



Grade 4 English Language Arts	
Louisiana Student Standards	Louisiana Connectors (LC)
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.	LC.RL.4.1a Refer to details and examples in a text when explaining what the text says explicitly. LC.RL.4.1b Refer to details and examples in a text when drawing basic inferences about a story, poem, or drama. LC.RL.4.1c Use details and examples in a text when explaining the author's purpose (e.g., what did the author use to scare you, surprise you?).
RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.	LC.RL.4.2a Use evidence from the text to summarize a story, poem or drama. LC.RL.4.2b Determine the theme of a story, drama, or poem; refer to text to support answer.
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).	LC.RL.4.3a Answer questions related to the relationship between characters, setting, events, or conflicts (e.g., characters and events, characters and conflicts, setting and conflicts). LC.RL.4.3b Describe character traits (e.g., actions, deeds, dialogue, description, motivation, interactions); use details from text to support description. LC.RL.4.3c Describe character motivation (e.g., actions, thoughts, words); use details from text to support description.
RL.4.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	LC.RL.4.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 4 topic or subject area.
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.	LC.RL.4.5a Identify how the structure of a poem is different than a story (e.g., identify rhyme, shorter than stories; stanza instead of paragraph). LC.RL.4.5b Identify how the structure of a play is different than the structure of a story (e.g., text includes props; dialogue without quotation marks acts/scenes instead of chapter).



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RL.4.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	LC.RL.4.6a Determine the author's point of view (first- or third- person). LC.RL.4.6b Compare the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
RL.4.7 Make connections between the text of a story or drama and a visual or oral presentation of the text.	LC.RL.4.7a Use evidence from both the text version and oral or visual presentation of the same text to support inferences, opinions, and conclusions. LC.RL.4.7b Make connections between the text of a story and the visual representations, refer back to text/illustrations to support answer. LC.RL.4.7c Make connections between the text of a play and the oral representations, refer back to text/illustrations to support answer.
RL.4.8 (Not applicable to literature) ¹	
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.	LC.RL.4.9a Compare the treatment of similar themes and topics (e.g., opposition of good and evil) in stories, myths, and traditional literature from different cultures. LC.RL.4.9b Compare the treatment of patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.
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.	LC.RL.4.10 Read or be read to and recount self-selected literary texts, such as stories, dramas, poetry, or adapted texts.

¹ Standard 8 specifically addresses arguments of nonfiction text. Since Reading Literature is fictional text, a placeholder, "Not Applicable for Literature," has been placed by that standard. This standard is present in the non-fiction section.



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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.	LC.RI.4.1a Refer to details and examples in a text when explaining what the text says explicitly. LC.RI.4.1b Refer to details and examples in a text when drawing basic inferences from an informational text.
RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.	LC.RI.4.2a Determine the main idea of an informational text. LC.RI.4.2b Identify supporting details of an informational text.
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.	No Louisiana Connectors developed for this standard
RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.	LC.RI.4.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 4 topic or subject area.
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.	LC.RI.4.5a Identify signal words that help determine what the text structure is in an informational text (e.g., description, problem/solution, time/order, compare/contrast, cause/effect, directions). LC.RI.4.5b 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. LC.RI.4.5c Organize information presented in an informational text to demonstrate the text structure. LC.RI.4.5d Use text features (keywords, glossary) to locate information relevant to a given topic or question. LC.RI.4.5e Use tools (e.g., sidebars, icons, glossary) to locate information relevant to a given topic. LC.RI.4.5f Use search tools or text features as a means of locating relevant information.



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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.	LC.RI.4.6a Determine if information in a text is firsthand or secondhand. LC.RI.4.6b Compare and contrast a firsthand and secondhand account of the same event or topic.
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.	LC.RI.4.7a Use information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) to answer questions. LC.RI.4.7b Explain how the information presented visually, orally, or quantitatively contributes to the understanding of the text in which it appears. LC.RI.4.7c 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.
RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.	LC.RI.4.8a Compare and contrast how different authors use reasons and evidence to support the same topics across texts. LC.RI.4.8b Identify reasons that the author uses to support ideas in an informational text. LC.RI.4.8c Identify facts that an author uses to support a specific point or opinion.
RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	LC.RI.4.9a Report out about two or more texts on the same self-selected topic. LC.RI.4.9b Identify the most important information about a topic gathered from two texts on the same topic in order to write or speak about the subject knowledgeably.
RI.4.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the	LC.RI.4.10 Read or be read to and recount self-selected informational texts or adapted texts.



