

Structure and Style for Students

UNIT 1: NOTE MAKING AND OUTLINES Week 1 Page 9-16

Indiana Academic Standards
Language Arts
Grade 4 - Adopted: 2023

STANDARD / STRAND **Grade 4 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Reading Comprehension – Learning Outcome: Students comprehend grade-level text, including fiction and nonfiction, and can demonstrate their comprehension orally and through writing.
INDICATOR / STANDARD	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)
INDICATOR / STANDARD	4.RC.5.	Determine the main idea of a text and explain how it is supported by key details; summarize the text. (E)
INDICATOR / STANDARD	4.RC.7.	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)
INDICATOR / STANDARD	4.RC.10.	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.

STANDARD / STRAND **Grade 4 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students research and write for various purposes using processes and applying their knowledge of language and sentence structure.
INDICATOR / STANDARD	4.W.2.	Write informative compositions on a variety of topics that:
EXPECTATION / INDICATOR	4.W.2.a.	Provide an introductory paragraph with a clear main idea.

STANDARD / STRAND **Grade 4 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students research and write for various purposes using processes and applying their knowledge of language and sentence structure.
INDICATOR / STANDARD	4.W.5.	Conduct research on a topic.
EXPECTATION / INDICATOR	4.W.5.e.	Present the research information, choosing from a variety of formats. (E)

STANDARD / STRAND **Grade 4 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Communication and Collaboration – Learning Outcome: Students actively listen and participate in discussions using details and answering questions.
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INDICATOR / STANDARD	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)
INDICATOR / STANDARD	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)
INDICATOR / STANDARD	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)
INDICATOR / STANDARD	4.CC.5.	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)

UNIT 2: WRITING FROM NOTES Week 2 Page 17-22

Indiana Academic Standards
Language Arts
Grade 4 - Adopted: 2023

STANDARD / STRAND **Grade 4 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Reading Comprehension – Learning Outcome: Students comprehend grade-level text, including fiction and nonfiction, and can demonstrate their comprehension orally and through writing.
INDICATOR / STANDARD	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)
INDICATOR / STANDARD	4.RC.5.	Determine the main idea of a text and explain how it is supported by key details; summarize the text. (E)
INDICATOR / STANDARD	4.RC.7.	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)
INDICATOR / STANDARD	4.RC.10.	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.

STANDARD / STRAND **Grade 4 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students research and write for various purposes using processes and applying their knowledge of language and sentence structure.
INDICATOR / STANDARD	4.W.2.	Write informative compositions on a variety of topics that:
EXPECTATION / INDICATOR	4.W.2.a.	Provide an introductory paragraph with a clear main idea.
EXPECTATION / INDICATOR	4.W.2.c.	Provide facts, specific details, and examples from various sources and texts to support ideas and extend explanations.
EXPECTATION / INDICATOR	4.W.2.f.	Use language and vocabulary appropriate to the audience and topic.

EXPECTATION / INDICATOR	4.W.2.g.	Provide a concluding statement or section. (E)
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STANDARD / STRAND

Grade 4 English/Language Arts

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students research and write for various purposes using processes and applying their knowledge of language and sentence structure.
INDICATOR / STANDARD	4.W.4.	Apply the writing process to:

EXPECTATION / INDICATOR	4.W.4.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).
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EXPECTATION / INDICATOR	4.W.4.b.	Use technology to interact and collaborate with others to produce and publish legible documents.
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STANDARD / STRAND

Grade 4 English/Language Arts

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students research and write for various purposes using processes and applying their knowledge of language and sentence structure.
INDICATOR / STANDARD	4.W.5.	Conduct research on a topic.

EXPECTATION / INDICATOR	4.W.5.d.	Summarize and organize information in their own words, giving credit to the source.
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EXPECTATION / INDICATOR	4.W.5.e.	Present the research information, choosing from a variety of formats. (E)
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STANDARD / STRAND

Grade 4 English/Language Arts

PROFICIENCY STATEMENT / SUBSTRAND		Communication and Collaboration – Learning Outcome: Students actively listen and participate in discussions using details and answering questions.
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INDICATOR / STANDARD	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)
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INDICATOR / STANDARD	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)
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INDICATOR / STANDARD	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)
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INDICATOR / STANDARD	4.CC.5.	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)
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**STANDARD /
STRAND****Grade 4 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Reading Comprehension – Learning Outcome: Students comprehend grade-level text, including fiction and nonfiction, and can demonstrate their comprehension orally and through writing.
INDICATOR / STANDARD	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)
INDICATOR / STANDARD	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)
INDICATOR / STANDARD	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.
INDICATOR / STANDARD	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)
INDICATOR / STANDARD	4.RC.5.	Determine the main idea of a text and explain how it is supported by key details; summarize the text. (E)
INDICATOR / STANDARD	4.RC.7.	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)
INDICATOR / STANDARD	4.RC.10.	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.

**STANDARD /
STRAND****Grade 4 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students research and write for various purposes using processes and applying their knowledge of language and sentence structure.
INDICATOR / STANDARD	4.W.3.	Write narrative compositions in a variety of forms that:
EXPECTATION / INDICATOR	4.W.3.b.	Organize events that unfold naturally, using meaningful paragraphing and transitional words and phrases.
EXPECTATION / INDICATOR	4.W.3.c.	Use dialogue and descriptive details to develop events and reveal characters' personalities, feelings, and responses to situations.
EXPECTATION / INDICATOR	4.W.3.e.	Provide an ending that follows the narrated experiences or events. (E)

**STANDARD /
STRAND****Grade 4 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students research and write for various purposes using processes and applying their knowledge of language and sentence structure.
INDICATOR / STANDARD	4.W.4.	Apply the writing process to:

EXPECTATION / INDICATOR	4.W.4.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).
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EXPECTATION / INDICATOR	4.W.4.b.	Use technology to interact and collaborate with others to produce and publish legible documents.
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STANDARD / STRAND **Grade 4 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students research and write for various purposes using processes and applying their knowledge of language and sentence structure.
INDICATOR / STANDARD	4.W.5.	Conduct research on a topic.

