

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 Informational Text**

CONCEPT / STANDARD		Key Ideas and Details
PERFORMANCE 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.
PERFORMANCE 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
PERFORMANCE 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.
PERFORMANCE 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
PERFORMANCE 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.
PERFORMANCE 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
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PERFORMANCE 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.
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STRAND **AZ.4.RF. Reading Standards: Foundational Skills**

CONCEPT / STANDARD		Fluency
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.RF.4.	Read with sufficient accuracy and fluency to support comprehension

OBJECTIVE / GRADE LEVEL EXPECTATION	4.RF.4.a.	Read grade-level text with purpose and understanding
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OBJECTIVE / GRADE LEVEL EXPECTATION	4.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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STRAND **AZ.4.W. Writing Standards**

CONCEPT / STANDARD		Production and Distribution of Writing
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PERFORMANCE 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).
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STRAND **AZ.4.W. Writing Standards**

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

CONCEPT / STANDARD		Research to Build and Present Knowledge
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research
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OBJECTIVE / GRADE LEVEL EXPECTATION	4.W.9.b.	Apply grade 4 Reading standards to informational texts.
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STRAND **AZ.4.SL. Speaking and Listening Standards**

CONCEPT / STANDARD		Comprehension and Collaboration
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly
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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
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OBJECTIVE / GRADE LEVEL EXPECTATION	4.SL.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles
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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
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OBJECTIVE / GRADE LEVEL EXPECTATION	4.SL.1.d.	Review the key ideas expressed and explain their own ideas and understanding based on the discussion.
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STRAND AZ.4.SL. Speaking and Listening Standards

CONCEPT / STANDARD		Comprehension and Collaboration
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PERFORMANCE 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.
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STRAND AZ.4.SL. Speaking and Listening Standards

CONCEPT / STANDARD		Presentation of Knowledge and Ideas
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PERFORMANCE 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.
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PERFORMANCE 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).
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STRAND AZ.4.L. Language Standards

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

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

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

STRAND **AZ.4.L. Language Standards**

CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE 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
PERFORMANCE 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.
PERFORMANCE 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
PERFORMANCE 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.
PERFORMANCE 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
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PERFORMANCE 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.
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.RI.8.	Explain how an author uses reasons and evidence to support particular points in a text.
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STRAND AZ.4.RI. Reading Standards for Informational Text

CONCEPT / STANDARD		Range of Reading and Level of Text Complexity
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PERFORMANCE 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.
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STRAND AZ.4.RF. Reading Standards: Foundational Skills

CONCEPT / STANDARD		Fluency
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.RF.4.	Read with sufficient accuracy and fluency to support comprehension
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OBJECTIVE / GRADE LEVEL EXPECTATION	4.RF.4.a.	Read grade-level text with purpose and understanding
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OBJECTIVE / GRADE LEVEL EXPECTATION	4.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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STRAND AZ.4.W. Writing Standards

CONCEPT / STANDARD		Text Types and Purposes
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PERFORMANCE 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
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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
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OBJECTIVE / GRADE LEVEL EXPECTATION	4.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic
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OBJECTIVE / GRADE LEVEL EXPECTATION	4.W.2.e.	Provide a concluding statement or section related to the information or explanation presented.
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STRAND **AZ.4.W. Writing Standards**

CONCEPT / STANDARD		Production and Distribution of Writing
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PERFORMANCE 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).
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PERFORMANCE 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).
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PERFORMANCE 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.
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STRAND **AZ.4.W. Writing Standards**

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

CONCEPT / STANDARD		Research to Build and Present Knowledge
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research
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OBJECTIVE / GRADE LEVEL EXPECTATION	4.W.9.b.	Apply grade 4 Reading standards to informational texts.
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STRAND **AZ.4.W. Writing Standards**

CONCEPT / STANDARD		Range of Writing
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PERFORMANCE 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.
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STRAND **AZ.4.SL. Speaking and Listening Standards**

CONCEPT / STANDARD		Comprehension and Collaboration
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly

OBJECTIVE / GRADE LEVEL EXPECTATION	4.SL.1.a.	Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion
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OBJECTIVE / GRADE LEVEL EXPECTATION	4.SL.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles
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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
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OBJECTIVE / GRADE LEVEL EXPECTATION	4.SL.1.d.	Review the key ideas expressed and explain their own ideas and understanding based on the discussion.
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STRAND AZ.4.SL. Speaking and Listening Standards

CONCEPT / STANDARD		Comprehension and Collaboration
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PERFORMANCE 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.
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STRAND AZ.4.SL. Speaking and Listening Standards

CONCEPT / STANDARD		Presentation of Knowledge and Ideas
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PERFORMANCE 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.
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PERFORMANCE 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).
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STRAND AZ.4.L. Language Standards

CONCEPT / STANDARD		Conventions of Standard English
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.L.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking
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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.)
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STRAND **AZ.4.L. Language Standards**

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

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

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

STRAND **AZ.4.L. Language Standards**

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

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

STRAND **AZ.4.L. Language Standards**

CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE 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).

STRAND **AZ.4.RL. Reading Standards for Literature**

CONCEPT / STANDARD		Key Ideas and Details
PERFORMANCE 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.

PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL 4.RL.2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.

PERFORMANCE 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).
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STRAND **AZ.4.RL. Reading Standards for Literature**

CONCEPT / STANDARD		Craft and Structure
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.RL.5.	Explain the overall structure and major differences between poetry, drama, and prose.
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PERFORMANCE 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.
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STRAND **AZ.4.RL. Reading Standards for Literature**

CONCEPT / STANDARD		Range of Reading and Level of Text Complexity
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.RL.10.	By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 4.
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STRAND **AZ.4.RF. Reading Standards: Foundational Skills**

CONCEPT / STANDARD		Fluency
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.RF.4.	Read with sufficient accuracy and fluency to support comprehension
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OBJECTIVE / GRADE LEVEL EXPECTATION	4.RF.4.a.	Read grade-level text with purpose and understanding
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OBJECTIVE / GRADE LEVEL EXPECTATION	4.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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STRAND **AZ.4.W. Writing Standards**

CONCEPT / STANDARD		Text Types and Purposes
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences
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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
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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	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.
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STRAND **AZ.4.W. Writing Standards**

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

STRAND **AZ.4.SL. Speaking and Listening Standards**

CONCEPT / STANDARD		Comprehension and Collaboration
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly

OBJECTIVE / GRADE LEVEL EXPECTATION
 4.SL.1.a. Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion

OBJECTIVE / GRADE LEVEL EXPECTATION
 4.SL.1.b. Follow agreed-upon rules for discussions and carry out assigned roles

OBJECTIVE / GRADE LEVEL EXPECTATION
 4.SL.1.c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others

OBJECTIVE / GRADE LEVEL EXPECTATION
 4.SL.1.d. Review the key ideas expressed and explain their own ideas and understanding based on the discussion.

