



Dr. Jennifer McCormick
 Superintendent of Public Instruction

DEPARTMENT OF EDUCATION

Working Together for Student Success

Indiana Academic Standards 2014
4th Grade English/Language Arts
Standards Correlation Guidance Document

Indiana Academic Standards 2014	Indiana Academic Standards 2006	Indiana Common Core State Standards 2010	Differences from Previous Standards
READING: Foundations			
4.RF.1: Apply foundational reading skills to demonstrate reading fluency and comprehension.			<i>This IAS 2014 learning objective is an umbrella standard; focus skills are listed individually.</i>
4.RF.2.1: <i>Students are expected to build upon and continue applying concepts learned previously.</i>			
4.RF.2.2: <i>Students are expected to build upon and continue applying concepts learned previously.</i>			
4.RF.2.3: <i>Students are expected to build upon and continue applying concepts learned previously.</i>			
4.RF.2.4: <i>Students are expected to build upon and continue applying concepts learned previously.</i>			
4.RF.3.1: <i>Students are expected to build upon and continue applying concepts learned previously.</i>			
4.RF.3.2: <i>Students are expected to build upon and continue applying concepts learned previously.</i>			
4.RF.3.3: <i>Students are expected to build upon and continue applying concepts learned previously.</i>			

4.RF.3.4: <i>Students are expected to build upon and continue applying concepts learned previously.</i>			
4.RF.3.5: <i>Students are expected to build upon and continue applying concepts learned previously.</i>			
4.RF.4.1: <i>Students are expected to build upon and continue applying concepts learned previously.</i>			
4.RF.4.2: Use the six major syllable patterns (CVC, CVr, V, VV, VCe, Cle) to read unknown words.			<i>This standard is NEW!</i>
4.RF.4.3: <i>Students are expected to build upon and continue applying concepts learned previously.</i>			
4.RF.4.4: <i>Students are expected to build upon and continue applying concepts learned previously.</i>			
4.RF.4.5: <i>Students are expected to build upon and continue applying concepts learned previously.</i>			
4.RF.4.6: Use knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., <i>roots and affixes</i>) to read accurately unfamiliar multi-syllabic words in context.		4.RF.3a: Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., <i>roots and affixes</i>) to read accurately unfamiliar multisyllabic words in context and out of context.	
4.RF.5: Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.	4.1.1: Read aloud grade-level-appropriate literary and informational texts with fluency and accuracy and with appropriate timing, changes in voice, and expression.	4.RF.4a: Read on-level text with purpose and understanding. 4.RF.4b: Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	<i>IAS 2014 increases the expectation by requiring students to orally read grade-level appropriate or higher texts with expression that connotes comprehension at the independent level.</i>

Indiana Academic Standards 2014	Indiana Academic Standards 2006	Indiana Common Core State Standards 2010	Differences from Previous Standards
READING: <i>Literature</i>			
<p>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.</p>		<p>4.RL.10: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p><i>This IAS 2014 Learning Outcome is an umbrella standard that clarifies the expectation that students are able to interact with texts proficiently and independently by the end of grade 5.</i></p>
<p>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.</p>		<p>4.RL.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p>	
<p>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.</p>	<p>4.3.6: Determine the theme.</p>	<p>4.RL.2: Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p>	
<p>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.</p>	<p>4.3.3: Use knowledge of the situation, setting, and a character's traits, motivations, and feelings to determine the causes for that character's actions.</p>	<p>4.RL.3: Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).</p> <p>4.RL.4: Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology</p>	
<p>4.RL.2.4: <i>Students are expected to build upon and continue applying concepts learned previously.</i></p>			
<p>4.RL.3.1: Explain major differences between poems, plays, and prose, and refer to the structural elements of poems and drama.</p>		<p>4.RL.5: Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters,</p>	

		settings, descriptions, dialogue, stage directions) when writing or speaking about a text.	
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.	4.3.7: Identify the narrator in a selection and tell whether the narrator or speaker is involved in the story.	4.RL.6: Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	
4.RL.4.1: Describe how visual and multimedia presentations and representations can enhance the meaning of a text.		4.RL.7: Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the 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.	4.3.4: Compare and contrast tales from different cultures by tracing the adventures of one character type. Tell why there are similar tales in different cultures.	4.RL.9: Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.	

