

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

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## *Grade 4 – Unit 2: Informational / Explanatory Writing*

### **Rationale**

Unit 2 is an in-depth study of informational text and writing with infusions of literature to make connections between genres. Instruction focuses on determining main ideas, text structure, understanding and using first- and second-hand accounts of events and conducting research. Digital resources will be integrated into informational/explanatory writing and routine writing. Building on the routines and procedures established in Unit 1, students will continue to develop speaking and listening skills through small group work. Literary standards can be addressed through the pairing of informational and literary text.

### *Grade 4 – Unit 2, Module A*

<b>Standard</b>	<b>Student Learning Objectives</b> <b>We are learning to... / We are learning that...</b>
<b>RI.4.1.</b> 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.	<ul style="list-style-type: none"><li>▪ use relevant details and examples to draw inferences</li><li>▪ drawing inferences helps us better understand the text</li><li>▪ make relevant connections when draw inferences</li></ul>
<b>RI.4.2.</b> Determine the main idea of a text and explain how it is supported by key details; summarize the text	<ul style="list-style-type: none"><li>▪ determine the main idea of a text</li><li>▪ explain how the main idea is supported by key details</li></ul>
<b>RF.4.4.</b> Read with sufficient accuracy and fluency to support comprehension. C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	<ul style="list-style-type: none"><li>▪ use context to confirm or self-correct word recognition and understanding, rereading as necessary</li></ul>
<b>W.4.2.</b> 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.	<ul style="list-style-type: none"><li>▪ write informative/explanatory texts to examine a topic and convey ideas and information clearly</li><li>▪ introduce a topic clearly and group related information in paragraphs and sections</li><li>▪ include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension</li></ul>

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Standard	Student Learning Objectives We are learning to... / We are learning that...
<b>W.4.2.</b> Write informative/explanatory texts to examine a topic and convey ideas and information clearly. B. Develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.	<ul style="list-style-type: none"> <li>develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic</li> </ul>
<b>W.4.2.</b> Write informative/explanatory texts to examine a topic and convey ideas and information clearly. C. Link ideas within paragraphs and sections of information using words and phrases (e.g., <i>another, for example, also, because</i> ).	<ul style="list-style-type: none"> <li>link ideas within paragraphs and sections of information using words and phrases (e.g., <i>another, for example, also, because</i>)</li> </ul>
<b>W.4.2.</b> Write informative/explanatory texts to examine a topic and convey ideas and information clearly. D. Use precise language and domain-specific vocabulary to inform about or explain the topic.	<ul style="list-style-type: none"> <li>use precise language and domain-specific vocabulary to inform about the topic</li> <li>use precise language and domain-specific vocabulary to explain the topic</li> <li>the use of precise language and domain specific vocabulary can be used to explain and inform about a topic</li> </ul>
<b>W.4.2.</b> Write informative/explanatory texts to examine a topic and convey ideas and information clearly. E. Provide a conclusion related to the information or explanation presented.	<ul style="list-style-type: none"> <li>provide a conclusion related to the information presented</li> <li>provide a conclusion related to the explanation presented</li> </ul>
<b>W.4.4.</b> Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	<ul style="list-style-type: none"> <li>produce clear and coherent writing in which the development is appropriate to task, purpose and audience</li> <li>produce clear and coherent writing in which the organization is appropriate to the task, purpose, and audience</li> </ul>
<b>W.4.6.</b> 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.	<ul style="list-style-type: none"> <li>use technology, including the Internet, to produce writing with some guidance and support from adults</li> <li>use technology, including the Internet, to publish writing with some guidance and support from adults</li> </ul>

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<b>W.4.8.</b> 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.	<ul style="list-style-type: none"> <li>▪ recall and gather relevant information from experiences and print and digital resources</li> <li>▪ take notes and categorize information</li> <li>▪ provide a list of sources</li> <li>▪ if you are taking information directly from a source you need to provide a list of sources</li> </ul>
<b>SL.4.1.</b> 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. 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.	<ul style="list-style-type: none"> <li>▪ pose and respond to specific questions to clarify or follow up on information</li> <li>▪ make comments that contribute to the discussion and link to the remarks of others</li> </ul>
<b>SL.4.4.</b> 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.	<ul style="list-style-type: none"> <li>▪ report on a topic in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes</li> <li>▪ report on a text in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes</li> </ul>
<b>L.4.2.</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. D. Spell grade-appropriate words correctly, consulting references as needed.	<ul style="list-style-type: none"> <li>▪ spell grade-appropriate words correctly, using references as needed</li> </ul>
<b>L.4.3.</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening. A. Choose words and phrases to convey ideas precisely.	<ul style="list-style-type: none"> <li>▪ use knowledge of language and its conventions when speaking</li> <li>▪ use knowledge of language and its conventions when writing</li> <li>▪ choose words and phrases to convey ideas precisely when writing</li> <li>▪ choose words and phrases to convey ideas precisely when speaking</li> </ul>

