



Grade 4: New Jersey Student Learning Standards for English Language Arts – Prerequisite Concepts and Skills by Strand

Description

Included here are the prerequisite concepts and skills necessary for students to learn grade level content based on the New Jersey Student Learning Standards in English language arts (ELA). This tool is intended to support educators in the identification of any conceptual or skill gaps that might exist in a student’s understanding of ELA standards.

The standards are organized by strand: Reading Literature Text, Reading Informational Text, Reading Foundation Skills, Writing, Speaking and Listening, and Language. The tables are each divided into two columns. The first column lists the Focus Standards and Student Learning Objectives, which contain the target grade level standards and the corresponding concepts and skills in that standard. The standards of focus for the 2020-2021 school year follow the recommendations of Student Achievement Partners [2020-21 Priority Instructional Content in English Language Arts/Literacy and Mathematics](#). The second column contains the Previous Grade Standards and Learning Objectives, which are concepts and skills necessary for students to learn the grade level standard as listed on the left. The third column lists Supporting Standards, which are the remaining grade level standards that could be integrated into instruction to support the instruction of focus standards.

Given the recursive nature of concepts in English language arts, some of the standards contain the same concepts from grade to grade. Therefore, the bold text with asterisks distinguishes the new concepts and skills reflected in a grade level standard, the corresponding student learning objective for that new concept, and the prerequisite concepts or skills necessary from the previous grade. For example ***Distinguish long from short vowel sounds in spoken single-syllable words*** is bolded and bookended with asterisks, indicating that is a new concept or skill.

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Reading Literature

Focus Standards and Student Learning Objectives	Previous Grade Standards and Student Learning Objectives	Supporting Standards
<p>RL.4.1. *Refer to details and examples in a text* and make relevant connections *when explaining* what the text says explicitly and when *drawing inferences from the text.*</p> <p>We are learning to/that...</p> <ul style="list-style-type: none"> ▪ *the text will be used to draw inferences* ▪ *use relevant details and examples to explain text* ▪ *use relevant details and examples to draw inferences* ▪ *make relevant connections to draw inferences* ▪ make relevant connections to explain text ▪ text will be used to make relevant connections ▪ text and relevant connections will be used to explain and support what the text says explicitly ▪ relevant connections and text evidence are used to make inferences 	<p>RL.3.1. Ask and answer questions and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>We have learned to/that...</p> <ul style="list-style-type: none"> ▪ ask and answer questions about the text to demonstrate understanding ▪ *make relevant connections to the text* ▪ *refer only to the text to support connections* 	<p>RL.4.2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.</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>W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p>W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</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>

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Focus Standards and Student Learning Objectives	Previous Grade Standards and Student Learning Objectives	Supporting Standards
<p>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 literature.*</p> <p>We are learning to/that...</p> <ul style="list-style-type: none"> ▪ *determine the meaning of words and phrases that allude (refer) to significant characters found in literature* ▪ word meanings and phrases can be determined using text ▪ determine the meaning of words and phrases in context 	<p>RL.3.4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p> <p>We have learned to/that...</p> <ul style="list-style-type: none"> ▪ *use strategies to determine the meaning of words and phrases in the text* ▪ *distinguish literal from nonliteral language* 	<p>RL.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RL. 4.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.</p>
<p>RL.4.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.</p> <p>We are learning to/that...</p> <ul style="list-style-type: none"> ▪ read and comprehend fourth grade texts, including stories, dramas, and poems, with scaffolding as needed 	<p>RL.3.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.</p> <p>We have learned to/that...</p> <ul style="list-style-type: none"> ▪ read and comprehend third grade level texts, including stories, dramas and poems, with scaffolding as needed 	<p>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.</p> <p>RL.4.7. Make connections between specific descriptions and directions in a text and a visual or oral representation of the text.</p> <p>RL.4.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and</p>

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		<p>background knowledge) stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</p> <p>W.4.3. Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.</p> <p>W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p>W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>

