIVE / GRADE LEVEL EXPECTATION	4.SL.1.d.	Review the key ideas expressed and explain their own ideas and understanding based on the discussion.
STRAND	AZ.4.SL.	Speaking and Listening Standards
CONCEPT / STANDARD		Comprehension and Collaboration
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.SL.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STRAND	AZ.4.SL.	Speaking and Listening Standards
CONCEPT / STANDARD		Presentation of Knowledge and Ideas

CONCEPT / STANDARD		Presentation of Knowledge and Ideas
PERFORMANC	4.SL.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal
E OBJECTIVE /		discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
PROFICIENCY		(See grade 4 Language standards 1 and 3 for specific expectations).
LEVEL		

STRAND AZ.4.L. Language Standards

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

OBJECTIVE / 4.L.3.c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal GRADE LEVEL discourse is appropriate (e.g., small-group discussion).

EXPECTATION

STRAND	AZ.4.L.	Language Standards

CONCEPT / STANDARD	Vocabulary Acquisition and Use
PERFORMANC E OBJECTIVE / PROFICIENCY 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.

OBJECTIVE /
GRADE LEVEL
EXPECTATION

4.L.4.b. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

STRAND AZ.4.L. Language Standards

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

UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 18 Page 151-160

Arizona's College and Career Ready Standards Language Arts

Grade 4 - Adopted: 2016

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

CONCEPT / STANDARD		Key Ideas and Details
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.RI.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.Rl.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.

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

CONCEPT / STANDARD		Craft and Structure
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.RI.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
PERFORMANC E OBJECTIVE / PROFICIENCY	4.RI.5.	Describe the overall structure (e.g., chronology, comparison, cause/effect, and problem/solution) of events, ideas, concepts, or information in a text or part of a text.

PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.Rl.6.	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus, and the information provided.
STRAND	AZ.4.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Integration of Knowledge and Ideas
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.Rl.7.	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.Rl.8.	Explain how an author uses reasons and evidence to support particular points in a text.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.RI.9.	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
STRAND	AZ.4.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Range of Reading and Level of Text Complexity
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.RI.10.	By the end of the year, proficiently and independently read and comprehend informational texts, including history/social studies, science, and technical texts, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 4.
STRAND	AZ.4.RF.	Reading Standards: Foundational Skills
CONCEPT / STANDARD		Fluency
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.RF.4.	Read with sufficient accuracy and fluency to support comprehension
OBJECTIVE / GRADE LEVEL EXPECTATION	4.RF.4.a.	Read grade-level text with purpose and understanding
OBJECTIVE / GRADE LEVEL EXPECTATION	4.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND	AZ.4.W.	Writing Standards
CONCEPT / STANDARD		Text Types and Purposes
PERFORMANC E OBJECTIVE / PROFICIENCY	4.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly

OBJECTIVE / GRADE LEVEL EXPECTATION	4.W.2.a.	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension
OBJECTIVE / GRADE LEVEL EXPECTATION	4.W.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic
OBJECTIVE / GRADE LEVEL EXPECTATION	4.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic

STRAND AZ.4.W. Writing Standards

CONCEPT / STANDARD		Production and Distribution of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.W.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above).
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.W.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4).
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.W.6.	With some guidance and support from adults, use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to complete a writing task.

STRAND AZ.4.W. Writing Standards

CONCEPT / STANDARD		Research to Build and Present Knowledge
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.W.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes, categorize information, and provide a list of sources.

STRAND AZ.4.W. Writing Standards

CONCEPT / STANDARD	Research to Build and Present Knowledge
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	Draw evidence from literary or informational texts to support analysis, reflection, and research

OBJECTIVE /
GRADE LEVEL
EXPECTATION

4.W.9.b. Apply grade 4 Reading standards to informational texts.

