



Arizona English Language Arts Standards

Fourth Grade

ARIZONA DEPARTMENT OF EDUCATION

Adopted December 2016

Fourth Grade Overview

Arizona's English Language Arts Standards work together in a clear progression from kindergarten through 12th grade. This document provides a brief overview of the skills a student will learn at this grade. Each standard builds on the standard that came before and towards the standard that comes in the next grade level. Each standard is expected to be taught as appropriate for the grade-level. Some standards appear to have similar wording at multiple grade levels; however, it is understood that they are to be applied with increased focus to progressively more challenging texts and tasks.

Reading Standards for Literature

- Proficiently and independently read a wide variety of grade-level appropriate literature
- Use key details to determine a theme of a text
- Use details from texts in order to make inferences, to make comparisons, and to connect ideas
- Refer to the text when asking or answering a question
- Explore the differences between poems, plays, and stories
- Determine the meaning of key words and phrases in a text
- Compare how similar ideas and themes are presented in texts from different cultures

Reading Standards for Informational Text

- Proficiently and independently read a wide variety of grade-level appropriate informational texts
- Determine how the structure and presentation helps to organize the ideas and details in the text
- Determine the central idea of a text and how key details contribute to that central idea
- Locate evidence in the text to support answers and opinions
- Make connections between a series of historical events, scientific ideas or steps in technical procedures
- Compare, contrast, and integrate information from multiple texts or sources
- Find the meaning of key vocabulary words in informational texts
- Use various text features, such as glossaries, icons and indexes, to locate key facts and information
- Apply a variety of strategies to comprehend, recount and paraphrase grade-level informational text

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Reading Standards Foundational Skills

- Apply a variety of strategies to comprehend, recount and paraphrase grade-level informational text

Writing Standards

- Write opinion and explanatory pieces that include evidence to support ideas, linking words, and a conclusion
- Write narratives that include a clear sequence of events, descriptive details, dialogue, and words that indicate a change in time
- Revise writing based on feedback from adults and peers
- Conduct short research projects that address different parts of a topic
- Gather information from sources to answer a question
- Produce writing that is organized for specific task, audience and purpose

Writing Foundational Skills

- Read and write cursive and manuscript

Speaking and Listening Standards

- Collaborate in discussions through effectively speaking and listening in a variety of settings
- Prepare for a discussion by reading and studying the required materials
- Paraphrase information from a wide range of sources
- Orally report on a topic or text

Language Standards

- Demonstrate mastery of grade level conventions (grammar, capitalization, punctuation, and spelling)
- Construct paragraphs that include an introduction of the topic, supporting details, and conclusion
- Use knowledge of Greek and Latin prefixes, suffixes, and roots to determine the meaning of unknown words
- Determine the meaning of unknown words using root words, prefixes, suffixes, context clues, and dictionaries

ESSENTIAL STANDARDS

Essential Standards are individual standards selected to receive a greater proportion of questions on the AASA exams. The AASA exams, administered in grades three through eight, are developed based on a standards blueprint approved by the State Board of Education that includes individual standards grouped into clusters and identifies an allocation of questions for each cluster. The identified Essential Standards will receive the maximum number of questions allowed by the standards blueprint. **Note that ALL standards will continue to be included in the test design of the annual state exams.**

ALL STANDARDS WILL BE ASSESSED

The identified Essential Standards are targeted for emphasis, indicating that these standards will have a higher proportion on the AASA when possible. The state assessment will retain the same length and duration. **ALL STANDARDS** remain valid and subject to inclusion in each year’s AASA.

REPORTING

The AASA exam results will include a new report in which Essential Standards will be represented. Beginning with the 2025-2026 school year identified Essential Standards, from the existing State Board of Education-approved standards for ELA, in grades three through eight will have a higher proportion of items on the statewide assessment, keeping within the [current blueprint](#) adopted by the State Board of Education. Each given year an Essential Standard Cluster, identified on the table, may or may not be reported, depending upon the final form.

