

## NJDOE MODEL CURRICULUM

CONTENT AREA: English Language Arts	GRADE: 4	UNIT #: 3	UNIT NAME: (Theme)
-------------------------------------	----------	-----------	--------------------

#	STUDENT LEARNING OBJECTIVES	CORRESPONDING CCSS/NJCCCS
1	Refer to details and examples in a text when explaining what the text says explicitly.	RL.4.1
2	Refer to details and examples in a text when drawing inferences from the text.	RI.4.1
3	Determine a theme of a story, drama, or poem from details in the text; summarize the text.	RL.4.2
4	Describe in depth a character in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	RL.4.3
5	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).	RL.4.4
6	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
7	Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil).	RL.4.9
8	Summarize a text, referring to the main idea and key details.	RI.4.2
9	Explain procedures in scientific or technical text, including what happened and why, based on specific information in the text.	RI.4.3
10	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> .	RI.4.4
11	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.	RI.4.5
12	Apply letter-sound knowledge and syllabication patterns to accurately read multisyllabic words in and out of context.	RF.4.3.a

## NJDOE MODEL CURRICULUM

<b>CONTENT AREA: English Language Arts</b>	<b>GRADE: 4</b>	<b>UNIT #: 3</b>	<b>UNIT NAME: (Theme)</b>
--	-----------------	------------------	---------------------------

<b>13</b>	Read grade-level text with purpose and understanding.	RF.4.4.a
<b>14</b>	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.	RF.4.4.b
<b>15</b>	Apply context clues to confirm or self-correct word recognition and understanding, rereading as necessary.	RF.4.4.c
<b>16</b>	Write a narrative creating an introduction that introduces a narrator and/or character.	W.4.3.a
<b>17</b>	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences using dialogue and descriptions to develop experiences and events or show responses of characters to situations.	W.4.3.b
<b>18</b>	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences using <b>a variety of transitional words and phrases to manage the sequence of events in a narrative.</b>	W.4.3.c
<b>19</b>	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences <b>using concrete words and phrases, and sensory details to convey experiences and events precisely.</b>	W.4.3.d
<b>20</b>	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences using providing <b>a conclusion that follows naturally from the sequence of events</b> to produce a written narrative.	W.4.3.e
<b>21</b>	<b>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].”).</b>	W.4.9.a
<b>22</b>	Write routinely over extended time frames (time for research, reflection, and revision) for	W.4.10

## NJDOE MODEL CURRICULUM

CONTENT AREA: English Language Arts	GRADE: 4	UNIT #: 3	UNIT NAME: (Theme)
-------------------------------------	----------	-----------	--------------------

	a range of discipline.	
23	Write routinely over shorter time frames (a single sitting or a day or two) for a range of discipline.	W.4.10
24	Create questions and talking points to facilitate discussions after reading required material.	SL.4.1.a
25	Identify various roles <b>and follow agreed-upon rules</b> in small and whole group discussion.	SL.4.1.b
26	<b>Pose and respond to specific questions in a discussion to clarify or follow up on information and make comments that contribute to the discussion</b> and link to the remarks of others.	SL.4.1.c
27	<b>Review the key ideas expressed</b> in a discussion.	SL.4.1.d
28	Explain own ideas and understanding in light of a discussion.	SL.4.1.d
29	Report on a topic or text, tell a story, or recount an <b>experience in an organized manner, using</b> appropriate facts and relevant, descriptive details <b>to support main ideas or themes.</b>	SL.4.4
30	Speak clearly at an understandable pace when presenting.	SL.4.4
31	Use <b>relative adverbs (where, when, why)</b> when writing or speaking.	L.4.1.a
32	Form and use <b>the progressive (e.g., <i>I was walking; I am walking; I will be walking</i>) verb tenses</b> when speaking and writing.	L.4.1.b
33	Use <b>modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions</b> in oral and written language.	L.4.1.c
34	<b>Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag rather than a red small bag</i>).</b>	L.4.1.d
35	<b>Spell grade-appropriate words correctly, consulting references as needed.</b>	L.4.2.d

## NJDOE MODEL CURRICULUM

CONTENT AREA: English Language Arts	GRADE: 4	UNIT #: 3	UNIT NAME: (Theme)
-------------------------------------	----------	-----------	--------------------

36	Choose punctuation for effect when writing, speaking, reading, or listening.	L.4.3.b
37	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> ).	L.4.4.b
38	Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i> ) in context.	L.4.5.a
39	Identify and explain the significance of common idioms.	L.4.5.b
40	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, that are basic to a particular topic (e.g., <i>wildlife</i> , <i>conservation</i> , and <i>endangered</i> when discussing animal preservation).	L.4.6

Code #	Common Core State Standards
RL.4.1	Refer to details and examples in a Grade 4 text when explaining what the text says explicitly and when drawing inferences from the text.
RL.4.2	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
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).
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).
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.
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.

