



Grade 4 English/Language Arts

This document provides correlations between the 2023 Indiana Academic Standards (IAS) and the Common Core State Standards (CCSS) for easy reference. This correlation guide is intended to help support conversations regarding state and national standards and may be used as one of many tools to help inform a variety of local decisions (e.g., selection of high-quality curricular materials, curriculum maps).

The 2023 Indiana Academic Standards resulted from the standards streamlining process required by Indiana Code (IC) 20-31-3-1(c-d) and were adopted by the Indiana State Board of Education in June 2023. Standards designated as essential (E) for student mastery by the end of the grade level are shaded in gray and all standards were renumbered to avoid gaps in sequencing.

2023 Indiana Academic Standard		Common Core State Standard		Differences Between 2023 IAS and CCSS
Domain: Reading Foundations				
Number	Text	Number	Text	Description
4.RF.1	Use the six major syllable patterns (CVC, CVr, V, VV, VCe, Cle) to read unknown words.			
4.RF.2	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)	RF.4.3.A	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	<i>No content differences identified.</i>

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4.RF.3	Orally read grade-level appropriate or higher texts smoothly and accurately with expression that connotes comprehension.	RF.4.4	Read with sufficient accuracy and fluency to support comprehension.	IAS combines all CCSS standards with emphasis on orally reading text that is at or above grade level. IC 20-26-12-24.5 requires public schools, including charter schools, to adopt curriculum or supplemental materials that are aligned with the science of reading, and states that schools may not adopt curricula or materials that are based on the three-cueing model.
		RF.4.4.A	Read grade-level text with purpose and understanding.	
		RF.4.4.B	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	
2023 Indiana Academic Standard		Common Core State Standard		Differences Between 2023 IAS and CCSS
Domain: Reading Comprehension				
Number	Text	Number	Text	Description
4.RC.1	Refer to details and examples in a text when explaining what a text says explicitly and when drawing inferences from the text. (E)	RL.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	<i>No content differences identified.</i>
		RI.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	

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4.RC.2	Paraphrase or summarize the main events in a story, myth, legend, or novel; identify the theme and provide evidence for the interpretation. (E)	RL.4.2	Determine a theme of a story, drama, or poem from details in the text; summarize the text.	IAS requires students to paraphrase and summarize the main events in a story, and provide textual evidence when identifying themes.
4.RC.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.	RL.4.3	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).	IAS emphasizes drawing on specific details in the text and explaining how these details affect the plot.
4.RC.4	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. (E)	RL.4.6	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	<i>No content differences identified.</i>
4.RC.5	Determine the main idea of a text and explain how it is supported by key details; summarize the text. (E)	RI.4.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.	
4.RC.6	Apply knowledge of text features to locate information and gain meaning from a text (e.g., charts, tables, graphs, headings, subheadings, font/format).	RI.4.7	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 understanding of the text in which it appears.	IAS specifies applying knowledge of text features to locate information and make meaning of a text.

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<p>4.RC.7</p>	<p>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>RI.4.5</p>	<p>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.</p>	<p><i>No content differences identified.</i></p>
<p>4.RC.8</p>	<p>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>RI.4.8</p>	<p>Explain how an author uses reasons and evidence to support particular points in a text.</p>	<p>IAS requires students to distinguish between fact and opinion and specifies students must explain how an author uses reasons and evidence to support a statement or position (claim) in a text.</p>
<p>4.RC.9</p>	<p>Combine information from two texts on the same topic in order to demonstrate knowledge about the subject.</p>	<p>RI.4.6</p>	<p>Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</p>	<p>IAS specifies combining information from two texts on the same topic.</p>
<p>4.RC.10</p>	<p>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>L.4.4.A</p>	<p>Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p>	<p>IAS requires the use of context clues up to the paragraph-level and a variety of text features to determine the meanings of unknown words.</p>

