

**Lexia Reading S.O.S. ©2002, Levels 1-5
correlated to
Indiana Academic Standards for English/Language Arts
Grade 4**

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Standard 1 READING: Word Recognition, Fluency, and Vocabulary Development	
<i>Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, word parts (un-, re-, -est, -ful), and context clues (the meaning of the text around a word). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.</i>	
<i>Decoding and Word Recognition</i>	
<p>4.1.1 Read aloud grade-level-appropriate narrative text (stories) and expository text (information) with fluency and accuracy and with appropriate timing, changes in voice, and expression.</p>	<p>The opportunity to address this objective is available. See the following:</p> <p>Level II: Letter Switch Find & Combine Picture It</p> <p>Level III: Sea Hunt At the Mall Add It Trails West</p> <p>Level IV: Success! Syllable Puzzler Winners Old & New</p> <p>Level V: Anglo-Saxon Affixes Latin Affixes Special Accent Patterns Meaning Structures Greek Combining Forms</p>
<i>Vocabulary and Concept Development</i>	
<p>4.1.2 Apply knowledge of synonyms (words with the same meaning), antonyms (words with opposite meanings), homographs (words that are spelled the same but have different meanings), and idioms (expressions that cannot be understood just by knowing the meanings of the words in the expression, such as <i>couch potato</i>) to determine the meaning of words and phrases.</p>	<p>This objective falls outside the scope of Lexia Reading S.O.S. © 2005.</p>

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<p>4.1.3 Use knowledge of root words (<i>nation, national, nationality</i>) to determine the meaning of unknown words within a passage.</p>	<p>Level III: Add It Trails West</p> <p>Level V: Anglo-Saxon Affixes Latin Affixes Special Accent Patterns Meaning Structures Greek Combining Forms</p>
<p>4.1.4 Use common roots (<i>meter = measure</i>) and word parts (<i>therm = heat</i>) derived from Greek and Latin to analyze the meaning of complex words (<i>thermometer</i>).</p>	<p>Level V: Anglo-Saxon Affixes Latin Affixes Special Accent Patterns Meaning Structures Greek Combining Forms</p>
<p>4.1.5 Use a thesaurus to find related words and ideas.</p>	<p>This objective falls outside the scope of Lexia Reading S.O.S. © 2005.</p>

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<p>4.1.6 Distinguish and interpret words with multiple meanings (<i>quarters</i>) by using context clues (the meaning of the text around a word).</p>	<p>The opportunity to address this objective is available. See the following:</p> <p>Level I: Short Vowel Spin</p> <p>Level II: Letter Switch Find & Combine Picture It</p> <p>Level III: At the Mall Add It Trails West</p> <p>Level IV: Success! Winners Old & New</p> <p>Level V: Anglo-Saxon Affixes Latin Affixes Special Accent Patterns Meaning Structures Greek Combining Forms</p>
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Standard 2 READING: Comprehension

*Students read and understand grade-level-appropriate material. They use a variety of comprehension strategies, such as asking and responding to essential questions, making predictions, and comparing information from several sources to understand what is read. The selections in the **Indiana Reading List** (available online at www.doe.state.in.us/standards/readinglist.html) illustrate the quality and complexity of the materials to be read by students. At Grade 4, in addition to regular classroom reading, students read a variety of grade-level-appropriate narrative (story) and expository (informational and technical) texts, including classic and contemporary literature, poetry, magazines, newspapers, reference materials, and online information.*

Structural Features of Informational and Technical Materials

<p>4.2.1 Use the organization of informational text to strengthen comprehension.</p>	<p>This objective falls outside the scope of Lexia Reading S.O.S. © 2005.</p>
<p><i>Comprehension and Analysis of Grade-Level-Appropriate Text</i></p>	
<p>4.2.2 Use appropriate strategies when reading for different purposes.</p>	<p>This objective falls outside the scope of Lexia Reading S.O.S. © 2005.</p>

