

Grade 4 Reading

2010 AZ English Language Arts Standards (ELA)	English Language Proficiency Standards (ELPS)	
Reading - Stage III		
Standard 1: The student will demonstrate understanding of print concepts of the English language.		
4.RL.1 (Literature) Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (Essential)		
4.RI.1 (Informational Text) Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (Essential)		
4.RL.2 (Literature) Determine a theme of a story, drama, or poem from details in the text; summarize the text. (Essential)		
4.RI.2 (Informational Text) Determine the main idea of a text and explain how it is supported by key details; summarize the text. (Essential)		
4.RL.3 (Literature) 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). (Essential)		
4.RI.3 (Informational Text) 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.		
4.RF.3 (Foundational Skills) Know and apply grade-level phonics and word analysis	HI-7: applying knowledge of spelling pattern exceptions.	Decoding

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skills in decoding words.		
4.RL.4 (Literature) 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) (Essential)		
4.RI.4 (Informational Text) 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.RF.4 (Foundational Skills) Read with sufficient accuracy and fluency to support comprehension. (Essential: a and b only)		
4.RL.5 (Literature) 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. (Essential)		
4.RI.5 (Informational Text) 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. (Essential)		
4.RL.6 (Literature) 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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(Essential)		
<p>4.RI.6 (Informational Text) Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. (Essential)</p>		
<p>4.RL.7 (Literature) 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.</p>		
<p>4.RI.7 (Informational Text) 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. (Essential)</p>		
<p>4.RL.8 (Literature) (Not applicable to literature)</p>		
<p>4.RI.8 (Informational Text) Explain how an author uses reasons and evidence to support particular points in a text. (Essential)</p>		
<p>4.RL.9 (Literature) 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. (Essential)</p>		
<p>4.RI.9 (Informational Text) Integrate information from two</p>		

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texts on the same topic in order to write or speak about the subject knowledgeably.		
4.RL.10 (Literature) By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.		
4.RI.10 (Informational Text) 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. (Essential)		

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2010 AZ English Language Arts Standards (ELA)	English Language Proficiency Standards (ELPS)	
Reading - Stage III		
Standard 2: The student will identify and manipulate the sounds of the English language and decode words, using knowledge of phonics, syllabication, and word parts.		
4.RL.1 (Literature) Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (Essential)		
4.RI.1 (Informational Text) Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (Essential)		
4.RL.2 (Literature) Determine a theme of a story, drama, or poem from details in the text; summarize the text. (Essential)		
4.RI.2 (Informational Text) Determine the main idea of a text and explain how it is supported by key details; summarize the text. (Essential)		
4.RL.3 (Literature) 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). (Essential)		
4.RI.3 (Informational Text) Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on		

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specific information in the text.		
4.RF.3 (Foundational Skills) Know and apply grade- level phonics and word analysis skills in decoding words.	HI-7: applying knowledge of spelling pattern exceptions. (a only)	Decoding
	HI-8: applying knowledge of syllabication rules when decoding unfamiliar words in context. (a only)	Decoding
	HI-9: applying knowledge of inflectional forms of words in context. (a only)	Decoding
	HI-10: applying knowledge of affixes to words in context. (a only)	Decoding
4.RL.4 (Literature) 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) (Essential)		
4.RI.4 (Informational Text) 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.RF.4 (Foundational Skills) Read with sufficient accuracy and fluency to support comprehension. (Essential: a and b only)		
4.RL.5 (Literature) Explain major differences between poems, drama, and prose, and refer to the structural elements of poems		

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<p>(e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text. (Essential)</p>		
<p>4.RI.5 (Informational Text) 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. (Essential)</p>		
<p>4.RL.6 (Literature) Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third- person narrations. (Essential)</p>		
<p>4.RI.6 (Informational Text) Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. (Essential)</p>		
<p>4.RL.7 (Literature) 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.</p>		
<p>4.RI.7 (Informational Text) 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</p>		

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<p>understanding of the text in which it appears. (Essential)</p>		
<p>4.RL.8 (Literature) (Not applicable to literature)</p>		
<p>4.RI.8 (Informational Text) Explain how an author uses reasons and evidence to support particular points in a text. (Essential)</p>		
<p>4.RL.9 (Literature) 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. (Essential)</p>		
<p>4.RI.9 (Informational Text) Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p>		
<p>4.RL.10 (Literature) By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.</p>		
<p>4.RI.10 (Informational Text) 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. (Essential)</p>		

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2010 AZ English Language Arts Standards (ELA)	English Language Proficiency Standards (ELPS)	
Reading - Stage III		
Standard 3: The student will read with fluency and accuracy.		
4.RL.1 (Literature) Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (Essential)		
4.RI.1 (Informational Text) Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (Essential)		
4.RL.2 (Literature) Determine a theme of a story, drama, or poem from details in the text; summarize the text. (Essential)		
4.RI.2 (Informational Text) Determine the main idea of a text and explain how it is supported by key details; summarize the text. (Essential)		
4.RL.3 (Literature) 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). (Essential)		
4.RI.3 (Informational Text) 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.		

