



Grade 4: New Jersey Student Learning Standards for English Language Arts Prerequisite Standards and Learning Objectives

Unit 1

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 organization of this document mirrors that of the instructional units and reflects a grouping of standards and student learning objectives.

The tables are each divided into three 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 align to 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 other 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 and the corresponding student learning objective for that new concept. For example, in Unit 1, ***Consult reference materials (e.g., dictionaries, glossaries, thesauruses)***, is bolded and bookended with asterisks, indicating that is a new concept or skill.

Rationale for Unit Focus

Unit 1 is designed to allow students to engage in purposeful reading and writing in both informational and literary text by building on the skills mastered in grade three. In this unit, student learning will focus on fluency, using relevant details from the text, and making reasonable inferences in both literary and informational text. Many opportunities to actively read varying levels of complex, content-rich text will allow students to build knowledge and provide exposure to academic language. Students begin the year writing routinely for a variety of purposes and expand upon previously learned skills in narrative utilizing a cross-curricular lens.

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The first unit is a time for developing routines and structures for the remainder of the school year. Within the writing framework, students will have opportunities to strengthen language skills through feedback provided by teachers and peers. Finally, students serve as active participants in large and smaller group discussions that collaboratively create norms and build upon each other’s ideas.

When confident students are proficient in essential skills, supporting standards such as summarizing the text and identifying overall text structure can be integrated to engage students more fully in the work of fourth grade.

Unit 1, Module A

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"> ▪ *use relevant details and examples to explain text* ▪ *use relevant details and examples to draw inferences* ▪ *the text will be used to draw inferences* ▪ make relevant connections to explain text 	<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 	<p>RL.4.2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p>SL.4.1. 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>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</p>

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Focus Standards and Student Learning Objectives	Previous Grade Standards and Student Learning Objectives	Supporting Standards
		<p>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>
<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 as they refer to characters in the text* ▪ 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"> ▪ *there are strategies to determine the meaning of words and phrases in the text* ▪ *to use strategies to determine the meaning of words and phrases as they are used in a text* 	<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>

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Focus Standards and Student Learning Objectives	Previous Grade Standards and Student Learning Objectives	Supporting Standards
<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 stories at grade level text-complexity or above, with scaffolding as needed ▪ read and comprehend dramas at grade level complexity or above, with scaffolding as needed ▪ read and comprehend poems at grade level complexity or above, 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. 	<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>RF.4.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p style="padding-left: 40px;">A. Read grade-level text with purpose and understanding.</p> <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>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>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>

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Focus Standards and Student Learning Objectives	Previous Grade Standards and Student Learning Objectives	Supporting Standards
		L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
<p>RF.4.4. Read with sufficient accuracy and fluency to support comprehension. A. Read grade-level text with purpose and understanding.</p> <p>We are learning to/that...</p> <ul style="list-style-type: none"> ▪ read texts with purpose and understanding 	<p>RF.3.4. Read with sufficient accuracy and fluency to support comprehension. A. Read grade-level text with purpose and understanding.</p> <p>We have learned to/that...</p> <ul style="list-style-type: none"> ▪ read with accuracy and fluency to support comprehension ▪ read texts with purpose and understanding 	<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>RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding 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.</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>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>
L.4.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 4* reading and	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	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.

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Focus Standards and Student Learning Objectives	Previous Grade Standards and Student Learning Objectives	Supporting Standards
<p>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>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, choosing flexibly from a range of strategies ▪ use context as a clue to the meaning of a word or phrase 	<p>strategies.</p> <p>A. Use sentence-level context as a clue to the meaning of a word or phrase.</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 content choosing from various strategies ▪ use sentence-level context as a clue to the meaning of a word or phrase 	<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>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>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</p>	<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>D. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p>	

