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DEPARTMENT OF EDUCATION

Working Together for Student Success



Indiana Academic Standards English Language Arts: Grade 4 Crosswalk

| 2014 Standard Language | 2020 Standard Language | Changes |
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| Fourth Grade- Reading Foundations | | |
| Print Concepts | | |
| <p>4.RF.2.1 Students are expected to build upon and continue applying concepts learned previously.</p> | <p>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.</p> | <p>Added kindergarten standard as a reference</p> |
| <p>4.RF.2.2 Students are expected to build upon and continue applying concepts learned previously.</p> | <p>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.</p> | <p>Added kindergarten standard as a reference</p> |
| <p>4.RF.2.3 Students are expected to build upon and continue applying concepts learned previously.</p> | <p>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).</p> | <p>Added first grade standard as a reference</p> |
| <p>4.RF.2.4 Students are expected to build upon and continue applying concepts learned previously.</p> | <p>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.</p> | <p>Added first grade standard as a reference</p> |

| Phonological Awareness | | |
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| 4.RF.3.1 Students are expected to build upon and continue applying concepts learned previously. | 4.RF.3.1 Students are expected to build upon and continue applying concepts learned previously. K.RF.3.1 Identify and produce rhyming words. | Added kindergarten standard as a reference |
| 4.RF.3.2 Students are expected to build upon and continue applying concepts learned previously. | 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. | Added first grade standard as a reference |
| 4.RF.3.3 Students are expected to build upon and continue applying concepts learned previously. | 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. | Added first grade standard as a reference |
| 4.RF.3.4 Students are expected to build upon and continue applying concepts learned previously. | 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. | Added first grade standard as a reference |
| 4.RF.3.5 Students are expected to build upon and continue applying concepts learned previously. | 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 | Added first grade standard as a reference |

| | one-syllable words. | |
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| Phonics | | |
| 4.RF.4.1 Students are expected to build upon and continue applying concepts learned previously. | 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. | Added first grade standard as a reference |
| 4.RF.4.2 Use the six major syllable patterns (CVC, CVr, V, VV, VCe, Cle) to read unknown words. | 4.RF.4.2 Use the six major syllable patterns (CVC, CVr, V, VV, VCe, Cle) to read unknown words.. | No change |
| 4.RF.4.3 Students are expected to build upon and continue applying concepts learned previously. | 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. | Added second grade standard as a reference |
| 4.RF.4.4 Students are expected to build upon and continue applying concepts learned previously. | 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 | Added third grade standard as a reference |

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| | 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. | 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). | Added third grade standard as a reference |
| 4.RF.4.6 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.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. | No change |
| Fluency | | |
| 4.RF.5 Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level. | 4.RF.5 Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level. | No change |

| 2014 Standard Language | 2020 Standard Language | Changes |
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| Fourth Grade- Reading Literature | | |
| Key Ideas and Textual Support | | |

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| 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 Refer to details and examples in a text when explaining what a text says explicitly and when drawing inferences from the text. | No change |
| 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 Paraphrase or summarize the main events in a story, myth, legend, or novel; identify the theme and provide evidence for the interpretation. | Changed retell to summarize |
| 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 Describe a character, setting, or event in a story or play, drawing on specific details in the text, and how that impacts the plot. | No change |
| 4.RL.2.4 Students are expected to build upon and continue applying concepts learned previously. | 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. | Added second grade standard as a reference |
| 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.3.1 Explain major differences between poems, plays, and prose, and refer to the structural elements of poems and drama. | No change |
| 4.RL.3.2 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and | 4.RL.3.2 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and | No change |

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| third-person narrations. | third-person narrations. | |
| Synthesis and Connection of Ideas | | |
| 4.RL.4.1 Describe how visual and multimedia presentations and representations can enhance the meaning of a text. | 4.RL.4.1 Describe how visual and multimedia presentations and representations can enhance the meaning of a text. | No change |
| 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 Compare and contrast the treatment of similar themes and topics and patterns of events in stories, myths, and traditional literature from different cultures. | No change |

| 2014 Standard Language | 2020 Standard Language | Changes |
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| Fourth Grade- Reading Nonfiction | | |
| 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.2.1 Refer to details and examples in a text when explaining what a text says explicitly and when drawing inferences from the text. | No change |
| 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 Determine the main idea of a text and explain how it is supported by key details; summarize the text. | No change |
| 4.RN.2.3 Explain the relationships between events, procedures, ideas, or concepts in a historical, scientific, or technical text, based on | 4.RN.2.3 Explain the relationships between events, procedures, ideas, or concepts in a historical, scientific, or technical text, based on | No change |

