Structure and Style for Students

UNIT 1: NOTE MAKING AND OUTLINES Week 1 Page 9-16

New Jersey Student Learning Standards
Language Arts
Grade **4** - Adopted: **2016**

CONTENT AREA / STANDARD	NJSLSA. R.	Anchor Standards: Reading
STRAND		**Key Ideas and Details**
CONTENT STATEMENT	NJSLSA. R2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
CONTENT STATEMENT	NJSLSA. R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

CONTENT AREA / STANDARD	NJSLSA. R.	Anchor Standards: Reading
STRAND		**Craft and Structure**
CONTENT STATEMENT	NJSLSA. R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STATEMENT	NJSLSA. R5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

CONTENT AREA / STANDARD	NJSLSA. R.	Anchor Standards: Reading
STRAND		**Range of Reading and Level of Text Complexity**
CONTENT STATEMENT	NJSLSA. R10.	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

CONTENT AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing
STRAND		**Production and Distribution of Writing**
CONTENT STATEMENT	NJSLSA. W5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

CONTENT AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing
STRAND		**Research to Build and Present Knowledge**

CONTENT STATEMENT	NJSLSA. W8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
CONTENT AREA / STANDARD	**NJSLSA. SL.**	**Anchor Standards: Speaking and Listening**
STRAND		**Comprehension and Collaboration**
CONTENT STATEMENT	NJSLSA. SL1.	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	**NJSLSA. SL.**	**Anchor Standards: Speaking and Listening**
STRAND		**Presentation of Knowledge and Ideas**
CONTENT STATEMENT	NJSLSA. SL4.	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 STATEMENT	NJSLSA. SL6.	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
CONTENT AREA / STANDARD	**NJSLSA.L .**	**Anchor Standards: Language**
STRAND		**Conventions of Standard English**
CONTENT STATEMENT	NJSLSA. L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CONTENT AREA / STANDARD	**NJSLSA.L .**	**Anchor Standards: Language**
STRAND		**Knowledge of Language**
CONTENT STATEMENT	NJSLSA. L3.	Apply knowledge of language 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	**NJSLSA.L .**	**Anchor Standards: Language**
STRAND		**Vocabulary Acquisition and Use**
CONTENT STATEMENT	NJSLSA. L4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
CONTENT STATEMENT	NJSLSA. L6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT AREA / STANDARD	**NJ.RI.4.**	**Progress Indicators for Informational Text**
STRAND		**Key Ideas and Details**

CONTENT STATEMENT	RI.4.1.	Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
CONTENT STATEMENT	RI.4.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.

CONTENT AREA / STANDARD	**NJ.RI.4.**	**Progress Indicators for Informational Text**
STRAND		**Craft and Structure**
CONTENT STATEMENT	RI.4.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
CONTENT STATEMENT	RI.4.5.	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

CONTENT AREA / STANDARD	**NJ.RI.4.**	**Progress Indicators for Informational Text**
STRAND		**Integration of Knowledge and Ideas**
CONTENT STATEMENT	RI.4.7.	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
CONTENT STATEMENT	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.

CONTENT AREA / STANDARD	**NJ.RF.4.**	**Progress Indicators for Reading Foundation Skills**
STRAND		**Fluency**
CONTENT STATEMENT	**RF.4.4.**	**Read with sufficient accuracy and fluency to support comprehension.**
CUMULATIVE PROGRESS INDICATOR	RF.4.4.A.	Read grade-level text with purpose and understanding.
CUMULATIVE PROGRESS INDICATOR	RF.4.4.C.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

CONTENT AREA / STANDARD	**NJ.W.4.**	**Progress Indicators for Writing**
STRAND		**Production and Distribution of Writing**
CONTENT STATEMENT	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

CONTENT AREA / STANDARD	NJ.W.4.	Progress Indicators for Writing
STRAND		Research to Build and Present Knowledge
CONTENT STATEMENT	W.4.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

CONTENT AREA / STANDARD	NJ.W.4.	Progress Indicators for Writing
STRAND		Research to Build and Present Knowledge
CONTENT STATEMENT	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CUMULATIVE PROGRESS INDICATOR	W.4.9.B.	Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").

CONTENT AREA / STANDARD	NJ.SL.4.	Progress Indicators for Speaking and Listening
STRAND		Comprehension and Collaboration
CONTENT STATEMENT	SL.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
CUMULATIVE PROGRESS INDICATOR	SL.4.1.A.	Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
CUMULATIVE PROGRESS INDICATOR	SL.4.1.B.	Follow agreed-upon rules for discussions and carry out assigned roles.
CUMULATIVE PROGRESS INDICATOR	SL.4.1.C.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
CUMULATIVE PROGRESS INDICATOR	SL.4.1.D.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

CONTENT AREA / STANDARD	NJ.SL.4.	Progress Indicators for Speaking and Listening
STRAND		Comprehension and Collaboration
CONTENT STATEMENT	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).

CONTENT AREA / STANDARD	NJ.SL.4.	Progress Indicators for Speaking and Listening
STRAND		Presentation of Knowledge and Ideas

CONTENT STATEMENT	SL.4.4.	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
CONTENT STATEMENT	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

CONTENT AREA / STANDARD	**NJ.L.4.**	**Progress Indicators for Language**

STRAND		**Knowledge of Language**
CONTENT STATEMENT	**L.4.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**

CUMULATIVE PROGRESS INDICATOR	L.4.3.C.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

CONTENT AREA / STANDARD	**NJ.L.4.**	**Progress Indicators for Language**

STRAND		**Vocabulary Acquisition and Use**
CONTENT STATEMENT	**L.4.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.**

CUMULATIVE PROGRESS INDICATOR	L.4.4.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	**NJ.L.4.**	**Progress Indicators for Language**

STRAND		**Vocabulary Acquisition and Use**

CONTENT STATEMENT	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

UNIT 2: WRITING FROM NOTES Week 2 Page 17-22

New Jersey Student Learning Standards
Language Arts
Grade **4** - Adopted: **2016**

CONTENT AREA / STANDARD	**NJSLSA. R.**	**Anchor Standards: Reading**

STRAND		**Key Ideas and Details**

CONTENT STATEMENT	NJSLSA. R2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
CONTENT STATEMENT	NJSLSA. R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

CONTENT AREA / STANDARD	NJSLSA. R.	**Anchor Standards: Reading**
STRAND		**Craft and Structure**
CONTENT STATEMENT	NJSLSA. R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STATEMENT	NJSLSA. R5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

CONTENT AREA / STANDARD	NJSLSA. R.	**Anchor Standards: Reading**
STRAND		**Range of Reading and Level of Text Complexity**
CONTENT STATEMENT	NJSLSA. R10.	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

CONTENT AREA / STANDARD	NJSLSA. W.	**Anchor Standards: Writing**
STRAND		**Text Types and Purposes**
CONTENT STATEMENT	NJSLSA. W2.	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	NJSLSA. W.	**Anchor Standards: Writing**
STRAND		**Production and Distribution of Writing**
CONTENT STATEMENT	NJSLSA. W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CONTENT STATEMENT	NJSLSA. W5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STATEMENT	NJSLSA. W6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

CONTENT AREA / STANDARD	NJSLSA. W.	**Anchor Standards: Writing**
STRAND		**Research to Build and Present Knowledge**
CONTENT STATEMENT	NJSLSA. W8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
CONTENT STATEMENT	NJSLSA. W9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

CONTENT AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing
STRAND		**Range of Writing**
CONTENT STATEMENT	NJSLSA. W10.	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	NJSLSA. SL.	Anchor Standards: Speaking and Listening
STRAND		**Comprehension and Collaboration**
CONTENT STATEMENT	NJSLSA. SL1.	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	NJSLSA. SL.	Anchor Standards: Speaking and Listening
STRAND		**Presentation of Knowledge and Ideas**
CONTENT STATEMENT	NJSLSA. SL4.	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 STATEMENT	NJSLSA. SL6.	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

CONTENT AREA / STANDARD	NJSLSA.L .	Anchor Standards: Language
STRAND		**Conventions of Standard English**
CONTENT STATEMENT	NJSLSA. L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CONTENT AREA / STANDARD	NJSLSA.L .	Anchor Standards: Language
STRAND		**Knowledge of Language**
CONTENT STATEMENT	NJSLSA. L3.	Apply knowledge of language 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	NJSLSA.L .	Anchor Standards: Language
STRAND		**Vocabulary Acquisition and Use**
CONTENT STATEMENT	NJSLSA. L4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
CONTENT STATEMENT	NJSLSA. L6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

CONTENT AREA / STANDARD	NJ.RI.4.	Progress Indicators for Informational Text

STRAND		Key Ideas and Details
CONTENT STATEMENT	RI.4.1.	Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
CONTENT STATEMENT	RI.4.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.

CONTENT AREA / STANDARD	NJ.RI.4.	Progress Indicators for Informational Text

STRAND		Craft and Structure
CONTENT STATEMENT	RI.4.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
CONTENT STATEMENT	RI.4.5.	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

CONTENT AREA / STANDARD	NJ.RI.4.	Progress Indicators for Informational Text

STRAND		Integration of Knowledge and Ideas
CONTENT STATEMENT	RI.4.7.	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
CONTENT STATEMENT	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.

CONTENT AREA / STANDARD	NJ.RF.4.	Progress Indicators for Reading Foundation Skills

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

CONTENT AREA / STANDARD	NJ.W.4.	Progress Indicators for Writing

STRAND		Text Types and Purposes

CONTENT STATEMENT	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
CUMULATIVE PROGRESS INDICATOR	W.4.2.A.	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
CUMULATIVE PROGRESS INDICATOR	W.4.2.B.	Develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.
CUMULATIVE PROGRESS INDICATOR	W.4.2.D.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CUMULATIVE PROGRESS INDICATOR	W.4.2.E.	Provide a conclusion related to the information or explanation presented.
CONTENT AREA / STANDARD	NJ.W.4.	Progress Indicators for Writing
STRAND		Production and Distribution of Writing
CONTENT STATEMENT	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
CONTENT STATEMENT	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
CONTENT STATEMENT	W.4.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
CONTENT AREA / STANDARD	NJ.W.4.	Progress Indicators for Writing
STRAND		Research to Build and Present Knowledge
CONTENT STATEMENT	W.4.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
CONTENT AREA / STANDARD	NJ.W.4.	Progress Indicators for Writing
STRAND		Research to Build and Present Knowledge
CONTENT STATEMENT	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CUMULATIVE PROGRESS INDICATOR	W.4.9.B.	Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").

CONTENT AREA / STANDARD	NJ.W.4.	Progress Indicators for Writing
STRAND		Range of Writing
CONTENT STATEMENT	W.4.10.	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CONTENT AREA / STANDARD	NJ.SL.4.	Progress Indicators for Speaking and Listening
STRAND		Comprehension and Collaboration
CONTENT STATEMENT	SL.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
CUMULATIVE PROGRESS INDICATOR	SL.4.1.A.	Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
CUMULATIVE PROGRESS INDICATOR	SL.4.1.B.	Follow agreed-upon rules for discussions and carry out assigned roles.
CUMULATIVE PROGRESS INDICATOR	SL.4.1.C.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
CUMULATIVE PROGRESS INDICATOR	SL.4.1.D.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

CONTENT AREA / STANDARD	NJ.SL.4.	Progress Indicators for Speaking and Listening
STRAND		Comprehension and Collaboration
CONTENT STATEMENT	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).

CONTENT AREA / STANDARD	NJ.SL.4.	Progress Indicators for Speaking and Listening
STRAND		Presentation of Knowledge and Ideas
CONTENT STATEMENT	SL.4.4.	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
CONTENT STATEMENT	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

CONTENT AREA / STANDARD	NJ.L.4.	Progress Indicators for Language

STRAND		Knowledge of Language
CONTENT STATEMENT	**L.4.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
CUMULATIVE PROGRESS INDICATOR	L.4.3.A.	Choose words and phrases to convey ideas precisely.
CUMULATIVE PROGRESS INDICATOR	L.4.3.C.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

CONTENT AREA / STANDARD	NJ.L.4.	Progress Indicators for Language

STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	**L.4.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.**
CUMULATIVE PROGRESS INDICATOR	L.4.4.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	NJ.L.4.	Progress Indicators for Language

STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

UNIT 2: WRITING FROM NOTES Week 3 Page 23-30

New Jersey Student Learning Standards
Language Arts
Grade **4** - Adopted: **2016**

CONTENT AREA / STANDARD	NJSLSA. R.	Anchor Standards: Reading

STRAND		Key Ideas and Details
CONTENT STATEMENT	NJSLSA. R2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
CONTENT STATEMENT	NJSLSA. R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

CONTENT AREA / STANDARD	NJSLSA. R.	Anchor Standards: Reading

STRAND		Craft and Structure
CONTENT STATEMENT	NJSLSA. R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

CONTENT STATEMENT	NJSLSA. R5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
CONTENT STATEMENT	NJSLSA. R6.	Assess how point of view or purpose shapes the content and style of a text. Integration of Knowledge and Ideas
CONTENT AREA / STANDARD	**NJSLSA. R.**	**Anchor Standards: Reading**
STRAND		**Range of Reading and Level of Text Complexity**
CONTENT STATEMENT	NJSLSA. R10.	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
CONTENT AREA / STANDARD	**NJSLSA. W.**	**Anchor Standards: Writing**
STRAND		**Text Types and Purposes**
CONTENT STATEMENT	NJSLSA. W3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
CONTENT AREA / STANDARD	**NJSLSA. W.**	**Anchor Standards: Writing**
STRAND		**Production and Distribution of Writing**
CONTENT STATEMENT	NJSLSA. W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CONTENT STATEMENT	NJSLSA. W5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STATEMENT	NJSLSA. W6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
CONTENT AREA / STANDARD	**NJSLSA. W.**	**Anchor Standards: Writing**
STRAND		**Research to Build and Present Knowledge**
CONTENT STATEMENT	NJSLSA. W9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CONTENT AREA / STANDARD	**NJSLSA. W.**	**Anchor Standards: Writing**
STRAND		**Range of Writing**
CONTENT STATEMENT	NJSLSA. W10.	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	NJSLSA. SL.	Anchor Standards: Speaking and Listening
STRAND		Comprehension and Collaboration
CONTENT STATEMENT	NJSLSA. SL1.	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	NJSLSA. SL.	Anchor Standards: Speaking and Listening
STRAND		Presentation of Knowledge and Ideas
CONTENT STATEMENT	NJSLSA. SL4.	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 STATEMENT	NJSLSA. SL6.	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

CONTENT AREA / STANDARD	NJSLSA.L .	Anchor Standards: Language
STRAND		Conventions of Standard English
CONTENT STATEMENT	NJSLSA. L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CONTENT STATEMENT	NJSLSA. L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CONTENT AREA / STANDARD	NJSLSA.L .	Anchor Standards: Language
STRAND		Knowledge of Language
CONTENT STATEMENT	NJSLSA. L3.	Apply knowledge of language 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	NJSLSA.L .	Anchor Standards: Language
STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	NJSLSA. L4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
CONTENT STATEMENT	NJSLSA. L6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

CONTENT AREA / STANDARD	NJ.RL.4.	Progress Indicators for Reading Literature
STRAND		Key Ideas and Details

CONTENT STATEMENT	RL.4.1.	Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
CONTENT STATEMENT	RL.4.2.	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
CONTENT STATEMENT	RL.4.3.	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
CONTENT AREA / STANDARD	**NJ.RL.4.**	**Progress Indicators for Reading Literature**
STRAND		**Craft and Structure**
CONTENT STATEMENT	RL.4.6.	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
CONTENT AREA / STANDARD	**NJ.RL.4.**	**Progress Indicators for Reading Literature**
STRAND		**Range of Reading and Complexity of Text**
CONTENT STATEMENT	RL.4.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.
CONTENT AREA / STANDARD	**NJ.RF.4.**	**Progress Indicators for Reading Foundation Skills**
STRAND		**Fluency**
CONTENT STATEMENT	**RF.4.4.**	**Read with sufficient accuracy and fluency to support comprehension.**
CUMULATIVE PROGRESS INDICATOR	RF.4.4.A.	Read grade-level text with purpose and understanding.
CUMULATIVE PROGRESS INDICATOR	RF.4.4.C.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CONTENT AREA / STANDARD	**NJ.W.4.**	**Progress Indicators for Writing**
STRAND		**Text Types and Purposes**
CONTENT STATEMENT	**W.4.3.**	**Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.**
CUMULATIVE PROGRESS INDICATOR	W.4.3.A.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
CUMULATIVE PROGRESS INDICATOR	W.4.3.B.	Use dialogue and description to develop experiences and events or show the responses of characters to situations.

CUMULATIVE PROGRESS INDICATOR	W.4.3.D.	Use concrete words and phrases and sensory details to convey experiences and events precisely.
CUMULATIVE PROGRESS INDICATOR	W.4.3.E.	Provide a conclusion that follows from the narrated experiences or events.

CONTENT AREA / STANDARD	**NJ.W.4.**	**Progress Indicators for Writing**
STRAND		**Production and Distribution of Writing**
CONTENT STATEMENT	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
CONTENT STATEMENT	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
CONTENT STATEMENT	W.4.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

CONTENT AREA / STANDARD	**NJ.W.4.**	**Progress Indicators for Writing**
STRAND		**Research to Build and Present Knowledge**
CONTENT STATEMENT	W.4.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

CONTENT AREA / STANDARD	**NJ.W.4.**	**Progress Indicators for Writing**
STRAND		**Research to Build and Present Knowledge**
CONTENT STATEMENT	**W.4.9.**	**Draw evidence from literary or informational texts to support analysis, reflection, and research.**
CUMULATIVE PROGRESS INDICATOR	W.4.9.A.	Apply grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").