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Focus Standards and Student Learning Objectives	Previous Grade Standards and Student Learning Objectives	Supporting Standards
<p>words and phrases.</p> <p>We are learning to/that...</p> <ul style="list-style-type: none"> ▪ *use reference materials,* both print and digital, to find the pronunciation and determine the precise meaning of key words and phrases 	<p>We have learned to/that...</p> <ul style="list-style-type: none"> ▪ *use glossaries or beginning dictionaries, both print and digital, to find the exact meaning of words and phrases* 	

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Unit 1, Module B

Focus Standards and Student Learning Objectives	Previous Grade Standard and Student Learning Objectives	Supporting Standards
<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 explain informational text* ▪ make relevant connections to explain informational text 	<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"> ▪ *refer explicitly to the text as the basis for the answers* 	<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.4.4. 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>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>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.4.3 Write narratives to develop real or imagined experiences or events using</p>

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Focus Standards and Student Learning Objectives	Previous Grade Standard and Student Learning Objectives	Supporting Standards
		<p>narrative 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>E. Provide a conclusion that follows from the narrated experiences or events.</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>

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Focus Standards and Student Learning Objectives	Previous Grade Standard and Student Learning Objectives	Supporting Standards
		<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> <p>L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <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>F. 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>

Grade 4: 2016 NJSLs-ELA – Prerequisite Concepts and Skills by Unit

Focus Standards and Student Learning Objectives	Previous Grade Standard and Student Learning Objectives	Supporting Standards
		<p>L.4.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>B. Choose punctuation for effect.</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>We are learning to/that...</p> <ul style="list-style-type: none"> ▪ determine the meaning of general academic in a text relevant to a <i>*grade 4*</i> topic or subject area ▪ determine the meaning of domain-specific words or phrases in a text relevant to a <i>*grade 4*</i> 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 have learned 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.4.1. 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.4.10. By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.</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. 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 <i>*carry out</i></p>	<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</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.4.4. 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,</p>

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Focus Standards and Student Learning Objectives	Previous Grade Standard and Student Learning Objectives	Supporting Standards
<p>assigned roles.*</p> <p>We are learning to/that...</p> <ul style="list-style-type: none"> ▪ 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* 	<p>respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>We have learned to/that...</p> <ul style="list-style-type: none"> ▪ engage effectively in a range of collaborative discussions with diverse partners on grade 3 topics and texts ▪ explicitly draw on previously read text or other material/information known about the topic to explore ideas under discussion ▪ *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>ideas, concepts, or information in a text or part of 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> <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>
<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, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation)*</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>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>RF.4.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>A. Read grade-level text with purpose and understanding.</p>

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Focus Standards and Student Learning Objectives	Previous Grade Standard and Student Learning Objectives	Supporting Standards
<p>We are learning to/that...</p> <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* 	<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 (e.g., After dinner that night we went looking for them) 	

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Unit 2

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 organization of this document mirrors that of the instructional units and reflects a grouping of standards and student learning objectives.

The tables are each divided into three 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 align to 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 other 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 and the corresponding student learning objective for that new concept. For example, in Unit 2, ***drawing inferences from the text*** is bolded and bookended with asterisks, indicating that is a new concept or skill.

Rationale for Unit Focus

Unit 2 is an in-depth study of informational text and writing with infusions of literature to make connections between genres. Instruction focuses on providing many chances for students to engage meaningfully with varying levels of complex text in order to increase stamina, extend knowledge, strengthen vocabulary skills, identify what the text says explicitly, and to draw inferences. Through a cross-curricular lens which integrates digital resources, scaffolds are provided so that all children are regularly close-reading grade-level, anchor texts that build knowledge through conceptually-related topics. Such scaffolds include providing background knowledge for content, reading multiple texts on a given topic, rereading and front-loading vocabulary. Through analysis of text, supporting standards such as determining the main idea, summarizing the text, identifying overall structure, and understanding and using first-and- second-hand accounts of events can be integrated to engage students more fully in the work of fourth grade.

