

NJDOE MODEL CURRICULUM

CONTENT AREA: English Language Arts	GRADE: 4	UNIT #: 5	UNIT NAME: (Theme)
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#	STUDENT LEARNING OBJECTIVES	CORRESPONDING CCSS
1	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.	RL. 4.7
2	Read increasingly complex texts, at the grade 4-5 text complexity band independently and proficiently .	RL.4.10; RI 4.10
3	Explain how an author uses reasons and evidence to support particular points in a text.	RI.4.8
4	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	RI.4.9
5	Use morphology (e.g., roots and affixes) to accurately read unfamiliar multisyllabic words in and out of context.	RF.4.3.a
6	Read grade-level text with purpose and understanding.	RF.4.4.a
7	Introduce a topic <i>clearly</i> and group related information in paragraphs and sections ; include formatting (e.g., <i>headings, illustrations, and multimedia</i>) when useful to aiding comprehension.	W.4.2.a
8	Develop a topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic when writing.	W.4.2.b
9	Link ideas within categories of information using words and <i>phrases</i> (e.g., <i>another, for example, also, because</i>).	W.4.2.c
10	Use precise language and domain-specific vocabulary to inform about or clarify the topic.	W.4.2.d
11	When writing, present a concluding statement or section related to the information or explanation presented.	W.4.2.e
12	With some guidance and support from adults, use technology, including the Internet , to	W.4.6

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	produce and publish writing as well as to interact and collaborate with others.	
13	Demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.	W.4.6
14	Conduct short research projects that build knowledge through investigation of different aspects of a topic.	W.4.7
15	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.4.8
16	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”).	W.4.9.b
17	Write routinely over extended time frames (time for research, reflection, and revision) for a range of discipline-specific tasks, purposes, and audiences.	W.4.10
18	Write routinely over shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	W.4.10
19	Identify the reasons and evidence a speaker provides to support particular points.	SL.4.3
20	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.	SL.4.4
21	Speak clearly at an understandable pace when presenting.	SL.4.4
22	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.	SL.4.5
23	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).	SL.4.6; L.4.3.c
24	Use formal English when appropriate to task and situation.	SL.4.6

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25	Demonstrate correct capitalization in writing.	L.4.2.a
26	Consult references as needed when spelling Grade 4 words.	L.4.2.d
27	Choose words and phrases to convey ideas precisely when writing, speaking, reading, or listening.	L.4.3.a
28	Choose punctuation for effect when writing, speaking, or listening.	L.4.3.b
29	Consult reference materials (<i>e.g., dictionaries, glossaries, thesauruses</i>), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	L.4.4.c
30	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 (<i>e.g., quizzed, whined, stammered</i>) and those that are basic to a particular topic (<i>e.g., wildlife, conservation, and endangered when discussing animal preservation</i>).	L.4.6

Code #	Common Core State Standards
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.

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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.
RI.4.8	Explain how an author uses reasons and evidence to support particular points in a text.
RI.4.9	Integrate information 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 grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
RF.4.3	Know and apply grade-level phonics and word analysis skills in decoding words. 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.
RF.4.4	Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding.
W.4.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. 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. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within categories of information using words and phrases (e.g., <i>another, for example, also, because</i>). d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

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	e. Provide a concluding statement or section related to the information or explanation presented.
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.
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. 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”).
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.
SL.4.3	Identify the reasons and evidence a speaker provides to support particular points.
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.
SL.4.5	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
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.

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L.4.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use correct capitalization. d. Spell grade-appropriate words correctly, consulting references as needed.
L.4.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose words and phrases to convey ideas precisely.* b. Choose punctuation for effect.*
L.4.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. 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.
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, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).