

NJDOE MODEL CURRICULUM

CONTENT AREA: English Language Arts	GRADE: 4	UNIT #: 1	UNIT NAME:
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#	STUDENT LEARNING OBJECTIVES	CORRESPONDING CCSS/NJCCCS
1	Explain what a text explicitly states.	RL.4.1; RI.4.1
2	Draw inferences from a text referring to details and examples.	RL.4.1; RI.4.1
3	Identify the theme of the story, drama, or poem using details from the text.	RL.4.2
4	Describe in depth a character using direct quotations and evidence from literature.	RL.4.3
5	Explain the major differences between poems, drama, and prose.	RL.4.5
6	Analyze the structural elements of poems (e.g., verse, rhythm, meter) when writing or speaking about a text.	RL.4.5
7	Analyze the structural elements of drama (e.g., setting, descriptions, stage directions) when writing or speaking about a text.	RL.4.5
8	Compare and contrast the points of view of a first person narrative versus a third person narrative.	RL.4.6
9	Determine the main idea of grade level text.	RI.4.2

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10	Explain how key details from the text support the main idea.	RI.4.2
11	Apply letter-sound knowledge and syllabication patterns to accurately read multisyllabic words in and out of context.	RF.4.3.a
12	Read grade-level text with purpose and understanding.	RF.4.4.a
13	Read prose and poetry with fluency and expression.	RF.4.4.b
14	Apply context clues to confirm or self-correct word recognition and understanding, rereading as necessary.	RF.4.4.c
15	Create an opinion piece by introducing a topic or text clearly and writing an opening statement expressing personal opinion relating ideas to the author's purpose (thesis).	W.4.1.a

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16	State reasons that support the thesis statement (reference text when appropriate).	W.4.1.b
17	Develop a narrative including an introduction of a narrator and/or characters.	W.4.3.a
18	Use plausible sequence of events and effective descriptions of characters, including dialogue, and a conclusion that follows naturally from the sequence of events to produce written narrative.	W.4.3.b,e
19	Write to demonstrate clear and coherent writing in which the development and organization are suitable to task, purpose, and audience.	W.4.4
20	With guidance and support from peers and adults, apply all phases of the writing process (planning, revising, and editing) to create a clear and coherent piece of writing.	W.4.5
21	Complete short narrative writing tasks routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two)for a variety of discipline-specific time frames, tasks, purposes, and audiences.	W.4.10
22	Create questions and talking points to facilitate discussions after reading required material.	SL.4.1.a
23	Identify various roles and follow agreed-upon rules in small and whole group discussions.	SL.4.1.b
24	Paraphrase portions of a text read aloud or from information presented in diverse media	SL.4.2

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	and formats, including visually, quantitatively and orally.	
25	Construct complete sentences.	L.4.1.f
26	Recognize and correct inappropriate sentence fragments and run-ons.	L.4.1.f
27	Produce a writing piece using correct capitalization, appropriate placement of commas and quotation marks, and consult references to assure the correct spelling of grade-appropriate words.	L.4.2.a,b,d
28	Identify the antonym (e.g., energetic-tired) and synonym (e.g., hungry-famished) of words.	L.4.5.c

Code #	Common Core State Standards
RL.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
RL.4.2	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
RL.4.3	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

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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.
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.
RI.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
RI.4.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
RF.4.3	Know and apply grade-level phonics and word analysis skills in decoding words. a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
RF.4.4	Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.

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c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

W.4.1

Write opinion pieces on topics or texts, supporting a point of view with reasons **and information**.

a. Introduce a topic or text **clearly**, state an opinion, and create an organizational structure **in which related ideas are grouped to support the writer's purpose**.

b. Provide reasons that are **supported by facts and details**.

c. Link opinion and reasons using words and phrases (e.g., **for instance, in order to, in addition**).

d. Provide a concluding statement or section **related to the opinion presented**.

W.4.3

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

a. **Orient the reader by** establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.

e. Provide **a conclusion that follows from the narrated experiences or events**.

W.4.4

Produce **clear and coherent** writing in which the development and organization are appropriate to task, purpose, **and audience**.

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W.4.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
W.4.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions and carry out assigned roles.
SL.4.2	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
L.4.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
L.4.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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- a. **Use correct capitalization.**
- b. **Use commas and quotation marks to mark direct speech and quotations from a text.**
- d. **Spell grade-appropriate words correctly, consulting references as needed.**

L.4.5

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- c. **Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).**