CONCEPT / STANDARD		Range of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND	AZ.4.SL.	Speaking and Listening Standards
CONCEPT / STANDARD		Comprehension and Collaboration
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly
OBJECTIVE / GRADE LEVEL EXPECTATION	4.SL.1.a.	Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion
OBJECTIVE / GRADE LEVEL EXPECTATION	4.SL.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles
OBJECTIVE / GRADE LEVEL EXPECTATION	4.SL.1.c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others
OBJECTIVE / GRADE LEVEL EXPECTATION	4.SL.1.d.	Review the key ideas expressed and explain their own ideas and understanding based on the discussion.
STRAND	AZ.4.SL.	Speaking and Listening Standards
CONCEPT / STANDARD		Comprehension and Collaboration
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.SL.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STRAND	AZ.4.SL.	Speaking and Listening Standards
CONCEPT / STANDARD		Presentation of Knowledge and Ideas
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.SL.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 and 3 for specific expectations).
STRAND	AZ.4.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard English

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

PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.4.b.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
STRAND	AZ.4.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.L.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).
		UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 19 Page 161-170
		Arizona's College and Career Ready Standards Language Arts Grade 4 - Adopted: 2016
STRAND	AZ.4.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Key Ideas and Details
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.Rl.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.RI.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
STRAND	AZ.4.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Craft and Structure
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.RI.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.RI.5.	Describe the overall structure (e.g., chronology, comparison, cause/effect, and problem/solution) of events, ideas, concepts, or information in a text or part of a text.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.RI.6.	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus, and the information provided.

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

CONCEPT / STANDARD		Integration of Knowledge and Ideas
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.RI.7.	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.RI.8.	Explain how an author uses reasons and evidence to support particular points in a text.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.RI.9.	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
STRAND	AZ.4.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Range of Reading and Level of Text Complexity
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.RI.10.	By the end of the year, proficiently and independently read and comprehend informational texts, including history/social studies, science, and technical texts, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 4.
STRAND	AZ.4.RF.	Reading Standards: Foundational Skills
CONCEPT / STANDARD		Fluency
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.RF.4.	Read with sufficient accuracy and fluency to support comprehension
OBJECTIVE / GRADE LEVEL EXPECTATION	4.RF.4.a.	Read grade-level text with purpose and understanding
OBJECTIVE / GRADE LEVEL EXPECTATION	4.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND	AZ.4.W.	Writing Standards
CONCEPT / STANDARD		Text Types and Purposes
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly

Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g.,

headings), illustrations, and multimedia when useful to aiding comprehension

OBJECTIVE /

GRADE LEVEL

EXPECTATION

4.W.2.a.

OBJECTIVE / GRADE LEVEL EXPECTATION	4.W.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic
OBJECTIVE / GRADE LEVEL EXPECTATION	4.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic
STRAND	AZ.4.W.	Writing Standards
CONCEPT / STANDARD		Production and Distribution of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.W.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above).
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.W.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4).
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.W.6.	With some guidance and support from adults, use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to complete a writing task.
STRAND	AZ.4.W.	Writing Standards
CONCEPT / STANDARD		
017111271112		Research to Build and Present Knowledge
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.W.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes, categorize information, and provide a list of sources.
PERFORMANC E OBJECTIVE / PROFICIENCY	4.W.8. AZ.4.W.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes,
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL		Recall relevant information from experiences or gather relevant information from print and digital sources; take notes, categorize information, and provide a list of sources.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL STRAND CONCEPT /	AZ.4.W.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes, categorize information, and provide a list of sources. Writing Standards
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL STRAND CONCEPT / STANDARD PERFORMANC E OBJECTIVE / PROFICIENCY	AZ.4.W.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes, categorize information, and provide a list of sources. Writing Standards Research to Build and Present Knowledge
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL STRAND CONCEPT / STANDARD PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL OBJECTIVE / GRADE LEVEL	4.W.9. 4.W.9.b.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes, categorize information, and provide a list of sources. Writing Standards Research to Build and Present Knowledge Draw evidence from literary or informational texts to support analysis, reflection, and research