CONTENT AREA / STANDARD	**NJ.W.4.**	**Progress Indicators for Writing**
STRAND		**Range of Writing**
CONTENT STATEMENT	W.4.10.	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CONTENT AREA / STANDARD	**NJ.SL.4.**	**Progress Indicators for Speaking and Listening**

STRAND		Comprehension and Collaboration
CONTENT STATEMENT	SL.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
CUMULATIVE PROGRESS INDICATOR	SL.4.1.A.	Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
CUMULATIVE PROGRESS INDICATOR	SL.4.1.B.	Follow agreed-upon rules for discussions and carry out assigned roles.
CUMULATIVE PROGRESS INDICATOR	SL.4.1.C.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
CUMULATIVE PROGRESS INDICATOR	SL.4.1.D.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
CONTENT AREA / STANDARD	NJ.SL.4.	Progress Indicators for Speaking and Listening
STRAND		Comprehension and Collaboration
CONTENT STATEMENT	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
CONTENT AREA / STANDARD	NJ.SL.4.	Progress Indicators for Speaking and Listening
STRAND		Presentation of Knowledge and Ideas
CONTENT STATEMENT	SL.4.4.	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
CONTENT STATEMENT	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
CONTENT AREA / STANDARD	NJ.L.4.	Progress Indicators for Language
STRAND		Conventions of Standard English
CONTENT STATEMENT	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CUMULATIVE PROGRESS INDICATOR	L.4.1.D.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
CUMULATIVE PROGRESS INDICATOR	L.4.1.F.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

CONTENT AREA / STANDARD	NJ.L.4.	Progress Indicators for Language
STRAND		Conventions of Standard English
CONTENT STATEMENT	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CUMULATIVE PROGRESS INDICATOR	L.4.2.A.	Use correct capitalization.
CUMULATIVE PROGRESS INDICATOR	L.4.2.D.	Spell grade-appropriate words correctly, consulting references as needed.

CONTENT AREA / STANDARD	NJ.L.4.	Progress Indicators for Language
STRAND		Knowledge of Language
CONTENT STATEMENT	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CUMULATIVE PROGRESS INDICATOR	L.4.3.A.	Choose words and phrases to convey ideas precisely.
CUMULATIVE PROGRESS INDICATOR	L.4.3.B.	Choose punctuation for effect.
CUMULATIVE PROGRESS INDICATOR	L.4.3.C.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

CONTENT AREA / STANDARD	NJ.L.4.	Progress Indicators for Language
STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	L.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
CUMULATIVE PROGRESS INDICATOR	L.4.4.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	NJ.L.4.	Progress Indicators for Language
STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

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Language Arts
Grade **4** - Adopted: **2016**

CONTENT AREA / STANDARD	NJSLSA. R.	Anchor Standards: Reading

STRAND		Key Ideas and Details
CONTENT STATEMENT	NJSLSA. R2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
CONTENT STATEMENT	NJSLSA. R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

CONTENT AREA / STANDARD	NJSLSA. R.	Anchor Standards: Reading

STRAND		Craft and Structure
CONTENT STATEMENT	NJSLSA. R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STATEMENT	NJSLSA. R5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
CONTENT STATEMENT	NJSLSA. R6.	Assess how point of view or purpose shapes the content and style of a text. Integration of Knowledge and Ideas

CONTENT AREA / STANDARD	NJSLSA. R.	Anchor Standards: Reading

STRAND		Range of Reading and Level of Text Complexity
CONTENT STATEMENT	NJSLSA. R10.	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

CONTENT AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing

STRAND		Text Types and Purposes
CONTENT STATEMENT	NJSLSA. W3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

CONTENT AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing

STRAND		Production and Distribution of Writing
CONTENT STATEMENT	NJSLSA. W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CONTENT STATEMENT	NJSLSA. W5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STATEMENT	NJSLSA. W6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

CONTENT AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing

STRAND		Research to Build and Present Knowledge

CONTENT STATEMENT	NJSLSA. W9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

CONTENT AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing

STRAND		Range of Writing

CONTENT STATEMENT	NJSLSA. W10.	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	NJSLSA. SL.	Anchor Standards: Speaking and Listening

STRAND		Comprehension and Collaboration

CONTENT STATEMENT	NJSLSA. SL1.	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	NJSLSA. SL.	Anchor Standards: Speaking and Listening

STRAND		Presentation of Knowledge and Ideas

CONTENT STATEMENT	NJSLSA. SL4.	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 STATEMENT	NJSLSA. SL6.	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

CONTENT AREA / STANDARD	NJSLSA.L.	Anchor Standards: Language

STRAND		Conventions of Standard English

CONTENT STATEMENT	NJSLSA. L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CONTENT STATEMENT	NJSLSA. L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CONTENT AREA / STANDARD	NJSLSA.L.	Anchor Standards: Language

STRAND		Knowledge of Language
CONTENT STATEMENT	NJSLSA.L3.	Apply knowledge of language 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	NJSLSA.L.	Anchor Standards: Language

STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	NJSLSA.L4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
CONTENT STATEMENT	NJSLSA.L6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

CONTENT AREA / STANDARD	NJ.RL.4.	Progress Indicators for Reading Literature

STRAND		Key Ideas and Details
CONTENT STATEMENT	RL.4.1.	Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
CONTENT STATEMENT	RL.4.2.	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
CONTENT STATEMENT	RL.4.3.	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

CONTENT AREA / STANDARD	NJ.RL.4.	Progress Indicators for Reading Literature

STRAND		Craft and Structure
CONTENT STATEMENT	RL.4.6.	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

CONTENT AREA / STANDARD	NJ.RL.4.	Progress Indicators for Reading Literature

STRAND		Range of Reading and Complexity of Text
CONTENT STATEMENT	RL.4.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.

CONTENT AREA / STANDARD	NJ.RF.4.	Progress Indicators for Reading Foundation Skills

STRAND		Fluency

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

CONTENT AREA / STANDARD	NJ.W.4.	Progress Indicators for Writing
STRAND		Text Types and Purposes
CONTENT STATEMENT	W.4.3.	Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.
CUMULATIVE PROGRESS INDICATOR	W.4.3.A.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
CUMULATIVE PROGRESS INDICATOR	W.4.3.B.	Use dialogue and description to develop experiences and events or show the responses of characters to situations.
CUMULATIVE PROGRESS INDICATOR	W.4.3.D.	Use concrete words and phrases and sensory details to convey experiences and events precisely.
CUMULATIVE PROGRESS INDICATOR	W.4.3.E.	Provide a conclusion that follows from the narrated experiences or events.

CONTENT AREA / STANDARD	NJ.W.4.	Progress Indicators for Writing
STRAND		Production and Distribution of Writing
CONTENT STATEMENT	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
CONTENT STATEMENT	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
CONTENT STATEMENT	W.4.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

CONTENT AREA / STANDARD	NJ.W.4.	Progress Indicators for Writing
STRAND		Research to Build and Present Knowledge

CONTENT STATEMENT	W.4.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

CONTENT AREA / STANDARD	NJ.W.4.	Progress Indicators for Writing

STRAND		Research to Build and Present Knowledge
CONTENT STATEMENT	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

CUMULATIVE PROGRESS INDICATOR	W.4.9.A.	Apply grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").

CONTENT AREA / STANDARD	NJ.W.4.	Progress Indicators for Writing

STRAND		Range of Writing

CONTENT STATEMENT	W.4.10.	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CONTENT AREA / STANDARD	NJ.SL.4.	Progress Indicators for Speaking and Listening

STRAND		Comprehension and Collaboration
CONTENT STATEMENT	SL.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

CUMULATIVE PROGRESS INDICATOR	SL.4.1.A.	Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.

CUMULATIVE PROGRESS INDICATOR	SL.4.1.B.	Follow agreed-upon rules for discussions and carry out assigned roles.

CUMULATIVE PROGRESS INDICATOR	SL.4.1.C.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

CUMULATIVE PROGRESS INDICATOR	SL.4.1.D.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

CONTENT AREA / STANDARD	NJ.SL.4.	Progress Indicators for Speaking and Listening

STRAND		Comprehension and Collaboration

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

CONTENT AREA / STANDARD	NJ.SL.4.	Progress Indicators for Speaking and Listening

STRAND		Presentation of Knowledge and Ideas
CONTENT STATEMENT	SL.4.4.	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
CONTENT STATEMENT	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

CONTENT AREA / STANDARD	NJ.L.4.	Progress Indicators for Language

STRAND		Conventions of Standard English
CONTENT STATEMENT	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CUMULATIVE PROGRESS INDICATOR	L.4.1.F.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

CONTENT AREA / STANDARD	NJ.L.4.	Progress Indicators for Language

STRAND		Conventions of Standard English
CONTENT STATEMENT	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CUMULATIVE PROGRESS INDICATOR	L.4.2.A.	Use correct capitalization.
CUMULATIVE PROGRESS INDICATOR	L.4.2.D.	Spell grade-appropriate words correctly, consulting references as needed.

CONTENT AREA / STANDARD	NJ.L.4.	Progress Indicators for Language

STRAND		Knowledge of Language
CONTENT STATEMENT	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CUMULATIVE PROGRESS INDICATOR	L.4.3.A.	Choose words and phrases to convey ideas precisely.
CUMULATIVE PROGRESS INDICATOR	L.4.3.B.	Choose punctuation for effect.

CUMULATIVE PROGRESS INDICATOR	L.4.3.C.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

CONTENT AREA / STANDARD	NJ.L.4.	Progress Indicators for Language

STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	L.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

CUMULATIVE PROGRESS INDICATOR	L.4.4.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	NJ.L.4.	Progress Indicators for Language

STRAND		Vocabulary Acquisition and Use

CONTENT STATEMENT	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

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New Jersey Student Learning Standards
Language Arts
Grade **4** - Adopted: **2016**

CONTENT AREA / STANDARD	NJSLSA.R.	Anchor Standards: Reading

STRAND		Key Ideas and Details
CONTENT STATEMENT	NJSLSA.R2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
CONTENT STATEMENT	NJSLSA.R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

CONTENT AREA / STANDARD	NJSLSA.R.	Anchor Standards: Reading

STRAND		Craft and Structure
CONTENT STATEMENT	NJSLSA.R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STATEMENT	NJSLSA.R5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

CONTENT AREA / STANDARD	NJSLSA.R.	Anchor Standards: Reading

STRAND		Range of Reading and Level of Text Complexity

CONTENT STATEMENT	NJSLSA. R10.	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

CONTENT AREA / STANDARD	NJSLSA. W.	**Anchor Standards: Writing**

STRAND		**Text Types and Purposes**

CONTENT STATEMENT	NJSLSA. W2.	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	NJSLSA. W.	**Anchor Standards: Writing**

STRAND		**Production and Distribution of Writing**

CONTENT STATEMENT	NJSLSA. W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CONTENT STATEMENT	NJSLSA. W5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STATEMENT	NJSLSA. W6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

CONTENT AREA / STANDARD	NJSLSA. W.	**Anchor Standards: Writing**

STRAND		**Research to Build and Present Knowledge**

CONTENT STATEMENT	NJSLSA. W8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

CONTENT AREA / STANDARD	NJSLSA. W.	**Anchor Standards: Writing**

STRAND		**Range of Writing**

CONTENT STATEMENT	NJSLSA. W10.	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	NJSLSA. SL.	**Anchor Standards: Speaking and Listening**

STRAND		**Comprehension and Collaboration**

CONTENT STATEMENT	NJSLSA. SL1.	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	NJSLSA. SL.	**Anchor Standards: Speaking and Listening**

STRAND		**Presentation of Knowledge and Ideas**

CONTENT STATEMENT	NJSLSA. SL4.	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 STATEMENT	NJSLSA. SL6.	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

CONTENT AREA / STANDARD	NJSLSA.L.	Anchor Standards: Language
STRAND		**Conventions of Standard English**
CONTENT STATEMENT	NJSLSA. L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CONTENT STATEMENT	NJSLSA. L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CONTENT AREA / STANDARD	NJSLSA.L.	Anchor Standards: Language
STRAND		**Knowledge of Language**
CONTENT STATEMENT	NJSLSA. L3.	Apply knowledge of language 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	NJSLSA.L.	Anchor Standards: Language
STRAND		**Vocabulary Acquisition and Use**
CONTENT STATEMENT	NJSLSA. L4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
CONTENT STATEMENT	NJSLSA. L6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

CONTENT AREA / STANDARD	NJ.RI.4.	Progress Indicators for Informational Text
STRAND		**Key Ideas and Details**
CONTENT STATEMENT	RI.4.1.	Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
CONTENT STATEMENT	RI.4.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.

CONTENT AREA / STANDARD	NJ.RI.4.	Progress Indicators for Informational Text
STRAND		**Craft and Structure**

CONTENT STATEMENT	RI.4.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
CONTENT STATEMENT	RI.4.5.	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
CONTENT AREA / STANDARD	**NJ.RI.4.**	**Progress Indicators for Informational Text**
STRAND		**Integration of Knowledge and Ideas**
CONTENT STATEMENT	RI.4.7.	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
CONTENT STATEMENT	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.
CONTENT AREA / STANDARD	**NJ.RF.4.**	**Progress Indicators for Reading Foundation Skills**
STRAND		**Fluency**
CONTENT STATEMENT	**RF.4.4.**	**Read with sufficient accuracy and fluency to support comprehension.**
CUMULATIVE PROGRESS INDICATOR	RF.4.4.A.	Read grade-level text with purpose and understanding.
CUMULATIVE PROGRESS INDICATOR	RF.4.4.C.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CONTENT AREA / STANDARD	**NJ.W.4.**	**Progress Indicators for Writing**
STRAND		**Text Types and Purposes**
CONTENT STATEMENT	**W.4.2.**	**Write informative/explanatory texts to examine a topic and convey ideas and information clearly.**
CUMULATIVE PROGRESS INDICATOR	W.4.2.A.	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
CUMULATIVE PROGRESS INDICATOR	W.4.2.B.	Develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.
CUMULATIVE PROGRESS INDICATOR	W.4.2.D.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CONTENT AREA / STANDARD	**NJ.W.4.**	**Progress Indicators for Writing**

STRAND		Production and Distribution of Writing
CONTENT STATEMENT	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
CONTENT STATEMENT	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
CONTENT STATEMENT	W.4.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
CONTENT AREA / STANDARD	NJ.W.4.	Progress Indicators for Writing
STRAND		Research to Build and Present Knowledge
CONTENT STATEMENT	W.4.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
CONTENT AREA / STANDARD	NJ.W.4.	Progress Indicators for Writing
STRAND		Research to Build and Present Knowledge
CONTENT STATEMENT	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CUMULATIVE PROGRESS INDICATOR	W.4.9.B.	Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").
CONTENT AREA / STANDARD	NJ.W.4.	Progress Indicators for Writing
STRAND		Range of Writing
CONTENT STATEMENT	W.4.10.	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT AREA / STANDARD	NJ.SL.4.	Progress Indicators for Speaking and Listening
STRAND		Comprehension and Collaboration
CONTENT STATEMENT	SL.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
CUMULATIVE PROGRESS INDICATOR	SL.4.1.A.	Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
CUMULATIVE PROGRESS INDICATOR	SL.4.1.B.	Follow agreed-upon rules for discussions and carry out assigned roles.

CUMULATIVE PROGRESS INDICATOR	SL.4.1.C.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
CUMULATIVE PROGRESS INDICATOR	SL.4.1.D.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

CONTENT AREA / STANDARD	NJ.SL.4.	Progress Indicators for Speaking and Listening

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

CONTENT AREA / STANDARD	NJ.SL.4.	Progress Indicators for Speaking and Listening

STRAND		Presentation of Knowledge and Ideas
CONTENT STATEMENT	SL.4.4.	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
CONTENT STATEMENT	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

CONTENT AREA / STANDARD	NJ.L.4.	Progress Indicators for Language

STRAND		Conventions of Standard English
CONTENT STATEMENT	**L.4.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
CUMULATIVE PROGRESS INDICATOR	L.4.1.F.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

CONTENT AREA / STANDARD	NJ.L.4.	Progress Indicators for Language

STRAND		Conventions of Standard English
CONTENT STATEMENT	**L.4.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
CUMULATIVE PROGRESS INDICATOR	L.4.2.A.	Use correct capitalization.
CUMULATIVE PROGRESS INDICATOR	L.4.2.D.	Spell grade-appropriate words correctly, consulting references as needed.