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4.2.3	Make and confirm predictions about text by using prior knowledge and ideas presented in the text itself, including illustrations, titles, topic sentences, important words, foreshadowing clues (clues that indicate what might happen next), and direct quotations.	This objective falls outside the scope of Lexia Reading S.O.S. © 2005.
4.2.4	Evaluate new information and hypotheses (statements of theories or assumptions) by testing them against known information and ideas.	This objective falls outside the scope of Lexia Reading S.O.S. © 2005.
4.2.5	Compare and contrast information on the same topic after reading several passages or articles.	This objective falls outside the scope of Lexia Reading S.O.S. © 2005.
4.2.6	Distinguish between cause and effect and between fact and opinion in informational text.	This objective falls outside the scope of Lexia Reading S.O.S. © 2005.
4.2.7	Follow multiple-step instructions in a basic technical manual.	This objective falls outside the scope of Lexia Reading S.O.S. © 2005.

Standard 3 READING: Literary Response and Analysis

*Students read and respond to a wide variety of significant works of children’s literature. They identify and discuss the characters, theme (the main idea of a story), plot (what happens in a story), and the setting (where a story takes place) of stories that they read. The selections in the **Indiana Reading List** (available online at www.doe.state.in.us/standards/readinglist.html) illustrate the quality and complexity of the materials to be read by students.*

Structural Features of Literature

4.3.1	Describe the differences of various imaginative forms of literature, including fantasies, fables, myths, legends, and fairy tales.	This objective falls outside the scope of Lexia Reading S.O.S. © 2005.
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Narrative Analysis of Grade-Level-Appropriate Text

4.3.2	Identify the main events of the plot, including their causes and the effects of each event on future actions, and the major theme from the story action.	This objective falls outside the scope of Lexia Reading S.O.S. © 2005.
4.3.3	Use knowledge of the situation, setting, and a character’s traits, motivations, and feelings to determine the causes for that character’s actions.	This objective falls outside the scope of Lexia Reading S.O.S. © 2005.

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4.3.4	Compare and contrast tales from different cultures by tracing the adventures of one character type. Tell why there are similar tales in different cultures.	This objective falls outside the scope of Lexia Reading S.O.S. © 2005.
4.3.5	Define figurative language, such as similes, metaphors, hyperbole, or personification, and identify its use in literary works.	
	<ul style="list-style-type: none"> • Simile: a comparison that uses <i>like</i> or <i>as</i> 	This objective falls outside the scope of Lexia Reading S.O.S. © 2005.
	<ul style="list-style-type: none"> • Metaphor: an implied comparison 	This objective falls outside the scope of Lexia Reading S.O.S. © 2005.
	<ul style="list-style-type: none"> • Hyperbole: an exaggeration for effect 	This objective falls outside the scope of Lexia Reading S.O.S. © 2005.
	<ul style="list-style-type: none"> • Personification: a description that represents a thing as a person 	This objective falls outside the scope of Lexia Reading S.O.S. © 2005.

Standard 4 WRITING: Process

Students write clear sentences and paragraphs that develop a central idea. Students progress through the stages of the writing process, including prewriting, drafting, revising, and editing multiple drafts.

Organization and Focus

4.4.1	Discuss ideas for writing. Find ideas for writing in conversations with others and in books, magazines, newspapers, school textbooks, or on the Internet. Keep a list or notebook of ideas.	This objective falls outside the scope of Lexia Reading S.O.S. © 2005.
4.4.2	Select a focus, an organizational structure, and a point of view based upon purpose, audience, length, and format requirements for a piece of writing.	This objective falls outside the scope of Lexia Reading S.O.S. © 2005.
4.4.3	Write informational pieces with multiple paragraphs that:	
	<ul style="list-style-type: none"> • provide an introductory paragraph. 	This objective falls outside the scope of Lexia Reading S.O.S. © 2005.
	<ul style="list-style-type: none"> • establish and support a central idea with a topic sentence at or near the beginning of the first paragraph. 	This objective falls outside the scope of Lexia Reading S.O.S. © 2005.
	<ul style="list-style-type: none"> • include supporting paragraphs with simple facts, details, and explanations. 	This objective falls outside the scope of Lexia Reading S.O.S. © 2005.