STRAND **AZ.4.SL. Speaking and Listening Standards**

CONCEPT / STANDARD		Comprehension and Collaboration
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PERFORMANCE 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
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PERFORMANCE 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.

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

STRAND **AZ.4.L. Language Standards**

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

STRAND AZ.4.L. Language Standards

CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.L.2.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.2.a.	Use correct capitalization
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.2.d.	Spell grade-appropriate words correctly, consulting references as needed.

STRAND AZ.4.L. Language Standards

CONCEPT / STANDARD		Knowledge of Language
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.3.a.	Choose words and phrases to convey ideas precisely
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.3.b.	Choose punctuation for effect
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.3.c.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

STRAND **AZ.4.L. Language Standards**

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

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

STRAND **AZ.4.L. Language Standards**

CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE 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
PERFORMANCE 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.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.RL.2.	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
PERFORMANCE 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
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.RL.5.	Explain the overall structure and major differences between poetry, drama, and prose.

PERFORMANCE 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.
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STRAND **AZ.4.RL. Reading Standards for Literature**

CONCEPT / STANDARD		Range of Reading and Level of Text Complexity
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.RL.10.	By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 4.
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STRAND **AZ.4.RF. Reading Standards: Foundational Skills**

CONCEPT / STANDARD		Fluency
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.RF.4.	Read with sufficient accuracy and fluency to support comprehension
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OBJECTIVE / GRADE LEVEL EXPECTATION	4.RF.4.a.	Read grade-level text with purpose and understanding
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OBJECTIVE / GRADE LEVEL EXPECTATION	4.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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STRAND **AZ.4.W. Writing Standards**

CONCEPT / STANDARD		Text Types and Purposes
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences
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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
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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
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OBJECTIVE / GRADE LEVEL EXPECTATION	4.W.3.d.	Use concrete words and phrases and sensory details to convey experiences and events precisely
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OBJECTIVE / GRADE LEVEL EXPECTATION	4.W.3.e.	Provide a conclusion that follows from the narrated experiences or events.
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STRAND **AZ.4.W. Writing Standards**

CONCEPT / STANDARD		Production and Distribution of Writing
PERFORMANCE 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).
PERFORMANCE 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).
PERFORMANCE 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
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.W.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes, categorize information, and provide a list of sources.
STRAND	AZ.4.W.	Writing Standards

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

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

STRAND AZ.4.W. Writing Standards

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

CONCEPT / STANDARD		Comprehension and Collaboration
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly

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

STRAND **AZ.4.SL. Speaking and Listening Standards**

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

STRAND **AZ.4.SL. Speaking and Listening Standards**

CONCEPT / STANDARD		Presentation of Knowledge and Ideas
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	4.SL.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
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.L.2.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.2.a.	Use correct capitalization
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.2.d.	Spell grade-appropriate words correctly, consulting references as needed.

STRAND **AZ.4.L. Language Standards**

CONCEPT / STANDARD		Knowledge of Language
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.3.a.	Choose words and phrases to convey ideas precisely
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.3.b.	Choose punctuation for effect
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.3.c.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

STRAND **AZ.4.L. Language Standards**

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

STRAND **AZ.4.L. Language Standards**

CONCEPT / STANDARD		Vocabulary Acquisition and Use
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PERFORMANCE 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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UNIT 2: WRITING FROM NOTES Week 5 Page 39-46

Arizona's College and Career Ready Standards
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STRAND **AZ.4.RI. Reading Standards for Informational Text**

CONCEPT / STANDARD		Key Ideas and Details
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PERFORMANCE 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.
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PERFORMANCE 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.
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STRAND **AZ.4.RI. Reading Standards for Informational Text**

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

CONCEPT / STANDARD		Integration of Knowledge and Ideas
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PERFORMANCE 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.
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.RI.8.	Explain how an author uses reasons and evidence to support particular points in a text.
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STRAND **AZ.4.RI. Reading Standards for Informational Text**

CONCEPT / STANDARD		Range of Reading and Level of Text Complexity
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PERFORMANCE 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.
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STRAND **AZ.4.RF. Reading Standards: Foundational Skills**

CONCEPT / STANDARD		Fluency
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.RF.4.	Read with sufficient accuracy and fluency to support comprehension

OBJECTIVE / GRADE LEVEL EXPECTATION	4.RF.4.a.	Read grade-level text with purpose and understanding
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OBJECTIVE / GRADE LEVEL EXPECTATION	4.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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STRAND **AZ.4.W. Writing Standards**

CONCEPT / STANDARD		Text Types and Purposes
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly

OBJECTIVE / GRADE LEVEL EXPECTATION	4.W.2.a.	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension
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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
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OBJECTIVE / GRADE LEVEL EXPECTATION	4.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic
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STRAND **AZ.4.W. Writing Standards**

CONCEPT / STANDARD		Production and Distribution of Writing
PERFORMANCE 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).

PERFORMANCE 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).
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PERFORMANCE 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.
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STRAND **AZ.4.W. Writing Standards**

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

CONCEPT / STANDARD		Research to Build and Present Knowledge
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research
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OBJECTIVE / GRADE LEVEL EXPECTATION	4.W.9.b.	Apply grade 4 Reading standards to informational texts.
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STRAND **AZ.4.W. Writing Standards**

CONCEPT / STANDARD		Range of Writing
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PERFORMANCE 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.
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STRAND **AZ.4.SL. Speaking and Listening Standards**

CONCEPT / STANDARD		Comprehension and Collaboration
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly
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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
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OBJECTIVE / GRADE LEVEL EXPECTATION	4.SL.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles
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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
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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
PERFORMANCE 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
PERFORMANCE 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.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.SL.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 and 3 for specific expectations).
STRAND	AZ.4.L. Language Standards	
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.L.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.1.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.1.h.	Write and organize one or more paragraphs that contain: a topic sentence, supporting details, and a conclusion that is appropriate to the writing task. (Construction of paragraph(s) should demonstrate command of Writing standards 1-3.)
STRAND	AZ.4.L. Language Standards	
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.L.2.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.2.a.	Use correct capitalization

OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.2.d.	Spell grade-appropriate words correctly, consulting references as needed.
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STRAND **AZ.4.L. Language Standards**

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

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

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

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

CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE 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).