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grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	
RF.4.1 Mastered in grade 1.	
RF.4.2 Mastered in grade 1.	
<p>RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> 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>LC.RF.4.3a Use letter-sound correspondences, syllabication patterns, and morphology (e.g., affixes) to identify and/or read multisyllabic words.</p> <p>LC.RF.4.3b Identify grade level words with accuracy and on successive attempts.</p> <p>LC.RF.4.3d Recognize and/or read grade appropriate irregularly spelled words.</p>
<p>RF.4.4 Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. 	<p>LC.RF.4.4a Read text (including prose and poetry) with accuracy, appropriate rate, and expression (when applicable) on successive readings.</p> <p>LC.RF.4.4b Practice self-monitoring strategies to aid comprehension (e.g., reread, use visuals or cueing system, self-correct, ask questions, confirm predictions).</p> <p>LC.RF.4.4c Use context to confirm or self-correct word recognition.</p>
<p>W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <ul style="list-style-type: none"> 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. b. Provide reasons that are supported by facts and details. c. Link opinion and reasons using words and phrases (e.g., <i>for instance, in order to, in addition</i>). 	<p>LC.W.4.1a Produce an opinion piece which introduces the topic or text, states an opinion, and groups related ideas together.</p> <p>LC.W.4.1b Provide reasons which include facts and details that support the stated opinion.</p> <p>LC.W.4.1c Link opinion and reasons using words and phrases (e.g., <i>for instance, in order to, in addition</i>).</p> <p>LC.W.4.1d Provide a concluding statement or section related to the opinion presented.</p>



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<p>d. Provide a concluding statement or section related to the opinion presented.</p>	
<p>W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>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>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>c. Link ideas within categories of information using words and phrases (e.g., <i>another, for example, also, because</i>).</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Provide a concluding statement or section related to the information or explanation presented.</p>	<p>LC.W.4.2a Produce an informative/explanatory permanent product which introduces a topic clearly and groups related information.</p> <p>LC.W.4.2b Develop the topic (i.e., add additional information related to the topic) with relevant facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>LC.W.4.2c Include formatting (e.g., headings), illustrations, and multimedia when appropriate to convey information about the topic.</p> <p>LC.W.4.2d Link ideas within categories of information using words and phrases (e.g., <i>another, for example, also, because</i>).</p> <p>LC.W.4.2e Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>LC.W.4.2f Provide a concluding statement or section related to the information presented.</p>
<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>a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.</p> <p>c. Use a variety of transitional words and phrases to manage the sequence of events.</p> <p>d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p>	<p>LC.W.4.3a Produce a narrative permanent product which orients the reader by setting up the context for the story and introducing a narrator and/or characters.</p> <p>LC.W.4.3b Sequence events that unfold naturally.</p> <p>LC.W.4.3c When appropriate, use dialogue and description to develop experiences and events or show the responses of characters to situations.</p> <p>LC.W.4.3d Use a variety of transitional words and phrases to manage the sequence of events.</p> <p>LC.W.4.3e Use concrete words and phrases and sensory details to convey experiences and events.</p>



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e. Provide a conclusion that follows from the narrated experiences or events.	LC.W.4.3f Provide a conclusion (e.g., concluding sentence, paragraph, or extended ending) that follows from the narrated experiences or events.
W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	LC.W.4.4a Produce a clear coherent permanent product that is appropriate to the specific task (e.g., topic or text), purpose (e.g., to inform or entertain), and audience (e.g., reader).
W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	LC.W.4.5a With guidance and support from peers and adults, develop a plan for permanent products (e.g., brainstorm topics, select a topic, gather information, create a draft). LC.W.4.5b With guidance and support from peers and adults, strengthen permanent products by revising (e.g., review a permanent product, strengthen an informative permanent product by adding a concrete detail). LC.W.4.5c With guidance and support from peers and adults, edit permanent products for clarity and meaning.
W.4.6 With guidance and support from adults, produce and publish grade-appropriate writing using technology either independently or in collaboration with others.	LC.W.4.6 With guidance and support from adults, use technology to produce and publish permanent products (e.g., use the Internet to gather information; use word processing to generate and collaborate on permanent products).
W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.	LC.W.4.7 Follow steps to complete a short research project (e.g., determine topic, locate information on a topic, organize information related to the topic, draft a permanent product).
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.	LC.W.4.8a Recall relevant information from experiences to use in creating permanent products. LC.W.4.8b Gather relevant information (e.g., highlight in text, quote or paraphrase from text or discussion) from print (e.g., text read aloud,