Significant time is devoted to various types of writing. Students routinely write about reading to deepen comprehension and check for understanding. In addition, children are provided with informational and literary texts that target perspective and are used to write about the motivation of individuals. Students also produce short research-based projects in content areas using informational text and literature. Non-content writing focuses on integrating social emotional learning and student reflection.

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Daily opportunities for discussion are embedded throughout the curriculum to extend knowledge and learning through evidence-based student dialogue in whole group, small group, and partner work. Such work will continue to develop reading, speaking, and listening skills.

Unit 2, Module A

Focus Standard and Student Learning Objectives	Previous Grade Standard and Prerequisite Skills	Supporting Standards
<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"> ▪ *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.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</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.4.6. 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.</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</p>

Grade 4: 2016 NJSL-ELA – Prerequisite Concepts and Skills by Unit

Focus Standard and Student Learning Objectives	Previous Grade Standard and Prerequisite Skills	Supporting Standards
		<p>ideas or themes; speak clearly at an understandable pace.</p> <p>L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p style="padding-left: 40px;">A. Choose words and phrases to convey ideas precisely.</p>
<p>RF.4.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p style="padding-left: 40px;">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 style="padding-left: 40px;">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 style="padding-left: 40px;">A. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar</p>

Grade 4: 2016 NJSL-ELA – Prerequisite Concepts and Skills by Unit

Focus Standard and Student Learning Objectives	Previous Grade Standard and Prerequisite Skills	Supporting Standards
		multisyllabic words in context and out of context.
<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>SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts,* building on others’ ideas and expressing their own clearly.</p> <p>C. *Pose and respond to specific questions to clarify or follow up* on information, and *make comments that contribute to the</p>	<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>C. Ask questions to check understanding of information presented, stay on topic, and *link their comments to the remarks of others.*</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.4.4. 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,</p>

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Focus Standard and Student Learning Objectives	Previous Grade Standard and Prerequisite Skills	Supporting Standards
<p>discussion* and link to the remarks of others.</p> <p>We are learning to/that...</p> <ul style="list-style-type: none"> ▪ *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 	<p>We have learned to/that...</p> <ul style="list-style-type: none"> ▪ *link our comments to the remarks of others* ▪ ask questions to check understanding of information presented and ask questions to stay on topic 	<p>problem/solution) of events, ideas, concepts, or information in a text or part of 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> <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>

Unit 2, Module B

Focus Standard and Student Learning Objectives	Previous Grade Standard and Prerequisite Skills	Supporting Standards
<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>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>C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>We have learned to/that...</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> <p>RI.4.1. Refer to details and examples in a text and make relevant connections when</p>

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Focus Standard and Student Learning Objectives	Previous Grade Standard and Prerequisite Skills	Supporting Standards
	<ul style="list-style-type: none"> ▪ read with accuracy and fluency to support comprehension ▪ read texts with purpose and understanding ▪ read prose and poetry orally with accuracy, appropriate rate, and appropriate expression ▪ use context to confirm or self-correct word recognition and understanding, rereading as necessary 	<p>explaining what the text says explicitly and when drawing inferences from the text.</p> <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>W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</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>We are learning to/that...</p> <ul style="list-style-type: none"> ▪ 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>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, 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</p>

Grade 4: 2016 NJSL-ELA – Prerequisite Concepts and Skills by Unit

Focus Standard and Student Learning Objectives	Previous Grade Standard and Prerequisite Skills	Supporting Standards
		<p>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>
<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>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 and texts</i>, building on others’ 	<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>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 <i>grade 3 topics and texts</i> 	<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.4.7. 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</p>

Grade 4: 2016 NJSL-ELA – Prerequisite Concepts and Skills by Unit

Focus Standard and Student Learning Objectives	Previous Grade Standard and Prerequisite Skills	Supporting Standards
<p>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 	<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 	<p>media and formats (e.g., visually, quantitatively, and orally).</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>B. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>We are learning to/that...</p> <ul style="list-style-type: none"> ▪ follow agreed-upon rules for discussions 	<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>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>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.4.7. 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>