Indiana Academic Standards 2014	Indiana Academic Standards 2006	Indiana Common Core State Standards 2010	Differences from Previous Standards
READING: <i>Nonfiction</i>			
<p>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.</p>		<p>4.RI.10: By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p><i>This IAS 2014 Learning Outcome is an umbrella standard that clarifies the expectation that students are able to interact with texts proficiently and independently by the end of grade 4.</i></p>
<p>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.</p>	<p>4.2.3: Draw conclusions or make and confirm predictions about text by using prior knowledge and ideas presented in the text itself, including illustrations, titles, topic sentences, important words, foreshadowing clues (clues that indicate what might happen next), and direct quotations.</p>	<p>4.RI.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p>	
<p>4.RN.2.2: Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p>	<p>4.2.9: Recognize main ideas and supporting details presented in expository (informational texts).</p> <p>4.5.4: Write summaries that contain the main ideas of the reading selection and the most significant details.</p>	<p>4.RI.2: Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p>	
<p>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.</p>		<p>4.RI.3: Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p>	
<p>4.RN.3.1: Apply knowledge of text features to locate information and gain meaning from a text (e.g., <i>charts, tables, graphs, headings, subheadings, font/format</i>).</p>	<p>4.2.3: Draw conclusions or make and confirm predictions about text by using prior knowledge and ideas presented in the text itself, including illustrations, titles, topic sentences, important words, foreshadowing clues (clues that</p>	<p>4.RI.7: Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an</p>	

	indicate what might happen next), and direct quotations.	understanding of the text in which it appears.	
4.RN.3.2: Describe the organizational structure (e.g., <i>chronological, problem-solution, comparison/contrast, procedural, cause/effect, sequential, description</i>) of events, ideas, concepts, or information in a text or part of a text.	4.2.1: Use the organization of informational text to strengthen comprehension.	4.RI.5: Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.	
4.RV.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.RI.6: Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	
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.	4.2.6: Distinguish between cause and effect and between fact and opinion in informational text. 4.2.9: Recognize main ideas and supporting details presented in expository (informational texts).	4.RI.8: Explain how an author uses reasons and evidence to support particular points in a text.	<i>IAS 2014 increases the expectation by requiring students to distinguish between fact and opinion.</i>
4.RN.4.2: Combine information from two texts on the same topic in order to demonstrate knowledge about the subject.	4.2.5: Compare and contrast information on the same topic after reading several passages or articles.	4.RI.9: Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	
4.RN.4.3: <i>Standard begins at sixth grade.</i>			

Indiana Academic Standards 2014	Indiana Academic Standards 2006	Indiana Common Core State Standards 2010	Differences from Previous Standards
READING: Vocabulary			
<p>4.RV.1: Build and use accurately general academic and content-specific words and phrases.</p>		<p>4.L.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).</p>	<p><i>This IAS 2014 Learning Outcome is an umbrella standard that refers to content-specific rather than domain-specific language.</i></p>
<p>4.RV.2.1: Apply context clues (e.g., <i>word, phrase, sentence, and paragraph clues</i>) and text features (e.g., <i>charts, headings/subheadings, font/format</i>) to determine the meanings of unknown words.</p>	<p>4.1.7: Use context to determine the meaning of unknown words.</p>	<p>4.L.4a: Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p>	
<p>4.RV.2.2: Identify relationships among words, including more complex homographs, homonyms, synonyms, antonyms, and multiple meanings.</p>	<p>4.1.2: Apply knowledge of synonyms (words with the same meaning), antonyms (words with opposite meanings), homographs (words that are spelled the same but have different meanings), and idioms (expressions that cannot be understood just by knowing the meanings of the words in the expression, such as <i>couch potato</i>) to determine the meaning of words and phrases.</p> <p>4.1.6: Distinguish and interpret words with multiple meanings (<i>quarters</i>) by using context clues (the meaning of the text around a word).</p>	<p>4.L.5c: Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p>	<p><i>IAS 2014 increases the expectation by requiring students to identify relationships among words, including more complex homographs, homonyms, synonyms, antonyms, and multiple meanings.</i></p>
<p>4.RV.2.3: <i>Standard begins at sixth grade.</i></p>			