EXPECTATION / INDICATOR	4.W.5.e.	Present the research information, choosing from a variety of formats. (E)
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STANDARD / STRAND **Grade 4 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students research and write for various purposes using processes and applying their knowledge of language and sentence structure.
INDICATOR / STANDARD	4.W.6.	Demonstrate command of English grammar and usage, focusing on:

EXPECTATION / INDICATOR	4.W.6.c.	Adjectives/Adverbs – Writing sentences using relative adverbs (e.g., where, when), explaining their functions in the sentence.
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STANDARD / STRAND **Grade 4 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students research and write for various purposes using processes and applying their knowledge of language and sentence structure.
INDICATOR / STANDARD	4.W.7.	Demonstrate command of capitalization, punctuation, and spelling, focusing on:

EXPECTATION / INDICATOR	4.W.7.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)
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STANDARD / STRAND **Grade 4 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Communication and Collaboration – Learning Outcome: Students actively listen and participate in discussions using details and answering questions.
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INDICATOR / STANDARD	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)
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INDICATOR / STANDARD	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)
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INDICATOR / STANDARD	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)
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INDICATOR / STANDARD	4.CC.5.	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)
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UNIT 2: WRITING FROM NOTES Week 4 Page 31-38

**Indiana Academic Standards
Language Arts
Grade 4 - Adopted: 2023**

STANDARD / STRAND **Grade 4 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Reading Comprehension – Learning Outcome: Students comprehend grade-level text, including fiction and nonfiction, and can demonstrate their comprehension orally and through writing.
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INDICATOR / STANDARD	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)
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INDICATOR / STANDARD	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)
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INDICATOR / STANDARD	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.
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INDICATOR / STANDARD	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)
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INDICATOR / STANDARD	4.RC.5.	Determine the main idea of a text and explain how it is supported by key details; summarize the text. (E)
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INDICATOR / STANDARD	4.RC.7.	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)
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INDICATOR / STANDARD	4.RC.10.	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.
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STANDARD / STRAND **Grade 4 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students research and write for various purposes using processes and applying their knowledge of language and sentence structure.
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INDICATOR / STANDARD	4.W.3.	Write narrative compositions in a variety of forms that:
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EXPECTATION / INDICATOR	4.W.3.b.	Organize events that unfold naturally, using meaningful paragraphing and transitional words and phrases.
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EXPECTATION / INDICATOR	4.W.3.c.	Use dialogue and descriptive details to develop events and reveal characters' personalities, feelings, and responses to situations.
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EXPECTATION / INDICATOR	4.W.3.e.	Provide an ending that follows the narrated experiences or events. (E)
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**STANDARD /
STRAND****Grade 4 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students research and write for various purposes using processes and applying their knowledge of language and sentence structure.
INDICATOR / STANDARD	4.W.4.	Apply the writing process to:
EXPECTATION / INDICATOR	4.W.4.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).
EXPECTATION / INDICATOR	4.W.4.b.	Use technology to interact and collaborate with others to produce and publish legible documents.

**STANDARD /
STRAND****Grade 4 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students research and write for various purposes using processes and applying their knowledge of language and sentence structure.
INDICATOR / STANDARD	4.W.5.	Conduct research on a topic.
EXPECTATION / INDICATOR	4.W.5.e.	Present the research information, choosing from a variety of formats. (E)

**STANDARD /
STRAND****Grade 4 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students research and write for various purposes using processes and applying their knowledge of language and sentence structure.
INDICATOR / STANDARD	4.W.6.	Demonstrate command of English grammar and usage, focusing on:
EXPECTATION / INDICATOR	4.W.6.c.	Adjectives/Adverbs – Writing sentences using relative adverbs (e.g., where, when), explaining their functions in the sentence.

**STANDARD /
STRAND****Grade 4 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students research and write for various purposes using processes and applying their knowledge of language and sentence structure.
INDICATOR / STANDARD	4.W.7.	Demonstrate command of capitalization, punctuation, and spelling, focusing on:
EXPECTATION / INDICATOR	4.W.7.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)

**STANDARD /
STRAND****Grade 4 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Communication and Collaboration – Learning Outcome: Students actively listen and participate in discussions using details and answering questions.
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INDICATOR / STANDARD	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)
INDICATOR / STANDARD	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)
INDICATOR / STANDARD	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)
INDICATOR / STANDARD	4.CC.5.	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)

UNIT 2: WRITING FROM NOTES Week 5 Page 39-46

Indiana Academic Standards
Language Arts
Grade 4 - Adopted: 2023

STANDARD / STRAND **Grade 4 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Reading Comprehension – Learning Outcome: Students comprehend grade-level text, including fiction and nonfiction, and can demonstrate their comprehension orally and through writing.
INDICATOR / STANDARD	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)
INDICATOR / STANDARD	4.RC.5.	Determine the main idea of a text and explain how it is supported by key details; summarize the text. (E)
INDICATOR / STANDARD	4.RC.7.	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)
INDICATOR / STANDARD	4.RC.10.	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.

STANDARD / STRAND **Grade 4 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students research and write for various purposes using processes and applying their knowledge of language and sentence structure.
INDICATOR / STANDARD	4.W.2.	Write informative compositions on a variety of topics that:
EXPECTATION / INDICATOR	4.W.2.a.	Provide an introductory paragraph with a clear main idea.
EXPECTATION / INDICATOR	4.W.2.c.	Provide facts, specific details, and examples from various sources and texts to support ideas and extend explanations.
EXPECTATION / INDICATOR	4.W.2.f.	Use language and vocabulary appropriate to the audience and topic.

STANDARD / STRAND**Grade 4 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students research and write for various purposes using processes and applying their knowledge of language and sentence structure.
INDICATOR / STANDARD	4.W.4.	Apply the writing process to:
EXPECTATION / INDICATOR	4.W.4.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).
EXPECTATION / INDICATOR	4.W.4.b.	Use technology to interact and collaborate with others to produce and publish legible documents.

STANDARD / STRAND**Grade 4 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students research and write for various purposes using processes and applying their knowledge of language and sentence structure.
INDICATOR / STANDARD	4.W.5.	Conduct research on a topic.
EXPECTATION / INDICATOR	4.W.5.e.	Present the research information, choosing from a variety of formats. (E)

STANDARD / STRAND**Grade 4 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students research and write for various purposes using processes and applying their knowledge of language and sentence structure.
INDICATOR / STANDARD	4.W.6.	Demonstrate command of English grammar and usage, focusing on:
EXPECTATION / INDICATOR	4.W.6.c.	Adjectives/Adverbs – Writing sentences using relative adverbs (e.g., where, when), explaining their functions in the sentence.

STANDARD / STRAND**Grade 4 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students research and write for various purposes using processes and applying their knowledge of language and sentence structure.
INDICATOR / STANDARD	4.W.7.	Demonstrate command of capitalization, punctuation, and spelling, focusing on:
EXPECTATION / INDICATOR	4.W.7.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)

STANDARD / STRAND**Grade 4 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Communication and Collaboration – Learning Outcome: Students actively listen and participate in discussions using details and answering questions.
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INDICATOR / STANDARD	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)
INDICATOR / STANDARD	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)
INDICATOR / STANDARD	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)
INDICATOR / STANDARD	4.CC.5.	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)

UNIT 3: RETELLING NARRATIVE STORIES Week 6 Page 47-52

Indiana Academic Standards
Language Arts
Grade 4 - Adopted: 2023

STANDARD / STRAND

Grade 4 English/Language Arts

PROFICIENCY STATEMENT / SUBSTRAND		Reading Comprehension – Learning Outcome: Students comprehend grade-level text, including fiction and nonfiction, and can demonstrate their comprehension orally and through writing.
INDICATOR / STANDARD	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)
INDICATOR / STANDARD	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)
INDICATOR / STANDARD	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.
INDICATOR / STANDARD	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)
INDICATOR / STANDARD	4.RC.5.	Determine the main idea of a text and explain how it is supported by key details; summarize the text. (E)
INDICATOR / STANDARD	4.RC.7.	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)
INDICATOR / STANDARD	4.RC.10.	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.