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<p>4.RF.3 (Foundational Skills) Know and apply grade- level phonics and word analysis skills in decoding words.</p>		
<p>4.RL.4 (Literature) 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) (Essential)</p>		
<p>4.RI.4 (Informational Text) Determine the meaning of general academic and domain- specific words or phrases in a text relevant to a grade 4 topic or subject area.</p>		
<p>4.RF.4 (Foundational Skills) Read with sufficient accuracy and fluency to support comprehension. (Essential: a and b only)</p>	<p>HI-1: reading aloud passages from unfamiliar content area text with fluency. (i.e., accuracy, appropriate phrasing, and attention to punctuation)</p>	<p>Fluency</p>
<p>4.RL.5 (Literature) 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. (Essential)</p>		
<p>4.RI.5 (Informational Text) 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. (Essential)</p>		

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<p>4.RL.6 (Literature) Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third- person narrations. (Essential)</p>		
<p>4.RI.6 (Informational Text) Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. (Essential)</p>		
<p>4.RL.7 (Literature) 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.</p>		
<p>4.RI.7 (Informational Text) 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. (Essential)</p>		
<p>4.RL.8 (Literature) (Not applicable to literature)</p>		
<p>4.RI.8 (Informational Text) Explain how an author uses reasons and evidence to support particular points in a text. (Essential)</p>		
<p>4.RL.9 (Literature) Compare and contrast the treatment of similar themes and topics (e.g., opposition of</p>		

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good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures. (Essential)		
4.RI.9 (Informational Text) Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.		
4.RL.10 (Literature) By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.		
4.RI.10 (Informational Text) 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. (Essential)		

2010 AZ English Language Arts Standards (ELA)	English Language Proficiency Standards (ELPS)	
Reading - Stage III		
Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas.		
4.RL.1 (Literature) Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (Essential)	HI-2: generating and confirming predictions about text for accuracy.	Fiction/Non-Fiction

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<p>See Stage V following</p>	<p>HI-3: answering literal (i.e., Yes/No, who, what, where, when, why, which and how) and/or personal response questions about text. (*Only a reference to a skill area.)</p>	<p>Fiction/Non-Fiction</p>
	<p>HI-13: drawing conclusions from information implied or inferred in a literary selection.</p>	<p>Fiction/Non-Fiction</p>
<p>Reading - Stage V (4.RL.1 only)</p>		
<p>4.RL.1 (Literature) Stage V Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (Essential)</p>	<p>HI-3: formulating and confirming predictions about text for accuracy. (Only in reference to a skill area.)</p>	<p>Fiction/Non-Fiction</p>
<p>4.RI.1 (Informational Text) Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (Essential)</p>	<p>HI-3: answering literal (i.e., Yes/No, who, what, where, when, why, which and how) and/or personal response questions about text. (*Only a reference to a skill area.)</p>	<p>Fiction/Non-Fiction</p>
	<p>HI-13: drawing conclusions from information implied or inferred in a literary selection.</p>	<p>Fiction/Non-Fiction</p>
<p>4.RL.2 (Literature) Determine a theme of a story, drama, or poem from details in the text; summarize the text. (Essential)</p> <p>See Stage V following.</p>	<p>HI-7: summarizing the main idea and supporting details from text using appropriate academic vocabulary.</p>	<p>Fiction/Non-Fiction</p>
<p>Reading - Stage V (4.RL.2 only)</p>		

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<p>4.RL.2 (Literature) Stage V Determine a theme of a story, drama, or poem from details in the text; summarize the text. (Essential)</p>	<p>HI-8: summarizing the main idea (explicit or implicit) and supporting details in text.</p>	<p>Fiction/Non-Fiction</p>
<p>4.RI.2 (Informational Text) Determine the main idea of a text and explain how it is supported by key details; summarize the text. (Essential)</p> <p>See Stage V following.</p>	<p>HI-7: summarizing the main idea and supporting details from text using appropriate academic vocabulary.</p>	<p>Fiction/Non-Fiction</p>
<p>Reading - Stage V (4.RI.2 only)</p>		
<p>4.RI.2 (Informational Text) Stage V Determine the main idea of a text and explain how it is supported by key details; summarize the text. (Essential)</p>	<p>HI-8: summarizing the main idea (explicit or implicit) and supporting details in text.</p>	<p>Fiction/Non-Fiction</p>
<p>4.RL.3 (Literature) 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). (Essential)</p>	<p>HI-16: identifying and describing the plot (specific events, problems and solutions) from a fictional text. (*Only a reference to a skill area.)</p>	<p>Fiction</p>
	<p>HI-14: describing the characters' traits and their motivations within a fictional text.</p>	<p>Fiction</p>
	<p>HI-15: describing the setting using key words from a fictional text.</p>	<p>Fiction</p>