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<ul style="list-style-type: none"> • present important ideas or events in sequence or in chronological order. 	This objective falls outside the scope of Lexia Reading S.O.S. © 2005.
<ul style="list-style-type: none"> • provide details and transitions to link paragraphs. 	This objective falls outside the scope of Lexia Reading S.O.S. © 2005.
<ul style="list-style-type: none"> • conclude with a paragraph that summarizes the points. 	This objective falls outside the scope of Lexia Reading S.O.S. © 2005.
<ul style="list-style-type: none"> • use correct indention at the beginning of paragraphs. 	This objective falls outside the scope of Lexia Reading S.O.S. © 2005.
4.4.4 Use common organizational structures for providing information in writing, such as chronological order, cause and effect, or similarity and difference, and posing and answering a question.	This objective falls outside the scope of Lexia Reading S.O.S. © 2005.
<i>Research and Technology</i>	
4.4.5 Quote or paraphrase information sources, citing them appropriately.	This objective falls outside the scope of Lexia Reading S.O.S. © 2005.
4.4.6 Locate information in reference texts by using organizational features, such as prefaces and appendixes.	This objective falls outside the scope of Lexia Reading S.O.S. © 2005.
4.4.7 Use multiple reference materials and online information (the Internet) as aids to writing.	This objective falls outside the scope of Lexia Reading S.O.S. © 2005.
4.4.8 Understand the organization of almanacs, newspapers, and periodicals and how to use those print materials.	This objective falls outside the scope of Lexia Reading S.O.S. © 2005.
4.4.9 Use a computer to draft, revise, and publish writing, demonstrating basic keyboarding skills and familiarity with common computer terminology.	This objective falls outside the scope of Lexia Reading S.O.S. © 2005.
<i>Evaluation and Revision</i>	
4.4.10 Review, evaluate, and revise writing for meaning and clarity.	This objective falls outside the scope of Lexia Reading S.O.S. © 2005.

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4.4.11 Proofread one’s own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of frequent errors.	This objective falls outside the scope of Lexia Reading S.O.S. © 2005.
4.4.12 Revise writing by combining and moving sentences and paragraphs to improve the focus and progression of ideas.	This objective falls outside the scope of Lexia Reading S.O.S. © 2005.

Standard 5 WRITING: Applications (Different Types of Writing and Their Characteristics)

At Grade 4, students are introduced to writing informational reports and responses to literature. Students continue to write compositions that describe and explain familiar objects, events, and experiences. Student writing demonstrates a command of Standard English and the drafting, research, and organizational strategies outlined in Standard 4 — Writing Process. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.

In addition to producing the different writing forms introduced in earlier grades, such as letters, Grade 4 students use the writing strategies outlined in Standard 4 — Writing Process to:

4.5.1 Write narratives (stories) that:	
<ul style="list-style-type: none"> • include ideas, observations, or memories of an event or experience. 	This objective falls outside the scope of Lexia Reading S.O.S. © 2005.
<ul style="list-style-type: none"> • provide a context to allow the reader to imagine the world of the event or experience. 	This objective falls outside the scope of Lexia Reading S.O.S. © 2005.
<ul style="list-style-type: none"> • use concrete sensory details. 	This objective falls outside the scope of Lexia Reading S.O.S. © 2005.
4.5.2 Write responses to literature that:	
<ul style="list-style-type: none"> • demonstrate an understanding of a literary work. 	This objective falls outside the scope of Lexia Reading S.O.S. © 2005.
<ul style="list-style-type: none"> • support judgments through references to both the text and prior knowledge. 	This objective falls outside the scope of Lexia Reading S.O.S. © 2005.
4.5.3 Write informational reports that:	
<ul style="list-style-type: none"> • ask a central question about an issue or situation. 	This objective falls outside the scope of Lexia Reading S.O.S. © 2005.
<ul style="list-style-type: none"> • include facts and details for focus. 	This objective falls outside the scope of Lexia Reading S.O.S. © 2005.
<ul style="list-style-type: none"> • use more than one source of information, including speakers, books, newspapers, media sources, and online information. 	This objective falls outside the scope of Lexia Reading S.O.S. © 2005.