STRAND **AZ.4.RL. Reading Standards for Literature**

CONCEPT / STANDARD		Key Ideas and Details
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PERFORMANCE 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.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.RL.2.	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
PERFORMANCE 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	
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.RL.5.	Explain the overall structure and major differences between poetry, drama, and prose.
PERFORMANCE 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	
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.RL.10.	By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 4.

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

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

STRAND **AZ.4.W. Writing Standards**

CONCEPT / STANDARD		Text Types and Purposes
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences

OBJECTIVE / GRADE LEVEL EXPECTATION	4.W.3.a.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally
OBJECTIVE / GRADE LEVEL EXPECTATION	4.W.3.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
PERFORMANCE 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).
PERFORMANCE 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).
PERFORMANCE 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
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.W.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes, categorize information, and provide a list of sources.

STRAND **AZ.4.W. Writing Standards**

CONCEPT / STANDARD		Research to Build and Present Knowledge
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research
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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
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PERFORMANCE 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
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly
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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
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PERFORMANCE 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
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PERFORMANCE 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.
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PERFORMANCE 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).
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STRAND AZ.4.L. Language Standards

CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.L.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking

OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.1.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons
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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.)
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STRAND AZ.4.L. Language Standards

CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.L.2.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing

OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.2.a.	Use correct capitalization
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OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.2.d.	Spell grade-appropriate words correctly, consulting references as needed.
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STRAND AZ.4.L. Language Standards

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

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

STRAND **AZ.4.L. Language Standards**

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

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

CONCEPT / STANDARD		Vocabulary Acquisition and Use
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PERFORMANCE 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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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
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PERFORMANCE 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.
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.RL.2.	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
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PERFORMANCE 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).
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STRAND **AZ.4.RL. Reading Standards for Literature**

CONCEPT / STANDARD		Craft and Structure
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.RL.5.	Explain the overall structure and major differences between poetry, drama, and prose.
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PERFORMANCE 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.
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STRAND **AZ.4.RL. Reading Standards for Literature**

CONCEPT / STANDARD		Range of Reading and Level of Text Complexity
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.RL.10.	By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 4.
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STRAND **AZ.4.RF. Reading Standards: Foundational Skills**

CONCEPT / STANDARD		Fluency
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.RF.4.	Read with sufficient accuracy and fluency to support comprehension
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OBJECTIVE / GRADE LEVEL EXPECTATION	4.RF.4.a.	Read grade-level text with purpose and understanding
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OBJECTIVE / GRADE LEVEL EXPECTATION	4.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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STRAND **AZ.4.W. Writing Standards**

CONCEPT / STANDARD		Text Types and Purposes
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences
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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
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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
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OBJECTIVE / GRADE LEVEL EXPECTATION	4.W.3.d.	Use concrete words and phrases and sensory details to convey experiences and events precisely
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OBJECTIVE / GRADE LEVEL EXPECTATION	4.W.3.e.	Provide a conclusion that follows from the narrated experiences or events.
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STRAND **AZ.4.W. Writing Standards**

CONCEPT / STANDARD		Production and Distribution of Writing
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PERFORMANCE 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).
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PERFORMANCE 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).
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PERFORMANCE 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.
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STRAND **AZ.4.W. Writing Standards**

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

CONCEPT / STANDARD		Research to Build and Present Knowledge
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research
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OBJECTIVE / GRADE LEVEL EXPECTATION	4.W.9.a.	Apply grade 4 Reading standards to literature.
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STRAND **AZ.4.W. Writing Standards**

CONCEPT / STANDARD		Range of Writing
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PERFORMANCE 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.
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STRAND **AZ.4.SL. Speaking and Listening Standards**

CONCEPT / STANDARD		Comprehension and Collaboration
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly

OBJECTIVE / GRADE LEVEL EXPECTATION	4.SL.1.a.	Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion
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OBJECTIVE / GRADE LEVEL EXPECTATION	4.SL.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles
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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
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OBJECTIVE / GRADE LEVEL EXPECTATION	4.SL.1.d.	Review the key ideas expressed and explain their own ideas and understanding based on the discussion.
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STRAND AZ.4.SL. Speaking and Listening Standards

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

STRAND AZ.4.L. Language Standards

CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.L.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking

OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.1.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons
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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.)
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STRAND **AZ.4.L. Language Standards**

CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.L.2.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing

OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.2.a.	Use correct capitalization
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OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.2.d.	Spell grade-appropriate words correctly, consulting references as needed.
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STRAND **AZ.4.L. Language Standards**

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

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

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

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

CONCEPT / STANDARD		Vocabulary Acquisition and Use
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PERFORMANCE 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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UNIT 3: RETELLING NARRATIVE STORIES Week 8 Page 61-70

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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PERFORMANCE 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.
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.RL.2.	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
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PERFORMANCE 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).
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STRAND **AZ.4.RL. Reading Standards for Literature**

CONCEPT / STANDARD		Craft and Structure
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.RL.5.	Explain the overall structure and major differences between poetry, drama, and prose.
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PERFORMANCE 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.
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STRAND **AZ.4.RL. Reading Standards for Literature**

CONCEPT / STANDARD		Range of Reading and Level of Text Complexity
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.RL.10.	By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 4.
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STRAND **AZ.4.RF. Reading Standards: Foundational Skills**

CONCEPT / STANDARD		Fluency
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.RF.4.	Read with sufficient accuracy and fluency to support comprehension
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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
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences
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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
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PERFORMANCE 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).

PERFORMANCE 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).

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

STRAND AZ.4.W. Writing Standards

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

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

STRAND AZ.4.W. Writing Standards

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

STRAND AZ.4.SL. Speaking and Listening Standards

CONCEPT / STANDARD		Comprehension and Collaboration
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly

OBJECTIVE / GRADE LEVEL EXPECTATION 4.SL.1.a. Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion

OBJECTIVE / GRADE LEVEL EXPECTATION 4.SL.1.b. Follow agreed-upon rules for discussions and carry out assigned roles

OBJECTIVE / GRADE LEVEL EXPECTATION 4.SL.1.c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others

OBJECTIVE / GRADE LEVEL EXPECTATION 4.SL.1.d. Review the key ideas expressed and explain their own ideas and understanding based on the discussion.