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| specific information in the text. | 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.3.1 Apply knowledge of text features to locate information and gain meaning from a text (e.g., charts, tables, graphs, headings, subheadings, font/format). | No change |
| 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 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. | No change |
| 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 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. | No change |
| Structural Elements and Organization | | |
| 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 Distinguish between fact and opinion; explain how an author uses reasons and evidence to support a statement or position (claim) in a text. | No change |
| 4.RN.4.2 Combine information from two texts on the same topic in order to demonstrate | 4.RN.4.2 Combine information from two texts on the same topic in order to demonstrate | No change |

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| knowledge about the subject. | knowledge about the subject. | |
| 4.RN.4.3 Standard begins at sixth grade. | 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. | Added sixth grade standard as a reference |

| 2014 Standard Language | 2020 Standard Language | Changes |
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| Fourth Grade- Reading Vocabulary | | |
| 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.2.1 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. | No change |
| 4.RV.2.2 Identify relationships among words, including more complex homographs, homonyms, synonyms, antonyms, and multiple meanings. | 4.RV.2.2 Identify relationships among words, including more complex homographs, homonyms, synonyms, antonyms, and multiple meanings. | No change |
| 4.RV.2.3 Standard begins at sixth grade. | 4.RV.2.3 Standard begins at sixth grade. 6.RV.2.3: Distinguish among the connotations of words with similar denotations. | Added sixth grade standard as a reference |
| 4.RV.2.4 Apply knowledge of word structure elements (e.g., | 4.RV.2.4 Apply knowledge of word structure elements (e.g., | No change |

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| suffixes, prefixes, common Greek and Latin affixes and roots), known words, and word patterns to determine meaning. | 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.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. | No change |
| 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.3.1 Determine how words and phrases provide meaning to works of literature, including figurative language (e.g., similes, metaphors, or hyperbole). | No change |
| 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 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. | No change |
| 4.RV.3.3 Explain the meanings of proverbs, adages, and idioms in context. | 4.RV.3.3 Explain the meanings of proverbs, adages, and idioms in context. | No change |

| 2014 Standard Language | 2020 Standard Language | Changes |
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| Fourth Grade- Writing | | |
| Handwriting | | |
| 4.W.2.1 Write legibly in print or | 4.W.2.1 Write legibly in print or | No change |

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| <p>cursive, forming letters and words that can be read by others.</p> | <p>cursive, forming letters and words that can be read by others.</p> | |
| <p>4.W.2.2 Students are expected to build upon and continue applying concepts learned previously.</p> | <p>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.</p> | <p>Added kindergarten standard as a reference</p> |
| <p>Writing Genres: Argumentative, Informative, and Narrative</p> | | |
| <p>4.W.3.1 Write persuasive compositions in a variety of forms that –</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. <ul style="list-style-type: none"> • Use an organizational structure to group related ideas that support the purpose. • Connect opinion and reasons using words and phrases. <ul style="list-style-type: none"> • Provide a concluding statement or section related to the position presented. | <p>4.W.3.1 Write persuasive compositions in a variety of forms that –</p> <ul style="list-style-type: none"> • In an introductory statement, clearly state an opinion to a particular audience. <ul style="list-style-type: none"> • Support the opinion with facts and details from various sources, including texts. <ul style="list-style-type: none"> • Use an organizational structure to group related ideas that support the purpose. • Connect opinion and reasons using words and phrases. <ul style="list-style-type: none"> • Provide a concluding statement or section related to the position presented. | <p>No change</p> |
| <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. <ul style="list-style-type: none"> • Provide supporting paragraphs with topic and summary sentences. • Provide facts, specific details, | <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. <ul style="list-style-type: none"> • Provide supporting paragraphs with topic and summary sentences. • Provide facts, specific | <p>No change</p> |