STANDARD / STRAND

Grade 4 English/Language Arts

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students research and write for various purposes using processes and applying their knowledge of language and sentence structure.
INDICATOR / STANDARD	4.W.3.	Write narrative compositions in a variety of forms that:

EXPECTATION / INDICATOR	4.W.3.b.	Organize events that unfold naturally, using meaningful paragraphing and transitional words and phrases.
EXPECTATION / INDICATOR	4.W.3.c.	Use dialogue and descriptive details to develop events and reveal characters' personalities, feelings, and responses to situations.
EXPECTATION / INDICATOR	4.W.3.e.	Provide an ending that follows the narrated experiences or events. (E)

STANDARD / STRAND **Grade 4 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students research and write for various purposes using processes and applying their knowledge of language and sentence structure.
INDICATOR / STANDARD	4.W.4.	Apply the writing process to:

EXPECTATION / INDICATOR	4.W.4.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).
EXPECTATION / INDICATOR	4.W.4.b.	Use technology to interact and collaborate with others to produce and publish legible documents.

STANDARD / STRAND **Grade 4 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students research and write for various purposes using processes and applying their knowledge of language and sentence structure.
INDICATOR / STANDARD	4.W.5.	Conduct research on a topic.

EXPECTATION / INDICATOR	4.W.5.e.	Present the research information, choosing from a variety of formats. (E)
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STANDARD / STRAND **Grade 4 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students research and write for various purposes using processes and applying their knowledge of language and sentence structure.
INDICATOR / STANDARD	4.W.6.	Demonstrate command of English grammar and usage, focusing on:

EXPECTATION / INDICATOR	4.W.6.c.	Adjectives/Adverbs – Writing sentences using relative adverbs (e.g., where, when), explaining their functions in the sentence.
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STANDARD / STRAND **Grade 4 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students research and write for various purposes using processes and applying their knowledge of language and sentence structure.
INDICATOR / STANDARD	4.W.7.	Demonstrate command of capitalization, punctuation, and spelling, focusing on:

EXPECTATION / INDICATOR	4.W.7.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)
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STANDARD / STRAND **Grade 4 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Communication and Collaboration – Learning Outcome: Students actively listen and participate in discussions using details and answering questions.
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INDICATOR / STANDARD	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)
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INDICATOR / STANDARD	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)
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INDICATOR / STANDARD	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)
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INDICATOR / STANDARD	4.CC.5.	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)
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UNIT 3: RETELLING NARRATIVE STORIES Week 7 Page 53-60

Indiana Academic Standards
Language Arts
Grade 4 - Adopted: 2023

STANDARD / STRAND **Grade 4 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Reading Comprehension – Learning Outcome: Students comprehend grade-level text, including fiction and nonfiction, and can demonstrate their comprehension orally and through writing.
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INDICATOR / STANDARD	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)
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INDICATOR / STANDARD	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)
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INDICATOR / STANDARD	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.
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INDICATOR / STANDARD	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)
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INDICATOR / STANDARD	4.RC.5.	Determine the main idea of a text and explain how it is supported by key details; summarize the text. (E)
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INDICATOR / STANDARD	4.RC.7.	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)
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INDICATOR / STANDARD	4.RC.10.	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.
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**STANDARD /
STRAND****Grade 4 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students research and write for various purposes using processes and applying their knowledge of language and sentence structure.
INDICATOR / STANDARD	4.W.3.	Write narrative compositions in a variety of forms that:
EXPECTATION / INDICATOR	4.W.3.b.	Organize events that unfold naturally, using meaningful paragraphing and transitional words and phrases.
EXPECTATION / INDICATOR	4.W.3.c.	Use dialogue and descriptive details to develop events and reveal characters' personalities, feelings, and responses to situations.
EXPECTATION / INDICATOR	4.W.3.e.	Provide an ending that follows the narrated experiences or events. (E)

**STANDARD /
STRAND****Grade 4 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students research and write for various purposes using processes and applying their knowledge of language and sentence structure.
INDICATOR / STANDARD	4.W.4.	Apply the writing process to:
EXPECTATION / INDICATOR	4.W.4.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).
EXPECTATION / INDICATOR	4.W.4.b.	Use technology to interact and collaborate with others to produce and publish legible documents.

**STANDARD /
STRAND****Grade 4 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students research and write for various purposes using processes and applying their knowledge of language and sentence structure.
INDICATOR / STANDARD	4.W.5.	Conduct research on a topic.
EXPECTATION / INDICATOR	4.W.5.e.	Present the research information, choosing from a variety of formats. (E)

**STANDARD /
STRAND****Grade 4 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students research and write for various purposes using processes and applying their knowledge of language and sentence structure.
INDICATOR / STANDARD	4.W.6.	Demonstrate command of English grammar and usage, focusing on:
EXPECTATION / INDICATOR	4.W.6.c.	Adjectives/Adverbs – Writing sentences using relative adverbs (e.g., where, when), explaining their functions in the sentence.

STANDARD / STRAND**Grade 4 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students research and write for various purposes using processes and applying their knowledge of language and sentence structure.
INDICATOR / STANDARD	4.W.7.	Demonstrate command of capitalization, punctuation, and spelling, focusing on:

EXPECTATION / INDICATOR 4.W.7.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)

STANDARD / STRAND**Grade 4 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Communication and Collaboration – Learning Outcome: Students actively listen and participate in discussions using details and answering questions.
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INDICATOR / STANDARD 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)

INDICATOR / STANDARD 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)

INDICATOR / STANDARD 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)

INDICATOR / STANDARD 4.CC.5. 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)

UNIT 3: RETELLING NARRATIVE STORIES Week 8 Page 61-70

Indiana Academic Standards**Language Arts**

Grade 4 - Adopted: 2023

STANDARD / STRAND**Grade 4 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Reading Comprehension – Learning Outcome: Students comprehend grade-level text, including fiction and nonfiction, and can demonstrate their comprehension orally and through writing.
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INDICATOR / STANDARD 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)

INDICATOR / STANDARD 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)

INDICATOR / STANDARD 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.