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Reading Informational Text

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<p>RI.4.1. *Refer to details and examples* in a text and make relevant connections when *explaining what the text says explicitly* and when *drawing inferences from the text.*</p> <p>We are learning to/that...</p> <ul style="list-style-type: none"> ▪ *use relevant details and examples to draw inferences* ▪ *drawing inferences helps us better understand the text* ▪ make relevant connections when draw inferences 	<p>RI.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>We have learned to/that...</p> <ul style="list-style-type: none"> ▪ *ask and answer questions about the text to demonstrate understanding* ▪ *we ask and answer questions referring explicitly to the text* ▪ *refer explicitly to the text as the basis for the answers* ▪ relevant connections help us better understand the text ▪ make relevant connections to demonstrate understanding of a text 	<p>RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>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.</p> <p>W.4.3 Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.</p> <p>W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p>W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>W.4.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction 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>

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		<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>L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>
<p>RI.4.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>*grade 4*</i> topic or subject area.</p> <p>We are learning to/that...</p> <ul style="list-style-type: none"> ▪ determine the meaning of general academic words in a text relevant to a *grade 4 topic or subject area* ▪ determine the meaning of domain-specific words or phrases in a text relevant to a *grade 4 topic or subject area* 	<p>RI.3.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p> <p>We are learning to/that...</p> <ul style="list-style-type: none"> ▪ determine the meaning of general academic in a text relevant to a *grade 3 topic or subject area* ▪ determine the meaning of domain-specific words or phrases in a text relevant to a *grade 3 topic or subject area* 	<p>RI.4.8. Explain how an author uses reasons and evidence to support particular points in a text.</p> <p>RI.4.9. Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>W.4.7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p>

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<p>RI.4.9. *Integrate* and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) *information from two texts on the same topic in order to write or speak about the subject knowledgeably.*</p> <p>We are learning to/that...</p> <ul style="list-style-type: none"> ▪ *integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from two texts on the same topic in order to write about the subject* ▪ *integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from two texts on the same topic in order to speak about the subject* 	<p>RI.3.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the most important points and key details presented in two texts on the same topic.</p> <p>We have learned to/that...</p> <ul style="list-style-type: none"> ▪ we can compare, contrast and reflect on the most important points and key details presented in two texts on the same topic ▪ *compare and contrast the most important points and key details presented in two texts on the same topic* ▪ *reflect on the key details and the most important points presented in two texts on the same topic* 	<p>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.</p> <p>RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.</p> <p>W.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>
<p>RI.4.10. By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.</p> <p>We are learning to/that...</p> <ul style="list-style-type: none"> ▪ read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed 	<p>RI.3.10. By the end of the year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.</p> <p>We have learned to/that...</p> <ul style="list-style-type: none"> ▪ read third grade literary nonfiction with scaffolding as needed ▪ comprehend third grade literary nonfiction with scaffolding as needed 	<p>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.</p> <p>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</p>

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		understanding of the text in which it appears. W.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

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Reading Foundation Skills

Focus Standards and Student Learning Objectives	Previous Grade Standards and Student Learning Objectives	Supporting Standards
<p>RF.4.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>A. Read grade-level text with purpose and understanding.</p> <p>B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.</p> <p>We are learning to/that...</p> <ul style="list-style-type: none"> ▪ read *fourth grade texts* with accuracy and fluency to support comprehension ▪ read *fourth grade texts* with purpose and understanding ▪ read fourth grade texts* with accuracy, appropriate rate, and expression 	<p>RF.3.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>A. Read grade-level text with purpose and understanding.</p> <p>B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.</p> <p>We have learned to/that...</p> <ul style="list-style-type: none"> ▪ *read third grade texts with accuracy and fluency to support comprehension* ▪ *read third grade texts with purpose and understanding* ▪ *read prose and poetry orally with accuracy, appropriate rate, and appropriate expression* 	<p>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 literature.</p> <p>RL. 4.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed..</p> <p>RI.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.</p> <p>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>

