

Main Criteria: Discoveries in Writing

Secondary Criteria: New Jersey Student Learning Standards

Subject: Language Arts

Grade: 4

Discoveries in Writing

Lesson 01: Unit 1 Note Making and Outlines, p. 11-18

New Jersey Student Learning Standards

Language Arts

Grade 4 - Adopted: 2023

CONTENT AREA / STANDARD

Language Domain Anchor Statements

STRAND

Language: System and structure, effective use, and vocabulary

CONTENT
STATEMENT

(SS) System and Structure of Language: By the end of grade 12, demonstrate command of grammar and usage, capitalization, punctuation, and spelling.

CONTENT
STATEMENT

(KL) Knowledge of Language: By the end of grade 12, apply knowledge of language and command of vocabulary to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

CONTENT AREA / STANDARD

Reading Domain Anchor Statements

STRAND

Reading: Text complexity and the growth of comprehension

CONTENT
STATEMENT

(CR) Close Reading of Text: By the end of grade 12, read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

CONTENT
STATEMENT

(CI) Central Ideas and Themes of Texts: By the end of grade 12, determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

CONTENT
STATEMENT

(IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.

CONTENT AREA / STANDARD

Writing Domain Anchor Statements

STRAND

Writing: Text types, responding to reading, and research

CONTENT
STATEMENT

(IW) Informative and Explanatory Writing: By the end of grade 12, write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

CONTENT AREA / STANDARD

Speaking and Listening Anchor Statements

STRAND		Speaking and Listening: Flexible communication and collaboration
CONTENT STATEMENT		(PE) Participate Effectively: By the end of grade 12, prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STATEMENT		(ES) Evaluate Speakers: By the end of grade 12, evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
CONTENT STATEMENT		(PI) Present Information: By the end of grade 12, present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

CONTENT AREA / STANDARD

Language Domain - Foundational Skills: Reading Language

STRAND		Fluency
CONTENT STATEMENT	L.RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
CUMULATIVE PROGRESS INDICATOR	A.	Read grade-level text with purpose and understanding.
CUMULATIVE PROGRESS INDICATOR	C.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

CONTENT AREA / STANDARD

Language Domain - Foundational Skills: Writing Language

STRAND		Spelling
CONTENT STATEMENT	L.WF.4.2.	Demonstrate command of the conventions of encoding and spelling.
CUMULATIVE PROGRESS INDICATOR	A.	Analyze and spell multi-syllable words with the most common Latin roots, prefixes, and suffixes.
CUMULATIVE PROGRESS INDICATOR	B.	Write affixed words that involve a sound or spelling change in the base word.
CUMULATIVE PROGRESS INDICATOR	C.	Spell grade-appropriate words correctly, consulting references as needed.
CUMULATIVE PROGRESS INDICATOR	D.	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.

CONTENT AREA / STANDARD

Language Domain - Foundational Skills: Writing Language

STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
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CONTENT STATEMENT	L.KL.4.1.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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CUMULATIVE
PROGRESS
INDICATOR

D.

Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

**CONTENT
AREA /
STANDARD**

Language Domain - Foundational Skills: Writing Language

STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.VL.4.2.	Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

CUMULATIVE
PROGRESS
INDICATOR

A.

Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

**CONTENT
AREA /
STANDARD**

Reading Domain

STRAND	RI.CR.4.1	Refer to details and examples as textual evidence when explaining what an informational text says explicitly and make relevant connections when drawing inferences from the text.
STRAND	RI.CI.4.2.	Summarize an informational text and interpret the author's purpose or main idea citing key details from the text.
STRAND	RI.IT.4.3.	Describe the impact of individuals and events throughout the course of a text, explaining events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on evidence in the text.
STRAND	RI.AA.4.7	Analyze how an author uses facts, details and explanations to develop ideas or to support their reasoning.

**CONTENT
AREA /
STANDARD**

Writing Domain

STRAND	W.NW.4.3	Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.
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CONTENT
STATEMENT

B.

Use dialogue and description to develop experiences and events or show the responses of characters to situations.

**CONTENT
AREA /
STANDARD**

Speaking and Listening Domain

STRAND	SL.PE.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.
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CONTENT
STATEMENT

D.

Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

**CONTENT
AREA /
STANDARD**

Speaking and Listening Domain

STRAND	SL.II.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
STRAND	SL.PI.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.
STRAND	SL.AS.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.

Lesson 02: Unit 2 Writing from Notes, p. 19-26

New Jersey Student Learning Standards

Language Arts

Grade 4 - Adopted: 2023

**CONTENT
AREA /
STANDARD**

Language Domain Anchor Statements

STRAND		Language: System and structure, effective use, and vocabulary
CONTENT STATEMENT		(SS) System and Structure of Language: By the end of grade 12, demonstrate command of grammar and usage, capitalization, punctuation, and spelling.
CONTENT STATEMENT		(KL) Knowledge of Language: By the end of grade 12, apply knowledge of language and command of vocabulary to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

**CONTENT
AREA /
STANDARD**

Reading Domain Anchor Statements

STRAND		Reading: Text complexity and the growth of comprehension
CONTENT STATEMENT		(CR) Close Reading of Text: By the end of grade 12, read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
CONTENT STATEMENT		(CI) Central Ideas and Themes of Texts: By the end of grade 12, determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
CONTENT STATEMENT		(IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**CONTENT
AREA /
STANDARD**

Writing Domain Anchor Statements

STRAND		Writing: Text types, responding to reading, and research
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CONTENT STATEMENT		(IW) Informative and Explanatory Writing: By the end of grade 12, write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STATEMENT		(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.
CONTENT STATEMENT		(RW) Range of Writing: By the end of grade 12, 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 tasks, purposes, and audiences.

CONTENT AREA / STANDARD

Speaking and Listening Anchor Statements

STRAND		Speaking and Listening: Flexible communication and collaboration
CONTENT STATEMENT		(PE) Participate Effectively: By the end of grade 12, prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CONTENT AREA / STANDARD

Language Domain - Foundational Skills: Reading Language

STRAND		Fluency
CONTENT STATEMENT	L.RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.

CUMULATIVE PROGRESS INDICATOR	A.	Read grade-level text with purpose and understanding.
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CUMULATIVE PROGRESS INDICATOR	C.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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CONTENT AREA / STANDARD

Language Domain - Foundational Skills: Writing Language

STRAND		Spelling
CONTENT STATEMENT	L.WF.4.2.	Demonstrate command of the conventions of encoding and spelling.

CUMULATIVE PROGRESS INDICATOR	A.	Analyze and spell multi-syllable words with the most common Latin roots, prefixes, and suffixes.
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CUMULATIVE PROGRESS INDICATOR	B.	Write affixed words that involve a sound or spelling change in the base word.
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CUMULATIVE PROGRESS INDICATOR	C.	Spell grade-appropriate words correctly, consulting references as needed.
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CUMULATIVE PROGRESS INDICATOR	D.	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.
CONTENT AREA / STANDARD	Language Domain - Foundational Skills: Writing Language	
STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.WF.4.3.	Demonstrate command of the conventions of writing, including those listed under grade three foundational skills:
CUMULATIVE PROGRESS INDICATOR	A.	Use basic paragraphing, including using paragraph indentations and using paragraphs in dialogue.
CUMULATIVE PROGRESS INDICATOR	F.	Capitalize the first word in quotations as appropriate, capitalize other important words (e.g., section headings).
CONTENT AREA / STANDARD	Language Domain - Foundational Skills: Writing Language	
STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.KL.4.1.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CUMULATIVE PROGRESS INDICATOR	B.	Choose words and phrases to convey ideas precisely.
CUMULATIVE PROGRESS INDICATOR	C.	Choose punctuation for effect.
CUMULATIVE PROGRESS INDICATOR	D.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
CONTENT AREA / STANDARD	Language Domain - Foundational Skills: Writing Language	
STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.VL.4.2.	Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
CUMULATIVE PROGRESS INDICATOR	A.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
CONTENT AREA / STANDARD	Reading Domain	
STRAND	RI.CR.4.1	Refer to details and examples as textual evidence when explaining what an informational text says explicitly and make relevant connections when drawing inferences from the text.

STRAND	RI.CI.4.2.	Summarize an informational text and interpret the author's purpose or main idea citing key details from the text.
STRAND	RI.IT.4.3.	Describe the impact of individuals and events throughout the course of a text, explaining events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on evidence in the text.
STRAND	RI.AA.4.7	Analyze how an author uses facts, details and explanations to develop ideas or to support their reasoning.
CONTENT AREA / STANDARD	Writing Domain	
STRAND	W.IW.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
CONTENT STATEMENT	A.	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), text features (e.g., illustrations, diagrams, captions) and multimedia when useful to aid in comprehension.
CONTENT STATEMENT	B.	Develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.
CONTENT STATEMENT	C.	Link ideas within paragraphs and sections of information using words and phrases (e.g., another, for example, also, because).
CONTENT STATEMENT	E.	Provide a conclusion related to the information or explanation presented.
CONTENT AREA / STANDARD	Writing Domain	
STRAND	W.NW.4.3	Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.
CONTENT STATEMENT	B.	Use dialogue and description to develop experiences and events or show the responses of characters to situations.
CONTENT STATEMENT	C.	Use a variety of transitional words and phrases to manage the sequence of events.
CONTENT STATEMENT	D.	Use concrete words, phrases, and sensory details and explore using figurative language to convey experiences and events precisely.
CONTENT AREA / STANDARD	Writing Domain	
STRAND	W.WP.4.4	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
CONTENT STATEMENT	A.	Identify audience, purpose, and intended length of composition before writing.

CONTENT STATEMENT	C.	Consider writing as a process, including self-evaluation, revision and editing.
CONTENT STATEMENT	D.	With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, evaluate whether the writing achieved its goal and make changes in content or form as necessary.
CONTENT AREA / STANDARD		Writing Domain
STRAND	W.RW.4.7.	Write routinely over extended time frames (with time for research and revision) and shorter time frames (a single sitting) for a range of tasks, purposes, and audiences.
CONTENT AREA / STANDARD		Speaking and Listening Domain
STRAND	SL.PE.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.
CONTENT STATEMENT	D.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
CONTENT AREA / STANDARD		Speaking and Listening Domain
STRAND	SL.II.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
STRAND	SL.AS.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.

Lesson 03: Unit 2 Writing from Notes, p. 27-34

New Jersey Student Learning Standards

Language Arts

Grade 4 - Adopted: 2023

CONTENT AREA / STANDARD	Language Domain Anchor Statements	
STRAND		Language: System and structure, effective use, and vocabulary
CONTENT STATEMENT		(SS) System and Structure of Language: By the end of grade 12, demonstrate command of grammar and usage, capitalization, punctuation, and spelling.
CONTENT STATEMENT		(KL) Knowledge of Language: By the end of grade 12, apply knowledge of language and command of vocabulary to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

**CONTENT
AREA /
STANDARD**

Reading Domain Anchor Statements

STRAND		Reading: Text complexity and the growth of comprehension
CONTENT STATEMENT		(CR) Close Reading of Text: By the end of grade 12, read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
CONTENT STATEMENT		(CI) Central Ideas and Themes of Texts: By the end of grade 12, determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
CONTENT STATEMENT		(IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**CONTENT
AREA /
STANDARD**

Writing Domain Anchor Statements

STRAND		Writing: Text types, responding to reading, and research
CONTENT STATEMENT		(IW) Informative and Explanatory Writing: By the end of grade 12, write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STATEMENT		(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.
CONTENT STATEMENT		(RW) Range of Writing: By the end of grade 12, 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 tasks, purposes, and audiences.

**CONTENT
AREA /
STANDARD**

Speaking and Listening Anchor Statements

STRAND		Speaking and Listening: Flexible communication and collaboration
CONTENT STATEMENT		(PE) Participate Effectively: By the end of grade 12, prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

**CONTENT
AREA /
STANDARD**

Language Domain - Foundational Skills: Reading Language

STRAND		Fluency
CONTENT STATEMENT	L.RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
CUMULATIVE PROGRESS INDICATOR	A.	Read grade-level text with purpose and understanding.
CUMULATIVE PROGRESS INDICATOR	C.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**CONTENT
AREA /
STANDARD****Language Domain - Foundational Skills: Writing Language**

STRAND		Spelling
CONTENT STATEMENT	L.WF.4.2.	Demonstrate command of the conventions of encoding and spelling.
CUMULATIVE PROGRESS INDICATOR	A.	Analyze and spell multi-syllable words with the most common Latin roots, prefixes, and suffixes.
CUMULATIVE PROGRESS INDICATOR	B.	Write affixed words that involve a sound or spelling change in the base word.
CUMULATIVE PROGRESS INDICATOR	C.	Spell grade-appropriate words correctly, consulting references as needed.
CUMULATIVE PROGRESS INDICATOR	D.	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.

**CONTENT
AREA /
STANDARD****Language Domain - Foundational Skills: Writing Language**

STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.WF.4.3.	Demonstrate command of the conventions of writing, including those listed under grade three foundational skills:
CUMULATIVE PROGRESS INDICATOR	A.	Use basic paragraphing, including using paragraph indentations and using paragraphs in dialogue.
CUMULATIVE PROGRESS INDICATOR	B.	Place adjectives and adverbs and form comparative and superlative adjectives and adverbs.
CUMULATIVE PROGRESS INDICATOR	F.	Capitalize the first word in quotations as appropriate, capitalize other important words (e.g., section headings).

**CONTENT
AREA /
STANDARD****Language Domain - Foundational Skills: Writing Language**

STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.KL.4.1.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CUMULATIVE PROGRESS INDICATOR	B.	Choose words and phrases to convey ideas precisely.

CUMULATIVE PROGRESS INDICATOR	C.	Choose punctuation for effect.
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CUMULATIVE PROGRESS INDICATOR	D.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
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**CONTENT
AREA /
STANDARD**

Language Domain - Foundational Skills: Writing Language

STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.VL.4.2.	Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

CUMULATIVE PROGRESS INDICATOR	A.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
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**CONTENT
AREA /
STANDARD**

Reading Domain

STRAND	RI.CR.4.1.	Refer to details and examples as textual evidence when explaining what an informational text says explicitly and make relevant connections when drawing inferences from the text.
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STRAND	RI.CI.4.2.	Summarize an informational text and interpret the author's purpose or main idea citing key details from the text.
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STRAND	RI.IT.4.3.	Describe the impact of individuals and events throughout the course of a text, explaining events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on evidence in the text.
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STRAND	RI.AA.4.7.	Analyze how an author uses facts, details and explanations to develop ideas or to support their reasoning.
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**CONTENT
AREA /
STANDARD**

Writing Domain

STRAND	W.IW.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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CONTENT STATEMENT	A.	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), text features (e.g., illustrations, diagrams, captions) and multimedia when useful to aid in comprehension.
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CONTENT STATEMENT	B.	Develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.
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CONTENT STATEMENT	C.	Link ideas within paragraphs and sections of information using words and phrases (e.g., another, for example, also, because).
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CONTENT STATEMENT	E.	Provide a conclusion related to the information or explanation presented.
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**CONTENT
AREA /
STANDARD****Writing Domain**

STRAND	W.NW.4.3	Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.
CONTENT STATEMENT	B.	Use dialogue and description to develop experiences and events or show the responses of characters to situations.
CONTENT STATEMENT	C.	Use a variety of transitional words and phrases to manage the sequence of events.
CONTENT STATEMENT	D.	Use concrete words, phrases, and sensory details and explore using figurative language to convey experiences and events precisely.

**CONTENT
AREA /
STANDARD****Writing Domain**

STRAND	W.WP.4.4	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
CONTENT STATEMENT	A.	Identify audience, purpose, and intended length of composition before writing.
CONTENT STATEMENT	C.	Consider writing as a process, including self-evaluation, revision and editing.
CONTENT STATEMENT	D.	With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, evaluate whether the writing achieved its goal and make changes in content or form as necessary.

**CONTENT
AREA /
STANDARD****Writing Domain**

STRAND	W.RW.4.7.	Write routinely over extended time frames (with time for research and revision) and shorter time frames (a single sitting) for a range of tasks, purposes, and audiences.
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**CONTENT
AREA /
STANDARD****Speaking and Listening Domain**

STRAND	SL.PE.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.
CONTENT STATEMENT	D.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

**CONTENT
AREA /
STANDARD****Speaking and Listening Domain**

STRAND	SL.II.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
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STRAND	SL.AS.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.
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Lesson 04: Unit 2 Writing from Notes, p. 35-42

New Jersey Student Learning Standards

Language Arts
Grade 4 - Adopted: 2023

CONTENT AREA / STANDARD		Language Domain Anchor Statements
STRAND		Language: System and structure, effective use, and vocabulary
CONTENT STATEMENT		(SS) System and Structure of Language: By the end of grade 12, demonstrate command of grammar and usage, capitalization, punctuation, and spelling.
CONTENT STATEMENT		(KL) Knowledge of Language: By the end of grade 12, apply knowledge of language and command of vocabulary to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT AREA / STANDARD		Reading Domain Anchor Statements
STRAND		Reading: Text complexity and the growth of comprehension
CONTENT STATEMENT		(CR) Close Reading of Text: By the end of grade 12, read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
CONTENT STATEMENT		(CI) Central Ideas and Themes of Texts: By the end of grade 12, determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
CONTENT STATEMENT		(IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.
CONTENT AREA / STANDARD		Writing Domain Anchor Statements
STRAND		Writing: Text types, responding to reading, and research
CONTENT STATEMENT		(IW) Informative and Explanatory Writing: By the end of grade 12, write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STATEMENT		(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.
CONTENT STATEMENT		(RW) Range of Writing: By the end of grade 12, 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 tasks, purposes, and audiences.