CONTENT AREA / STANDARD	NJ.L.4.	Progress Indicators for Language

STRAND		Knowledge of Language
CONTENT STATEMENT	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CUMULATIVE PROGRESS INDICATOR	L.4.3.A.	Choose words and phrases to convey ideas precisely.
CUMULATIVE PROGRESS INDICATOR	L.4.3.B.	Choose punctuation for effect.
CUMULATIVE PROGRESS INDICATOR	L.4.3.C.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

CONTENT AREA / STANDARD	NJ.L.4.	Progress Indicators for Language

STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	L.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

CUMULATIVE PROGRESS INDICATOR	L.4.4.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	NJ.L.4.	Progress Indicators for Language

STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

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New Jersey Student Learning Standards
Language Arts
Grade **4** - Adopted: **2016**

CONTENT AREA / STANDARD	NJSLSA. R.	Anchor Standards: Reading

STRAND		Key Ideas and Details
CONTENT STATEMENT	NJSLSA. R2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
CONTENT STATEMENT	NJSLSA. R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

CONTENT AREA / STANDARD	NJSLSA. R.	Anchor Standards: Reading
STRAND		**Craft and Structure**
CONTENT STATEMENT	NJSLSA. R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STATEMENT	NJSLSA. R5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
CONTENT STATEMENT	NJSLSA. R6.	Assess how point of view or purpose shapes the content and style of a text. Integration of Knowledge and Ideas

CONTENT AREA / STANDARD	NJSLSA. R.	Anchor Standards: Reading
STRAND		**Range of Reading and Level of Text Complexity**
CONTENT STATEMENT	NJSLSA. R10.	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

CONTENT AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing
STRAND		**Text Types and Purposes**
CONTENT STATEMENT	NJSLSA. W3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

CONTENT AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing
STRAND		**Production and Distribution of Writing**
CONTENT STATEMENT	NJSLSA. W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CONTENT STATEMENT	NJSLSA. W5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STATEMENT	NJSLSA. W6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

CONTENT AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing
STRAND		**Research to Build and Present Knowledge**
CONTENT STATEMENT	NJSLSA. W9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

CONTENT AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing

STRAND		Range of Writing
CONTENT STATEMENT	NJSLSA. W10.	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	NJSLSA. SL.	Anchor Standards: Speaking and Listening

STRAND		Comprehension and Collaboration
CONTENT STATEMENT	NJSLSA. SL1.	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	NJSLSA. SL.	Anchor Standards: Speaking and Listening

STRAND		Presentation of Knowledge and Ideas
CONTENT STATEMENT	NJSLSA. SL4.	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 STATEMENT	NJSLSA. SL6.	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

CONTENT AREA / STANDARD	NJSLSA.L.	Anchor Standards: Language

STRAND		Conventions of Standard English
CONTENT STATEMENT	NJSLSA. L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CONTENT STATEMENT	NJSLSA. L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CONTENT AREA / STANDARD	NJSLSA.L.	Anchor Standards: Language

STRAND		Knowledge of Language
CONTENT STATEMENT	NJSLSA. L3.	Apply knowledge of language 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	NJSLSA.L.	Anchor Standards: Language

STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	NJSLSA. L4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

CONTENT STATEMENT	NJSLSA. L6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

CONTENT AREA / STANDARD	NJ.RL.4.	Progress Indicators for Reading Literature

STRAND		Key Ideas and Details
CONTENT STATEMENT	RL.4.1.	Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
CONTENT STATEMENT	RL.4.2.	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
CONTENT STATEMENT	RL.4.3.	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

CONTENT AREA / STANDARD	NJ.RL.4.	Progress Indicators for Reading Literature

STRAND		Craft and Structure
CONTENT STATEMENT	RL.4.6.	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

CONTENT AREA / STANDARD	NJ.RL.4.	Progress Indicators for Reading Literature

STRAND		Range of Reading and Complexity of Text
CONTENT STATEMENT	RL.4.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.

CONTENT AREA / STANDARD	NJ.RF.4.	Progress Indicators for Reading Foundation Skills

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

CONTENT AREA / STANDARD	NJ.W.4.	Progress Indicators for Writing

STRAND		Text Types and Purposes

CONTENT STATEMENT	W.4.3.	Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.
CUMULATIVE PROGRESS INDICATOR	W.4.3.A.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
CUMULATIVE PROGRESS INDICATOR	W.4.3.B.	Use dialogue and description to develop experiences and events or show the responses of characters to situations.
CUMULATIVE PROGRESS INDICATOR	W.4.3.D.	Use concrete words and phrases and sensory details to convey experiences and events precisely.
CUMULATIVE PROGRESS INDICATOR	W.4.3.E.	Provide a conclusion that follows from the narrated experiences or events.

CONTENT AREA / STANDARD	NJ.W.4.	Progress Indicators for Writing
STRAND		Production and Distribution of Writing
CONTENT STATEMENT	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
CONTENT STATEMENT	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
CONTENT STATEMENT	W.4.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

CONTENT AREA / STANDARD	NJ.W.4.	Progress Indicators for Writing
STRAND		Research to Build and Present Knowledge
CONTENT STATEMENT	W.4.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

CONTENT AREA / STANDARD	NJ.W.4.	Progress Indicators for Writing
STRAND		Research to Build and Present Knowledge
CONTENT STATEMENT	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CUMULATIVE PROGRESS INDICATOR	W.4.9.A.	Apply grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").

CONTENT AREA / STANDARD	NJ.W.4.	Progress Indicators for Writing
STRAND		Range of Writing
CONTENT STATEMENT	W.4.10.	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CONTENT AREA / STANDARD	NJ.SL.4.	Progress Indicators for Speaking and Listening
STRAND		Comprehension and Collaboration
CONTENT STATEMENT	SL.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
CUMULATIVE PROGRESS INDICATOR	SL.4.1.A.	Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
CUMULATIVE PROGRESS INDICATOR	SL.4.1.B.	Follow agreed-upon rules for discussions and carry out assigned roles.
CUMULATIVE PROGRESS INDICATOR	SL.4.1.C.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
CUMULATIVE PROGRESS INDICATOR	SL.4.1.D.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

CONTENT AREA / STANDARD	NJ.SL.4.	Progress Indicators for Speaking and Listening
STRAND		Comprehension and Collaboration
CONTENT STATEMENT	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).

CONTENT AREA / STANDARD	NJ.SL.4.	Progress Indicators for Speaking and Listening
STRAND		Presentation of Knowledge and Ideas
CONTENT STATEMENT	SL.4.4.	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
CONTENT STATEMENT	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

CONTENT AREA / STANDARD	NJ.L.4.	Progress Indicators for Language

STRAND		Conventions of Standard English
CONTENT STATEMENT	**L.4.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
CUMULATIVE PROGRESS INDICATOR	L.4.1.F.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

CONTENT AREA / STANDARD	**NJ.L.4.**	**Progress Indicators for Language**

STRAND		Conventions of Standard English
CONTENT STATEMENT	**L.4.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
CUMULATIVE PROGRESS INDICATOR	L.4.2.A.	Use correct capitalization.
CUMULATIVE PROGRESS INDICATOR	L.4.2.D.	Spell grade-appropriate words correctly, consulting references as needed.

CONTENT AREA / STANDARD	**NJ.L.4.**	**Progress Indicators for Language**

STRAND		Knowledge of Language
CONTENT STATEMENT	**L.4.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
CUMULATIVE PROGRESS INDICATOR	L.4.3.A.	Choose words and phrases to convey ideas precisely.
CUMULATIVE PROGRESS INDICATOR	L.4.3.B.	Choose punctuation for effect.
CUMULATIVE PROGRESS INDICATOR	L.4.3.C.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

CONTENT AREA / STANDARD	**NJ.L.4.**	**Progress Indicators for Language**

STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	**L.4.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.**
CUMULATIVE PROGRESS INDICATOR	L.4.4.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	NJ.L.4.	Progress Indicators for Language
STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

UNIT 3: RETELLING NARRATIVE STORIES Week 7 Page 53-60

New Jersey Student Learning Standards
Language Arts
Grade **4** - Adopted: **2016**

CONTENT AREA / STANDARD	NJSLSA. R.	Anchor Standards: Reading
STRAND		Key Ideas and Details
CONTENT STATEMENT	NJSLSA. R2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
CONTENT STATEMENT	NJSLSA. R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

CONTENT AREA / STANDARD	NJSLSA. R.	Anchor Standards: Reading
STRAND		Craft and Structure
CONTENT STATEMENT	NJSLSA. R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STATEMENT	NJSLSA. R5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
CONTENT STATEMENT	NJSLSA. R6.	Assess how point of view or purpose shapes the content and style of a text. Integration of Knowledge and Ideas

CONTENT AREA / STANDARD	NJSLSA. R.	Anchor Standards: Reading
STRAND		Range of Reading and Level of Text Complexity
CONTENT STATEMENT	NJSLSA. R10.	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

CONTENT AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing
STRAND		Text Types and Purposes
CONTENT STATEMENT	NJSLSA. W3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

CONTENT AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing
STRAND		**Production and Distribution of Writing**
CONTENT STATEMENT	NJSLSA. W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CONTENT STATEMENT	NJSLSA. W5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STATEMENT	NJSLSA. W6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

CONTENT AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing
STRAND		**Research to Build and Present Knowledge**
CONTENT STATEMENT	NJSLSA. W9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

CONTENT AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing
STRAND		**Range of Writing**
CONTENT STATEMENT	NJSLSA. W10.	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	NJSLSA. SL.	Anchor Standards: Speaking and Listening
STRAND		**Comprehension and Collaboration**
CONTENT STATEMENT	NJSLSA. SL1.	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	NJSLSA. SL.	Anchor Standards: Speaking and Listening
STRAND		**Presentation of Knowledge and Ideas**
CONTENT STATEMENT	NJSLSA. SL4.	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 STATEMENT	NJSLSA. SL6.	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

CONTENT AREA / STANDARD	NJSLSA.L.	Anchor Standards: Language
STRAND		**Conventions of Standard English**

CONTENT STATEMENT	NJSLSA. L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CONTENT STATEMENT	NJSLSA. L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CONTENT AREA / STANDARD	NJSLSA.L.	Anchor Standards: Language

STRAND		Knowledge of Language

CONTENT STATEMENT	NJSLSA. L3.	Apply knowledge of language 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	NJSLSA.L.	Anchor Standards: Language

STRAND		Vocabulary Acquisition and Use

CONTENT STATEMENT	NJSLSA. L4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
CONTENT STATEMENT	NJSLSA. L6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

CONTENT AREA / STANDARD	NJ.RL.4.	Progress Indicators for Reading Literature

STRAND		Key Ideas and Details

CONTENT STATEMENT	RL.4.1.	Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
CONTENT STATEMENT	RL.4.2.	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
CONTENT STATEMENT	RL.4.3.	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

CONTENT AREA / STANDARD	NJ.RL.4.	Progress Indicators for Reading Literature

STRAND		Craft and Structure

CONTENT STATEMENT	RL.4.6.	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

CONTENT AREA / STANDARD	NJ.RL.4.	Progress Indicators for Reading Literature

STRAND		Range of Reading and Complexity of Text

CONTENT STATEMENT	RL.4.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.

CONTENT AREA / STANDARD	NJ.RF.4.	Progress Indicators for Reading Foundation Skills

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

CONTENT AREA / STANDARD	NJ.W.4.	Progress Indicators for Writing

STRAND		Text Types and Purposes
CONTENT STATEMENT	W.4.3.	Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.
CUMULATIVE PROGRESS INDICATOR	W.4.3.A.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
CUMULATIVE PROGRESS INDICATOR	W.4.3.B.	Use dialogue and description to develop experiences and events or show the responses of characters to situations.
CUMULATIVE PROGRESS INDICATOR	W.4.3.D.	Use concrete words and phrases and sensory details to convey experiences and events precisely.
CUMULATIVE PROGRESS INDICATOR	W.4.3.E.	Provide a conclusion that follows from the narrated experiences or events.

CONTENT AREA / STANDARD	NJ.W.4.	Progress Indicators for Writing

STRAND		Production and Distribution of Writing
CONTENT STATEMENT	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
CONTENT STATEMENT	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

CONTENT STATEMENT	W.4.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

CONTENT AREA / STANDARD	**NJ.W.4.**	**Progress Indicators for Writing**

STRAND		**Research to Build and Present Knowledge**

CONTENT STATEMENT	W.4.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

CONTENT AREA / STANDARD	**NJ.W.4.**	**Progress Indicators for Writing**

STRAND		**Research to Build and Present Knowledge**
CONTENT STATEMENT	**W.4.9.**	**Draw evidence from literary or informational texts to support analysis, reflection, and research.**

CUMULATIVE PROGRESS INDICATOR	W.4.9.A.	Apply grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").

CONTENT AREA / STANDARD	**NJ.W.4.**	**Progress Indicators for Writing**

STRAND		**Range of Writing**

CONTENT STATEMENT	W.4.10.	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CONTENT AREA / STANDARD	**NJ.SL.4.**	**Progress Indicators for Speaking and Listening**

STRAND		**Comprehension and Collaboration**
CONTENT STATEMENT	**SL.4.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.**

CUMULATIVE PROGRESS INDICATOR	SL.4.1.A.	Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.

CUMULATIVE PROGRESS INDICATOR	SL.4.1.B.	Follow agreed-upon rules for discussions and carry out assigned roles.

CUMULATIVE PROGRESS INDICATOR	SL.4.1.C.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

CUMULATIVE PROGRESS INDICATOR	SL.4.1.D.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

CONTENT AREA / STANDARD	NJ.SL.4.	Progress Indicators for Speaking and Listening

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

CONTENT AREA / STANDARD	NJ.SL.4.	Progress Indicators for Speaking and Listening

STRAND		Presentation of Knowledge and Ideas
CONTENT STATEMENT	SL.4.4.	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
CONTENT STATEMENT	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

CONTENT AREA / STANDARD	NJ.L.4.	Progress Indicators for Language

STRAND		Conventions of Standard English
CONTENT STATEMENT	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CUMULATIVE PROGRESS INDICATOR	L.4.1.F.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

CONTENT AREA / STANDARD	NJ.L.4.	Progress Indicators for Language

STRAND		Conventions of Standard English
CONTENT STATEMENT	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CUMULATIVE PROGRESS INDICATOR	L.4.2.A.	Use correct capitalization.
CUMULATIVE PROGRESS INDICATOR	L.4.2.D.	Spell grade-appropriate words correctly, consulting references as needed.

CONTENT AREA / STANDARD	NJ.L.4.	Progress Indicators for Language

STRAND		Knowledge of Language
CONTENT STATEMENT	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CUMULATIVE PROGRESS INDICATOR	L.4.3.A.	Choose words and phrases to convey ideas precisely.
CUMULATIVE PROGRESS INDICATOR	L.4.3.B.	Choose punctuation for effect.
CUMULATIVE PROGRESS INDICATOR	L.4.3.C.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

CONTENT AREA / STANDARD	NJ.L.4.	Progress Indicators for Language
STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	**L.4.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.**
CUMULATIVE PROGRESS INDICATOR	L.4.4.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	NJ.L.4.	Progress Indicators for Language
STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

UNIT 3: RETELLING NARRATIVE STORIES Week 8 Page 61-70

New Jersey Student Learning Standards
Language Arts
Grade **4** - Adopted: **2016**

CONTENT AREA / STANDARD	NJSLSA. R.	Anchor Standards: Reading
STRAND		Key Ideas and Details
CONTENT STATEMENT	NJSLSA. R2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
CONTENT STATEMENT	NJSLSA. R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

CONTENT AREA / STANDARD	NJSLSA. R.	Anchor Standards: Reading
STRAND		Craft and Structure
CONTENT STATEMENT	NJSLSA. R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

CONTENT STATEMENT	NJSLSA. R5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
CONTENT STATEMENT	NJSLSA. R6.	Assess how point of view or purpose shapes the content and style of a text. Integration of Knowledge and Ideas
CONTENT AREA / STANDARD	**NJSLSA. R.**	**Anchor Standards: Reading**
STRAND		**Range of Reading and Level of Text Complexity**
CONTENT STATEMENT	NJSLSA. R10.	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
CONTENT AREA / STANDARD	**NJSLSA. W.**	**Anchor Standards: Writing**
STRAND		**Text Types and Purposes**
CONTENT STATEMENT	NJSLSA. W3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
CONTENT AREA / STANDARD	**NJSLSA. W.**	**Anchor Standards: Writing**
STRAND		**Production and Distribution of Writing**
CONTENT STATEMENT	NJSLSA. W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CONTENT STATEMENT	NJSLSA. W5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STATEMENT	NJSLSA. W6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
CONTENT AREA / STANDARD	**NJSLSA. W.**	**Anchor Standards: Writing**
STRAND		**Research to Build and Present Knowledge**
CONTENT STATEMENT	NJSLSA. W9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CONTENT AREA / STANDARD	**NJSLSA. W.**	**Anchor Standards: Writing**
STRAND		**Range of Writing**
CONTENT STATEMENT	NJSLSA. W10.	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	NJSLSA. SL.	Anchor Standards: Speaking and Listening
STRAND		Comprehension and Collaboration
CONTENT STATEMENT	NJSLSA. SL1.	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	NJSLSA. SL.	Anchor Standards: Speaking and Listening
STRAND		Presentation of Knowledge and Ideas
CONTENT STATEMENT	NJSLSA. SL4.	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 STATEMENT	NJSLSA. SL6.	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

CONTENT AREA / STANDARD	NJSLSA.L.	Anchor Standards: Language
STRAND		Conventions of Standard English
CONTENT STATEMENT	NJSLSA. L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CONTENT STATEMENT	NJSLSA. L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CONTENT AREA / STANDARD	NJSLSA.L.	Anchor Standards: Language
STRAND		Knowledge of Language
CONTENT STATEMENT	NJSLSA. L3.	Apply knowledge of language 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	NJSLSA.L.	Anchor Standards: Language
STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	NJSLSA. L4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
CONTENT STATEMENT	NJSLSA. L6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

CONTENT AREA / STANDARD	NJ.RL.4.	Progress Indicators for Reading Literature
STRAND		Key Ideas and Details

CONTENT STATEMENT	RL.4.1.	Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
CONTENT STATEMENT	RL.4.2.	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
CONTENT STATEMENT	RL.4.3.	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
CONTENT AREA / STANDARD	**NJ.RL.4.**	**Progress Indicators for Reading Literature**
STRAND		**Craft and Structure**
CONTENT STATEMENT	RL.4.6.	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
CONTENT AREA / STANDARD	**NJ.RL.4.**	**Progress Indicators for Reading Literature**
STRAND		**Range of Reading and Complexity of Text**
CONTENT STATEMENT	RL.4.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.
CONTENT AREA / STANDARD	**NJ.RF.4.**	**Progress Indicators for Reading Foundation Skills**
STRAND		**Fluency**
CONTENT STATEMENT	**RF.4.4.**	**Read with sufficient accuracy and fluency to support comprehension.**
CUMULATIVE PROGRESS INDICATOR	RF.4.4.A.	Read grade-level text with purpose and understanding.
CUMULATIVE PROGRESS INDICATOR	RF.4.4.C.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CONTENT AREA / STANDARD	**NJ.W.4.**	**Progress Indicators for Writing**
STRAND		**Text Types and Purposes**
CONTENT STATEMENT	**W.4.3.**	**Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.**
CUMULATIVE PROGRESS INDICATOR	W.4.3.A.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
CUMULATIVE PROGRESS INDICATOR	W.4.3.B.	Use dialogue and description to develop experiences and events or show the responses of characters to situations.