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4.RC.11	Identify relationships among words, including more complex homographs, homonyms, synonyms, antonyms, and multiple meanings. (E)	L.4.5.C	Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).	IAS adds additional word relationships including: more complex homographs, homonyms, and words with multiple meanings.
4.RC.12	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.	L.4.4.B	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).	IAS adds students should apply their knowledge of known words and word patterns to aid in determining meaning.
4.RC.13	Determine how words and phrases provide meaning to works of literature, including figurative language (e.g., similes, metaphors, or hyperbole).	L.4.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	<i>No content differences identified.</i>
		L.4.5.A	Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.	
2023 Indiana Academic Standard		Common Core State Standard		Differences Between 2023 IAS and CCSS
Domain: Writing				
Number	Text	Number	Text	Description
4.W.1	Write persuasive compositions in a variety of forms that: a. In an introductory statement, clearly state an opinion to a particular audience.	W.4.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	IAS combines all CCSS standards and requires students to write persuasive compositions.
		W.4.1.A	Introduce a topic or text clearly, state	<i>No content differences identified.</i>

	<ul style="list-style-type: none"> b. Support the opinion with facts and details from various sources, including texts. c. Use an organizational structure to group related ideas that support the purpose. d. Connect opinion and reasons using words and phrases. e. Provide a concluding statement or section related to the position presented. (E) 		an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.	
		W.4.1.B	Provide reasons that are supported by facts and details.	
		W.4.1.C	Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).	
		W.4.1.D	Provide a concluding statement or section related to the opinion presented.	
4.W.2	<p>Write informative compositions on a variety of topics that:</p> <ul style="list-style-type: none"> a. Provide an introductory paragraph with a clear main idea. b. Provide supporting paragraphs with topic and summary sentences. c. Provide facts, specific details, and examples from various sources and texts to support ideas and extend explanations. d. Connect ideas using words and phrases. e. Include text features (e.g., 	W.4.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	IAS combines all CCSS standards, specifies informative composition types.
		W.4.2.A	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.	IAS adds the use of photographs and maps as text features to aid comprehension.
		W.4.2.B	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	<i>No content differences identified.</i>
		W.4.2.C	Link ideas within categories of	

	<p>formatting, photographs, maps) and multimedia when useful to aid comprehension.</p> <p>f. Use language and vocabulary appropriate to the audience and topic.</p> <p>g. Provide a concluding statement or section. (E)</p>		<p>information using words and phrases (e.g., another, for example, also, because).</p>		
		W.4.2.D	<p>Use precise language and domain-specific vocabulary to inform about or explain the topic.</p>		
		W.4.2.E	<p>Provide a concluding statement or section related to the information or explanation presented.</p>		
4.W.3	<p>Write narrative compositions in a variety of forms that:</p> <p>a. Establish an introduction with context to allow the reader to imagine the world of the event or experience.</p> <p>b. Organize events that unfold naturally using meaningful paragraphing and transitional words and phrases.</p> <p>c. Use dialogue and descriptive details to develop events and reveal characters' personalities, feelings, and responses to situations.</p> <p>d. Employ vocabulary with sufficient sensory (i.e., sight, sound, smell, touch, taste) details to give clear pictures of ideas and events.</p>	W.4.3	<p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences:</p>	<p><i>No content differences identified.</i></p>	
		W.4.3.A	<p>Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p>		
		W.4.3.B	<p>Use dialogue and description to develop experiences and events or show the responses of characters to situations.</p>		
		W.4.3.C	<p>Use a variety of transitional words and phrases to manage the sequence of events.</p>		

	<p>e. Provide an ending that follows the narrated experiences or events. (E)</p>	<p>W.4.3.D</p>	<p>Use concrete words and phrases and sensory details to convey experiences and events precisely.</p>	
	<p>Apply the writing process to:</p> <p>a. Generate a draft by developing, selecting, and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice); edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation).</p> <p>b. Use technology to interact and collaborate with others to produce and publish legible documents.</p>	<p>W.4.4</p>	<p>Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p>	<p><i>No content differences identified.</i></p>
<p>4.W.4</p>		<p>W.4.5</p>	<p>With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4 here.)</p>	