**CONTENT
AREA /
STANDARD****Speaking and Listening Anchor Statements**

STRAND		Speaking and Listening: Flexible communication and collaboration
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CONTENT
STATEMENT

(PE) Participate Effectively: By the end of grade 12, prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

**CONTENT
AREA /
STANDARD****Language Domain - Foundational Skills: Reading Language**

STRAND		Fluency
CONTENT STATEMENT	L.RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.

CUMULATIVE
PROGRESS
INDICATOR

A.

Read grade-level text with purpose and understanding.

CUMULATIVE
PROGRESS
INDICATOR

C.

Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**CONTENT
AREA /
STANDARD****Language Domain - Foundational Skills: Writing Language**

STRAND		Spelling
CONTENT STATEMENT	L.WF.4.2.	Demonstrate command of the conventions of encoding and spelling.

CUMULATIVE
PROGRESS
INDICATOR

A.

Analyze and spell multi-syllable words with the most common Latin roots, prefixes, and suffixes.

CUMULATIVE
PROGRESS
INDICATOR

B.

Write affixed words that involve a sound or spelling change in the base word.

CUMULATIVE
PROGRESS
INDICATOR

C.

Spell grade-appropriate words correctly, consulting references as needed.

CUMULATIVE
PROGRESS
INDICATOR

D.

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.

**CONTENT
AREA /
STANDARD****Language Domain - Foundational Skills: Writing Language**

STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.WF.4.3.	Demonstrate command of the conventions of writing, including those listed under grade three foundational skills:

CUMULATIVE PROGRESS INDICATOR	A.	Use basic paragraphing, including using paragraph indentations and using paragraphs in dialogue.
CUMULATIVE PROGRESS INDICATOR	B.	Place adjectives and adverbs and form comparative and superlative adjectives and adverbs.
CUMULATIVE PROGRESS INDICATOR	E.	Form and use possessive nouns and pronouns.
CUMULATIVE PROGRESS INDICATOR	F.	Capitalize the first word in quotations as appropriate, capitalize other important words (e.g., section headings).

**CONTENT
AREA /
STANDARD**

Language Domain - Foundational Skills: Writing Language

STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.KL.4.1.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CUMULATIVE PROGRESS INDICATOR	B.	Choose words and phrases to convey ideas precisely.
CUMULATIVE PROGRESS INDICATOR	C.	Choose punctuation for effect.
CUMULATIVE PROGRESS INDICATOR	D.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

**CONTENT
AREA /
STANDARD**

Language Domain - Foundational Skills: Writing Language

STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.VL.4.2.	Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

CUMULATIVE PROGRESS INDICATOR	A.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
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**CONTENT
AREA /
STANDARD**

Reading Domain

STRAND	RI.CR.4.1	Refer to details and examples as textual evidence when explaining what an informational text says explicitly and make relevant connections when drawing inferences from the text.
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STRAND	RI.CI.4.2.	Summarize an informational text and interpret the author's purpose or main idea citing key details from the text.
STRAND	RI.IT.4.3.	Describe the impact of individuals and events throughout the course of a text, explaining events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on evidence in the text.
STRAND	RI.AA.4.7	Analyze how an author uses facts, details and explanations to develop ideas or to support their reasoning.
CONTENT AREA / STANDARD	Writing Domain	
STRAND	W.IW.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
CONTENT STATEMENT	A.	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), text features (e.g., illustrations, diagrams, captions) and multimedia when useful to aid in comprehension.
CONTENT STATEMENT	B.	Develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.
CONTENT STATEMENT	C.	Link ideas within paragraphs and sections of information using words and phrases (e.g., another, for example, also, because).
CONTENT STATEMENT	E.	Provide a conclusion related to the information or explanation presented.
CONTENT AREA / STANDARD	Writing Domain	
STRAND	W.NW.4.3	Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.
CONTENT STATEMENT	C.	Use a variety of transitional words and phrases to manage the sequence of events.
CONTENT STATEMENT	D.	Use concrete words, phrases, and sensory details and explore using figurative language to convey experiences and events precisely.
CONTENT AREA / STANDARD	Writing Domain	
STRAND	W.WP.4.4	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
CONTENT STATEMENT	A.	Identify audience, purpose, and intended length of composition before writing.
CONTENT STATEMENT	C.	Consider writing as a process, including self-evaluation, revision and editing.

CONTENT STATEMENT	D.	With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, evaluate whether the writing achieved its goal and make changes in content or form as necessary.
CONTENT AREA / STANDARD		Writing Domain
STRAND	W.RW.4.7.	Write routinely over extended time frames (with time for research and revision) and shorter time frames (a single sitting) for a range of tasks, purposes, and audiences.
CONTENT AREA / STANDARD		Speaking and Listening Domain
STRAND	SL.PE.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.
CONTENT STATEMENT	D.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
CONTENT AREA / STANDARD		Speaking and Listening Domain
STRAND	SL.II.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
STRAND	SL.AS.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.

Lesson 05: Unit 3 Retelling Narrative Stories, p. 43-48

New Jersey Student Learning Standards

Language Arts

Grade 4 - Adopted: 2023

CONTENT AREA / STANDARD		Language Domain Anchor Statements
STRAND		Language: System and structure, effective use, and vocabulary
CONTENT STATEMENT		(KL) Knowledge of Language: By the end of grade 12, apply knowledge of language and command of vocabulary to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT AREA / STANDARD		Reading Domain Anchor Statements
STRAND		Reading: Text complexity and the growth of comprehension
CONTENT STATEMENT		(CR) Close Reading of Text: By the end of grade 12, read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

CONTENT STATEMENT		(CI) Central Ideas and Themes of Texts: By the end of grade 12, determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
CONTENT STATEMENT		(IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.
CONTENT AREA / STANDARD		Writing Domain Anchor Statements
STRAND		Writing: Text types, responding to reading, and research
CONTENT STATEMENT		(IW) Informative and Explanatory Writing: By the end of grade 12, write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STATEMENT		(NW) Narrative Writing: By the end of grade 12, write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
CONTENT STATEMENT		(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.
CONTENT STATEMENT		(RW) Range of Writing: By the end of grade 12, 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 tasks, purposes, and audiences.
CONTENT AREA / STANDARD		Speaking and Listening Anchor Statements
STRAND		Speaking and Listening: Flexible communication and collaboration
CONTENT STATEMENT		(PE) Participate Effectively: By the end of grade 12, prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STATEMENT		(ES) Evaluate Speakers: By the end of grade 12, evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
CONTENT STATEMENT		(PI) Present Information: By the end of grade 12, present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
CONTENT AREA / STANDARD		Language Domain - Foundational Skills: Reading Language
STRAND		Fluency
CONTENT STATEMENT	L.RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
CUMULATIVE PROGRESS INDICATOR	A.	Read grade-level text with purpose and understanding.

CUMULATIVE PROGRESS INDICATOR	C.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CONTENT AREA / STANDARD	Language Domain - Foundational Skills: Writing Language	
STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.WF.4.3.	Demonstrate command of the conventions of writing, including those listed under grade three foundational skills:
CUMULATIVE PROGRESS INDICATOR	A.	Use basic paragraphing, including using paragraph indentations and using paragraphs in dialogue.
CONTENT AREA / STANDARD	Language Domain - Foundational Skills: Writing Language	
STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.KL.4.1.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CUMULATIVE PROGRESS INDICATOR	B.	Choose words and phrases to convey ideas precisely.
CUMULATIVE PROGRESS INDICATOR	D.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
CONTENT AREA / STANDARD	Language Domain - Foundational Skills: Writing Language	
STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.VL.4.2.	Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
CUMULATIVE PROGRESS INDICATOR	A.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
CONTENT AREA / STANDARD	Reading Domain	
STRAND	RL.CR.4. 1.	Refer to details and examples as textual evidence when explaining what a literary text says explicitly and make relevant connections when drawing inferences from the text.
STRAND	RL.CI.4.2.	Summarize a literary text and interpret the author's theme citing key details from the text.
STRAND	RL.IT.4.3.	Describe the impact of individuals and events throughout the course of a text, using an in-depth analysis of the character, setting, or event that draws on textual evidence.

**CONTENT
AREA /
STANDARD****Writing Domain**

STRAND	W.NW.4.3	Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.
CONTENT STATEMENT	A.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
CONTENT STATEMENT	B.	Use dialogue and description to develop experiences and events or show the responses of characters to situations.
CONTENT STATEMENT	C.	Use a variety of transitional words and phrases to manage the sequence of events.
CONTENT STATEMENT	D.	Use concrete words, phrases, and sensory details and explore using figurative language to convey experiences and events precisely.

**CONTENT
AREA /
STANDARD****Writing Domain**

STRAND	W.WP.4.4	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
CONTENT STATEMENT	A.	Identify audience, purpose, and intended length of composition before writing.
CONTENT STATEMENT	C.	Consider writing as a process, including self-evaluation, revision and editing.

**CONTENT
AREA /
STANDARD****Writing Domain**

STRAND	W.RW.4.7.	Write routinely over extended time frames (with time for research and revision) and shorter time frames (a single sitting) for a range of tasks, purposes, and audiences.
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**CONTENT
AREA /
STANDARD****Speaking and Listening Domain**

STRAND	SL.PE.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.
CONTENT STATEMENT	D.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

**CONTENT
AREA /
STANDARD****Speaking and Listening Domain**

STRAND	SL.II.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
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STRAND	SL.PI.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.
STRAND	SL.AS.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.

Lesson 06: Unit 3 Retelling Narrative Stories, p. 49-54

New Jersey Student Learning Standards

Language Arts

Grade 4 - Adopted: 2023

CONTENT AREA / STANDARD

Language Domain Anchor Statements

STRAND		Language: System and structure, effective use, and vocabulary
CONTENT STATEMENT		(SS) System and Structure of Language: By the end of grade 12, demonstrate command of grammar and usage, capitalization, punctuation, and spelling.

CONTENT AREA / STANDARD

Writing Domain Anchor Statements

STRAND		Writing: Text types, responding to reading, and research
CONTENT STATEMENT		(IW) Informative and Explanatory Writing: By the end of grade 12, write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STATEMENT		(NW) Narrative Writing: By the end of grade 12, write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
CONTENT STATEMENT		(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.
CONTENT STATEMENT		(RW) Range of Writing: By the end of grade 12, 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 tasks, purposes, and audiences.

CONTENT AREA / STANDARD

Speaking and Listening Anchor Statements

STRAND		Speaking and Listening: Flexible communication and collaboration
CONTENT STATEMENT		(PE) Participate Effectively: By the end of grade 12, prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CONTENT AREA / STANDARD

Language Domain - Foundational Skills: Writing Language

STRAND		Spelling
CONTENT STATEMENT	L.WF.4.2.	Demonstrate command of the conventions of encoding and spelling.
CUMULATIVE PROGRESS INDICATOR	A.	Analyze and spell multi-syllable words with the most common Latin roots, prefixes, and suffixes.
CUMULATIVE PROGRESS INDICATOR	B.	Write affixed words that involve a sound or spelling change in the base word.
CUMULATIVE PROGRESS INDICATOR	C.	Spell grade-appropriate words correctly, consulting references as needed.
CUMULATIVE PROGRESS INDICATOR	D.	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.

CONTENT AREA / STANDARD

Language Domain - Foundational Skills: Writing Language

STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.WF.4.3.	Demonstrate command of the conventions of writing, including those listed under grade three foundational skills:
CUMULATIVE PROGRESS INDICATOR	A.	Use basic paragraphing, including using paragraph indentations and using paragraphs in dialogue.
CUMULATIVE PROGRESS INDICATOR	B.	Place adjectives and adverbs and form comparative and superlative adjectives and adverbs.

CONTENT AREA / STANDARD

Language Domain - Foundational Skills: Writing Language

STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.KL.4.1.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CUMULATIVE PROGRESS INDICATOR	B.	Choose words and phrases to convey ideas precisely.
CUMULATIVE PROGRESS INDICATOR	C.	Choose punctuation for effect.
CUMULATIVE PROGRESS INDICATOR	D.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

**CONTENT
AREA /
STANDARD****Writing Domain**

STRAND	W.NW.4.3	Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.
CONTENT STATEMENT	A.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
CONTENT STATEMENT	B.	Use dialogue and description to develop experiences and events or show the responses of characters to situations.
CONTENT STATEMENT	C.	Use a variety of transitional words and phrases to manage the sequence of events.
CONTENT STATEMENT	D.	Use concrete words, phrases, and sensory details and explore using figurative language to convey experiences and events precisely.

**CONTENT
AREA /
STANDARD****Writing Domain**

STRAND	W.WP.4.4	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
CONTENT STATEMENT	A.	Identify audience, purpose, and intended length of composition before writing.
CONTENT STATEMENT	C.	Consider writing as a process, including self-evaluation, revision and editing.
CONTENT STATEMENT	D.	With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, evaluate whether the writing achieved its goal and make changes in content or form as necessary.
CONTENT STATEMENT	E.	After initial drafting, expand, combine, and reduce sentences for meaning, audience, and style.

**CONTENT
AREA /
STANDARD****Writing Domain**

STRAND	W.RW.4.7.	Write routinely over extended time frames (with time for research and revision) and shorter time frames (a single sitting) for a range of tasks, purposes, and audiences.
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**CONTENT
AREA /
STANDARD****Speaking and Listening Domain**

STRAND	SL.PE.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.
CONTENT STATEMENT	D.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

CONTENT AREA / STANDARD		Speaking and Listening Domain
STRAND	SL.II.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
STRAND	SL.AS.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.

Lesson 07: Unit 3 Retelling Narrative Stories, p. 55-58

New Jersey Student Learning Standards

Language Arts

Grade 4 - Adopted: 2023

CONTENT AREA / STANDARD		Language Domain Anchor Statements
STRAND		Language: System and structure, effective use, and vocabulary
CONTENT STATEMENT		(KL) Knowledge of Language: By the end of grade 12, apply knowledge of language and command of vocabulary to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

CONTENT AREA / STANDARD		Reading Domain Anchor Statements
STRAND		Reading: Text complexity and the growth of comprehension
CONTENT STATEMENT		(CR) Close Reading of Text: By the end of grade 12, read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
CONTENT STATEMENT		(CI) Central Ideas and Themes of Texts: By the end of grade 12, determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
CONTENT STATEMENT		(IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.

CONTENT AREA / STANDARD		Writing Domain Anchor Statements
STRAND		Writing: Text types, responding to reading, and research
CONTENT STATEMENT		(NW) Narrative Writing: By the end of grade 12, write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
CONTENT STATEMENT		(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.

CONTENT STATEMENT		(RW) Range of Writing: By the end of grade 12, 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 tasks, purposes, and audiences.
CONTENT AREA / STANDARD		Speaking and Listening Anchor Statements
STRAND		Speaking and Listening: Flexible communication and collaboration
CONTENT STATEMENT		(PE) Participate Effectively: By the end of grade 12, prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT AREA / STANDARD		Language Domain - Foundational Skills: Reading Language
STRAND		Fluency
CONTENT STATEMENT	L.RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
CUMULATIVE PROGRESS INDICATOR	A.	Read grade-level text with purpose and understanding.
CUMULATIVE PROGRESS INDICATOR	C.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CONTENT AREA / STANDARD		Language Domain - Foundational Skills: Writing Language
STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.WF.4.3.	Demonstrate command of the conventions of writing, including those listed under grade three foundational skills:
CUMULATIVE PROGRESS INDICATOR	A.	Use basic paragraphing, including using paragraph indentations and using paragraphs in dialogue.
CONTENT AREA / STANDARD		Language Domain - Foundational Skills: Writing Language
STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.KL.4.1.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CUMULATIVE PROGRESS INDICATOR	B.	Choose words and phrases to convey ideas precisely.
CUMULATIVE PROGRESS INDICATOR	D.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

**CONTENT
AREA /
STANDARD****Language Domain - Foundational Skills: Writing Language**

STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.VL.4.2.	Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
CUMULATIVE PROGRESS INDICATOR	A.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

**CONTENT
AREA /
STANDARD****Reading Domain**

STRAND	RL.CR.4.1.	Refer to details and examples as textual evidence when explaining what a literary text says explicitly and make relevant connections when drawing inferences from the text.
STRAND	RL.CI.4.2.	Summarize a literary text and interpret the author's theme citing key details from the text.
STRAND	RL.IT.4.3.	Describe the impact of individuals and events throughout the course of a text, using an in-depth analysis of the character, setting, or event that draws on textual evidence.
STRAND	RI.CT.4.8	Compare and contrast the treatment of similar themes, topics and patterns of events in informational texts from authors of different cultures.