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<p>RF.4.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>We are learning to/that...</p> <ul style="list-style-type: none"> ▪ use context to confirm or self-correct word recognition and understanding, rereading as necessary 	<p>RF.3.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>We have learned to/that...</p> <ul style="list-style-type: none"> ▪ use context to confirm or self-correct word recognition and understanding, rereading as necessary 	<p>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 literature.</p> <p>RL. 4.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.</p> <p>RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.</p> <p>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>

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Writing

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<p>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.*</p> <p>We are learning to/that...</p> <ul style="list-style-type: none"> ▪ *take notes and categorize information* ▪ *provide a list of sources* ▪ *if you are taking information directly from a source you need to provide a list of sources* ▪ recall and gather relevant information from experiences and print and digital resources 	<p>W.3.8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p> <p>We have learned to/that...</p> <ul style="list-style-type: none"> ▪ *take brief notes on sources* ▪ *sort evidence into provided categories* ▪ recall information from experiences ▪ gather information from print and digital sources 	<p>RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>W.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>
<p>W.4.9. *Draw evidence from 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</p>	<p>n/a</p>	<p>RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>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.</p> <p>RI.4.5. Describe the overall structure (e.g., chronology, comparison, cause/effect,</p>

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<p>author uses reasons and evidence to support particular points in a text”).</p> <p>We are learning to/that...</p> <ul style="list-style-type: none"> ▪ *draw evidence from informational texts to support analysis, reflection, and research* ▪ *apply grade 4 Reading standards to literature* ▪ *apply grade 4 Reading standards to informational texts* 		<p>problem/solution) of events, ideas, concepts, or information in a text or part of a text.</p> <p>RI.4.7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p> <p>RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.</p> <p>W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p>W.4.7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p>

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Speaking and Listening

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<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. Explicitly draw on previously read text or material and other 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>We are learning to/that...</p> <ul style="list-style-type: none"> ▪ engage effectively in a range of collaborative discussions (one-on-one) with diverse partners on <i>grade 4 topics</i> 	<p>SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 3 topics and texts,</i> building on others’ ideas and expressing their own clearly.</p> <p>A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.</p> <p>B. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>C. Ask questions to check understanding of information presented, stay on topic, and *link their comments to the remarks of others.*</p> <p>D. Explain their own ideas and understanding in light of the discussion.</p> <p>We have learned to/that...</p> <ul style="list-style-type: none"> ▪ engage effectively in a range of collaborative discussions (one-on-one) with diverse partners on grade 3 topics and texts 	<p>RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>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.</p> <p>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></p> <p>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.</p> <p>RI.4.7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p> <p>SL.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).</p>

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<p><i>and texts</i>, building on others’ ideas and expressing their own clearly</p> <ul style="list-style-type: none"> ▪ engage effectively in a range of collaborative discussions (in groups) with diverse partners on <i>grade 4 topics and texts</i>, building on others’ ideas and expressing their own clearly ▪ engage effectively in a range of collaborative discussions (teacher-led) with diverse partners on <i>grade 4 topics and texts</i>, building on others’ ideas and expressing their own clearly ▪ explore ideas by explicitly drawing on previously read text or material and other information known about the topic during discussions ▪ follow agreed-upon rules for discussions ▪ carry out assigned roles during discussions ▪ *pose and respond to specific questions to clarify or follow up on information* ▪ *make comments that contribute to the discussion* and link to the remarks of others 	<ul style="list-style-type: none"> ▪ engage effectively in a range of collaborative discussions (in groups) with diverse partners on <i>grade 3 topics and texts</i>, building on others’ ideas and expressing their own clearly ▪ engage effectively in a range of collaborative discussions (teacher-led) with diverse partners on <i>grade 3 topics and texts</i>, building on others’ ideas and expressing their own clearly ▪ build on others’ ideas and expressing our own clearly ▪ explicitly draw on previously read text or other material/information known about the topic to explore ideas under discussion ▪ *link our comments to the remarks of others* ▪ follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion) ask questions to check understanding of information presented and ask questions to stay on topic 	<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 and situation.</p>