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4.5.4 Write summaries that contain the main ideas of the reading selection and the most significant details.	This objective falls outside the scope of Lexia Reading S.O.S. © 2005.
4.5.5 Use varied word choices to make writing interesting.	This objective falls outside the scope of Lexia Reading S.O.S. © 2005.
4.5.6 Write for different purposes (information, persuasion) and to a specific audience or person.	This objective falls outside the scope of Lexia Reading S.O.S. © 2005.

Standard 6 WRITING: English Language Conventions

Students write using Standard English conventions appropriate to this grade level.

Handwriting

4.6.1 Write smoothly and legibly in cursive, forming letters and words that can be read by others.	This objective falls outside the scope of Lexia Reading S.O.S. © 2005.
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Sentence Structure

4.6.2 Use simple sentences (<i>Dr. Vincent Stone is my dentist.</i>) and compound sentences (<i>His assistant cleans my teeth, and Dr. Stone checks for cavities.</i>) in writing.	This objective falls outside the scope of Lexia Reading S.O.S. © 2005.
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4.6.3 Create interesting sentences by using words that describe, explain, or provide additional details and connections, such as adjectives, adverbs, appositives, participial phrases, prepositional phrases, and conjunctions.

<ul style="list-style-type: none"> Adjectives: <i>brown eyes, younger sisters</i> 	<p>The opportunity to address this objective is available. See the following:</p> <p>Level III: Add It Trails West</p> <p>Level V: Anglo-Saxon</p>
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<ul style="list-style-type: none"> Adverbs: We walked <i>slowly</i>. 	<p>The opportunity to address this objective is available. See the following:</p> <p>Level III: Add It Trails West</p> <p>Level V: Anglo-Saxon</p>
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<ul style="list-style-type: none"> Appositives: noun phrases that function as adjectives, such as <i>We played the Cougars, the <u>team from Newport</u>.</i> 	This objective falls outside the scope of Lexia Reading S.O.S. © 2005.
<ul style="list-style-type: none"> Participial phrases: verb phrases that function as adjectives, such as <i>The man walking <u>down the street</u> saw the delivery truck.</i> 	This objective falls outside the scope of Lexia Reading S.O.S. © 2005.
<ul style="list-style-type: none"> Prepositional phrases: <i>in the field, across the room, over the fence</i> 	This objective falls outside the scope of Lexia Reading S.O.S. © 2005.
<ul style="list-style-type: none"> Conjunctions: <i>and, or, but</i> 	This objective falls outside the scope of Lexia Reading S.O.S. © 2005.

Grammar

4.6.4 Identify and use in writing regular (<i>live/lived, shout/shouted</i>) and irregular verbs (<i>swim/swam, ride/rode, hit/hit</i>), adverbs (<i>constantly, quickly</i>), and prepositions (<i>through, beyond, between</i>).	<p>Level III: Add It Trails West</p> <p>Level V: Anglo-Saxon Affixes Latin Affixes Special Accent Patterns Meaning Structures Greek Combining Forms</p>
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Punctuation

4.6.5 Use parentheses to explain something that is not considered of primary importance to the sentence, commas in direct quotations (<i>He said, "I'd be happy to go."</i>), apostrophes to show possession (<i>Jim's shoes, the dog's food</i>), and apostrophes in contractions (<i>can't, didn't, won't</i>).	This objective falls outside the scope of Lexia Reading S.O.S. © 2005.
4.6.6 Use underlining, quotation marks, or italics to identify titles of documents.	
<ul style="list-style-type: none"> When writing by hand or by computer, use quotation marks to identify the titles of articles, short stories, poems, or chapters of books. 	This objective falls outside the scope of Lexia Reading S.O.S. © 2005.

