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Indiana Academic Standards
English Language Arts: Grade 4

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Introduction

The Indiana Academic Standards for English Language Arts are the result of a process designed to identify, evaluate, synthesize, and create the highest quality, rigorous standards for Indiana students. The standards are designed to ensure that all Indiana students, upon graduation, are prepared for both college and career opportunities. In alignment with Indiana's Every Student Succeeds Act (ESSA) plan, the academic standards reflect the core belief that all students can achieve at a high level.

What are the Indiana Academic Standards?

The Indiana Academic Standards are designed to help educators, parents, students, and community members understand what students need to know and be able to do at each grade level, and within each content strand, in order to exit high school college and career ready. The academic standards should form the basis for strong Tier 1 instruction at each grade level and for each content area for all students, in alignment with Indiana's vision for Multi-Tiered Systems of Supports (MTSS). While the standards have identified the academic content or skills that Indiana students need in order to be prepared for both college and career, they are not an exhaustive list. Students require a wide range of physical, social, and emotional supports in order to be successful. This leads to a second core belief outlined in Indiana's ESSA plan that learning requires an emphasis on the whole child.

While the standards may be used as the basis for curriculum, the Indiana Academic Standards are not a curriculum. Curricular tools, including textbooks, are selected by the district/school and adopted through the local school board. However, a strong standards-based approach to instruction is encouraged, as most curricula will not align perfectly with the Indiana Academic Standards. Additionally, attention should be given at the district and school level to the instructional sequence of the standards as well as to the length of time needed to teach each standard. Every standard has a unique place in the continuum of learning - omitting one will certainly create gaps - but each standard will not require the same amount of time and attention. A deep understanding of the vertical articulation of the standards will enable educators to make the best instructional decisions. The Indiana Academic Standards must also be complemented by robust, evidence-based instructional practices, geared to the development of the whole child. By utilizing well-chosen instructional practices, social-emotional competencies and employability skills can be developed in conjunction with the content standards.

Acknowledgments

The Indiana Academic Standards could not have been developed without the time, dedication, and expertise of Indiana's K-12 teachers, higher education professors, and other representatives. We wish to specially acknowledge the committee members who dedicated many hours to the review and evaluation of these standards designed to prepare Indiana students for college and careers.

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READING

Guiding Principle: Students read a wide range of fiction, nonfiction, classic, and contemporary works, to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They read a wide range of literature in many genres from a variety of time periods and cultures from around the world to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience. They draw on their prior experience, their interactions with other readers and writers, and reading skills that they have developed and refined.

Reading: *Foundations*
There are four key areas found in the Reading: Foundations section for grades K-5: Print Concepts, Phonological Awareness, Phonics, and Fluency. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading: Foundations.

Learning Outcome	
4.RF.1	Apply foundational reading skills to build reading fluency and comprehension.

Print Concepts	
4.RF.2.1	*Students are expected to build upon and continue applying concepts learned previously.* *K.RF.2.1 Demonstrate understanding that print moves from left to right across the page and from top to bottom.*

4.RF.2.2	*Students are expected to build upon and continue applying concepts learned previously.* *K.RF.2.2 Recognize that written words are made up of sequences of letters.*
4.RF.2.3	*Students are expected to build upon and continue applying concepts learned previously.* *1.RF.2.3 Recognize the components of a sentence (e.g., capitalization, first word, ending punctuation).*
4.RF.2.4	*Students are expected to build upon and continue applying concepts learned previously.* *1.RF.2.4 Learn and apply knowledge of alphabetical order.*

Phonological Awareness

4.RF.3.1	*Students are expected to build upon and continue applying concepts learned previously.* *1.RF.3.1 Identify and produce rhyming words.*
4.RF.3.2	*Students are expected to build upon and continue applying concepts learned previously.* *1.RF.3.2 Blend sounds, including consonant blends, to produce single- and multi-syllable words.*
4.RF.3.3	*Students are expected to build upon and continue applying concepts learned previously.* *1.RF.3.3 Add, delete, or substitute sounds to change single-syllable words.*
4.RF.3.4	*Students are expected to build upon and continue applying concepts learned previously.* *1.RF.3.4 Distinguish beginning, middle (medial), and final sounds in single-syllable words*
4.RF.3.5	*Students are expected to build upon and continue applying concepts learned previously.* *1.RF.3.5 Segment the individual sounds in one-syllable words.*