<p>4.RV.2.4: Apply knowledge of word structure elements (e.g., <i>suffixes, prefixes, common Greek and Latin affixes and roots</i>), known words, and word patterns to determine meaning.</p>	<p>4.1.3: Use knowledge of root words (<i>nation, national, nationality</i>) to determine the meaning of unknown words within a passage.</p> <p>4.1.4: Use common roots (<i>meter = measure</i>) and word parts (<i>therm = heat</i>) derived from Greek and Latin to analyze the meaning of complex words (<i>thermometer</i>).</p>	<p>4.L.4b: Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).</p>	
<p>4.RV.3.5: Consult reference materials, both print and digital (e.g., <i>dictionary</i>), to find the pronunciation and clarify the precise meanings of words and phrases.</p>	<p>4.1.5: Use a thesaurus to find related words and ideas.</p>	<p>4.L.4c: Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p> <p>4.L.4a: Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p>	
<p>4.RV.3.1: Determine how words and phrases provide meaning to works of literature, including figurative language (e.g., <i>similes, metaphors, or hyperbole</i>).</p>	<p>4.3.5: Define figurative language, such as similes, metaphors, hyperbole, or personification, and identify its use in literary works.</p> <ul style="list-style-type: none"> • Simile: a comparison that uses like or as • Metaphor: an implied comparison • Hyperbole: an exaggeration for effect • Personification: a description that represents a thing as a person 	<p>4.L.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>4.L.5a: Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.</p> <p>4.RL.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology</p>	
<p>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.</p>		<p>4.RI.4: Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.</p>	

<p>4.RV.3.3: Explain the meanings of proverbs, adages, and idioms in context.</p>	<p>4.1.2: Apply knowledge of synonyms (words with the same meaning), antonyms (words with opposite meanings), homographs (words that are spelled the same but have different meanings), and idioms (expressions that cannot be understood just by knowing the meanings of the words in the expression, such as <i>couch potato</i>) to determine the meaning of words and phrases.</p>	<p>4.L.5b: Recognize and explain the meaning of common idioms, adages, and proverbs.</p>	<p><i>IAS 2014 shifts the expectation by requiring students to explain the meanings of proverbs, adages, and idioms in context.</i></p>
--	---	---	---

Indiana Academic Standards 2014	Indiana Academic Standards 2006	Indiana Common Core State Standards 2010	Differences from Previous Standards
WRITING			
<p>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.</p>	<p>4.5.3: Write or deliver a research report that has been developed using a systematic research process (defines the topic, gathers information, determines credibility, reports findings) and that:</p> <ul style="list-style-type: none"> • includes information from a variety of sources (books, technology, multimedia) and documents sources (titles and authors). • demonstrates that information that has been gathered has been summarized. • organizes information by categorizing it into multiple categories (such as solid, liquid, and gas or reduce, reuse, and recycle) or includes information gained through observation. <p>4.5.6: Write for different purposes (information, persuasion, description) and to a specific audience or person.</p>	<p>4.W.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p>4.W.9a: Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).</p> <p>4.W.9b: Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).</p> <p>4.W.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p><i>This IAS 2014 Learning Outcome is an umbrella standard for the range of writing student should be able to do, including drawing evidence from literature and nonfiction texts.</i></p>
<p>4.W.2.1: Write legibly in print or cursive, forming letters and words that can be read by others.</p>			<p><i>This standard is NEW! Please note that students should write legibly in print or cursive.</i></p>
<p>4.W.2.2: <i>Students are expected to build upon and continue applying concepts learned previously.</i></p>			
<p>4.W.3.1: Write persuasive compositions in a variety of forms that –</p>	<p>4.5.2: Write responses to literature that:</p> <ul style="list-style-type: none"> • demonstrate an understanding of a literary work. 	<p>4.W.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>a. Introduce a topic or text clearly, state an opinion, and create an</p>	<p><i>Please note that IAS 2014 refers to persuasion rather than opinion.</i></p>

<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. 	<ul style="list-style-type: none"> • support statements with evidence from the text. 	<p>organizational structure in which related ideas are grouped to support the writer's purpose.</p> <ol style="list-style-type: none"> Provide reasons that are supported by facts and details. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). Provide a concluding statement or section related to the opinion presented. 	
<p>4.W.3.2: Write informative compositions on a variety of topics that –</p> <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., <i>formatting, pictures, graphics</i>) and multimedia when useful to aid comprehension. • Use language and vocabulary appropriate for audience and topic. • Provide a concluding statement or section. 	<p>4.4.3: Write informational pieces with multiple paragraphs that:</p> <ul style="list-style-type: none"> • provide an introductory paragraph. • establish and support a central idea with a topic sentence at or near the beginning of the first paragraph. • include supporting paragraphs with simple facts, details, and explanations. • present important ideas or events in sequence or in chronological order. • provide details and transitions to link paragraphs. • conclude with a paragraph that summarizes the points. • use correct indentation at the beginning of paragraphs. 	<p>4.W.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ol style="list-style-type: none"> Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because). Use precise language and domain-specific vocabulary to inform about or explain the topic. Provide a concluding statement or section related to the information or explanation presented. 	
<p>4.W.3.3: Write narrative compositions in a variety of forms that –</p>	<p>4.5.1: Write narratives that:</p> <ul style="list-style-type: none"> • include ideas, observations, or memories of an event or experience. 	<p>4.W.3: Write narratives to develop real or imagined experiences or events</p>	