**CONTENT
AREA /
STANDARD****Writing Domain**

STRAND	W.NW.4.3	Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.
CONTENT STATEMENT	A.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
CONTENT STATEMENT	C.	Use a variety of transitional words and phrases to manage the sequence of events.
CONTENT STATEMENT	D.	Use concrete words, phrases, and sensory details and explore using figurative language to convey experiences and events precisely.

**CONTENT
AREA /
STANDARD****Writing Domain**

STRAND	W.WP.4.4	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
CONTENT STATEMENT	A.	Identify audience, purpose, and intended length of composition before writing.
CONTENT STATEMENT	C.	Consider writing as a process, including self-evaluation, revision and editing.

**CONTENT
AREA /
STANDARD****Writing Domain**

STRAND	W.RW.4.7.	Write routinely over extended time frames (with time for research and revision) and shorter time frames (a single sitting) for a range of tasks, purposes, and audiences.
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**CONTENT
AREA /
STANDARD****Speaking and Listening Domain**

STRAND	SL.PE.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.
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CONTENT STATEMENT	D.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
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**CONTENT
AREA /
STANDARD****Speaking and Listening Domain**

STRAND	SL.II.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
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STRAND	SL.AS.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.
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Lesson 08: Unit 3 Retelling Narrative Stories, p. 59-64**New Jersey Student Learning Standards****Language Arts****Grade 4 - Adopted: 2023****CONTENT
AREA /
STANDARD****Language Domain Anchor Statements**

STRAND		Language: System and structure, effective use, and vocabulary
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CONTENT STATEMENT		(SS) System and Structure of Language: By the end of grade 12, demonstrate command of grammar and usage, capitalization, punctuation, and spelling.
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**CONTENT
AREA /
STANDARD****Writing Domain Anchor Statements**

STRAND		Writing: Text types, responding to reading, and research
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CONTENT STATEMENT		(IW) Informative and Explanatory Writing: By the end of grade 12, write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
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CONTENT STATEMENT		(NW) Narrative Writing: By the end of grade 12, write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
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CONTENT STATEMENT		(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.
CONTENT STATEMENT		(RW) Range of Writing: By the end of grade 12, 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 tasks, purposes, and audiences.
CONTENT AREA / STANDARD		Speaking and Listening Anchor Statements
STRAND		Speaking and Listening: Flexible communication and collaboration
CONTENT STATEMENT		(PE) Participate Effectively: By the end of grade 12, prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT AREA / STANDARD		Language Domain - Foundational Skills: Writing Language
STRAND		Spelling
CONTENT STATEMENT	L.WF.4.2.	Demonstrate command of the conventions of encoding and spelling.
CUMULATIVE PROGRESS INDICATOR	A.	Analyze and spell multi-syllable words with the most common Latin roots, prefixes, and suffixes.
CUMULATIVE PROGRESS INDICATOR	B.	Write affixed words that involve a sound or spelling change in the base word.
CUMULATIVE PROGRESS INDICATOR	C.	Spell grade-appropriate words correctly, consulting references as needed.
CUMULATIVE PROGRESS INDICATOR	D.	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.
CONTENT AREA / STANDARD		Language Domain - Foundational Skills: Writing Language
STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.WF.4.3.	Demonstrate command of the conventions of writing, including those listed under grade three foundational skills:
CUMULATIVE PROGRESS INDICATOR	A.	Use basic paragraphing, including using paragraph indentations and using paragraphs in dialogue.
CUMULATIVE PROGRESS INDICATOR	B.	Place adjectives and adverbs and form comparative and superlative adjectives and adverbs.

**CONTENT
AREA /
STANDARD****Language Domain - Foundational Skills: Writing Language**

STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.KL.4.1.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CUMULATIVE PROGRESS INDICATOR	B.	Choose words and phrases to convey ideas precisely.
CUMULATIVE PROGRESS INDICATOR	C.	Choose punctuation for effect.
CUMULATIVE PROGRESS INDICATOR	D.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

**CONTENT
AREA /
STANDARD****Language Domain - Foundational Skills: Writing Language**

STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.VL.4.2.	Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
CUMULATIVE PROGRESS INDICATOR	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.

**CONTENT
AREA /
STANDARD****Language Domain - Foundational Skills: Writing Language**

STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.VI.4.3.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
CUMULATIVE PROGRESS INDICATOR	D.	Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

**CONTENT
AREA /
STANDARD****Writing Domain**

STRAND	W.NW.4.3.	Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.
CONTENT STATEMENT	A.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
CONTENT STATEMENT	B.	Use dialogue and description to develop experiences and events or show the responses of characters to situations.

CONTENT STATEMENT	C.	Use a variety of transitional words and phrases to manage the sequence of events.
CONTENT STATEMENT	D.	Use concrete words, phrases, and sensory details and explore using figurative language to convey experiences and events precisely.
CONTENT AREA / STANDARD	Writing Domain	
STRAND	W.WP.4.4	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
CONTENT STATEMENT	A.	Identify audience, purpose, and intended length of composition before writing.
CONTENT STATEMENT	C.	Consider writing as a process, including self-evaluation, revision and editing.
CONTENT STATEMENT	D.	With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, evaluate whether the writing achieved its goal and make changes in content or form as necessary.
CONTENT AREA / STANDARD	Writing Domain	
STRAND	W.RW.4.7.	Write routinely over extended time frames (with time for research and revision) and shorter time frames (a single sitting) for a range of tasks, purposes, and audiences.
CONTENT AREA / STANDARD	Speaking and Listening Domain	
STRAND	SL.PE.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.
CONTENT STATEMENT	D.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
CONTENT AREA / STANDARD	Speaking and Listening Domain	
STRAND	SL.II.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
STRAND	SL.AS.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.
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**CONTENT
AREA /
STANDARD****Language Domain Anchor Statements****STRAND****Language: System and structure, effective use, and vocabulary**CONTENT
STATEMENT

(SS) System and Structure of Language: By the end of grade 12, demonstrate command of grammar and usage, capitalization, punctuation, and spelling.

CONTENT
STATEMENT

(KL) Knowledge of Language: By the end of grade 12, apply knowledge of language and command of vocabulary to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

**CONTENT
AREA /
STANDARD****Reading Domain Anchor Statements****STRAND****Reading: Text complexity and the growth of comprehension**CONTENT
STATEMENT

(CR) Close Reading of Text: By the end of grade 12, read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

CONTENT
STATEMENT

(CI) Central Ideas and Themes of Texts: By the end of grade 12, determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

CONTENT
STATEMENT

(IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**CONTENT
AREA /
STANDARD****Writing Domain Anchor Statements****STRAND****Writing: Text types, responding to reading, and research**CONTENT
STATEMENT

(IW) Informative and Explanatory Writing: By the end of grade 12, write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

CONTENT
STATEMENT

(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.

CONTENT
STATEMENT

(SE) Sources of Evidence: By the end of grade 12, gather relevant information and evidence from multiple sources to support analysis, reflection, and research, while assessing the credibility and accuracy of each source, and integrating the information while avoiding plagiarism.

CONTENT
STATEMENT

(RW) Range of Writing: By the end of grade 12, 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 tasks, purposes, and audiences.

**CONTENT
AREA /
STANDARD****Speaking and Listening Anchor Statements****STRAND****Speaking and Listening: Flexible communication and collaboration**

CONTENT STATEMENT		(PE) Participate Effectively: By the end of grade 12, prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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CONTENT AREA / STANDARD **Language Domain - Foundational Skills: Reading Language**

STRAND		Fluency
CONTENT STATEMENT	L.RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.

CUMULATIVE PROGRESS INDICATOR	A.	Read grade-level text with purpose and understanding.
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CUMULATIVE PROGRESS INDICATOR	C.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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CONTENT AREA / STANDARD **Language Domain - Foundational Skills: Writing Language**

STRAND		Spelling
CONTENT STATEMENT	L.WF.4.2.	Demonstrate command of the conventions of encoding and spelling.

CUMULATIVE PROGRESS INDICATOR	A.	Analyze and spell multi-syllable words with the most common Latin roots, prefixes, and suffixes.
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CUMULATIVE PROGRESS INDICATOR	B.	Write affixed words that involve a sound or spelling change in the base word.
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CUMULATIVE PROGRESS INDICATOR	C.	Spell grade-appropriate words correctly, consulting references as needed.
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CUMULATIVE PROGRESS INDICATOR	D.	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.
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CONTENT AREA / STANDARD **Language Domain - Foundational Skills: Writing Language**

STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.WF.4.3.	Demonstrate command of the conventions of writing, including those listed under grade three foundational skills:

CUMULATIVE PROGRESS INDICATOR	A.	Use basic paragraphing, including using paragraph indentations and using paragraphs in dialogue.
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CUMULATIVE PROGRESS INDICATOR	B.	Place adjectives and adverbs and form comparative and superlative adjectives and adverbs.
CONTENT AREA / STANDARD	Language Domain - Foundational Skills: Writing Language	
STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.KL.4.1.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CUMULATIVE PROGRESS INDICATOR	B.	Choose words and phrases to convey ideas precisely.
CUMULATIVE PROGRESS INDICATOR	C.	Choose punctuation for effect.
CUMULATIVE PROGRESS INDICATOR	D.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
CONTENT AREA / STANDARD	Language Domain - Foundational Skills: Writing Language	
STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.VL.4.2.	Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
CUMULATIVE PROGRESS INDICATOR	A.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
CUMULATIVE PROGRESS INDICATOR	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.
CONTENT AREA / STANDARD	Language Domain - Foundational Skills: Writing Language	
STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.VI.4.3.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
CUMULATIVE PROGRESS INDICATOR	D.	Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
CONTENT AREA / STANDARD	Reading Domain	

STRAND	RI.CR.4.1	Refer to details and examples as textual evidence when explaining what an informational text says explicitly and make relevant connections when drawing inferences from the text.
STRAND	RI.CI.4.2.	Summarize an informational text and interpret the author's purpose or main idea citing key details from the text.
STRAND	RI.IT.4.3.	Describe the impact of individuals and events throughout the course of a text, explaining events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on evidence in the text.
STRAND	RI.AA.4.7	Analyze how an author uses facts, details and explanations to develop ideas or to support their reasoning.
CONTENT AREA / STANDARD	Writing Domain	
STRAND	W.IW.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
CONTENT STATEMENT	A.	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), text features (e.g., illustrations, diagrams, captions) and multimedia when useful to aid in comprehension.
CONTENT STATEMENT	B.	Develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.
CONTENT STATEMENT	C.	Link ideas within paragraphs and sections of information using words and phrases (e.g., another, for example, also, because).
CONTENT STATEMENT	E.	Provide a conclusion related to the information or explanation presented.
CONTENT AREA / STANDARD	Writing Domain	
STRAND	W.NW.4.3	Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.
CONTENT STATEMENT	B.	Use dialogue and description to develop experiences and events or show the responses of characters to situations.
CONTENT STATEMENT	C.	Use a variety of transitional words and phrases to manage the sequence of events.
CONTENT STATEMENT	D.	Use concrete words, phrases, and sensory details and explore using figurative language to convey experiences and events precisely.
CONTENT AREA / STANDARD	Writing Domain	
STRAND	W.WP.4.4	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

CONTENT STATEMENT	A.	Identify audience, purpose, and intended length of composition before writing.
CONTENT STATEMENT	C.	Consider writing as a process, including self-evaluation, revision and editing.
CONTENT STATEMENT	D.	With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, evaluate whether the writing achieved its goal and make changes in content or form as necessary.
CONTENT AREA / STANDARD	Writing Domain	
STRAND	W.SE.4.6	Gather relevant information from multiple print and digital sources; take notes, prioritize and categorize information; provide a list of sources.
STRAND	W.RW.4.7.	Write routinely over extended time frames (with time for research and revision) and shorter time frames (a single sitting) for a range of tasks, purposes, and audiences.
CONTENT AREA / STANDARD	Speaking and Listening Domain	
STRAND	SL.PE.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.
CONTENT STATEMENT	D.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
CONTENT AREA / STANDARD	Speaking and Listening Domain	
STRAND	SL.II.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
STRAND	SL.AS.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.

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New Jersey Student Learning Standards

Language Arts

Grade 4 - Adopted: 2023

CONTENT AREA / STANDARD	Language Domain Anchor Statements	
STRAND		Language: System and structure, effective use, and vocabulary
CONTENT STATEMENT	(SS) System and Structure of Language: By the end of grade 12, demonstrate command of grammar and usage, capitalization, punctuation, and spelling.	

CONTENT STATEMENT		(KL) Knowledge of Language: By the end of grade 12, apply knowledge of language and command of vocabulary to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT AREA / STANDARD		Reading Domain Anchor Statements
STRAND		Reading: Text complexity and the growth of comprehension
CONTENT STATEMENT		(CR) Close Reading of Text: By the end of grade 12, read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
CONTENT STATEMENT		(CI) Central Ideas and Themes of Texts: By the end of grade 12, determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
CONTENT STATEMENT		(IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.
CONTENT AREA / STANDARD		Writing Domain Anchor Statements
STRAND		Writing: Text types, responding to reading, and research
CONTENT STATEMENT		(IW) Informative and Explanatory Writing: By the end of grade 12, write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STATEMENT		(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.
CONTENT STATEMENT		(SE) Sources of Evidence: By the end of grade 12, gather relevant information and evidence from multiple sources to support analysis, reflection, and research, while assessing the credibility and accuracy of each source, and integrating the information while avoiding plagiarism.
CONTENT STATEMENT		(RW) Range of Writing: By the end of grade 12, 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 tasks, purposes, and audiences.
CONTENT AREA / STANDARD		Speaking and Listening Anchor Statements
STRAND		Speaking and Listening: Flexible communication and collaboration
CONTENT STATEMENT		(PE) Participate Effectively: By the end of grade 12, prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT AREA / STANDARD		Language Domain - Foundational Skills: Reading Language
STRAND		Fluency
CONTENT STATEMENT	L.RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.

CUMULATIVE PROGRESS INDICATOR	A.	Read grade-level text with purpose and understanding.
CUMULATIVE PROGRESS INDICATOR	C.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CONTENT AREA / STANDARD	Language Domain - Foundational Skills: Writing Language	
STRAND		Spelling
CONTENT STATEMENT	L.WF.4.2.	Demonstrate command of the conventions of encoding and spelling.
CUMULATIVE PROGRESS INDICATOR	A.	Analyze and spell multi-syllable words with the most common Latin roots, prefixes, and suffixes.
CUMULATIVE PROGRESS INDICATOR	B.	Write affixed words that involve a sound or spelling change in the base word.
CUMULATIVE PROGRESS INDICATOR	C.	Spell grade-appropriate words correctly, consulting references as needed.
CUMULATIVE PROGRESS INDICATOR	D.	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.
CONTENT AREA / STANDARD	Language Domain - Foundational Skills: Writing Language	
STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.WF.4.3.	Demonstrate command of the conventions of writing, including those listed under grade three foundational skills:
CUMULATIVE PROGRESS INDICATOR	A.	Use basic paragraphing, including using paragraph indentations and using paragraphs in dialogue.
CUMULATIVE PROGRESS INDICATOR	B.	Place adjectives and adverbs and form comparative and superlative adjectives and adverbs.
CONTENT AREA / STANDARD	Language Domain - Foundational Skills: Writing Language	
STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.KL.4.1.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CUMULATIVE PROGRESS INDICATOR	B.	Choose words and phrases to convey ideas precisely.
CUMULATIVE PROGRESS INDICATOR	C.	Choose punctuation for effect.
CUMULATIVE PROGRESS INDICATOR	D.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

**CONTENT
AREA /
STANDARD**

Language Domain - Foundational Skills: Writing Language

STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.VL.4.2.	Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

CUMULATIVE PROGRESS INDICATOR	A.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
CUMULATIVE PROGRESS INDICATOR	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.

**CONTENT
AREA /
STANDARD**

Language Domain - Foundational Skills: Writing Language

STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.VI.4.3.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

CUMULATIVE PROGRESS INDICATOR	D.	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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**CONTENT
AREA /
STANDARD**

Reading Domain

STRAND	RI.CR.4.1.	Refer to details and examples as textual evidence when explaining what an informational text says explicitly and make relevant connections when drawing inferences from the text.
STRAND	RI.CI.4.2.	Summarize an informational text and interpret the author's purpose or main idea citing key details from the text.
STRAND	RI.IT.4.3.	Describe the impact of individuals and events throughout the course of a text, explaining events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on evidence in the text.
STRAND	RI.AA.4.7.	Analyze how an author uses facts, details and explanations to develop ideas or to support their reasoning.

**CONTENT
AREA /
STANDARD****Writing Domain**

STRAND	W.IW.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
CONTENT STATEMENT	A.	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), text features (e.g., illustrations, diagrams, captions) and multimedia when useful to aid in comprehension.
CONTENT STATEMENT	B.	Develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.
CONTENT STATEMENT	C.	Link ideas within paragraphs and sections of information using words and phrases (e.g., another, for example, also, because).
CONTENT STATEMENT	E.	Provide a conclusion related to the information or explanation presented.