STRAND AZ.4.SL. Speaking and Listening Standards

CONCEPT / STANDARD		Comprehension and Collaboration
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PERFORMANCE 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.
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STRAND **AZ.4.SL. Speaking and Listening Standards**

CONCEPT / STANDARD		Presentation of Knowledge and Ideas
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PERFORMANCE 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.
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PERFORMANCE 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).
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STRAND **AZ.4.L. Language Standards**

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

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

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

OBJECTIVE / GRADE LEVEL EXPECTATION
4.L.3.b. Choose punctuation for effect

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

STRAND AZ.4.L. Language Standards

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

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

STRAND AZ.4.L. Language Standards

CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE 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
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Grade 4 - Adopted: 2016**

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

CONCEPT / STANDARD		Key Ideas and Details
PERFORMANCE 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.
PERFORMANCE 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
PERFORMANCE 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.
PERFORMANCE 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
PERFORMANCE 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.
PERFORMANCE 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
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.RI.10.	By the end of the year, proficiently and independently read and comprehend informational texts, including history/social studies, science, and technical texts, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 4.

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

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

STRAND **AZ.4.W. Writing Standards**

CONCEPT / STANDARD		Text Types and Purposes
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly

OBJECTIVE / GRADE LEVEL EXPECTATION	4.W.2.a.	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension
OBJECTIVE / GRADE LEVEL EXPECTATION	4.W.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic
OBJECTIVE / GRADE LEVEL EXPECTATION	4.W.2.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
PERFORMANCE 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).
PERFORMANCE 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).
PERFORMANCE 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
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.W.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes, categorize information, and provide a list of sources.

STRAND **AZ.4.W. Writing Standards**

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

OBJECTIVE / GRADE LEVEL EXPECTATION	4.W.9.b.	Apply grade 4 Reading standards to informational texts.
STRAND AZ.4.W. Writing Standards		
CONCEPT / STANDARD		Range of Writing
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND AZ.4.SL. Speaking and Listening Standards		
CONCEPT / STANDARD		Comprehension and Collaboration
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.SL.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
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.L.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.1.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.1.h.	Write and organize one or more paragraphs that contain: a topic sentence, supporting details, and a conclusion that is appropriate to the writing task. (Construction of paragraph(s) should demonstrate command of Writing standards 1-3.)
STRAND AZ.4.L. Language Standards		
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.L.2.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.2.a.	Use correct capitalization
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.2.d.	Spell grade-appropriate words correctly, consulting references as needed.
STRAND AZ.4.L. Language Standards		

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

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

OBJECTIVE / GRADE LEVEL EXPECTATION 4.L.3.b. Choose punctuation for effect

STRAND AZ.4.L. Language Standards

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

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

STRAND AZ.4.L. Language Standards

CONCEPT / STANDARD		Vocabulary Acquisition and Use
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PERFORMANCE 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
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PERFORMANCE 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.

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

CONCEPT / STANDARD		Integration of Knowledge and Ideas
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PERFORMANCE 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.
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.RI.8.	Explain how an author uses reasons and evidence to support particular points in a text.
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STRAND **AZ.4.RI. Reading Standards for Informational Text**

CONCEPT / STANDARD		Range of Reading and Level of Text Complexity
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PERFORMANCE 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.
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STRAND **AZ.4.RF. Reading Standards: Foundational Skills**

CONCEPT / STANDARD		Fluency
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.RF.4.	Read with sufficient accuracy and fluency to support comprehension
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OBJECTIVE / GRADE LEVEL EXPECTATION	4.RF.4.a.	Read grade-level text with purpose and understanding
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OBJECTIVE / GRADE LEVEL EXPECTATION	4.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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STRAND **AZ.4.W. Writing Standards**

CONCEPT / STANDARD		Text Types and Purposes
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PERFORMANCE 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
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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
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OBJECTIVE / GRADE LEVEL EXPECTATION	4.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic
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STRAND AZ.4.W. Writing Standards

CONCEPT / STANDARD		Production and Distribution of Writing
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PERFORMANCE 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).
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PERFORMANCE 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).
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PERFORMANCE 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.
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STRAND AZ.4.W. Writing Standards

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

CONCEPT / STANDARD		Research to Build and Present Knowledge
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research
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OBJECTIVE / GRADE LEVEL EXPECTATION	4.W.9.b.	Apply grade 4 Reading standards to informational texts.
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STRAND **AZ.4.W. Writing Standards**

CONCEPT / STANDARD		Range of Writing
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PERFORMANCE 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.
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STRAND **AZ.4.SL. Speaking and Listening Standards**

CONCEPT / STANDARD		Comprehension and Collaboration
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PERFORMANCE 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.
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STRAND **AZ.4.L. Language Standards**

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

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

CONCEPT / STANDARD		Knowledge of Language
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening
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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
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

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

STRAND **AZ.4.L. Language Standards**

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

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

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

CONCEPT / STANDARD		Key Ideas and Details
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PERFORMANCE 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.

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

CONCEPT / STANDARD		Integration of Knowledge and Ideas
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PERFORMANCE 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.
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.RI.8.	Explain how an author uses reasons and evidence to support particular points in a text.
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STRAND **AZ.4.RI. Reading Standards for Informational Text**

CONCEPT / STANDARD		Range of Reading and Level of Text Complexity
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PERFORMANCE 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.
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STRAND **AZ.4.RF. Reading Standards: Foundational Skills**

CONCEPT / STANDARD		Fluency
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.RF.4.	Read with sufficient accuracy and fluency to support comprehension
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OBJECTIVE / GRADE LEVEL EXPECTATION	4.RF.4.a.	Read grade-level text with purpose and understanding
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OBJECTIVE / GRADE LEVEL EXPECTATION	4.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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STRAND **AZ.4.W. Writing Standards**

CONCEPT / STANDARD		Text Types and Purposes
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PERFORMANCE 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
PERFORMANCE 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).
PERFORMANCE 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).
PERFORMANCE 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
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.W.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes, categorize information, and provide a list of sources.

