

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

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Grade 4 – Unit 4: Integration of Text Types and Modes of Writing

Rationale

In the final unit of the year, students will showcase what they have learned this year in a culminating project. This project will focus on the integration of literary and informational text: including poetry, prose and drama. Students will have the opportunity to extend their thinking through performances and reader's theatre. Students will engage in narrative, informative/explanatory and routine writing based on their reading.

Grade 4 – Unit 4, Module A

| Standard | Student Learning Objectives We are learning to... / We are learning that... |
|---|--|
| 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 specific structural elements in poetry (e.g. verse, rhythm, meter)▪ there are specific structural elements in drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) |
| RL.4.7. Make connections between specific descriptions and directions in a text and a visual or oral representation of the text. | <ul style="list-style-type: none">▪ there are connections among the text and its visual and oral presentations▪ make connections between specific descriptions and directions in a text and a visual representation of the text▪ make connections between specific descriptions and directions in a text and an oral representation of the text |
| 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 topics▪ 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 topics |
| W.4.3. Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences. | <ul style="list-style-type: none">▪ 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 |

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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., <i>wildlife</i> , <i>conservation</i> , and <i>endangered</i> when discussing animal preservation). | <ul style="list-style-type: none">■ 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■ acquire and use accurately domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic |

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Grade 4 – Unit 4, Module B

| Standard | Student Learning Objectives We are learning to... / We are learning that... |
|--|--|
| 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. | <ul style="list-style-type: none">▪ firsthand and secondhand accounts show different points of view▪ compare and contrast the firsthand and secondhand account of the same event or topic▪ describe the difference of the firsthand and secondhand focus of the same event or topic▪ describe the different information provided in the firsthand and secondhand account of the same event or topic |

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|---|--|
| 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. | <ul style="list-style-type: none"> ▪ interpret information presented visually, orally and quantitatively ▪ explain how the information contributes to the understanding of the text |
| RI.4.9. Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from two texts on the same topic in order to write or speak about the subject knowledgeably. | <ul style="list-style-type: none"> ▪ integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from two texts on the same topic in order to write about the subject ▪ integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from two texts on the same topic in order to speak about the subject |
| W.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. | <ul style="list-style-type: none"> ▪ write informative/explanatory texts to examine a topic and convey ideas and information clearly |

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|---|--|
| W.4.9. 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"> ▪ draw evidence from informational texts to support analysis, reflection, and research ▪ 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”) |
| SL.4.5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. | <ul style="list-style-type: none"> ▪ add audio recordings and add visual displays to presentations when appropriate to enhance the development of main ideas or themes ▪ add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes |
| L.4.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. | <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 |