**CONTENT
AREA /
STANDARD****Writing Domain**

STRAND	W.NW.4.3.	Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.
CONTENT STATEMENT	B.	Use dialogue and description to develop experiences and events or show the responses of characters to situations.
CONTENT STATEMENT	C.	Use a variety of transitional words and phrases to manage the sequence of events.
CONTENT STATEMENT	D.	Use concrete words, phrases, and sensory details and explore using figurative language to convey experiences and events precisely.

**CONTENT
AREA /
STANDARD****Writing Domain**

STRAND	W.WP.4.4.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
CONTENT STATEMENT	A.	Identify audience, purpose, and intended length of composition before writing.
CONTENT STATEMENT	C.	Consider writing as a process, including self-evaluation, revision and editing.
CONTENT STATEMENT	D.	With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, evaluate whether the writing achieved its goal and make changes in content or form as necessary.

**CONTENT
AREA /
STANDARD****Writing Domain**

STRAND	W.SE.4.6	Gather relevant information from multiple print and digital sources; take notes, prioritize and categorize information; provide a list of sources.
STRAND	W.RW.4.7.	Write routinely over extended time frames (with time for research and revision) and shorter time frames (a single sitting) for a range of tasks, purposes, and audiences.
CONTENT AREA / STANDARD	Speaking and Listening Domain	
STRAND	SL.PE.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.
CONTENT STATEMENT	D.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
CONTENT AREA / STANDARD	Speaking and Listening Domain	
STRAND	SL.II.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
STRAND	SL.AS.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.

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New Jersey Student Learning Standards

Language Arts

Grade 4 - Adopted: 2023

CONTENT AREA / STANDARD	Language Domain Anchor Statements	
STRAND		Language: System and structure, effective use, and vocabulary
CONTENT STATEMENT		(SS) System and Structure of Language: By the end of grade 12, demonstrate command of grammar and usage, capitalization, punctuation, and spelling.
CONTENT STATEMENT		(KL) Knowledge of Language: By the end of grade 12, apply knowledge of language and command of vocabulary to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT AREA / STANDARD	Reading Domain Anchor Statements	
STRAND		Reading: Text complexity and the growth of comprehension
CONTENT STATEMENT		(CR) Close Reading of Text: By the end of grade 12, read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

CONTENT STATEMENT		(CI) Central Ideas and Themes of Texts: By the end of grade 12, determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
CONTENT STATEMENT		(IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.
CONTENT AREA / STANDARD		Writing Domain Anchor Statements
STRAND		Writing: Text types, responding to reading, and research
CONTENT STATEMENT		(IW) Informative and Explanatory Writing: By the end of grade 12, write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STATEMENT		(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.
CONTENT STATEMENT		(SE) Sources of Evidence: By the end of grade 12, gather relevant information and evidence from multiple sources to support analysis, reflection, and research, while assessing the credibility and accuracy of each source, and integrating the information while avoiding plagiarism.
CONTENT STATEMENT		(RW) Range of Writing: By the end of grade 12, 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 tasks, purposes, and audiences.
CONTENT AREA / STANDARD		Speaking and Listening Anchor Statements
STRAND		Speaking and Listening: Flexible communication and collaboration
CONTENT STATEMENT		(PE) Participate Effectively: By the end of grade 12, prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT AREA / STANDARD		Language Domain - Foundational Skills: Reading Language
STRAND		Fluency
CONTENT STATEMENT	L.RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
CUMULATIVE PROGRESS INDICATOR	A.	Read grade-level text with purpose and understanding.
CUMULATIVE PROGRESS INDICATOR	C.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CONTENT AREA / STANDARD		Language Domain - Foundational Skills: Writing Language
STRAND		Spelling

CONTENT STATEMENT	L.WF.4.2.	Demonstrate command of the conventions of encoding and spelling.
CUMULATIVE PROGRESS INDICATOR	A.	Analyze and spell multi-syllable words with the most common Latin roots, prefixes, and suffixes.
CUMULATIVE PROGRESS INDICATOR	B.	Write affixed words that involve a sound or spelling change in the base word.
CUMULATIVE PROGRESS INDICATOR	C.	Spell grade-appropriate words correctly, consulting references as needed.
CUMULATIVE PROGRESS INDICATOR	D.	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.

CONTENT AREA / STANDARD

Language Domain - Foundational Skills: Writing Language

STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.WF.4.3.	Demonstrate command of the conventions of writing, including those listed under grade three foundational skills:
CUMULATIVE PROGRESS INDICATOR	A.	Use basic paragraphing, including using paragraph indentations and using paragraphs in dialogue.
CUMULATIVE PROGRESS INDICATOR	B.	Place adjectives and adverbs and form comparative and superlative adjectives and adverbs.

CONTENT AREA / STANDARD

Language Domain - Foundational Skills: Writing Language

STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.KL.4.1.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CUMULATIVE PROGRESS INDICATOR	B.	Choose words and phrases to convey ideas precisely.
CUMULATIVE PROGRESS INDICATOR	C.	Choose punctuation for effect.
CUMULATIVE PROGRESS INDICATOR	D.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

CONTENT AREA / STANDARD

Language Domain - Foundational Skills: Writing Language

STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.VL.4.2.	Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

CUMULATIVE PROGRESS INDICATOR	A.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
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CUMULATIVE PROGRESS INDICATOR	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.
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CONTENT AREA / STANDARD

Language Domain - Foundational Skills: Writing Language

STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.VI.4.3.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

CUMULATIVE PROGRESS INDICATOR	D.	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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CONTENT AREA / STANDARD

Reading Domain

STRAND	RI.CR.4.1 .	Refer to details and examples as textual evidence when explaining what an informational text says explicitly and make relevant connections when drawing inferences from the text.
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STRAND	RI.CI.4.2.	Summarize an informational text and interpret the author's purpose or main idea citing key details from the text.
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STRAND	RI.IT.4.3.	Describe the impact of individuals and events throughout the course of a text, explaining events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on evidence in the text.
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STRAND	RI.AA.4.7 .	Analyze how an author uses facts, details and explanations to develop ideas or to support their reasoning.
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CONTENT AREA / STANDARD

Writing Domain

STRAND	W.IW.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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CONTENT STATEMENT	A.	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), text features (e.g., illustrations, diagrams, captions) and multimedia when useful to aid in comprehension.
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CONTENT STATEMENT	B.	Develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.
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CONTENT STATEMENT	C.	Link ideas within paragraphs and sections of information using words and phrases (e.g., another, for example, also, because).
CONTENT STATEMENT	E.	Provide a conclusion related to the information or explanation presented.
CONTENT AREA / STANDARD	Writing Domain	
STRAND	W.NW.4.3	Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.
CONTENT STATEMENT	B.	Use dialogue and description to develop experiences and events or show the responses of characters to situations.
CONTENT STATEMENT	C.	Use a variety of transitional words and phrases to manage the sequence of events.
CONTENT STATEMENT	D.	Use concrete words, phrases, and sensory details and explore using figurative language to convey experiences and events precisely.
CONTENT AREA / STANDARD	Writing Domain	
STRAND	W.WP.4.4	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
CONTENT STATEMENT	A.	Identify audience, purpose, and intended length of composition before writing.
CONTENT STATEMENT	C.	Consider writing as a process, including self-evaluation, revision and editing.
CONTENT STATEMENT	D.	With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, evaluate whether the writing achieved its goal and make changes in content or form as necessary.
CONTENT AREA / STANDARD	Writing Domain	
STRAND	W.SE.4.6	Gather relevant information from multiple print and digital sources; take notes, prioritize and categorize information; provide a list of sources.
STRAND	W.RW.4.7.	Write routinely over extended time frames (with time for research and revision) and shorter time frames (a single sitting) for a range of tasks, purposes, and audiences.
CONTENT AREA / STANDARD	Speaking and Listening Domain	
STRAND	SL.PE.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.

CONTENT STATEMENT	D.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
CONTENT AREA / STANDARD		Speaking and Listening Domain
STRAND	SL.II.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
STRAND	SL.AS.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.

Lesson 12: Unit 4 Summarizing a Reference, p. 93-102

New Jersey Student Learning Standards

Language Arts

Grade 4 - Adopted: 2023

CONTENT AREA / STANDARD

Language Domain Anchor Statements

STRAND		Language: System and structure, effective use, and vocabulary
CONTENT STATEMENT		(SS) System and Structure of Language: By the end of grade 12, demonstrate command of grammar and usage, capitalization, punctuation, and spelling.
CONTENT STATEMENT		(KL) Knowledge of Language: By the end of grade 12, apply knowledge of language and command of vocabulary to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

CONTENT AREA / STANDARD

Reading Domain Anchor Statements

STRAND		Reading: Text complexity and the growth of comprehension
CONTENT STATEMENT		(CR) Close Reading of Text: By the end of grade 12, read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
CONTENT STATEMENT		(CI) Central Ideas and Themes of Texts: By the end of grade 12, determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
CONTENT STATEMENT		(IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.

CONTENT AREA / STANDARD

Writing Domain Anchor Statements

STRAND		Writing: Text types, responding to reading, and research
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CONTENT STATEMENT		(IW) Informative and Explanatory Writing: By the end of grade 12, write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STATEMENT		(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.
CONTENT STATEMENT		(SE) Sources of Evidence: By the end of grade 12, gather relevant information and evidence from multiple sources to support analysis, reflection, and research, while assessing the credibility and accuracy of each source, and integrating the information while avoiding plagiarism.
CONTENT STATEMENT		(RW) Range of Writing: By the end of grade 12, 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 tasks, purposes, and audiences.

CONTENT AREA / STANDARD

Speaking and Listening Anchor Statements

STRAND		Speaking and Listening: Flexible communication and collaboration
CONTENT STATEMENT		(PE) Participate Effectively: By the end of grade 12, prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CONTENT AREA / STANDARD

Language Domain - Foundational Skills: Reading Language

STRAND		Fluency
CONTENT STATEMENT	L.RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
CUMULATIVE PROGRESS INDICATOR	A.	Read grade-level text with purpose and understanding.

CUMULATIVE PROGRESS INDICATOR	C.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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CONTENT AREA / STANDARD

Language Domain - Foundational Skills: Writing Language

STRAND		Spelling
CONTENT STATEMENT	L.WF.4.2.	Demonstrate command of the conventions of encoding and spelling.
CUMULATIVE PROGRESS INDICATOR	A.	Analyze and spell multi-syllable words with the most common Latin roots, prefixes, and suffixes.
CUMULATIVE PROGRESS INDICATOR	B.	Write affixed words that involve a sound or spelling change in the base word.

CUMULATIVE PROGRESS INDICATOR	C.	Spell grade-appropriate words correctly, consulting references as needed.
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CUMULATIVE PROGRESS INDICATOR	D.	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.
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**CONTENT
AREA /
STANDARD**

Language Domain - Foundational Skills: Writing Language

STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.WF.4.3.	Demonstrate command of the conventions of writing, including those listed under grade three foundational skills:

CUMULATIVE PROGRESS INDICATOR	A.	Use basic paragraphing, including using paragraph indentations and using paragraphs in dialogue.
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CUMULATIVE PROGRESS INDICATOR	B.	Place adjectives and adverbs and form comparative and superlative adjectives and adverbs.
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**CONTENT
AREA /
STANDARD**

Language Domain - Foundational Skills: Writing Language

STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.KL.4.1.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CUMULATIVE PROGRESS INDICATOR	B.	Choose words and phrases to convey ideas precisely.
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CUMULATIVE PROGRESS INDICATOR	C.	Choose punctuation for effect.
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CUMULATIVE PROGRESS INDICATOR	D.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
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**CONTENT
AREA /
STANDARD**

Language Domain - Foundational Skills: Writing Language

STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.VL.4.2.	Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

CUMULATIVE PROGRESS INDICATOR	A.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
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CUMULATIVE PROGRESS INDICATOR	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.
CONTENT AREA / STANDARD	Language Domain - Foundational Skills: Writing Language	
STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.VI.4.3.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
CUMULATIVE PROGRESS INDICATOR	D.	Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
CONTENT AREA / STANDARD	Reading Domain	
STRAND	RI.CR.4.1	Refer to details and examples as textual evidence when explaining what an informational text says explicitly and make relevant connections when drawing inferences from the text.
STRAND	RI.CI.4.2.	Summarize an informational text and interpret the author's purpose or main idea citing key details from the text.
STRAND	RI.IT.4.3.	Describe the impact of individuals and events throughout the course of a text, explaining events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on evidence in the text.
STRAND	RI.AA.4.7	Analyze how an author uses facts, details and explanations to develop ideas or to support their reasoning.
CONTENT AREA / STANDARD	Writing Domain	
STRAND	W.IW.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
CONTENT STATEMENT	A.	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), text features (e.g., illustrations, diagrams, captions) and multimedia when useful to aid in comprehension.
CONTENT STATEMENT	B.	Develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.
CONTENT STATEMENT	C.	Link ideas within paragraphs and sections of information using words and phrases (e.g., another, for example, also, because).
CONTENT STATEMENT	E.	Provide a conclusion related to the information or explanation presented.
CONTENT AREA / STANDARD	Writing Domain	

STRAND	W.NW.4.3	Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.
CONTENT STATEMENT	B.	Use dialogue and description to develop experiences and events or show the responses of characters to situations.
CONTENT STATEMENT	C.	Use a variety of transitional words and phrases to manage the sequence of events.
CONTENT STATEMENT	D.	Use concrete words, phrases, and sensory details and explore using figurative language to convey experiences and events precisely.
CONTENT AREA / STANDARD	Writing Domain	

STRAND	W.WP.4.4	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
CONTENT STATEMENT	A.	Identify audience, purpose, and intended length of composition before writing.
CONTENT STATEMENT	C.	Consider writing as a process, including self-evaluation, revision and editing.
CONTENT STATEMENT	D.	With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, evaluate whether the writing achieved its goal and make changes in content or form as necessary.
CONTENT AREA / STANDARD	Writing Domain	

STRAND	W.SE.4.6	Gather relevant information from multiple print and digital sources; take notes, prioritize and categorize information; provide a list of sources.
STRAND	W.RW.4.7.	Write routinely over extended time frames (with time for research and revision) and shorter time frames (a single sitting) for a range of tasks, purposes, and audiences.
CONTENT AREA / STANDARD	Speaking and Listening Domain	

STRAND	SL.PE.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.
CONTENT STATEMENT	D.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
CONTENT AREA / STANDARD	Speaking and Listening Domain	

STRAND	SL.II.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
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STRAND	SL.AS.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.
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Lesson 13: Unit 4 Summarizing a Reference, p. 103-112

New Jersey Student Learning Standards

Language Arts

Grade 4 - Adopted: 2023

CONTENT AREA / STANDARD

Language Domain Anchor Statements

STRAND

Language: System and structure, effective use, and vocabulary

CONTENT STATEMENT	(SS) System and Structure of Language: By the end of grade 12, demonstrate command of grammar and usage, capitalization, punctuation, and spelling.
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CONTENT STATEMENT	(KL) Knowledge of Language: By the end of grade 12, apply knowledge of language and command of vocabulary to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
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CONTENT AREA / STANDARD

Reading Domain Anchor Statements

STRAND

Reading: Text complexity and the growth of comprehension

CONTENT STATEMENT	(CR) Close Reading of Text: By the end of grade 12, read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
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CONTENT STATEMENT	(CI) Central Ideas and Themes of Texts: By the end of grade 12, determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
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CONTENT STATEMENT	(IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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CONTENT AREA / STANDARD

Writing Domain Anchor Statements

STRAND

Writing: Text types, responding to reading, and research

CONTENT STATEMENT	(IW) Informative and Explanatory Writing: By the end of grade 12, write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
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CONTENT STATEMENT	(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.
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CONTENT STATEMENT	(SE) Sources of Evidence: By the end of grade 12, gather relevant information and evidence from multiple sources to support analysis, reflection, and research, while assessing the credibility and accuracy of each source, and integrating the information while avoiding plagiarism.
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CONTENT STATEMENT		(RW) Range of Writing: By the end of grade 12, 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 tasks, purposes, and audiences.
CONTENT AREA / STANDARD		Speaking and Listening Anchor Statements
STRAND		Speaking and Listening: Flexible communication and collaboration
CONTENT STATEMENT		(PE) Participate Effectively: By the end of grade 12, prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT AREA / STANDARD		Language Domain - Foundational Skills: Reading Language
STRAND		Fluency
CONTENT STATEMENT	L.RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
CUMULATIVE PROGRESS INDICATOR	A.	Read grade-level text with purpose and understanding.
CUMULATIVE PROGRESS INDICATOR	C.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CONTENT AREA / STANDARD		Language Domain - Foundational Skills: Writing Language
STRAND		Spelling
CONTENT STATEMENT	L.WF.4.2.	Demonstrate command of the conventions of encoding and spelling.
CUMULATIVE PROGRESS INDICATOR	A.	Analyze and spell multi-syllable words with the most common Latin roots, prefixes, and suffixes.
CUMULATIVE PROGRESS INDICATOR	B.	Write affixed words that involve a sound or spelling change in the base word.
CUMULATIVE PROGRESS INDICATOR	C.	Spell grade-appropriate words correctly, consulting references as needed.
CUMULATIVE PROGRESS INDICATOR	D.	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.
CONTENT AREA / STANDARD		Language Domain - Foundational Skills: Writing Language
STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)

CONTENT STATEMENT	L.WF.4.3.	Demonstrate command of the conventions of writing, including those listed under grade three foundational skills:
CUMULATIVE PROGRESS INDICATOR	A.	Use basic paragraphing, including using paragraph indentations and using paragraphs in dialogue.
CUMULATIVE PROGRESS INDICATOR	B.	Place adjectives and adverbs and form comparative and superlative adjectives and adverbs.
CONTENT AREA / STANDARD	Language Domain - Foundational Skills: Writing Language	
STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.KL.4.1.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CUMULATIVE PROGRESS INDICATOR	B.	Choose words and phrases to convey ideas precisely.
CUMULATIVE PROGRESS INDICATOR	C.	Choose punctuation for effect.
CUMULATIVE PROGRESS INDICATOR	D.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
CONTENT AREA / STANDARD	Language Domain - Foundational Skills: Writing Language	
STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.VL.4.2.	Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
CUMULATIVE PROGRESS INDICATOR	A.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
CUMULATIVE PROGRESS INDICATOR	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.
CONTENT AREA / STANDARD	Language Domain - Foundational Skills: Writing Language	
STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.VI.4.3.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
CUMULATIVE PROGRESS INDICATOR	D.	Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

**CONTENT
AREA /
STANDARD****Reading Domain**

STRAND	RI.CR.4.1	Refer to details and examples as textual evidence when explaining what an informational text says explicitly and make relevant connections when drawing inferences from the text.
STRAND	RI.CI.4.2.	Summarize an informational text and interpret the author's purpose or main idea citing key details from the text.
STRAND	RI.IT.4.3.	Describe the impact of individuals and events throughout the course of a text, explaining events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on evidence in the text.
STRAND	RI.AA.4.7	Analyze how an author uses facts, details and explanations to develop ideas or to support their reasoning.

