

# Indiana Academic Standards English/ Language Arts

## Core Knowledge Language Arts

## GRADE 4

# A Correlation of CKLA to Indiana Academic Standards English/ Language Arts

**Essential Standards:**

All standards are to be taught through the course of the grade level. Standards that are essential to have mastered by the end of the grade are identified with shading and an "E."

Grade 4	
Indiana Academic Standards English/ Language Arts	Core Knowledge Language Arts
<b>Reading Foundations</b>	
Learning Outcome: Students read grade-level text independently and fluently.	
<b>4.RF.1</b> Use the six major syllable patterns (CVC, CVr, V, VV, VCe, Cle) to read unknown words.	<b>Unit TG:</b> U1, U2, U3, U4, U5, U6, U7, U8
<b>4.RF.2</b> 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)	<b>Unit TG:</b> U2-P1, U2-P2
<b>4.RF.3</b> Orally read grade-level appropriate or higher texts smoothly and accurately with expression that connotes comprehension.	<b>Unit TG:</b> U1, U2-P1, U2-P2, U3, U5, U6, U7, U8  <b>*Research Unit TG</b>
<b>Reading Comprehension</b>	
Learning Outcome: Students comprehend grade-level text, including fiction and nonfiction, and can demonstrate their comprehension orally and through writing.	

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<p><b>4.RC.1</b> Refer to details and examples in a text when explaining what a text says explicitly and when drawing inferences from the text. (E)</p>	<p><b>Unit TG:</b> U1, U2-P1, U2-P2, U3, U4, U5, U6, U7, U8</p>
<p><b>4.RC.2</b> Paraphrase or summarize the main events in a story, myth, legend, or novel; identify the theme and provide evidence for the interpretation. (E)</p>	<p><b>Unit TG:</b> U2-P2, U3, U5, U6, U7, U8</p>
<p><b>4.RC.3</b> Describe a character, setting, or event in a story or play, drawing on specific details in the text, and how that impacts the plot.</p>	<p><b>Unit TG:</b> U3, U6, U7, U8</p>
<p><b>4.RC.4</b> Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. (E)</p>	<p><b>Unit TG:</b> U2-P2, U3, U6, U8</p>
<p><b>4.RC.5</b> Determine the main idea of a text and explain how it is supported by key details; summarize the text. (E)</p>	<p><b>Unit TG:</b> U1, U4, U5, U7</p> <p><b>*Research Unit TG</b></p>
<p><b>4.RC.6</b> Apply knowledge of text features to locate information and gain meaning from a text (e.g., charts, tables, graphs, headings, subheadings, font/format).</p>	<p><b>Unit TG:</b> U2-P1, U2-P2, U5</p>
<p><b>4.RC.7</b> 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)</p>	<p><b>Unit TG:</b> U1, U4, U7</p> <p><b>*Research Unit TG</b></p>
<p><b>4.RC.8</b> Distinguish between fact and opinion; explain how an author uses reasons and evidence to support a statement or position (claim) in a text.</p>	<p><b>Unit TG:</b> U2-P1, U5, U7</p>

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<p><b>4.RC.9</b> Combine information from two texts on the same topic in order to demonstrate knowledge about the subject.</p>	<p><b>Unit TG:</b> U4, U7</p> <p><b>*Research Unit TG</b></p>
<p><b>4.RC.10</b> 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.</p>	<p><b>Unit TG:</b> U3, U5, U6, U7, U8</p>
<p><b>4.RC.11</b> Identify relationships among words, including more complex homographs, homonyms, synonyms, antonyms, and multiple meanings. (E)</p>	<p><b>Unit TG:</b> U2-P1, U5, U6, U7, U8</p>
<p><b>4.RC.12</b> 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.</p>	<p><b>Unit TG:</b> U2-P1, U2-P2, U7, U8</p>
<p><b>4.RC.13</b> Determine how words and phrases provide meaning to works of literature, including figurative language (e.g., similes, metaphors, or hyperbole).</p>	<p><b>Unit TG:</b> U1, U3, U6, U8</p>
<p><b>Writing</b></p>	
<p>Learning Outcome: Students produce writing for a variety of purposes, applying their knowledge of language and sentence structure.</p>	
<p><b>4.W.1</b> Write persuasive compositions in a variety of forms that:</p>	<p><b>Unit TG:</b> U1, U2-P1, U4, U6</p>
<p><b>4.W.1a</b> In an introductory statement, clearly state an opinion to a particular audience.</p>	<p><b>Unit TG:</b> U2-P1, U4, U6</p> <p><b>*Research Unit TG</b></p>

