Main Criteria: Structure and Style for Students

Secondary Criteria: New Jersey Student Learning Standards

Subject: Language Arts
Grade: 4

# 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

STRAND

NJSLSA. Anchor Standards: Reading

R.

STANDARD		
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

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 / ST ANDARD	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 / ST ANDARD	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	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 /	NJ.W.4.	Progress Indicators for Writing
STANDARD		
		Production and Distribution of Writing

CONTENT
AREA /
STANDARD

STRAND

#### 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	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

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	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 / ST ANDARD	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. Anchor Standards: Reading

R.

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 /
<b>STANDARD</b>

STATEMENT

W9.

NJSLSA. Anchor Standards: Reading R.

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

CONTENT
AREA /
<b>STANDARD</b>

NJSLSA. Anchor Standards: Writing W.

STANDARD		
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 / ST ANDARD	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.I	_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.I	_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.

#### NJ.RI.4. Progress Indicators for Informational Text

STANDARD		
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 / ST ANDARD	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	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	W.4.9.B.	Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to

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support particular points in a text").

CONTENT
AREA /
<b>STANDARD</b>

#### NJ.W.4. Progress Indicators for Writing

STANDARD		
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	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

# STANDARD

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

R.

NJSLSA. 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.

#### NJSLSA. Anchor Standards: Reading CONTENT

STANDARD	R.	
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.
	W5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.  Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
STATEMENT	W5. NJSLSA. W6.	
CONTENT CONTENT AREA /	W5.  NJSLSA.  W6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
CONTENT STATEMENT  CONTENT AREA / STANDARD	W5.  NJSLSA.  W6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.  Anchor Standards: Writing
CONTENT STATEMENT  CONTENT AREA / STANDARD  STRAND  CONTENT	NJSLSA. W6.  NJSLSA. W.  NJSLSA. W9.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.  Anchor Standards: Writing  Research to Build and Present Knowledge
CONTENT AREA / STATEMENT  CONTENT AREA / STAND  CONTENT STATEMENT  CONTENT AREA /	NJSLSA. W6.  NJSLSA. W.  NJSLSA. W9.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.  Anchor Standards: Writing  Research to Build and Present Knowledge  Draw evidence from literary or informational texts to support analysis, reflection, and research.

CONTENT
AREA /
<b>STANDARD</b>

 $\ensuremath{\mathsf{NJSLSA}}.$  Anchor Standards: Speaking and Listening SL.

STANDARD		
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	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.
		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 /	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 / ST ANDARD	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 /
<b>STANDARD</b>

STATEMENT

#### NJ.L.4. Progress Indicators for Language

STANDARD		
STRAND		Conventions of Standard English
CONTENT	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 / ST ANDARD	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 / ST ANDARD	NJ.L.4.	Progress Indicators for Language
STRAND		Vocabulary Acquisition and Use
CONTENT	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. Anchor Standards: Reading

R.

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	NJSLSA.	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
AREA /		Anchor Standards: Speaking and Listening  Presentation of Knowledge and Ideas
AREA / STANDARD		
STRAND  CONTENT	SL.	Presentation of Knowledge and Ideas  Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the
AREA / STANDARD  STRAND  CONTENT STATEMENT  CONTENT	NJSLSA. SL4. NJSLSA. SL6.	Presentation of Knowledge and Ideas  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.  Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when
AREA / STANDARD  STRAND  CONTENT STATEMENT  CONTENT STATEMENT  CONTENT AREA /	NJSLSA. SL4. NJSLSA. SL6.	Presentation of Knowledge and Ideas  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.  Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
AREA / STANDARD  STRAND  CONTENT STATEMENT  CONTENT STATEMENT  CONTENT AREA / STANDARD	NJSLSA. SL4.  NJSLSA. SL6.  NJSLSA.L	Present ation of Knowledge and Ideas  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.  Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.  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	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
STATEMENT		
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	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

Research to Build and Present Knowledge

STRAND

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 / ST ANDARD	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).