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## Grade 4 – Unit 2, Module B

Standard	Student Learning Objectives We are learning to... / We are learning that...
<b>RI.4.3.</b> 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.	<ul style="list-style-type: none"> <li>▪ explain events in a historical, scientific or technical text based on specific information from the text</li> <li>▪ explain procedures in a historical, scientific or technical text, based on specific information from the text</li> <li>▪ explain ideas in a historical, scientific or technical text based on specific information from the text</li> <li>▪ explain concepts in a historical, scientific, or technical text, based on specific information from the text</li> <li>▪ include what happened and why when explaining events, procedures, ideas, or concepts in an informational text</li> </ul>
<b>RI.4.5.</b> 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.	<ul style="list-style-type: none"> <li>▪ describe the overall structure of comparison in a text or part of text using the events, ideas, concepts, or information read</li> <li>▪ describe the overall structure of cause/effect in a text or part of a text using the events, ideas, concepts, or information read</li> <li>▪ describe the overall structure of problem/solution in a text or part of a text using the events, ideas, concepts, or information read</li> <li>▪ describe the overall structure of description in a text or part of a text using the events, ideas, concepts, or information read</li> </ul>
<b>RI.4.7.</b> 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.	<ul style="list-style-type: none"> <li>▪ information can be shown in different ways</li> <li>▪ visual and quantitative information must be interpreted before we can explain how it contributes to the text</li> </ul>
<b>RI.4.8</b> Explain how an author uses reasons and evidence to support particular points in a text.	<ul style="list-style-type: none"> <li>▪ authors use reasons and evidence to support points in a text</li> </ul>
<b>W.4.7.</b> Conduct short research projects that build knowledge through investigation of different aspects of a topic	<ul style="list-style-type: none"> <li>▪ conduct short research projects that build knowledge through investigation of different aspects of a topic</li> <li>▪ research requires investigation of a topic</li> </ul>

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Standard	Student Learning Objectives We are learning to... / We are learning that...
<b>W.4.9.</b> Draw evidence from literary or informational texts to support analysis, reflection, and research. 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”).	<ul style="list-style-type: none"> <li>▪ 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”)</li> </ul>
<b>L.4.1.</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. E. Form and use prepositional phrases.	<ul style="list-style-type: none"> <li>▪ the use of conventions of standard English grammar and usage help to communicate ideas effectively when writing or speaking</li> <li>▪ demonstrate command of the conventions of standard English grammar when writing or speaking</li> <li>▪ form and use prepositional phrases</li> </ul>

### Grade 4 – Unit 2, Module C

Standard	Student Learning Objectives We are learning to... / We are learning that...
<b>RF.4.3.</b> 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.	<ul style="list-style-type: none"> <li>▪ know and apply grade level phonics and word analysis skills in decoding and encoding words</li> <li>▪ 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</li> </ul>
<b>RF.4.4.</b> Read with sufficient accuracy and fluency to support comprehension. C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	<ul style="list-style-type: none"> <li>▪ use context to confirm or self-correct word recognition and understanding, rereading as necessary</li> </ul>

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Standard	Student Learning Objectives We are learning to... / We are learning that...
<p><b>SL.4.1.</b> 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>	<ul style="list-style-type: none"> <li>▪ 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' ideas and expressing their own clearly</li> <li>▪ 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</li> <li>▪ 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</li> <li>▪ explore ideas by explicitly drawing on previously read text or material and other information known about the topic during discussions</li> </ul>
<p><b>SL.4.1.</b> 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>	<ul style="list-style-type: none"> <li>▪ follow agreed-upon rules for discussions</li> <li>▪ carry out assigned roles during discussions</li> </ul>
<p><b>SL.4.1.</b> 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>	<ul style="list-style-type: none"> <li>▪ pose and respond to specific questions to clarify or follow up on information</li> <li>▪ make comments that contribute to the discussion and link to the remarks of others</li> </ul>
<p><b>SL.4.1.</b> 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>	<ul style="list-style-type: none"> <li>▪ review the key ideas expressed and explain our ideas and understanding based on the information discussed</li> </ul>

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<b>SL.4.2.</b> Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).	<ul style="list-style-type: none"><li>▪ main ideas and details enable speakers to paraphrase what has been listened to or viewed</li><li>▪ paraphrase portions of a text read aloud</li><li>▪ paraphrase portions of information presented in diverse media and formats</li></ul>
<b>SL.4.3.</b> Identify the reasons and evidence a speaker provides to support particular points.	<ul style="list-style-type: none"><li>▪ speakers provide reasons and evidence to support particular points</li></ul>