



INDIANA ACADEMIC STANDARDS FRAMEWORKS

English/Language Arts: Grade 4

Reading Comprehension	
Learning Outcome	Students comprehend grade-level text, including fiction and nonfiction, and can demonstrate their comprehension orally and through writing.
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)
Evidence Statements	Academic Vocabulary
Below - Paraphrase one or more main events that take place in a section of text. - Identify one or more supporting details for a given theme. Approaching - Identify key details that belong in a summary of an entire text. - Identify the theme of a literary work. At - Paraphrase or summarize the main events in a text. - Interpret the theme in a story and provide evidence for the interpretation. Above - Interpret the theme of a literary text, and summarize more than one key detail from the passage that supports the interpretation.	- Interpretation - Evidence - Theme - Summarize - Paraphrase - Myth - Legend - Novel - Genre
	Considerations for Text
	- Qualitative Considerations: - Students should engage with literary stories, myths, legends, or novels for this standard. - Themes may be explicitly or implicitly stated. - Quantitative Considerations: - Checkpoint Word Count: 300-562 - Summative Word Count: 450-750 - Checkpoint Lexile: 520-1010 L - Summative Lexile: 740-1010 L
Clarification Statements	Common Misconceptions
- Students should use the details in the text to determine the theme or central message that the author conveys in a text. - It is common for stories to have multiple themes. - A theme can be stated explicitly or implicitly. - A summary should paraphrase all of the main points or ideas in the work but avoid smaller	Students may misinterpret the theme as being the main idea or topic of a text. Rather, the theme is the message conveyed by a text that reveals an author's view of the world or a revelation about human nature. In other words, a theme is a universal lesson or message that can be taken out of a story and applied to real life.

details or ideas.	
Prior Knowledge and Skills	
- Fluently read texts in a variety of formats that have at least 300 words and fall within a Lexile range of 520–740L. - Understand that there are different genres of literature. - Recount tall tales, fables and folktales from diverse cultures by revisiting main ideas and explaining relationships within the text. - Distinguish between myths, legends, and novels. - Demonstrate comprehension to interpret the theme of a literary text. - Understand the role of textual evidence.	
Looking Back	Looking Ahead
3.RC.2: Recount folktales, fables, and tall tales from diverse cultures; identify the themes in these works. (E)	5.RC.2: Determine the theme of a story, play, or poem from details in the text, including how characters respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. (E)
Instructional Resources and Strategies	
English/Language Arts Grades K-12 Vertical Articulation Guides English/Language Arts Grades 2-5 Vertical Articulation Guide Teaching Theme and Summarizing Strategies in 4th and 5th Grade, from Elementary Nest Understanding Theme, from Khan Academy Summarizing, from Reading Rockets Summarizing Stories, from Khan Academy Using Think-Alouds to Improve Reading Comprehension, from Reading Rockets Text Comprehension, from Literacy How Literacy Comprehension Strategies Story Maps, from Reading Rockets Literacy Comprehension Planning Template/Template with Examples Components of the Reading Rope: Verbal Reasoning, from Braintrust Tutors - Teach and support students in using graphic organizers matched to specific text structures during reading and while planning written responses. - Explicitly teach story grammar and use it to support comprehension and the retelling of a narrative.	
Universal Supports for All Learners	
<i>Tiered Supports Coming Soon</i> 2024 Content Connectors Universal Design for Learning Playbook UDL Guideline Infographic, from Learning Designed UDL Guidelines from CAST Universal Supports for All Learners in English/Language Arts, from IDOE's 2023 Future Focused IAS Learning Series Learning Styles and the Writing Process, from the University of Arizona SALT Center Corgi: Digital Graphic Organizers	

- [Reading and Writing Graphic Organizers, from BrainPop Educators](#)
- [Writing Graphic Organizers, from Student Treasures](#)

Assessment Considerations

- [Indiana Assessment Framework and Item Specifications](#)
- [ILEARN Stimulus Specifications](#)
- [ILEARN Summative PLD Map](#)
- [ILEARN Summary Writing Rubrics for Literary and Informational Text](#)
- [ILEARN ELA Performance Tasks and Student Writing Samples](#)
- [Writing Rubrics for ILEARN Performance Tasks](#)
- [IDOE Released Items Repository](#)

Interdisciplinary Connections

- [Doing a Project vs Project Based Learning](#)
- [IDOE Sample Interdisciplinary Units](#)
- [Merging STEM with ELA Through Project-Based Learning](#)

Science of Reading Considerations

Coming Soon

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