#### NJ.SL.4. Progress Indicators for Speaking and Listening

STRAND		Procentation of Knowledge and Ideas
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 / ST ANDARD	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 5 Page 39-46
		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

Range of Reading and Level of Text Complexity

STRAND

CONTENT NISLSA. Anchor Standards: Writing Williams and convey complex ideas and information clearly and accurately willing standards. Writing Williams and convey complex ideas and information clearly and accurately williams. Anchor Standards: Writing Williams and convey complex ideas and information clearly and accurately williams. Williams and analysis of content.  CONTENT NISLSA. Anchor Standards: Writing Williams and Content willing in which the development, organization, and style are appropriate to task, STATEMENT Williams. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.  CONTENT NISLSA. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. Williams williams and to interact and collaborate with others.  CONTENT NISLSA. Use technology, including the internet to produce and publish writing and to interact and collaborate with others.  CONTENT NISLSA. Anchor Standards: Writing Williams and the standards willing williams and the standards. Williams and the standards williams and the standards. Williams and the standards williams are standards.  CONTENT NISLSA. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each standards. Williams and standards williams are under plaguatern.  CONTENT NISLSA. Anchor Standards: Writing Williams and the standards williams are under the standards.  STRAND Range of Writing  CONTENT NISLSA. Anchor Standards: Speaking and Listening Standards.  STRAND Comprehension and Collaboration  CONTENT NISLSA. Anchor Standards: Speaking and Listening Standards.  STRAND Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building STANDARD  CONTENT NISLSA. Anchor Standards: Speaking and Listening Standards.  CONTENT NISLSA. Anchor Standards: Speaking and Listening Standards.  CONTENT NISLSA. Anchor Standards: Speaking and Listening Standards.  CONTENT NISLSA. Ancho	CONTENT STATEMENT	NJSLSA. R10.	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
CONTENT NUSLSA. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately stratement WZ. should be declevely selection, organization, and analysis of content.  CONTENT ABEA! NUSLSA. Anchor Standards: Writing  STRAND  Production and Distribution of Writing  CONTENT NUSLSA. Produce clear and coherent writing in which the development, organization, and style are appropriate to task purpose, and audience.  CONTENT NUSLSA. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.  WS. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.  WS. STATEMENT WS.  CONTENT NUSLSA. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.  CONTENT NUSLSA. Anchor Standards: Writing  STRAND  Research to Build and Present Knowledge  CONTENT NUSLSA. Cacher relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plaglarism.  CONTENT NUSLSA. STATEMENT W.  STRAND  Range of Writing  Range of Writing  CONTENT NUSLSA. Anchor Standards: Speaking and Listening SL.  STRAND  Comprehension and Collaboration  CONTENT NUSLSA. Anchor Standards: Speaking and Listening STATEMENT SL.  CONTENT NUSLSA. Prepare for and participate effectively in a range of comprehensions and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.  CONTENT SLSA. Anchor Standards: Speaking and Listening SL.  STRAND  CONTENT NUSLSA. Anchor Standards: Speaking and Listening SL.  STRAND  Anchor Standards: Speaking and Listening SL.  CONTENT SLSA. Anchor Standards: Speaking and Listening SL.	AREA /		Anchor Standards: Writing
CONTENT AREA!  NJSLSA. Anchor Standards: Writing  STRAND  Production and Distribution of Writing  CONTENT STATEMENT  NJSLSA. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  CONTENT STATEMENT  NJSLSA. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.  WS.  CONTENT NJSLSA. Use technology, including the Internet, to produce and publish writing and to interact and colliaborate with others.  CONTENT NJSLSA. Writing  STRAND  Research to Build and Present Knowledge  CONTENT NJSLSA. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagianism.  CONTENT NJSLSA. Anchor Standards: Writing  STRAND  Range of Writing  Range of Writing  CONTENT NJSLSA. Standards: Writing writing and standards: Writing STANDARD  STRAND  Range of Writing  CONTENT NJSLSA. Anchor Standards: Speaking and Listening  STRAND  CONTENT NJSLSA. Anchor Standards: Speaking and Listening  STRAND  CONTENT NJSLSA. Anchor Standards: Speaking and Listening  STRAND  CONTENT NJSLSA. Anchor Standards: Speaking and Listening  CONTENT NJSLSA. Anchor Standards: Speaking and Listening  STRAND  CONTENT NJSLSA. Anchor Standards: Speaking and Listening  CONTENT NJSLSA. Prepare for and participable effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	STRAND		Text Types and Purposes
STRAND  Production and Distribution of Writing  CONTENT NJSLSA. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  CONTENT NJSLSA. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.  W5.  CONTENT NJSLSA. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.  W5.  CONTENT NJSLSA. Use technology, including the Internet to produce and publish writing and to interact and collaborate with others.  CONTENT STANDARD  Research to Build and Present Knowledge  CONTENT NJSLSA. 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 NJSLSA. Anchor Standards: Writing  W.  STRAND  Range of Writing  CONTENT NJSLSA. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single silting or a day or two) for a range of tasks, purposes, and audiences.  CONTENT NJSLSA. Anchor Standards: Speaking and Listening  STRAND  COMPENSIONAL 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 SLL. NJSLSA. Anchor Standards: Speaking and Listening			
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AREA / SL. STANDARD			
STRAND Presentation of Knowledge and Ideas	AREA /		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.I	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.I	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.I	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	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	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 /
<b>STANDARD</b>

#### 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

# STANDARD

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 6 Page 47-52

# New Jersey Student Learning Standards Language Arts

Grade 4 - Adopted: 2016

CONTENT AREA / STANDARD

NJSLSA. Anchor Standards: Reading

R.