		W.4.6	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.	Timed keyboarding skills and a specific number of pages are unique to CCSS.
4.W.5	<p>Conduct research on a topic.</p> <p>a. Identify a specific question to address (e.g., What is the history of the Indy 500?).</p> <p>b. Use organizational features of print and digital sources to efficiently locate further information.</p> <p>c. Determine the reliability of the sources.</p> <p>d. Summarize and organize information in their own words, giving credit to the source.</p> <p>e. Present the research information, choosing from a variety of formats. (E)</p>	W.4.7	Conduct short research projects that build knowledge through investigation of different aspects of a topic.	IAS requires students to identify a specific research question and present the research, choosing from a variety of formats.
		W.4.8	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.	IAS requires students to summarize and organize information in their own words as well as determine and give credit to reliable sources.
		W.4.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.	<i>No content differences identified.</i>

		W.4.9.A	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].").	
		W.4.9.B	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").	
4.W.6	Demonstrate command of English grammar and usage, focusing on: a. 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. b. Verbs – I. Writing sentences that use progressive verb tenses. II. Recognizing and correcting inappropriate shifts in verb tense.	L.4.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	<i>No content differences identified.</i>
		L.4.1.A	Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).	IAS adds the use of reflexive pronouns (e.g., myself, ourselves) and the explanation of their function in a sentence
		L.4.1.B:	Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.	<i>No content differences identified.</i>
		L.4.1.C	Use modal auxiliaries (e.g., can, may, must) to convey various conditions.	

	<p>III. Using modal auxiliaries (e.g., can, may, must).</p> <p>c. Adjectives/Adverbs – Writing sentences using relative adverbs (e.g., where, when), explaining their functions in the sentence.</p> <p>d. Prepositions – Writing sentences that include prepositions, explaining their functions in the sentence.</p> <p>e. Usage – Writing complete simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences, using coordinating and subordinating conjunctions (e.g., yet, nor, so) correctly. (E)</p>	L.4.1.D	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).	IAS addresses coordinating adjectives in grade three.
		L.4.1.E	Form and use prepositional phrases.	IAS requires students to explain prepositional phrases and their functions in a sentence.
		L.4.1.F	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.	IAS specifies accurately writing simple, compound and complex, declarative, interrogative, imperative, and exclamatory sentences as well as correctly using coordinating and subordinating conjunctions.
4.W.7	<p>Demonstrate command of capitalization, punctuation, and spelling, focusing on:</p> <p>a. Capitalization – Capitalizing names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations, when</p>	L.4.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	IAS combines all CCSS standards and requires students to correctly use apostrophes to form possessives and contractions.
		L.4.2.A	Use correct capitalization.	<i>No content differences identified.</i>

	<p>appropriate.</p> <p>b. Punctuation –</p> <p>I. Correctly using apostrophes to form possessives and contractions.</p> <p>II. Correctly using quotation marks and commas to mark direct speech.</p> <p>III. Using a comma before a coordinating conjunction in a compound sentence.</p> <p>c. 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)</p>	L.4.2.B	Use commas and quotation marks to mark direct speech and quotations from a text.	
		L.4.2.C	Use a comma before a coordinating conjunction in a compound sentence.	
		L.4.2.D	Spell grade-appropriate words correctly, consulting references as needed.	IAS adds the use of spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts, homophones/homographs) when writing single and multisyllable words.

2023 Indiana Academic Standard		Common Core State Standard		Differences Between 2023 IAS and CCSS
Domain: Communication and Collaboration				
Number	Text	Number	Text	Description
4.CC.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. (E)	SL.4.1	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.	<i>No content differences identified.</i>
4.CC.2	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)	SL.4.1.C	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.CC.3	Summarize major ideas and supportive evidence from text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (E)	SL.4.2	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	IAS requires students to summarize the major ideas and supporting evidence.
4.CC.4	Identify and use evidence a speaker provides to support particular points.	SL.4.3	Identify the reasons and evidence a speaker provides to support particular points.	<i>No content differences identified.</i>

<p>4.CC.5</p>	<p>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>SL.4.4</p>	<p>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.</p>	<p>IAS specifies the use of appropriate language to report on a topic or text, or provide a chronological narrative.</p>
<p>4.CC.6</p>	<p>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>SL.4.2</p>	<p>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><i>No content differences identified.</i></p>
		<p>SL.4.5</p>	<p>Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</p>	
<p>4.CC.7</p>	<p>Recognize claims in print, image, and multimedia and identify evidence used to support these claims. (E)</p>			