CONCEPT / STANDARD Range of Writing

PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND	AZ.4.SL.	Speaking and Listening Standards
CONCEPT / STANDARD		Comprehension and Collaboration
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly
OBJECTIVE / GRADE LEVEL EXPECTATION	4.SL.1.a.	Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion
OBJECTIVE / GRADE LEVEL EXPECTATION	4.SL.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles
OBJECTIVE / GRADE LEVEL EXPECTATION	4.SL.1.c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others
OBJECTIVE / GRADE LEVEL EXPECTATION	4.SL.1.d.	Review the key ideas expressed and explain their own ideas and understanding based on the discussion.
STRAND	AZ.4.SL.	Speaking and Listening Standards
CONCEPT / STANDARD		Comprehension and Collaboration
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.SL.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STRAND	AZ.4.SL.	Speaking and Listening Standards
CONCEPT / STANDARD		Presentation of Knowledge and Ideas
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.SL.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 and 3 for specific expectations).
STRAND	AZ.4.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard English
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OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.1.d.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag)
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.1.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.1.h.	Write and organize one or more paragraphs that contain: a topic sentence, supporting details, and a conclusion that is appropriate to the writing task. (Construction of paragraph(s) should demonstrate command of Writing standards 1-3.)
STRAND	AZ.4.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANC E 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 PERFORMANC E OBJECTIVE / PROFICIENCY		Knowledge of Language
CONCEPT / STANDARD PERFORMANC E 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 PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL OBJECTIVE / GRADE LEVEL EXPECTATION OBJECTIVE / GRADE LEVEL	4.L.3. 4.L.3.a.	Knowledge of Language Use knowledge of language and its conventions when writing, speaking, reading, or listening Choose words and phrases to convey ideas precisely
CONCEPT / STANDARD PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL OBJECTIVE / GRADE LEVEL EXPECTATION OBJECTIVE / GRADE LEVEL EXPECTATION OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.3.a. 4.L.3.b.	Use knowledge of language and its conventions when writing, speaking, reading, or listening Choose words and phrases to convey ideas precisely Choose punctuation for effect Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal
CONCEPT / STANDARD PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL OBJECTIVE / GRADE LEVEL EXPECTATION OBJECTIVE / GRADE LEVEL EXPECTATION OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.3.a. 4.L.3.b.	Use knowledge of language and its conventions when writing, speaking, reading, or listening Choose words and phrases to convey ideas precisely Choose punctuation for effect Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

OBJECTIVE /
GRADE LEVEL
EXPECTATION

4.L.4.b. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

STRAND AZ.4.L. Language Standards

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

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Arizona's College and Career Ready Standards Language Arts

Grade 4 - Adopted: 2016

STRAND AZ.4.W. Writing Standards

CONCEPT / STANDARD		Text Types and Purposes
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly
OBJECTIVE / GRADE LEVEL EXPECTATION	4.W.2.a.	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension
OBJECTIVE / GRADE LEVEL EXPECTATION	4.W.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic
OBJECTIVE / GRADE LEVEL EXPECTATION	4.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic

CONCEPT / STANDARD		Production and Distribution of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.W.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above).
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.W.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4).
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.W.6.	With some guidance and support from adults, use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to complete a writing task.

STRAND	AZ.4.W.	Writing Standards
CONCEPT / STANDARD		Range of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND	AZ.4.SL.	Speaking and Listening Standards
CONCEPT / STANDARD		Comprehension and Collaboration
PERFORMANC	4.SL.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually,

STRAND AZ.4.L. Language Standards

quantitatively, and orally.

E OBJECTIVE /

PROFICIENCY LEVEL

CONCEPT / STANDARD		Conventions of Standard English
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.L.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.1.d.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag)
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.1.e.	Form and use prepositional phrases
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.1.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.1.h.	Write and organize one or more paragraphs that contain: a topic sentence, supporting details, and a conclusion that is appropriate to the writing task. (Construction of paragraph(s) should demonstrate command of Writing standards 1-3.)

STRAND AZ.4.L. Language Standards

CONCEPT / STANDARD	Conventions of Standard English
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	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		
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening		
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.3.a.	Choose words and phrases to convey ideas precisely		
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.3.b.	Choose punctuation for effect		
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).		
		UNIT 7: INVENTIVE WRITING Week 21 Page 177-180		
		Arizona's College and Career Ready Standards		
		Language Arts Grade 4 - Adopted: 2016		
STRAND	AZ.4.W.	Writing Standards		
CONCEPT / STANDARD		Text Types and Purposes		
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly		
OBJECTIVE / GRADE LEVEL EXPECTATION	4.W.2.a.	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension		
OBJECTIVE / GRADE LEVEL EXPECTATION	4.W.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic		

