Indiana English/Language Arts Content Connectors

Grade 4

Reading Foundations RF

1 **Use the six major syllable patterns (CVC, CVr, V, VV, VCe, Cle) to read unknown words.** 4.RF.1

- a Use the six major syllable patterns (CVC, CVr, V, VV, VCe, Cle) to aid in decoding words. (E) 4.RF.1A

2 **Use knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to accurately read unfamiliar, multisyllabic words in context. (E)** 4.RF.2

- a Recognize most letter-sound correspondences, syllabication patterns, or morphology (e.g. roots and affixes) to read unfamiliar, two-syllable words in context. (E) 4.RF.2A

3 **Orally read grade-level appropriate or higher texts smoothly and accurately with expression that connotes comprehension.** 4.RF.3

- a Read texts including common, regularly spelled words with appropriate fluency including rate, accuracy, and prosody. 4.RF.3A

Reading Comprehension RC

1 **Refer to details and examples in a text when explaining what a text says explicitly and when drawing inferences from the text. (E)** 4.RC.1

- a Refer to at least two details or examples in a text to explain what a text says explicitly or implicitly. (E) 4.RC.1A

2 **Paraphrase or summarize the main events in a story, myth, legend, or novel; identify the theme and provide evidence for the interpretation. (E)** 4.RC.2

- a Paraphrase or summarize the main events in a story, myth, or legend; identify at least one theme and support this finding with evidence. (E) 4.RC.2A

3 **Describe a character, setting, or event in a story or play, drawing on specific details in the text, and how that impacts the plot.** 4.RC.3

- a Use details in a text to describe the traits of at least one character, setting, or event in a story or play; explain how the plot might change if these traits were different. 4.RC.3A

4 **Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. (E)** 4.RC.4

- Identify first and third person narrations. 4.RC.4A
- Compare the point of view from which different stories are narrated. 4.RC.4B

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5 **Determine the main idea of a text and explain how it is supported by key details; summarize the text. (E)** 4.RC.5

- a Determine the main idea of a text and identify key supporting details; summarize the text. (E) 4.RC.5A

6 **Apply knowledge of text features to locate information and gain meaning from a text (e.g., charts, tables, graphs, headings, subheadings, font/format).** 4.RC.6

- a Use text features (e.g., charts, tables, graphs, headings, subheadings, font/format) to locate information and gain meaning about a specific topic. 4.RC.6A

7 **Describe the organizational structure (e.g., chronological, problem-solution, comparison/contrast, procedural, cause/effect, sequential, description) of events, ideas, concepts, or information in a text or part of a text. (E)** 4.RC.7

- a Identify words that help to define the structure of all or part of a nonfiction text (e.g., chronological, problem/solution, compare/contrast, procedural, cause/effect, sequential, and/or description). (E) 4.RC.7A

8 **Distinguish between fact and opinion; explain how an author uses reasons and evidence to support a statement or position (claim) in a text.** 4.RC.8

- a Distinguish between fact and opinion. 4.RC.8A
- b Identify how an author uses reasons and evidence to support a statement or position (claim) in a text. 4.RC.8B

9 **Combine information from two texts on the same topic in order to demonstrate knowledge about the subject.** 4.RC.9

- a Combine information from two texts on the same topic in order to demonstrate knowledge about the subject. 4.RC.9A

10 **Apply context clues (e.g., word, phrase, sentence, and paragraph context) and text features (e.g., charts, headings/subheadings, font/format) to determine the meanings of unknown words.** 4.RC.10

- a Use context clues (e.g., word, phrase, sentence, and paragraph context) and text features (e.g., charts, headings/subheadings, font/format) to determine the meanings of unknown words. (E) 4.RC.10A

11 **Identify relationships among words, including more complex homographs, homonyms, synonyms, antonyms, and multiple meanings. (E)** 4.RC.11

- a Identify and demonstrate knowledge of word relationships, such as those between more complex synonyms, antonyms, homographs, homonyms, and/or multiple-meaning words. 4.RC.11A

12 **Apply knowledge of word structure elements (e.g., suffixes, prefixes, common Greek and Latin affixes and roots), known words, and word patterns to determine meaning.** 4.RC.12

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a Identify and use word structure elements including common suffixes, prefixes, common Greek and Latin affixes and roots, and/or some word patterns to help determine meaning. 4.RC.12A

13 Determine how words and phrases provide meaning to works of literature, including figurative language (e.g., similes, metaphors, or hyperbole). 4.RC.13

a Identify the meaning of words and phrases, including figurative language used in text (e.g., similes, metaphors, hyperbole) and determine how their use adds meaning to a work of literature. 4.RC.13A