REPORTING CLUSTERS GRADE 4

| Reading Standards for Literature | Reading Standards for Informational Text | Writing and Language |
|------------------------------------|--|----------------------|
| Key Ideas and Details* | Key Ideas and Details* | Writing** |
| Craft and Structure* | Craft and Structure* | Language* |
| Integration of Knowledge and Ideas | Integration of Knowledge and Ideas | |

*Reported cluster

** Writing is reported by trait

Reading Standards for Literature

| Key Ideas and Details | |
|--|--|
| *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. |
| *4.RL.2 | Determine a theme of a story, drama, or poem from details in the text; summarize the text. |
| 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). |
| Craft and Structure | |
| *4.RL.4 | Determine the meaning of words, phrases, and figurative language found in stories, poetry, myths, and traditional literature from different cultures, including those that allude to significant characters. |
| 4.RL.5 | Explain the overall structure and major differences between poetry, drama, and prose. |
| *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. |
| Integration of Knowledge and Ideas | |
| 4.RL.7 | Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text. |
| 4.RL.8 | (Not applicable to literature) |
| 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. |
| Range of Reading and Level of Text Complexity | |
| 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. |

Reading Standards for Informational Text

| Key Ideas and Details | |
|--|--|
| *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. |
| *4.RI.2 | Determine the main idea of a text and explain how it is supported by key details; summarize the text. |
| 4.RI.3 | Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. |
| Craft and Structure | |
| *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. |
| 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. |
| 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. |
| Integration of Knowledge and Ideas | |
| 4.RI.7 | Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on web pages) and explain how the information contributes to an understanding of the text in which it appears. |
| *4.RI.8 | Explain how an author uses reasons and evidence to support particular points in a text. |
| 4.RI.9 | Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. |
| Range of Reading and Level of Text Complexity | |
| 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. |

Reading Standards: Foundational Skills

| Phonics and Word Recognition | |
|-------------------------------------|---|
| 4.RF.3 | Know and apply phonics and word analysis skills in decoding multisyllabic words in context and out of context. <ul style="list-style-type: none">a. Use combined knowledge of all letter-sound correspondences to read unfamiliar multisyllabic words accurately.b. Apply knowledge of the six syllable patterns to read grade level words accurately.c. Use combined knowledge of morphology (e.g., roots and affixes) to read grade level words accurately. |
| Fluency | |
| 4.RF.4 | Read with sufficient accuracy and fluency to support comprehension. <ul style="list-style-type: none">a. Read grade-level text with purpose and understanding.b. Read grade-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. |

Writing Standards

| Text Types and Purposes | |
|-------------------------|---|
| *4.W.1 | <p>Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <ol style="list-style-type: none"> a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose. 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. |
| *4.W.2 | <p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ol style="list-style-type: none"> 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. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented. |
| 4.W.3 | <p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ol style="list-style-type: none"> 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 and events or show the responses of characters to situations. 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. |

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| Production and Distribution of Writing | |
|---|---|
| *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). |
| 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) |
| 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. |

| Research to Build and Present Knowledge | |
|--|--|
| 4.W.7 | Conduct short research projects that build knowledge through investigation of different aspects of a topic. |
| 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. |
| 4.W.9 | 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 texts. |

| Range of Writing | |
|-------------------------|---|
| 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. |

Writing Standards: Foundational Skills

| Sound-letter basics and Handwriting | |
|--|--|
| 4.WF.1 | Demonstrate and apply handwriting skills. <ol style="list-style-type: none"> a. Read and write cursive letters, upper and lower case. b. Transcribe ideas legibly and fluently with appropriate spacing and indentation. |

Speaking and Listening Standards

| Comprehension and Collaboration | |
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| 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. <ol style="list-style-type: none"> 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. 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 based on the discussion. |
| *4.SL.2 | Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. |
| *4.SL.3 | Identify the reasons and evidence a speaker provides to support particular points. |

| Presentation of Knowledge and Ideas | |
|--|---|
| 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. |
| 4.SL.5 | Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. |
| 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) |

Language Standards

| Conventions of Standard English | |
|---------------------------------|---|
| *4.L.1 | <p>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <ol 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 verb tenses (e.g., I was walking; I am walking; I will be walking). 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). 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.) |
| *4.L.2 | <p>Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> a. Use correct capitalization. b. Use commas and quotation marks to mark direct speech and quotations from a text. c. Use a comma before a coordinating conjunction in a compound sentence. d. Spell grade-appropriate words correctly, consulting references as needed. |
| Knowledge of Language | |
| 4.L.3 | <p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ol 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). |

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| Vocabulary Acquisition and Use | |
|---------------------------------------|---|
| 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. <ul style="list-style-type: none">a. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).b. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.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. |
| 4.L.5 | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ul style="list-style-type: none">a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.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. |
| 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). |