## NJDOE MODEL CURRICULUM

<b>CONTENT AREA:</b> English Language Arts	<b>GRADE:</b> 4	<b>UNIT #:</b> 3	<b>UNIT NAME:</b> (Theme)
--	-----------------	------------------	---------------------------

RI.4.1	<b>Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</b>
RI.4.2	Determine the main idea of a text <b>and explain how it is supported by key details; summarize the text.</b>
RI.4.3	<b>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.</b>
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> .
RI.4.5	<b>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.</b>
RF.4.3	Know and apply grade-level phonics and word analysis skills in decoding words.  a. <b>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.</b>
RF.4.4	Read with sufficient accuracy and fluency to support comprehension.  a.. Read grade-level text with purpose and understanding. b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
W.4.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.  a. <b>Orient the reader by</b> establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and description to develop experiences and events or show the responses of characters to

## NJDOE MODEL CURRICULUM

CONTENT AREA: English Language Arts		GRADE: 4	UNIT #: 3	UNIT NAME: (Theme)
	<p>situations.</p> <p>c. Use <b>a variety of transitional</b> words and phrases <b>to manage the sequence of events</b>.</p> <p>d. Use <b>concrete words and phrases and sensory details to convey experiences and events precisely</b>.</p> <p>e. Provide <b>a conclusion that follows from the narrated experiences or events</b>.</p>			
W.4.9	<p><b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b></p> <p>a. <b>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].”).</b></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.			
SL.4.1	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <b>grade 4</b> topics and texts, 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 information known about the topic to explore ideas under discussion.</p> <p>b. Follow agreed-upon rules for discussions <b>and carry out assigned roles</b>.</p> <p>c. <b>Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion</b> and link to the remarks of others.</p> <p>d. <b>Review the key ideas expressed</b> and explain their own ideas and understanding in light of the discussion.</p>			
SL.4.4	Report on a topic or text, tell a story, or recount an experience <b>in an organized manner, using</b> appropriate facts and relevant, descriptive details <b>to support main ideas or themes</b> ; speak clearly at an understandable pace.			
L.4.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.			

## NJDOE MODEL CURRICULUM

CONTENT AREA: English Language Arts	GRADE: 4	UNIT #: 3	UNIT NAME: (Theme)
-------------------------------------	----------	-----------	--------------------

	<p>a. Use <b>relative pronouns</b> (<i>who, whose, whom, which, that</i>) and <b>relative adverbs</b> (<i>where, when, why</i>).</p> <p>b. Form and use <b>the progressive</b> (e.g., <i>I was walking; I am walking; I will be walking</i>) verb tenses.</p> <p>c. Use <b>modal auxiliaries</b> (e.g., <i>can, may, must</i>) to convey various conditions.</p> <p>d. <b>Order adjectives within sentences according to conventional patterns</b> (e.g., <i>a small red bag rather than a red small bag</i>).</p>
L.4.2	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>d. <b>Spell grade-appropriate words correctly, consulting references as needed.</b></p>
L.4.3	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>b. <b>Choose punctuation for effect.*</b></p>
L.4.4	<p>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.</p> <p>b. Use <b>common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word</b> (e.g., <i>telegraph, photograph, autograph</i>).</p>
L.4.5	<p>Demonstrate understanding of <b>figurative language, word relationships</b>, and nuances in word meanings.</p> <p>a. <b>Explain the meaning of simple similes and metaphors</b> (e.g., <i>as pretty as a picture</i>) in context.</p> <p>b. <b>Recognize and explain the meaning of common idioms, adages, and proverbs.</b></p>

## NJDOE MODEL CURRICULUM

<b>CONTENT AREA: English Language Arts</b>	<b>GRADE: 4</b>	<b>UNIT #: 3</b>	<b>UNIT NAME: (Theme)</b>
--	-----------------	------------------	---------------------------

L.4.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal <b>precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., <i>wildlife, conservation, and endangered</i> when discussing animal preservation).</b>
-------	--