CUMULATIVE PROGRESS INDICATOR	W.4.3.D.	Use concrete words and phrases and sensory details to convey experiences and events precisely.
CUMULATIVE PROGRESS INDICATOR	W.4.3.E.	Provide a conclusion that follows from the narrated experiences or events.
CONTENT AREA / STANDARD	**NJ.W.4.**	**Progress Indicators for Writing**
STRAND		**Production and Distribution of Writing**
CONTENT STATEMENT	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
CONTENT STATEMENT	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
CONTENT STATEMENT	W.4.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
CONTENT AREA / STANDARD	**NJ.W.4.**	**Progress Indicators for Writing**
STRAND		**Research to Build and Present Knowledge**
CONTENT STATEMENT	W.4.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
CONTENT AREA / STANDARD	**NJ.W.4.**	**Progress Indicators for Writing**
STRAND		**Research to Build and Present Knowledge**
CONTENT STATEMENT	**W.4.9.**	**Draw evidence from literary or informational texts to support analysis, reflection, and research.**
CUMULATIVE PROGRESS INDICATOR	W.4.9.A.	Apply grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").
CONTENT AREA / STANDARD	**NJ.W.4.**	**Progress Indicators for Writing**
STRAND		**Range of Writing**
CONTENT STATEMENT	W.4.10.	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT AREA / STANDARD	**NJ.SL.4.**	**Progress Indicators for Speaking and Listening**

STRAND		Comprehension and Collaboration
CONTENT STATEMENT	**SL.4.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.**
CUMULATIVE PROGRESS INDICATOR	SL.4.1.A.	Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
CUMULATIVE PROGRESS INDICATOR	SL.4.1.B.	Follow agreed-upon rules for discussions and carry out assigned roles.
CUMULATIVE PROGRESS INDICATOR	SL.4.1.C.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
CUMULATIVE PROGRESS INDICATOR	SL.4.1.D.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

CONTENT AREA / STANDARD	**NJ.SL.4.**	**Progress Indicators for Speaking and Listening**
STRAND		Comprehension and Collaboration
CONTENT STATEMENT	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).

CONTENT AREA / STANDARD	**NJ.SL.4.**	**Progress Indicators for Speaking and Listening**
STRAND		Presentation of Knowledge and Ideas
CONTENT STATEMENT	SL.4.4.	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
CONTENT STATEMENT	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

CONTENT AREA / STANDARD	**NJ.L.4.**	**Progress Indicators for Language**
STRAND		Conventions of Standard English
CONTENT STATEMENT	**L.4.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
CUMULATIVE PROGRESS INDICATOR	L.4.1.F.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

CONTENT AREA / STANDARD	**NJ.L.4.**	**Progress Indicators for Language**
STRAND		Conventions of Standard English

CONTENT STATEMENT	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CUMULATIVE PROGRESS INDICATOR	L.4.2.A.	Use correct capitalization.
CUMULATIVE PROGRESS INDICATOR	L.4.2.D.	Spell grade-appropriate words correctly, consulting references as needed.

CONTENT AREA / STANDARD	NJ.L.4.	Progress Indicators for Language
STRAND		Knowledge of Language
CONTENT STATEMENT	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CUMULATIVE PROGRESS INDICATOR	L.4.3.A.	Choose words and phrases to convey ideas precisely.
CUMULATIVE PROGRESS INDICATOR	L.4.3.B.	Choose punctuation for effect.
CUMULATIVE PROGRESS INDICATOR	L.4.3.C.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

CONTENT AREA / STANDARD	NJ.L.4.	Progress Indicators for Language
STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	L.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
CUMULATIVE PROGRESS INDICATOR	L.4.4.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	NJ.L.4.	Progress Indicators for Language
STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

UNIT 4: SUMMARIZING A REFERENCE Week 10 Page 81-90

CONTENT AREA / STANDARD	NJSLSA. R.	Anchor Standards: Reading
STRAND		**Key Ideas and Details**
CONTENT STATEMENT	NJSLSA. R2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
CONTENT STATEMENT	NJSLSA. R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

CONTENT AREA / STANDARD	NJSLSA. R.	Anchor Standards: Reading
STRAND		**Craft and Structure**
CONTENT STATEMENT	NJSLSA. R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STATEMENT	NJSLSA. R5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

CONTENT AREA / STANDARD	NJSLSA. R.	Anchor Standards: Reading
STRAND		**Range of Reading and Level of Text Complexity**
CONTENT STATEMENT	NJSLSA. R10.	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

CONTENT AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing
STRAND		**Text Types and Purposes**
CONTENT STATEMENT	NJSLSA. W2.	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	NJSLSA. W.	Anchor Standards: Writing
STRAND		**Production and Distribution of Writing**
CONTENT STATEMENT	NJSLSA. W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CONTENT STATEMENT	NJSLSA. W5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STATEMENT	NJSLSA. W6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

CONTENT AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing
STRAND		**Research to Build and Present Knowledge**
CONTENT STATEMENT	NJSLSA. W8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

CONTENT AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing
STRAND		**Range of Writing**
CONTENT STATEMENT	NJSLSA. W10.	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	NJSLSA.L .	Anchor Standards: Language
STRAND		**Conventions of Standard English**
CONTENT STATEMENT	NJSLSA. L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CONTENT AREA / STANDARD	NJSLSA.L .	Anchor Standards: Language
STRAND		**Knowledge of Language**
CONTENT STATEMENT	NJSLSA. L3.	Apply knowledge of language 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	NJSLSA.L .	Anchor Standards: Language
STRAND		**Vocabulary Acquisition and Use**
CONTENT STATEMENT	NJSLSA. L4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
CONTENT STATEMENT	NJSLSA. L6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

CONTENT AREA / STANDARD	NJ.RI.4.	Progress Indicators for Informational Text
STRAND		**Key Ideas and Details**
CONTENT STATEMENT	RI.4.1.	Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
CONTENT STATEMENT	RI.4.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.

CONTENT AREA / STANDARD	NJ.RI.4.	Progress Indicators for Informational Text
STRAND		**Craft and Structure**
CONTENT STATEMENT	RI.4.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
CONTENT STATEMENT	RI.4.5.	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

CONTENT AREA / STANDARD	NJ.RI.4.	Progress Indicators for Informational Text
STRAND		**Integration of Knowledge and Ideas**
CONTENT STATEMENT	RI.4.7.	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
CONTENT STATEMENT	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.

CONTENT AREA / STANDARD	NJ.RF.4.	Progress Indicators for Reading Foundation Skills
STRAND		**Fluency**
CONTENT STATEMENT	**RF.4.4.**	**Read with sufficient accuracy and fluency to support comprehension.**
CUMULATIVE PROGRESS INDICATOR	RF.4.4.A.	Read grade-level text with purpose and understanding.
CUMULATIVE PROGRESS INDICATOR	RF.4.4.C.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

CONTENT AREA / STANDARD	NJ.W.4.	Progress Indicators for Writing
STRAND		**Text Types and Purposes**
CONTENT STATEMENT	**W.4.2.**	**Write informative/explanatory texts to examine a topic and convey ideas and information clearly.**
CUMULATIVE PROGRESS INDICATOR	W.4.2.A.	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
CUMULATIVE PROGRESS INDICATOR	W.4.2.B.	Develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.

CUMULATIVE PROGRESS INDICATOR	W.4.2.D.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

CONTENT AREA / STANDARD	NJ.W.4.	Progress Indicators for Writing

STRAND		Production and Distribution of Writing
CONTENT STATEMENT	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
CONTENT STATEMENT	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
CONTENT STATEMENT	W.4.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

CONTENT AREA / STANDARD	NJ.W.4.	Progress Indicators for Writing

STRAND		Research to Build and Present Knowledge
CONTENT STATEMENT	W.4.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

CONTENT AREA / STANDARD	NJ.W.4.	Progress Indicators for Writing

STRAND		Research to Build and Present Knowledge
CONTENT STATEMENT	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CUMULATIVE PROGRESS INDICATOR	W.4.9.B.	Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").

CONTENT AREA / STANDARD	NJ.W.4.	Progress Indicators for Writing

STRAND		Range of Writing
CONTENT STATEMENT	W.4.10.	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CONTENT AREA / STANDARD	NJ.SL.4.	Progress Indicators for Speaking and Listening

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

CONTENT AREA / STANDARD	NJ.L.4.	Progress Indicators for Language
STRAND		Conventions of Standard English
CONTENT STATEMENT	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CUMULATIVE PROGRESS INDICATOR	L.4.1.F.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

CONTENT AREA / STANDARD	NJ.L.4.	Progress Indicators for Language
STRAND		Conventions of Standard English
CONTENT STATEMENT	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CUMULATIVE PROGRESS INDICATOR	L.4.2.A.	Use correct capitalization.
CUMULATIVE PROGRESS INDICATOR	L.4.2.D.	Spell grade-appropriate words correctly, consulting references as needed.

CONTENT AREA / STANDARD	NJ.L.4.	Progress Indicators for Language
STRAND		Knowledge of Language
CONTENT STATEMENT	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CUMULATIVE PROGRESS INDICATOR	L.4.3.A.	Choose words and phrases to convey ideas precisely.
CUMULATIVE PROGRESS INDICATOR	L.4.3.B.	Choose punctuation for effect.

CONTENT AREA / STANDARD	NJ.L.4.	Progress Indicators for Language
STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	L.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
CUMULATIVE PROGRESS INDICATOR	L.4.4.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	NJ.L.4.	Progress Indicators for Language

STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

New Jersey Student Learning Standards
Language Arts
Grade **4** - Adopted: **2016**

CONTENT AREA / STANDARD	NJSLSA. R.	Anchor Standards: Reading

STRAND		Key Ideas and Details
CONTENT STATEMENT	NJSLSA. R2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
CONTENT STATEMENT	NJSLSA. R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

CONTENT AREA / STANDARD	NJSLSA. R.	Anchor Standards: Reading

STRAND		Craft and Structure
CONTENT STATEMENT	NJSLSA. R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STATEMENT	NJSLSA. R5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

CONTENT AREA / STANDARD	NJSLSA. R.	Anchor Standards: Reading

STRAND		Range of Reading and Level of Text Complexity
CONTENT STATEMENT	NJSLSA. R10.	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

CONTENT AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing

STRAND		Text Types and Purposes
CONTENT STATEMENT	NJSLSA. W2.	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	NJSLSA. W.	Anchor Standards: Writing

STRAND		Production and Distribution of Writing

CONTENT STATEMENT	NJSLSA. W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CONTENT STATEMENT	NJSLSA. W5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STATEMENT	NJSLSA. W6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
CONTENT AREA / STANDARD	**NJSLSA. W.**	**Anchor Standards: Writing**
STRAND		**Research to Build and Present Knowledge**
CONTENT STATEMENT	NJSLSA. W8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
CONTENT AREA / STANDARD	**NJSLSA. W.**	**Anchor Standards: Writing**
STRAND		**Range of Writing**
CONTENT STATEMENT	NJSLSA. W10.	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	**NJSLSA.L .**	**Anchor Standards: Language**
STRAND		**Conventions of Standard English**
CONTENT STATEMENT	NJSLSA. L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CONTENT AREA / STANDARD	**NJSLSA.L .**	**Anchor Standards: Language**
STRAND		**Knowledge of Language**
CONTENT STATEMENT	NJSLSA. L3.	Apply knowledge of language 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	**NJSLSA.L .**	**Anchor Standards: Language**
STRAND		**Vocabulary Acquisition and Use**
CONTENT STATEMENT	NJSLSA. L4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
CONTENT STATEMENT	NJSLSA. L6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

CONTENT AREA / STANDARD	NJ.RI.4.	Progress Indicators for Informational Text
STRAND		**Key Ideas and Details**
CONTENT STATEMENT	RI.4.1.	Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
CONTENT STATEMENT	RI.4.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.

CONTENT AREA / STANDARD	NJ.RI.4.	Progress Indicators for Informational Text
STRAND		**Craft and Structure**
CONTENT STATEMENT	RI.4.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
CONTENT STATEMENT	RI.4.5.	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

CONTENT AREA / STANDARD	NJ.RI.4.	Progress Indicators for Informational Text
STRAND		**Integration of Knowledge and Ideas**
CONTENT STATEMENT	RI.4.7.	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
CONTENT STATEMENT	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.

CONTENT AREA / STANDARD	NJ.RF.4.	Progress Indicators for Reading Foundation Skills
STRAND		**Fluency**
CONTENT STATEMENT	**RF.4.4.**	**Read with sufficient accuracy and fluency to support comprehension.**
CUMULATIVE PROGRESS INDICATOR	RF.4.4.A.	Read grade-level text with purpose and understanding.
CUMULATIVE PROGRESS INDICATOR	RF.4.4.C.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

CONTENT AREA / STANDARD	NJ.W.4.	Progress Indicators for Writing
STRAND		**Text Types and Purposes**

CONTENT STATEMENT	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
CUMULATIVE PROGRESS INDICATOR	W.4.2.A.	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
CUMULATIVE PROGRESS INDICATOR	W.4.2.B.	Develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.
CUMULATIVE PROGRESS INDICATOR	W.4.2.D.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CONTENT AREA / STANDARD	NJ.W.4.	Progress Indicators for Writing
STRAND		Production and Distribution of Writing
CONTENT STATEMENT	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
CONTENT STATEMENT	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
CONTENT STATEMENT	W.4.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
CONTENT AREA / STANDARD	NJ.W.4.	Progress Indicators for Writing
STRAND		Research to Build and Present Knowledge
CONTENT STATEMENT	W.4.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
CONTENT AREA / STANDARD	NJ.W.4.	Progress Indicators for Writing
STRAND		Research to Build and Present Knowledge
CONTENT STATEMENT	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CUMULATIVE PROGRESS INDICATOR	W.4.9.B.	Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").
CONTENT AREA / STANDARD	NJ.W.4.	Progress Indicators for Writing
STRAND		Range of Writing

CONTENT STATEMENT	W.4.10.	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CONTENT AREA / STANDARD	NJ.SL.4.	Progress Indicators for Speaking and Listening

STRAND		Comprehension and Collaboration

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

CONTENT AREA / STANDARD	NJ.L.4.	Progress Indicators for Language

STRAND		Conventions of Standard English
CONTENT STATEMENT	**L.4.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**

CUMULATIVE PROGRESS INDICATOR	L.4.1.F.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

CONTENT AREA / STANDARD	NJ.L.4.	Progress Indicators for Language

STRAND		Conventions of Standard English
CONTENT STATEMENT	**L.4.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**

CUMULATIVE PROGRESS INDICATOR	L.4.2.A.	Use correct capitalization.

CUMULATIVE PROGRESS INDICATOR	L.4.2.D.	Spell grade-appropriate words correctly, consulting references as needed.

CONTENT AREA / STANDARD	NJ.L.4.	Progress Indicators for Language

STRAND		Knowledge of Language
CONTENT STATEMENT	**L.4.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**

CUMULATIVE PROGRESS INDICATOR	L.4.3.A.	Choose words and phrases to convey ideas precisely.

CUMULATIVE PROGRESS INDICATOR	L.4.3.B.	Choose punctuation for effect.

CONTENT AREA / STANDARD	NJ.L.4.	Progress Indicators for Language

STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	L.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
CUMULATIVE PROGRESS INDICATOR	L.4.4.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	NJ.L.4.	Progress Indicators for Language

STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

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New Jersey Student Learning Standards
Language Arts
Grade **4** - Adopted: **2016**

CONTENT AREA / STANDARD	NJSLSA. R.	Anchor Standards: Reading

STRAND		Key Ideas and Details
CONTENT STATEMENT	NJSLSA. R2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
CONTENT STATEMENT	NJSLSA. R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

CONTENT AREA / STANDARD	NJSLSA. R.	Anchor Standards: Reading

STRAND		Craft and Structure
CONTENT STATEMENT	NJSLSA. R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STATEMENT	NJSLSA. R5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

CONTENT AREA / STANDARD	NJSLSA. R.	Anchor Standards: Reading

STRAND		Range of Reading and Level of Text Complexity
CONTENT STATEMENT	NJSLSA. R10.	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

CONTENT AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing
STRAND		**Text Types and Purposes**
CONTENT STATEMENT	NJSLSA. W2.	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	NJSLSA. W.	Anchor Standards: Writing
STRAND		**Production and Distribution of Writing**
CONTENT STATEMENT	NJSLSA. W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CONTENT STATEMENT	NJSLSA. W5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STATEMENT	NJSLSA. W6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

CONTENT AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing
STRAND		**Research to Build and Present Knowledge**
CONTENT STATEMENT	NJSLSA. W8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

CONTENT AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing
STRAND		**Range of Writing**
CONTENT STATEMENT	NJSLSA. W10.	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	NJSLSA.L.	Anchor Standards: Language
STRAND		**Conventions of Standard English**
CONTENT STATEMENT	NJSLSA. L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CONTENT AREA / STANDARD	NJSLSA.L.	Anchor Standards: Language
STRAND		**Knowledge of Language**
CONTENT STATEMENT	NJSLSA. L3.	Apply knowledge of language 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	NJSLSA.L.	Anchor Standards: Language

STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	NJSLSA. L4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
CONTENT STATEMENT	NJSLSA. L6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

CONTENT AREA / STANDARD	NJ.RI.4.	Progress Indicators for Informational Text

STRAND		Key Ideas and Details
CONTENT STATEMENT	RI.4.1.	Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
CONTENT STATEMENT	RI.4.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.