INDICATOR / STANDARD 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)

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students research and write for various purposes using processes and applying their knowledge of language and sentence structure.
INDICATOR / STANDARD	4.W.6.	Demonstrate command of English grammar and usage, focusing on:

EXPECTATION / INDICATOR 4.W.6.c. Adjectives/Adverbs – Writing sentences using relative adverbs (e.g., where, when), explaining their functions in the sentence.

STANDARD / STRAND **Grade 4 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students research and write for various purposes using processes and applying their knowledge of language and sentence structure.
INDICATOR / STANDARD	4.W.7.	Demonstrate command of capitalization, punctuation, and spelling, focusing on:

EXPECTATION / INDICATOR 4.W.7.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)

STANDARD / STRAND **Grade 4 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Communication and Collaboration – Learning Outcome: Students actively listen and participate in discussions using details and answering questions.
INDICATOR / STANDARD	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)
INDICATOR / STANDARD	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)
INDICATOR / STANDARD	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)
INDICATOR / STANDARD	4.CC.5.	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)

UNIT 4: SUMMARIZING A REFERENCE Week 10 Page 81-90

Indiana Academic Standards
Language Arts
Grade 4 - Adopted: 2023

STANDARD / STRAND **Grade 4 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Reading Comprehension – Learning Outcome: Students comprehend grade-level text, including fiction and nonfiction, and can demonstrate their comprehension orally and through writing.
INDICATOR / STANDARD	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)
INDICATOR / STANDARD	4.RC.5.	Determine the main idea of a text and explain how it is supported by key details; summarize the text. (E)

INDICATOR / STANDARD	4.RC.7.	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)
INDICATOR / STANDARD	4.RC.10.	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.
INDICATOR / STANDARD	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.

STANDARD / STRAND **Grade 4 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students research and write for various purposes using processes and applying their knowledge of language and sentence structure.
INDICATOR / STANDARD	4.W.2.	Write informative compositions on a variety of topics that:

EXPECTATION / INDICATOR	4.W.2.a.	Provide an introductory paragraph with a clear main idea.
EXPECTATION / INDICATOR	4.W.2.b.	Provide supporting paragraphs with topic and summary sentences.
EXPECTATION / INDICATOR	4.W.2.c.	Provide facts, specific details, and examples from various sources and texts to support ideas and extend explanations.
EXPECTATION / INDICATOR	4.W.2.f.	Use language and vocabulary appropriate to the audience and topic.

STANDARD / STRAND **Grade 4 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students research and write for various purposes using processes and applying their knowledge of language and sentence structure.
INDICATOR / STANDARD	4.W.4.	Apply the writing process to:

EXPECTATION / INDICATOR	4.W.4.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).
EXPECTATION / INDICATOR	4.W.4.b.	Use technology to interact and collaborate with others to produce and publish legible documents.

STANDARD / STRAND **Grade 4 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students research and write for various purposes using processes and applying their knowledge of language and sentence structure.
INDICATOR / STANDARD	4.W.6.	Demonstrate command of English grammar and usage, focusing on:

EXPECTATION / INDICATOR	4.W.6.c.	Adjectives/Adverbs – Writing sentences using relative adverbs (e.g., where, when), explaining their functions in the sentence.
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STANDARD / STRAND**Grade 4 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students research and write for various purposes using processes and applying their knowledge of language and sentence structure.
INDICATOR / STANDARD	4.W.7.	Demonstrate command of capitalization, punctuation, and spelling, focusing on:
EXPECTATION / INDICATOR	4.W.7.a.	Capitalization – Capitalizing names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations, when appropriate.
EXPECTATION / INDICATOR	4.W.7.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)

STANDARD / STRAND**Grade 4 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Communication and Collaboration – Learning Outcome: Students actively listen and participate in discussions using details and answering questions.
INDICATOR / STANDARD	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)

UNIT 4: SUMMARIZING A REFERENCE Week 11 Page 91-96

Indiana Academic Standards**Language Arts**

Grade 4 - Adopted: 2023

STANDARD / STRAND**Grade 4 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Reading Comprehension – Learning Outcome: Students comprehend grade-level text, including fiction and nonfiction, and can demonstrate their comprehension orally and through writing.
INDICATOR / STANDARD	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)
INDICATOR / STANDARD	4.RC.5.	Determine the main idea of a text and explain how it is supported by key details; summarize the text. (E)
INDICATOR / STANDARD	4.RC.7.	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)
INDICATOR / STANDARD	4.RC.10.	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.

STANDARD / STRAND**Grade 4 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students research and write for various purposes using processes and applying their knowledge of language and sentence structure.
INDICATOR / STANDARD	4.W.2.	Write informative compositions on a variety of topics that:

EXPECTATION / INDICATOR	4.W.2.a.	Provide an introductory paragraph with a clear main idea.
EXPECTATION / INDICATOR	4.W.2.b.	Provide supporting paragraphs with topic and summary sentences.
EXPECTATION / INDICATOR	4.W.2.c.	Provide facts, specific details, and examples from various sources and texts to support ideas and extend explanations.
EXPECTATION / INDICATOR	4.W.2.f.	Use language and vocabulary appropriate to the audience and topic.

STANDARD / STRAND

Grade 4 English/Language Arts

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students research and write for various purposes using processes and applying their knowledge of language and sentence structure.
INDICATOR / STANDARD	4.W.4.	Apply the writing process to:

EXPECTATION / INDICATOR	4.W.4.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).
EXPECTATION / INDICATOR	4.W.4.b.	Use technology to interact and collaborate with others to produce and publish legible documents.

STANDARD / STRAND

Grade 4 English/Language Arts

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students research and write for various purposes using processes and applying their knowledge of language and sentence structure.
INDICATOR / STANDARD	4.W.6.	Demonstrate command of English grammar and usage, focusing on:

EXPECTATION / INDICATOR	4.W.6.c.	Adjectives/Adverbs – Writing sentences using relative adverbs (e.g., where, when), explaining their functions in the sentence.
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STANDARD / STRAND

Grade 4 English/Language Arts

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students research and write for various purposes using processes and applying their knowledge of language and sentence structure.
INDICATOR / STANDARD	4.W.7.	Demonstrate command of capitalization, punctuation, and spelling, focusing on:

EXPECTATION / INDICATOR	4.W.7.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)
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STANDARD / STRAND

Grade 4 English/Language Arts

PROFICIENCY STATEMENT / SUBSTRAND		Communication and Collaboration – Learning Outcome: Students actively listen and participate in discussions using details and answering questions.
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INDICATOR / STANDARD	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)
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UNIT 4: SUMMARIZING A REFERENCE Week 12 Page 97-104

