NJDOE MODEL CURRICULUM

CONTENT AREA: English Language Arts	GRADE: 4	UNIT #: 2	UNIT NAME: (Theme)

#	STUDENT LEARNING OBJECTIVES	CORRESPONDING CCSS/NJCCCS
1	**Refer to details and examples in a text when explaining what the text says** explicitly.	RL.4.1; RI.4.1
2	**Refer to details and examples in a text when drawing inferences from the text.**	RL.4.1; RI.4.1
3	**Determine the theme of a story, drama, or poem from details in the text.**	RL.4.2
4	**Summarize the text of a story, drama, or poem using from details from the text.**	RL.4.2
5	Determine the main idea of a text.	RI.4.2
6	Explain **how the main idea is supported by** key details in the text.	RI.4.2
7	**Summarize a text**, referring to the main idea and key details.	RI.4.2
8	**Explain events in** historical text **including what happened and why, based on specific information in the text.**	RI.4.3
9	Determine meaning of general academic words or phrases in a text relevant to a grade **4** topic or subject area.	RI.4.4
10	Determine meaning of domain-specific words or phrases in a text relevant to a grade **4** topic or subject area.	RI.4.4
11	**Compare and contrast a firsthand and a secondhand account of the same event or topic.**	RI.4.6
12	**Describe the differences in focus and the information provided in a firsthand and a secondhand account of the same event or topic.**	RI.4.6
13	**Use combined knowledge of all letter-sound correspondences to read accurately unfamiliar multisyllabic words in context and out of context.**	RF.4.3.a
14	**Use combined knowledge of morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.**	RF.4.3.a
15	Read grade-level text with purpose and understanding.	RF.4.4.a

16	Read grade–level prose and poetry orally with accuracy, rate, and expression.	RF.4.4.b
17	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	RF.4.4.c
18	When writing, introduce a topic **clearly** and group related information in **paragraphs and sections.**	W.4.2.a
19	When writing, **include formatting (e.g., headings), illustrations, and multimedia** when useful to aiding comprehension.	W.4.2.a
20	Develop a topic with facts, definitions, **concrete** details, **quotations or other information and examples** related to the topic when writing.	W.4.2.b
21	Provide a concluding statement or section **related to the information or explanation presented when writing a piece**	W.4.2.e
22	Write routinely over extended time frames (time for research, reflection, and revision) for a range of discipline-specific tasks, purposes, and audiences.	W.4.10
23	Write routinely over extended shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	W.4.10
24	**Pose and respond to specific questions to clarify or follow up on information, in one-on one discussion and group discussions and** link to the remarks of others.	SL.4.1.c

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25	**Paraphrase portions** of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	SL.4.2
26	**Spell grade-appropriate words correctly when writing.**	L.4.2.d
27	**Consult references as needed when spelling grade 4 words.**	L.4.2.d
28	Use context **(e.g., definitions, examples, or restatements in text)** as a clue to the meaning of a word or phrase.	L.4.4.a
29	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).**	L.4.4.a

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.**
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.**

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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.**
RI.4.4	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a *grade 4 topic or subject area*.
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.**
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. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
W.4.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic **clearly** and group related information **in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia** when useful to aiding comprehension. b. Develop the topic with facts, definitions, **concrete** details, **quotations, or other information and examples**

	related to the topic. e. Provide a concluding statement or section **related to the information or explanation presented.**
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. 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.
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. a. **Use relative** pronouns **(*who, whose, whom, which, that*) and relative** adverbs **(*where, when, why*).** d. **Order adjectives within sentences according to conventional patterns (e.g., *a small red bag* rather than *a red small bag*).**
L.4.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. d. **Spell grade-appropriate words correctly, consulting references as needed.**
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.

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	a. Use context **(e.g., definitions, examples, or restatements in text)** as a clue to the meaning of a word or phrase.
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).**