



Indiana Department of Education

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Indiana Academic Standards 2020 Grade Four English/Language Arts Standards Correlation Guidance Document

Intentional alignment of instructional practices and curricular materials to the Indiana Academics Standards (IAS) is vital to improving student outcomes. This guide is meant to encourage strong standards-based instruction when utilizing curricular materials not aligned to IAS but to Common Core State Standards (CCSS). Purchased curricula are not designed to perfectly align with IAS and often align with CCSS. Use of this guide will ensure strong alignment to IAS and foster critical conversations around instructional decisions.

Considerations for use:

- Identify the desired IAS;
- Unpack the IAS, referencing the IDOE Literacy Framework;
- Determine the correlating CCSS;
- Consider the differences between IAS and learning objective from CCSS aligned curricular material;
- Identify instructional gaps (in content or complexity) and consider strategies to supplement; and
- Prioritize content in curricular material that is identified in the IAS.

IDOE Literacy Framework provides student success criteria, vertical planning, digital resources, and clarifying examples to consider when planning, implementing, and teaching IAS.

IAS 2020	CCSS	Difference Between IAS 2020 and CCSS
Reading Foundations		
LEARNING OUTCOME FOR READING FOUNDATIONS		
4.RF.1: Apply foundational reading skills to build reading fluency and comprehension.	<i>No CCSS equivalent.</i>	
PRINT CONCEPTS		
4.RF.2.1: Students are expected to build upon and continue applying concepts learned previously.		
4.RF.2.2: Students are expected to build upon and continue applying concepts learned previously.		
4.RF.2.3: Students are expected to build upon and continue applying concepts learned previously.		
4.RF.2.4: Students are expected to build upon and continue applying concepts learned previously.		
PHONOLOGICAL AWARENESS		
4.RF.3.1: Students are expected to build upon and continue applying concepts learned previously.		
4.RF.3.2: Students are expected to build upon and continue applying concepts learned previously.		
4.RF.3.3: Students are expected to build upon and continue applying concepts learned previously.		
4.RF.3.4: Students are expected to build upon and continue applying concepts learned previously.		

<p>4.RF.3.5: Students are expected to build upon and continue applying concepts learned previously.</p>		
PHONICS		
<p>4.RF.4.1: Students are expected to build upon and continue applying concepts learned previously.</p>		
<p>4.RF.4.2: Use the six major syllable patterns (CVC, CVr, V, VV, VCe, Cle) to read unknown words.</p>		
<p>4.RF.4.3: Students are expected to build upon and continue applying concepts learned previously.</p>		
<p>4.RF.4.4: Students are expected to build upon and continue applying concepts learned previously.</p>		
<p>4.RF.4.5: Students are expected to build upon and continue applying concepts learned previously.</p>		
<p>4.RF.4.6: Use knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context.</p>	<p>RF.4.3.A: Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>	<p><i>No content differences identified.</i></p>

FLUENCY		
<p>4.RF.5: Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.</p>	<p>RF.4.4: Read with sufficient accuracy and fluency to support comprehension.</p> <p>RF.4.4.A: Read grade-level text with purpose and understanding.</p> <p>RF.4.4.B: Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>RF.4.4.C: Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>IAS combines all CCCS standards with no significant content differences.</p>

IAS 2020	CCSS	Difference Between IAS 2020 and CCSS
Reading Literature		
LEARNING OUTCOME FOR READING LITERATURE		
<p>4.RL.1: Read and comprehend a variety of literature within a range of complexity appropriate for grades 4-5. By the end of grade 4, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed at the high end.</p>	<p>RL.4.10: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p><i>No content differences identified.</i></p>
KEY IDEAS AND TEXTUAL SUPPORT		
<p>4.RL.2.1: Refer to details and examples in a text when explaining what a text says explicitly and when drawing inferences from the text.</p>	<p>RL.4.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p>	<p><i>No content differences identified.</i></p>