CONTENT AREA / STANDARD	NJ.RI.4.	Progress Indicators for Informational Text

STRAND		Craft and Structure
CONTENT STATEMENT	RI.4.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
CONTENT STATEMENT	RI.4.5.	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

CONTENT AREA / STANDARD	NJ.RI.4.	Progress Indicators for Informational Text

STRAND		Integration of Knowledge and Ideas
CONTENT STATEMENT	RI.4.7.	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
CONTENT STATEMENT	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.

CONTENT AREA / STANDARD	NJ.RF.4.	Progress Indicators for Reading Foundation Skills

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

CUMULATIVE PROGRESS INDICATOR	RF.4.4.A.	Read grade-level text with purpose and understanding.
CUMULATIVE PROGRESS INDICATOR	RF.4.4.C.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

CONTENT AREA / STANDARD	NJ.W.4.	Progress Indicators for Writing

STRAND		Text Types and Purposes
CONTENT STATEMENT	**W.4.2.**	**Write informative/explanatory texts to examine a topic and convey ideas and information clearly.**
CUMULATIVE PROGRESS INDICATOR	W.4.2.A.	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
CUMULATIVE PROGRESS INDICATOR	W.4.2.B.	Develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.
CUMULATIVE PROGRESS INDICATOR	W.4.2.D.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

CONTENT AREA / STANDARD	NJ.W.4.	Progress Indicators for Writing

STRAND		Production and Distribution of Writing
CONTENT STATEMENT	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
CONTENT STATEMENT	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
CONTENT STATEMENT	W.4.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

CONTENT AREA / STANDARD	NJ.W.4.	Progress Indicators for Writing

STRAND		Research to Build and Present Knowledge
CONTENT STATEMENT	W.4.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

CONTENT AREA / STANDARD	NJ.W.4.	Progress Indicators for Writing

STRAND		Research to Build and Present Knowledge

CONTENT STATEMENT	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CUMULATIVE PROGRESS INDICATOR	W.4.9.B.	Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").

CONTENT AREA / STANDARD	NJ.W.4.	Progress Indicators for Writing
STRAND		Range of Writing
CONTENT STATEMENT	W.4.10.	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CONTENT AREA / STANDARD	NJ.SL.4.	Progress Indicators for Speaking and Listening
STRAND		Comprehension and Collaboration
CONTENT STATEMENT	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).

CONTENT AREA / STANDARD	NJ.L.4.	Progress Indicators for Language
STRAND		Conventions of Standard English
CONTENT STATEMENT	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CUMULATIVE PROGRESS INDICATOR	L.4.1.F.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

CONTENT AREA / STANDARD	NJ.L.4.	Progress Indicators for Language
STRAND		Conventions of Standard English
CONTENT STATEMENT	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CUMULATIVE PROGRESS INDICATOR	L.4.2.A.	Use correct capitalization.
CUMULATIVE PROGRESS INDICATOR	L.4.2.D.	Spell grade-appropriate words correctly, consulting references as needed.

CONTENT AREA / STANDARD	NJ.L.4.	Progress Indicators for Language
STRAND		Knowledge of Language

CONTENT STATEMENT	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CUMULATIVE PROGRESS INDICATOR	L.4.3.A.	Choose words and phrases to convey ideas precisely.
CUMULATIVE PROGRESS INDICATOR	L.4.3.B.	Choose punctuation for effect.

CONTENT AREA / STANDARD	NJ.L.4.	Progress Indicators for Language
STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	L.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
CUMULATIVE PROGRESS INDICATOR	L.4.4.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	NJ.L.4.	Progress Indicators for Language
STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

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New Jersey Student Learning Standards
Language Arts
Grade **4** - Adopted: **2016**

CONTENT AREA / STANDARD	NJSLSA. R.	Anchor Standards: Reading
STRAND		Key Ideas and Details
CONTENT STATEMENT	NJSLSA. R2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
CONTENT STATEMENT	NJSLSA. R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

CONTENT AREA / STANDARD	NJSLSA. R.	Anchor Standards: Reading
STRAND		Craft and Structure
CONTENT STATEMENT	NJSLSA. R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

CONTENT STATEMENT	NJSLSA. R5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

CONTENT AREA / STANDARD	NJSLSA. R.	**Anchor Standards: Reading**

STRAND		**Range of Reading and Level of Text Complexity**

CONTENT STATEMENT	NJSLSA. R10.	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

CONTENT AREA / STANDARD	NJSLSA. W.	**Anchor Standards: Writing**

STRAND		**Text Types and Purposes**

CONTENT STATEMENT	NJSLSA. W2.	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	NJSLSA. W.	**Anchor Standards: Writing**

STRAND		**Production and Distribution of Writing**

CONTENT STATEMENT	NJSLSA. W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CONTENT STATEMENT	NJSLSA. W5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STATEMENT	NJSLSA. W6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

CONTENT AREA / STANDARD	NJSLSA. W.	**Anchor Standards: Writing**

STRAND		**Research to Build and Present Knowledge**

CONTENT STATEMENT	NJSLSA. W8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

CONTENT AREA / STANDARD	NJSLSA. W.	**Anchor Standards: Writing**

STRAND		**Range of Writing**

CONTENT STATEMENT	NJSLSA. W10.	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	NJSLSA.L.	**Anchor Standards: Language**

STRAND		**Conventions of Standard English**

CONTENT STATEMENT	NJSLSA. L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CONTENT AREA / STANDARD	NJSLSA.L .	Anchor Standards: Language

STRAND		Knowledge of Language

CONTENT STATEMENT	NJSLSA. L3.	Apply knowledge of language 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	NJSLSA.L .	Anchor Standards: Language

STRAND		Vocabulary Acquisition and Use

CONTENT STATEMENT	NJSLSA. L4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
CONTENT STATEMENT	NJSLSA. L6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

CONTENT AREA / STANDARD	NJ.RI.4.	Progress Indicators for Informational Text

STRAND		Key Ideas and Details

CONTENT STATEMENT	RI.4.1.	Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
CONTENT STATEMENT	RI.4.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.

CONTENT AREA / STANDARD	NJ.RI.4.	Progress Indicators for Informational Text

STRAND		Craft and Structure

CONTENT STATEMENT	RI.4.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
CONTENT STATEMENT	RI.4.5.	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

CONTENT AREA / STANDARD	NJ.RI.4.	Progress Indicators for Informational Text

STRAND		Integration of Knowledge and Ideas

CONTENT STATEMENT	RI.4.7.	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

CONTENT STATEMENT	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.

CONTENT AREA / STANDARD	NJ.RF.4.	Progress Indicators for Reading Foundation Skills

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

CONTENT AREA / STANDARD	NJ.W.4.	Progress Indicators for Writing

STRAND		Text Types and Purposes
CONTENT STATEMENT	**W.4.2.**	**Write informative/explanatory texts to examine a topic and convey ideas and information clearly.**
CUMULATIVE PROGRESS INDICATOR	W.4.2.A.	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
CUMULATIVE PROGRESS INDICATOR	W.4.2.B.	Develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.
CUMULATIVE PROGRESS INDICATOR	W.4.2.D.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

CONTENT AREA / STANDARD	NJ.W.4.	Progress Indicators for Writing

STRAND		Production and Distribution of Writing
CONTENT STATEMENT	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
CONTENT STATEMENT	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
CONTENT STATEMENT	W.4.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

CONTENT AREA / STANDARD	NJ.W.4.	Progress Indicators for Writing

STRAND		Research to Build and Present Knowledge
CONTENT STATEMENT	W.4.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

CONTENT AREA / STANDARD	NJ.W.4.	Progress Indicators for Writing

STRAND		Research to Build and Present Knowledge
CONTENT STATEMENT	**W.4.9.**	**Draw evidence from literary or informational texts to support analysis, reflection, and research.**
CUMULATIVE PROGRESS INDICATOR	W.4.9.B.	Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").

CONTENT AREA / STANDARD	NJ.W.4.	Progress Indicators for Writing

STRAND		Range of Writing
CONTENT STATEMENT	W.4.10.	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CONTENT AREA / STANDARD	NJ.SL.4.	Progress Indicators for Speaking and Listening

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

CONTENT AREA / STANDARD	NJ.L.4.	Progress Indicators for Language

STRAND		Conventions of Standard English
CONTENT STATEMENT	**L.4.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
CUMULATIVE PROGRESS INDICATOR	L.4.1.F.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

CONTENT AREA / STANDARD	NJ.L.4.	Progress Indicators for Language

STRAND		Conventions of Standard English
CONTENT STATEMENT	**L.4.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
CUMULATIVE PROGRESS INDICATOR	L.4.2.A.	Use correct capitalization.

CUMULATIVE PROGRESS INDICATOR	L.4.2.D.	Spell grade-appropriate words correctly, consulting references as needed.

CONTENT AREA / STANDARD	NJ.L.4.	Progress Indicators for Language

STRAND		Knowledge of Language
CONTENT STATEMENT	**L.4.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**

CUMULATIVE PROGRESS INDICATOR	L.4.3.A.	Choose words and phrases to convey ideas precisely.

CUMULATIVE PROGRESS INDICATOR	L.4.3.B.	Choose punctuation for effect.

CONTENT AREA / STANDARD	NJ.L.4.	Progress Indicators for Language

STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	**L.4.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.**

CUMULATIVE PROGRESS INDICATOR	L.4.4.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	NJ.L.4.	Progress Indicators for Language

STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

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Language Arts
Grade **4** - Adopted: **2016**

CONTENT AREA / STANDARD	NJSLSA. R.	Anchor Standards: Reading

STRAND		Key Ideas and Details
CONTENT STATEMENT	NJSLSA. R2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
CONTENT STATEMENT	NJSLSA. R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

CONTENT AREA / STANDARD	NJSLSA. R.	Anchor Standards: Reading
STRAND		**Craft and Structure**
CONTENT STATEMENT	NJSLSA. R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

CONTENT AREA / STANDARD	NJSLSA. R.	Anchor Standards: Reading
STRAND		**Range of Reading and Level of Text Complexity**
CONTENT STATEMENT	NJSLSA. R10.	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

CONTENT AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing
STRAND		**Text Types and Purposes**
CONTENT STATEMENT	NJSLSA. W2.	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	NJSLSA. W.	Anchor Standards: Writing
STRAND		**Production and Distribution of Writing**
CONTENT STATEMENT	NJSLSA. W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CONTENT STATEMENT	NJSLSA. W5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STATEMENT	NJSLSA. W6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

CONTENT AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing
STRAND		**Research to Build and Present Knowledge**
CONTENT STATEMENT	NJSLSA. W8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

CONTENT AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing
STRAND		**Range of Writing**
CONTENT STATEMENT	NJSLSA. W10.	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	NJSLSA.L.	Anchor Standards: Language

STRAND		Conventions of Standard English
CONTENT STATEMENT	NJSLSA.L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CONTENT AREA / STANDARD	NJSLSA.L.	Anchor Standards: Language

STRAND		Knowledge of Language
CONTENT STATEMENT	NJSLSA.L3.	Apply knowledge of language 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	NJSLSA.L.	Anchor Standards: Language

STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	NJSLSA.L4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
CONTENT STATEMENT	NJSLSA.L6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

CONTENT AREA / STANDARD	NJ.RI.4.	Progress Indicators for Informational Text

STRAND		Key Ideas and Details
CONTENT STATEMENT	RI.4.1.	Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
CONTENT STATEMENT	RI.4.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.

CONTENT AREA / STANDARD	NJ.RI.4.	Progress Indicators for Informational Text

STRAND		Craft and Structure
CONTENT STATEMENT	RI.4.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

CONTENT AREA / STANDARD	NJ.RI.4.	Progress Indicators for Informational Text

STRAND		Integration of Knowledge and Ideas

CONTENT STATEMENT	RI.4.7.	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
CONTENT STATEMENT	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.

CONTENT AREA / STANDARD	NJ.RF.4.	Progress Indicators for Reading Foundation Skills

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

CONTENT AREA / STANDARD	NJ.W.4.	Progress Indicators for Writing

STRAND		Text Types and Purposes
CONTENT STATEMENT	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
CUMULATIVE PROGRESS INDICATOR	W.4.2.A.	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
CUMULATIVE PROGRESS INDICATOR	W.4.2.B.	Develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.
CUMULATIVE PROGRESS INDICATOR	W.4.2.D.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

CONTENT AREA / STANDARD	NJ.W.4.	Progress Indicators for Writing

STRAND		Production and Distribution of Writing
CONTENT STATEMENT	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
CONTENT STATEMENT	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

CONTENT STATEMENT	W.4.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
CONTENT AREA / STANDARD	**NJ.W.4.**	**Progress Indicators for Writing**
STRAND		**Research to Build and Present Knowledge**
CONTENT STATEMENT	W.4.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
CONTENT AREA / STANDARD	**NJ.W.4.**	**Progress Indicators for Writing**
STRAND		**Research to Build and Present Knowledge**
CONTENT STATEMENT	**W.4.9.**	**Draw evidence from literary or informational texts to support analysis, reflection, and research.**
CUMULATIVE PROGRESS INDICATOR	W.4.9.B.	Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").
CONTENT AREA / STANDARD	**NJ.W.4.**	**Progress Indicators for Writing**
STRAND		**Range of Writing**
CONTENT STATEMENT	W.4.10.	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT AREA / STANDARD	**NJ.SL.4.**	**Progress Indicators for Speaking and Listening**
STRAND		**Comprehension and Collaboration**
CONTENT STATEMENT	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
CONTENT AREA / STANDARD	**NJ.L.4.**	**Progress Indicators for Language**
STRAND		**Conventions of Standard English**
CONTENT STATEMENT	**L.4.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
CUMULATIVE PROGRESS INDICATOR	L.4.1.D.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
CUMULATIVE PROGRESS INDICATOR	L.4.1.F.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

CONTENT AREA / STANDARD	NJ.L.4.	Progress Indicators for Language

STRAND		Conventions of Standard English
CONTENT STATEMENT	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CUMULATIVE PROGRESS INDICATOR	L.4.2.A.	Use correct capitalization.
CUMULATIVE PROGRESS INDICATOR	L.4.2.D.	Spell grade-appropriate words correctly, consulting references as needed.

CONTENT AREA / STANDARD	NJ.L.4.	Progress Indicators for Language

STRAND		Knowledge of Language
CONTENT STATEMENT	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CUMULATIVE PROGRESS INDICATOR	L.4.3.A.	Choose words and phrases to convey ideas precisely.
CUMULATIVE PROGRESS INDICATOR	L.4.3.B.	Choose punctuation for effect.

CONTENT AREA / STANDARD	NJ.L.4.	Progress Indicators for Language

STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	L.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
CUMULATIVE PROGRESS INDICATOR	L.4.4.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	NJ.L.4.	Progress Indicators for Language

STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	L.4.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
CUMULATIVE PROGRESS INDICATOR	L.4.5.C.	Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

CONTENT AREA / STANDARD	NJ.L.4.	Progress Indicators for Language

STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

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CONTENT AREA / STANDARD	NJSLSA. R.	Anchor Standards: Reading

STRAND		Key Ideas and Details
CONTENT STATEMENT	NJSLSA. R2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
CONTENT STATEMENT	NJSLSA. R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

CONTENT AREA / STANDARD	NJSLSA. R.	Anchor Standards: Reading

STRAND		Craft and Structure
CONTENT STATEMENT	NJSLSA. R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

CONTENT AREA / STANDARD	NJSLSA. R.	Anchor Standards: Reading

STRAND		Range of Reading and Level of Text Complexity
CONTENT STATEMENT	NJSLSA. R10.	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

CONTENT AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing

STRAND		Text Types and Purposes
CONTENT STATEMENT	NJSLSA. W2.	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	NJSLSA. W.	Anchor Standards: Writing

STRAND		Production and Distribution of Writing

CONTENT STATEMENT	NJSLSA. W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CONTENT STATEMENT	NJSLSA. W5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STATEMENT	NJSLSA. W6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
CONTENT AREA / STANDARD	**NJSLSA. W.**	**Anchor Standards: Writing**
STRAND		**Research to Build and Present Knowledge**
CONTENT STATEMENT	NJSLSA. W8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
CONTENT AREA / STANDARD	**NJSLSA. W.**	**Anchor Standards: Writing**
STRAND		**Range of Writing**
CONTENT STATEMENT	NJSLSA. W10.	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	**NJSLSA.L .**	**Anchor Standards: Language**
STRAND		**Conventions of Standard English**
CONTENT STATEMENT	NJSLSA. L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CONTENT AREA / STANDARD	**NJSLSA.L .**	**Anchor Standards: Language**
STRAND		**Knowledge of Language**
CONTENT STATEMENT	NJSLSA. L3.	Apply knowledge of language 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	**NJSLSA.L .**	**Anchor Standards: Language**
STRAND		**Vocabulary Acquisition and Use**
CONTENT STATEMENT	NJSLSA. L4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
CONTENT STATEMENT	NJSLSA. L6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

CONTENT AREA / STANDARD	NJ.RI.4.	Progress Indicators for Informational Text
STRAND		**Key Ideas and Details**
CONTENT STATEMENT	RI.4.1.	Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
CONTENT STATEMENT	RI.4.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.

