New Jersey Student Learning Standards for English Language Arts and Student Learning Objectives

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Grade 4 – Unit 1: Narrative Writing

Rationale

Unit I 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, students learning will focus on summarizing, using relevant details from the text, and inferencing in both literary and informational text. Students begin the year expanding upon previously learned skills in narrative writing and routine writing. The first unit is a time for developing routines and structures for the remaining school year. Skills in speaking and listening will be scaffolded throughout the year, starting with whole group and partner activities and moving toward small group work.

Grade 4 – Unit 1, Module A

Standard	Student Learning Objectives We are learning to… / We are learning that…
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.	▪ use relevant details and examples to explain text ▪ use relevant details and examples to draw inferences ▪ make relevant connections to explain text ▪ the text will be used to draw inferences
RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.	▪ summarize the text ▪ details from the text are used to summarize
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.	▪ determine the meaning of words and phrases in context ▪ word meanings and phrases can be determined using text
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.	▪ 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
RF.4.4. Read with sufficient accuracy and fluency to support comprehension. A. Read grade-level text with purpose and understanding.	▪ read texts with purpose and understanding

Standard	Student Learning Objectives We are learning to… / We are learning that…
W.4.3 Write narratives to develop real or imagined experiences or events using narrative 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.	▪ write narratives to develop real or imagined experiences or events using narrative technique ▪ write narratives to develop real or imagined experiences or events using descriptive details ▪ write narratives to develop real or imagined experiences or events using clear event sequences ▪ orient the reader by establishing a situation and introducing a narrator and/or characters ▪ organize an event sequence that unfolds naturally
W.4.3 Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences. B. Use dialogue and description to develop experiences and events or show the responses of characters to situations.	▪ dialogue and description are used to develop experiences and events or show the responses of characters to situations ▪ use dialogue and description to develop experiences and events or show the responses of characters to situations
W.4.3 Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences. C. Use a variety of transitional words and phrases to manage the sequence of events.	▪ use a variety of transitional words and phrases to manage the sequence of events
W.4.3 Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences. D. Use concrete words and phrases and sensory details to convey experiences and events precisely.	▪ use concrete words and phrases and sensory details to convey experiences and events precisely
W.4.3 Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences. E. Provide a conclusion that follows from the narrated experiences or events.	▪ provide a conclusion that follows from the narrated experiences or events

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Standard	Student Learning Objectives We are learning to… / We are learning that…
W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	▪ develop our writing through planning with guidance and support from peers and adults ▪ strengthen our writing through revising with guidance and support from peers and adults ▪ strengthen our writing through editing with guidance and support from peers and adults ▪ you can make writing stronger by planning, revising and editing
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.	▪ tell a story 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. A. Use relative pronouns (*who, whose, whom, which, that*) and relative adverbs (*where, when, why*).	▪ the use of conventions of standard English grammar and usage help to communicate ideas effectively when writing or speaking ▪ demonstrate command of the conventions of standard English grammar when writing or speaking ▪ use relative pronouns and relative adverbs when writing and speaking
L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. B. Form and use the progressive (e.g., *I was walking; I am walking; I will be walking*) verb tenses.	▪ form and use progressive verb tenses
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.	▪ produce complete sentences by reorganizing and correcting inappropriate fragments and run-ons

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L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. A. Use correct capitalization.	▪ the use of conventions (capitalization, punctuation, and spelling) of standard English grammar help to communicate ideas effectively when writing ▪ demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing ▪ use correct capitalization
L.4.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. B. Choose punctuation for effect.	▪ choose punctuation for effect when speaking ▪ choose punctuation for effect when writing
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. A. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.	▪ 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
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. C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	▪ use reference materials, both print and digital, to find the pronunciation and determine the precise meaning of key words and phrases

Grade 4 – Unit 1, Module B

Standard	Student Learning Objectives We are learning to… / We are learning that…
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.	▪ use relevant details and examples to explain informational text make relevant connections to explain informational text
RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.	▪ the main idea of a text is supported by the details summarize the text (informational)

New Jersey Student Learning Standards for English Language Arts and Student Learning Objectives

Standard	Student Learning Objectives We are learning to… / We are learning that…
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*	- determine the meaning of general academic in a text relevant to a grade 4 topic or subject area - determine the meaning of domain-specific words or phrases in a text relevant to a grade 4 topic or subject area
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.	- informational text has an overall structure - describe the overall structure of chronology in a text or part of a text using the events, ideas, concepts, or information read - describe the overall structure of description in a text or part of a text using the events, ideas, concepts, or information read
RI.4.10. By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.	read literary nonfiction at grade level text-complexity or above, with scaffolding as needed
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.	- know and apply grade-level phonics and word analysis skills in decoding and encoding words - combine knowledge of all letter correspondence, syllabication patterns and morphology (e.g. roots and affixes) in order to read accurately unfamiliar multisyllabic words in context and out of context
W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	different writing genres have their own purpose, audience, organization, and development
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.	- writing takes stamina and time, as appropriate to the specific task - write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) - write in shorter time frames (a single sitting or a day or two) for specific tasks, purposes, and audiences

New Jersey Student Learning Standards for English Language Arts and Student Learning Objectives

Standard	Student Learning Objectives We are learning to… / We are learning that…
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. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.	▪ engage effectively in a range of collaborative discussions (teacher-led) with diverse partners on *grade 4 topics and texts*, 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
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. 　B. Follow agreed-upon rules for discussions and carry out assigned roles.	▪ follow agreed-upon rules for discussions
SL.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).	▪ paraphrase portions of a text read aloud
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.	▪ there are different contexts that call for formal English ▪ there are situations where informal discourse is appropriate ▪ differentiate between contexts that call for formal English ▪ use appropriate English (formal or informal) for the task ▪ use appropriate English (formal or informal) for the situation
L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 　E. Form and use prepositional phrases	▪ the use of conventions of standard English grammar and usage help to communicate ideas effectively when writing or speaking ▪ form and use prepositional phrases
L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. 　B. Use commas and quotation marks to mark direct speech and quotations from a text.	▪ the use of conventions (capitalization, punctuation, and spelling) of standard English grammar help to communicate ideas effectively when writing ▪ demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing ▪ use commas and quotation marks to mark direct speech from a text

Standard	Student Learning Objectives We are learning to… / We are learning that…
L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. C. Use a comma before a coordinating conjunction in a compound sentence	▪ use commas before coordinating conjunctions in a compound sentence
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).	▪ 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