**Indiana Academic Standards
Language Arts
Grade 4 - Adopted: 2023**

STANDARD / STRAND **Grade 4 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Reading Comprehension – Learning Outcome: Students comprehend grade-level text, including fiction and nonfiction, and can demonstrate their comprehension orally and through writing.
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INDICATOR / STANDARD	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)
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INDICATOR / STANDARD	4.RC.5.	Determine the main idea of a text and explain how it is supported by key details; summarize the text. (E)
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INDICATOR / STANDARD	4.RC.7.	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)
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INDICATOR / STANDARD	4.RC.10.	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.
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STANDARD / STRAND **Grade 4 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students research and write for various purposes using processes and applying their knowledge of language and sentence structure.
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INDICATOR / STANDARD	4.W.2.	Write informative compositions on a variety of topics that:
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EXPECTATION / INDICATOR	4.W.2.a.	Provide an introductory paragraph with a clear main idea.
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EXPECTATION / INDICATOR	4.W.2.b.	Provide supporting paragraphs with topic and summary sentences.
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EXPECTATION / INDICATOR	4.W.2.c.	Provide facts, specific details, and examples from various sources and texts to support ideas and extend explanations.
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EXPECTATION / INDICATOR	4.W.2.f.	Use language and vocabulary appropriate to the audience and topic.
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STANDARD / STRAND **Grade 4 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students research and write for various purposes using processes and applying their knowledge of language and sentence structure.
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INDICATOR / STANDARD	4.W.4.	Apply the writing process to:
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EXPECTATION / INDICATOR	4.W.4.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).
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EXPECTATION / INDICATOR	4.W.4.b.	Use technology to interact and collaborate with others to produce and publish legible documents.
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STANDARD / STRAND **Grade 4 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students research and write for various purposes using processes and applying their knowledge of language and sentence structure.
INDICATOR / STANDARD	4.W.6.	Demonstrate command of English grammar and usage, focusing on:

EXPECTATION / INDICATOR	4.W.6.c.	Adjectives/Adverbs – Writing sentences using relative adverbs (e.g., where, when), explaining their functions in the sentence.
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STANDARD / STRAND **Grade 4 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students research and write for various purposes using processes and applying their knowledge of language and sentence structure.
INDICATOR / STANDARD	4.W.7.	Demonstrate command of capitalization, punctuation, and spelling, focusing on:

EXPECTATION / INDICATOR	4.W.7.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)
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STANDARD / STRAND **Grade 4 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Communication and Collaboration – Learning Outcome: Students actively listen and participate in discussions using details and answering questions.
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INDICATOR / STANDARD	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)
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UNIT 4: SUMMARIZING A REFERENCE Week 9 Page 71-80

**Indiana Academic Standards
Language Arts
Grade 4 - Adopted: 2023**

STANDARD / STRAND **Grade 4 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Reading Comprehension – Learning Outcome: Students comprehend grade-level text, including fiction and nonfiction, and can demonstrate their comprehension orally and through writing.
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INDICATOR / STANDARD	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)
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INDICATOR / STANDARD	4.RC.5.	Determine the main idea of a text and explain how it is supported by key details; summarize the text. (E)
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PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students research and write for various purposes using processes and applying their knowledge of language and sentence structure.
INDICATOR / STANDARD	4.W.7.	Demonstrate command of capitalization, punctuation, and spelling, focusing on:

EXPECTATION / INDICATOR 4.W.7.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)

STANDARD / STRAND **Grade 4 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Communication and Collaboration – Learning Outcome: Students actively listen and participate in discussions using details and answering questions.
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INDICATOR / STANDARD 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)

UNIT 5: WRITING FROM PICTURES Week 13 Page 105-112

**Indiana Academic Standards
Language Arts
Grade 4 - Adopted: 2023**

STANDARD / STRAND **Grade 4 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Reading Comprehension – Learning Outcome: Students comprehend grade-level text, including fiction and nonfiction, and can demonstrate their comprehension orally and through writing.
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INDICATOR / STANDARD 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)

INDICATOR / STANDARD 4.RC.5. Determine the main idea of a text and explain how it is supported by key details; summarize the text. (E)

INDICATOR / STANDARD 4.RC.10. 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.

INDICATOR / STANDARD 4.RC.11. Identify relationships among words, including more complex homographs, homonyms, synonyms, antonyms, and multiple meanings. (E)

STANDARD / STRAND **Grade 4 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students research and write for various purposes using processes and applying their knowledge of language and sentence structure.
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INDICATOR / STANDARD	4.W.2.	Write informative compositions on a variety of topics that:
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EXPECTATION / INDICATOR 4.W.2.a. Provide an introductory paragraph with a clear main idea.

EXPECTATION / INDICATOR 4.W.2.b. Provide supporting paragraphs with topic and summary sentences.

EXPECTATION / INDICATOR	4.W.2.c.	Provide facts, specific details, and examples from various sources and texts to support ideas and extend explanations.
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EXPECTATION / INDICATOR	4.W.2.f.	Use language and vocabulary appropriate to the audience and topic.
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STANDARD / STRAND **Grade 4 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students research and write for various purposes using processes and applying their knowledge of language and sentence structure.
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INDICATOR / STANDARD	4.W.4.	Apply the writing process to:
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EXPECTATION / INDICATOR	4.W.4.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).
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EXPECTATION / INDICATOR	4.W.4.b.	Use technology to interact and collaborate with others to produce and publish legible documents.
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STANDARD / STRAND **Grade 4 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students research and write for various purposes using processes and applying their knowledge of language and sentence structure.
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INDICATOR / STANDARD	4.W.6.	Demonstrate command of English grammar and usage, focusing on:
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EXPECTATION / INDICATOR	4.W.6.c.	Adjectives/Adverbs – Writing sentences using relative adverbs (e.g., where, when), explaining their functions in the sentence.
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EXPECTATION / INDICATOR	4.W.6.d.	Prepositions – Writing sentences that include prepositions, explaining their functions in the sentence.
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STANDARD / STRAND **Grade 4 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students research and write for various purposes using processes and applying their knowledge of language and sentence structure.
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INDICATOR / STANDARD	4.W.7.	Demonstrate command of capitalization, punctuation, and spelling, focusing on:
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EXPECTATION / INDICATOR	4.W.7.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)
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STANDARD / STRAND **Grade 4 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Communication and Collaboration – Learning Outcome: Students actively listen and participate in discussions using details and answering questions.
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INDICATOR / STANDARD	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)
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Indiana Academic Standards

Language Arts

Grade 4 - Adopted: 2023

**STANDARD /
STRAND****Grade 4 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Reading Comprehension – Learning Outcome: Students comprehend grade-level text, including fiction and nonfiction, and can demonstrate their comprehension orally and through writing.
INDICATOR / STANDARD	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)
INDICATOR / STANDARD	4.RC.5.	Determine the main idea of a text and explain how it is supported by key details; summarize the text. (E)
INDICATOR / STANDARD	4.RC.10.	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.