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<p><b>4.W.1b</b> Support the opinion with facts and details from various sources, including texts.</p>	<p><b>Unit TG:</b> U2-P1, U4</p> <p><b>*Research Unit TG</b></p>
<p><b>4.W.1c</b> Use an organizational structure to group related ideas that support the purpose.</p>	<p><b>Unit TG:</b> U2-P1, U4, U6</p> <p><b>*Research Unit TG</b></p>
<p><b>4.W.1d</b> Connect opinion and reasons using words and phrases.</p>	<p><b>Unit TG:</b> U2-P1</p> <p><b>*Research Unit TG</b></p>
<p><b>4.W.1e</b> Provide a concluding statement or section related to the position presented. (E)</p>	<p><b>Unit TG:</b> U2-P1, U4</p> <p><b>*Research Unit TG</b></p>
<p><b>4.W.2</b> Write informative compositions on a variety of topics that:</p>	<p><b>Unit TG:</b> U2-P1, U4, U5, U7</p>
<p><b>4.W.2a</b> Provide an introductory paragraph with a clear main idea.</p>	<p><b>Unit TG:</b> U2-P1, U4, U5, U7</p>
<p><b>4.W.2b</b> Provide supporting paragraphs with topic and summary sentences.</p>	<p><b>Unit TG:</b> U7</p>
<p><b>4.W.2c</b> Provide facts, specific details, and examples from various sources and texts to support ideas and extend explanations.</p>	<p><b>Unit TG:</b> U7</p>
<p><b>4.W.2d</b> Connect ideas using words and phrases.</p>	<p><b>Unit TG:</b> U7</p>

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<b>4.W.2e</b> Include text features (e.g., formatting, photographs, maps) and multimedia when useful to aid comprehension.	<b>Unit TG:</b> U4, U5, U7
<b>4.W.2f</b> Use language and vocabulary appropriate to the audience and topic.	<b>Unit TG:</b> U7
<b>4.W.2g</b> Provide a concluding statement or section. (E)	<b>Unit TG:</b> U2-P1, U4, U5, U7
<b>4.W.3</b> Write narrative compositions in a variety of forms that:	<b>Unit TG:</b> U1, U2-P2, U3, U4, U5, U6, U8
<b>4.W.3a</b> Establish an introduction with context to allow the reader to imagine the world of the event or experience.	<b>Unit TG:</b> U1, U6, U8
<b>4.W.3b</b> Organize events that unfold naturally, using meaningful paragraphing and transitional words and phrases	<b>Unit TG:</b> U1, U6, U8
<b>4.W.3c</b> Use dialogue and descriptive details to develop events and reveal characters' personalities, feelings, and responses to situations.	<b>Unit TG:</b> U1, U6, U8
<b>4.W.3d</b> Employ vocabulary with sufficient sensory (i.e., sight, sound, smell, touch, taste) details to give clear pictures of ideas and events.	<b>Unit TG:</b> U8
<b>4.W.3e</b> Provide an ending that follows the narrated experiences or events. (E)	<b>Unit TG:</b> U1, U6, U8

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<b>4.W.4</b> Apply the writing process to:	
<b>4.W.4a</b> 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>Unit TG:</b> U1, U3, U5, U6, U7, U8  <b>*Research Unit TG</b>
<b>4.W.4b</b> Use technology to interact and collaborate with others to produce and publish legible documents.	<b>Unit TG:</b> U8
<b>4.W.5</b> Conduct research on a topic.	<b>Unit TG:</b> U1, U2-P1, U3, U5, U7  <b>*Research Unit TG</b>
<b>4.W.5a</b> Identify a specific question to address (e.g., What is the history of the Indy 500?).	<b>Unit TG:</b> U2-P1  <b>*Research Unit TG</b>
<b>4.W.5b</b> Use organizational features of print and digital sources to efficiently locate further information.	<b>Unit TG:</b> U1, U2-P2, U3, U5  <b>*Research Unit TG</b>
<b>4.W.5c</b> Determine the reliability of the sources.	<a href="#">Instructional Strategies for Determining Reliability of Sources Used in Research</a>  <b>*Research Unit TG</b>