Writing W

1 Write persuasive compositions in a variety of forms that: a. In an introductory statement, clearly state an opinion to a particular audience. b. Support the opinion with facts and details from various sources, including texts. c. Use an organizational structure to group related ideas that support the purpose. d. Connect opinion and reasons using words and phrases. e. Provide a concluding statement or section related to the position presented. (E) 4.W.1

a Write a persuasive piece on a selected topic that: a. Presents an opinion in an introductory statement to an identified audience. b. Supports the opinion with at least two qualitative or quantitative facts and details from teacher-curated sources, including texts. c. Uses a provided organizational structure to group related ideas that support the purpose. d. Connects reasons to the position using words and phrases. e. Provides a concluding statement or section related to the position presented. (E) 4.W.1A

2 Write informative compositions on a variety of topics that: a. Provide an introductory paragraph with a clear main idea. b. Provide supporting paragraphs with topic and summary sentences. c. Provide facts, specific details, and examples from various sources and texts to support ideas and extend explanations. d. Connect ideas using words and phrases. e. Include text features (e.g., formatting, photographs, maps) and multimedia when useful to aid comprehension. f. Use language and vocabulary appropriate to the audience and topic. g. Provide a concluding statement or section. (E) 4.W.2

a Write an informative piece on a selected topic that: a. Introduces a topic; organizes sentences and paragraphs logically, using an organizational form that suits the topic. b. Uses at least two examples, facts, specific details, or examples from sources to give clear support for topics. c. Connects ideas within and across categories using at least two transition words (e.g., therefore, in addition). d. Includes at least one text feature (e.g., formatting, photographs, maps, diagrams) and multimedia when useful to aid comprehension. e. Uses appropriate language and vocabulary to convey meaning. f. Provides a concluding statement or section. (E) 4.W.2A

3 Write narrative compositions in a variety of forms that: a. Establish an introduction with context to allow the reader to imagine the world of the event or experience. b. Organize events that unfold naturally, using meaningful paragraphing and transitional words and phrases. c. Use dialogue and descriptive details to develop events and reveal characters' personalities, feelings, and responses to situations. d. Employ vocabulary with sufficient sensory (i.e., sight,

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sound, smell, touch, taste) details to give clear pictures of ideas and events. e. Provide an ending that follows the narrated experiences or events. (E) 4.W.3

- a Write a narrative that: a. Establishes an introduction with some context to allow the reader to begin to know a character, event, or experience. b. Describes an event or an experience that unfolds naturally into a beginning, a middle, and an end, using at least two paragraphs and including transitional words or phrases. c. Uses at least two lines of dialogue and/or descriptive details to develop a story and reveal character traits. d. Employs vocabulary with some sensory (i.e., sight, sound, smell, touch, taste) details to give mostly clear pictures of ideas and events. e. Provides an ending that follows the narrated experiences or events. (E) 4.W.3A

4 **Apply the writing process to: a. Generate a draft by developing, selecting, and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice); edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation). b. Use technology to interact and collaborate with others to produce and publish legible documents.** 4.W.4

- a Apply the writing process to: a. Plan by generating and recording ideas for writing through discussions, pictures, drawings, and/or provided reference materials about a topic or experience; b. Select a topic, purpose, and genre. c. Develop drafts in written form by organizing or sequencing ideas using a graphic organizer. d. Use varied forms of provided feedback (e.g., questions related to sequence details, adding words or ideas and/or pictures) to revise writing by adding events and/or details using pictures or words and/or reordering ideas or events. e. Edit writing for conventions including: capitalization of names of books, poems, songs, magazines, newspapers, organizations, and the first word in quotations, when appropriate; end punctuation, apostrophes, quotation marks, and commas; and/or spelling words with syllable patterns and common ending rules. f. Use available and familiar technology to produce and publish writing. 4.W.4A

5 **Conduct research on a topic. a. Identify a specific question to address (e.g., What is the history of the Indy 500?). b. Use organizational features of print and digital sources to efficiently locate further information. c. Determine the reliability of the sources. d. Summarize and organize information in their own words, giving credit to the source. e. Present the research information, choosing from a variety of formats. (E)** 4.W.5

- a Conduct research on a topic. a. Identify a topic or question of interest from provided sources of information (e.g., What is the history of the Indy 500?). b. Use organizational features of three provided print and/or digital sources to efficiently locate information. c. Organize and/or summarize information in own words, and give credit to the source when appropriate. d. Present information that has been gathered using an appropriate format. (E) 4.W.5A

