

DUSD Essential Standards for ELA

Fourth Grade

Arizona Fourth Grade ELA Standards

Reading for Literature 26-35%	RL 1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
	RL 2	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
	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.
	RL 6	Compare and contrast the point of view from which different stories are narrated, including the difference between first-and third-person narrations.
Reading for Informational Text 26-35%	RI 1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
	RI 2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
	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.
	RI 8	Explain how an author uses reasons and evidence to support particular points in a text.
Writing and Language 25-38%	W 1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
	W 2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
	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).
	L 1	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. 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.

		<p>f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</p> <p>g. Correctly use frequently confused words (e.g., to, too, two; there, their).</p> <p>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.)</p>
	L 2	<p>Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use correct capitalization.</p> <p>b. Use commas and quotation marks to mark direct speech and quotations from a text.</p> <p>c. Use a comma before a coordinating conjunction in a compound sentence.</p> <p>d. Spell grade-appropriate words correctly, consulting references as needed.</p>
Speaking and Listening 0-13%	SL.2	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
	SL.3	Identify the reasons and evidence a speaker provides to support particular points.