<p>4.RL.2.2: Paraphrase or summarize the main events in a story, myth, legend, or novel; identify the theme and provide evidence for the interpretation.</p>	<p>RL.4.2: Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p>	<p><i>No content differences identified.</i></p>
<p>4.RL.2.3: Describe a character, setting, or event in a story or play, drawing on specific details in the text, and how that impacts the plot.</p>	<p>RL.4.3: Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).</p>	<p><i>No content differences identified.</i></p>
<p>4.RL.2.4: Students are expected to build upon and continue applying concepts learned previously.</p>		
<p>STRUCTURAL ELEMENTS AND ORGANIZATION</p>		
<p>4.RL.3.1: Explain major differences between poems, plays, and prose, and refer to the structural elements of poems and drama.</p>	<p>RL.4.5: Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.</p>	<p><i>No content differences identified.</i></p>
<p>4.RL.3.2: Compare and contrast the point of view from which different stories are narrated, including the difference between first-and third-person narrations.</p>	<p><i>No CCSS equivalent.</i></p>	

CONNECTION OF IDEAS

<p>4.RL.4.1: Describe how visual and multimedia presentations and representations can enhance the meaning of a text.</p>	<p>RL.4.7: Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.</p>	<p>IAS requires students to describe presentations to enhance text meaning.</p>
<p>4.RL.4.2: Compare and contrast the treatment of similar themes and topics and patterns of events in stories, myths, and traditional literature from different cultures.</p>	<p>RL.4.9: Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.</p>	<p><i>No content differences identified.</i></p>

IAS 2020	CCSS	Difference Between IAS 2020 and CCSS
Reading Nonfiction		
LEARNING OUTCOME FOR READING NONFICTION		
<p>4.RN.1: Read and comprehend a variety of nonfiction within a range of complexity appropriate for grades 4-5. By the end of grade 4, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed at the high end.</p>	<p>RI.4.10: By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p><i>No content differences identified.</i></p>
KEY IDEAS AND TEXTUAL SUPPORT		
<p>4.RN.2.1: Refer to details and examples in a text when explaining what a text says explicitly and when drawing inferences from the text.</p>	<p>RI.4.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p>	<p><i>No content differences identified.</i></p>
<p>4.RN.2.2: Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p>	<p>RI.4.2: Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p>	<p><i>No content differences identified.</i></p>
<p>4.RN.2.3: Explain the relationships between events, procedures, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p>	<p>RI.4.3: Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p>	<p><i>No content differences identified.</i></p>

FEATURES AND STRUCTURES

<p>4.RN.3.1: Apply knowledge of text features to locate information and gain meaning from a text (e.g., charts, tables, graphs, headings, subheadings, font/format).</p>	<p>RI.4.7: Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p>	<p>IAS requires students to interpret and apply knowledge of text features to gain meaning.</p>
<p>4.RN.3.2: Describe the organizational structure (e.g., chronological, problem-solution, comparison/contrast, procedural, cause/effect, sequential, description) of events, ideas, concepts, or information in a text or part of a text.</p>	<p>RI.4.5: Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</p>	<p><i>No content differences identified.</i></p>
<p>4.RN.3.3: Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided in the accounts.</p>	<p>RI.4.6: Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</p>	<p><i>No content differences identified.</i></p>
<h2>CONNECTION OF IDEAS</h2>		
<p>4.RN.4.1: Distinguish between fact and opinion; explain how an author uses reasons and evidence to support a statement or position (claim) in a text.</p>	<p>RI.4.8: Explain how an author uses reasons and evidence to support particular points in a text.</p>	<p>IAS requires students to distinguish between facts and opinions.</p>
<p>4.RN.4.2: Combine information from two texts on the same topic in order to demonstrate knowledge about the subject.</p>	<p>RI.4.9: Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p>	<p><i>No content differences identified.</i></p>
<p>4.RN.4.3: Standard begins at sixth grade.</p>		

