



Study Island

State: AZ Subject: ELA (ACCS) Grade Level: 4	
Standard	Study Island Topic
<b>Reading Standards for Literature</b>	
<b>Key Ideas and Details</b>	
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.	<ul style="list-style-type: none"> <li>Drawing Inferences</li> <li>Textual Evidence</li> </ul>
4.RL.2 - Determine a theme of a story, drama, or poem from details in the text; summarize the text.	<ul style="list-style-type: none"> <li>Summarizing Texts</li> <li>Theme</li> </ul>
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).	<ul style="list-style-type: none"> <li>Characters</li> <li>Plot</li> <li>Setting</li> </ul>
<b>Craft and Structure</b>	
4.RL.4 - Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).	<ul style="list-style-type: none"> <li>Context Clues</li> <li>Figurative Meanings</li> <li>Idioms, Adages, and Proverbs</li> <li>Multiple-Meaning Words</li> </ul>
4.RL.5 - Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.	<ul style="list-style-type: none"> <li>Poems, Drama, and Prose</li> </ul>
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.	<ul style="list-style-type: none"> <li>Comparing Points of View</li> </ul>
<b>Integration of Knowledge and Ideas</b>	
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.	<ul style="list-style-type: none"> <li>Visual Presentation of Text</li> </ul>
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.	<ul style="list-style-type: none"> <li>Compare and Contrast</li> </ul>
<b>Range of Reading and Level of Text Complexity</b>	
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.	N.A.
<b>Reading Standards for Informational Text</b>	
<b>Key Ideas and Details</b>	
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.	<ul style="list-style-type: none"> <li>Drawing Inferences</li> <li>Textual Evidence</li> </ul>
4.RI.2 - Determine the main idea of a text and explain how it is supported by key details; summarize the text.	<ul style="list-style-type: none"> <li>Main Idea and Supporting Details</li> <li>Summarizing Texts</li> <li>Using Evidence to Support Claims</li> </ul>

<p>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.</p>	<ul style="list-style-type: none"> <li>• Cause and Effect</li> <li>• Events, Procedures, and Ideas</li> </ul>
<p><b>Craft and Structure</b></p>	
<p>4.RI.4 - Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i>.</p>	<ul style="list-style-type: none"> <li>• Academic Language</li> </ul>
<p>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.</p>	<ul style="list-style-type: none"> <li>• Text Structure</li> </ul>
<p>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.</p>	<ul style="list-style-type: none"> <li>• Compare and Contrast</li> </ul>
<p><b>Integration of Knowledge and Ideas</b></p>	
<p>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.</p>	<ul style="list-style-type: none"> <li>• Graphic Features</li> </ul>
<p>4.RI.8 - Explain how an author uses reasons and evidence to support particular points in a text.</p>	<ul style="list-style-type: none"> <li>• Using Evidence to Support Claims</li> </ul>
<p>4.RI.9 - Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p>	<ul style="list-style-type: none"> <li>• Compare and Contrast</li> </ul>
<p><b>Range of Reading and Level of Text Complexity</b></p>	
<p>4.RI.10 - By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>a. By the end of year, read and comprehend functional texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>N.A.</p>
<p><b>Reading Standards: Foundational Skills</b></p>	
<p><b>Phonics and Recognition</b></p>	
<p>4.RF.3 - Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>	<p>Embedded</p>
<p><b>Fluency</b></p>	
<p>4.RF.4 - Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read on-level text with purpose and understanding.  b. Read 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.</p>	<p>N.A.</p>
<p><b>Writing Standards</b></p>	
<p><b>Text Types and Purposes</b></p>	
<p>4.W.1 - Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>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 reason using words and phrases (e.g., <i>for instance, in order to, in addition</i>).  d. Provide a concluding statement or section related to the opinion presented.</p>	<ul style="list-style-type: none"> <li>• Introducing and Closing Topics</li> <li>• Organizing Ideas</li> <li>• Transitional Words and Phrases</li> <li>• Using Evidence to Support Claims</li> </ul>
<p>4.W.2 - Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>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.</p>	<ul style="list-style-type: none"> <li>• Introducing and Closing Topics</li> <li>• Organizing Ideas</li> <li>• Precise Language and Sensory Details</li> <li>• Text Formatting</li> </ul>