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<ul style="list-style-type: none">▪ *review the key ideas expressed and explain our ideas and understanding based on the information discussed*		

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Language

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<p>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.</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., telegraph, photograph, autograph).*</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>We are learning to/that...</p> <ul style="list-style-type: none"> ▪ it is important to determine or clarify the meaning of unknown words and multiple meaning words and phrases when reading ▪ determine the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, 	<p>L.3.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <p>A. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>B. Determine the meaning of the new word formed when a known affix is added to a known word.</p> <p>C. Use a known root word as a clue to the meaning of an unknown word with the same root.</p> <p>D. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p> <p>We have learned to/that...</p> <ul style="list-style-type: none"> ▪ it is important to determine or clarify the meaning of unknown words and multiple meaning words and phrases when reading ▪ determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade 3 reading and 	<p>RL.4.2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p>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).</p> <p>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.</p> <p>RI.4.8. Explain how an author uses reasons and evidence to support particular points in a text.</p> <p>SL.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).</p>

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<p>choosing flexibly from a range of strategies</p> <ul style="list-style-type: none"> ▪ *use context as a clue to the meaning of a word or phrases* ▪ *use common, grade appropriate Greek and Latin affixes and roots as clues to the meaning of a word* ▪ use reference materials, both print and digital, to find the pronunciation and determine the precise meaning of key words and phrases 	<p>content choosing from various strategies</p> <ul style="list-style-type: none"> ▪ *use sentence-level context as a clue to the meaning of a word or phrase* ▪ *use a known root word as a clue to the meaning of an unknown word with the same root* ▪ *use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases* 	
<p>L.4.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> A. *Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i>) in context.* B. *Recognize and explain the meaning of common idioms, adages, and proverbs.* C. *Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).* <p>We are learning to/that...</p>	<p>L.3.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> A. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i>). B. Identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i>). C. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew, believed, suspected, heard, wondered</i>). <p>We have learned to/that...</p>	<p>RL.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RI.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.</p>

Grade 4: NJSLS-ELA – Prerequisite Concepts and Skills by Strand

Focus Standards and Student Learning Objectives	Previous Grade Standards and Student Learning Objectives	Supporting Standards
<ul style="list-style-type: none"> ▪ figurative language, word relationships and nuances contribute to the meaning of a text ▪ demonstrate understanding of figurative language, word relationships, and nuances in word meanings ▪ *explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i>) in context* ▪ *recognize and explain the meaning of common idioms, adages, and proverbs* ▪ *demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms)* 	<ul style="list-style-type: none"> ▪ figurative language, word relationships and nuances contribute to the meaning of a text ▪ demonstrate understanding of figurative language ▪ demonstrate understanding of word relationships and nuances in word meanings ▪ *distinguish the literal and nonliteral meanings of words and phrases in context* ▪ *identify real-life connections between words and their use* ▪ *distinguish shades of meaning among related words that describe states of mind or degrees of certainty* 	
<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., <i>quizzed, whined, stammered</i>) and that are basic to a particular topic (e.g., <i>wildlife, conservation, and endangered</i> when discussing animal preservation)*.</p> <p>We are learning to/that...</p>	<p>L.3.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>).</p> <p>We have learned to/that...</p>	<p>W.4.3. Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.</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>

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<ul style="list-style-type: none"> ▪ acquire and use accurately grade-appropriate general academic words and phrases, *including those that signal precise actions, emotions, or states of being and that are basic to a particular topic* ▪ acquire and use accurately domain-specific words and phrases, *including those that signal precise actions, emotions, or states of being and that are basic to a particular topic* 	<ul style="list-style-type: none"> ▪ *acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases,* including those that signal spatial and temporal relationships 	