Grade 4: 2016 NJSL-ELA – Prerequisite Concepts and Skills by Unit

Focus Standard and Student Learning Objectives	Previous Grade Standard and Prerequisite Skills	Supporting Standards
<ul style="list-style-type: none"> ▪ carry out assigned roles during discussions 	<p>We have learned to/that...</p> <ul style="list-style-type: none"> ▪ 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>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>
<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>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>We are learning to/that...</p> <ul style="list-style-type: none"> ▪ 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 	<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>C. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p>We have learned to/that...</p> <ul style="list-style-type: none"> ▪ ask questions to check understanding of information presented and ask questions to stay on topic ▪ link our comments to the remarks of others 	<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, 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>

Grade 4: 2016 NJSL-ELA – Prerequisite Concepts and Skills by Unit

Focus Standard and Student Learning Objectives	Previous Grade Standard and Prerequisite Skills	Supporting Standards
		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>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>E. 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"> ▪ review the key ideas expressed and explain our ideas and understanding based on the information discussed 	<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>F. 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"> ▪ explain our own ideas and understanding in light of a discussion 	<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.4.7. 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.4.3. Identify the reasons and evidence a speaker provides to support particular points.</p>

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Unit 3

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 organization of this document mirrors that of the instructional units and reflects a grouping of standards and student learning objectives.

The tables are each divided into three 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 align to 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 other 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 and the corresponding student learning objective for that new concept. For example, in Unit 3, ***use relevant details and examples to draw inferences*** is bolded and bookended with asterisks, indicating that is a new concept or skill.

Rationale

The ELA focus standards as outlined by Student Achievement Partners have been mostly included in Units 1 and 2 of the Prerequisite Concepts and Skills. Though this unit may repeat some of the focus standards to enhance students’ access to grade-level material, it is recommended that school districts employ formative practices to ascertain the areas of focus that best address the learning needs of students.

Unit 3 focuses on student immersion in literature with an infusion of informational text to make the connection between genres. In this unit, students continue to build stamina and skills by regularly engaging with challenging, grade-level text in literary, informational sources, and other materials across content areas.

In addition, significant time is devoted to various types of writing. Students routinely write about what they’ve read to deepen comprehension and check for understanding. Additionally, through routine opportunities for rich collaborative discussion, students delve deeper into literature and respond to text-dependent questions using evidence to explain what the text says explicitly, as well as, what can be inferred from its details. Through this work, peers reflect on each other’s ideas and perspectives, provide meaningful feedback, and extend each other’s learning.

Throughout the year, the following overarching standards should be incorporated in every unit:

- 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.

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- RI.4.10. By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
- 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.

Unit 3, Module A

Focus Standard and Student Learning Objectives	Previous Grade Standards and Student Learning Objectives	Supporting Standards
<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>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>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.4.6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</p> <p>RL.4.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</p>

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Focus Standard and Student Learning Objectives	Previous Grade Standards and Student Learning Objectives	Supporting Standards
		<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>
<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 as they refer to characters in the text* 	<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"> ▪ *there are strategies to determine the meaning of words and phrases in the text* ▪ *to use strategies to determine the meaning of words and phrases as they are used in a text* 	<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>

Grade 4: 2016 NJSLs-ELA – Prerequisite Concepts and Skills by Unit

Focus Standard and Student Learning Objectives	Previous Grade Standards and Student Learning Objectives	Supporting Standards
<ul style="list-style-type: none"> ▪ word meanings and phrases can be determined using text ▪ determine the meaning of words and phrases in context 		
<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>We are learning to/that...</p> <ul style="list-style-type: none"> ▪ read with accuracy and fluency to support comprehension ▪ read texts with purpose and understanding 	<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>We have learned to/that...</p> <ul style="list-style-type: none"> ▪ read with accuracy and fluency to support comprehension ▪ read texts with purpose and understanding 	<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>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>
<p>W.4.9. *Draw evidence from literary or informational texts to support analysis, reflection, and research.*</p> <p>We are learning to/that...</p>	<p>RL/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</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>RL.4.5. Explain major differences between poems, drama, and prose, and refer to the</p>