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.

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.

NJSLSA. Anchor Standards: Writing W.

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.I	_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.I	_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	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].").

INDICATOR

CONTENT
AREA /
STANDARD

#### NJ.W.4. Progress Indicators for Writing

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

CONTENT
AREA /
<b>STANDARD</b>

## 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. Anchor Standards: Reading R.

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 NJSLSA. Anchor Standards: Reading AREA / R. STANDARD

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 NJSLSA. Anchor Standards: Reading AREA / R. STANDARD

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 NJSLSA. Anchor Standards: Writing AREA / W. STANDARD

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.

NJSLSA. Anchor Standards: Writing

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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.I	- 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 / ST ANDARD	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
AREA /	NJ.RL.4.	Progress Indicators for Reading Literature  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 / ST ANDARD	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.			
	W.4.3.D.	Use concrete words and phrases and sensory details to convey experiences and events precisely.  Provide a conclusion that follows from the narrated experiences or events.			
INDICATOR  CUMULATIVE PROGRESS	W.4.3.E.				
CUMULATIVE PROGRESS INDICATOR  CONTENT AREA /	W.4.3.E.	Provide a conclusion that follows from the narrated experiences or events.			
CUMULATIVE PROGRESS INDICATOR  CONTENT AREA / STANDARD	W.4.3.E.	Provide a conclusion that follows from the narrated experiences or events.  Progress Indicators for Writing			

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
STRAND  CONTENT STATEMENT	L.4.4.	Vocabulary Acquisition and Use  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.
CONTENT	L.4.4.A.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade
CONTENT STATEMENT CUMULATIVE PROGRESS		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.
CONTENT STATEMENT  CUMULATIVE PROGRESS INDICATOR  CONTENT AREA /	L.4.4.A.	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.  Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

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

to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

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CONTENT AREA / STANDARD NJSLSA. 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	NJSLSA.	Anchor Standards: Reading
AREA /	R.	
OT AND ADD		

STANDARD		
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.
	W5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.  Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
STATEMENT	W5. NJSLSA. W6.	
CONTENT CONTENT AREA /	W5.  NJSLSA.  W6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
CONTENT STATEMENT  CONTENT AREA / STANDARD	W5.  NJSLSA.  W6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.  Anchor Standards: Writing
CONTENT STATEMENT  CONTENT AREA / STANDARD  STRAND  CONTENT	NJSLSA. W6.  NJSLSA. W.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.  Anchor Standards: Writing  Research to Build and Present Knowledge
CONTENT AREA / STATEMENT  CONTENT AREA / STAND  CONTENT STATEMENT  CONTENT AREA /	NJSLSA. W6.  NJSLSA. W.  NJSLSA. W9.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.  Anchor Standards: Writing  Research to Build and Present Knowledge  Draw evidence from literary or informational texts to support analysis, reflection, and research.

CONTENT
AREA /
<b>STANDARD</b>

 $\ensuremath{\mathsf{NJSLSA}}.$  Anchor Standards: Speaking and Listening SL.

STANDARD		
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	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 / ST ANDARD	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.
		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	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	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	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 / ST ANDARD	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).

STATEMENT

W6.

 $\ensuremath{\mathsf{NJSLSA}}.$  Anchor Standards: Reading R.

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

CONTENT
AREA /
<b>STANDARD</b>

CONTENT

STATEMENT

RI.4.2.

NJSLSA. Anchor Standards: Writing W.