**STANDARD /
STRAND****Grade 4 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students research and write for various purposes using processes and applying their knowledge of language and sentence structure.
INDICATOR / STANDARD	4.W.2.	Write informative compositions on a variety of topics that:
EXPECTATION / INDICATOR	4.W.2.a.	Provide an introductory paragraph with a clear main idea.
EXPECTATION / INDICATOR	4.W.2.b.	Provide supporting paragraphs with topic and summary sentences.
EXPECTATION / INDICATOR	4.W.2.c.	Provide facts, specific details, and examples from various sources and texts to support ideas and extend explanations.
EXPECTATION / INDICATOR	4.W.2.f.	Use language and vocabulary appropriate to the audience and topic.

**STANDARD /
STRAND****Grade 4 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students research and write for various purposes using processes and applying their knowledge of language and sentence structure.
INDICATOR / STANDARD	4.W.4.	Apply the writing process to:
EXPECTATION / INDICATOR	4.W.4.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).
EXPECTATION / INDICATOR	4.W.4.b.	Use technology to interact and collaborate with others to produce and publish legible documents.

**STANDARD /
STRAND****Grade 4 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students research and write for various purposes using processes and applying their knowledge of language and sentence structure.
INDICATOR / STANDARD	4.W.6.	Demonstrate command of English grammar and usage, focusing on:
EXPECTATION / INDICATOR	4.W.6.b.	Pronouns –

INDICATOR 4.W.6.b.II. Recognizing and correcting inappropriate shifts in verb tense.

**STANDARD /
STRAND****Grade 4 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students research and write for various purposes using processes and applying their knowledge of language and sentence structure.
INDICATOR / STANDARD	4.W.6.	Demonstrate command of English grammar and usage, focusing on:

EXPECTATION / INDICATOR 4.W.6.c. Adjectives/Adverbs – Writing sentences using relative adverbs (e.g., where, when), explaining their functions in the sentence.

**STANDARD /
STRAND****Grade 4 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students research and write for various purposes using processes and applying their knowledge of language and sentence structure.
INDICATOR / STANDARD	4.W.7.	Demonstrate command of capitalization, punctuation, and spelling, focusing on:

EXPECTATION / INDICATOR 4.W.7.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)

**STANDARD /
STRAND****Grade 4 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Communication and Collaboration – Learning Outcome: Students actively listen and participate in discussions using details and answering questions.
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INDICATOR / STANDARD 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)

UNIT 5: WRITING FROM PICTURES Week 15 Page 125-130

Indiana Academic Standards

Language Arts

Grade 4 - Adopted: 2023

**STANDARD /
STRAND****Grade 4 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Reading Comprehension – Learning Outcome: Students comprehend grade-level text, including fiction and nonfiction, and can demonstrate their comprehension orally and through writing.
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INDICATOR / STANDARD	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)
INDICATOR / STANDARD	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.
INDICATOR / STANDARD	4.RC.5.	Determine the main idea of a text and explain how it is supported by key details; summarize the text. (E)
INDICATOR / STANDARD	4.RC.10.	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.

STANDARD / STRAND

Grade 4 English/Language Arts

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students research and write for various purposes using processes and applying their knowledge of language and sentence structure.
INDICATOR / STANDARD	4.W.3.	Write narrative compositions in a variety of forms that:

EXPECTATION / INDICATOR	4.W.3.b.	Organize events that unfold naturally, using meaningful paragraphing and transitional words and phrases.
EXPECTATION / INDICATOR	4.W.3.c.	Use dialogue and descriptive details to develop events and reveal characters' personalities, feelings, and responses to situations.

STANDARD / STRAND

Grade 4 English/Language Arts

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students research and write for various purposes using processes and applying their knowledge of language and sentence structure.
INDICATOR / STANDARD	4.W.4.	Apply the writing process to:

EXPECTATION / INDICATOR	4.W.4.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).
EXPECTATION / INDICATOR	4.W.4.b.	Use technology to interact and collaborate with others to produce and publish legible documents.

STANDARD / STRAND

Grade 4 English/Language Arts

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students research and write for various purposes using processes and applying their knowledge of language and sentence structure.
INDICATOR / STANDARD	4.W.6.	Demonstrate command of English grammar and usage, focusing on:

EXPECTATION / INDICATOR	4.W.6.c.	Adjectives/Adverbs – Writing sentences using relative adverbs (e.g., where, when), explaining their functions in the sentence.
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STANDARD / STRAND

Grade 4 English/Language Arts

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students research and write for various purposes using processes and applying their knowledge of language and sentence structure.
INDICATOR / STANDARD	4.W.7.	Demonstrate command of capitalization, punctuation, and spelling, focusing on:

EXPECTATION / INDICATOR 4.W.7.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)

STANDARD / STRAND **Grade 4 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Communication and Collaboration – Learning Outcome: Students actively listen and participate in discussions using details and answering questions.
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INDICATOR / STANDARD 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)

UNIT 5: WRITING FROM PICTURES Week 16 Page 131-138

**Indiana Academic Standards
Language Arts
Grade 4 - Adopted: 2023**

STANDARD / STRAND **Grade 4 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Reading Comprehension – Learning Outcome: Students comprehend grade-level text, including fiction and nonfiction, and can demonstrate their comprehension orally and through writing.
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INDICATOR / STANDARD 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)

INDICATOR / STANDARD 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.

INDICATOR / STANDARD 4.RC.5. Determine the main idea of a text and explain how it is supported by key details; summarize the text. (E)

INDICATOR / STANDARD 4.RC.10. 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.

STANDARD / STRAND **Grade 4 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students research and write for various purposes using processes and applying their knowledge of language and sentence structure.
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INDICATOR / STANDARD	4.W.3.	Write narrative compositions in a variety of forms that:
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EXPECTATION / INDICATOR 4.W.3.b. Organize events that unfold naturally, using meaningful paragraphing and transitional words and phrases.

EXPECTATION / INDICATOR 4.W.3.c. Use dialogue and descriptive details to develop events and reveal characters' personalities, feelings, and responses to situations.

**STANDARD /
STRAND****Grade 4 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students research and write for various purposes using processes and applying their knowledge of language and sentence structure.
INDICATOR / STANDARD	4.W.4.	Apply the writing process to:
EXPECTATION / INDICATOR	4.W.4.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).
EXPECTATION / INDICATOR	4.W.4.b.	Use technology to interact and collaborate with others to produce and publish legible documents.

**STANDARD /
STRAND****Grade 4 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students research and write for various purposes using processes and applying their knowledge of language and sentence structure.
INDICATOR / STANDARD	4.W.6.	Demonstrate command of English grammar and usage, focusing on:
EXPECTATION / INDICATOR	4.W.6.c.	Adjectives/Adverbs – Writing sentences using relative adverbs (e.g., where, when), explaining their functions in the sentence.