STRAND **AZ.4.W. Writing Standards**

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

OBJECTIVE / GRADE LEVEL EXPECTATION	4.W.9.b.	Apply grade 4 Reading standards to informational texts.
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STRAND **AZ.4.W. Writing Standards**

CONCEPT / STANDARD		Range of Writing
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PERFORMANCE 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
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PERFORMANCE 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
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL 4.L.1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking

OBJECTIVE / GRADE LEVEL EXPECTATION 4.L.1.f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons

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

STRAND AZ.4.L. Language Standards

CONCEPT / STANDARD		Conventions of Standard English
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL 4.L.2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing

OBJECTIVE / 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
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL 4.L.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening

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

CONCEPT / STANDARD		Vocabulary Acquisition and Use
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
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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.
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STRAND **AZ.4.L. Language Standards**

CONCEPT / STANDARD		Vocabulary Acquisition and Use
---------------------------	--	---------------------------------------

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

CONCEPT / STANDARD		Key Ideas and Details
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PERFORMANCE 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.
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PERFORMANCE 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.
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STRAND **AZ.4.RI. Reading Standards for Informational Text**

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

CONCEPT / STANDARD		Integration of Knowledge and Ideas
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PERFORMANCE 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.
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.RI.8.	Explain how an author uses reasons and evidence to support particular points in a text.
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STRAND **AZ.4.RI. Reading Standards for Informational Text**

CONCEPT / STANDARD		Range of Reading and Level of Text Complexity
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PERFORMANCE 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.
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STRAND **AZ.4.RF. Reading Standards: Foundational Skills**

CONCEPT / STANDARD		Fluency
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.RF.4.	Read with sufficient accuracy and fluency to support comprehension
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OBJECTIVE / GRADE LEVEL EXPECTATION	4.RF.4.a.	Read grade-level text with purpose and understanding
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OBJECTIVE / GRADE LEVEL EXPECTATION	4.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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STRAND **AZ.4.W. Writing Standards**

CONCEPT / STANDARD		Text Types and Purposes
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PERFORMANCE 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
PERFORMANCE 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).
PERFORMANCE 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).
PERFORMANCE 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
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.W.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes, categorize information, and provide a list of sources.

STRAND AZ.4.W. Writing Standards

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

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

CONCEPT / STANDARD		Range of Writing
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PERFORMANCE 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
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PERFORMANCE 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
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL 4.L.1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking

OBJECTIVE / GRADE LEVEL EXPECTATION 4.L.1.f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons

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

STRAND AZ.4.L. Language Standards

CONCEPT / STANDARD		Conventions of Standard English
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL 4.L.2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing

OBJECTIVE / 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
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL 4.L.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening

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

CONCEPT / STANDARD		Vocabulary Acquisition and Use
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
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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.
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STRAND **AZ.4.L. Language Standards**

CONCEPT / STANDARD		Vocabulary Acquisition and Use
---------------------------	--	---------------------------------------

PERFORMANCE 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
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Grade 4 - Adopted: 2016**

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

CONCEPT / STANDARD		Key Ideas and Details
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PERFORMANCE 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.
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PERFORMANCE 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.
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STRAND **AZ.4.RI. Reading Standards for Informational Text**

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

CONCEPT / STANDARD		Integration of Knowledge and Ideas
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PERFORMANCE 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.
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.RI.8.	Explain how an author uses reasons and evidence to support particular points in a text.
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STRAND **AZ.4.RI. Reading Standards for Informational Text**

CONCEPT / STANDARD		Range of Reading and Level of Text Complexity
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PERFORMANCE 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.
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STRAND **AZ.4.RF. Reading Standards: Foundational Skills**

CONCEPT / STANDARD		Fluency
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.RF.4.	Read with sufficient accuracy and fluency to support comprehension
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OBJECTIVE / GRADE LEVEL EXPECTATION	4.RF.4.a.	Read grade-level text with purpose and understanding
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OBJECTIVE / GRADE LEVEL EXPECTATION	4.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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STRAND **AZ.4.W. Writing Standards**

CONCEPT / STANDARD		Text Types and Purposes
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PERFORMANCE 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
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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
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OBJECTIVE / GRADE LEVEL EXPECTATION	4.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic
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STRAND **AZ.4.W. Writing Standards**

CONCEPT / STANDARD		Production and Distribution of Writing
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PERFORMANCE 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).
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PERFORMANCE 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).
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PERFORMANCE 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.
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STRAND **AZ.4.W. Writing Standards**

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

CONCEPT / STANDARD		Research to Build and Present Knowledge
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research
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OBJECTIVE / GRADE LEVEL EXPECTATION	4.W.9.b.	Apply grade 4 Reading standards to informational texts.
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STRAND **AZ.4.W. Writing Standards**

CONCEPT / STANDARD		Range of Writing
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PERFORMANCE 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.
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STRAND **AZ.4.SL. Speaking and Listening Standards**

CONCEPT / STANDARD		Comprehension and Collaboration
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PERFORMANCE 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.
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STRAND **AZ.4.L. Language Standards**

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

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

CONCEPT / STANDARD		Knowledge of Language
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening
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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
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

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

STRAND AZ.4.L. Language Standards

CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.L.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings

OBJECTIVE / GRADE LEVEL EXPECTATION
4.L.5.c. Demonstrate understanding of words by relating them to their synonyms and antonyms.

STRAND AZ.4.L. Language Standards

CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE 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).

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

CONCEPT / STANDARD		Key Ideas and Details
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PERFORMANCE 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.
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PERFORMANCE 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.
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STRAND **AZ.4.RI. Reading Standards for Informational Text**

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

CONCEPT / STANDARD		Integration of Knowledge and Ideas
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PERFORMANCE 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.
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.RI.8.	Explain how an author uses reasons and evidence to support particular points in a text.
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STRAND **AZ.4.RI. Reading Standards for Informational Text**

CONCEPT / STANDARD		Range of Reading and Level of Text Complexity
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PERFORMANCE 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.
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STRAND **AZ.4.RF. Reading Standards: Foundational Skills**

CONCEPT / STANDARD		Fluency
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.RF.4.	Read with sufficient accuracy and fluency to support comprehension
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OBJECTIVE / GRADE LEVEL EXPECTATION	4.RF.4.a.	Read grade-level text with purpose and understanding
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OBJECTIVE / GRADE LEVEL EXPECTATION	4.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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STRAND **AZ.4.W. Writing Standards**

CONCEPT / STANDARD		Text Types and Purposes
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly

OBJECTIVE / GRADE LEVEL EXPECTATION	4.W.2.a.	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension
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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
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OBJECTIVE / GRADE LEVEL EXPECTATION	4.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic
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STRAND **AZ.4.W. Writing Standards**

CONCEPT / STANDARD		Production and Distribution of Writing
PERFORMANCE 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).

PERFORMANCE 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).
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PERFORMANCE 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.
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STRAND **AZ.4.W. Writing Standards**

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

STRAND **AZ.4.W. Writing Standards**

CONCEPT / STANDARD		Research to Build and Present Knowledge
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research
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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
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PERFORMANCE 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
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PERFORMANCE 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
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.L.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking
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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
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.L.2.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing
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OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.2.a.	Use correct capitalization
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OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.2.d.	Spell grade-appropriate words correctly, consulting references as needed.
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STRAND **AZ.4.L. Language Standards**

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

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

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

OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.4.b.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
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OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.4.c.	Consult reference materials (e.g., dictionaries, glossaries, thesauri), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
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STRAND **AZ.4.L. Language Standards**

CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE 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).