STANDARD	vv.	
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
STRAND  CONTENT STATEMENT	NJSLSA. L3.	
CONTENT	L3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices
CONTENT STATEMENT  CONTENT AREA /	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 STATEMENT  CONTENT AREA / STANDARD	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.  Anchor Standards: Language  Vocabulary Acquisition and Use
CONTENT STATEMENT  CONTENT AREA / STANDARD  STRAND  CONTENT	NJSLSA.L  NJSLSA.  L4.	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.  Anchor Standards: Language  Vocabulary Acquisition and Use  Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues,
CONTENT STATEMENT  CONTENT AREA / STANDARD  STRAND  CONTENT STATEMENT  CONTENT	NJSLSA.L  NJSLSA. L4.	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.  Anchor Standards: Language  Vocabulary Acquisition and Use  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.  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
CONTENT STATEMENT  CONTENT AREA / ST AND  CONTENT STATEMENT  CONTENT STATEMENT  CONTENT STATEMENT  CONTENT STATEMENT	NJSLSA.L4.  NJSLSA.L4.	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.  Anchor Standards: Language  Vocabulary Acquisition and Use  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.  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.

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

STANDARD		
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	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
AREA /	NJ.W.4.	Progress Indicators for Writing  Research to Build and Present Knowledge
AREA / STANDARD	NJ.W.4.	
STANDARD STRAND CONTENT		Research to Build and Present Knowledge
STRAND  CONTENT STATEMENT  CUMULATIVE PROGRESS	W.4.9.	Research to Build and Present Knowledge  Draw evidence from literary or informational texts to support analysis, reflection, and research.  Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to
STRAND  STRAND  CONTENT STATEMENT  CUMULATIVE PROGRESS INDICATOR  CONTENT AREA /	<b>W.4.9.</b> W.4.9.B.	Research to Build and Present Knowledge  Draw evidence from literary or informational texts to support analysis, reflection, and research.  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").
STRAND  CONTENT STATEMENT  CUMULATIVE PROGRESS INDICATOR  CONTENT AREA / STANDARD	<b>W.4.9.</b> W.4.9.B.	Research to Build and Present Knowledge  Draw evidence from literary or informational texts to support analysis, reflection, and research.  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").  Progress Indicators for Writing
STRAND  CONTENT STATEMENT  CUMULATIVE PROGRESS INDICATOR  CONTENT AREA / STANDARD  STRAND  CONTENT	W.4.9.B.  NJ.W.4.  W.4.10.	Research to Build and Present Knowledge  Draw evidence from literary or informational texts to support analysis, reflection, and research.  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").  Progress Indicators for Writing  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
STRAND  CONTENT STATEMENT  CUMULATIVE PROGRESS INDICATOR  CONTENT AREA / STANDARD  STRAND  CONTENT STATEMENT  CONTENT STATEMENT	W.4.9.B.  NJ.W.4.  W.4.10.	Research to Build and Present Knowledge  Draw evidence from literary or informational texts to support analysis, reflection, and research.  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").  Progress Indicators for Writing  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.

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

CONTENT

NJ.L.4. Progress Indicators for Language

STRAND		Vocabulary Acquisition and Use
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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 11 Page 91-96
		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 / ST ANDARD	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.

# NJ.RI.4. Progress Indicators for Informational Text

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

CONTENT
AREA /
<b>STANDARD</b>

## 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	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

INDICATOR

### 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 12 Page 97-104

# New Jersey Student Learning Standards Language Arts

Grade 4 - Adopted: 2016

### CONTENT AREA / STANDARD

CONTENT

STATEMENT

R10.

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NJSLSA. Anchor Standards: Reading R.

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STANDARD		
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

NJSLSA. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as

CONTENT
AREA /
<b>STANDARD</b>

NJSLSA. Anchor Standards: Writing

NJOLOA.	Anchor	Stanuarus:	VVIILIII
W.			

STRAND		Text Types and Purposes
CONTENT	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.I	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.

# 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	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 / ST ANDARD	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.
	W.4.8. NJ.W.4.	
STATEMENT  CONTENT AREA /		and categorize information, and provide a list of sources.

