



Content Connectors aligned to the Indiana Academic Standards English Language Arts Grade 4

Content Connectors (CCs) identify the most salient grade-level, core academic content in ELA found in the Indiana Academic Standards. CCs focus on the core content, knowledge and skills needed at each grade to promote success at the next, and identify priorities in each content area to guide the instruction for students in this population and for the alternate assessment.

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Apply foundational reading skills to demonstrate reading fluency and comprehension.	
Use the six major syllable patterns (CVC, CVr, V, VV, VCe, Cle) to read unknown words.	
Use knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multi-syllabic words in context.	
4.RF.5: Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.	
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.	4.RL.1.a.1: Read a variety of literature.
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.2.1.a.1: Refer to details and examples in a text when explaining what the text says explicitly.
	4.RL.2.1.a.2: Refer to details and examples in a text when drawing basic inferences from a work of literature.
4.RL.2.2: Paraphrase or retell the main events in a story, myth, legend, or novel; identify the theme and provide evidence for the interpretation.	4.RL.2.2.a.1: Paraphrase or retell the main events in story, myth, legend, or novel.
	4.RL.2.2.a.2: Identify the theme.
	4.RL.2.2.a.3: Provide evidence for the interpretation of the theme.
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.2.3.a.1: Describe a character, setting, or event in a story or play, drawing on specific details in the text.
	4.RL.2.3.a.2: Explain how a character, setting, or event impacts the plot.
4.RL.3.1: Explain major differences between poems, plays, and prose, and refer to the structural elements of poems and drama.	4.RL.3.1.a.1: Explain major differences between poems, plays, and prose.
	4.RL.3.1.a.2: Refer to the structural elements of poems or 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.	4.RL.3.2.a.1: Compare and contrast the point of view from which different stories are narrated.
4.RL.4.1: Describe how visual and multimedia presentations and representations can enhance the meaning of a text.	



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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.	4.RL.4.2.a.1: Compare the treatment of similar themes and topics in stories, myths, and traditional literature from different cultures.
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.	4.RN.1.a.1: Read a variety of nonfiction texts.
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.2.1.a.1: Refer to details and examples in a text when explaining what the text says explicitly.
	4.RN.2.1.a.2: Refer to details and examples in a text 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.2.2.a.1: Determine the main idea of a text.
	4.RN.2.2.a.2: Explain how the main idea is supported by key details.
	4.RN.2.2.a.3: 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.	4.RN.2.3.a.1: Explain the relationships between events, procedures, ideas, or concepts in a historical, scientific, or technical text, based on specific information in the text.
	4.RN.2.3.a.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.3.2.a.1: 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.
4.RN.3.3.a.2: Describe the differences in focus and the information provided in firsthand and secondhand accounts.	
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.4.1.a.1: Distinguish between fact and opinion.
	4.RN.4.1.a.2: 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.4.2.a.1: Combine information from two texts on the same topic in order to demonstrate knowledge about the subject.
4.RV.1: Build and use accurately general academic and content-specific words and	4.RV.1: Use general academic and content-specific words and



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phrases.	phrases accurately.
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.2.1.a.1: Use context clues and text features to determine the meaning of unknown words.
4.RV.2.2: Identify relationships among words, including more complex homographs, homonyms, synonyms, antonyms, and multiple meanings.	4.RV.2.2.a.1: Identify relationships among words, including homographs, homonyms, synonyms, antonyms, and multiple meanings.
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.2.4.a.1: 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.	
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.3.1.a.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.3.2.a.1: Determine the meaning of general academic and content-specific words and phrases in a nonfiction text.
4.RV.3.3: Explain the meanings of proverbs, adages, and idioms in context.	4.RV.3.3.a.1: Explain the meanings of proverbs, adages, and idioms in context.
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.	4.W.1.a.1: Write over different lengths of time (i.e., a single sitting versus research and revision over time) for a variety of tasks, purposes, and audiences.
4.W.2.1: Write legibly in print or cursive, forming letters and words that can be read by others.	
4.W.3.1: Write persuasive compositions in a variety of forms that – <ul style="list-style-type: none"> • In an introductory statement, clearly state an opinion to a particular audience. • Support the opinion with facts and details from various sources, including texts. • Use an organizational structure to group related ideas that support the purpose. • Connect opinion and reasons using words and phrases. • Provide a concluding statement or section related to the position presented. 	4.W.3.1.a.1: Introduce the topic or text within persuasive writing by stating an opinion to a particular audience.
	4.W.3.1.a.2: Support a given opinion with facts and details.
	4.W.3.1.a.3: Use an organizational structure to group related ideas that support the purpose.
	4.W.3.1.a.4: Connect opinions and reasons using words and phrases.