<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. 	<ul style="list-style-type: none"> • provide a context to allow the reader to imagine the world of the event or experience. • use concrete sensory details. 	<p>using effective technique, descriptive details, and clear event sequences.</p> <ol style="list-style-type: none"> a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and description to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words and phrases to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events. <p>4.L.3a: Choose words and phrases to convey ideas precisely.</p>	
<p>4.W.4: Apply the writing process to –</p> <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., <i>quality of ideas, organization, sentence fluency, word choice</i>); edit writing for format and conventions (e.g., <i>spelling, capitalization, usage, punctuation</i>). • Use technology to interact and collaborate with others to publish legible documents. 	<p>4.4.1: Discuss ideas for writing. Find ideas for writing in conversations with others and in books, magazines, newspapers, school textbooks, or on the Internet. Keep a list or notebook of ideas.</p> <p>4.4.10: Review, evaluate, and revise writing for meaning and clarity.</p> <p>4.4.11: Proofread one's own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of frequent errors.</p>	<p>4.W.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>4.W.6: With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</p> <p>4.W.8: Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize</p>	

	<p>4.4.12: Revise writing by combining and moving sentences and paragraphs to improve the focus and progression of ideas.</p> <p>4.4.7: Use multiple reference materials and online information (the Internet) as aids to writing.</p> <p>4.4.9: Use a computer to draft, revise, and publish writing, demonstrating basic keyboarding skills and familiarity with common computer terminology.</p>	information, and provide a list of sources.	
<p>4.W.5: Conduct short research on a topic.</p> <ul style="list-style-type: none"> • Identify a specific question to address (e.g., <i>what is the history of the Indy 500?</i>). • Use organizational features of print and digital sources to 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. 	<p>4.5.3: Write or deliver a research report that has been developed using a systematic research process (defines the topic, gathers information, determines credibility, reports findings) and that:</p> <ul style="list-style-type: none"> • includes information from a variety of sources (books, technology, multimedia) and documents sources (titles and authors). • demonstrates that information that has been gathered has been summarized. • organizes information by categorizing it into multiple categories (such as solid, liquid, and gas or reduce, reuse, and recycle) or includes information gained through observation. 	<p>4.W.7: Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p> <p>4.W.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	
<p>4.W.6.1: Demonstrate command of English grammar and usage, focusing on:</p>	<p>4.6.3: Create interesting sentences by using words that describe, explain, or provide additional details and connections, such as verbs, adjectives, adverbs, appositives, participial phrases, prepositional phrases, and conjunctions.</p>	<p>4.L.2: Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p>	<p><i>This IAS 2014 learning objective is a summary statement; focus skills are listed individually.</i></p>

<p>4.W.6.1a: Nouns/Pronouns – Writing sentences that include relative pronouns (e.g., <i>who</i>, <i>which</i>) and reflexive pronouns (e.g., <i>myself</i>, <i>ourselves</i>) and explaining their functions in the sentence.</p>		<p>4.L.1a: Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).</p>	
<p>4.W.6.1b: Verbs – Writing sentences that use the progressive verb tenses. Recognizing and correcting inappropriate shifts in verb tense. Using modal auxiliaries (e.g., <i>can</i>, <i>may</i>, <i>must</i>).</p>	<p>4.6.4: Identify and use in writing regular (live/lived, shout/shouted) and irregular verbs (swim/swam, ride/rode, hit/hit), adverbs (constantly, quickly), and prepositions (through, beyond, between).</p>	<p>4.L.1b: Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses. 4.L.1c: Use modal auxiliaries (e.g., can, may, must) to convey various conditions.</p>	<p><i>IAS 2014 increases the expectation by requiring students to recognizing and correcting inappropriate shifts in verb tense and using modal auxiliaries.</i></p>
<p>4.W.6.1c: Adjectives/ Adverbs – Writing sentences using relative adverbs (e.g., where, when) and explaining their functions in the sentence.</p>	<p>4.6.4: Identify and use in writing regular (live/lived, shout/shouted) and irregular verbs (swim/swam, ride/rode, hit/hit), adverbs (constantly, quickly), and prepositions (through, beyond, between).</p>	<p>4.L.1d: Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).</p>	
<p>4.W.6.1d: Prepositions – Writing sentences that include prepositions, explaining their functions in the sentence.</p>	<p>4.6.4: Identify and use in writing regular (live/lived, shout/shouted) and irregular verbs (swim/swam, ride/rode, hit/hit), adverbs (constantly, quickly), and prepositions (through, beyond, between).</p>	<p>4.L.1e: Form and use prepositional phrases.</p>	
<p>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., <i>yet</i>, <i>nor</i>, <i>so</i>).</p>	<p>4.6.2: Use simple sentences (Dr. Vincent Stone is my dentist.) and compound sentences (His assistant cleans my teeth, and Dr. Stone checks for cavities.) in writing.</p>	<p>4.L.1f: Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</p>	
<p>4.W.6.2: Demonstrate command of capitalization, punctuation, and spelling, focusing on:</p>		<p>4.L.2: Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p>	
<p>4.W.6.2a: Capitalization – Capitalizing names of magazines, newspapers, works of art, musical compositions,</p>	<p>4.6.7: Capitalize names of magazines, newspapers, works of art, musical compositions, organizations, and the</p>	<p>4.L.2a: Use correct capitalization.</p>	