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	<p>printed image) and/or digital sources (e.g., video, audio, images/graphics).</p> <p>LC.W.4.8c Identify key details from an informational text.</p> <p>LC.W.4.8d Take brief notes and categorize information (e.g., graphic organizers, notes, labeling, listing) from sources into provided categories.</p> <p>LC.W.4.8e Provide a list of sources that contributed to the creation of a permanent product.</p>
<p>W.4.9 Draw relevant evidence from grade-appropriate literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply <i>grade 4 Reading standards</i> 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].”).</p> <p>b. Apply <i>grade 4 Reading standards</i> to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).</p>	<p>LC.W.4.9 Provide evidence from texts when producing permanent products.</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>No Louisiana Connectors developed for this standard</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 <i>grade 4 topics and texts</i>, building on others’ ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other</p>	<p>LC.SL.4.1a Provide evidence of being prepared for discussions on a topic or text through appropriate statements made during discussion.</p> <p>LC.SL.4.1b Ask questions to check understanding of information presented in collaborative discussions.</p> <p>LC.SL.4.1c Make appropriate comments that contribute to a collaborative discussion.</p>



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<p>information known about the topic to explore ideas under discussion.</p> <p>b. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>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>d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p>	<p>LC.SL.4.1d Review the key ideas expressed within a collaborative discussion.</p>
<p>SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>LC.SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>
<p>SL.4.3 Identify the reasons and evidence a speaker provides to support particular points.</p>	<p>LC.SL.4.3 Identify the reasons and evidence a speaker provides to support particular points.</p>
<p>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.</p>	<p>LC.SL.4.4a Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details.</p>
<p>SL.4.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</p>	<p>LC.SL.4.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</p>
<p>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, audience, and situation.</p>	<p>No Louisiana Connectors developed for this standard</p>
<p>L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p>LC.L.4.1a Use relative pronouns and relative adverbs when communicating.</p>



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<p>a. Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>).</p> <p>b. Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i>) verb tenses.</p> <p>c. Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions.</p> <p>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>e. Form and use prepositional phrases.</p> <p>f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</p> <p>g. Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i>).</p>	<p>LC.L.4.1b Use prepositional phrases when communicating.</p> <p>LC.L.4.1c Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</p>
<p>L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use correct capitalization.</p> <p>b. Use commas and quotation marks to mark direct speech and quotations from a text.</p> <p>c. Use a comma before a coordinating conjunction in a compound sentence.</p> <p>d. Spell grade-appropriate words correctly, consulting references as needed.</p>	<p>LC.L.4.2a Use correct capitalization when communicating.</p> <p>LC.L.4.2b Use commas and quotation marks when communicating.</p> <p>LC.L.4.2c Spell grade-appropriate words correctly in writing, consulting references as needed.</p>
<p>L.4.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Choose words and phrases to convey ideas precisely.</p> <p>b. Choose punctuation for effect.</p>	<p>LC.L.4.3 Choose words and phrases for appropriate effect (e.g., to inform) when communicating.</p>



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<p>c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).</p>	
<p>L.4.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 4 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p> <p>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>).</p> <p>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.</p>	<p>LC.L.4.4a Use context to determine the meaning of unknown or multiple meaning words, or words showing shades of meaning.</p> <p>LC.L.4.4b Use common grade-appropriate roots and affixes as clues to the meaning of a word.</p> <p>LC.L.4.4c Use a glossary, dictionary, or thesaurus to determine the meaning of a word.</p>
<p>L.4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i>) in context.</p> <p>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p>	<p>LC.L.4.5a Identify simple similes in context.</p> <p>LC.L.4.5b Identify simple metaphors in context.</p> <p>LC.L.4.5c Relate words to their opposites (antonyms).</p> <p>LC.L.4.5d Relate words to words with similar but not identical meanings (synonyms).</p> <p>LC.L.4.5e Identify the meaning of common idioms.</p>
<p>L.4.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined,</p>	<p>LC.L.4.6a Use grade-appropriate general academic and domain-specific words and phrases accurately when communicating.</p>



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stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).	