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
CTDAND		Compartions of Standard English
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.
CONTENT		Demonstrate command of the conventions of standard English grammar and usage when writing or
CONTENT STATEMENT CUMULATIVE PROGRESS		Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CONTENT STATEMENT  CUMULATIVE PROGRESS INDICATOR  CONTENT AREA /	L.4.1.F.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
CONTENT STATEMENT  CUMULATIVE PROGRESS INDICATOR  CONTENT AREA / STANDARD	L.4.1.F.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.  Progress Indicators for Language
CONTENT STATEMENT  CUMULATIVE PROGRESS INDICATOR  CONTENT AREA / STANDARD  STRAND  CONTENT	L.4.1.F.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.  Progress Indicators for Language  Conventions of Standard English  Demonstrate command of the conventions of standard English capitalization, punctuation, and
CONTENT STATEMENT  CUMULATIVE PROGRESS INDICATOR  CONTENT AREA / STANDARD  STRAND  CONTENT STATEMENT  CUMULATIVE PROGRESS	L.4.1.F.  NJ.L.4.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.  Progress Indicators for Language  Conventions of Standard English  Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CONTENT STATEMENT  CUMULATIVE PROGRESS INDICATOR  CONTENT AREA / STANDARD  STRAND  CONTENT STATEMENT  CUMULATIVE PROGRESS INDICATOR  CUMULATIVE PROGRESS INDICATOR	L.4.1.F.  NJ.L.4.  L.4.2.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.  Progress Indicators for Language  Conventions of Standard English  Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  Use correct capitalization.
CONTENT STATEMENT  CUMULATIVE PROGRESS INDICATOR  CONTENT AREA / STANDARD  CONTENT STATEMENT  CUMULATIVE PROGRESS INDICATOR  CUMULATIVE PROGRESS INDICATOR  CONTENT CONTENT CONTENT CONTENT CONTENT CONTENT AREA /	L.4.1.F.  NJ.L.4.  L.4.2.  L.4.2.A.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.  Progress Indicators for Language  Conventions of Standard English  Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  Use correct capitalization.  Spell grade-appropriate words correctly, consulting references as needed.

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 4: SUMMARIZING A REFERENCE Week 9 Page 71-80

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### CONTENT AREA / STANDARD

NJSLSA. Anchor Standards: Reading R.

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	NJSLSA.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

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

STANDARD		
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.I	_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	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	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 5: WRITING FROM PICTURES Week 13 Page 105-112
		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	NJSLSA.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details

CONTENT NJSLSA. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

STATEMENT R2. and ideas.

R3.

STATEMENT

NJSLSA. Anchor Standards: Reading R.

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
STRAND

# 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	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.
PROGRESS		Use precise language and domain-specific vocabulary to inform about or explain the topic.  Progress Indicators for Writing
PROGRESS INDICATOR CONTENT AREA /		
PROGRESS INDICATOR  CONTENT AREA / STANDARD		Progress Indicators for Writing
PROGRESS INDICATOR  CONTENT AREA / STANDARD  STRAND  CONTENT	NJ.W.4.	Production and Distribution of Writing  Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and

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	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	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).
		UNIT 5: WRITING FROM PICTURES Week 14 Page 113-124
		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 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 /	NJSLSA. W.	Anchor Standards: Writing

**Production and Distribution of Writing** 

STRAND

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.

## NJ.RI.4. Progress Indicators for Informational Text

STRAND		Key Ideas and Details
CONTENT	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.
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CONTENT AREA / STANDARD	NJ.W.4.	Progress Indicators for Writing
AREA /	NJ.W.4.	Progress Indicators for Writing  Research to Build and Present Knowledge
AREA / ST ANDARD	W.4.8.	
ST RAND  CONTENT		Research to Build and Present Knowledge  Recall relevant information from experiences or gather relevant information from print and digital sources; take notes
STRAND  CONTENT STATEMENT  CONTENT AREA /	W.4.8.	Research to Build and Present Knowledge  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.
AREA / STANDARD  STRAND  CONTENT STATEMENT  CONTENT AREA / STANDARD	W.4.8.	Research to Build and Present Knowledge  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.  Progress Indicators for Writing
AREA / STANDARD  STRAND  CONTENT STATEMENT  CONTENT AREA / STANDARD  STRAND  CONTENT	W.4.8. NJ.W.4.	Research to Build and Present Knowledge  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.  Progress Indicators for Writing  Research to Build and Present Knowledge
AREA / STANDARD  STRAND  CONTENT STATEMENT  CONTENT AREA / STANDARD  STRAND  CONTENT STATEMENT  CUMULATIVE PROGRESS INDICATOR	W.4.8.  NJ.W.4.  W.4.9.	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.  Progress Indicators for Writing  Research to Build and Present Knowledge  Draw evidence from literary or informational texts to support analysis, reflection, and research.  Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to
AREA / STANDARD  STRAND  CONTENT STATEMENT  CONTENT AREA / STANDARD  STRAND  CONTENT STATEMENT  CUMULATIVE PROGRESS INDICATOR  CONTENT AREA /	W.4.8.  NJ.W.4.  W.4.9.	Research to Build and Present Knowledge  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.  Progress Indicators for Writing  Research to Build and Present Knowledge  Draw evidence from literary or informational texts to support analysis, reflection, and research.  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 /
<b>STANDARD</b>

## 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 /
<b>STANDARD</b>

## 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	NJ.L.4.	Progress Indicators for Language

#### CONTENT AREA / STANDARD

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 5: WRITING FROM PICTURES Week 15 Page 125-130

# New Jersey Student Learning Standards Language Arts

Grade 4 - Adopted: 2016

#### CONTENT AREA / STANDARD

STRAND

NJSLSA. Anchor Standards: Reading R.

