

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

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Grade 4 – Unit 3: Literary Text and Opinion Writing

Rationale

Unit 3 is designed to allow students to focus on purposeful reading and writing in a literary text. Students will engage in an in depth study of literary text and writing with infusions of nonfiction to make connections between genres; focusing on depth of character, theme and contrasting points of view. Opinion writing and routine writing will support point of view and strengthen writing by infusing technology with guidance and support. The third unit builds upon the routines and procedures established in units one and two.

Grade 4 – Unit 3, Module A

Standard	Student Learning Objectives We are learning to... / We are learning that...
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).	<ul style="list-style-type: none">describe in depth a character in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions)describe in depth a setting or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions)specific details in a text (character's thoughts, words, or actions) are used to describe a character in depthspecific details in a text are used to describe setting or events in a story or drama
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.	<ul style="list-style-type: none">determine the meaning of words and phrases that allude (refer) to significant characters found in literatureword meanings and phrases can be determined as they refer to characters in the text
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.	<ul style="list-style-type: none">there are major differences between poems, drama, and proseexplain major differences between poems, drama, and prose and refer to the structural elements (e.g., verse, rhythm, meter) when writing or speaking about a textexplain major differences in drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text

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Standard	Student Learning Objectives We are learning to... / We are learning that...
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.	<ul style="list-style-type: none"> ▪ there is a difference between first and third person narrations ▪ compare and contrast the point of view from which different stories are narrate ▪ differentiate between first and third-person narrations when comparing and contrasting points of view from different stories
RL.4.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	<ul style="list-style-type: none"> ▪ compare and contrast on (e.g. practical knowledge, historical/cultural context, and background knowledge) stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes ▪ reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes
RF.4.4. Read with sufficient accuracy and fluency to support comprehension. A. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression	<ul style="list-style-type: none"> ▪ read prose and poetry orally with accuracy, appropriate rate, and appropriate expression
W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	<ul style="list-style-type: none"> ▪ draw evidence from literary texts to support analysis, reflection, and research ▪ draw evidence from informational texts to support analysis, reflection, and research
SL.4.1. 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. A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.	<ul style="list-style-type: none"> ▪ 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

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Standard	Student Learning Objectives We are learning to... / We are learning that...
<p>L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. 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).</p>	<ul style="list-style-type: none"> ▪ differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion) when speaking ▪ differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion) when writing
<p>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. B. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph</i>, <i>photograph</i>, <i>autograph</i>).</p>	<ul style="list-style-type: none"> ▪ 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 common, grade appropriate Greek and Latin affixes and roots as clues to the meaning of a word
<p>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.</p>	<ul style="list-style-type: none"> ▪ figurative language, word relationships and nuances contribute to the meaning of a text ▪ demonstrate understanding of figurative language, word relationships, and nuances in word meanings ▪ explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i>) in context
<p>L.4.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. B. Recognize and explain the meaning of common idioms, adages, and proverbs.</p>	<ul style="list-style-type: none"> ▪ recognize and explain the meaning of common idioms, adages, and proverbs
<p>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).</p>	<ul style="list-style-type: none"> ▪ demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms)

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Grade 4 – Unit 3, Module B

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.	<ul style="list-style-type: none"> ▪ make relevant connections to explain text make relevant connections to draw inferences ▪ text will be used to make relevant connections ▪ text and relevant connections will be used to explain and support what the text says explicitly
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.	<ul style="list-style-type: none"> ▪ write opinion pieces on topics or text ▪ support a point of view with reasons and information ▪ introduce a topic or text clearly ▪ state an opinion ▪ create an organizational structure where related ideas are grouped to support the writer’s purpose
W.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information B. Provide reasons that are supported by facts from texts and/or other sources.	<ul style="list-style-type: none"> ▪ provide reasons that are supported by facts from texts and/or other sources
W.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. C. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).	<ul style="list-style-type: none"> ▪ link (connect) opinion and reasons using words and phrases(e.g., for instance, in order to, in addition) ▪ words and phrases are used to link opinions and reasons, (for instance, in order to, in addition.)
W.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. D. Provide a conclusion related to the opinion presented.	<ul style="list-style-type: none"> ▪ provide a conclusion related to the opinion presented
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.	<ul style="list-style-type: none"> ▪ use technology, including the Internet, to interact and collaborate with others in writing ▪ demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting

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Standard	Student Learning Objectives We are learning to... / We are learning that...
<p>SL.4.1. 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"> 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
<p>SL.4.1. 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>D. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p>	<ul style="list-style-type: none"> review the key ideas expressed and explain our ideas and understanding based on the information discussed
<p>SL.4.3. Identify the reasons and evidence a speaker provides to support particular points.</p>	<ul style="list-style-type: none"> speakers provide reasons and evidence to support particular points identify the reasons a speaker provides to support particular points identify the evidence a speaker provides to support particular points
<p>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.</p>	<ul style="list-style-type: none"> report on a topic in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes report on a text in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes 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
<p>SL.4.5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</p>	<ul style="list-style-type: none"> audio recordings and visual displays can enhance the development of main ideas and themes
<p>L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>C. Use modal auxiliaries (e.g., <i>can</i>, <i>may</i>, <i>must</i>) to convey various conditions.</p>	<ul style="list-style-type: none"> use modal auxiliaries(e.g., <i>can</i>, <i>may</i>, <i>must</i>) to convey various conditions within a writing or while talking

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Standard	Student Learning Objectives We are learning to... / We are learning that...
L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. D. Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i>).	<ul style="list-style-type: none"> order adjectives within a sentence in a conventional pattern
L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. G. Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i>).	<ul style="list-style-type: none"> correctly use frequently confused words (e.g., <i>to, too, two, there, their</i>)
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.	<ul style="list-style-type: none"> use context as a clue to the meaning of a word or phrases

Grade 4 – Unit 3, Module C

Standards	Student Learning Objectives We Are Learning To... / We Are Learning That...
RL.4.2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.	<ul style="list-style-type: none"> theme can be determined from the details in a text
RI.4.8. Explain how an author uses reasons and evidence to support particular points in a text.	<ul style="list-style-type: none"> explain how an author uses reasons to support particular points in a text explain how an author uses evidence to support particular points in a text

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Standards	Student Learning Objectives We Are Learning To... / We Are Learning That...
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.	<ul style="list-style-type: none"> ▪ 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 multi-syllabic words in context and out of context
RF.4.4. Read with sufficient accuracy and fluency to support comprehension. B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression	<ul style="list-style-type: none"> ▪ read prose and poetry orally with accuracy, appropriate rate, and appropriate expression
W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. A. Apply <i>grade 4 Reading standards</i> to literature (e.g., “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].”).	<ul style="list-style-type: none"> ▪ writers use evidence from reading to analyze, reflect and research ▪ draw evidence from literary texts to support analysis, reflection, and research ▪ apply <i>grade 4 Reading standards</i> to literature (e.g., “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].”)
SL.4.1. (ongoing) 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. A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.	<ul style="list-style-type: none"> ▪ 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 ▪ 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 ▪ 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 ▪ explore ideas by explicitly drawing on previously read text or material and other information known about the topic during discussions

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Standards	Student Learning Objectives
	We Are Learning To... / We Are Learning That...
SL.4.2. 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">▪ main ideas and details enable speakers to paraphrase what has been listened to or viewed▪ paraphrase portions of a text read aloud▪ identify the evidence a speaker provides to support particular points