4.W.2.d. Use precise language and domain-specific vocabulary to inform about or explain the topic

STRAND AZ.4.W. Writing Standards

OBJECTIVE /

GRADE LEVEL EXPECTATION

CONCEPT / STANDARD		Text Types and Purposes
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences
OBJECTIVE / GRADE LEVEL EXPECTATION	4.W.3.a.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally
OBJECTIVE / GRADE LEVEL EXPECTATION	4.W.3.b.	Use dialogue and description to develop experiences and events or show the responses of characters to situations
OBJECTIVE / GRADE LEVEL EXPECTATION	4.W.3.d.	Use concrete words and phrases and sensory details to convey experiences and events precisely

STRAND AZ.4.W. Writing Standards

CONCEPT / STANDARD		Production and Distribution of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.W.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above).
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.W.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4).
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.W.6.	With some guidance and support from adults, use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to complete a writing task.

STRAND AZ.4.W. Writing Standards

CONCEPT / STANDARD		Range of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

STRAND AZ.4.SL. Speaking and Listening Standards

CONCEPT / STANDARD		Comprehension and Collaboration
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.SL.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

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

EXPECTATION

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 4 - Adopted: 2016

STRAND	AZ.4.W.	Writing	Standards
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CONCEPT / STANDARD		Text Types and Purposes
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly
OBJECTIVE / GRADE LEVEL EXPECTATION	4.W.2.a.	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension
OBJECTIVE / GRADE LEVEL EXPECTATION	4.W.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic
OBJECTIVE / GRADE LEVEL EXPECTATION	4.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic

STRAND AZ.4.W. Writing Standards

OTTAND	72.7.00	Witting Standards
CONCEPT / STANDARD		Production and Distribution of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.W.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above).
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.W.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4).
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.W.6.	With some guidance and support from adults, use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to complete a writing task.

CONCEPT / STANDARD		Range of Writing	
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	
STRAND	AZ.4.SL.	Speaking and Listening Standards	
CONCEPT / STANDARD		Comprehension and Collaboration	
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.SL.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	
STRAND	AZ.4.L.	Language Standards	
CONCEPT / STANDARD		Conventions of Standard English	
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.L.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking	
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.1.d.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag)	
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.1.e.	Form and use prepositional phrases	
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.1.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons	
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.1.h.	Write and organize one or more paragraphs that contain: a topic sentence, supporting details, and a conclusion that is appropriate to the writing task. (Construction of paragraph(s) should demonstrate command of Writing standards 1-3.)	
STRAND	AZ.4.L.	Language Standards	
CONCEPT / STANDARD		Conventions of Standard English	
PERFORMANC E 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
SIKAND	AZ.4.L.	Language Stangards

CONCEPT / STANDARD		Knowledge of Language
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.3.a.	Choose words and phrases to convey ideas precisely
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.3.b.	Choose punctuation for effect

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 4 - Adopted: 2016

STRAND	AZ.4.W.	Writing	Standards
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CONCEPT / STANDARD		Text Types and Purposes
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly
OBJECTIVE / GRADE LEVEL EXPECTATION	4.W.2.a.	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension
OBJECTIVE / GRADE LEVEL EXPECTATION	4.W.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic
OBJECTIVE / GRADE LEVEL EXPECTATION	4.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic
OBJECTIVE / GRADE LEVEL EXPECTATION	4.W.2.e.	Provide a concluding statement or section related to the information or explanation presented.

