

Summary of Changes Document 2010 AZ English Language Arts Standards

Grade 4 Reading Standards for Literature

AZ Strand, Concept, PO	ELA Cluster	Movement
	Key Ideas and Details	
	4.RL.1: n/a	
R05.S2C1.02: Identify the theme (moral, lesson, meaning, message, view or comment on life) of a literary selection. R06.S2C1.02: Identify the theme in works of prose, poetry, and drama.	4.RL.2: Determine a theme of a story, drama, or poem from details in the text; summarize the text.	From G5 to G4 From G6 to G4
	4.RL.3: n/a	
	Craft and Structure	
	4.RL.4-5: n/a	
R05.S2C1.05: Identify the narrative point of view (e.g., first person, third person, omniscient) in a literary selection.	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.	From G5 to G4
	Integration of Knowledge and Ideas	
	4.RL.7-8: n/a	
R06.S2C2.02: Identify common structures and stylistic elements in literature, folktales, and myths from a variety of cultures. R09.S2C2.02: Compare (and contrast) classic works of literature that deal with similar topics and problems (e.g., individual and society, meaning of friendship, freedom, responsibility).	4.RL.9: Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.	From G6 to G4 From G9 to G4
	Range of Reading and Level of Text Complexity	
R03.S1C5.01: Consistently read grade level text with at least 90 percent accuracy.	4.RL.10: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	From G3 to G4

Grade 4 Reading Standards for Informational Text

AZ Strand, Concept, PO	ELA Cluster	Movement
	Key Ideas and Details	
	4.RI.1: n/a	
R06.S3C1.02: Summarize the main idea and critical details of expository text, maintaining chronological or logical order.	4.RI.2: Determine the main idea of a text and explain how it is supported by key details; summarize the text.	From G6 to G4
	4.RI.3: n/a	
	Craft and Structure	
	4.RI.4: n/a	
R06.S3C1.08: Identify the organizational structures (e.g., chronological order, comparison and contrast, cause and effect relationships, logical order) of expository text.	4.RI.5: Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.	From G6 to G4
R07.S3C1.07: Differentiate between primary and secondary source materials.	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.	From G7 to G4

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Grade 4 Reading Standards for Informational Text continued

Integration of Knowledge and Ideas		
R06.S3C1.08: Identify the organizational structures (e.g., chronological order, comparison and contrast, cause and effect relationships, logical order) of expository text.	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.	From G6 to G4
R05.S3C1.02: Distinguish fact from opinion in expository text, using supporting evidence from text. R05.S3C3.02: Identify the intended effect of persuasive vocabulary (e.g., loaded/emotional words, exaggeration, euphemisms) that the author uses to influence readers' opinions.	4.RI.8: Explain how an author uses reasons and evidence to support particular points in a text.	From G5 to G4
R07.S3C1.11: Compare (and contrast) the central ideas and concepts from selected readings on a specific topic.	4.RI.9: Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	From G7 to G4
Range of Reading and Level of Text Complexity		
	4.RI.10: n/a	
Grade 4 Reading Standards for Reading Foundations		
AZ Strand, Concept, PO	ELA Cluster	Movement
	Print Concepts	
	4.RF.1: n/a	
	Phonological Awareness	
	4.RF.2: n/a	
	Phonics and Word Recognition	
R03.S1C3.01: Read multi-syllabic words fluently, using letter-sound knowledge. R03.S1C3.02: Apply knowledge of basic syllabication rules when decoding four- or five-syllable written words (e.g., in/for/ma/tion, mul/ti/pli/ca/tion, pep/per/o/ni).	4.RF.3: Know and apply grade-level phonics and word analysis skills in decoding words. <ul style="list-style-type: none"> a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multi-syllabic words in context and out of context. 	From G3 to G4
	Fluency	
R03.S1C5.01: Consistently read grade level text with at least 90 percent accuracy.	4.RF.4: Read with sufficient accuracy and fluency to support comprehension. <ul style="list-style-type: none"> a. Read on-level text with purpose and understanding. b. Read on on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. 	From G3 to G4

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Grade 4 Writing Standards

AZ Strand, Concept, PO	ELA Cluster	Movement
	Text Types and Purposes	
	4.W.1-3: n/a	
	Production or Distribution of Writing	
	4.W.4-6: n/a	
	Research to Build and Present Knowledge	
	4.W.7-8: n/a	
R05.S3C3.01: Determine an author’s position regarding a particular idea, subject, concept, or object, using supporting evidence from the text.	4.W.9: Draw evidence from literary or informational texts to support analysis, reflection, and research. <ul style="list-style-type: none"> a. Apply grade 4 Reading standards to literature (e.g., “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].”). b. Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text.”). 	From G5 to G4
	Range of Writing	
	4.W.10: n/a	

Grade 4 Speaking & Listening Standards

AZ Strand, Concept, PO	ELA Cluster	Movement
	Comprehension and Collaboration	
LS.R5: Participate in group discussions.	4.SL.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 4 topics and texts</i> , building on others’ ideas and expressing their own clearly. <ul style="list-style-type: none"> a. Come to discussions prepared having read or studies required material; explicitly draw on the preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions and carry out assigned roles. 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. d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. 	From GK to G4
W05.S1C6.01: Paraphrase information from a variety of sources (e.g., Internet, reference materials).	4.SL.2: Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	From G5 to G4
	4.SL.3: n/a	
	Presentation of Knowledge and Ideas	
	4.SL.4-6: n/a	

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Grade 4 Language Standards

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	Conventions of Standard English	
<p>W05.S2C6.12: Use the following parts of speech correctly in simple sentences:</p> <ul style="list-style-type: none"> a. nouns b. action verbs c. personal pronouns d. conjunctions e. adverbs <p>W06.S2C6.12: Use the following parts of speech correctly in simple sentences:</p> <ul style="list-style-type: none"> a. nouns b. action/linking verbs c. personal pronouns d. adjectives e. adverbs f. conjunctions g. prepositions h. interjections 	<p>4.L.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> a. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why). b. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses. c. Use modal auxiliaries (e.g., can, may, must) to convey various conditions. d. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). e. Form and use prepositional phrases. f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. g. Correctly use frequently confused words (e.g., to, too, two; there, their). <p>AZ.4.L.1</p> <ul style="list-style-type: none"> h. Write and organize one or more paragraphs about a topic. 	<p>From G5 to G4 From G6 to G4</p>
	4.L.2: n/a	
<p>W06.S2C4.02: Use accurate, specific, powerful words that effectively convey the intended message.</p> <p>W06.S2C3.04: Choose appropriate voice (e.g., formal, informal) for the audience and purpose.</p>	<p>4.L.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> a. Choose words and phrases to convey ideas precisely. b. Choose punctuation for effect. 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). 	<p>From G6 to G4</p>
	Vocabulary Acquisition and Use	
	4.L.4: n/a	
<p>R03.S1C4.06: Determine the meaning of common synonyms, antonyms, and homonyms.</p>	<p>4.L.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> a. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). 	<p>From G3 to G4</p>
	4.L.6: n/a	