STRAND **AZ.4.RL. Reading Standards for Literature**

CONCEPT / STANDARD		Key Ideas and Details
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PERFORMANCE 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.
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PERFORMANCE 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).
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STRAND **AZ.4.RL. Reading Standards for Literature**

CONCEPT / STANDARD		Range of Reading and Level of Text Complexity
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.RL.10.	By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 4.
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STRAND **AZ.4.RI. Reading Standards for Informational Text**

CONCEPT / STANDARD		Key Ideas and Details
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PERFORMANCE 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.
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PERFORMANCE 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.
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STRAND **AZ.4.RI. Reading Standards for Informational Text**

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

CONCEPT / STANDARD		Integration of Knowledge and Ideas
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.RI.8.	Explain how an author uses reasons and evidence to support particular points in a text.
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STRAND **AZ.4.RI. Reading Standards for Informational Text**

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

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

CONCEPT / STANDARD		Fluency
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.RF.4.	Read with sufficient accuracy and fluency to support comprehension

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

OBJECTIVE / GRADE LEVEL EXPECTATION 4.RF.4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

STRAND AZ.4.W. Writing Standards

CONCEPT / STANDARD		Text Types and Purposes
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.W.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
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PERFORMANCE 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).

PERFORMANCE 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).

PERFORMANCE 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.
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STRAND **AZ.4.W. Writing Standards**

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

OBJECTIVE / GRADE LEVEL EXPECTATION	4.W.9.a.	Apply grade 4 Reading standards to literature.
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OBJECTIVE / GRADE LEVEL EXPECTATION	4.W.9.b.	Apply grade 4 Reading standards to informational texts.
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STRAND **AZ.4.W. Writing Standards**

CONCEPT / STANDARD		Range of Writing
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PERFORMANCE 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.
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STRAND **AZ.4.SL. Speaking and Listening Standards**

CONCEPT / STANDARD		Comprehension and Collaboration
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PERFORMANCE 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.
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STRAND **AZ.4.L. Language Standards**

CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.L.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking

OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.1.d.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag)
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OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.1.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons
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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.)
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STRAND **AZ.4.L. Language Standards**

CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.L.2.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing

OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.2.a.	Use correct capitalization
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OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.2.d.	Spell grade-appropriate words correctly, consulting references as needed.
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STRAND **AZ.4.L. Language Standards**

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

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

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

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

CONCEPT / STANDARD		Vocabulary Acquisition and Use
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PERFORMANCE 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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Language Arts
Grade 4 - Adopted: 2016**

STRAND **AZ.4.RL. Reading Standards for Literature**

CONCEPT / STANDARD		Key Ideas and Details
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PERFORMANCE 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.
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PERFORMANCE 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).
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STRAND **AZ.4.RL. Reading Standards for Literature**

CONCEPT / STANDARD		Range of Reading and Level of Text Complexity
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.RL.10.	By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 4.
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STRAND **AZ.4.RF. Reading Standards: Foundational Skills**

CONCEPT / STANDARD		Fluency
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.RF.4.	Read with sufficient accuracy and fluency to support comprehension
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OBJECTIVE / GRADE LEVEL EXPECTATION	4.RF.4.a.	Read grade-level text with purpose and understanding
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OBJECTIVE / GRADE LEVEL EXPECTATION	4.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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STRAND **AZ.4.W. Writing Standards**

CONCEPT / STANDARD		Text Types and Purposes
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences
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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
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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
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OBJECTIVE / GRADE LEVEL EXPECTATION	4.W.3.d.	Use concrete words and phrases and sensory details to convey experiences and events precisely
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STRAND AZ.4.W. Writing Standards

CONCEPT / STANDARD		Production and Distribution of Writing
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PERFORMANCE 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).
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PERFORMANCE 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).
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PERFORMANCE 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.
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STRAND AZ.4.W. Writing Standards

CONCEPT / STANDARD		Research to Build and Present Knowledge
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research
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OBJECTIVE / GRADE LEVEL EXPECTATION	4.W.9.a.	Apply grade 4 Reading standards to literature.
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STRAND AZ.4.W. Writing Standards

CONCEPT / STANDARD		Range of Writing
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PERFORMANCE 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.
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STRAND **AZ.4.SL. Speaking and Listening Standards**

CONCEPT / STANDARD		Comprehension and Collaboration
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PERFORMANCE 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.
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STRAND **AZ.4.L. Language Standards**

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

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

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

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

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

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

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

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

CONCEPT / STANDARD		Key Ideas and Details
PERFORMANCE 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.

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

CONCEPT / STANDARD		Craft and Structure
PERFORMANCE 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.

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

CONCEPT / STANDARD		Integration of Knowledge and Ideas
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PERFORMANCE 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.
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.RI.8.	Explain how an author uses reasons and evidence to support particular points in a text.
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PERFORMANCE 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.
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STRAND **AZ.4.RI. Reading Standards for Informational Text**

CONCEPT / STANDARD		Range of Reading and Level of Text Complexity
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PERFORMANCE 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.
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STRAND **AZ.4.RF. Reading Standards: Foundational Skills**

CONCEPT / STANDARD		Fluency
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.RF.4.	Read with sufficient accuracy and fluency to support comprehension
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OBJECTIVE / GRADE LEVEL EXPECTATION	4.RF.4.a.	Read grade-level text with purpose and understanding
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OBJECTIVE / GRADE LEVEL EXPECTATION	4.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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STRAND **AZ.4.W. Writing Standards**

CONCEPT / STANDARD		Text Types and Purposes
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly

OBJECTIVE / GRADE LEVEL EXPECTATION	4.W.2.a.	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension
OBJECTIVE / GRADE LEVEL EXPECTATION	4.W.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic
OBJECTIVE / GRADE LEVEL EXPECTATION	4.W.2.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
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PERFORMANCE 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).
PERFORMANCE 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).
PERFORMANCE 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
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PERFORMANCE 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.
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STRAND **AZ.4.W. Writing Standards**

CONCEPT / STANDARD		Research to Build and Present Knowledge
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research
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OBJECTIVE / GRADE LEVEL EXPECTATION	4.W.9.b.	Apply grade 4 Reading standards to informational texts.
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STRAND **AZ.4.W. Writing Standards**

CONCEPT / STANDARD		Range of Writing
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PERFORMANCE 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.
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STRAND **AZ.4.SL. Speaking and Listening Standards**