**STANDARD /
STRAND****Grade 4 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students research and write for various purposes using processes and applying their knowledge of language and sentence structure.
INDICATOR / STANDARD	4.W.7.	Demonstrate command of capitalization, punctuation, and spelling, focusing on:
EXPECTATION / INDICATOR	4.W.7.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)

**STANDARD /
STRAND****Grade 4 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Communication and Collaboration – Learning Outcome: Students actively listen and participate in discussions using details and answering questions.
INDICATOR / STANDARD	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)

UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 17 Page 139-150

Indiana Academic Standards
Language Arts
Grade 4 - Adopted: 2023

**STANDARD /
STRAND****Grade 4 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Reading Comprehension – Learning Outcome: Students comprehend grade-level text, including fiction and nonfiction, and can demonstrate their comprehension orally and through writing.
INDICATOR / STANDARD	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)
INDICATOR / STANDARD	4.RC.5.	Determine the main idea of a text and explain how it is supported by key details; summarize the text. (E)
INDICATOR / STANDARD	4.RC.7.	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)
INDICATOR / STANDARD	4.RC.9.	Combine information from two texts on the same topic in order to demonstrate knowledge about the subject.
INDICATOR / STANDARD	4.RC.10.	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.

STANDARD / STRAND

Grade 4 English/Language Arts

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students research and write for various purposes using processes and applying their knowledge of language and sentence structure.
INDICATOR / STANDARD	4.W.2.	Write informative compositions on a variety of topics that:
EXPECTATION / INDICATOR	4.W.2.a.	Provide an introductory paragraph with a clear main idea.
EXPECTATION / INDICATOR	4.W.2.b.	Provide supporting paragraphs with topic and summary sentences.
EXPECTATION / INDICATOR	4.W.2.c.	Provide facts, specific details, and examples from various sources and texts to support ideas and extend explanations.
EXPECTATION / INDICATOR	4.W.2.f.	Use language and vocabulary appropriate to the audience and topic.

STANDARD / STRAND

Grade 4 English/Language Arts

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students research and write for various purposes using processes and applying their knowledge of language and sentence structure.
INDICATOR / STANDARD	4.W.4.	Apply the writing process to:
EXPECTATION / INDICATOR	4.W.4.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).
EXPECTATION / INDICATOR	4.W.4.b.	Use technology to interact and collaborate with others to produce and publish legible documents.

STANDARD / STRAND**Grade 4 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students research and write for various purposes using processes and applying their knowledge of language and sentence structure.
INDICATOR / STANDARD	4.W.6.	Demonstrate command of English grammar and usage, focusing on:

EXPECTATION / INDICATOR 4.W.6.c. Adjectives/Adverbs – Writing sentences using relative adverbs (e.g., where, when), explaining their functions in the sentence.

STANDARD / STRAND**Grade 4 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students research and write for various purposes using processes and applying their knowledge of language and sentence structure.
INDICATOR / STANDARD	4.W.7.	Demonstrate command of capitalization, punctuation, and spelling, focusing on:

EXPECTATION / INDICATOR 4.W.7.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)

STANDARD / STRAND**Grade 4 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Communication and Collaboration – Learning Outcome: Students actively listen and participate in discussions using details and answering questions.
INDICATOR / STANDARD	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)
INDICATOR / STANDARD	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)
INDICATOR / STANDARD	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)

UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 18 Page 151-160

Indiana Academic Standards
Language Arts
Grade 4 - Adopted: 2023

STANDARD / STRAND**Grade 4 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Reading Comprehension – Learning Outcome: Students comprehend grade-level text, including fiction and nonfiction, and can demonstrate their comprehension orally and through writing.
INDICATOR / STANDARD	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)
INDICATOR / STANDARD	4.RC.5.	Determine the main idea of a text and explain how it is supported by key details; summarize the text. (E)

INDICATOR / STANDARD	4.RC.7.	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)
INDICATOR / STANDARD	4.RC.9.	Combine information from two texts on the same topic in order to demonstrate knowledge about the subject.
INDICATOR / STANDARD	4.RC.10.	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.

STANDARD / STRAND **Grade 4 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students research and write for various purposes using processes and applying their knowledge of language and sentence structure.
INDICATOR / STANDARD	4.W.2.	Write informative compositions on a variety of topics that:

EXPECTATION / INDICATOR	4.W.2.a.	Provide an introductory paragraph with a clear main idea.
EXPECTATION / INDICATOR	4.W.2.b.	Provide supporting paragraphs with topic and summary sentences.
EXPECTATION / INDICATOR	4.W.2.c.	Provide facts, specific details, and examples from various sources and texts to support ideas and extend explanations.
EXPECTATION / INDICATOR	4.W.2.f.	Use language and vocabulary appropriate to the audience and topic.

STANDARD / STRAND **Grade 4 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students research and write for various purposes using processes and applying their knowledge of language and sentence structure.
INDICATOR / STANDARD	4.W.4.	Apply the writing process to:

EXPECTATION / INDICATOR	4.W.4.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).
EXPECTATION / INDICATOR	4.W.4.b.	Use technology to interact and collaborate with others to produce and publish legible documents.

STANDARD / STRAND **Grade 4 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students research and write for various purposes using processes and applying their knowledge of language and sentence structure.
INDICATOR / STANDARD	4.W.6.	Demonstrate command of English grammar and usage, focusing on:

EXPECTATION / INDICATOR	4.W.6.c.	Adjectives/Adverbs – Writing sentences using relative adverbs (e.g., where, when), explaining their functions in the sentence.
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STANDARD / STRAND**Grade 4 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students research and write for various purposes using processes and applying their knowledge of language and sentence structure.
INDICATOR / STANDARD	4.W.7.	Demonstrate command of capitalization, punctuation, and spelling, focusing on:

EXPECTATION / INDICATOR 4.W.7.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)

STANDARD / STRAND**Grade 4 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Communication and Collaboration – Learning Outcome: Students actively listen and participate in discussions using details and answering questions.
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INDICATOR / STANDARD 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)

INDICATOR / STANDARD 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)

INDICATOR / STANDARD 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)

UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 19 Page 161-170

Indiana Academic Standards**Language Arts**

Grade 4 - Adopted: 2023

STANDARD / STRAND**Grade 4 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Reading Comprehension – Learning Outcome: Students comprehend grade-level text, including fiction and nonfiction, and can demonstrate their comprehension orally and through writing.
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INDICATOR / STANDARD 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)

INDICATOR / STANDARD 4.RC.5. Determine the main idea of a text and explain how it is supported by key details; summarize the text. (E)

INDICATOR / STANDARD 4.RC.7. 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)

INDICATOR / STANDARD 4.RC.9. Combine information from two texts on the same topic in order to demonstrate knowledge about the subject.

INDICATOR / STANDARD 4.RC.10. 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.