organizations, and the first word in quotations, when appropriate.	first word in quotations, when appropriate.		
<p>4.W.6.2b: Punctuation – 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.</p>	<p>4.6.5: Use parentheses to explain something that is not considered of primary importance to the sentence, commas in direct quotations, apostrophes to show possession, and apostrophes in contractions.</p>	<p>4.L.2b: Use commas and quotation marks to mark direct speech and quotations from a text.</p> <p>4.L2c: Use a comma before a coordinating conjunction in a compound sentence.</p> <p>4.L.3b: Choose punctuation for effect</p>	
<p>4.W.6.2d: Spelling – Using spelling patterns and generalizations (e.g., <i>word families, position-based spellings, syllable patterns, ending rules, meaningful word parts, homophones/homographs</i>) in writing single and multi-syllable words.</p>	<p>4.6.8: Spell correctly roots (bases of words, such as unnecessary, cowardly), inflections (words like care/careful/caring), words with more than one acceptable spelling (like advisor/adviser), suffixes and prefixes (-ly, -ness, mis-, un-), and syllables.</p>	<p>4.L.2d: Spell grade-appropriate words correctly, consulting references as needed.</p>	

Indiana Academic Standards 2014	Indiana Academic Standards 2006	Indiana Common Core State Standards 2010	Differences from Previous Standards
SPEAKING & LISTENING			
<p>4.SL.1: Listen actively and adjust the use of spoken language (e.g., <i>conventions, style, vocabulary</i>) to communicate effectively with a variety of audiences and for different purposes.</p>			<p><i>This IAS 2014 Learning Outcome is an umbrella standard that requires students to adjust register to communicate effectively with a variety of audiences and for different purpose rather than demonstrate command of formal English.</i></p>
<p>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.</p>		<p>4.SL.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</p>	
<p>4.SL.2.2: Explore ideas under discussion by drawing on readings and other information.</p>		<p>4.SL.1a: Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion</p>	
<p>4.SL.2.3: Demonstrate knowledge and use of agreed-upon rules for discussions and carry out assigned roles.</p>		<p>4.SL.1b: Follow agreed-upon rules for discussions and carry out assigned roles.</p>	
<p>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.</p>		<p>4.SL.1c: 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.</p>	
<p>4.SL.2.5: Review the key ideas expressed and explain personal ideas in reference to the discussion.</p>		<p>4.SL.1d: Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p>	
<p>4.SL.3.1: Summarize major ideas and supportive evidence from text read aloud or information presented in</p>		<p>4.SL.2: Paraphrase portions of a text read aloud or information presented in</p>	

diverse media and formats, including visually, quantitatively, and orally.		diverse media and formats, including visually, quantitatively, and orally.	
4.SL.3.2: Identify and use evidence a speaker provides to support particular points.		4.SL.3: 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: Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly 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.5: Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.	
4.SL.4.3: <i>Students are expected to build upon and continue applying conventions learned previously.</i>			

Indiana Academic Standards 2014	Indiana Academic Standards 2006	Indiana Common Core State Standards 2010	Differences from Previous Standards
MEDIA LITERACY			
<p>4.ML.1: Identify how information found in electronic, print, and mass media is used to inform, persuade, entertain, and transmit culture.</p>			<p><i>This IAS 2014 Learning Outcome is an umbrella standard that clarifies the expectation that students are able to critically analyze information used for a variety of purposes, not just persuasion.</i></p>
<p>4.ML.2.1: Recognize claims in print, image, and multimedia and identify evidence used to support these claims.</p>			<p><i>This standard is NEW!</i></p>
<p>4.ML.2.2: Standard begins in fifth grade.</p>			