**Key Ideas and Details** 

CONTENT NJSLSA. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details STATEMENT R2. and ideas.

CONTENT NJSLSA. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. STATEMENT R3.

CONTENT AREA / STANDARD

R.

NJSLSA. Anchor Standards: Reading

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

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

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 /
<b>STANDARD</b>

NJSLSA. Anchor Standards: Writing

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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.I	_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.I	_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	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.	
STATEMENT			
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	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	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	L.4.1.D.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small
PROGRESS INDICATOR		bag).
	L.4.1.F.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
INDICATOR  CUMULATIVE PROGRESS	L.4.1.F. NJ.L.4.	
CUMULATIVE PROGRESS INDICATOR  CONTENT AREA /		Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
CUMULATIVE PROGRESS INDICATOR  CONTENT AREA / STANDARD		Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.  Progress Indicators for Language
CONTENT AREA / STAND CONTENT	NJ.L.4.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.  Progress Indicators for Language  Conventions of Standard English  Demonstrate command of the conventions of standard English capitalization, punctuation, and
CONTENT AREA / STAND  CONTENT AREA / STAND  CONTENT STAND  CONTENT STATEMENT  CUMULATIVE PROGRESS	NJ.L.4.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.  Progress Indicators for Language  Conventions of Standard English  Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CONTENT AREA / STANDARD  CONTENT AREA / STANDARD  CONTENT STATEMENT  CUMULATIVE PROGRESS INDICATOR  CUMULATIVE PROGRESS	NJ.L.4. L.4.2. L.4.2.A.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.  Progress Indicators for Language  Conventions of Standard English  Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  Use correct capitalization.
CONTENT STATEMENT  CUMULATIVE PROGRESS INDICATOR  CONTENT AREA / STANDARD  STRAND  CONTENT STATEMENT  CUMULATIVE PROGRESS INDICATOR  CUMULATIVE PROGRESS INDICATOR  CONTENT AREA /	NJ.L.4.  L.4.2.  L.4.2.A.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.  Progress Indicators for Language  Conventions of Standard English  Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  Use correct capitalization.  Spell grade-appropriate words correctly, consulting references as needed.

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).	

# Language Arts Grade 4 - Adopted: 2016

CONTENT AREA / STANDARD

NJSLSA. 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	NJSLSA.	<b>Anchor Standards: Reading</b>
AREA /	R.	_
STANDARD		

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 /
<b>STANDARD</b>

STATEMENT

NJSLSA. Anchor Standards: Reading R.

STANDARD		
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.I	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.I	L Anchor Standards: Language
STRAND		Knowledge of Language
CONTENT	NJSLSA.	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.

## 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 / ST ANDARD	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 / ST ANDARD	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 / ST ANDARD	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 / ST ANDARD	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.
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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	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.
		Progress Indicators for Speaking and Listening
CONTENT AREA / STANDARD	NJ.SL.4.	
AREA /	NJ.SL.4.	Comprehension and Collaboration
AREA / STANDARD	NJ.SL.4. SL.4.2.	Comprehension and Collaboration  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 / ST ANDARD	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 NJ.L.4. Progress Indicators for Language AREA / STANDARD

STRAND	Vocabulary Acquisition and Use
	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 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. PROGRESS INDICATOR

CONTENT
AREA /
<b>STANDARD</b>

## 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 Language Arts

Grade 4 - Adopted: 2016

CONTENT AREA / **STANDARD** 

**STRAND** 

CONTENT **STATEMENT** 

STATEMENT

NJSLSA. Anchor Standards: Reading R.

**Key Ideas and Details** 

NJSLSA.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details
R2.	and ideas.

CONTENT NJSLSA. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

CONTENT AREA / **STANDARD** 

R3.

NJSLSA. Anchor Standards: Reading

R.

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. Anchor Standards: Reading

R.

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** 

R.

NJSLSA. Anchor Standards: Reading

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

CONTENT
AREA /
<b>STANDARD</b>

STRAND

**Conventions of Standard English** 

NJSLSA. Anchor Standards: Writing W.