6 **Demonstrate command of English grammar and usage, focusing on: a. Nouns/Pronouns – Writing sentences that include relative pronouns (e.g., who, which) and reflexive pronouns (e.g., myself, ourselves) and explaining their functions in the sentence. b. Verbs – I. Writing sentences that use progressive verb tenses. II. Recognizing and correcting inappropriate shifts in verb tense. III. Using**

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modal auxiliaries (e.g., can, may, must). c. Adjectives/Adverbs – Writing sentences using relative adverbs (e.g., where, when), explaining their functions in the sentence. d. Prepositions – Writing sentences that include prepositions, explaining their functions in the sentence. e. Usage – Writing complete simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences, using coordinating and subordinating conjunctions (e.g., yet, nor, so) correctly. (E) 4.W.6

a Correctly apply English and grammar usage, focusing on: a. Nouns/Pronouns – producing short, simple sentences that include a relative pronoun (e.g., who, which) or a reflexive pronoun (e.g., myself, ourselves) and explaining their functions in the sentence. b. Verbs – I. Producing short, simple sentences that use progressive verb tenses. II. With the help of such visual aids as verb charts or audio clips, recognizing and correcting inappropriate shifts in verb tense. III. With the help of visual aids or audio clips, using modal auxiliaries (e.g., can, may, must). c. Adjectives/Adverbs – Writing simple sentences using relative adverbs (e.g., where, when), explaining their functions in the sentence. d. Prepositions – Producing simple sentences that include prepositions, explaining their functions in the sentence. e. Usage – With the aid of cloze activities, producing complete simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences, using coordinating and subordinating conjunctions (e.g., yet, nor, so). (E) 4.W.6A

7 **Demonstrate command of capitalization, punctuation, and spelling, focusing on: a. Capitalization – Capitalizing names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations, when appropriate. b. Punctuation – I. Correctly using apostrophes to form possessives and contractions. II. Correctly using quotation marks and commas to mark direct speech. III. Using a comma before a coordinating conjunction in a compound sentence. c. Spelling – Using spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts, homophones/homographs) in writing single and multisyllable words. (E)** 4.W.7

a Apply capitalization, punctuation, and spelling conventions, focusing on: a. Capitalization – Capitalizing names of books, songs, magazines, newspapers, organizations, and the first word in quotations, when appropriate. b. Punctuation – I. Correctly using apostrophes to form possessives and simple contractions. II. Correctly using quotation marks and commas to mark direct speech. III. Using a comma before a coordinating conjunction in a compound sentence. c. Spelling – Use assistive technology or tools for spell checking so that words in compositions use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts, homophones/homographs) in writing words with one, two, or three syllables. (E) 4.W.7A

Communication and Co

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1 **Engage effectively in a range of collaborative discussions (one-on-one, in groups, nd teacher-led) on grade-appropriate topics and texts, building on others' ideas nd expressing personal ideas clearly. (E)** 4.CC.1

a Participate in more than one collaborative discussion (one-on-one, in groups, and/or teacher-led) on instructional-level topics or texts, and respond to one or more ideas expressed during discussion. (E) 4.CC.1A

2 **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. (E)** 4.CC.2

a Ask and answer questions about what is being presented to clarify something that is not understood. Make comments that contribute to the discussion. (E) 4.CC.2A

3 **Summarize major ideas and supportive evidence from text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (E)** 4.CC.3

a Paraphrase a main idea and at least one piece of supportive evidence from a text read aloud and/or information presented in diverse media and formats, including visually, quantitatively, and orally. (E) 4.CC.3A

4 **Identify and use evidence a speaker provides to support particular points.** 4.CC.4

a Identify at least two pieces of evidence a speaker provides to support a particular point. 4.CC.4A

5 **Use appropriate language to report on a topic or text, or provide a narrative that organizes ideas appropriately using effective introductions and conclusions. Use appropriate structure, facts, and relevant, descriptive details to support main ideas or themes, speaking at an understandable pace in a clear and concise manner. (E)** 4.CC.5

a Report on a topic or text, including at least two facts, or two relevant, descriptive details to support a main idea or theme. 4.CC.5A

6 **Create oral presentations that maintain a clear focus, using multimedia to enhance the development of main ideas and themes that engage the audience.** 4.CC.6

a Develop presentations for different purposes that maintain a clear focus, using various media when appropriate to emphasize or enhance the development of main ideas and/or themes and engage the audience. 4.CC.6A

7 **Recognize claims in print, image, and multimedia and identify evidence used to support these claims. (E)** 4.CC.7

a Identify a claim presented in print, images, or multimedia and any evidence used to support the claim. (E) 4.CC.7A