Arizona’s English Language Arts Standards - 4th Grade

Range of Reading and Level of Text Complexity

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 for grade 4.

Reading Standards: Foundational Skills

Phonics and Word Recognition

Know and apply phonics and word analysis skills in deciding multivocal: words in context and out of context:
  a. Use combined knowledge of all letter-sound correspondences to read unknown words.
  b. Apply knowledge of the six syllable patterns to read grade-level words accurately.
  c. Use knowledge of morphology (e.g., roots and affixes) to read grade level words accurately.

Fluency

Read with sufficient accuracy and fluency to support comprehension.
  a. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
  b. Use context to confirm or reject self-corrected word recognition and understanding, rereading as necessary.

Writing Standards

Text types and Purposes

Write opinion pieces on topics or texts, supporting a point of view with reasons in context:
  a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related evidence supports the writer’s opinion.
  b. Provide reasons that are supported by facts and details.
  c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
  d. Provide a concluding statement or section related to the opinion presented.

Write informative/explanatory text to examine a topic or convey ideas and information clearly:
  a. Introduce a topic clearly, state an opinion, and create an organizational structure in which related evidence supports the writer’s opinion.
  b. Provide reasons that are supported by facts and details.
  c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
  d. Provide a concluding statement or section related to the opinion presented.

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences:
  a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
  b. Use dialogue and description to develop experiences or events showing the development of conflict.
  c. Use a variety of transitional words and phrases to manage the sequence of events.
  d. Use concrete words and phrases and sensory details to convey experiences and events precisely.
  e. Provide a conclusion that follows from the narrated experiences or events.

Range of Reading and Level of Text Complexity

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 for grade 4.

Reading Standards: Foundational Skills

Phonics and Word Recognition

Know and apply phonics and word analysis skills in deciding multivocal: words in context and out of context:
  a. Use combined knowledge of all letter-sound correspondences to read unknown words.
  b. Apply knowledge of the six syllable patterns to read grade-level words accurately.
  c. Use knowledge of morphology (e.g., roots and affixes) to read grade level words accurately.

Fluency

Read with sufficient accuracy and fluency to support comprehension.
  a. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
  b. Use context to confirm or reject self-corrected word recognition and understanding, rereading as necessary.

Writing Standards

Text types and Purposes

Write opinion pieces on topics or texts, supporting a point of view with reasons in context:
  a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related evidence supports the writer’s opinion.
  b. Provide reasons that are supported by facts and details.
  c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
  d. Provide a concluding statement or section related to the opinion presented.

Write informative/explanatory text to examine a topic or convey ideas and information clearly:
  a. Introduce a topic clearly, state an opinion, and create an organizational structure in which related evidence supports the writer’s opinion.
  b. Provide reasons that are supported by facts and details.
  c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
  d. Provide a concluding statement or section related to the opinion presented.

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences:
  a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
  b. Use dialogue and description to develop experiences or events showing the development of conflict.
  c. Use a variety of transitional words and phrases to manage the sequence of events.
  d. Use concrete words and phrases and sensory details to convey experiences and events precisely.
  e. Provide a conclusion that follows from the narrated experiences or events.

Production and Distribution of Writing

Produce clear and coherent writing in which the development and organization are appropriate to task and situation (grade-specific expectations for writing types are defined in standards 1–3 above).

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, rewriting, and editing (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4).

With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to complete a writing task.

Research to Build and Present Knowledge

Conduct short research projects that build knowledge through investigation of different aspects of a topic.

Draw evidence from literary or informational texts to support analysis, reflection, and research.
  a. Apply grade 4 Reading standards to literature.
  b. Apply grade 4 Reading standards to informational text.

Range of Writing

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Writing Standards: Foundational Skills

Sound-letter basics and handwriting

Demonstrate and apply handwriting skills.
  a. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
  b. Use context to confirm or reject self-corrected word recognition and understanding, rereading as necessary.

Knowledge of Language

Use knowledge of language and its conventions when writing, speaking, reading, or listening.
  a. Choose words and phrases to convey 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).

Vocabulary Acquisition and Use

Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues and a variety of methods (e.g., using synonyms and antonyms; using word parts; using knowledge of word roots and affixes; using a dictionary or other reference source; analyzing text with a focus on relevant word meanings). Use context clues and a variety of methods (e.g., using synonyms and antonyms; using word parts; using knowledge of word roots and affixes; using a dictionary or other reference source; analyzing text with a focus on relevant word meanings).

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
  a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture).
  b. Recognize and explain the meaning of common idioms, adages, and proverbs.
  c. Demonstrate understanding of words by relating them to their synonyms and antonyms (e.g., the meaning of one word can be determined from another for which it is a synonym or antonym).

Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases, including those that signal new actions, time (e.g., in addition, another), and purpose (e.g., in order to).

AZ 4th Grade 2016 ELA Standards