

NJDOE MODEL CURRICULUM

CONTENT AREA: English Language Arts	GRADE: 4	UNIT #: 4	UNIT NAME: (Theme)
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#	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 a theme of a story, drama, or poem from details in the text; summarize the text.	RL.4.2
4	Compare and contrast the point of view from which different stories are narrated, including the difference between first- person and third-person narrations.	RL.4.6
5	Compare and contrast patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.	RL.4.9
6	Determine the main idea of a text and explain how it is supported by key details; summarize the text.	RI.4.2
7	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i>.	RI.4.4
8	Determine the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.	RI.4.5
9	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	RI.4.6
10	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	RI.4.7

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	appears.	
11	Read grade-level text with purpose and understanding.	RF.4.4a
12	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.	RF.4.4b
13	Apply context clues to confirm or self-correct word recognition and understanding, rereading as necessary.	RF.4.4c
14	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.	W.4.2a
15	Develop a topic with facts, definitions, concrete details, quotations or other information and examples related to the topic when writing.	W.4.2.b
16	Link ideas within categories of information using words and phrases (e.g., <i>another, for example, also, because</i>).	W.4.2.c
17	Use precise language and domain-specific vocabulary to inform about or explain the topic.	W.4.2.d
18	Provide a concluding statement or section related to the information or explanation presented when writing a piece.	W.4.2.e
19	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.	W.4.6
20	Demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.	W.4.6

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21	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.	W.4.8
22	Write routinely over extended time frames (time for research, reflection, and revision) for a range of discipline.	W.4.10
23	Write routinely over shorter time frames (a single sitting or a day or two) for a range of discipline.	W.4.10
24	Create questions and talking points to facilitate discussions after reading required material.	SL.4.1.a
25	Identify various roles and follow agreed-upon rules in small and whole group discussion.	SL.4.1.b
26	Pose and respond to specific questions to clarify or follow-up on information in one-on-one discussions and group discussion and link to the remarks of others.	SL.4.1.c
27	Review the key ideas expressed in a discussion.	SL.4.1.d
28	Explain own ideas and understanding in light of a discussion.	SL.4.1.d
29	Identify the reasons and evidence a speaker provides to support particular points.	SL.4.3
30	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.	SL.4.4
31	Speak clearly at an understandable pace when presenting.	SL.4.4
32	Form and use prepositional phrases when writing or speaking.	L.4.1.e
33	Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i>) when writing or speaking.	L.4.1.g
34	Spell grade appropriate words correctly when writing.	L.4.2.d

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35	Consult references as needed when spelling Grade 4 words.	L.4.2.d
36	Choose words and phrases to convey ideas precisely when writing, speaking, reading, or listening.	L.4.3.a
37	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).	L.4.3.c
38	Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i>) in context.	L.4.5.a
39	Interpret the meaning of common adages (e.g., <i>Never look a gift horse in the mouth. There's no such thing as a free lunch.</i>) encountered in text.	L.4.5.b
40	Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).	L.4.5.c
41	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., <i>quizzed, whined, stammered</i>) and those that are basic to a particular topic (e.g., <i>wildlife, conservation, and endangered</i> when discussing animal preservation).	L.4.6

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.

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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.
RL.4.9	Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.
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.
RI.4.4	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i> .
RI.4.5	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
RI.4.6	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
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.
RF.4.4	Read with sufficient accuracy and fluency to support comprehension. <ul style="list-style-type: none"> 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. <ul style="list-style-type: none"> 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.

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	<p>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>c. Link ideas within categories of information using words and phrases (e.g., <i>another, for example, also, because</i>).</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Provide a concluding statement or section related to the information or explanation presented.</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.
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.
W.4.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline.
SL.4.1	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>b. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</p>

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	d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
SL.4.3	Identify the reasons and evidence a speaker provides to support particular points.
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.
L.4.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. e. Form and use prepositional phrases . g. Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i>). *
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.4.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose words and phrases to convey ideas precisely . 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).
L.4.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i>) in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with

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	similar but not identical meanings (synonyms).
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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).
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