CONTENT AREA / STANDARD	NJ.RI.4.	Progress Indicators for Informational Text
STRAND		**Craft and Structure**
CONTENT STATEMENT	RI.4.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

CONTENT AREA / STANDARD	NJ.RI.4.	Progress Indicators for Informational Text
STRAND		**Integration of Knowledge and Ideas**
CONTENT STATEMENT	RI.4.7.	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
CONTENT STATEMENT	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.

CONTENT AREA / STANDARD	NJ.RF.4.	Progress Indicators for Reading Foundation Skills
STRAND		**Fluency**
CONTENT STATEMENT	**RF.4.4.**	**Read with sufficient accuracy and fluency to support comprehension.**
CUMULATIVE PROGRESS INDICATOR	RF.4.4.A.	Read grade-level text with purpose and understanding.
CUMULATIVE PROGRESS INDICATOR	RF.4.4.C.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

CONTENT AREA / STANDARD	NJ.W.4.	Progress Indicators for Writing
STRAND		**Text Types and Purposes**
CONTENT STATEMENT	**W.4.2.**	**Write informative/explanatory texts to examine a topic and convey ideas and information clearly.**

CUMULATIVE PROGRESS INDICATOR	W.4.2.A.	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
CUMULATIVE PROGRESS INDICATOR	W.4.2.B.	Develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.
CUMULATIVE PROGRESS INDICATOR	W.4.2.D.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

CONTENT AREA / STANDARD	**NJ.W.4.**	**Progress Indicators for Writing**
STRAND		**Production and Distribution of Writing**
CONTENT STATEMENT	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
CONTENT STATEMENT	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
CONTENT STATEMENT	W.4.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

CONTENT AREA / STANDARD	**NJ.W.4.**	**Progress Indicators for Writing**
STRAND		**Research to Build and Present Knowledge**
CONTENT STATEMENT	W.4.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

CONTENT AREA / STANDARD	**NJ.W.4.**	**Progress Indicators for Writing**
STRAND		**Research to Build and Present Knowledge**
CONTENT STATEMENT	**W.4.9.**	**Draw evidence from literary or informational texts to support analysis, reflection, and research.**
CUMULATIVE PROGRESS INDICATOR	W.4.9.B.	Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").

CONTENT AREA / STANDARD	**NJ.W.4.**	**Progress Indicators for Writing**
STRAND		**Range of Writing**
CONTENT STATEMENT	W.4.10.	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CONTENT AREA / STANDARD	NJ.SL.4.	Progress Indicators for Speaking and Listening
STRAND		Comprehension and Collaboration
CONTENT STATEMENT	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).

CONTENT AREA / STANDARD	NJ.L.4.	Progress Indicators for Language
STRAND		Conventions of Standard English
CONTENT STATEMENT	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CUMULATIVE PROGRESS INDICATOR	L.4.1.D.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
CUMULATIVE PROGRESS INDICATOR	L.4.1.F.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

CONTENT AREA / STANDARD	NJ.L.4.	Progress Indicators for Language
STRAND		Conventions of Standard English
CONTENT STATEMENT	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CUMULATIVE PROGRESS INDICATOR	L.4.2.A.	Use correct capitalization.
CUMULATIVE PROGRESS INDICATOR	L.4.2.D.	Spell grade-appropriate words correctly, consulting references as needed.

CONTENT AREA / STANDARD	NJ.L.4.	Progress Indicators for Language
STRAND		Knowledge of Language
CONTENT STATEMENT	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CUMULATIVE PROGRESS INDICATOR	L.4.3.A.	Choose words and phrases to convey ideas precisely.
CUMULATIVE PROGRESS INDICATOR	L.4.3.B.	Choose punctuation for effect.

CONTENT AREA / STANDARD	NJ.L.4.	Progress Indicators for Language
STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	L.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
CUMULATIVE PROGRESS INDICATOR	L.4.4.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	L.4.4.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	NJ.L.4.	Progress Indicators for Language
STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

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Grade **4** - Adopted: **2016**

CONTENT AREA / STANDARD	NJSLSA. R.	Anchor Standards: Reading
STRAND		Key Ideas and Details
CONTENT STATEMENT	NJSLSA. R2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
CONTENT STATEMENT	NJSLSA. R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

CONTENT AREA / STANDARD	NJSLSA. R.	Anchor Standards: Reading
STRAND		Craft and Structure
CONTENT STATEMENT	NJSLSA. R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

CONTENT AREA / STANDARD	NJSLSA. R.	Anchor Standards: Reading
STRAND		Range of Reading and Level of Text Complexity
CONTENT STATEMENT	NJSLSA. R10.	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

CONTENT AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing
STRAND		**Text Types and Purposes**
CONTENT STATEMENT	NJSLSA. W3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

CONTENT AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing
STRAND		**Production and Distribution of Writing**
CONTENT STATEMENT	NJSLSA. W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CONTENT STATEMENT	NJSLSA. W5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STATEMENT	NJSLSA. W6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

CONTENT AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing
STRAND		**Range of Writing**
CONTENT STATEMENT	NJSLSA. W10.	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	NJSLSA.L.	Anchor Standards: Language
STRAND		**Conventions of Standard English**
CONTENT STATEMENT	NJSLSA. L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CONTENT AREA / STANDARD	NJSLSA.L.	Anchor Standards: Language
STRAND		**Knowledge of Language**
CONTENT STATEMENT	NJSLSA. L3.	Apply knowledge of language 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	NJSLSA.L.	Anchor Standards: Language
STRAND		**Vocabulary Acquisition and Use**
CONTENT STATEMENT	NJSLSA. L4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

CONTENT STATEMENT	NJSLSA. L6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT AREA / STANDARD	**NJ.RL.4.**	**Progress Indicators for Reading Literature**
STRAND		**Key Ideas and Details**
CONTENT STATEMENT	RL.4.1.	Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
CONTENT STATEMENT	RL.4.3.	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
CONTENT AREA / STANDARD	**NJ.RL.4.**	**Progress Indicators for Reading Literature**
STRAND		**Range of Reading and Complexity of Text**
CONTENT STATEMENT	RL.4.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.
CONTENT AREA / STANDARD	**NJ.RI.4.**	**Progress Indicators for Informational Text**
STRAND		**Key Ideas and Details**
CONTENT STATEMENT	RI.4.1.	Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
CONTENT STATEMENT	RI.4.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
CONTENT AREA / STANDARD	**NJ.RI.4.**	**Progress Indicators for Informational Text**
STRAND		**Craft and Structure**
CONTENT STATEMENT	RI.4.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
CONTENT AREA / STANDARD	**NJ.RI.4.**	**Progress Indicators for Informational Text**
STRAND		**Integration of Knowledge and Ideas**
CONTENT STATEMENT	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.
CONTENT AREA / STANDARD	**NJ.RF.4.**	**Progress Indicators for Reading Foundation Skills**
STRAND		**Fluency**

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

CONTENT AREA / STANDARD	NJ.W.4.	Progress Indicators for Writing
STRAND		Text Types and Purposes
CONTENT STATEMENT	W.4.3.	Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.
CUMULATIVE PROGRESS INDICATOR	W.4.3.A.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
CUMULATIVE PROGRESS INDICATOR	W.4.3.B.	Use dialogue and description to develop experiences and events or show the responses of characters to situations.
CUMULATIVE PROGRESS INDICATOR	W.4.3.D.	Use concrete words and phrases and sensory details to convey experiences and events precisely.

CONTENT AREA / STANDARD	NJ.W.4.	Progress Indicators for Writing
STRAND		Production and Distribution of Writing
CONTENT STATEMENT	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
CONTENT STATEMENT	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
CONTENT STATEMENT	W.4.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

CONTENT AREA / STANDARD	NJ.W.4.	Progress Indicators for Writing
STRAND		Research to Build and Present Knowledge
CONTENT STATEMENT	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CUMULATIVE PROGRESS INDICATOR	W.4.9.A.	Apply grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").

CUMULATIVE PROGRESS INDICATOR	W.4.9.B.	Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").

CONTENT AREA / STANDARD	NJ.W.4.	Progress Indicators for Writing

STRAND		Range of Writing

CONTENT STATEMENT	W.4.10.	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CONTENT AREA / STANDARD	NJ.SL.4.	Progress Indicators for Speaking and Listening

STRAND		Comprehension and Collaboration

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

CONTENT AREA / STANDARD	NJ.L.4.	Progress Indicators for Language

STRAND		Conventions of Standard English
CONTENT STATEMENT	**L.4.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**

CUMULATIVE PROGRESS INDICATOR	L.4.1.D.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).

CUMULATIVE PROGRESS INDICATOR	L.4.1.F.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

CONTENT AREA / STANDARD	NJ.L.4.	Progress Indicators for Language

STRAND		Conventions of Standard English
CONTENT STATEMENT	**L.4.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**

CUMULATIVE PROGRESS INDICATOR	L.4.2.A.	Use correct capitalization.

CUMULATIVE PROGRESS INDICATOR	L.4.2.D.	Spell grade-appropriate words correctly, consulting references as needed.

CONTENT AREA / STANDARD	NJ.L.4.	Progress Indicators for Language

STRAND		Knowledge of Language

CONTENT STATEMENT	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CUMULATIVE PROGRESS INDICATOR	L.4.3.A.	Choose words and phrases to convey ideas precisely.
CUMULATIVE PROGRESS INDICATOR	L.4.3.B.	Choose punctuation for effect.
CONTENT AREA / STANDARD	NJ.L.4.	Progress Indicators for Language
STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	L.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
CUMULATIVE PROGRESS INDICATOR	L.4.4.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	NJ.L.4.	Progress Indicators for Language
STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

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Language Arts
Grade **4** - Adopted: **2016**

CONTENT AREA / STANDARD	NJSLSA. R.	Anchor Standards: Reading
STRAND		Key Ideas and Details
CONTENT STATEMENT	NJSLSA. R2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
CONTENT STATEMENT	NJSLSA. R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
CONTENT AREA / STANDARD	NJSLSA. R.	Anchor Standards: Reading
STRAND		Craft and Structure
CONTENT STATEMENT	NJSLSA. R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

CONTENT AREA / STANDARD	NJSLSA. R.	Anchor Standards: Reading
STRAND		Range of Reading and Level of Text Complexity
CONTENT STATEMENT	NJSLSA. R10.	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

CONTENT AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing
STRAND		Text Types and Purposes
CONTENT STATEMENT	NJSLSA. W3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

CONTENT AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing
STRAND		Production and Distribution of Writing
CONTENT STATEMENT	NJSLSA. W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CONTENT STATEMENT	NJSLSA. W5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STATEMENT	NJSLSA. W6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

CONTENT AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing
STRAND		Range of Writing
CONTENT STATEMENT	NJSLSA. W10.	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	NJSLSA.L.	Anchor Standards: Language
STRAND		Conventions of Standard English
CONTENT STATEMENT	NJSLSA. L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CONTENT AREA / STANDARD	NJSLSA.L.	Anchor Standards: Language
STRAND		Knowledge of Language
CONTENT STATEMENT	NJSLSA. L3.	Apply knowledge of language 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	NJSLSA.L.	Anchor Standards: Language
STRAND		**Vocabulary Acquisition and Use**
CONTENT STATEMENT	NJSLSA.L4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
CONTENT STATEMENT	NJSLSA.L6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

CONTENT AREA / STANDARD	NJ.RL.4.	Progress Indicators for Reading Literature
STRAND		**Key Ideas and Details**
CONTENT STATEMENT	RL.4.1.	Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
CONTENT STATEMENT	RL.4.3.	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

CONTENT AREA / STANDARD	NJ.RL.4.	Progress Indicators for Reading Literature
STRAND		**Range of Reading and Complexity of Text**
CONTENT STATEMENT	RL.4.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.

CONTENT AREA / STANDARD	NJ.RF.4.	Progress Indicators for Reading Foundation Skills
STRAND		**Fluency**
CONTENT STATEMENT	**RF.4.4.**	**Read with sufficient accuracy and fluency to support comprehension.**
CUMULATIVE PROGRESS INDICATOR	RF.4.4.A.	Read grade-level text with purpose and understanding.
CUMULATIVE PROGRESS INDICATOR	RF.4.4.C.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

CONTENT AREA / STANDARD	NJ.W.4.	Progress Indicators for Writing
STRAND		**Text Types and Purposes**
CONTENT STATEMENT	**W.4.3.**	**Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.**

CUMULATIVE PROGRESS INDICATOR	W.4.3.A.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
CUMULATIVE PROGRESS INDICATOR	W.4.3.B.	Use dialogue and description to develop experiences and events or show the responses of characters to situations.
CUMULATIVE PROGRESS INDICATOR	W.4.3.D.	Use concrete words and phrases and sensory details to convey experiences and events precisely.

CONTENT AREA / STANDARD	NJ.W.4.	Progress Indicators for Writing
STRAND		Production and Distribution of Writing
CONTENT STATEMENT	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
CONTENT STATEMENT	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
CONTENT STATEMENT	W.4.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

CONTENT AREA / STANDARD	NJ.W.4.	Progress Indicators for Writing
STRAND		Research to Build and Present Knowledge
CONTENT STATEMENT	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CUMULATIVE PROGRESS INDICATOR	W.4.9.A.	Apply grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").

CONTENT AREA / STANDARD	NJ.W.4.	Progress Indicators for Writing
STRAND		Range of Writing
CONTENT STATEMENT	W.4.10.	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CONTENT AREA / STANDARD	NJ.SL.4.	Progress Indicators for Speaking and Listening
STRAND		Comprehension and Collaboration
CONTENT STATEMENT	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).

CONTENT AREA / STANDARD	NJ.L.4.	Progress Indicators for Language
STRAND		Conventions of Standard English
CONTENT STATEMENT	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CUMULATIVE PROGRESS INDICATOR	L.4.1.D.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
CUMULATIVE PROGRESS INDICATOR	L.4.1.F.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

CONTENT AREA / STANDARD	NJ.L.4.	Progress Indicators for Language
STRAND		Conventions of Standard English
CONTENT STATEMENT	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CUMULATIVE PROGRESS INDICATOR	L.4.2.A.	Use correct capitalization.
CUMULATIVE PROGRESS INDICATOR	L.4.2.D.	Spell grade-appropriate words correctly, consulting references as needed.

CONTENT AREA / STANDARD	NJ.L.4.	Progress Indicators for Language
STRAND		Knowledge of Language
CONTENT STATEMENT	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CUMULATIVE PROGRESS INDICATOR	L.4.3.A.	Choose words and phrases to convey ideas precisely.
CUMULATIVE PROGRESS INDICATOR	L.4.3.B.	Choose punctuation for effect.

CONTENT AREA / STANDARD	NJ.L.4.	Progress Indicators for Language
STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	L.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
CUMULATIVE PROGRESS INDICATOR	L.4.4.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	NJ.L.4.	Progress Indicators for Language
STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 17 Page 139-150

New Jersey Student Learning Standards
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CONTENT AREA / STANDARD	NJSLSA. R.	Anchor Standards: Reading
STRAND		Key Ideas and Details
CONTENT STATEMENT	NJSLSA. R2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
CONTENT STATEMENT	NJSLSA. R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

CONTENT AREA / STANDARD	NJSLSA. R.	Anchor Standards: Reading
STRAND		Craft and Structure
CONTENT STATEMENT	NJSLSA. R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STATEMENT	NJSLSA. R5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

CONTENT AREA / STANDARD	NJSLSA. R.	Anchor Standards: Reading
STRAND		Integration of Knowledge and Ideas
CONTENT STATEMENT	NJSLSA. R7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
CONTENT STATEMENT	NJSLSA. R9.	Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

CONTENT AREA / STANDARD	NJSLSA. R.	Anchor Standards: Reading
STRAND		Range of Reading and Level of Text Complexity
CONTENT STATEMENT	NJSLSA. R10.	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

CONTENT AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing
STRAND		**Text Types and Purposes**
CONTENT STATEMENT	NJSLSA. W2.	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	NJSLSA. W.	Anchor Standards: Writing
STRAND		**Production and Distribution of Writing**
CONTENT STATEMENT	NJSLSA. W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CONTENT STATEMENT	NJSLSA. W5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STATEMENT	NJSLSA. W6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

CONTENT AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing
STRAND		**Research to Build and Present Knowledge**
CONTENT STATEMENT	NJSLSA. W8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

CONTENT AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing
STRAND		**Range of Writing**
CONTENT STATEMENT	NJSLSA. W10.	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	NJSLSA. SL.	Anchor Standards: Speaking and Listening
STRAND		**Comprehension and Collaboration**
CONTENT STATEMENT	NJSLSA. SL1.	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	NJSLSA. SL2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

CONTENT AREA / STANDARD	NJSLSA.L.	Anchor Standards: Language
STRAND		**Conventions of Standard English**

CONTENT STATEMENT	NJSLSA. L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CONTENT AREA / STANDARD	**NJSLSA.L .**	**Anchor Standards: Language**

STRAND		**Knowledge of Language**

CONTENT STATEMENT	NJSLSA. L3.	Apply knowledge of language 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	**NJSLSA.L .**	**Anchor Standards: Language**

STRAND		**Vocabulary Acquisition and Use**

CONTENT STATEMENT	NJSLSA. L4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
CONTENT STATEMENT	NJSLSA. L6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

CONTENT AREA / STANDARD	**NJ.RI.4.**	**Progress Indicators for Informational Text**

STRAND		**Key Ideas and Details**

CONTENT STATEMENT	RI.4.1.	Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
CONTENT STATEMENT	RI.4.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.

CONTENT AREA / STANDARD	**NJ.RI.4.**	**Progress Indicators for Informational Text**

STRAND		**Craft and Structure**

CONTENT STATEMENT	RI.4.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
CONTENT STATEMENT	RI.4.5.	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
CONTENT STATEMENT	RI.4.6.	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

CONTENT AREA / STANDARD	**NJ.RI.4.**	**Progress Indicators for Informational Text**

STRAND		**Integration of Knowledge and Ideas**

CONTENT STATEMENT	RI.4.7.	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
CONTENT STATEMENT	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.