STANDARD / STRAND**Grade 4 English/Language Arts**

STANDARD / STRAND**Grade 4 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Communication and Collaboration – Learning Outcome: Students actively listen and participate in discussions using details and answering questions.
INDICATOR / STANDARD	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)
INDICATOR / STANDARD	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)
INDICATOR / STANDARD	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)

UNIT 7: INVENTIVE WRITING Week 20 Page 171-176

**Indiana Academic Standards
Language Arts
Grade 4 - Adopted: 2023**

STANDARD / STRAND**Grade 4 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students research and write for various purposes using processes and applying their knowledge of language and sentence structure.
INDICATOR / STANDARD	4.W.2.	Write informative compositions on a variety of topics that:
EXPECTATION / INDICATOR	4.W.2.a.	Provide an introductory paragraph with a clear main idea.
EXPECTATION / INDICATOR	4.W.2.c.	Provide facts, specific details, and examples from various sources and texts to support ideas and extend explanations.
EXPECTATION / INDICATOR	4.W.2.f.	Use language and vocabulary appropriate to the audience and topic.

STANDARD / STRAND**Grade 4 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students research and write for various purposes using processes and applying their knowledge of language and sentence structure.
INDICATOR / STANDARD	4.W.4.	Apply the writing process to:
EXPECTATION / INDICATOR	4.W.4.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).
EXPECTATION / INDICATOR	4.W.4.b.	Use technology to interact and collaborate with others to produce and publish legible documents.

STANDARD / STRAND**Grade 4 English/Language Arts**

STANDARD / STRAND**Grade 4 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students research and write for various purposes using processes and applying their knowledge of language and sentence structure.
INDICATOR / STANDARD	4.W.3.	Write narrative compositions in a variety of forms that:
EXPECTATION / INDICATOR	4.W.3.b.	Organize events that unfold naturally, using meaningful paragraphing and transitional words and phrases.
EXPECTATION / INDICATOR	4.W.3.c.	Use dialogue and descriptive details to develop events and reveal characters' personalities, feelings, and responses to situations.

STANDARD / STRAND**Grade 4 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students research and write for various purposes using processes and applying their knowledge of language and sentence structure.
INDICATOR / STANDARD	4.W.4.	Apply the writing process to:
EXPECTATION / INDICATOR	4.W.4.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).
EXPECTATION / INDICATOR	4.W.4.b.	Use technology to interact and collaborate with others to produce and publish legible documents.

STANDARD / STRAND**Grade 4 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students research and write for various purposes using processes and applying their knowledge of language and sentence structure.
INDICATOR / STANDARD	4.W.6.	Demonstrate command of English grammar and usage, focusing on:
EXPECTATION / INDICATOR	4.W.6.c.	Adjectives/Adverbs – Writing sentences using relative adverbs (e.g., where, when), explaining their functions in the sentence.
EXPECTATION / INDICATOR	4.W.6.d.	Prepositions – Writing sentences that include prepositions, explaining their functions in the sentence.

STANDARD / STRAND**Grade 4 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students research and write for various purposes using processes and applying their knowledge of language and sentence structure.
INDICATOR / STANDARD	4.W.7.	Demonstrate command of capitalization, punctuation, and spelling, focusing on:
EXPECTATION / INDICATOR	4.W.7.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)

**STANDARD /
STRAND**

Grade 4 English/Language Arts

PROFICIENCY STATEMENT / SUBSTRAND		Communication and Collaboration – Learning Outcome: Students actively listen and participate in discussions using details and answering questions.
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INDICATOR / STANDARD	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)
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UNIT 7: INVENTIVE WRITING Week 22 Page 181-188

**Indiana Academic Standards
Language Arts
Grade 4 - Adopted: 2023**

**STANDARD /
STRAND**

Grade 4 English/Language Arts

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students research and write for various purposes using processes and applying their knowledge of language and sentence structure.
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INDICATOR / STANDARD	4.W.2.	Write informative compositions on a variety of topics that:
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EXPECTATION / INDICATOR	4.W.2.a.	Provide an introductory paragraph with a clear main idea.
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EXPECTATION / INDICATOR	4.W.2.c.	Provide facts, specific details, and examples from various sources and texts to support ideas and extend explanations.
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EXPECTATION / INDICATOR	4.W.2.f.	Use language and vocabulary appropriate to the audience and topic.
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**STANDARD /
STRAND**

Grade 4 English/Language Arts

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students research and write for various purposes using processes and applying their knowledge of language and sentence structure.
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INDICATOR / STANDARD	4.W.4.	Apply the writing process to:
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EXPECTATION / INDICATOR	4.W.4.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).
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EXPECTATION / INDICATOR	4.W.4.b.	Use technology to interact and collaborate with others to produce and publish legible documents.
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**STANDARD /
STRAND**

Grade 4 English/Language Arts

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students research and write for various purposes using processes and applying their knowledge of language and sentence structure.
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INDICATOR / STANDARD	4.W.6.	Demonstrate command of English grammar and usage, focusing on:
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PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students research and write for various purposes using processes and applying their knowledge of language and sentence structure.
INDICATOR / STANDARD	4.W.2.	Write informative compositions on a variety of topics that:

EXPECTATION / INDICATOR 4.W.2.a. Provide an introductory paragraph with a clear main idea.

EXPECTATION / INDICATOR 4.W.2.c. Provide facts, specific details, and examples from various sources and texts to support ideas and extend explanations.

EXPECTATION / INDICATOR 4.W.2.f. Use language and vocabulary appropriate to the audience and topic.

EXPECTATION / INDICATOR 4.W.2.g. Provide a concluding statement or section. (E)

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INDICATOR / STANDARD	4.W.4.	Apply the writing process to:

EXPECTATION / INDICATOR 4.W.4.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).

EXPECTATION / INDICATOR 4.W.4.b. Use technology to interact and collaborate with others to produce and publish legible documents.

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INDICATOR / STANDARD	4.W.6.	Demonstrate command of English grammar and usage, focusing on:

EXPECTATION / INDICATOR 4.W.6.c. Adjectives/Adverbs – Writing sentences using relative adverbs (e.g., where, when), explaining their functions in the sentence.

EXPECTATION / INDICATOR 4.W.6.d. Prepositions – Writing sentences that include prepositions, explaining their functions in the sentence.

STANDARD / STRAND **Grade 4 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students research and write for various purposes using processes and applying their knowledge of language and sentence structure.
INDICATOR / STANDARD	4.W.7.	Demonstrate command of capitalization, punctuation, and spelling, focusing on:

EXPECTATION / INDICATOR	4.W.7.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)
STANDARD / STRAND	Grade 4 English/Language Arts	
PROFICIENCY STATEMENT / SUBSTRAND	Communication and Collaboration – Learning Outcome: Students actively listen and participate in discussions using details and answering questions.	
INDICATOR / STANDARD	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)