IAS 2020	CCSS	Difference Between IAS 2020 and CCSS
Reading Vocabulary		
LEARNING OUTCOMES FOR READING VOCABULARY		
4.RV.1: Build and use accurately general academic and content-specific words and phrases.	<i>No CCSS equivalent.</i>	
VOCABULARY BUILDING		
4.RV.2.1: Apply context clues (e.g., word, phrase, sentence, and paragraph clues) and text features (e.g., charts, headings/subheadings, font/format) to determine the meanings of unknown words.	L.4.4.A: Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.	IAS requires students to use text features and context clues to determine meaning.
4.RV.2.2: Identify relationships among words, including more complex homographs, homonyms, synonyms, antonyms, and multiple meanings.	L.4.5.C: Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).	IAS requires students to identify relationships among multiple meaning words, metaphors, similes, analogies, synonyms, antonyms, and homographs.
4.RV.2.3: Standard begins at sixth grade.		
4.RV.2.4: Apply knowledge of word structure elements (e.g., suffixes, prefixes, common Greek and Latin affixes and roots), known words, and word patterns to determine meaning.	L.4.4.B: Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph</i> , <i>photograph</i> , <i>autograph</i>).	IAS requires students to apply knowledge of word structure, known words, and word patterns to determine meaning in addition to affixes and roots.
4.RV.2.5: Consult reference materials, both print and digital (e.g., dictionary), to find the pronunciation and clarify the precise meanings of words and phrases.	L.4.4.C: Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	<i>No content differences identified.</i>

VOCABULARY IN LITERATURE AND NONFICTION TEXTS

<p>4.RV.3.1: Determine how words and phrases provide meaning to works of literature, including figurative language (e.g., similes, metaphors, or hyperbole).</p>	<p>L.4.5.A: Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i>) in context.</p>	<p>IAS requires students to determine how words and phrases provide meaning.</p>
<p>4.RV.3.2: Determine the meanings of general academic and content-specific words and phrases in a nonfiction text relevant to a fourth grade topic or subject area.</p>	<p><i>No CCSS equivalent.</i></p>	<p></p>
<p>4.RV.3.3: Explain the meanings of proverbs, adages, and idioms in context.</p>	<p>L.4.5.B: Recognize and explain the meaning of common idioms, adages, and proverbs.</p>	<p><i>No content differences identified.</i></p>

IAS 2020	CCSS	Difference Between IAS 2020 and CCSS
Writing		
LEARNING OUTCOME FOR WRITING		
<p>4.W.1: Write routinely over a variety of time frames and for a range of discipline-specific tasks, purposes, and audiences; apply reading standards to support reflection and response to literature and nonfiction texts.</p>	<p>W.4.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p><i>No content differences identified.</i></p>
HANDWRITING		
<p>4.W.2.1: Write legibly in print or cursive, forming letters and words that can be read by others.</p>	<p><i>No CCSS equivalent.</i></p>	
<p>4.W.2.2: Students are expected to build upon and continue applying concepts learned previously.</p>		
WRITING GENRES		
<p>4.W.3.1: Write persuasive compositions in a variety of forms that:</p> <ol style="list-style-type: none"> a. In an introductory statement, clearly state an opinion to a particular audience. b. Support the opinion with facts and details from various sources, including texts. c. Use an organizational structure to group related ideas that support the purpose. d. Connect opinion and reasons using words and phrases. e. Provide a concluding statement or section related to the position presented. 	<p>W.4.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>W.4.1.A: Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.</p> <p>W.4.1.B: Provide reasons that are supported by facts and details.</p> <p>W.4.1.C: Link opinion and reasons using words and phrases (e.g., <i>for instance, in order to, in addition</i>).</p>	<p><i>No content differences identified.</i></p>

	<p>W.4.1.D: Provide a concluding statement or section related to the opinion present</p>	
<p>4.W.3.2: Write informative compositions on a variety of topics that:</p> <ol style="list-style-type: none"> Provide an introductory paragraph with a clear main idea. Provide supporting paragraphs with topic and summary sentences. Provide facts, specific details, and examples from various sources and texts to support ideas and extend explanations. Connect ideas using words and phrases. Include text features (e.g., formatting, pictures, graphics) and multimedia when useful to aid comprehension. Use language and vocabulary appropriate for audience and topic. Provide a concluding statement or section. 	<p>W.4.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>W.4.2.A: Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <p>W.4.2.B: Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>W.4.2.C: Link ideas within categories of information using words and phrases (e.g., <i>another, for example, also, because</i>).</p> <p>W.4.2.D: Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>W.4.2.E: Provide a concluding statement or section related to the information or explanation presented.</p>	<p><i>No content differences identified.</i></p>