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	4.W.3.1.a.5: Provide a concluding statement or section related to the opinion presented.
4.W.3.2: Write informative compositions on a variety of topics that – <ul style="list-style-type: none"> • Provide an introductory paragraph with a clear main idea. • Provide supporting paragraphs with topic and summary sentences. • Provide facts, specific details, and examples from various sources and texts to support ideas and extend explanations. • Connect ideas using words and phrases. • Include text features (e.g., formatting, pictures, graphics) and multimedia when useful to aid comprehension. • Use language and vocabulary appropriate for audience and topic. • Provide a concluding statement or section. 	4.W.3.2.a.1: Provide an introductory paragraph with a clear main idea.
	4.W.3.2.a.2: Provide supporting paragraphs with topic and summary sentences.
	4.W.3.2.a.3: Provide facts, specific details, and examples from various sources and texts to support ideas and extend explanations.
	4.W.3.2.a.4: Connect ideas using words and phrases.
	4.W.3.2.a.5: Include text features (e.g., formatting, pictures, graphics) and multimedia when useful to aid comprehension.
	4.W.3.2.a.6: Use language and vocabulary appropriate for audience and topic.
	4.W.3.2.a.7: Provide a concluding statement or section to support the information presented.
4.W.3.3: Write narrative compositions in a variety of forms that – <ul style="list-style-type: none"> • Establish an introduction, with a context to allow the reader to imagine the world of the event or experience. • Organize events that unfold naturally, using meaningful paragraphing and transitional words and phrases. • Use dialogue and descriptive details to develop events and reveal characters' personalities, feelings, and responses to situations. • Employ vocabulary with sufficient sensory (sight, sound, smell, touch, taste) details to give clear pictures of ideas and events. • Provide an ending that follows the narrated experiences or events. 	4.W.3.3.a.1: Establish an introduction, with a context to allow the reader to imagine the world of the event or experience.
	4.W.3.3.a.2: Organize events using meaningful transitional words and phrases.
	4.W.3.3.a.3: Use dialogue and descriptive details to develop events and reveal characters' personalities, feelings, and responses to situations.
	4.W.3.3.a.4: Employ vocabulary with sufficient sensory (sight, sound, smell, touch, taste) details to give clear pictures of ideas and events.



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	4.W.3.3.a.5: Provide an ending that follows the narrated experiences or events.
4.W.4: Apply the writing process to – <ul style="list-style-type: none"> • 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). • Use technology to interact and collaborate with others to publish legible documents. 	4.W.4.a.1: Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre
	4.W.4.a.2: Revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice).
	4.W.4.a.3: Edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation).
	4.W.4.a.4: Use technology to interact and collaborate with others to publish legible documents.
4.W.5: Conduct short research on a topic. <ul style="list-style-type: none"> • Identify a specific question to address (e.g., what is the history of the Indy 500?). • Use organizational features of print and digital sources efficiently to locate further information. • Determine the reliability of the sources. • Summarize and organize information in their own words, giving credit to the source. • Present the research information, choosing from a variety of formats. 	4.W.5.a.1: Follow steps to complete a short research project (e.g., determine topic, locate information on a topic, organize information related to the topic, draft a permanent product).
	4.W.5.a.2: Identify a specific question to address.
	4.W.5.a.3: Use organizational features of print and digital sources efficiently to locate further information.
	4.W.5.a.4: Determine the reliability of the sources.
	4.W.5.a.5: Summarize and organize information in their own words, giving credit to the source.
	4.W.5.a.6: Present the research information, choosing from a variety of formats.
4.W.6.1: Demonstrate command of English grammar and usage, focusing on:	