**CONTENT
AREA /
STANDARD****Writing Domain**

STRAND	W.IW.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
CONTENT STATEMENT	A.	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), text features (e.g., illustrations, diagrams, captions) and multimedia when useful to aid in comprehension.
CONTENT STATEMENT	B.	Develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.
CONTENT STATEMENT	C.	Link ideas within paragraphs and sections of information using words and phrases (e.g., another, for example, also, because).
CONTENT STATEMENT	E.	Provide a conclusion related to the information or explanation presented.

**CONTENT
AREA /
STANDARD****Writing Domain**

STRAND	W.NW.4.3	Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.
CONTENT STATEMENT	B.	Use dialogue and description to develop experiences and events or show the responses of characters to situations.
CONTENT STATEMENT	C.	Use a variety of transitional words and phrases to manage the sequence of events.
CONTENT STATEMENT	D.	Use concrete words, phrases, and sensory details and explore using figurative language to convey experiences and events precisely.

**CONTENT
AREA /
STANDARD****Writing Domain**

STRAND	W.WP.4.4	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
CONTENT STATEMENT	A.	Identify audience, purpose, and intended length of composition before writing.
CONTENT STATEMENT	C.	Consider writing as a process, including self-evaluation, revision and editing.
CONTENT STATEMENT	D.	With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, evaluate whether the writing achieved its goal and make changes in content or form as necessary.
CONTENT AREA / STANDARD	Writing Domain	

STRAND	W.SE.4.6	Gather relevant information from multiple print and digital sources; take notes, prioritize and categorize information; provide a list of sources.
STRAND	W.RW.4.7.	Write routinely over extended time frames (with time for research and revision) and shorter time frames (a single sitting) for a range of tasks, purposes, and audiences.
CONTENT AREA / STANDARD	Speaking and Listening Domain	

STRAND	SL.PE.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.
CONTENT STATEMENT	D.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
CONTENT AREA / STANDARD	Speaking and Listening Domain	

STRAND	SL.II.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
STRAND	SL.AS.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.

Lesson 14: Unit 5 Writing from Pictures, p. 113-118

New Jersey Student Learning Standards

Language Arts

Grade 4 - Adopted: 2023

CONTENT AREA / STANDARD	Language Domain Anchor Statements	
STRAND		Language: System and structure, effective use, and vocabulary

CONTENT STATEMENT		(SS) System and Structure of Language: By the end of grade 12, demonstrate command of grammar and usage, capitalization, punctuation, and spelling.
CONTENT AREA / STANDARD		Writing Domain Anchor Statements
STRAND		Writing: Text types, responding to reading, and research
CONTENT STATEMENT		(IW) Informative and Explanatory Writing: By the end of grade 12, write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STATEMENT		(NW) Narrative Writing: By the end of grade 12, write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
CONTENT STATEMENT		(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.
CONTENT STATEMENT		(SE) Sources of Evidence: By the end of grade 12, gather relevant information and evidence from multiple sources to support analysis, reflection, and research, while assessing the credibility and accuracy of each source, and integrating the information while avoiding plagiarism.
CONTENT STATEMENT		(RW) Range of Writing: By the end of grade 12, 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 tasks, purposes, and audiences.
CONTENT AREA / STANDARD		Speaking and Listening Anchor Statements
STRAND		Speaking and Listening: Flexible communication and collaboration
CONTENT STATEMENT		(PE) Participate Effectively: By the end of grade 12, prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STATEMENT		(ES) Evaluate Speakers: By the end of grade 12, evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
CONTENT STATEMENT		(PI) Present Information: By the end of grade 12, present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
CONTENT AREA / STANDARD		Language Domain - Foundational Skills: Writing Language
STRAND		Spelling
CONTENT STATEMENT	L.WF.4.2.	Demonstrate command of the conventions of encoding and spelling.
CUMULATIVE PROGRESS INDICATOR	A.	Analyze and spell multi-syllable words with the most common Latin roots, prefixes, and suffixes.

CUMULATIVE PROGRESS INDICATOR	B.	Write affixed words that involve a sound or spelling change in the base word.
CUMULATIVE PROGRESS INDICATOR	C.	Spell grade-appropriate words correctly, consulting references as needed.
CUMULATIVE PROGRESS INDICATOR	D.	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.

**CONTENT
AREA /
STANDARD**

Language Domain - Foundational Skills: Writing Language

STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.WF.4.3.	Demonstrate command of the conventions of writing, including those listed under grade three foundational skills:
CUMULATIVE PROGRESS INDICATOR	A.	Use basic paragraphing, including using paragraph indentations and using paragraphs in dialogue.
CUMULATIVE PROGRESS INDICATOR	B.	Place adjectives and adverbs and form comparative and superlative adjectives and adverbs.
CUMULATIVE PROGRESS INDICATOR	E.	Form and use possessive nouns and pronouns.

**CONTENT
AREA /
STANDARD**

Language Domain - Foundational Skills: Writing Language

STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.KL.4.1.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CUMULATIVE PROGRESS INDICATOR	B.	Choose words and phrases to convey ideas precisely.
CUMULATIVE PROGRESS INDICATOR	C.	Choose punctuation for effect.
CUMULATIVE PROGRESS INDICATOR	D.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

**CONTENT
AREA /
STANDARD**

Writing Domain

STRAND	W.NW.4.3	Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.
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CONTENT STATEMENT	A.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
CONTENT STATEMENT	B.	Use dialogue and description to develop experiences and events or show the responses of characters to situations.
CONTENT STATEMENT	C.	Use a variety of transitional words and phrases to manage the sequence of events.
CONTENT STATEMENT	D.	Use concrete words, phrases, and sensory details and explore using figurative language to convey experiences and events precisely.

CONTENT AREA / STANDARD

Writing Domain

STRAND	W.WP.4.4	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
CONTENT STATEMENT	A.	Identify audience, purpose, and intended length of composition before writing.
CONTENT STATEMENT	C.	Consider writing as a process, including self-evaluation, revision and editing.
CONTENT STATEMENT	D.	With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, evaluate whether the writing achieved its goal and make changes in content or form as necessary.

CONTENT AREA / STANDARD

Writing Domain

STRAND	W.SE.4.6	Gather relevant information from multiple print and digital sources; take notes, prioritize and categorize information; provide a list of sources.
STRAND	W.RW.4.7.	Write routinely over extended time frames (with time for research and revision) and shorter time frames (a single sitting) for a range of tasks, purposes, and audiences.

CONTENT AREA / STANDARD

Speaking and Listening Domain

STRAND	SL.PE.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.
CONTENT STATEMENT	D.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

CONTENT AREA / STANDARD

Speaking and Listening Domain

STRAND	SL.II.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
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STRAND	SL.PI.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.
STRAND	SL.AS.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.

Lesson 15: Unit 5 Writing from Pictures, p. 119-124

New Jersey Student Learning Standards

Language Arts

Grade 4 - Adopted: 2023

CONTENT AREA / STANDARD

Language Domain Anchor Statements

STRAND		Language: System and structure, effective use, and vocabulary
CONTENT STATEMENT		(SS) System and Structure of Language: By the end of grade 12, demonstrate command of grammar and usage, capitalization, punctuation, and spelling.

CONTENT AREA / STANDARD

Writing Domain Anchor Statements

STRAND		Writing: Text types, responding to reading, and research
CONTENT STATEMENT		(IW) Informative and Explanatory Writing: By the end of grade 12, write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STATEMENT		(NW) Narrative Writing: By the end of grade 12, write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
CONTENT STATEMENT		(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.
CONTENT STATEMENT		(SE) Sources of Evidence: By the end of grade 12, gather relevant information and evidence from multiple sources to support analysis, reflection, and research, while assessing the credibility and accuracy of each source, and integrating the information while avoiding plagiarism.
CONTENT STATEMENT		(RW) Range of Writing: By the end of grade 12, 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 tasks, purposes, and audiences.

CONTENT AREA / STANDARD

Speaking and Listening Anchor Statements

STRAND		Speaking and Listening: Flexible communication and collaboration
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CONTENT STATEMENT		(PE) Participate Effectively: By the end of grade 12, prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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CONTENT AREA / STANDARD **Language Domain - Foundational Skills: Writing Language**

STRAND		Spelling
CONTENT STATEMENT	L.WF.4.2.	Demonstrate command of the conventions of encoding and spelling.

CUMULATIVE PROGRESS INDICATOR	A.	Analyze and spell multi-syllable words with the most common Latin roots, prefixes, and suffixes.
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CUMULATIVE PROGRESS INDICATOR	B.	Write affixed words that involve a sound or spelling change in the base word.
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CUMULATIVE PROGRESS INDICATOR	C.	Spell grade-appropriate words correctly, consulting references as needed.
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CUMULATIVE PROGRESS INDICATOR	D.	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.
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CONTENT AREA / STANDARD **Language Domain - Foundational Skills: Writing Language**

STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.WF.4.3.	Demonstrate command of the conventions of writing, including those listed under grade three foundational skills:

CUMULATIVE PROGRESS INDICATOR	A.	Use basic paragraphing, including using paragraph indentations and using paragraphs in dialogue.
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CUMULATIVE PROGRESS INDICATOR	B.	Place adjectives and adverbs and form comparative and superlative adjectives and adverbs.
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CONTENT AREA / STANDARD **Language Domain - Foundational Skills: Writing Language**

STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.KL.4.1.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CUMULATIVE PROGRESS INDICATOR	B.	Choose words and phrases to convey ideas precisely.
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CUMULATIVE PROGRESS INDICATOR	C.	Choose punctuation for effect.
CUMULATIVE PROGRESS INDICATOR	D.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
CONTENT AREA / STANDARD	Writing Domain	
STRAND	W.NW.4.3	Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.
CONTENT STATEMENT	A.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
CONTENT STATEMENT	B.	Use dialogue and description to develop experiences and events or show the responses of characters to situations.
CONTENT STATEMENT	C.	Use a variety of transitional words and phrases to manage the sequence of events.
CONTENT STATEMENT	D.	Use concrete words, phrases, and sensory details and explore using figurative language to convey experiences and events precisely.
CONTENT AREA / STANDARD	Writing Domain	
STRAND	W.WP.4.4	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
CONTENT STATEMENT	A.	Identify audience, purpose, and intended length of composition before writing.
CONTENT STATEMENT	C.	Consider writing as a process, including self-evaluation, revision and editing.
CONTENT STATEMENT	D.	With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, evaluate whether the writing achieved its goal and make changes in content or form as necessary.
CONTENT AREA / STANDARD	Writing Domain	
STRAND	W.SE.4.6	Gather relevant information from multiple print and digital sources; take notes, prioritize and categorize information; provide a list of sources.
STRAND	W.RW.4.7.	Write routinely over extended time frames (with time for research and revision) and shorter time frames (a single sitting) for a range of tasks, purposes, and audiences.
CONTENT AREA / STANDARD	Speaking and Listening Domain	

STRAND	SL.PE.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.
CONTENT STATEMENT	D.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
CONTENT AREA / STANDARD	Speaking and Listening Domain	
STRAND	SL.II.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
STRAND	SL.AS.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.

Lesson 16: Unit 5 Writing from Pictures, p. 125-128

New Jersey Student Learning Standards

Language Arts

Grade 4 - Adopted: 2023

CONTENT AREA / STANDARD

Speaking and Listening Anchor Statements

STRAND		Speaking and Listening: Flexible communication and collaboration
CONTENT STATEMENT		(PE) Participate Effectively: By the end of grade 12, prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STATEMENT		(ES) Evaluate Speakers: By the end of grade 12, evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
CONTENT STATEMENT		(PI) Present Information: By the end of grade 12, present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

CONTENT AREA / STANDARD

Language Domain - Foundational Skills: Writing Language

STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.KL.4.1.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CUMULATIVE PROGRESS INDICATOR	D.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

CONTENT AREA / STANDARD

Speaking and Listening Domain

STRAND	SL.PE.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.
CONTENT STATEMENT	D.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
CONTENT AREA / STANDARD	Speaking and Listening Domain	
STRAND	SL.II.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
STRAND	SL.PI.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.
STRAND	SL.AS.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.

Lesson 17: Unit 5 Writing from Pictures, p. 129-134

New Jersey Student Learning Standards

Language Arts

Grade 4 - Adopted: 2023

CONTENT AREA / STANDARD

Language Domain Anchor Statements

STRAND	Language: System and structure, effective use, and vocabulary
CONTENT STATEMENT	(SS) System and Structure of Language: By the end of grade 12, demonstrate command of grammar and usage, capitalization, punctuation, and spelling.

CONTENT AREA / STANDARD

Writing Domain Anchor Statements

STRAND	Writing: Text types, responding to reading, and research
CONTENT STATEMENT	(IW) Informative and Explanatory Writing: By the end of grade 12, write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STATEMENT	(NW) Narrative Writing: By the end of grade 12, write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
CONTENT STATEMENT	(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.

CONTENT STATEMENT		(SE) Sources of Evidence: By the end of grade 12, gather relevant information and evidence from multiple sources to support analysis, reflection, and research, while assessing the credibility and accuracy of each source, and integrating the information while avoiding plagiarism.
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CONTENT STATEMENT		(RW) Range of Writing: By the end of grade 12, 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 tasks, purposes, and audiences.
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CONTENT AREA / STANDARD

Speaking and Listening Anchor Statements

STRAND		Speaking and Listening: Flexible communication and collaboration
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CONTENT STATEMENT		(PE) Participate Effectively: By the end of grade 12, prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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CONTENT AREA / STANDARD

Language Domain - Foundational Skills: Writing Language

STRAND		Spelling
CONTENT STATEMENT	L.WF.4.2.	Demonstrate command of the conventions of encoding and spelling.

CUMULATIVE PROGRESS INDICATOR	A.	Analyze and spell multi-syllable words with the most common Latin roots, prefixes, and suffixes.
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CUMULATIVE PROGRESS INDICATOR	B.	Write affixed words that involve a sound or spelling change in the base word.
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CUMULATIVE PROGRESS INDICATOR	C.	Spell grade-appropriate words correctly, consulting references as needed.
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CUMULATIVE PROGRESS INDICATOR	D.	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.
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CONTENT AREA / STANDARD

Language Domain - Foundational Skills: Writing Language

STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.WF.4.3.	Demonstrate command of the conventions of writing, including those listed under grade three foundational skills:

CUMULATIVE PROGRESS INDICATOR	A.	Use basic paragraphing, including using paragraph indentations and using paragraphs in dialogue.
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CUMULATIVE PROGRESS INDICATOR	B.	Place adjectives and adverbs and form comparative and superlative adjectives and adverbs.
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**CONTENT
AREA /
STANDARD****Language Domain - Foundational Skills: Writing Language**

STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.KL.4.1.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CUMULATIVE PROGRESS INDICATOR	B.	Choose words and phrases to convey ideas precisely.
CUMULATIVE PROGRESS INDICATOR	C.	Choose punctuation for effect.
CUMULATIVE PROGRESS INDICATOR	D.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

**CONTENT
AREA /
STANDARD****Writing Domain**

STRAND	W.NW.4.3	Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.
CONTENT STATEMENT	A.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
CONTENT STATEMENT	B.	Use dialogue and description to develop experiences and events or show the responses of characters to situations.
CONTENT STATEMENT	C.	Use a variety of transitional words and phrases to manage the sequence of events.
CONTENT STATEMENT	D.	Use concrete words, phrases, and sensory details and explore using figurative language to convey experiences and events precisely.