<p>4.W.3.3: Write narrative compositions in a variety of forms that:</p> <ol style="list-style-type: none"> Establish an introduction, with a context to allow the reader to imagine the world of the event or experience. Organize events that unfold naturally, using meaningful paragraphing and transitional words and phrases. Use dialogue and descriptive details to develop events and reveal characters' personalities, feelings, and responses to situations. Employ vocabulary with sufficient sensory (sight, sound, smell, touch, taste) details to give clear pictures of ideas and events. Provide an ending that follows the narrated experiences or events. 	<p>W.4.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>W.4.3.A: Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>W.4.3.B: Use dialogue and description to develop experiences and events or show the responses of characters to situations.</p> <p>W.4.3.C: Use a variety of transitional words and phrases to manage the sequence of events.</p> <p>W.4.3.D: Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>W.4.3.E: Provide a conclusion that follows from the narrated experiences or events.</p>	<p><i>No content differences identified.</i></p>
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THE WRITING PROCESS

- 4.W.4:** Apply the writing process to –
- 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).
 - b. Use technology to interact and collaborate with others to produce and publish legible documents.

W.4.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

W.4.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4 [here](#).)

W.4.6: With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

No content differences identified.

THE RESEARCH PROCESS

- 4.W.5:** Conduct short research on a topic.
- Identify a specific question to address (e.g., What is the history of the Indy 500?).
 - Use organizational features of print and digital sources to efficiently locate further information.
 - Determine the reliability of the sources.
 - Summarize and organize information in their own words, giving credit to the source.
 - Present the research information, choosing from a variety of formats.

W.4.7: Conduct short research projects that build knowledge through investigation of different aspects of a topic.

W.4.8: Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

W.4.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.4.9.A: Apply *grade 4 Reading standards* to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").

W.4.9.B: Apply *grade 4 Reading standards* to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").

IAS requires students to determine reliability of sources.

CONVENTIONS OF STANDARD ENGLISH

<p>4.W.6.1: Demonstrate command of English grammar and usage, focusing on:</p>	<p>L.4.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p><i>No content differences identified.</i></p>
<p>4.W.6.1a: Nouns/Pronouns – Writing sentences that include relative pronouns (e.g., <i>who, which</i>) and reflexive pronouns (e.g., <i>myself, ourselves</i>) and explaining their functions in the sentence.</p>	<p>L.4.1.A: Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>).</p>	<p>IAS requires students to explain functions of pronouns in a sentence.</p>
<p>4.W.6.1b: Verbs –</p> <ul style="list-style-type: none"> ● Writing sentences that use the progressive verb tenses. ● Recognizing and correcting inappropriate shifts in verb tense. ● Using modal auxiliaries (e.g., <i>can, may, must</i>). 	<p>L.4.1.B: Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i>) verb tenses.</p> <p>L.4.1.C: Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions.</p>	<p>IAS requires students to recognize and correct inappropriate shifts in verb tense.</p>
<p>4.W.6.1c: Adjectives/ Adverbs –Writing sentences using relative adverbs (e.g., <i>where, when</i>) and explaining their functions in the sentence.</p>	<p>L.4.1.D: Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i>).</p> <p>L.4.1.A: Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>).</p>	<p>IAS does not address the process of ordering adjectives within sentences according to conventional patterns.</p>
<p>4.W.6.1d: Prepositions – Writing sentences that include prepositions, explaining their functions in the sentence</p>	<p>L.4.1.E: Form and use prepositional phrases.</p>	<p>IAS requires students to write, include, and explain the functions of prepositional phrases.</p>
<p>4.W.6.1e: Usage – Writing correctly complete simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences, using coordinating and subordinating conjunctions (e.g., <i>yet, nor, so</i>).</p>	<p>L.4.1.F: Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</p>	<p>IAS addresses a complete list of sentence types.</p>