CONCEPT / STANDARD		Comprehension and Collaboration
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly
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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
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OBJECTIVE / GRADE LEVEL EXPECTATION	4.SL.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles
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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
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OBJECTIVE / GRADE LEVEL EXPECTATION	4.SL.1.d.	Review the key ideas expressed and explain their own ideas and understanding based on the discussion.
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STRAND **AZ.4.SL. Speaking and Listening Standards**

CONCEPT / STANDARD		Comprehension and Collaboration
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PERFORMANCE 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.
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STRAND **AZ.4.SL. Speaking and Listening Standards**

CONCEPT / STANDARD		Presentation of Knowledge and Ideas
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PERFORMANCE 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).
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STRAND **AZ.4.L. Language Standards**

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

STRAND **AZ.4.L. Language Standards**

CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.L.2.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.2.a.	Use correct capitalization
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.2.d.	Spell grade-appropriate words correctly, consulting references as needed.

STRAND **AZ.4.L. Language Standards**

CONCEPT / STANDARD		Knowledge of Language
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.3.a.	Choose words and phrases to convey ideas precisely
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.3.b.	Choose punctuation for effect
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.3.c.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

STRAND **AZ.4.L. Language Standards**

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

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

STRAND **AZ.4.L. Language Standards**

CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE 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
PERFORMANCE 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.

PERFORMANCE 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
PERFORMANCE 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.

PERFORMANCE 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.

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

CONCEPT / STANDARD		Integration of Knowledge and Ideas
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PERFORMANCE 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.
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.RI.8.	Explain how an author uses reasons and evidence to support particular points in a text.
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PERFORMANCE 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.
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STRAND **AZ.4.RI. Reading Standards for Informational Text**

CONCEPT / STANDARD		Range of Reading and Level of Text Complexity
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PERFORMANCE 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.
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STRAND **AZ.4.RF. Reading Standards: Foundational Skills**

CONCEPT / STANDARD		Fluency
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.RF.4.	Read with sufficient accuracy and fluency to support comprehension
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OBJECTIVE / GRADE LEVEL EXPECTATION	4.RF.4.a.	Read grade-level text with purpose and understanding
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OBJECTIVE / GRADE LEVEL EXPECTATION	4.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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STRAND **AZ.4.W. Writing Standards**

CONCEPT / STANDARD		Text Types and Purposes
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PERFORMANCE 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
PERFORMANCE 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).
PERFORMANCE 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).
PERFORMANCE 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
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.W.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes, categorize information, and provide a list of sources.

STRAND **AZ.4.W. Writing Standards**

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

OBJECTIVE / GRADE LEVEL EXPECTATION	4.W.9.b.	Apply grade 4 Reading standards to informational texts.
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STRAND **AZ.4.W. Writing Standards**

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

STRAND AZ.4.SL. Speaking and Listening Standards

CONCEPT / STANDARD		Comprehension and Collaboration
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly

OBJECTIVE / GRADE LEVEL EXPECTATION
 4.SL.1.a. Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion

OBJECTIVE / GRADE LEVEL EXPECTATION
 4.SL.1.b. Follow agreed-upon rules for discussions and carry out assigned roles

OBJECTIVE / GRADE LEVEL EXPECTATION
 4.SL.1.c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others

OBJECTIVE / GRADE LEVEL EXPECTATION
 4.SL.1.d. Review the key ideas expressed and explain their own ideas and understanding based on the discussion.

STRAND AZ.4.SL. Speaking and Listening Standards

CONCEPT / STANDARD		Comprehension and Collaboration
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PERFORMANCE 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
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PERFORMANCE 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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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.L.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking
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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)
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OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.1.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons
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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.)
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STRAND AZ.4.L. Language Standards

CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.L.2.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing

OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.2.a.	Use correct capitalization
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OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.2.d.	Spell grade-appropriate words correctly, consulting references as needed.
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STRAND AZ.4.L. Language Standards

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

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

CONCEPT / STANDARD		Vocabulary Acquisition and Use
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
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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
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PERFORMANCE 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
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STRAND AZ.4.RI. Reading Standards for Informational Text

CONCEPT / STANDARD		Key Ideas and Details
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PERFORMANCE 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.

PERFORMANCE 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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PERFORMANCE 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.

PERFORMANCE 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.

PERFORMANCE 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
PERFORMANCE 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.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.RI.8.	Explain how an author uses reasons and evidence to support particular points in a text.
PERFORMANCE 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
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.RI.10.	By the end of the year, proficiently and independently read and comprehend informational texts, including history/social studies, science, and technical texts, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 4.

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

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

STRAND AZ.4.W. Writing Standards

CONCEPT / STANDARD		Text Types and Purposes
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly
OBJECTIVE / GRADE LEVEL EXPECTATION	4.W.2.a.	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension

OBJECTIVE / GRADE LEVEL EXPECTATION	4.W.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic
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OBJECTIVE / GRADE LEVEL EXPECTATION	4.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic
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STRAND **AZ.4.W. Writing Standards**

CONCEPT / STANDARD		Production and Distribution of Writing
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PERFORMANCE 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).
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PERFORMANCE 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).
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PERFORMANCE 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.
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STRAND **AZ.4.W. Writing Standards**

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

CONCEPT / STANDARD		Research to Build and Present Knowledge
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research
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OBJECTIVE / GRADE LEVEL EXPECTATION	4.W.9.b.	Apply grade 4 Reading standards to informational texts.
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STRAND **AZ.4.W. Writing Standards**

CONCEPT / STANDARD		Range of Writing
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PERFORMANCE 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.
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STRAND **AZ.4.SL. Speaking and Listening Standards**

CONCEPT / STANDARD		Comprehension and Collaboration
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly

OBJECTIVE / GRADE LEVEL EXPECTATION	4.SL.1.a.	Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion
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OBJECTIVE / GRADE LEVEL EXPECTATION	4.SL.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles
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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
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OBJECTIVE / GRADE LEVEL EXPECTATION	4.SL.1.d.	Review the key ideas expressed and explain their own ideas and understanding based on the discussion.
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STRAND **AZ.4.SL. Speaking and Listening Standards**

CONCEPT / STANDARD		Comprehension and Collaboration
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PERFORMANCE 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.
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STRAND **AZ.4.SL. Speaking and Listening Standards**

CONCEPT / STANDARD		Presentation of Knowledge and Ideas
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PERFORMANCE 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).
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STRAND **AZ.4.L. Language Standards**

CONCEPT / STANDARD		Conventions of Standard English
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.L.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking
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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
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.L.2.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.2.a.	Use correct capitalization
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.2.d.	Spell grade-appropriate words correctly, consulting references as needed.