Grade 4: 2016 NJSL-ELA – Prerequisite Concepts and Skills by Unit

Focus Standard and Student Learning Objectives	Previous Grade Standards and Student Learning Objectives	Supporting Standards
<ul style="list-style-type: none"> ▪ *draw evidence from literary texts to support analysis, reflection, and research* ▪ *draw evidence from informational texts to support analysis, reflection, and research* 	<ul style="list-style-type: none"> ▪ *refer explicitly to the text as the basis for answers* 	<p>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.4.6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</p> <p>RL.4.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</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 *grade 4 topics and texts*, building on others’ ideas and expressing their own clearly.</p> <p>We are learning to/that...</p> <ul style="list-style-type: none"> ▪ engage effectively in a range of collaborative discussions with diverse partners on *grade 4 topics and texts* ▪ build on others’ ideas and expressing our own clearly 	<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>We have learned to/that...</p> <ul style="list-style-type: none"> ▪ engage effectively in a range of collaborative discussions with diverse partners on *grade 3 topics and texts* ▪ build on others’ ideas and express our own clearly. 	<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>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.4.6. Compare and contrast the point of view from which different stories are</p>

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Focus Standard and Student Learning Objectives	Previous Grade Standards and Student Learning Objectives	Supporting Standards
		<p>narrated, including the difference between first- and third-person narrations.</p> <p>RL.4.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</p> <p>L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <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 *grade 4* reading and content, choosing flexibly from a range of strategies.</p> <p>A. *Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph, photograph, autograph</i>).*</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 	<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>C. *Use a known root word as a clue to the meaning of an unknown word with the same root.*</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 	<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>

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Focus Standard and Student Learning Objectives	Previous Grade Standards and Student Learning Objectives	Supporting Standards
<p>multiple meaning words and phrases when reading</p> <ul style="list-style-type: none"> ▪ determine the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies ▪ *use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word* 	<ul style="list-style-type: none"> ▪ determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade 3 reading and content choosing from various strategies ▪ *use a known root word as a clue to the meaning of an unknown word with the same root* 	
<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>We are learning to/that...</p>	<p>L.3.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p>A. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i>).</p> <p>B. Identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i>).</p> <p>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> <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>

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Focus Standard 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* 	

Unit 3, Module B

Focus Standard and Student Learning Objectives	Previous Grade Standard 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>	<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>	<p>W.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>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</p>

Grade 4: 2016 NJSL-ELA – Prerequisite Concepts and Skills by Unit

Focus Standard and Student Learning Objectives	Previous Grade Standard and Student Learning Objectives	Supporting Standards
<ul style="list-style-type: none"> ▪ *make relevant connections to explain text make relevant connections to draw inferences* ▪ *text and relevant connections will be used to explain and support what the text says explicitly * ▪ text will be used to make relevant connections 	<ul style="list-style-type: none"> ▪ *ask and answer questions about the text to demonstrate understanding* ▪ make relevant connections to the text 	<p>others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</p> <p>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>L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions.</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>We are learning to/that...</p> <ul style="list-style-type: none"> ▪ *use relevant details and examples to explain informational text* ▪ *make relevant connections to explain informational text* 	<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"> ▪ *refer explicitly to the text as the basis for the answers* 	<p>W.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>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.</p>

Grade 4: 2016 NJSL-ELA – Prerequisite Concepts and Skills by Unit

Focus Standard and Student Learning Objectives	Previous Grade Standard and Student Learning Objectives	Supporting Standards
		<p>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>L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions.</p>
<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>We are learning to/that...</p> <ul style="list-style-type: none"> ▪ *use context as a clue to the meaning of a word or phrases* 	<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>We have learned to/that...</p> <ul style="list-style-type: none"> ▪ *Use sentence-level context as a clue to the meaning of a word or phrase* 	<p>n/a</p>

Grade 4: 2016 NJSL-ELA – Prerequisite Concepts and Skills by Unit

Unit 4

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 organization of this document mirrors that of the instructional units and reflects a grouping of standards and student learning objectives.