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<ul style="list-style-type: none"> When writing on a computer <i>italicize</i> the following, when writing by hand underline them: the titles of books, names of newspapers and magazines, works of art, and musical compositions. 	This objective falls outside the scope of Lexia Reading S.O.S. © 2005.
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Capitalization

4.6.7 Capitalize names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations, when appropriate.	This objective falls outside the scope of Lexia Reading S.O.S. © 2005.
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Spelling

4.6.8 Spell correctly roots (bases of words, such as <i>unnecessary, cowardly</i>), inflections (words like <i>care/careful/caring</i>), words with more than one acceptable spelling (like <i>advisor/adviser</i>), suffixes and prefixes (<i>-ly, -ness, mis-, un-</i>), and syllables (word parts each containing a vowel sound, such as <i>sur•prise</i> or <i>e•col•o•gy</i>).	<p>Level III: Add It Trails West</p> <p>Level V: Anglo-Saxon Affixes Latin Affixes Special Accent Patterns Meaning Structures Greek Combining Forms</p>
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Standard 7 LISTENING AND SPEAKING: Skills, Strategies, and Applications

Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation (raising and lowering voice). Students deliver brief oral presentations about familiar experiences or interests that are organized around a coherent thesis statement (a statement of topic). Students use the same Standard English conventions for oral speech that they use in their writing.

Comprehension

4.7.1 Ask thoughtful questions and respond orally to relevant questions with appropriate elaboration.	This objective falls outside the scope of Lexia Reading S.O.S. © 2005.
4.7.2 Summarize major ideas and supporting evidence presented in spoken presentations.	This objective falls outside the scope of Lexia Reading S.O.S. © 2005.
4.7.3 Identify how language usage (sayings and expressions) reflects regions and cultures.	This objective falls outside the scope of Lexia Reading S.O.S. © 2005.
4.7.4 Give precise directions and instructions.	This objective falls outside the scope of Lexia Reading S.O.S. © 2005.

Organization and Delivery of Oral Communication

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4.7.5 Present effective introductions and conclusions that guide and inform the listener’s understanding of important ideas and details.	This objective falls outside the scope of Lexia Reading S.O.S. © 2005.
4.7.6 Use traditional structures for conveying information, including cause and effect, similarity and difference, and posing and answering a question.	This objective falls outside the scope of Lexia Reading S.O.S. © 2005.
4.7.7 Emphasize points in ways that help the listener or viewer follow important ideas and concepts.	This objective falls outside the scope of Lexia Reading S.O.S. © 2005.
4.7.8 Use details, examples, anecdotes (stories of a specific event), or experiences to explain or clarify information.	This objective falls outside the scope of Lexia Reading S.O.S. © 2005.
4.7.9 Engage the audience with appropriate words, facial expressions, and gestures.	This objective falls outside the scope of Lexia Reading S.O.S. © 2005.

Analysis and Evaluation of Oral and Media Communications

4.7.10 Evaluate the role of the media in focusing people’s attention on events and in forming their opinions on issues.	This objective falls outside the scope of Lexia Reading S.O.S. © 2005.
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Speaking Applications

4.7.11 Make narrative (story) presentations that:	
<ul style="list-style-type: none"> • relate ideas, observations, or memories about an event or experience. 	This objective falls outside the scope of Lexia Reading S.O.S. © 2005.
<ul style="list-style-type: none"> • provide a context that allows the listener to imagine the circumstances of the event or experience. 	This objective falls outside the scope of Lexia Reading S.O.S. © 2005.
<ul style="list-style-type: none"> • provide insight into why the selected event or experience should be of interest to the audience. 	This objective falls outside the scope of Lexia Reading S.O.S. © 2005.
4.7.12 Make informational presentations that:	
<ul style="list-style-type: none"> • focus on one main topic. 	This objective falls outside the scope of Lexia Reading S.O.S. © 2005.
<ul style="list-style-type: none"> • include facts and details that help listeners focus. 	This objective falls outside the scope of Lexia Reading S.O.S. © 2005.

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<ul style="list-style-type: none"> • incorporate more than one source of information (including speakers, books, newspapers, television broadcasts, radio reports, or Web sites). 	This objective falls outside the scope of Lexia Reading S.O.S. © 2005.
4.7.13 Deliver oral summaries of articles and books that contain the main ideas of the event or article and the most significant details.	This objective falls outside the scope of Lexia Reading S.O.S. © 2005.
4.7.14 Recite brief poems (two or three stanzas long), soliloquies (sections of plays in which characters speak out loud to themselves), or dramatic dialogues, clearly stating words and using appropriate timing, volume, and phrasing.	This objective falls outside the scope of Lexia Reading S.O.S. © 2005.