STRAND **AZ.4.L. Language Standards**

CONCEPT / STANDARD		Knowledge of Language
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.3.a.	Choose words and phrases to convey ideas precisely
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.3.b.	Choose punctuation for effect
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.3.c.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

STRAND **AZ.4.L. Language Standards**

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

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

CONCEPT / STANDARD		Vocabulary Acquisition and Use
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PERFORMANCE 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
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Grade 4 - Adopted: 2016**

STRAND **AZ.4.W. Writing Standards**

CONCEPT / STANDARD		Text Types and Purposes
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PERFORMANCE 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
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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
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OBJECTIVE / GRADE LEVEL EXPECTATION	4.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic
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STRAND **AZ.4.W. Writing Standards**

CONCEPT / STANDARD		Production and Distribution of Writing
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PERFORMANCE 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).
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PERFORMANCE 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).
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PERFORMANCE 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.
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STRAND **AZ.4.W. Writing Standards**

CONCEPT / STANDARD		Range of Writing
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PERFORMANCE 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.
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STRAND **AZ.4.SL. Speaking and Listening Standards**

CONCEPT / STANDARD		Comprehension and Collaboration
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PERFORMANCE 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.
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STRAND **AZ.4.L. Language Standards**

CONCEPT / STANDARD		Conventions of Standard English
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.L.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking
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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)
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OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.1.e.	Form and use prepositional phrases
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OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.1.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons
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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.)
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STRAND **AZ.4.L. Language Standards**

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

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

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

CONCEPT / STANDARD		Vocabulary Acquisition and Use
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PERFORMANCE 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
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STRAND **AZ.4.W. Writing Standards**

CONCEPT / STANDARD		Text Types and Purposes
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly

OBJECTIVE / GRADE LEVEL EXPECTATION	4.W.2.a.	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension
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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
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OBJECTIVE / GRADE LEVEL EXPECTATION	4.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic
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STRAND **AZ.4.W. Writing Standards**

CONCEPT / STANDARD		Text Types and Purposes
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences

OBJECTIVE / GRADE LEVEL EXPECTATION	4.W.3.a.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally
OBJECTIVE / GRADE LEVEL EXPECTATION	4.W.3.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
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PERFORMANCE 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).
PERFORMANCE 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).
PERFORMANCE 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
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PERFORMANCE 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.
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STRAND **AZ.4.SL. Speaking and Listening Standards**

CONCEPT / STANDARD		Comprehension and Collaboration
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PERFORMANCE 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.
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STRAND **AZ.4.L. Language Standards**

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

STRAND **AZ.4.L. Language Standards**

CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.L.2.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.2.a.	Use correct capitalization
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.2.d.	Spell grade-appropriate words correctly, consulting references as needed.

STRAND **AZ.4.L. Language Standards**

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

STRAND **AZ.4.L. Language Standards**

CONCEPT / STANDARD		Vocabulary Acquisition and Use
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PERFORMANCE 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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STRAND **AZ.4.W. Writing Standards**

CONCEPT / STANDARD		Text Types and Purposes
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PERFORMANCE 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
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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
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OBJECTIVE / GRADE LEVEL EXPECTATION	4.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic
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STRAND **AZ.4.W. Writing Standards**

CONCEPT / STANDARD		Production and Distribution of Writing
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PERFORMANCE 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).
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PERFORMANCE 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).
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PERFORMANCE 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.
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STRAND **AZ.4.W. Writing Standards**

CONCEPT / STANDARD		Range of Writing
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PERFORMANCE 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
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PERFORMANCE 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
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL
 4.L.1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking

OBJECTIVE / GRADE LEVEL EXPECTATION
 4.L.1.d. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag)

OBJECTIVE / GRADE LEVEL EXPECTATION
 4.L.1.e. Form and use prepositional phrases

OBJECTIVE / GRADE LEVEL EXPECTATION
 4.L.1.f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons

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

STRAND AZ.4.L. Language Standards

CONCEPT / STANDARD		Conventions of Standard English
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL
 4.L.2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing

OBJECTIVE / GRADE LEVEL EXPECTATION
 4.L.2.a. Use correct capitalization

OBJECTIVE / GRADE LEVEL EXPECTATION
 4.L.2.d. Spell grade-appropriate words correctly, consulting references as needed.

STRAND **AZ.4.L. Language Standards**

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

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

OBJECTIVE / GRADE LEVEL EXPECTATION 4.L.3.b. Choose punctuation for effect

STRAND **AZ.4.L. Language Standards**

CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE 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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STRAND **AZ.4.W. Writing Standards**

CONCEPT / STANDARD		Text Types and Purposes
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly

OBJECTIVE / GRADE LEVEL EXPECTATION 4.W.2.a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension

OBJECTIVE / GRADE LEVEL EXPECTATION 4.W.2.b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic

OBJECTIVE / GRADE LEVEL EXPECTATION 4.W.2.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
PERFORMANCE 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).
PERFORMANCE 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).
PERFORMANCE 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
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

STRAND **AZ.4.SL.** **Speaking and Listening Standards**

CONCEPT / STANDARD		Comprehension and Collaboration
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.SL.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
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.L.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.1.d.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag)
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.1.e.	Form and use prepositional phrases
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.1.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons

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

CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.L.2.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing

OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.2.a.	Use correct capitalization
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OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.2.d.	Spell grade-appropriate words correctly, consulting references as needed.
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STRAND **AZ.4.L. Language Standards**

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

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

CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE 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).

STRAND **AZ.4.W. Writing Standards**

CONCEPT / STANDARD		Text Types and Purposes
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PERFORMANCE 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
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
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PERFORMANCE 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).
PERFORMANCE 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).
PERFORMANCE 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
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PERFORMANCE 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.
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STRAND **AZ.4.SL. Speaking and Listening Standards**

CONCEPT / STANDARD		Comprehension and Collaboration
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PERFORMANCE 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.
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STRAND **AZ.4.L. Language Standards**

CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.L.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking

OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.1.d.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag)
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OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.1.e.	Form and use prepositional phrases
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OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.1.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons
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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.)
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STRAND **AZ.4.L. Language Standards**

CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.L.2.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing

OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.2.a.	Use correct capitalization
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OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.2.d.	Spell grade-appropriate words correctly, consulting references as needed.
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STRAND **AZ.4.L. Language Standards**

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

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