Indiana English/Language Arts

Grade 4

Adopted 2023

Reading Foundations

RF. Students read grade-level text independently and fluently. 4.RF

1. Use the six major syllable patterns (CVC, CVr, V, VV, VCe, Cle) to read unknown words. 4.RF.1
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
3. Orally read grade-level appropriate or higher texts smoothly and accurately with expression that connotes comprehension. 4.RF.3

Reading Comprehension

RC. Students comprehend grade-level text, including fiction and nonfiction, and can demonstrate their comprehension orally and through writing. 4.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
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
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
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
5. Determine the main idea of a text and explain how it is supported by key details; summarize the text. (E) 4.RC.5
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
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
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
9. Combine information from two texts on the same topic in order to demonstrate knowledge about the subject. 4.RC.9
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

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

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

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

Writing

W. Students research and write for various purposes using processes and applying their knowledge of language and sentence structure. 4.W

1. Write persuasive compositions in a variety of forms that: 4.W.1
   a. In an introductory statement, clearly state an opinion to a particular audience. 4.W.1.A
   b. Support the opinion with facts and details from various sources, including texts. 4.W.1.B
   c. Use an organizational structure to group related ideas that support the purpose. 4.W.1.C
   d. Connect opinion and reasons using words and phrases. 4.W.1.D
   e. Provide a concluding statement or section related to the position presented. (E) 4.W.1.E
2. Write informative compositions on a variety of topics that: 4.W.2
   a. Provide an introductory paragraph with a clear main idea. 4.W.2.A
   b. Provide supporting paragraphs with topic and summary sentences. 4.W.2.B
   c. Provide facts, specific details, and examples from various sources and texts to support ideas and extend explanations. 4.W.2.C
   d. Connect ideas using words and phrases. 4.W.2.D
   e. Include text features (e.g., formatting, photographs, maps) and multimedia when useful to aid comprehension. 4.W.2.E
   f. Use language and vocabulary appropriate to the audience and topic. 4.W.2.F
   g. Provide a concluding statement or section. (E) 4.W.2.G

3. Write narrative compositions in a variety of forms that: 4.W.3
    a. Establish an introduction with context to allow the reader to imagine the world of the event or experience. 4.W.3.A
    b. Organize events that unfold naturally, using meaningful paragraphing and transitional words and phrases. 4.W.3.B
    c. Use dialogue and descriptive details to develop events and reveal characters' personalities, feelings, and responses to situations. 4.W.3.C
    d. Employ vocabulary with sufficient sensory (i.e., sight, sound, smell, touch, taste) details to give clear pictures of ideas and events. 4.W.3.D
    e. Provide an ending that follows the narrated experiences or events. (E) 4.W.3.E
4. Apply the writing process to: 4.W.4
    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). 4.W.4.A
    b. Use technology to interact and collaborate with others to produce and publish legible documents. 4.W.4.B
5. Conduct research on a topic. 4.W.5
    a. Identify a specific question to address (e.g., What is the history of the Indy 500?). 4.W.5.A
    b. Use organizational features of print and digital sources to efficiently locate further information. 4.W.5.B
    c. Determine the reliability of the sources. 4.W.5.C
    d. Summarize and organize information in their own words, giving credit to the source. 4.W.5.D
    e. Present the research information, choosing from a variety of formats. (E) 4.W.5.E

6. Demonstrate command of English grammar and usage, focusing on: 4.W.6
    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. 4.W.6.A
    b. Verbs – 4.W.6.B
        I. Writing sentences that use progressive verb tenses. 4.W.6.B.I
        II. Recognizing and correcting inappropriate shifts in verb tense. 4.W.6.B.II
        III. Using modal auxiliaries (e.g., can, may, must). 4.W.6.B.III
    c. Adjectives/Adverbs – Writing sentences using relative adverbs (e.g., where, when), explaining their functions in the sentence. 4.W.6.C
    d. Prepositions – Writing sentences that include prepositions, explaining their functions in the sentence. 4.W.6.D
    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.E
7. Demonstrate command of capitalization, punctuation, and spelling, focusing on: 4.W.7
    a. Capitalization – Capitalizing names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations, when appropriate. 4.W.7.A
    b. Punctuation – 4.W.7.B
        I. Correctly using apostrophes to form possessives and contractions. 4.W.7.B.I
        II. Correctly using quotation marks and commas to mark direct speech. 4.W.7.B.II
        III. Using a comma before a coordinating conjunction in a compound sentence. 4.W.7.B.III
    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.C

Communication and Collaboration

CC. Students participate and engage in collaborative discussions and paraphrase information provided in grade-level texts and presentations. 4.CC

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

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
4. Identify and use evidence a speaker provides to support particular points. 4.CC.4
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
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
7. Recognize claims in print, image, and multimedia and identify evidence used to support these claims. (E) 4.CC.7