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<p>4.RI.3 (Informational Text) 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>	<p>HI-29: interpreting information from functional documents for a specific purpose. (e.g., "Which bus do I take to get home by 7pm?"</p>	<p>Non-Fiction</p>
<p>4.RF.3 (Foundational Skills) Know and apply grade-level phonics and word analysis skills in decoding words.</p>		
<p>4.RL.4 (Literature) 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) (Essential)</p>	<p>(HI-8: locating sequential/chronological order signal words (i.e., first, next, finally today, now, meanwhile, not long ago) in text.) *Only a reference to a skill area.</p>	<p>Fiction/Non-Fiction</p>
	<p>HI-9: locating signal words that indicate comparison/contrast. (i.e., similarly, on the other hand, however, yet, in spite of) *Only a reference to a skill area.</p>	<p>Fiction/Non-Fiction</p>
	<p>HI-10: locating signal words that indicate cause and effect. (i.e., as a result of, consequently, so that, because of, since) *Only a reference to a skill area.</p>	<p>Fiction/Non-Fiction</p>
	<p>HI-32: identifying words (i.e., nouns, adjective, verbs and adverbs) that the author selects in a literary selection to create a graphic visual image. *Only a reference to a skill area.</p>	<p>Fiction/Non-Fiction</p>
<p>4.RI.4 (Informational Text) Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.</p>	<p>(HI-8: locating sequential/chronological order signal words (i.e., first, next, finally today, now, meanwhile, not long ago) in text.) *Only a reference to a skill area.</p>	<p>Fiction/Non-Fiction</p>

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	<p>HI-9: locating signal words that indicate comparison/contrast. (i.e., similarly, on the other hand, however, yet, in spite of) *Only a reference to a skill area.</p>	Fiction/Non-Fiction
	<p>HI-10: locating signal words that indicate cause and effect. (i.e., as a result of, consequently, so that, because of, since) *Only a reference to a skill area.</p>	Fiction/Non-Fiction
	<p>HI-32: identifying words (i.e., nouns, adjective, verbs and adverbs) that the author selects in a literary selection to create a graphic visual image. *Only a reference to a skill area.</p>	Fiction/Non-Fiction
	<p>HI-20: applying understanding of content vocabulary within math, science and social studies texts.</p>	Non-Fiction
<p>4.RF.4 (Foundational Skills) Read with sufficient accuracy and fluency to support comprehension. (Essential: a and b only)</p>		
<p>4.RL.5 (Literature) 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. (Essential)</p>	<p>HI-26: explaining the purpose of organizational features on a page in nonfiction text.</p>	Non-Fiction
	<p>HI-34: identifying structural elements of poetry. (e.g., repetition, rhyme, rhythm, verse, meter, and imagery,</p>	

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	etc.)	
<p>4.RI.5 (Informational Text) 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. (Essential)</p>		
<p>4.RL.6 (Literature) Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third- person narrations. (Essential)</p>		
<p>4.RI.6 (Informational Text) Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. (Essential)</p>		
<p>4.RL.7 (Literature) 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.</p>		
<p>4.RI.7 (Informational Text) 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. (Essential)</p>	<p>HI-24: interpreting information from external text in nonfiction text for a specific purpose.</p>	<p>Non-Fiction</p>

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<p>4.RL.8 (Literature) (Not applicable to literature)</p>		
<p>4.RI.8 (Informational Text) Explain how an author uses reasons and evidence to support particular points in a text. (Essential)</p>	<p>HI-31: distinguishing fact from opinion in persuasive text. (e.g., advertisements, product labels, written communications, (*Only a reference to a skill area.))</p>	<p>Non-Fiction</p>
<p>4.RL.9 (Literature) 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. (Essential)</p> <p>See Stage V following.</p>	<p>HI-6: making connections to text (i.e., text-to-text and text-to-self).</p>	
<p>Reading - Stage V (4.RL.9 only)</p>		
<p>4.RL.9 (Literature) Stage V 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. (Essential)</p>	<p>HI-7: explaining connections made to text while reading. (text-to-text, text-to-self, and text-to-world) (Only in reference to a skill area.)</p>	<p>Fiction/Non-Fiction</p>
<p>4.RI.9 (Informational Text) Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p>		
<p>4.RL.10 (Literature) By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity</p>		

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band independently and proficiently.		
4.RI.10 (Informational Text) 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. (Essential)		