STANDARD		
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 /	NJSLSA.	Anchor Standards: Writing
STANDARD	W.	
STANDARD	W.	Range of Writing
	NJSLSA. W10.	
STRAND CONTENT	NJSLSA. W10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a
STRAND  CONTENT STATEMENT  CONTENT AREA /	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.
STRAND  CONTENT STATEMENT  CONTENT AREA / STANDARD	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.  Anchor Standards: Speaking and Listening  Comprehension and Collaboration
STRAND  CONTENT STATEMENT  CONTENT AREA / STANDARD  STRAND  CONTENT	NJSLSA. W10. NJSLSA. SL.	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.  Anchor Standards: Speaking and Listening  Comprehension and Collaboration  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. 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.
	RI.4.1.	
STATEMENT	RI.4.2.	and when drawing inferences from the text.
CONTENT CONTENT AREA /	RI.4.2.	and when drawing inferences from the text.  Determine the main idea of a text and explain how it is supported by key details; summarize the text.
CONTENT STATEMENT  CONTENT AREA / STANDARD	RI.4.2.	and when drawing inferences from the text.  Determine the main idea of a text and explain how it is supported by key details; summarize the text.  Progress Indicators for Informational Text
CONTENT STATEMENT  CONTENT AREA / STANDARD  STRAND  CONTENT	RI.4.2. NJ.RI.4.	and when drawing inferences from the text.  Determine the main idea of a text and explain how it is supported by key details; summarize the text.  Progress Indicators for Informational Text  Craft and Structure  Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4
CONTENT STATEMENT  CONTENT AREA / ST ANDARD  ST RAND  CONTENT STATEMENT  CONTENT	RI.4.2.  NJ.RI.4.  RI.4.4.	and when drawing inferences from the text.  Determine the main idea of a text and explain how it is supported by key details; summarize the text.  Progress Indicators for Informational Text  Craft and Structure  Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.  Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas,
CONTENT STATEMENT  CONTENT AREA / STANDARD  STRAND  CONTENT STATEMENT  CONTENT STATEMENT  CONTENT CONTENT CONTENT CONTENT CONTENT CONTENT	RI.4.2.  NJ.RI.4.  RI.4.4.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.  Progress Indicators for Informational Text  Craft and Structure  Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.  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.  Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in
CONTENT STATEMENT  CONTENT AREA / ST ANDARD  ST RAND  CONTENT STATEMENT  CONTENT STATEMENT  CONTENT STATEMENT  CONTENT STATEMENT  CONTENT STATEMENT	RI.4.2.  NJ.RI.4.  RI.4.4.  RI.4.5.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.  Progress Indicators for Informational Text  Craft and Structure  Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.  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.  Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

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		Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g.,
PROGRESS INDICATOR	W.4.2.A.	headings), illustrations, and multimedia when useful to aiding comprehension.
	W.4.2.A. W.4.2.B.	
INDICATOR  CUMULATIVE PROGRESS		headings), illustrations, and multimedia when useful to aiding comprehension.  Develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to
CUMULATIVE PROGRESS INDICATOR  CUMULATIVE PROGRESS	W.4.2.B. W.4.2.D.	headings), illustrations, and multimedia when useful to aiding comprehension.  Develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.
CUMULATIVE PROGRESS INDICATOR  CUMULATIVE PROGRESS INDICATOR  CONTENT AREA /	W.4.2.B. W.4.2.D.	headings), illustrations, and multimedia when useful to aiding comprehension.  Develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.  Use precise language and domain-specific vocabulary to inform about or explain the topic.
CUMULATIVE PROGRESS INDICATOR  CUMULATIVE PROGRESS INDICATOR  CONTENT AREA / STANDARD	W.4.2.B. W.4.2.D.	headings), illustrations, and multimedia when useful to aiding comprehension.  Develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.  Use precise language and domain-specific vocabulary to inform about or explain the topic.  Progress Indicators for Writing
CUMULATIVE PROGRESS INDICATOR  CUMULATIVE PROGRESS INDICATOR  CONTENT AREA / STANDARD  STRAND  CONTENT	W.4.2.B.  W.4.2.D.	headings), illustrations, and multimedia when useful to aiding comprehension.  Develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.  Use precise language and domain-specific vocabulary to inform about or explain the topic.  Progress Indicators for Writing  Production and Distribution of Writing  Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and

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 / ST ANDARD	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 / ST ANDARD	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.	ogress 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	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 /	NJ.L.4.	Progress Indicators for Language
STANDARD		
STRAND		Vocabulary Acquisition and Use
	L.4.4.	Vocabulary Acquisition and Use  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.
STRAND	L.4.4. L.4.4.A.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade
CONTENT STATEMENT  CUMULATIVE PROGRESS		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.
CONTENT STATEMENT  CUMULATIVE PROGRESS INDICATOR  CONTENT AREA /	L.4.4.A.	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.  Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 18 Page 151-160

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. 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	NJSLSA.	<b>Anchor Standards: Reading</b>
AREA /	R.	