**CONTENT
AREA /
STANDARD****Writing Domain**

STRAND	W.WP.4.4	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
CONTENT STATEMENT	A.	Identify audience, purpose, and intended length of composition before writing.
CONTENT STATEMENT	C.	Consider writing as a process, including self-evaluation, revision and editing.
CONTENT STATEMENT	D.	With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, evaluate whether the writing achieved its goal and make changes in content or form as necessary.

**CONTENT
AREA /
STANDARD**

Writing Domain

STRAND	W.SE.4.6	Gather relevant information from multiple print and digital sources; take notes, prioritize and categorize information; provide a list of sources.
STRAND	W.RW.4.7.	Write routinely over extended time frames (with time for research and revision) and shorter time frames (a single sitting) for a range of tasks, purposes, and audiences.

**CONTENT
AREA /
STANDARD**

Speaking and Listening Domain

STRAND	SL.PE.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.
CONTENT STATEMENT	D.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

**CONTENT
AREA /
STANDARD**

Speaking and Listening Domain

STRAND	SL.II.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
STRAND	SL.AS.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.

Lesson 18: Unit 6 Summarizing Multiple References, p. 135-142

New Jersey Student Learning Standards

Language Arts

Grade 4 - Adopted: 2023

**CONTENT
AREA /
STANDARD**

Writing Domain Anchor Statements

STRAND		Writing: Text types, responding to reading, and research
CONTENT STATEMENT		(IW) Informative and Explanatory Writing: By the end of grade 12, write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STATEMENT		(SE) Sources of Evidence: By the end of grade 12, gather relevant information and evidence from multiple sources to support analysis, reflection, and research, while assessing the credibility and accuracy of each source, and integrating the information while avoiding plagiarism.

**CONTENT
AREA /
STANDARD**

Speaking and Listening Anchor Statements

STRAND		Speaking and Listening: Flexible communication and collaboration
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CONTENT STATEMENT		(PE) Participate Effectively: By the end of grade 12, prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STATEMENT		(ES) Evaluate Speakers: By the end of grade 12, evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
CONTENT STATEMENT		(PI) Present Information: By the end of grade 12, present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
CONTENT AREA / STANDARD	Language Domain - Foundational Skills: Writing Language	
STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.KL.4.1.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CUMULATIVE PROGRESS INDICATOR	D.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
CONTENT AREA / STANDARD	Writing Domain	
STRAND	W.NW.4.3.	Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.
CONTENT STATEMENT	B.	Use dialogue and description to develop experiences and events or show the responses of characters to situations.
CONTENT AREA / STANDARD	Writing Domain	
STRAND	W.WR.4.5.	Conduct short research projects that use multiple reference sources (print and non-print) and build knowledge through investigation of different aspects of a topic.
STRAND	W.SE.4.6.	Gather relevant information from multiple print and digital sources; take notes, prioritize and categorize information; provide a list of sources.
CONTENT AREA / STANDARD	Speaking and Listening Domain	
STRAND	SL.PE.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.
CONTENT STATEMENT	D.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
CONTENT AREA / STANDARD	Speaking and Listening Domain	

STRAND	SL.II.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
STRAND	SL.PI.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.
STRAND	SL.AS.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.

Lesson 19: Unit 6 Summarizing Multiple References, p. 143-148

New Jersey Student Learning Standards

Language Arts

Grade 4 - Adopted: 2023

CONTENT AREA / STANDARD

Language Domain Anchor Statements

STRAND		Language: System and structure, effective use, and vocabulary
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CONTENT
STATEMENT

(SS) System and Structure of Language: By the end of grade 12, demonstrate command of grammar and usage, capitalization, punctuation, and spelling.

CONTENT AREA / STANDARD

Writing Domain Anchor Statements

STRAND		Writing: Text types, responding to reading, and research
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CONTENT
STATEMENT

(IW) Informative and Explanatory Writing: By the end of grade 12, write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

CONTENT
STATEMENT

(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.

CONTENT
STATEMENT

(SE) Sources of Evidence: By the end of grade 12, gather relevant information and evidence from multiple sources to support analysis, reflection, and research, while assessing the credibility and accuracy of each source, and integrating the information while avoiding plagiarism.

CONTENT
STATEMENT

(RW) Range of Writing: By the end of grade 12, 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 tasks, purposes, and audiences.

CONTENT AREA / STANDARD

Speaking and Listening Anchor Statements

STRAND		Speaking and Listening: Flexible communication and collaboration
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CONTENT
STATEMENT

(PE) Participate Effectively: By the end of grade 12, prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

**CONTENT
AREA /
STANDARD****Language Domain - Foundational Skills: Writing Language**

STRAND		Spelling
CONTENT STATEMENT	L.WF.4.2.	Demonstrate command of the conventions of encoding and spelling.

CUMULATIVE PROGRESS INDICATOR	A.	Analyze and spell multi-syllable words with the most common Latin roots, prefixes, and suffixes.
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CUMULATIVE PROGRESS INDICATOR	B.	Write affixed words that involve a sound or spelling change in the base word.
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CUMULATIVE PROGRESS INDICATOR	C.	Spell grade-appropriate words correctly, consulting references as needed.
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CUMULATIVE PROGRESS INDICATOR	D.	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.
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**CONTENT
AREA /
STANDARD****Language Domain - Foundational Skills: Writing Language**

STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.WF.4.3.	Demonstrate command of the conventions of writing, including those listed under grade three foundational skills:

CUMULATIVE PROGRESS INDICATOR	A.	Use basic paragraphing, including using paragraph indentations and using paragraphs in dialogue.
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CUMULATIVE PROGRESS INDICATOR	B.	Place adjectives and adverbs and form comparative and superlative adjectives and adverbs.
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**CONTENT
AREA /
STANDARD****Language Domain - Foundational Skills: Writing Language**

STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.KL.4.1.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CUMULATIVE PROGRESS INDICATOR	B.	Choose words and phrases to convey ideas precisely.
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CUMULATIVE PROGRESS INDICATOR	C.	Choose punctuation for effect.
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CUMULATIVE PROGRESS INDICATOR	D.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
CONTENT AREA / STANDARD	Writing Domain	
STRAND	W.IW.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
CONTENT STATEMENT	A.	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), text features (e.g., illustrations, diagrams, captions) and multimedia when useful to aid in comprehension.
CONTENT STATEMENT	B.	Develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.
CONTENT STATEMENT	C.	Link ideas within paragraphs and sections of information using words and phrases (e.g., another, for example, also, because).
CONTENT STATEMENT	E.	Provide a conclusion related to the information or explanation presented.
CONTENT AREA / STANDARD	Writing Domain	
STRAND	W.NW.4.3	Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.
CONTENT STATEMENT	B.	Use dialogue and description to develop experiences and events or show the responses of characters to situations.
CONTENT STATEMENT	C.	Use a variety of transitional words and phrases to manage the sequence of events.
CONTENT STATEMENT	D.	Use concrete words, phrases, and sensory details and explore using figurative language to convey experiences and events precisely.
CONTENT AREA / STANDARD	Writing Domain	
STRAND	W.WP.4.4	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
CONTENT STATEMENT	A.	Identify audience, purpose, and intended length of composition before writing.
CONTENT STATEMENT	C.	Consider writing as a process, including self-evaluation, revision and editing.
CONTENT STATEMENT	D.	With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, evaluate whether the writing achieved its goal and make changes in content or form as necessary.

**CONTENT
AREA /
STANDARD****Writing Domain**

STRAND	W.WR.4.5.	Conduct short research projects that use multiple reference sources (print and non-print) and build knowledge through investigation of different aspects of a topic.
STRAND	W.SE.4.6.	Gather relevant information from multiple print and digital sources; take notes, prioritize and categorize information; provide a list of sources.
STRAND	W.RW.4.7.	Write routinely over extended time frames (with time for research and revision) and shorter time frames (a single sitting) for a range of tasks, purposes, and audiences.

**CONTENT
AREA /
STANDARD****Speaking and Listening Domain**

STRAND	SL.PE.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.
CONTENT STATEMENT	D.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

**CONTENT
AREA /
STANDARD****Speaking and Listening Domain**

STRAND	SL.II.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
STRAND	SL.AS.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.

Lesson 20: Unit 6 Summarizing Multiple References, p. 149-162**New Jersey Student Learning Standards****Language Arts****Grade 4 - Adopted: 2023****CONTENT
AREA /
STANDARD****Language Domain Anchor Statements**

STRAND		Language: System and structure, effective use, and vocabulary
CONTENT STATEMENT		(KL) Knowledge of Language: By the end of grade 12, apply knowledge of language and command of vocabulary to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

**CONTENT
AREA /
STANDARD****Reading Domain Anchor Statements**

STRAND		Reading: Text complexity and the growth of comprehension
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CONTENT STATEMENT		(CR) Close Reading of Text: By the end of grade 12, read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
CONTENT STATEMENT		(CI) Central Ideas and Themes of Texts: By the end of grade 12, determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
CONTENT STATEMENT		(IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.
CONTENT AREA / STANDARD	Writing Domain Anchor Statements	
STRAND		Writing: Text types, responding to reading, and research
CONTENT STATEMENT		(IW) Informative and Explanatory Writing: By the end of grade 12, write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STATEMENT		(SE) Sources of Evidence: By the end of grade 12, gather relevant information and evidence from multiple sources to support analysis, reflection, and research, while assessing the credibility and accuracy of each source, and integrating the information while avoiding plagiarism.
CONTENT AREA / STANDARD	Speaking and Listening Anchor Statements	
STRAND		Speaking and Listening: Flexible communication and collaboration
CONTENT STATEMENT		(PE) Participate Effectively: By the end of grade 12, prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STATEMENT		(ES) Evaluate Speakers: By the end of grade 12, evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
CONTENT STATEMENT		(PI) Present Information: By the end of grade 12, present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
CONTENT AREA / STANDARD	Language Domain - Foundational Skills: Reading Language	
STRAND		Fluency
CONTENT STATEMENT	L.RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
CUMULATIVE PROGRESS INDICATOR	A.	Read grade-level text with purpose and understanding.
CUMULATIVE PROGRESS INDICATOR	C.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**CONTENT
AREA /
STANDARD****Language Domain - Foundational Skills: Writing Language**

STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.KL.4.1.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CUMULATIVE PROGRESS INDICATOR	D.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

**CONTENT
AREA /
STANDARD****Language Domain - Foundational Skills: Writing Language**

STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.VL.4.2.	Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
CUMULATIVE PROGRESS INDICATOR	A.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

**CONTENT
AREA /
STANDARD****Reading Domain**

STRAND	RI.CR.4.1.	Refer to details and examples as textual evidence when explaining what an informational text says explicitly and make relevant connections when drawing inferences from the text.
STRAND	RI.CI.4.2.	Summarize an informational text and interpret the author's purpose or main idea citing key details from the text.
STRAND	RI.IT.4.3.	Describe the impact of individuals and events throughout the course of a text, explaining events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on evidence in the text.
STRAND	RI.AA.4.7.	Analyze how an author uses facts, details and explanations to develop ideas or to support their reasoning.

**CONTENT
AREA /
STANDARD****Writing Domain**

STRAND	W.NW.4.3.	Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.
CONTENT STATEMENT	B.	Use dialogue and description to develop experiences and events or show the responses of characters to situations.

**CONTENT
AREA /
STANDARD****Writing Domain**

STRAND	W.WR.4.5.	Conduct short research projects that use multiple reference sources (print and non-print) and build knowledge through investigation of different aspects of a topic.
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STRAND	W.SE.4.6	Gather relevant information from multiple print and digital sources; take notes, prioritize and categorize information; provide a list of sources.
CONTENT AREA / STANDARD	Speaking and Listening Domain	
STRAND	SL.PE.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.
CONTENT STATEMENT	D.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
CONTENT AREA / STANDARD	Speaking and Listening Domain	
STRAND	SL.II.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
STRAND	SL.PI.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.
STRAND	SL.AS.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.

Lesson 21: Unit 6 Summarizing Multiple References, p. 163-170

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Language Arts

Grade 4 - Adopted: 2023

CONTENT AREA / STANDARD	Language Domain Anchor Statements	
STRAND		Language: System and structure, effective use, and vocabulary
CONTENT STATEMENT		(SS) System and Structure of Language: By the end of grade 12, demonstrate command of grammar and usage, capitalization, punctuation, and spelling.
CONTENT AREA / STANDARD	Writing Domain Anchor Statements	
STRAND		Writing: Text types, responding to reading, and research
CONTENT STATEMENT		(IW) Informative and Explanatory Writing: By the end of grade 12, write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STATEMENT		(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.

CONTENT STATEMENT		(SE) Sources of Evidence: By the end of grade 12, gather relevant information and evidence from multiple sources to support analysis, reflection, and research, while assessing the credibility and accuracy of each source, and integrating the information while avoiding plagiarism.
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CONTENT STATEMENT		(RW) Range of Writing: By the end of grade 12, 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 tasks, purposes, and audiences.
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CONTENT AREA / STANDARD

Speaking and Listening Anchor Statements

STRAND		Speaking and Listening: Flexible communication and collaboration
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CONTENT STATEMENT		(PE) Participate Effectively: By the end of grade 12, prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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CONTENT AREA / STANDARD

Language Domain - Foundational Skills: Writing Language

STRAND		Spelling
CONTENT STATEMENT	L.WF.4.2.	Demonstrate command of the conventions of encoding and spelling.

CUMULATIVE PROGRESS INDICATOR	A.	Analyze and spell multi-syllable words with the most common Latin roots, prefixes, and suffixes.
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CUMULATIVE PROGRESS INDICATOR	B.	Write affixed words that involve a sound or spelling change in the base word.
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CUMULATIVE PROGRESS INDICATOR	C.	Spell grade-appropriate words correctly, consulting references as needed.
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CUMULATIVE PROGRESS INDICATOR	D.	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.
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CONTENT AREA / STANDARD

Language Domain - Foundational Skills: Writing Language

STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.WF.4.3.	Demonstrate command of the conventions of writing, including those listed under grade three foundational skills:

CUMULATIVE PROGRESS INDICATOR	A.	Use basic paragraphing, including using paragraph indentations and using paragraphs in dialogue.
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CUMULATIVE PROGRESS INDICATOR	B.	Place adjectives and adverbs and form comparative and superlative adjectives and adverbs.
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CUMULATIVE PROGRESS INDICATOR	E.	Form and use possessive nouns and pronouns.
CONTENT AREA / STANDARD	Language Domain - Foundational Skills: Writing Language	
STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.KL.4.1.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CUMULATIVE PROGRESS INDICATOR	B.	Choose words and phrases to convey ideas precisely.
CUMULATIVE PROGRESS INDICATOR	C.	Choose punctuation for effect.
CUMULATIVE PROGRESS INDICATOR	D.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
CONTENT AREA / STANDARD	Writing Domain	
STRAND	W.IW.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
CONTENT STATEMENT	A.	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), text features (e.g., illustrations, diagrams, captions) and multimedia when useful to aid in comprehension.
CONTENT STATEMENT	B.	Develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.
CONTENT STATEMENT	C.	Link ideas within paragraphs and sections of information using words and phrases (e.g., another, for example, also, because).
CONTENT STATEMENT	E.	Provide a conclusion related to the information or explanation presented.
CONTENT AREA / STANDARD	Writing Domain	
STRAND	W.NW.4.3	Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.
CONTENT STATEMENT	C.	Use a variety of transitional words and phrases to manage the sequence of events.
CONTENT STATEMENT	D.	Use concrete words, phrases, and sensory details and explore using figurative language to convey experiences and events precisely.

**CONTENT
AREA /
STANDARD****Writing Domain**

STRAND	W.WP.4.4	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
CONTENT STATEMENT	A.	Identify audience, purpose, and intended length of composition before writing.
CONTENT STATEMENT	C.	Consider writing as a process, including self-evaluation, revision and editing.
CONTENT STATEMENT	D.	With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, evaluate whether the writing achieved its goal and make changes in content or form as necessary.

**CONTENT
AREA /
STANDARD****Writing Domain**

STRAND	W.SE.4.6	Gather relevant information from multiple print and digital sources; take notes, prioritize and categorize information; provide a list of sources.
STRAND	W.RW.4.7.	Write routinely over extended time frames (with time for research and revision) and shorter time frames (a single sitting) for a range of tasks, purposes, and audiences.

**CONTENT
AREA /
STANDARD****Speaking and Listening Domain**

STRAND	SL.PE.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.
CONTENT STATEMENT	D.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

**CONTENT
AREA /
STANDARD****Speaking and Listening Domain**

STRAND	SL.II.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
STRAND	SL.AS.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.