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<p><b>4.W.5d</b> Summarize and organize information in their own words, giving credit to the source.</p>	<p><b>Unit TG:</b> U2-P1, U2-P2, U5, U7</p>
<p><b>4.W.5e</b> Present the research information, choosing from a variety of formats. (E)</p>	<p><b>Unit TG:</b> U1, U2-P2, U4, U6, U7</p> <p><b>*Research Unit TG</b></p>
<p><b>4.W.6</b> Demonstrate command of English grammar and usage, focusing on:</p>	<p><b>Unit TG:</b> U2-P2, U7, U8</p>
<p><b>4.W.6a</b> 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.</p>	<p><b>Unit TG:</b> U8</p>
<p><b>4.W.6b</b> Verbs –</p> <ol style="list-style-type: none"> <li>I. Writing sentences that use progressive verb tenses.</li> <li>II. Recognizing and correcting inappropriate shifts in verb tense.</li> <li>III. Using modal auxiliaries (e.g., can, may, must).</li> </ol>	<p><b>Unit TG:</b> U2-P2, U7, U8</p>
<p><b>4.W.6c</b> Adjectives/Adverbs – Writing sentences using relative adverbs (e.g., where, when), explaining their functions in the sentence.</p>	<p><b>Unit TG:</b> U8</p>
<p><b>4.W.6d</b> Prepositions – Writing sentences that include prepositions, explaining their functions in the sentence.</p>	<p><b>Unit TG:</b> U2</p>
<p><b>4.W.6e</b> Usage – Writing complete simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences, using coordinating</p>	<p><b>Unit TG:</b> U8</p>



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and subordinating conjunctions (e.g., yet, nor, so) correctly. (E)	
<b>4.W.7</b> Demonstrate command of capitalization, punctuation, and spelling, focusing on:	<b>Unit TG:</b> U1, U2-P1, U2-P2, U5, U7, U8
<b>4.W.7a</b> Capitalization – Capitalizing names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations, when appropriate.	<b>Unit TG:</b> U1, U2-P1, U5, U7
<b>4.W.7b</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.	<b>Unit TG:</b> U1, U7, U8
<b>4.W.7c</b> 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)	<b>Unit TG:</b> U2-P1, U2-P2, U5, U7, U8
<b>Communication and Collaboration</b>	
Learning Outcome: Students participate and engage in collaborative discussions and paraphrase information provided in grade-level texts and presentations.	
<b>4.CC.1</b> 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)	<b>Unit TG:</b> U1, U2-P1, U3, U4, U5, U7, U8

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<p><b>4.CC.2</b> 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)</p>	<p><b>Unit TG:</b> U1, U4, U8 <b>*Research Unit TG</b></p>
<p><b>4.CC.3</b> 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)</p>	<p><b>Unit TG:</b> U1, U3, U4 <b>*Research Unit TG</b></p>
<p><b>4.CC.4</b> Identify and use evidence a speaker provides to support particular points.</p>	<p><b>Unit TG:</b> U1, U3</p>
<p><b>4.CC.5</b> 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)</p>	<p><b>Unit TG:</b> U1, U2-P2, U4, U6, U7</p>
<p><b>4.CC.6</b> Create oral presentations that maintain a clear focus, using multimedia to enhance the development of main ideas and themes that engage the audience.</p>	<p><b>Unit TG:</b> U4, U7</p>
<p><b>4.CC.7</b> Recognize claims in print, image, and multimedia and identify evidence used to support these claims. (E)</p>	<p><b>Unit TG:</b> U1, U2-P1, U7</p>

\*Research Unit lessons are available digitally. These materials can be accessed on the CKLA Teacher Resource site and the CKLA Digital Experience.