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Phonics	
4.RF.4.1	*Students are expected to build upon and continue applying concepts learned previously.* *1.RF.4.1 Use letter-sound knowledge of single consonants (hard and soft sounds), short and long vowels, consonant blends and digraphs, vowel teams (e.g., ai) and digraphs, and r-controlled vowels to decode phonetically regular words (e.g., cat, go, black, boat, her), independent of context.*
4.RF.4.2	Use the six major syllable patterns (CVC, CVr, V, VV, VCe, Cle) to read unknown words.
4.RF.4.3	*Students are expected to build upon and continue applying concepts learned previously.* *2.RF.4.3 Apply knowledge of short and long vowels (including vowel teams) when reading regularly spelled one-syllable words.*
4.RF.4.4	*Students are expected to build upon and continue applying concepts learned previously.* *3.RF.4.4 Read grade-appropriate words that have blends (e.g., walk, play) and common spelling patterns (e.g., qu- ; doubling the consonant and adding –ing, such as cut/cutting; changing the ending of a word from –y to –ies to make a plural).*
4.RF.4.5	*Students are expected to build upon and continue applying concepts learned previously.* *3.RF.4.5 Know and use more difficult word families when reading unfamiliar words (e.g., -ight).*
4.RF.4.6	Use knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context. *Further guidance for support will be provided in the Literacy Framework.*
Fluency	

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4.RF.5	Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.

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Reading: *Literature*	
There are three key areas found in the Reading: Literature section for grades K-5: Key Ideas and Textual Support, Structural Elements and Organization, and Synthesis and Connection of Ideas. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading: Literature.	
Learning Outcome	
4.RL.1	Read and comprehend a variety of literature within a range of complexity appropriate for grades 4-5. By the end of grade 4, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed at the high end.
Key Ideas and Textual Support	
4.RL.2.1	Refer to details and examples in a text when explaining what a text says explicitly and when drawing inferences from the text.
4.RL.2.2	Paraphrase or summarize the main events in a story, myth, legend, or novel; identify the theme and provide evidence for the interpretation.
4.RL.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.RL.2.4	*Students are expected to build upon and continue applying concepts learned previously.* *2.RL.2.4 Make predictions about the content of text using prior knowledge of text features, explaining whether they were confirmed or not confirmed and why.*
Structural Elements and Organization	

4.RL.3.1	Explain major differences between poems, plays, and prose, and refer to the structural elements of poems and drama.
4.RL.3.2	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

Connection of Ideas

4.RL.4.1	Describe how visual and multimedia presentations and representations can enhance the meaning of a text.
4.RL.4.2	Compare and contrast the treatment of similar themes and topics and patterns of events in stories, myths, and traditional literature from different cultures.

Reading: *Nonfiction*

There are three key areas found in the Reading: Nonfiction section for grades K-5: Key Ideas and Textual Support, Structural Elements and Organization, and Synthesis and Connection of Ideas. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading: Nonfiction.

Learning Outcome

4.RN.1	Read and comprehend a variety of nonfiction within a range of complexity appropriate for grades 4-5. By the end of grade 4, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed at the high end.

Key Ideas and Textual Support

4.RN.2.1	Refer to details and examples in a text when explaining what a text says explicitly and when drawing inferences from the text.
4.RN.2.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
4.RN.2.3	Explain the relationships between events, procedures, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

Structural Elements and Organization

4.RN.3.1	Apply knowledge of text features to locate information and gain meaning from a text (e.g., charts, tables, graphs, headings, subheadings, font/format).

4.RN.3.2	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.
4.RN.3.3	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided in the accounts.

Connection of Ideas	
4.RN.4.1	Distinguish between fact and opinion; explain how an author uses reasons and evidence to support a statement or position (claim) in a text.
4.RN.4.2	Combine information from two texts on the same topic in order to demonstrate knowledge about the subject.
4.RN.4.3	*Standard begins at sixth grade.* *6.RN.4.3: Compare and contrast one author's presentation of events with that of another.*

Reading: *Vocabulary*

There are two key areas found in the Reading: Vocabulary section for grades K-5: Vocabulary Building and Vocabulary in Literature and Nonfiction Texts. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading: Vocabulary.

Learning Outcome

4.RV.1	Build and use accurately general academic and content-specific words and phrases.

Vocabulary Building

4.RV.2.1	Apply context clues (e.g., word, phrase, sentence, and paragraph clues) and text features (e.g., charts, headings/subheadings, font/format) to determine the meanings of unknown words.
4.RV.2.2	Identify relationships among words, including more complex homographs, homonyms, synonyms, antonyms, and multiple meanings.
4.RV.2.3	*Standard begins at sixth grade.* *6.RV.2.3: Distinguish among the connotations of words with similar denotations.*
4.RV.2.4	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.RV.2.5	Consult reference materials, both print and digital (e.g., dictionary), to find the pronunciation and clarify the precise meanings of words and phrases.

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Vocabulary in Literature and Nonfiction Texts	
4.RV.3.1	Determine how words and phrases provide meaning to works of literature, including figurative language (e.g., similes, metaphors, or hyperbole).
4.RV.3.2	Determine the meanings of general academic and content-specific words and phrases in a nonfiction text relevant to a fourth grade topic or subject area.
4.RV.3.3	Explain the meanings of proverbs, adages, and idioms in context.