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| <p>and examples from various sources and texts to support ideas and extend explanations.</p> <ul style="list-style-type: none"> • 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. <ul style="list-style-type: none"> • Provide a concluding statement or section. | <p>details, and examples from various sources and texts to support ideas and extend explanations.</p> <ul style="list-style-type: none"> • Connect ideas using words and phrases. • Include text features (e.g., formatting, pictures, graphics) and multimedia when useful to aid comprehension. <ul style="list-style-type: none"> • Use language and vocabulary appropriate for audience and topic. • Provide a concluding statement or section. | |
| <p>4.W.3.3 Write narrative compositions in a variety of forms that –</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. <ul style="list-style-type: none"> • 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. | <p>4.W.3.3 Write narrative compositions in a variety of forms that –</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. <ul style="list-style-type: none"> • 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. | <p>No change</p> |

| The Writing Process | | |
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| <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., 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. | <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., 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 produce and publish legible documents. | <p>No change</p> |
| The Research Process: Finding, Assessing, Synthesizing, and Reporting Information | | |
| <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., What is the history of the Indy 500?). • 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. <ul style="list-style-type: none"> • Present the research information, choosing from a variety of formats. | <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., What is the history of the Indy 500?). • 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. <ul style="list-style-type: none"> • Present the research information, choosing from a variety of formats. | <p>No change</p> |

| Conventions of Standard English: Grammar and Usage / Capitalization, Punctuation, and Spelling | | |
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| 4.W.6.1 Demonstrate command of English grammar and usage, focusing on: | 4.W.6.1 Demonstrate command of English grammar and usage, focusing on: | No change |
| 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 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. | No change |
| 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 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). | No change |
| 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 Adjectives/ Adverbs – Writing sentences using relative adverbs (e.g., where, when) and explaining their functions in the sentence. | No change |
| 4.W.6.1d Prepositions – Writing sentences that include prepositions, explaining their functions in the sentence. | 4.W.6.1d Prepositions – Writing sentences that include prepositions, explaining their functions in the sentence. | No change |
| 4.W.6.1e Usage – Writing correctly complete simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences, using coordinating | 4.W.6.1e Usage – Writing correctly complete simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences, using coordinating | No change |

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| and subordinating conjunctions (e.g., yet, nor, so). | and subordinating conjunctions (e.g., yet, nor, so). | |
| 4.W.6.2 Demonstrate command of capitalization, punctuation, and spelling, focusing on: | 4.W.6.2 Demonstrate command of capitalization, punctuation, and spelling, focusing on: | No change |
| 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 Capitalization – Capitalizing names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations, when appropriate. | No change |
| 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 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. | No change |
| 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. | 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. | No change |

| 2014 Standard Language | 2020 Standard Language | Changes |
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| Fourth Grade- Speaking and Listening | | |
| 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.2.1 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. | No change |
| 4.SL.2.2 Explore ideas under discussion by drawing on readings and other information. | 4.SL.2.2 Explore ideas under discussion by drawing on readings and other information. | No change |
| 4.SL.2.3 Demonstrate knowledge and use of agreed-upon rules for discussions and carry out assigned roles. | 4.SL.2.3 Demonstrate knowledge and use of agreed-upon rules for discussions and carry out assigned roles. | No change |
| 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 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. | No change |
| 4.SL.2.5 Review the key ideas expressed and explain personal ideas in reference to the discussion. | 4.SL.2.5 Review the key ideas expressed and explain personal ideas in reference to the discussion. | No change |
| Comprehension | | |
| 4.SL.3.1 Summarize major ideas and supportive evidence | 4.SL.3.1 Summarize major ideas and supportive evidence | No change |

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| from text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. | 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. | 4.SL.3.2 Identify and use evidence a speaker provides to support particular points. | No change |
| 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.4.1 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. | No change |
| 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 Create oral presentations that maintain a clear focus, using multimedia to enhance the development of main ideas and themes that engage the audience. | No change |
| 4.SL.4.3 Students are expected to build upon and continue applying conventions learned previously. | 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. | Added second grade standard as a reference |

| 2014 Standard Language | 2020 Standard Language | Changes |
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| Fourth Grade- Media Literacy | | |
| Media Literacy | | |
| 4.ML.2.1 Recognize claims in print, image, and multimedia and identify evidence used to support these claims. | 4.ML.2.1 Recognize claims in print, image, and multimedia and identify evidence used to support these claims. | No change |
| 4.ML.2.2 Standard begins in fifth grade. | 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. | Added fifth grade standard as a reference |