CONTENT AREA / STANDARD	NJ.RF.4.	Progress Indicators for Reading Foundation Skills

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

CONTENT AREA / STANDARD	NJ.W.4.	Progress Indicators for Writing

STRAND		Text Types and Purposes
CONTENT STATEMENT	**W.4.2.**	**Write informative/explanatory texts to examine a topic and convey ideas and information clearly.**
CUMULATIVE PROGRESS INDICATOR	W.4.2.A.	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
CUMULATIVE PROGRESS INDICATOR	W.4.2.B.	Develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.
CUMULATIVE PROGRESS INDICATOR	W.4.2.D.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

CONTENT AREA / STANDARD	NJ.W.4.	Progress Indicators for Writing

STRAND		Production and Distribution of Writing
CONTENT STATEMENT	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
CONTENT STATEMENT	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

CONTENT STATEMENT	W.4.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
CONTENT AREA / STANDARD	**NJ.W.4.**	**Progress Indicators for Writing**
STRAND		**Research to Build and Present Knowledge**
CONTENT STATEMENT	W.4.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
CONTENT AREA / STANDARD	**NJ.W.4.**	**Progress Indicators for Writing**
STRAND		**Research to Build and Present Knowledge**
CONTENT STATEMENT	**W.4.9.**	**Draw evidence from literary or informational texts to support analysis, reflection, and research.**
CUMULATIVE PROGRESS INDICATOR	W.4.9.B.	Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").
CONTENT AREA / STANDARD	**NJ.W.4.**	**Progress Indicators for Writing**
STRAND		**Range of Writing**
CONTENT STATEMENT	W.4.10.	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT AREA / STANDARD	**NJ.SL.4.**	**Progress Indicators for Speaking and Listening**
STRAND		**Comprehension and Collaboration**
CONTENT STATEMENT	**SL.4.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.**
CUMULATIVE PROGRESS INDICATOR	SL.4.1.A.	Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
CUMULATIVE PROGRESS INDICATOR	SL.4.1.B.	Follow agreed-upon rules for discussions and carry out assigned roles.
CUMULATIVE PROGRESS INDICATOR	SL.4.1.C.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
CUMULATIVE PROGRESS INDICATOR	SL.4.1.D.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

CONTENT AREA / STANDARD	NJ.SL.4.	Progress Indicators for Speaking and Listening
STRAND		Comprehension and Collaboration
CONTENT STATEMENT	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).

CONTENT AREA / STANDARD	NJ.SL.4.	Progress Indicators for Speaking and Listening
STRAND		Presentation of Knowledge and Ideas
CONTENT STATEMENT	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

CONTENT AREA / STANDARD	NJ.L.4.	Progress Indicators for Language
STRAND		Conventions of Standard English
CONTENT STATEMENT	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CUMULATIVE PROGRESS INDICATOR	L.4.1.D.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
CUMULATIVE PROGRESS INDICATOR	L.4.1.F.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

CONTENT AREA / STANDARD	NJ.L.4.	Progress Indicators for Language
STRAND		Conventions of Standard English
CONTENT STATEMENT	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CUMULATIVE PROGRESS INDICATOR	L.4.2.A.	Use correct capitalization.
CUMULATIVE PROGRESS INDICATOR	L.4.2.D.	Spell grade-appropriate words correctly, consulting references as needed.

CONTENT AREA / STANDARD	NJ.L.4.	Progress Indicators for Language
STRAND		Knowledge of Language
CONTENT STATEMENT	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CUMULATIVE PROGRESS INDICATOR	L.4.3.A.	Choose words and phrases to convey ideas precisely.
CUMULATIVE PROGRESS INDICATOR	L.4.3.B.	Choose punctuation for effect.
CUMULATIVE PROGRESS INDICATOR	L.4.3.C.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

CONTENT AREA / STANDARD	NJ.L.4.	Progress Indicators for Language
STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	**L.4.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.**
CUMULATIVE PROGRESS INDICATOR	L.4.4.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	NJ.L.4.	Progress Indicators for Language
STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

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New Jersey Student Learning Standards
Language Arts
Grade **4** - Adopted: **2016**

CONTENT AREA / STANDARD	NJSLSA. R.	Anchor Standards: Reading
STRAND		Key Ideas and Details
CONTENT STATEMENT	NJSLSA. R2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
CONTENT STATEMENT	NJSLSA. R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

CONTENT AREA / STANDARD	NJSLSA. R.	Anchor Standards: Reading
STRAND		Craft and Structure
CONTENT STATEMENT	NJSLSA. R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

CONTENT STATEMENT	NJSLSA. R5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

CONTENT AREA / STANDARD	NJSLSA. R.	**Anchor Standards: Reading**

STRAND		**Integration of Knowledge and Ideas**

CONTENT STATEMENT	NJSLSA. R7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
CONTENT STATEMENT	NJSLSA. R9.	Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

CONTENT AREA / STANDARD	NJSLSA. R.	**Anchor Standards: Reading**

STRAND		**Range of Reading and Level of Text Complexity**

CONTENT STATEMENT	NJSLSA. R10.	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

CONTENT AREA / STANDARD	NJSLSA. W.	**Anchor Standards: Writing**

STRAND		**Text Types and Purposes**

CONTENT STATEMENT	NJSLSA. W2.	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	NJSLSA. W.	**Anchor Standards: Writing**

STRAND		**Production and Distribution of Writing**

CONTENT STATEMENT	NJSLSA. W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CONTENT STATEMENT	NJSLSA. W5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STATEMENT	NJSLSA. W6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

CONTENT AREA / STANDARD	NJSLSA. W.	**Anchor Standards: Writing**

STRAND		**Research to Build and Present Knowledge**

CONTENT STATEMENT	NJSLSA. W8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

CONTENT AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing
STRAND		**Range of Writing**
CONTENT STATEMENT	NJSLSA. W10.	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	NJSLSA. SL.	Anchor Standards: Speaking and Listening
STRAND		**Comprehension and Collaboration**
CONTENT STATEMENT	NJSLSA. SL1.	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	NJSLSA. SL2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

CONTENT AREA / STANDARD	NJSLSA.L .	Anchor Standards: Language
STRAND		**Conventions of Standard English**
CONTENT STATEMENT	NJSLSA. L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CONTENT AREA / STANDARD	NJSLSA.L .	Anchor Standards: Language
STRAND		**Knowledge of Language**
CONTENT STATEMENT	NJSLSA. L3.	Apply knowledge of language 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	NJSLSA.L .	Anchor Standards: Language
STRAND		**Vocabulary Acquisition and Use**
CONTENT STATEMENT	NJSLSA. L4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
CONTENT STATEMENT	NJSLSA. L6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

CONTENT AREA / STANDARD	NJ.RI.4.	Progress Indicators for Informational Text
STRAND		**Key Ideas and Details**
CONTENT STATEMENT	RI.4.1.	Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.

CONTENT STATEMENT	RI.4.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.

CONTENT AREA / STANDARD	**NJ.RI.4.**	**Progress Indicators for Informational Text**

STRAND		**Craft and Structure**

CONTENT STATEMENT	RI.4.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
CONTENT STATEMENT	RI.4.5.	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
CONTENT STATEMENT	RI.4.6.	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

CONTENT AREA / STANDARD	**NJ.RI.4.**	**Progress Indicators for Informational Text**

STRAND		**Integration of Knowledge and Ideas**

CONTENT STATEMENT	RI.4.7.	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
CONTENT STATEMENT	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.

CONTENT AREA / STANDARD	**NJ.RF.4.**	**Progress Indicators for Reading Foundation Skills**

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

CONTENT AREA / STANDARD	**NJ.W.4.**	**Progress Indicators for Writing**

STRAND		**Text Types and Purposes**
CONTENT STATEMENT	**W.4.2.**	**Write informative/explanatory texts to examine a topic and convey ideas and information clearly.**
CUMULATIVE PROGRESS INDICATOR	W.4.2.A.	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

CUMULATIVE PROGRESS INDICATOR	W.4.2.B.	Develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.
CUMULATIVE PROGRESS INDICATOR	W.4.2.D.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CONTENT AREA / STANDARD	**NJ.W.4.**	**Progress Indicators for Writing**
STRAND		**Production and Distribution of Writing**
CONTENT STATEMENT	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
CONTENT STATEMENT	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
CONTENT STATEMENT	W.4.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
CONTENT AREA / STANDARD	**NJ.W.4.**	**Progress Indicators for Writing**
STRAND		**Research to Build and Present Knowledge**
CONTENT STATEMENT	W.4.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
CONTENT AREA / STANDARD	**NJ.W.4.**	**Progress Indicators for Writing**
STRAND		**Research to Build and Present Knowledge**
CONTENT STATEMENT	**W.4.9.**	**Draw evidence from literary or informational texts to support analysis, reflection, and research.**
CUMULATIVE PROGRESS INDICATOR	W.4.9.B.	Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").
CONTENT AREA / STANDARD	**NJ.W.4.**	**Progress Indicators for Writing**
STRAND		**Range of Writing**
CONTENT STATEMENT	W.4.10.	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT AREA / STANDARD	**NJ.SL.4.**	**Progress Indicators for Speaking and Listening**

STRAND		Comprehension and Collaboration
CONTENT STATEMENT	SL.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
CUMULATIVE PROGRESS INDICATOR	SL.4.1.A.	Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
CUMULATIVE PROGRESS INDICATOR	SL.4.1.B.	Follow agreed-upon rules for discussions and carry out assigned roles.
CUMULATIVE PROGRESS INDICATOR	SL.4.1.C.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
CUMULATIVE PROGRESS INDICATOR	SL.4.1.D.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
CONTENT AREA / STANDARD	NJ.SL.4.	Progress Indicators for Speaking and Listening
STRAND		Comprehension and Collaboration
CONTENT STATEMENT	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
CONTENT AREA / STANDARD	NJ.SL.4.	Progress Indicators for Speaking and Listening
STRAND		Presentation of Knowledge and Ideas
CONTENT STATEMENT	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
CONTENT AREA / STANDARD	NJ.L.4.	Progress Indicators for Language
STRAND		Conventions of Standard English
CONTENT STATEMENT	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CUMULATIVE PROGRESS INDICATOR	L.4.1.D.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
CUMULATIVE PROGRESS INDICATOR	L.4.1.F.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
CONTENT AREA / STANDARD	NJ.L.4.	Progress Indicators for Language

STRAND		Conventions of Standard English
CONTENT STATEMENT	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CUMULATIVE PROGRESS INDICATOR	L.4.2.A.	Use correct capitalization.
CUMULATIVE PROGRESS INDICATOR	L.4.2.D.	Spell grade-appropriate words correctly, consulting references as needed.

CONTENT AREA / STANDARD	NJ.L.4.	Progress Indicators for Language

STRAND		Knowledge of Language
CONTENT STATEMENT	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CUMULATIVE PROGRESS INDICATOR	L.4.3.A.	Choose words and phrases to convey ideas precisely.
CUMULATIVE PROGRESS INDICATOR	L.4.3.B.	Choose punctuation for effect.
CUMULATIVE PROGRESS INDICATOR	L.4.3.C.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

CONTENT AREA / STANDARD	NJ.L.4.	Progress Indicators for Language

STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	L.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
CUMULATIVE PROGRESS INDICATOR	L.4.4.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	NJ.L.4.	Progress Indicators for Language

STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

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CONTENT AREA / STANDARD	NJSLSA. R.	Anchor Standards: Reading
STRAND		**Key Ideas and Details**
CONTENT STATEMENT	NJSLSA. R2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
CONTENT STATEMENT	NJSLSA. R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

CONTENT AREA / STANDARD	NJSLSA. R.	Anchor Standards: Reading
STRAND		**Craft and Structure**
CONTENT STATEMENT	NJSLSA. R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STATEMENT	NJSLSA. R5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

CONTENT AREA / STANDARD	NJSLSA. R.	Anchor Standards: Reading
STRAND		**Integration of Knowledge and Ideas**
CONTENT STATEMENT	NJSLSA. R7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
CONTENT STATEMENT	NJSLSA. R9.	Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

CONTENT AREA / STANDARD	NJSLSA. R.	Anchor Standards: Reading
STRAND		**Range of Reading and Level of Text Complexity**
CONTENT STATEMENT	NJSLSA. R10.	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

CONTENT AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing
STRAND		**Text Types and Purposes**
CONTENT STATEMENT	NJSLSA. W2.	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	NJSLSA. W.	Anchor Standards: Writing
STRAND		**Production and Distribution of Writing**

CONTENT STATEMENT	NJSLSA. W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CONTENT STATEMENT	NJSLSA. W5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STATEMENT	NJSLSA. W6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
CONTENT AREA / STANDARD	**NJSLSA. W.**	**Anchor Standards: Writing**
STRAND		**Research to Build and Present Knowledge**
CONTENT STATEMENT	NJSLSA. W8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
CONTENT AREA / STANDARD	**NJSLSA. W.**	**Anchor Standards: Writing**
STRAND		**Range of Writing**
CONTENT STATEMENT	NJSLSA. W10.	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	**NJSLSA. SL.**	**Anchor Standards: Speaking and Listening**
STRAND		**Comprehension and Collaboration**
CONTENT STATEMENT	NJSLSA. SL1.	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	NJSLSA. SL2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
CONTENT AREA / STANDARD	**NJSLSA.L .**	**Anchor Standards: Language**
STRAND		**Conventions of Standard English**
CONTENT STATEMENT	NJSLSA. L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CONTENT AREA / STANDARD	**NJSLSA.L .**	**Anchor Standards: Language**
STRAND		**Knowledge of Language**
CONTENT STATEMENT	NJSLSA. L3.	Apply knowledge of language 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	NJSLSA.L.	Anchor Standards: Language	

STRAND		Vocabulary Acquisition and Use	
CONTENT STATEMENT	NJSLSA. L4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	
CONTENT STATEMENT	NJSLSA. L6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.	

CONTENT AREA / STANDARD	NJ.RI.4.	Progress Indicators for Informational Text	

STRAND		Key Ideas and Details	
CONTENT STATEMENT	RI.4.1.	Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.	
CONTENT STATEMENT	RI.4.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.	

CONTENT AREA / STANDARD	NJ.RI.4.	Progress Indicators for Informational Text	

STRAND		Craft and Structure	
CONTENT STATEMENT	RI.4.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.	
CONTENT STATEMENT	RI.4.5.	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.	
CONTENT STATEMENT	RI.4.6.	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	

CONTENT AREA / STANDARD	NJ.RI.4.	Progress Indicators for Informational Text	

STRAND		Integration of Knowledge and Ideas	
CONTENT STATEMENT	RI.4.7.	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.	
CONTENT STATEMENT	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.	

CONTENT AREA / STANDARD	NJ.RF.4.	Progress Indicators for Reading Foundation Skills	

STRAND		Fluency	

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

CONTENT AREA / STANDARD	NJ.W.4.	Progress Indicators for Writing
STRAND		Text Types and Purposes
CONTENT STATEMENT	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
CUMULATIVE PROGRESS INDICATOR	W.4.2.A.	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
CUMULATIVE PROGRESS INDICATOR	W.4.2.B.	Develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.
CUMULATIVE PROGRESS INDICATOR	W.4.2.D.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

CONTENT AREA / STANDARD	NJ.W.4.	Progress Indicators for Writing
STRAND		Production and Distribution of Writing
CONTENT STATEMENT	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
CONTENT STATEMENT	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
CONTENT STATEMENT	W.4.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

CONTENT AREA / STANDARD	NJ.W.4.	Progress Indicators for Writing
STRAND		Research to Build and Present Knowledge
CONTENT STATEMENT	W.4.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

CONTENT AREA / STANDARD	NJ.W.4.	Progress Indicators for Writing
STRAND		Research to Build and Present Knowledge
CONTENT STATEMENT	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CUMULATIVE PROGRESS INDICATOR	W.4.9.B.	Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").

CONTENT AREA / STANDARD	NJ.W.4.	Progress Indicators for Writing
STRAND		Range of Writing
CONTENT STATEMENT	W.4.10.	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CONTENT AREA / STANDARD	NJ.SL.4.	Progress Indicators for Speaking and Listening
STRAND		Comprehension and Collaboration
CONTENT STATEMENT	SL.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
CUMULATIVE PROGRESS INDICATOR	SL.4.1.A.	Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
CUMULATIVE PROGRESS INDICATOR	SL.4.1.B.	Follow agreed-upon rules for discussions and carry out assigned roles.
CUMULATIVE PROGRESS INDICATOR	SL.4.1.C.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
CUMULATIVE PROGRESS INDICATOR	SL.4.1.D.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

CONTENT AREA / STANDARD	NJ.SL.4.	Progress Indicators for Speaking and Listening
STRAND		Comprehension and Collaboration
CONTENT STATEMENT	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).

CONTENT AREA / STANDARD	NJ.SL.4.	Progress Indicators for Speaking and Listening

STRAND		Presentation of Knowledge and Ideas
CONTENT STATEMENT	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

CONTENT AREA / STANDARD	NJ.L.4.	Progress Indicators for Language

STRAND		Conventions of Standard English
CONTENT STATEMENT	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CUMULATIVE PROGRESS INDICATOR	L.4.1.D.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
CUMULATIVE PROGRESS INDICATOR	L.4.1.F.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

CONTENT AREA / STANDARD	NJ.L.4.	Progress Indicators for Language

STRAND		Conventions of Standard English
CONTENT STATEMENT	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CUMULATIVE PROGRESS INDICATOR	L.4.2.A.	Use correct capitalization.
CUMULATIVE PROGRESS INDICATOR	L.4.2.D.	Spell grade-appropriate words correctly, consulting references as needed.