Lesson 22: Unit 6 Summarizing Multiple References, p. 171-184

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Grade 4 - Adopted: 2023

**CONTENT
AREA /
STANDARD****Language Domain Anchor Statements**

STRAND		Language: System and structure, effective use, and vocabulary
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CONTENT
STATEMENT

(KL) Knowledge of Language: By the end of grade 12, apply knowledge of language and command of vocabulary to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

**CONTENT
AREA /
STANDARD****Reading Domain Anchor Statements**

STRAND		Reading: Text complexity and the growth of comprehension
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CONTENT
STATEMENT

(CR) Close Reading of Text: By the end of grade 12, read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

CONTENT
STATEMENT

(CI) Central Ideas and Themes of Texts: By the end of grade 12, determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

CONTENT
STATEMENT

(IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**CONTENT
AREA /
STANDARD****Writing Domain Anchor Statements**

STRAND		Writing: Text types, responding to reading, and research
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CONTENT
STATEMENT

(IW) Informative and Explanatory Writing: By the end of grade 12, write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

CONTENT
STATEMENT

(SE) Sources of Evidence: By the end of grade 12, gather relevant information and evidence from multiple sources to support analysis, reflection, and research, while assessing the credibility and accuracy of each source, and integrating the information while avoiding plagiarism.

**CONTENT
AREA /
STANDARD****Speaking and Listening Anchor Statements**

STRAND		Speaking and Listening: Flexible communication and collaboration
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CONTENT
STATEMENT

(PE) Participate Effectively: By the end of grade 12, prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CONTENT
STATEMENT

(ES) Evaluate Speakers: By the end of grade 12, evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

CONTENT
STATEMENT

(PI) Present Information: By the end of grade 12, present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

**CONTENT
AREA /
STANDARD****Language Domain - Foundational Skills: Reading Language**

STRAND		Fluency
CONTENT STATEMENT	L.RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
CUMULATIVE PROGRESS INDICATOR	A.	Read grade-level text with purpose and understanding.

CUMULATIVE PROGRESS INDICATOR	C.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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**CONTENT
AREA /
STANDARD****Language Domain - Foundational Skills: Writing Language**

STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.WF.4.3.	Demonstrate command of the conventions of writing, including those listed under grade three foundational skills:
CUMULATIVE PROGRESS INDICATOR	B.	Place adjectives and adverbs and form comparative and superlative adjectives and adverbs.

**CONTENT
AREA /
STANDARD****Language Domain - Foundational Skills: Writing Language**

STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.KL.4.1.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CUMULATIVE PROGRESS INDICATOR	D.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

**CONTENT
AREA /
STANDARD****Language Domain - Foundational Skills: Writing Language**

STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.VL.4.2.	Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
CUMULATIVE PROGRESS INDICATOR	A.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

**CONTENT
AREA /
STANDARD****Reading Domain**

STRAND	RI.CR.4.1	Refer to details and examples as textual evidence when explaining what an informational text says explicitly and make relevant connections when drawing inferences from the text.
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STRAND	RI.CI.4.2.	Summarize an informational text and interpret the author's purpose or main idea citing key details from the text.
STRAND	RI.IT.4.3.	Describe the impact of individuals and events throughout the course of a text, explaining events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on evidence in the text.
STRAND	RI.AA.4.7	Analyze how an author uses facts, details and explanations to develop ideas or to support their reasoning.
CONTENT AREA / STANDARD		Writing Domain
STRAND	W.NW.4.3	Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.
CONTENT STATEMENT	B.	Use dialogue and description to develop experiences and events or show the responses of characters to situations.
CONTENT AREA / STANDARD		Writing Domain
STRAND	W.WR.4.5.	Conduct short research projects that use multiple reference sources (print and non-print) and build knowledge through investigation of different aspects of a topic.
STRAND	W.SE.4.6	Gather relevant information from multiple print and digital sources; take notes, prioritize and categorize information; provide a list of sources.
CONTENT AREA / STANDARD		Speaking and Listening Domain
STRAND	SL.PE.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.
CONTENT STATEMENT	D.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
CONTENT AREA / STANDARD		Speaking and Listening Domain
STRAND	SL.II.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
STRAND	SL.PI.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.
STRAND	SL.AS.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.

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Grade 4 - Adopted: 2023

CONTENT AREA / STANDARD

Language Domain Anchor Statements

STRAND		Language: System and structure, effective use, and vocabulary
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CONTENT
STATEMENT

(SS) System and Structure of Language: By the end of grade 12, demonstrate command of grammar and usage, capitalization, punctuation, and spelling.

CONTENT AREA / STANDARD

Writing Domain Anchor Statements

STRAND		Writing: Text types, responding to reading, and research
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CONTENT
STATEMENT

(IW) Informative and Explanatory Writing: By the end of grade 12, write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

CONTENT
STATEMENT

(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.

CONTENT
STATEMENT

(RW) Range of Writing: By the end of grade 12, 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 tasks, purposes, and audiences.

CONTENT AREA / STANDARD

Speaking and Listening Anchor Statements

STRAND		Speaking and Listening: Flexible communication and collaboration
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CONTENT
STATEMENT

(PE) Participate Effectively: By the end of grade 12, prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CONTENT AREA / STANDARD

Language Domain - Foundational Skills: Writing Language

STRAND		Spelling
CONTENT STATEMENT	L.WF.4.2.	Demonstrate command of the conventions of encoding and spelling.

CUMULATIVE
PROGRESS
INDICATOR

A.

Analyze and spell multi-syllable words with the most common Latin roots, prefixes, and suffixes.

CUMULATIVE
PROGRESS
INDICATOR

B.

Write affixed words that involve a sound or spelling change in the base word.

CUMULATIVE
PROGRESS
INDICATOR

C.

Spell grade-appropriate words correctly, consulting references as needed.

CUMULATIVE PROGRESS INDICATOR	D.	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.
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**CONTENT
AREA /
STANDARD**

Language Domain - Foundational Skills: Writing Language

STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.WF.4.3.	Demonstrate command of the conventions of writing, including those listed under grade three foundational skills:

CUMULATIVE PROGRESS INDICATOR	A.	Use basic paragraphing, including using paragraph indentations and using paragraphs in dialogue.
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CUMULATIVE PROGRESS INDICATOR	B.	Place adjectives and adverbs and form comparative and superlative adjectives and adverbs.
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**CONTENT
AREA /
STANDARD**

Language Domain - Foundational Skills: Writing Language

STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.KL.4.1.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CUMULATIVE PROGRESS INDICATOR	B.	Choose words and phrases to convey ideas precisely.
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CUMULATIVE PROGRESS INDICATOR	C.	Choose punctuation for effect.
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CUMULATIVE PROGRESS INDICATOR	D.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
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**CONTENT
AREA /
STANDARD**

Writing Domain

STRAND	W.IW.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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CONTENT STATEMENT	A.	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), text features (e.g., illustrations, diagrams, captions) and multimedia when useful to aid in comprehension.
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CONTENT STATEMENT	B.	Develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.
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CONTENT STATEMENT	C.	Link ideas within paragraphs and sections of information using words and phrases (e.g., another, for example, also, because).
CONTENT STATEMENT	E.	Provide a conclusion related to the information or explanation presented.
CONTENT AREA / STANDARD	Writing Domain	
STRAND	W.NW.4.3	Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.
CONTENT STATEMENT	B.	Use dialogue and description to develop experiences and events or show the responses of characters to situations.
CONTENT STATEMENT	C.	Use a variety of transitional words and phrases to manage the sequence of events.
CONTENT STATEMENT	D.	Use concrete words, phrases, and sensory details and explore using figurative language to convey experiences and events precisely.
CONTENT AREA / STANDARD	Writing Domain	
STRAND	W.WP.4.4	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
CONTENT STATEMENT	A.	Identify audience, purpose, and intended length of composition before writing.
CONTENT STATEMENT	C.	Consider writing as a process, including self-evaluation, revision and editing.
CONTENT AREA / STANDARD	Writing Domain	
STRAND	W.RW.4.7.	Write routinely over extended time frames (with time for research and revision) and shorter time frames (a single sitting) for a range of tasks, purposes, and audiences.
CONTENT AREA / STANDARD	Speaking and Listening Domain	
STRAND	SL.PE.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.
CONTENT STATEMENT	D.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
CONTENT AREA / STANDARD	Speaking and Listening Domain	
STRAND	SL.II.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).

STRAND	SL.AS.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.
Lesson 24: Unit 7 Inventive Writing, p. 191-196		
New Jersey Student Learning Standards		
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Grade 4 - Adopted: 2023		
CONTENT AREA / STANDARD	Speaking and Listening Anchor Statements	
STRAND		Speaking and Listening: Flexible communication and collaboration
CONTENT STATEMENT		(PE) Participate Effectively: By the end of grade 12, prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STATEMENT		(ES) Evaluate Speakers: By the end of grade 12, evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
CONTENT STATEMENT		(PI) Present Information: By the end of grade 12, present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
CONTENT AREA / STANDARD	Language Domain - Foundational Skills: Writing Language	
STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.WF.4.3.	Demonstrate command of the conventions of writing, including those listed under grade three foundational skills:
CUMULATIVE PROGRESS INDICATOR	B.	Place adjectives and adverbs and form comparative and superlative adjectives and adverbs.
CONTENT AREA / STANDARD	Language Domain - Foundational Skills: Writing Language	
STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.KL.4.1.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CUMULATIVE PROGRESS INDICATOR	D.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
CONTENT AREA / STANDARD	Speaking and Listening Domain	
STRAND	SL.PE.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.

CONTENT STATEMENT	D.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
CONTENT AREA / STANDARD	Speaking and Listening Domain	
STRAND	SL.II.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
STRAND	SL.PI.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.
STRAND	SL.AS.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.

Lesson 25: Unit 7 Inventive Writing, p. 197-202

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Language Arts

Grade 4 - Adopted: 2023

CONTENT AREA / STANDARD	Language Domain Anchor Statements	
STRAND		Language: System and structure, effective use, and vocabulary
CONTENT STATEMENT		(SS) System and Structure of Language: By the end of grade 12, demonstrate command of grammar and usage, capitalization, punctuation, and spelling.
CONTENT AREA / STANDARD	Writing Domain Anchor Statements	
STRAND		Writing: Text types, responding to reading, and research
CONTENT STATEMENT		(IW) Informative and Explanatory Writing: By the end of grade 12, write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STATEMENT		(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.
CONTENT STATEMENT		(SE) Sources of Evidence: By the end of grade 12, gather relevant information and evidence from multiple sources to support analysis, reflection, and research, while assessing the credibility and accuracy of each source, and integrating the information while avoiding plagiarism.
CONTENT STATEMENT		(RW) Range of Writing: By the end of grade 12, 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 tasks, purposes, and audiences.

**CONTENT
AREA /
STANDARD****Speaking and Listening Anchor Statements**

STRAND		Speaking and Listening: Flexible communication and collaboration
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CONTENT
STATEMENT

(PE) Participate Effectively: By the end of grade 12, prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

**CONTENT
AREA /
STANDARD****Language Domain - Foundational Skills: Writing Language**

STRAND		Spelling
CONTENT STATEMENT	L.WF.4.2.	Demonstrate command of the conventions of encoding and spelling.

CUMULATIVE
PROGRESS
INDICATOR

A.

Analyze and spell multi-syllable words with the most common Latin roots, prefixes, and suffixes.

CUMULATIVE
PROGRESS
INDICATOR

B.

Write affixed words that involve a sound or spelling change in the base word.

CUMULATIVE
PROGRESS
INDICATOR

C.

Spell grade-appropriate words correctly, consulting references as needed.

CUMULATIVE
PROGRESS
INDICATOR

D.

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.

**CONTENT
AREA /
STANDARD****Language Domain - Foundational Skills: Writing Language**

STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.WF.4.3.	Demonstrate command of the conventions of writing, including those listed under grade three foundational skills:

CUMULATIVE
PROGRESS
INDICATOR

A.

Use basic paragraphing, including using paragraph indentations and using paragraphs in dialogue.

CUMULATIVE
PROGRESS
INDICATOR

B.

Place adjectives and adverbs and form comparative and superlative adjectives and adverbs.

CUMULATIVE
PROGRESS
INDICATOR

E.

Form and use possessive nouns and pronouns.

**CONTENT
AREA /
STANDARD****Language Domain - Foundational Skills: Writing Language**

STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
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CONTENT STATEMENT	L.KL.4.1.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CUMULATIVE PROGRESS INDICATOR	B.	Choose words and phrases to convey ideas precisely.
CUMULATIVE PROGRESS INDICATOR	C.	Choose punctuation for effect.
CUMULATIVE PROGRESS INDICATOR	D.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
CONTENT AREA / STANDARD	Language Domain - Foundational Skills: Writing Language	
STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.VL.4.2.	Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
CUMULATIVE PROGRESS INDICATOR	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.
CONTENT AREA / STANDARD	Language Domain - Foundational Skills: Writing Language	
STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.VI.4.3.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
CUMULATIVE PROGRESS INDICATOR	D.	Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
CONTENT AREA / STANDARD	Writing Domain	
STRAND	W.IW.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
CONTENT STATEMENT	A.	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), text features (e.g., illustrations, diagrams, captions) and multimedia when useful to aid in comprehension.
CONTENT STATEMENT	B.	Develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.
CONTENT STATEMENT	C.	Link ideas within paragraphs and sections of information using words and phrases (e.g., another, for example, also, because).
CONTENT STATEMENT	E.	Provide a conclusion related to the information or explanation presented.

**CONTENT
AREA /
STANDARD****Writing Domain**

STRAND	W.NW.4.3	Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.
CONTENT STATEMENT	B.	Use dialogue and description to develop experiences and events or show the responses of characters to situations.
CONTENT STATEMENT	C.	Use a variety of transitional words and phrases to manage the sequence of events.
CONTENT STATEMENT	D.	Use concrete words, phrases, and sensory details and explore using figurative language to convey experiences and events precisely.

**CONTENT
AREA /
STANDARD****Writing Domain**

STRAND	W.WP.4.4	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
CONTENT STATEMENT	A.	Identify audience, purpose, and intended length of composition before writing.
CONTENT STATEMENT	C.	Consider writing as a process, including self-evaluation, revision and editing.
CONTENT STATEMENT	D.	With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, evaluate whether the writing achieved its goal and make changes in content or form as necessary.

**CONTENT
AREA /
STANDARD****Writing Domain**

STRAND	W.SE.4.6	Gather relevant information from multiple print and digital sources; take notes, prioritize and categorize information; provide a list of sources.
STRAND	W.RW.4.7.	Write routinely over extended time frames (with time for research and revision) and shorter time frames (a single sitting) for a range of tasks, purposes, and audiences.

**CONTENT
AREA /
STANDARD****Speaking and Listening Domain**

STRAND	SL.PE.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.
CONTENT STATEMENT	D.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

**CONTENT
AREA /
STANDARD****Speaking and Listening Domain**

STRAND	SL.II.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
STRAND	SL.AS.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.

Lesson 26: Unit 7 Inventive Writing, p. 203-210

New Jersey Student Learning Standards

Language Arts

Grade 4 - Adopted: 2023

**CONTENT
AREA /
STANDARD**

Language Domain Anchor Statements

STRAND		Language: System and structure, effective use, and vocabulary
CONTENT STATEMENT		(SS) System and Structure of Language: By the end of grade 12, demonstrate command of grammar and usage, capitalization, punctuation, and spelling.

**CONTENT
AREA /
STANDARD**

Writing Domain Anchor Statements

STRAND		Writing: Text types, responding to reading, and research
CONTENT STATEMENT		(IW) Informative and Explanatory Writing: By the end of grade 12, write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STATEMENT		(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.
CONTENT STATEMENT		(SE) Sources of Evidence: By the end of grade 12, gather relevant information and evidence from multiple sources to support analysis, reflection, and research, while assessing the credibility and accuracy of each source, and integrating the information while avoiding plagiarism.
CONTENT STATEMENT		(RW) Range of Writing: By the end of grade 12, 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 tasks, purposes, and audiences.

**CONTENT
AREA /
STANDARD**

Speaking and Listening Anchor Statements

STRAND		Speaking and Listening: Flexible communication and collaboration
CONTENT STATEMENT		(PE) Participate Effectively: By the end of grade 12, prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

**CONTENT
AREA /
STANDARD**

Language Domain - Foundational Skills: Writing Language

STRAND		Spelling
CONTENT STATEMENT	L.WF.4.2.	Demonstrate command of the conventions of encoding and spelling.
CUMULATIVE PROGRESS INDICATOR	A.	Analyze and spell multi-syllable words with the most common Latin roots, prefixes, and suffixes.
CUMULATIVE PROGRESS INDICATOR	B.	Write affixed words that involve a sound or spelling change in the base word.
CUMULATIVE PROGRESS INDICATOR	C.	Spell grade-appropriate words correctly, consulting references as needed.
CUMULATIVE PROGRESS INDICATOR	D.	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.

CONTENT AREA / STANDARD

Language Domain - Foundational Skills: Writing Language

STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.WF.4.3.	Demonstrate command of the conventions of writing, including those listed under grade three foundational skills:
CUMULATIVE PROGRESS INDICATOR	A.	Use basic paragraphing, including using paragraph indentations and using paragraphs in dialogue.
CUMULATIVE PROGRESS INDICATOR	B.	Place adjectives and adverbs and form comparative and superlative adjectives and adverbs.