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WRITING

Guiding Principle: _Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes. Students apply knowledge of language structure, language conventions, media techniques, figurative language, and genre to create, critique, and discuss writing. Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources to communicate their discoveries in ways that suit their purpose and audience._

Writing	
There are five key areas found in the Writing section for grades K-5: Handwriting, Writing Genres, the Writing Process, the Research Process, and Conventions of Standard English. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Writing.	
Learning Outcome	
4.W.1	Write routinely over a variety of time frames and for a range of discipline-specific tasks, purposes, and audiences; apply reading standards to support reflection and response to literature and nonfiction texts.
Handwriting	
4.W.2.1	Write legibly in print or cursive, forming letters and words that can be read by others.
4.W.2.2	_Students are expected to build upon and continue applying concepts learned previously._ _K.W.2.2 Write by moving from left to right and top to bottom._
Writing Genres: Argumentative, Informative, and Narrative	

4.W.3.1	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.
4.W.3.2	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, pictures, graphics) and multimedia when useful to aid comprehension. f. Use language and vocabulary appropriate for audience and topic. g. Provide a concluding statement or section.
4.W.3.3	Write narrative compositions in a variety of forms that – a. Establish an introduction, with a 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 (sight, sound, smell, touch, taste) details to give clear pictures of ideas and events. e. Provide an ending that follows the narrated experiences or events.

The Writing Process

4.W.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.

The Research Process: Finding, Assessing, Synthesizing, and Reporting Information

4.W.5	Conduct short 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 to 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.

Conventions of Standard English: Grammar and Usage / Capitalization, Punctuation, and Spelling

4.W.6.1	Demonstrate command of English grammar and usage, focusing on: **4.W.6.1a 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.6.1b Verbs** – a. Writing sentences that use the progressive verb tenses. b. Recognizing and correcting inappropriate shifts in verb tense. c. Using modal auxiliaries (e.g., can, may, must). **4.W.6.1c Adjectives/ Adverbs** –Writing sentences using relative adverbs (e.g., where, when) and explaining their functions in the sentence. **4.W.6.1d Prepositions** – Writing sentences that include prepositions, explaining their functions in the sentence. **4.W.6.1e Usage** – Writing correctly complete simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences, using coordinating and subordinating conjunctions (e.g., yet, nor, so).

4.W.6.2	Demonstrate command of capitalization, punctuation, and spelling, focusing on:
	4.W.6.2a Capitalization – Capitalizing names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations, when appropriate.
	4.W.6.2b Punctuation –
	    a. Correctly using apostrophes to form possessives and contractions.
	    b. Correctly using quotation marks and commas to mark direct speech.
	    c. Using a comma before a coordinating conjunction in a compound sentence.
	4.W.6.2c 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.

SPEAKING AND LISTENING

Guiding Principle: Students listen actively and communicate effectively for a variety of purposes, including for learning, enjoyment, persuasion, and the exchange of information and ideas. Students adjust their use of language to communicate effectively with a variety of audiences and for different purposes. Students develop an understanding of and respect for diversity in language use, patterns, and dialects.

Speaking and Listening	
There are three key areas found in the Speaking and Listening section for grades K-5: Discussion and Collaboration, Comprehension, and Presentation of Knowledge and Ideas. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Speaking and Listening.	
Learning Outcome	
4.SL.1	Listen actively and adjust the use of spoken language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.
Discussion and Collaboration	
4.SL.2.1	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.
4.SL.2.2	Explore ideas under discussion by drawing on readings and other information.
4.SL.2.3	Demonstrate knowledge and use of agreed-upon rules for discussions and carry out assigned roles.

4.SL.2.4	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.
4.SL.2.5	Review the key ideas expressed and explain personal ideas in reference to the discussion.

Comprehension	
4.SL.3.1	Summarize major ideas and supportive evidence from text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
4.SL.3.2	Identify and use evidence a speaker provides to support particular points.

Presentation of Knowledge and Ideas	
4.SL.4.1	Using appropriate language, report on a topic or text or provide a narrative in an organized manner, with effective introductions and conclusions, using appropriate structure, appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly and concisely at an understandable pace.
4.SL.4.2	Create oral presentations that maintain a clear focus, using multimedia to enhance the development of main ideas and themes that engage the audience.
4.SL.4.3	*Students are expected to build upon and continue applying conventions learned previously.* *2.SL.4.3 Give and follow multi-step directions.*

MEDIA LITERACY

Guiding Principle: Students develop critical thinking about the messages received and created by media. Students recognize that media are a part of culture and function as agents of socialization and develop understanding that people use individual skills, beliefs, and experiences to construct their own meanings from media messages. Students develop media literacy skills in order to become more informed, reflective, and engaged participants in society.

Media Literacy	
By demonstrating the skills listed in Media Literacy, students should be able to meet the Learning Outcome for Media Literacy.	
Learning Outcome	
4.ML.1	Identify how information found in electronic, print, and mass media is used to inform, persuade, entertain, and transmit culture.
Media Literacy	
4.ML.2.1	Recognize claims in print, image, and multimedia and identify evidence used to support these claims.
4.ML.2.2	*Standard begins in fifth grade.* *5.ML.2.2: Identify the role of the media in focusing people's attention on events and in forming their opinions on issues.*