<p>c. Link ideas within categories of information using words and phrases (e.g., <i>another, for example, also, because</i>).</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Provide a concluding statement or section related to the information or explanation presented.</p>	<ul style="list-style-type: none"> <li>• Transitional Words and Phrases</li> <li>• Using Evidence to Support Claims</li> </ul>
<p><b>4.W.3 - Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</b></p> <p>a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.</p> <p>c. Use a variety of transitional words and phrases to manage the sequence of events.</p> <p>d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events.</p>	<ul style="list-style-type: none"> <li>• Introducing and Closing Topics</li> <li>• Organizing Ideas</li> <li>• Precise Language and Sensory Details</li> <li>• Transitional Words and Phrases</li> </ul>
<b>Production and Distribution of Writing</b>	
<p><b>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.)</b></p> <p>a. Produce clear and coherent functional writing (e.g., friendly and formal letters, recipes, experiments, notes/messages, labels, graphs/tables, procedures, invitations, envelopes) in which the development and organization are appropriate to task and purpose.</p>	<ul style="list-style-type: none"> <li>• Events, Procedures, and Ideas</li> <li>• Functional Writing</li> <li>• Task, Purpose, and Audience</li> </ul>
<p><b>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.)</b></p>	<ul style="list-style-type: none"> <li>• Editing</li> <li>• Planning</li> </ul>
<p><b>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 type a minimum of one page in a single sitting.</b></p>	N.A.
<b>Research to Build and Present Knowledge</b>	
<p><b>4.W.7 - Conduct short research projects that build knowledge through investigation of different aspects of a topic.</b></p>	N.A.
<p><b>4.W.8 - Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</b></p>	<ul style="list-style-type: none"> <li>• Bibliographic Information</li> <li>• Gathering Relevant Information</li> <li>• Recalling Information</li> <li>• Taking Notes</li> </ul>
<p><b>4.W.9 - Draw evidence from literary or informational texts to support analysis, reflection, and research.</b></p> <p>a. Apply <i>grade 4 Reading standards</i> 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]).</p> <p>b. Apply <i>grade 4 Reading standards</i> to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").</p>	N.A.
<b>Range of Writing</b>	
<p><b>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.</b></p>	N.A.
<b>Language Standards</b>	
<b>Conventions of Standard English</b>	
<p><b>4.L.1 - Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</b></p> <p>a. Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>).</p> <p>b. Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i>) verb tenses.</p> <p>c. Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions.</p> <p>d. Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i>).</p> <p>e. Form and use prepositional phrases.</p> <p>f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</p> <p>g. Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i>).</p> <p>h. Write and organize one or more paragraphs about a topic.</p>	<ul style="list-style-type: none"> <li>• Adjectives</li> <li>• Adverbs</li> <li>• Fragments and Run-Ons</li> <li>• Frequently Confused Words</li> <li>• Introducing and Closing Topics</li> <li>• Modal Auxiliaries</li> <li>• Organizing Ideas</li> <li>• Prepositional Phrases</li> <li>• Progressive Tenses</li> <li>• Pronouns</li> <li>• Relative Pronouns and Relative Adverbs</li> <li>• Verbs</li> </ul>
<p><b>4.L.2 - Demonstrate command of the conventions of Standard English capitalization, punctuation, and</b></p>	

<p>spelling when writing.</p> <ol style="list-style-type: none"> <li>Use correct capitalization.</li> <li>Use commas and quotation marks to mark direct speech and quotations from a text.</li> <li>Use a comma before a coordinating conjunction in a compound sentence.</li> <li>Spell grade-appropriate words correctly, consulting references as needed.</li> </ol>	<ul style="list-style-type: none"> <li>Capitalization</li> <li>Conjunctions</li> <li>Punctuation</li> <li>Spelling</li> </ul>
<b>Knowledge of Language</b>	
<p><b>4.L.3 - Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b></p> <ol style="list-style-type: none"> <li>Choose words and phrases to convey ideas precisely.</li> <li>Choose punctuation for effect.</li> <li>Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).</li> </ol>	<ul style="list-style-type: none"> <li>Precise Language and Sensory Details</li> <li>Punctuation</li> <li>Task, Purpose, and Audience</li> </ul>
<b>Vocabulary Acquisition and Use</b>	
<p><b>4.L.4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 4 reading and content</i>, choosing flexibly from a range of strategies.</b></p> <ol style="list-style-type: none"> <li>Use context (e.g., definitions, examples, or restatements in a text) as a clue to the meaning of a word or phrase.</li> <li>Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph</i>, <i>photograph</i>, <i>autograph</i>).</li> <li>Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</li> </ol>	<ul style="list-style-type: none"> <li>Context Clues</li> <li>Multiple-Meaning Words</li> <li>Reference Materials</li> <li>Root Words and Affixes</li> </ul>
<p><b>4.L.5 - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b></p> <ol style="list-style-type: none"> <li>Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i>) in context.</li> <li>Recognize and explain the meaning of common idioms, adages, and proverbs.</li> <li>Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</li> </ol>	<ul style="list-style-type: none"> <li>Figurative Meanings</li> <li>Idioms, Adages, and Proverbs</li> <li>Synonyms and Antonyms</li> </ul>
<p><b>4.L.6 - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., <i>quizzed</i>, <i>whined</i>, <i>stammered</i>) and that are basic to a particular topic (e.g., <i>wildlife</i>, <i>conservation</i>, and <i>endangered</i> when discussing animal preservation).</b></p>	<ul style="list-style-type: none"> <li>Academic Language</li> </ul>