CONTENT AREA / STANDARD	NJ.L.4.	Progress Indicators for Language

STRAND		Knowledge of Language
CONTENT STATEMENT	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CUMULATIVE PROGRESS INDICATOR	L.4.3.A.	Choose words and phrases to convey ideas precisely.
CUMULATIVE PROGRESS INDICATOR	L.4.3.B.	Choose punctuation for effect.
CUMULATIVE PROGRESS INDICATOR	L.4.3.C.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

CONTENT AREA / STANDARD	NJ.L.4.	Progress Indicators for Language

STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	L.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
CUMULATIVE PROGRESS INDICATOR	L.4.4.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	NJ.L.4.	Progress Indicators for Language

STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

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New Jersey Student Learning Standards
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CONTENT AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing

STRAND		Text Types and Purposes
CONTENT STATEMENT	NJSLSA. W2.	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	NJSLSA. W.	Anchor Standards: Writing

STRAND		Production and Distribution of Writing
CONTENT STATEMENT	NJSLSA. W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CONTENT STATEMENT	NJSLSA. W5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STATEMENT	NJSLSA. W6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

CONTENT AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing

STRAND		Range of Writing
CONTENT STATEMENT	NJSLSA. W10.	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	NJSLSA.L.	Anchor Standards: Language

STRAND		Conventions of Standard English
CONTENT STATEMENT	NJSLSA.L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CONTENT AREA / STANDARD	NJSLSA.L.	Anchor Standards: Language

STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	NJSLSA.L6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

CONTENT AREA / STANDARD	NJ.W.4.	Progress Indicators for Writing

STRAND		Text Types and Purposes
CONTENT STATEMENT	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
CUMULATIVE PROGRESS INDICATOR	W.4.2.A.	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
CUMULATIVE PROGRESS INDICATOR	W.4.2.B.	Develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.
CUMULATIVE PROGRESS INDICATOR	W.4.2.D.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

CONTENT AREA / STANDARD	NJ.W.4.	Progress Indicators for Writing

STRAND		Production and Distribution of Writing
CONTENT STATEMENT	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
CONTENT STATEMENT	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
CONTENT STATEMENT	W.4.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

CONTENT AREA / STANDARD	NJ.W.4.	Progress Indicators for Writing

STRAND		Range of Writing

CONTENT STATEMENT	W.4.10.	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CONTENT AREA / STANDARD	NJ.SL.4.	Progress Indicators for Speaking and Listening

STRAND		Comprehension and Collaboration

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

CONTENT AREA / STANDARD	NJ.L.4.	Progress Indicators for Language

STRAND		Conventions of Standard English
CONTENT STATEMENT	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CUMULATIVE PROGRESS INDICATOR	L.4.1.D.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).

CUMULATIVE PROGRESS INDICATOR	L.4.1.E.	Form and use prepositional phrases.

CUMULATIVE PROGRESS INDICATOR	L.4.1.F.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

CONTENT AREA / STANDARD	NJ.L.4.	Progress Indicators for Language

STRAND		Conventions of Standard English
CONTENT STATEMENT	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CUMULATIVE PROGRESS INDICATOR	L.4.2.A.	Use correct capitalization.

CUMULATIVE PROGRESS INDICATOR	L.4.2.D.	Spell grade-appropriate words correctly, consulting references as needed.

CONTENT AREA / STANDARD	NJ.L.4.	Progress Indicators for Language

STRAND		Knowledge of Language
CONTENT STATEMENT	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CUMULATIVE PROGRESS INDICATOR	L.4.3.A.	Choose words and phrases to convey ideas precisely.

CUMULATIVE PROGRESS INDICATOR	L.4.3.B.	Choose punctuation for effect.

CONTENT AREA / STANDARD	NJ.L.4.	Progress Indicators for Language

STRAND		Vocabulary Acquisition and Use

CONTENT STATEMENT	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

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CONTENT AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing

STRAND		Text Types and Purposes

CONTENT STATEMENT	NJSLSA. W2.	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	NJSLSA. W3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

CONTENT AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing

STRAND		Production and Distribution of Writing

CONTENT STATEMENT	NJSLSA. W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CONTENT STATEMENT	NJSLSA. W5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

CONTENT STATEMENT	NJSLSA. W6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

CONTENT AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing

STRAND		Range of Writing

CONTENT STATEMENT	NJSLSA. W10.	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	NJSLSA.L.	Anchor Standards: Language
STRAND		**Conventions of Standard English**
CONTENT STATEMENT	NJSLSA.L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CONTENT AREA / STANDARD	NJSLSA.L.	Anchor Standards: Language
STRAND		**Vocabulary Acquisition and Use**
CONTENT STATEMENT	NJSLSA.L6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

CONTENT AREA / STANDARD	NJ.W.4.	Progress Indicators for Writing
STRAND		**Text Types and Purposes**
CONTENT STATEMENT	**W.4.2.**	**Write informative/explanatory texts to examine a topic and convey ideas and information clearly.**
CUMULATIVE PROGRESS INDICATOR	W.4.2.A.	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
CUMULATIVE PROGRESS INDICATOR	W.4.2.B.	Develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.
CUMULATIVE PROGRESS INDICATOR	W.4.2.D.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

CONTENT AREA / STANDARD	NJ.W.4.	Progress Indicators for Writing
STRAND		**Text Types and Purposes**
CONTENT STATEMENT	**W.4.3.**	**Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.**
CUMULATIVE PROGRESS INDICATOR	W.4.3.A.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
CUMULATIVE PROGRESS INDICATOR	W.4.3.B.	Use dialogue and description to develop experiences and events or show the responses of characters to situations.
CUMULATIVE PROGRESS INDICATOR	W.4.3.D.	Use concrete words and phrases and sensory details to convey experiences and events precisely.

CONTENT AREA / STANDARD	NJ.W.4.	Progress Indicators for Writing
STRAND		Production and Distribution of Writing
CONTENT STATEMENT	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
CONTENT STATEMENT	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
CONTENT STATEMENT	W.4.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

CONTENT AREA / STANDARD	NJ.W.4.	Progress Indicators for Writing
STRAND		Range of Writing
CONTENT STATEMENT	W.4.10.	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CONTENT AREA / STANDARD	NJ.SL.4.	Progress Indicators for Speaking and Listening
STRAND		Comprehension and Collaboration
CONTENT STATEMENT	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).

CONTENT AREA / STANDARD	NJ.L.4.	Progress Indicators for Language
STRAND		Conventions of Standard English
CONTENT STATEMENT	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CUMULATIVE PROGRESS INDICATOR	L.4.1.D.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
CUMULATIVE PROGRESS INDICATOR	L.4.1.E.	Form and use prepositional phrases.
CUMULATIVE PROGRESS INDICATOR	L.4.1.F.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

CONTENT AREA / STANDARD	NJ.L.4.	Progress Indicators for Language

STRAND		Conventions of Standard English
CONTENT STATEMENT	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CUMULATIVE PROGRESS INDICATOR	L.4.2.A.	Use correct capitalization.
CUMULATIVE PROGRESS INDICATOR	L.4.2.D.	Spell grade-appropriate words correctly, consulting references as needed.

CONTENT AREA / STANDARD	NJ.L.4.	Progress Indicators for Language

STRAND		Knowledge of Language
CONTENT STATEMENT	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CUMULATIVE PROGRESS INDICATOR	L.4.3.A.	Choose words and phrases to convey ideas precisely.
CUMULATIVE PROGRESS INDICATOR	L.4.3.B.	Choose punctuation for effect.

CONTENT AREA / STANDARD	NJ.L.4.	Progress Indicators for Language

STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

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CONTENT AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing

STRAND		Text Types and Purposes
CONTENT STATEMENT	NJSLSA. W2.	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	NJSLSA. W.	Anchor Standards: Writing

STRAND		Production and Distribution of Writing

CONTENT STATEMENT	NJSLSA. W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CONTENT STATEMENT	NJSLSA. W5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STATEMENT	NJSLSA. W6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
CONTENT AREA / STANDARD	**NJSLSA. W.**	**Anchor Standards: Writing**
STRAND		**Range of Writing**
CONTENT STATEMENT	NJSLSA. W10.	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	**NJSLSA.L .**	**Anchor Standards: Language**
STRAND		**Conventions of Standard English**
CONTENT STATEMENT	NJSLSA. L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CONTENT AREA / STANDARD	**NJSLSA.L .**	**Anchor Standards: Language**
STRAND		**Vocabulary Acquisition and Use**
CONTENT STATEMENT	NJSLSA. L6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT AREA / STANDARD	**NJ.W.4.**	**Progress Indicators for Writing**
STRAND		**Text Types and Purposes**
CONTENT STATEMENT	**W.4.2.**	**Write informative/explanatory texts to examine a topic and convey ideas and information clearly.**
CUMULATIVE PROGRESS INDICATOR	W.4.2.A.	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
CUMULATIVE PROGRESS INDICATOR	W.4.2.B.	Develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.
CUMULATIVE PROGRESS INDICATOR	W.4.2.D.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

CONTENT AREA / STANDARD	NJ.W.4.	Progress Indicators for Writing
STRAND		**Production and Distribution of Writing**
CONTENT STATEMENT	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
CONTENT STATEMENT	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
CONTENT STATEMENT	W.4.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

CONTENT AREA / STANDARD	NJ.W.4.	Progress Indicators for Writing
STRAND		**Range of Writing**
CONTENT STATEMENT	W.4.10.	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CONTENT AREA / STANDARD	NJ.SL.4.	Progress Indicators for Speaking and Listening
STRAND		**Comprehension and Collaboration**
CONTENT STATEMENT	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).

CONTENT AREA / STANDARD	NJ.L.4.	Progress Indicators for Language
STRAND		**Conventions of Standard English**
CONTENT STATEMENT	**L.4.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
CUMULATIVE PROGRESS INDICATOR	L.4.1.D.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
CUMULATIVE PROGRESS INDICATOR	L.4.1.E.	Form and use prepositional phrases.
CUMULATIVE PROGRESS INDICATOR	L.4.1.F.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

CONTENT AREA / STANDARD	NJ.L.4.	Progress Indicators for Language

STRAND		Conventions of Standard English
CONTENT STATEMENT	**L.4.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
CUMULATIVE PROGRESS INDICATOR	L.4.2.A.	Use correct capitalization.
CUMULATIVE PROGRESS INDICATOR	L.4.2.D.	Spell grade-appropriate words correctly, consulting references as needed.

CONTENT AREA / STANDARD	NJ.L.4.	Progress Indicators for Language

STRAND		Knowledge of Language
CONTENT STATEMENT	**L.4.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
CUMULATIVE PROGRESS INDICATOR	L.4.3.A.	Choose words and phrases to convey ideas precisely.
CUMULATIVE PROGRESS INDICATOR	L.4.3.B.	Choose punctuation for effect.

CONTENT AREA / STANDARD	NJ.L.4.	Progress Indicators for Language

STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

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CONTENT AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing

STRAND		Text Types and Purposes
CONTENT STATEMENT	NJSLSA. W2.	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	NJSLSA. W.	Anchor Standards: Writing

STRAND		Production and Distribution of Writing

CONTENT STATEMENT	NJSLSA. W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CONTENT STATEMENT	NJSLSA. W5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STATEMENT	NJSLSA. W6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
CONTENT AREA / STANDARD	**NJSLSA. W.**	**Anchor Standards: Writing**
STRAND		**Range of Writing**
CONTENT STATEMENT	NJSLSA. W10.	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	**NJSLSA.L .**	**Anchor Standards: Language**
STRAND		**Conventions of Standard English**
CONTENT STATEMENT	NJSLSA. L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CONTENT AREA / STANDARD	**NJSLSA.L .**	**Anchor Standards: Language**
STRAND		**Vocabulary Acquisition and Use**
CONTENT STATEMENT	NJSLSA. L6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT AREA / STANDARD	**NJ.W.4.**	**Progress Indicators for Writing**
STRAND		**Text Types and Purposes**
CONTENT STATEMENT	**W.4.2.**	**Write informative/explanatory texts to examine a topic and convey ideas and information clearly.**
CUMULATIVE PROGRESS INDICATOR	W.4.2.A.	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
CUMULATIVE PROGRESS INDICATOR	W.4.2.B.	Develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.
CUMULATIVE PROGRESS INDICATOR	W.4.2.D.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

CUMULATIVE PROGRESS INDICATOR	W.4.2.E.	Provide a conclusion related to the information or explanation presented.

CONTENT AREA / STANDARD	**NJ.W.4.**	**Progress Indicators for Writing**

STRAND		**Production and Distribution of Writing**
CONTENT STATEMENT	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
CONTENT STATEMENT	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
CONTENT STATEMENT	W.4.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

CONTENT AREA / STANDARD	**NJ.W.4.**	**Progress Indicators for Writing**

STRAND		**Range of Writing**
CONTENT STATEMENT	W.4.10.	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CONTENT AREA / STANDARD	**NJ.SL.4.**	**Progress Indicators for Speaking and Listening**

STRAND		**Comprehension and Collaboration**
CONTENT STATEMENT	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).

CONTENT AREA / STANDARD	**NJ.L.4.**	**Progress Indicators for Language**

STRAND		**Conventions of Standard English**
CONTENT STATEMENT	**L.4.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
CUMULATIVE PROGRESS INDICATOR	L.4.1.D.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
CUMULATIVE PROGRESS INDICATOR	L.4.1.E.	Form and use prepositional phrases.
CUMULATIVE PROGRESS INDICATOR	L.4.1.F.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

CONTENT AREA / STANDARD	NJ.L.4.	Progress Indicators for Language

STRAND		Conventions of Standard English
CONTENT STATEMENT	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CUMULATIVE PROGRESS INDICATOR	L.4.2.A.	Use correct capitalization.

CUMULATIVE PROGRESS INDICATOR	L.4.2.D.	Spell grade-appropriate words correctly, consulting references as needed.

CONTENT AREA / STANDARD	NJ.L.4.	Progress Indicators for Language

STRAND		Knowledge of Language
CONTENT STATEMENT	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CUMULATIVE PROGRESS INDICATOR	L.4.3.A.	Choose words and phrases to convey ideas precisely.

CUMULATIVE PROGRESS INDICATOR	L.4.3.B.	Choose punctuation for effect.

CONTENT AREA / STANDARD	NJ.L.4.	Progress Indicators for Language

STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

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CONTENT AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing

STRAND		Text Types and Purposes
CONTENT STATEMENT	NJSLSA. W2.	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	NJSLSA. W.	Anchor Standards: Writing

STRAND		Production and Distribution of Writing
CONTENT STATEMENT	NJSLSA. W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CONTENT STATEMENT	NJSLSA. W5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STATEMENT	NJSLSA. W6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
CONTENT AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing
STRAND		Range of Writing
CONTENT STATEMENT	NJSLSA. W10.	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	NJSLSA.L .	Anchor Standards: Language
STRAND		Conventions of Standard English
CONTENT STATEMENT	NJSLSA. L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CONTENT STATEMENT	NJSLSA. L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CONTENT AREA / STANDARD	NJSLSA.L .	Anchor Standards: Language
STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	NJSLSA. L6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT AREA / STANDARD	NJ.W.4.	Progress Indicators for Writing
STRAND		Text Types and Purposes
CONTENT STATEMENT	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
CUMULATIVE PROGRESS INDICATOR	W.4.2.A.	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
CUMULATIVE PROGRESS INDICATOR	W.4.2.B.	Develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.

CUMULATIVE PROGRESS INDICATOR	W.4.2.D.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CUMULATIVE PROGRESS INDICATOR	W.4.2.E.	Provide a conclusion related to the information or explanation presented.
CONTENT AREA / STANDARD	**NJ.W.4.**	**Progress Indicators for Writing**
STRAND		**Production and Distribution of Writing**
CONTENT STATEMENT	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
CONTENT STATEMENT	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
CONTENT STATEMENT	W.4.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
CONTENT AREA / STANDARD	**NJ.W.4.**	**Progress Indicators for Writing**
STRAND		**Range of Writing**
CONTENT STATEMENT	W.4.10.	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT AREA / STANDARD	**NJ.SL.4.**	**Progress Indicators for Speaking and Listening**
STRAND		**Comprehension and Collaboration**
CONTENT STATEMENT	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
CONTENT AREA / STANDARD	**NJ.L.4.**	**Progress Indicators for Language**
STRAND		**Conventions of Standard English**
CONTENT STATEMENT	**L.4.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
CUMULATIVE PROGRESS INDICATOR	L.4.1.D.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
CUMULATIVE PROGRESS INDICATOR	L.4.1.E.	Form and use prepositional phrases.

CUMULATIVE PROGRESS INDICATOR	L.4.1.F.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

CONTENT AREA / STANDARD	NJ.L.4.	Progress Indicators for Language

STRAND		Conventions of Standard English
CONTENT STATEMENT	**L.4.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**

CUMULATIVE PROGRESS INDICATOR	L.4.2.A.	Use correct capitalization.

CUMULATIVE PROGRESS INDICATOR	L.4.2.D.	Spell grade-appropriate words correctly, consulting references as needed.

CONTENT AREA / STANDARD	NJ.L.4.	Progress Indicators for Language

STRAND		Knowledge of Language
CONTENT STATEMENT	**L.4.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**

CUMULATIVE PROGRESS INDICATOR	L.4.3.A.	Choose words and phrases to convey ideas precisely.

CUMULATIVE PROGRESS INDICATOR	L.4.3.B.	Choose punctuation for effect.

CONTENT AREA / STANDARD	NJ.L.4.	Progress Indicators for Language

STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).