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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.6.1a.a.1: Write sentences that include personal pronouns.
	4.W.6.1a.a.2: Write sentences that include relative and reflexive pronouns.
4.W.6.1b: Verbs – <ul style="list-style-type: none"> • Writing sentences that use the progressive verb tenses. • Recognizing and correcting inappropriate shifts in verb tense. • Using modal auxiliaries (e.g., can, may, must). 	4.W.6.1b.a.1: Write sentences that use the progressive verb tenses.
	4.W.6.1b.a.2: Recognize and correct inappropriate shifts in verb tense.
	4.W.6.1b.a.3: Use modal auxiliaries.
4.W.6.1c: Adjectives/ Adverbs –Writing sentences using relative adverbs (e.g., where, when) and explaining their functions in the sentence.	4.W.6.1c.a.1: Write sentences using adjectives.
	4.W.6.1c.a.2: Write sentences using relative adverbs.
	4.W.6.1c.a.3: Explain the function of relative adverbs in the sentence
4.W.6.1d: Prepositions – Writing sentences that include prepositions, explaining their functions in the sentence.	4.W.6.1d.a.1: Write sentences that include prepositions.
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.6.1e.a.1: Produce simple, compound, and complex sentences in writing.
	4.W.6.1e.a.2: Use coordinating conjunctions Use coordinating and subordinating conjunctions.
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.6.2a.a.1: Capitalize the names of magazines, newspapers, works of art, musical compositions, and organizations.
	4.W.6.2a.a.2: Capitalize the first word in quotations.
4.W.6.2b: Punctuation – <ul style="list-style-type: none"> • Correctly using apostrophes to form possessives and contractions. • Correctly using quotation marks and commas to mark direct speech. • Using a comma before a coordinating conjunction in a compound sentence. 	4.W.6.2b.a.1: Correctly using apostrophes to form possessives and contractions.
	4.W.6.2b.a.2: Correctly using quotation marks and commas to mark direct speech.



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	4.W.6.2b.a.3: Use a comma before a coordinating conjunction in a compound sentence.
4.W.6.2d: 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 multi-syllable words.	4.W.6.2d.a.1: Use spelling patterns (e.g., word families, position-based spellings, syllable patterns) in writing single and multi-syllable words.
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.	4.SL.1.a.1: Provide evidence of being prepared for discussions on a topic or text through appropriate statements made during discussion.
	4.SL.1.a.2: Ask questions to check understanding of information presented in collaborative discussions.
	4.SL.1.a.3: Make appropriate comments that contribute to a collaborative discussion.
	4.SL.1.a.4: Review the key ideas expressed within a collaborative discussion.
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.2.2.a.1: Provide evidence of being prepared for discussions on a topic or text through appropriate statements made during discussion.
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.2.4.a.1: Ask questions to check understanding of information presented in collaborative discussions.
	4.SL.2.4.a.2: Make appropriate comments that contribute to a collaborative discussion.
4.SL.2.5: Review the key ideas expressed and explain personal ideas in reference to the discussion.	4.SL.2.5.a.1: Review the key ideas expressed within a collaborative discussion.
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.3.1.a.1: Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
	4.SL.3.1.a.2: Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.



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4.SL.3.2: Identify and use evidence a speaker provides to support particular points.	4.SL.3.2.a.1: Identify the reasons and evidence a speaker provides to support particular points.
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.4.1.a.1: Report on a topic, story or claim using a logical sequence of ideas, appropriate facts, and relevant, descriptive details.
	4.SL.4.1.a.2: Elaborate on each reason given in support of an opinion with relevant details.
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.4.2.a.1: Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
4.ML.1: Identify how information found in electronic, print, and mass media is used to inform, persuade, entertain, and transmit culture.	
4.ML.2.1: Recognize claims in print, image, and multimedia and identify evidence used to support these claims.	4.ML.2.1.a.1: Recognize claims in print, image, and multimedia and identify evidence used to support these claims.