<p>4.W.6.2: Demonstrate command of capitalization, punctuation, and spelling, focusing on:</p>	<p>L.4.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p><i>No content differences identified.</i></p>
<p>4.W.6.2a: Capitalization – Capitalizing names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations, when appropriate.</p>	<p>L.4.2.A: Use correct capitalization.</p>	<p>IAS gives examples of correct capitalization, including the use of quotations.</p>
<p>4.W.6.2b: Punctuation –</p> <ul style="list-style-type: none"> ● Correctly using apostrophes to form possessives and contractions. ● Correctly using quotation marks and commas to mark direct speech. ● Using a comma before a coordinating conjunction in a compound sentence. 	<p>L.4.3.B: Choose punctuation for effect.</p> <p>L.4.2.B: Use commas and quotation marks to mark direct speech and quotations from a text.</p> <p>L.4.2.C: Use a comma before a coordinating conjunction in a compound sentence.</p>	<p>IAS requires students to correctly use apostrophes and contractions along with quotation marks and commas.</p>
<p>4.W.6.2c: Spelling – Using spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts, homophones/homographs) in writing single and multisyllable words.</p>	<p>L.4.2.D: Spell grade-appropriate words correctly, consulting references as needed.</p>	<p>IAS addresses the specific spelling patterns learned through structured literacy and the science of reading.</p>

IAS 2020	CCSS	Difference Between IAS 2020 and CCSS
Speaking and Listening		
LEARNING OUTCOME FOR SPEAKING AND LISTENING		
<p>4.SL.1: Listen actively and adjust the use of spoken language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.</p>	<p><i>No CCSS equivalent.</i></p>	
DISCUSSION AND COLLABORATION		
<p>4.SL.2.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics and texts, building on others' ideas and expressing personal ideas clearly.</p>	<p>SL.4.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</p>	<p><i>No content differences identified.</i></p>
<p>4.SL.2.2: Explore ideas under discussion by drawing on readings and other information.</p>	<p>SL.4.1.A: Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p>	<p>CCSS explicitly states students come prepared, whereas IAS standards imply preparedness.</p>
<p>4.SL.2.3: Demonstrate knowledge and use of agreed-upon rules for discussions and carry out assigned roles.</p>	<p>SL.4.1.B: Follow agreed-upon rules for discussions and carry out assigned roles.</p>	<p><i>No content differences identified.</i></p>
<p>4.SL.2.4: Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</p>	<p>SL.4.1.C: Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</p>	<p><i>No content differences identified.</i></p>
<p>4.SL.2.5: Review the key ideas expressed and explain personal ideas in reference to the discussion.</p>	<p>SL.4.1.D: Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p>	<p><i>No content differences identified.</i></p>

COMPREHENSION		
4.SL.3.1: Summarize major ideas and supportive evidence from text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	SL.4.2: Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	IAS requires students to summarize ideas and evidence.
4.SL.3.2: Identify and use evidence a speaker provides to support particular points.	SL.4.3: Identify the reasons and evidence a speaker provides to support particular points.	<i>No content differences identified.</i>
PRESENTATION OF KNOWLEDGE AND IDEAS		
4.SL.4.1: Using appropriate language, report on a topic or text or provide a narrative in an organized manner, with effective introductions and conclusions, using appropriate structure, appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly and concisely at an understandable pace.	SL.4.4: Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	IAS requires students to provide effective introductions, conclusions, and use appropriate structure.
4.SL.4.2: Create oral presentations that maintain a clear focus, using multimedia to enhance the development of main ideas and themes that engage the audience.	SL.4.5: Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.	IAS includes the inclusion of multimedia that engages the audience and enhances development.
4.SL.4.3: Students are expected to build upon and continue applying conventions learned previously.	<i>No CCSS equivalent.</i>	

IAS 2020	CCSS	Difference Between IAS 2020 and CCSS
Media Literacy		
LEARNING OUTCOME FOR MEDIA LITERACY		
4.ML.1: Identify how information found in electronic, print, and mass media is used to inform, persuade, entertain, and transmit culture	No CCSS equivalent.	
MEDIA LITERACY		
4.ML.2.1: Recognize claims in print, image, and multimedia and identify evidence used to support these claims.	No CCSS equivalent.	
4.ML.2.2: Standard begins in fifth grade.		

Unaligned CCSS		
<i>The following CCSS are not aligned to IAS in grade four.</i>		
RL.4.4: Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).		
RI.4.4: Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i> .		
L.4.1.G: Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i>).*		
SL.4.6: Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 here for specific expectations.)		