The tables are each divided into three 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 align to 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 other 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 and the corresponding student learning objective for that new concept. For example, in Unit 4, ***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*** is bolded and bookended with asterisks, indicating that is a new concept or skill.

Rationale for Unit Focus

The final unit of the year is designed to showcase students' ability to engage in purposeful reading and writing in both informational and literary text through the application of skills learned in grade four. Such work centers on multiple short, informal, research projects that focus on the integration of literary and informational text including: poetry, prose, and drama. Students also have the opportunity to increase stamina and fluency through performances and reader’s theatre.

Through collaborative discussion, students engage in evidence-based discourse to extend their thinking and deepen comprehension. Students engage in narrative, informative/explanatory and routine writing based on their reading and in the content areas.

Throughout the year, the following overarching standards should be incorporated in every unit:

- 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.

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- RI.4.10. By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
- 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.

Unit 4, Module A

Focus Standard and Student Learning Objectives	Previous Grade Standard and Prerequisite Skills	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>D. Read grade-level text with purpose and understanding.</p> <p>E. 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. 4.10 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>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>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,</p>

Grade 4: 2016 NJSL-ELA – Prerequisite Concepts and Skills by Unit

Focus Standard and Student Learning Objectives	Previous Grade Standard and Prerequisite Skills	Supporting Standards
<p>We are learning to/that...</p> <ul style="list-style-type: none"> ▪ read and comprehend stories at grade level text-complexity or above, with scaffolding as needed ▪ read and comprehend dramas at grade level complexity or above, with scaffolding as needed ▪ read and comprehend poems at grade level complexity or above, with scaffolding as needed 	<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 	<p>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 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>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)*</p> <p>We are learning to/that...</p> <ul style="list-style-type: none"> ▪ acquire and use accurately grade-appropriate general academic words and phrases, *including those that 	<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> <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 (e.g., <i>After dinner that</i> 	<p>W.4.3. Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.</p>

Grade 4: 2016 NJSL-ELA – Prerequisite Concepts and Skills by Unit

Focus Standard and Student Learning Objectives	Previous Grade Standard and Prerequisite Skills	Supporting Standards
<p>signal precise actions, emotions, or states of being and that are basic to a particular topic*</p> <ul style="list-style-type: none"> ▪ 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* 	<p><i>night we went looking for them)</i></p>	

Unit 4, Module B

Focus Standard and Student Learning Objectives	Previous Grade Standard and Prerequisite Skills	Supporting Standards
<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 	<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 	<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>W.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>

Grade 4: 2016 NJSL-ELA – Prerequisite Concepts and Skills by Unit

Focus Standard and Student Learning Objectives	Previous Grade Standard and Prerequisite Skills	Supporting Standards
<p>topic in order to speak about the subject*</p>	<p>two texts on the same topic*</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 understanding of the text in which it appears.</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>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>We are learning to/that...</p> <ul style="list-style-type: none"> ▪ *draw evidence from informational texts to support analysis, reflection, and research* 	<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"> ▪ *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 	<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 understanding of the text in which it appears and secondhand account of the same event or topic; describe the</p>

Grade 4: 2016 NJSL-ELA – Prerequisite Concepts and Skills by Unit

Focus Standard and Student Learning Objectives	Previous Grade Standard and Prerequisite Skills	Supporting Standards
<ul style="list-style-type: none"> ▪ 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 align="center">two texts on the same topic*</p>	<p>differences in focus and the information provided.</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>L.4.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>We are learning to/that...</p> <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 	<p>L.3.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p>We have learned to/that...</p> <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 	<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>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>

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