CONCEPT / STANDARD		Production and Distribution of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.W.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above).
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.W.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4).
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.W.6.	With some guidance and support from adults, use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to complete a writing task.
STRAND	AZ.4.W.	Writing Standards
CONCEPT / STANDARD		Range of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND	AZ.4.SL.	Speaking and Listening Standards
CONCEPT / STANDARD		Comprehension and Collaboration
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.SL.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STRAND	AZ.4.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANC E 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 AZ.4.L Language Standards Concept / STANDARD AZ.4.L Language Standards Concept / STANDARD Concept / Standard English Concept / Standard English Concept / Standard English Capitalization, punctuation, and spelling when writing Consecutive / GRADE LEVEL EXPECTATION Concept / Standards Choose words and phrases to convey ideas precisely Choose punctuation for effect Concept / Standards Concep			
CONCEPT / STANDARD PERFORMANC 4.L.2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing PERFORMANC 4.L.2. Spelling when writing GRADE LEVEL 4.L.2. Use correct capitalization GRADE LEVEL 4.L.2. Spelling ade-appropriate worlds correctly, consulting references as needed. GRADE LEVEL AL.2. Spelling ade-appropriate worlds correctly, consulting references as needed. GRADE LEVEL AL.2. Language Standards CONCEPT / STANDARD AZ.4.L Language Standards Knowledge of Language Standards Knowledge of Language and its conventions when writing, speaking, reading, or listening PERFORMANC AL.3. Choose words and phrases to convey ideas precisely GRADE LEVEL AL.3. Choose words and phrases to convey ideas precisely GRADE LEVEL AL.3. Choose punctuation for effect AL.3. Choose punctuation and Use AL.3. Choose punctuati	GRADE LEVEL	4.L.1.h.	is appropriate to the writing task. (Construction of paragraph(s) should demonstrate command of Writing standards 1-
PERFORMANC 4.1.2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing 4.1.2. Spelling references as needed. Spelling when writing 4.1.2. Spelling when writing 4.1.2. Spelling when writing 4.1.2. Use knowledge of language 4.1.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening Specific writing 4.1.2. Spelling when writing 4.1.2. Spelling when writing 4.1.3. Choose words and phrases to convey ideas precisely Specific writing 4.1.3. Choose words and phrases to convey ideas precisely 4.1.3. Choose punctuation for effect 4.1.3. Choose punctuation for effect 4.1.3. Choose punctuation for effect 4.1.3. Choose punctuation and Use 4.1.3. Choose punctuation and use	STRAND	AZ.4.L.	Language Standards
Spelling when writing			Conventions of Standard English
GRADE LEVEL EXPECTATION AZ.4.L. Language Standards CONCEPT / STANDARD PERFORMANC E OBJECTIVE / GRADE LEVEL EXPECTATION AZ.4.L. Language of Language Knowledge of Language and its conventions when writing, speaking, reading, or listening PERFORMANC E OBJECTIVE / GRADE LEVEL EXPECTATION AL.3.a. Choose words and phrases to convey ideas precisely Choose words and phrases to convey ideas precisely AL.3.b. Choose punctuation for effect CONCEPT / GRADE LEVEL EXPECTATION AZ.4.L. Language Standards CONCEPT / STANDARD AZ.4.L. Language Standards CONCEPT / STANDARD AZ.4.L. 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).	E OBJECTIVE / PROFICIENCY		
STRAND AZ.4.L. Language Standards CONCEPT / STANDARD PERFORMANC 4.L.3.	GRADE LEVEL	4.L.2.a.	Use correct capitalization
CONCEPT / STANDARD PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL OBJECTIVE / GRADE LEVEL EXPECTATION AZ.4.L. Language Standards CONCEPT / STANDARD PERFORMANC E OBJECTIVE / GRADE LEVEL EXPECTATION AZ.4.L. Language Standards CONCEPT / STANDARD PERFORMANC E OBJECTIVE / STANDARD AZ.4.L. Language Standards Vocabulary Acquisition and Use Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).	GRADE LEVEL	4.L.2.d.	Spell grade-appropriate words correctly, consulting references as needed.
PERFORMANC E OBJECTIVE/ PROFICIENCY LEVEL AL.3.a. Choose words and phrases to convey ideas precisely Choose punctuation for effect CONCEPT / STANDARD AZ.4.L. Language Standards CONCEPT / STANDARD PERFORMANC E OBJECTIVE / GRADE LEVEL EXPECTATION AZ.4.L. Language Standards Vocabulary Acquisition and Use Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).	STRAND	AZ.4.L.	Language Standards
B BJECTIVE / PROFICIENCY LEVEL OBJECTIVE / GRADE LEVEL EXPECTATION OBJECTIVE / GRADE LEVEL EXPECTATION OBJECTIVE / GRADE LEVEL EXPECTATION STRAND AZ.4.L. Language Standards CONCEPT / STANDARD PERFORMANC STANDARD PERFORMANC 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).			Knowledge of Language
GRADE LEVEL EXPECTATION OBJECTIVE / GRADE LEVEL EXPECTATION AZ.4.L. Language Standards CONCEPT / STANDARD PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL 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).	E OBJECTIVE / PROFICIENCY		Use knowledge of language and its conventions when writing, speaking, reading, or listening
GRADE LEVEL EXPECTATION STRAND AZ.4.L. Language Standards CONCEPT / STANDARD Vocabulary Acquisition and Use PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL 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).	GRADE LEVEL	4.L.3.a.	Choose words and phrases to convey ideas precisely
CONCEPT / STANDARD PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL Vocabulary Acquisition and Use Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).	GRADE LEVEL	4.L.3.b.	Choose punctuation for effect
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL 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).	STRAND	AZ.4.L.	Language Standards
E OBJECTIVE / those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic proficiency to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation). LEVEL			Vocabulary Acquisition and Use
LINIT 7: INVENTIVE WRITING Week 24 Page 100-201	E OBJECTIVE / PROFICIENCY	4.L.6.	those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic
			LINIT 7: INIVENTIVE WRITING Wook 24 Page 100-201