CONTENT AREA / STANDARD

Language Domain - Foundational Skills: Writing Language

STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.KL.4.1.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CUMULATIVE PROGRESS INDICATOR	B.	Choose words and phrases to convey ideas precisely.
CUMULATIVE PROGRESS INDICATOR	C.	Choose punctuation for effect.
CUMULATIVE PROGRESS INDICATOR	D.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

**CONTENT
AREA /
STANDARD****Writing Domain**

STRAND	W.IW.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
CONTENT STATEMENT	A.	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), text features (e.g., illustrations, diagrams, captions) and multimedia when useful to aid in comprehension.
CONTENT STATEMENT	B.	Develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.
CONTENT STATEMENT	C.	Link ideas within paragraphs and sections of information using words and phrases (e.g., another, for example, also, because).
CONTENT STATEMENT	E.	Provide a conclusion related to the information or explanation presented.

**CONTENT
AREA /
STANDARD****Writing Domain**

STRAND	W.NW.4.3.	Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.
CONTENT STATEMENT	B.	Use dialogue and description to develop experiences and events or show the responses of characters to situations.
CONTENT STATEMENT	C.	Use a variety of transitional words and phrases to manage the sequence of events.
CONTENT STATEMENT	D.	Use concrete words, phrases, and sensory details and explore using figurative language to convey experiences and events precisely.

**CONTENT
AREA /
STANDARD****Writing Domain**

STRAND	W.WP.4.4.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
CONTENT STATEMENT	A.	Identify audience, purpose, and intended length of composition before writing.
CONTENT STATEMENT	C.	Consider writing as a process, including self-evaluation, revision and editing.
CONTENT STATEMENT	D.	With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, evaluate whether the writing achieved its goal and make changes in content or form as necessary.

**CONTENT
AREA /
STANDARD****Writing Domain**

STRAND	W.WR.4.5.	Conduct short research projects that use multiple reference sources (print and non-print) and build knowledge through investigation of different aspects of a topic.
STRAND	W.SE.4.6.	Gather relevant information from multiple print and digital sources; take notes, prioritize and categorize information; provide a list of sources.
STRAND	W.RW.4.7.	Write routinely over extended time frames (with time for research and revision) and shorter time frames (a single sitting) for a range of tasks, purposes, and audiences.
CONTENT AREA / STANDARD	Speaking and Listening Domain	
STRAND	SL.PE.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.
CONTENT STATEMENT	D.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
CONTENT AREA / STANDARD	Speaking and Listening Domain	
STRAND	SL.II.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
STRAND	SL.AS.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.

Lesson 27: Unit 7 Inventive Writing, p. 211-218

New Jersey Student Learning Standards

Language Arts

Grade 4 - Adopted: 2023

CONTENT AREA / STANDARD

Language Domain Anchor Statements

STRAND		Language: System and structure, effective use, and vocabulary
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CONTENT STATEMENT

(SS) System and Structure of Language: By the end of grade 12, demonstrate command of grammar and usage, capitalization, punctuation, and spelling.

CONTENT AREA / STANDARD

Writing Domain Anchor Statements

STRAND		Writing: Text types, responding to reading, and research
--------	--	--

CONTENT STATEMENT

(IW) Informative and Explanatory Writing: By the end of grade 12, write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

**CONTENT
AREA /
STANDARD****Speaking and Listening Anchor Statements**

STRAND		Speaking and Listening: Flexible communication and collaboration
--------	--	--

CONTENT
STATEMENT

(PE) Participate Effectively: By the end of grade 12, prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

**CONTENT
AREA /
STANDARD****Language Domain - Foundational Skills: Writing Language**

STRAND		Spelling
CONTENT STATEMENT	L.WF.4.2.	Demonstrate command of the conventions of encoding and spelling.

CUMULATIVE
PROGRESS
INDICATOR

A.

Analyze and spell multi-syllable words with the most common Latin roots, prefixes, and suffixes.

CUMULATIVE
PROGRESS
INDICATOR

B.

Write affixed words that involve a sound or spelling change in the base word.

CUMULATIVE
PROGRESS
INDICATOR

C.

Spell grade-appropriate words correctly, consulting references as needed.

CUMULATIVE
PROGRESS
INDICATOR

D.

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.

**CONTENT
AREA /
STANDARD****Language Domain - Foundational Skills: Writing Language**

STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.WF.4.3.	Demonstrate command of the conventions of writing, including those listed under grade three foundational skills:

CUMULATIVE
PROGRESS
INDICATOR

B.

Place adjectives and adverbs and form comparative and superlative adjectives and adverbs.

**CONTENT
AREA /
STANDARD****Language Domain - Foundational Skills: Writing Language**

STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.KL.4.1.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CUMULATIVE
PROGRESS
INDICATOR

C.

Choose punctuation for effect.

CUMULATIVE PROGRESS INDICATOR	D.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
CONTENT AREA / STANDARD	Language Domain - Foundational Skills: Writing Language	
STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.VI.4.3.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
CUMULATIVE PROGRESS INDICATOR	D.	Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
CONTENT AREA / STANDARD	Writing Domain	
STRAND	W.NW.4.3	Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.
CONTENT STATEMENT	B.	Use dialogue and description to develop experiences and events or show the responses of characters to situations.
CONTENT AREA / STANDARD	Speaking and Listening Domain	
STRAND	SL.PE.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.
CONTENT STATEMENT	D.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
CONTENT AREA / STANDARD	Speaking and Listening Domain	
STRAND	SL.II.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
STRAND	SL.AS.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.

Lesson 28: Unit 7 Inventive Writing, p. 219-226

New Jersey Student Learning Standards

Language Arts

Grade 4 - Adopted: 2023

**CONTENT
AREA /
STANDARD** **Language Domain Anchor Statements**

STRAND		Language: System and structure, effective use, and vocabulary
--------	--	---

CONTENT
STATEMENT

(SS) System and Structure of Language: By the end of grade 12, demonstrate command of grammar and usage, capitalization, punctuation, and spelling.

**CONTENT
AREA /
STANDARD**

Writing Domain Anchor Statements

STRAND		Writing: Text types, responding to reading, and research
--------	--	--

CONTENT
STATEMENT

(IW) Informative and Explanatory Writing: By the end of grade 12, write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

CONTENT
STATEMENT

(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.

CONTENT
STATEMENT

(SE) Sources of Evidence: By the end of grade 12, gather relevant information and evidence from multiple sources to support analysis, reflection, and research, while assessing the credibility and accuracy of each source, and integrating the information while avoiding plagiarism.

CONTENT
STATEMENT

(RW) Range of Writing: By the end of grade 12, 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 tasks, purposes, and audiences.

**CONTENT
AREA /
STANDARD**

Speaking and Listening Anchor Statements

STRAND		Speaking and Listening: Flexible communication and collaboration
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CONTENT
STATEMENT

(PE) Participate Effectively: By the end of grade 12, prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

**CONTENT
AREA /
STANDARD**

Language Domain - Foundational Skills: Writing Language

STRAND		Spelling
CONTENT STATEMENT	L.WF.4.2.	Demonstrate command of the conventions of encoding and spelling.

CUMULATIVE
PROGRESS
INDICATOR

A.

Analyze and spell multi-syllable words with the most common Latin roots, prefixes, and suffixes.

CUMULATIVE
PROGRESS
INDICATOR

B.

Write affixed words that involve a sound or spelling change in the base word.

CUMULATIVE
PROGRESS
INDICATOR

C.

Spell grade-appropriate words correctly, consulting references as needed.

CUMULATIVE PROGRESS INDICATOR	D.	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.
CONTENT AREA / STANDARD	Language Domain - Foundational Skills: Writing Language	
STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.WF.4.3.	Demonstrate command of the conventions of writing, including those listed under grade three foundational skills:
CUMULATIVE PROGRESS INDICATOR	A.	Use basic paragraphing, including using paragraph indentations and using paragraphs in dialogue.
CUMULATIVE PROGRESS INDICATOR	B.	Place adjectives and adverbs and form comparative and superlative adjectives and adverbs.
CONTENT AREA / STANDARD	Language Domain - Foundational Skills: Writing Language	
STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.KL.4.1.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CUMULATIVE PROGRESS INDICATOR	B.	Choose words and phrases to convey ideas precisely.
CUMULATIVE PROGRESS INDICATOR	C.	Choose punctuation for effect.
CUMULATIVE PROGRESS INDICATOR	D.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
CONTENT AREA / STANDARD	Writing Domain	
STRAND	W.IW.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
CONTENT STATEMENT	A.	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), text features (e.g., illustrations, diagrams, captions) and multimedia when useful to aid in comprehension.
CONTENT STATEMENT	B.	Develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.
CONTENT STATEMENT	C.	Link ideas within paragraphs and sections of information using words and phrases (e.g., another, for example, also, because).

CONTENT STATEMENT	E.	Provide a conclusion related to the information or explanation presented.
CONTENT AREA / STANDARD	Writing Domain	
STRAND	W.NW.4.3	Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.
CONTENT STATEMENT	B.	Use dialogue and description to develop experiences and events or show the responses of characters to situations.
CONTENT STATEMENT	C.	Use a variety of transitional words and phrases to manage the sequence of events.
CONTENT STATEMENT	D.	Use concrete words, phrases, and sensory details and explore using figurative language to convey experiences and events precisely.
CONTENT AREA / STANDARD	Writing Domain	
STRAND	W.WP.4.4	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
CONTENT STATEMENT	A.	Identify audience, purpose, and intended length of composition before writing.
CONTENT STATEMENT	C.	Consider writing as a process, including self-evaluation, revision and editing.
CONTENT STATEMENT	D.	With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, evaluate whether the writing achieved its goal and make changes in content or form as necessary.
CONTENT AREA / STANDARD	Writing Domain	
STRAND	W.SE.4.6	Gather relevant information from multiple print and digital sources; take notes, prioritize and categorize information; provide a list of sources.
STRAND	W.RW.4.7.	Write routinely over extended time frames (with time for research and revision) and shorter time frames (a single sitting) for a range of tasks, purposes, and audiences.
CONTENT AREA / STANDARD	Speaking and Listening Domain	
STRAND	SL.PE.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.
CONTENT STATEMENT	D.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

**CONTENT
AREA /
STANDARD**

Speaking and Listening Domain

STRAND	SL.II.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
STRAND	SL.AS.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.

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New Jersey Student Learning Standards

Language Arts

Grade 4 - Adopted: 2023

**CONTENT
AREA /
STANDARD**

Language Domain Anchor Statements

STRAND		Language: System and structure, effective use, and vocabulary
CONTENT STATEMENT		(SS) System and Structure of Language: By the end of grade 12, demonstrate command of grammar and usage, capitalization, punctuation, and spelling.

**CONTENT
AREA /
STANDARD**

Speaking and Listening Anchor Statements

STRAND		Speaking and Listening: Flexible communication and collaboration
CONTENT STATEMENT		(PE) Participate Effectively: By the end of grade 12, prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

**CONTENT
AREA /
STANDARD**

Language Domain - Foundational Skills: Writing Language

STRAND		Spelling
CONTENT STATEMENT	L.WF.4.2.	Demonstrate command of the conventions of encoding and spelling.
CUMULATIVE PROGRESS INDICATOR	A.	Analyze and spell multi-syllable words with the most common Latin roots, prefixes, and suffixes.
CUMULATIVE PROGRESS INDICATOR	B.	Write affixed words that involve a sound or spelling change in the base word.
CUMULATIVE PROGRESS INDICATOR	C.	Spell grade-appropriate words correctly, consulting references as needed.

CUMULATIVE PROGRESS INDICATOR	D.	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.
CONTENT AREA / STANDARD	Language Domain - Foundational Skills: Writing Language	
STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.WF.4.3.	Demonstrate command of the conventions of writing, including those listed under grade three foundational skills:

CUMULATIVE PROGRESS INDICATOR	B.	Place adjectives and adverbs and form comparative and superlative adjectives and adverbs.
CONTENT AREA / STANDARD	Language Domain - Foundational Skills: Writing Language	
STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.KL.4.1.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CUMULATIVE PROGRESS INDICATOR	C.	Choose punctuation for effect.
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CUMULATIVE PROGRESS INDICATOR	D.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
CONTENT AREA / STANDARD	Speaking and Listening Domain	

STRAND	SL.PE.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.
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CONTENT STATEMENT	D.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
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CONTENT AREA / STANDARD	Speaking and Listening Domain	
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STRAND	SL.II.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
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STRAND	SL.AS.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.
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Language Arts

Grade 4 - Adopted: 2023

CONTENT AREA / STANDARD

Language Domain Anchor Statements

STRAND		Language: System and structure, effective use, and vocabulary
CONTENT STATEMENT		(SS) System and Structure of Language: By the end of grade 12, demonstrate command of grammar and usage, capitalization, punctuation, and spelling.

CONTENT AREA / STANDARD

Writing Domain Anchor Statements

STRAND		Writing: Text types, responding to reading, and research
CONTENT STATEMENT		(IW) Informative and Explanatory Writing: By the end of grade 12, write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STATEMENT		(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.
CONTENT STATEMENT		(SE) Sources of Evidence: By the end of grade 12, gather relevant information and evidence from multiple sources to support analysis, reflection, and research, while assessing the credibility and accuracy of each source, and integrating the information while avoiding plagiarism.
CONTENT STATEMENT		(RW) Range of Writing: By the end of grade 12, 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 tasks, purposes, and audiences.

CONTENT AREA / STANDARD

Speaking and Listening Anchor Statements

STRAND		Speaking and Listening: Flexible communication and collaboration
CONTENT STATEMENT		(PE) Participate Effectively: By the end of grade 12, prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CONTENT AREA / STANDARD

Language Domain - Foundational Skills: Writing Language

STRAND		Spelling
CONTENT STATEMENT	L.WF.4.2.	Demonstrate command of the conventions of encoding and spelling.
CUMULATIVE PROGRESS INDICATOR	A.	Analyze and spell multi-syllable words with the most common Latin roots, prefixes, and suffixes.
CUMULATIVE PROGRESS INDICATOR	B.	Write affixed words that involve a sound or spelling change in the base word.

CUMULATIVE PROGRESS INDICATOR	C.	Spell grade-appropriate words correctly, consulting references as needed.
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CUMULATIVE PROGRESS INDICATOR	D.	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.
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**CONTENT
AREA /
STANDARD**

Language Domain - Foundational Skills: Writing Language

STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.WF.4.3.	Demonstrate command of the conventions of writing, including those listed under grade three foundational skills:

CUMULATIVE PROGRESS INDICATOR	A.	Use basic paragraphing, including using paragraph indentations and using paragraphs in dialogue.
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CUMULATIVE PROGRESS INDICATOR	B.	Place adjectives and adverbs and form comparative and superlative adjectives and adverbs.
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**CONTENT
AREA /
STANDARD**

Language Domain - Foundational Skills: Writing Language

STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.KL.4.1.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CUMULATIVE PROGRESS INDICATOR	B.	Choose words and phrases to convey ideas precisely.
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CUMULATIVE PROGRESS INDICATOR	C.	Choose punctuation for effect.
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CUMULATIVE PROGRESS INDICATOR	D.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
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**CONTENT
AREA /
STANDARD**

Writing Domain

STRAND	W.IW.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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CONTENT STATEMENT	A.	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), text features (e.g., illustrations, diagrams, captions) and multimedia when useful to aid in comprehension.
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CONTENT STATEMENT	B.	Develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.
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CONTENT STATEMENT	C.	Link ideas within paragraphs and sections of information using words and phrases (e.g., another, for example, also, because).
CONTENT STATEMENT	E.	Provide a conclusion related to the information or explanation presented.
CONTENT AREA / STANDARD	Writing Domain	
STRAND	W.NW.4.3	Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.
CONTENT STATEMENT	B.	Use dialogue and description to develop experiences and events or show the responses of characters to situations.
CONTENT STATEMENT	C.	Use a variety of transitional words and phrases to manage the sequence of events.
CONTENT STATEMENT	D.	Use concrete words, phrases, and sensory details and explore using figurative language to convey experiences and events precisely.
CONTENT AREA / STANDARD	Writing Domain	
STRAND	W.WP.4.4	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
CONTENT STATEMENT	A.	Identify audience, purpose, and intended length of composition before writing.
CONTENT STATEMENT	C.	Consider writing as a process, including self-evaluation, revision and editing.
CONTENT STATEMENT	D.	With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, evaluate whether the writing achieved its goal and make changes in content or form as necessary.
CONTENT AREA / STANDARD	Writing Domain	
STRAND	W.SE.4.6	Gather relevant information from multiple print and digital sources; take notes, prioritize and categorize information; provide a list of sources.
STRAND	W.RW.4.7.	Write routinely over extended time frames (with time for research and revision) and shorter time frames (a single sitting) for a range of tasks, purposes, and audiences.
CONTENT AREA / STANDARD	Speaking and Listening Domain	
STRAND	SL.PE.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.

CONTENT STATEMENT	D.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
CONTENT AREA / STANDARD	Speaking and Listening Domain	
STRAND	SL.II.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
STRAND	SL.AS.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.