Arizona's College and Career Ready Standards Language Arts

Grade 4 - Adopted: 2016

CONCEPT / STANDARD	Text Types and Purposes	
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PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly
OBJECTIVE / GRADE LEVEL EXPECTATION	4.W.2.a.	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension
OBJECTIVE / GRADE LEVEL EXPECTATION	4.W.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic
OBJECTIVE / GRADE LEVEL EXPECTATION	4.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic
OBJECTIVE / GRADE LEVEL EXPECTATION	4.W.2.e.	Provide a concluding statement or section related to the information or explanation presented.
STRAND	AZ.4.W.	Writing Standards
CONCEPT / STANDARD		Production and Distribution of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.W.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above).
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.W.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4).
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.W.6.	With some guidance and support from adults, use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to complete a writing task.
STRAND	AZ.4.W.	Writing Standards
CONCEPT / STANDARD		Range of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND	AZ.4.SL.	Speaking and Listening Standards

CONCEPT / STANDARD

Comprehension and Collaboration

PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.SL.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STRAND	AZ.4.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.L.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.1.d.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag)
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.1.e.	Form and use prepositional phrases
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.1.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.1.h.	Write and organize one or more paragraphs that contain: a topic sentence, supporting details, and a conclusion that is appropriate to the writing task. (Construction of paragraph(s) should demonstrate command of Writing standards 1-3.)
		<i>3.</i>)
STRAND	AZ.4.L.	Language Standards
STRAND CONCEPT / STANDARD	AZ.4.L.	
CONCEPT /	AZ.4.L. 4.L.2.	Language Standards
CONCEPT / STANDARD PERFORMANC E OBJECTIVE / PROFICIENCY		Language Standards Conventions of Standard English Demonstrate command of the conventions of Standard English capitalization, punctuation, and
CONCEPT / STANDARD PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL OBJECTIVE / GRADE LEVEL	4.L.2.	Language Standards Conventions of Standard English Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing
CONCEPT / STANDARD PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL OBJECTIVE / GRADE LEVEL EXPECTATION OBJECTIVE / GRADE LEVEL	4.L.2. 4.L.2.a.	Language Standards Conventions of Standard English Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing Use correct capitalization
CONCEPT / STANDARD PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL OBJECTIVE / GRADE LEVEL EXPECTATION OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.2.a. 4.L.2.d.	Conventions of Standard English Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing Use correct capitalization Spell grade-appropriate words correctly, consulting references as needed.
CONCEPT / STANDARD PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL OBJECTIVE / GRADE LEVEL EXPECTATION OBJECTIVE / GRADE LEVEL EXPECTATION STRAND CONCEPT /	4.L.2.a. 4.L.2.d.	Language Standards Conventions of Standard English Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing Use correct capitalization Spell grade-appropriate words correctly, consulting references as needed. Language Standards

OBJECTIVE / GRADE LEVEL EXPECTATION

4.L.3.b. Choose punctuation for effect

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).