STANDARD		
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 / ST ANDARD	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 /
<b>STANDARD</b>

NJSLSA. Anchor Standards: Writing W.

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 / ST ANDARD	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	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	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	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).

CONTENT
AREA /
<b>STANDARD</b>

NJSLSA. Anchor Standards: Reading R.

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. Anchor Standards: Reading

Allono 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. Anchor Standards: Reading

Integration of Knowledge and Ideas

CONTENT NJSLSA. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well STATEMENT R7. as in words.

CONTENT NJSLSA. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to STATEMENT R9. compare the approaches the authors take.

### CONTENT AREA / STANDARD

NJSLSA. Anchor Standards: Reading

R.

R.

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. Anchor Standards: Writing

W.

STRAND		Text Types and Purposes
CONTENT	NJSLSA.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately
STATEMENT	W2.	through the effective selection, organization, and analysis of content.

#### CONTENT AREA / STANDARD

NJSLSA. Anchor Standards: Writing

W.

## 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.

## 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	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

CONTENT AREA / STANDARD

## NJ.W.4. Progress Indicators for Writing

STRAND		Research to Build and Present Knowledge
CONTENT	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 / ST ANDARD	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).

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	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	L.4.2.A.	Use correct capitalization.
PROGRESS INDICATOR		
	L.4.2.D.	Spell grade-appropriate words correctly, consulting references as needed.
INDICATOR  CUMULATIVE PROGRESS	L.4.2.D. NJ.L.4.	Spell grade-appropriate words correctly, consulting references as needed.  Progress Indicators for Language
CUMULATIVE PROGRESS INDICATOR  CONTENT AREA /		
CUMULATIVE PROGRESS INDICATOR  CONTENT AREA / STANDARD		Progress Indicators for Language
CONTENT AREA / STANDARD  INDICATOR	NJ.L.4.	Progress Indicators for Language  Knowledge of Language
CONTENT AREA / STANDARD  CONTENT AREA / STANDARD  CONTENT STATEMENT  CUMULATIVE PROGRESS	NJ.L.4.	Progress Indicators for Language  Knowledge of Language  Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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 7: INVENTIVE WRITING Week 20 Page 171-176

# New Jersey Student Learning Standards Language Arts

Grade 4 - Adopted: 2016

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

STRAND		Text Types and Purposes
CONTENT	NJSLSA.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately
STATEMENT	W2.	through the effective selection, organization, and analysis of content.

#### CONTENT AREA / STANDARD

NJSLSA. Anchor Standards: Writing W.

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. Anchor Standards: Writing

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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	

STRAND

Range of Writing

NJSLSA.L Anchor Standards: Language

STANDARD		
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

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 state 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.  Progress Indicators for Language  STRAND  Conventions of Standard English  CONTENT STANDARD  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. Use correct capitalization.  Spell grade-appropriate words correctly, consulting references as needed.  PROGRESS INDICATOR	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 STATEMENT  SL4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).  NJL4. Progress Indicators for Language  STRAND  CONTENT STATEMENT  CONTENT STATEMENT  CUMULATIVE PROGRESS INDICATOR  CUMULATIVE PROGRESS INDICATOR  CONTENT STANDARD  L.4.1. Form and use prepositional phrases.  Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.  CONTENT AREA!  CONTENT STANDARD  STRAND  Conventions of Standard English  Content in a red signal phrase in a red signal phras	AREA /	NJ.SL.4.	Progress Indicators for Speaking and Listening
CONTENT AREA / STANDARD  STRAND  Conventions of Standard English  CONTENT AREA / STANDARD  CONVENTION OF STANDARD  CONTENT SPEAKING.  CUMULATIVE PROGRESS INDICATOR  CUMULATIVE PROGRESS INDICATOR  CUMULATIVE PROGRESS INDICATOR  CONTENT STANDARD  C	STRAND		Comprehension and Collaboration
STRAND  CONTENT STATEMENT  CUMULATIVE PROGRESS INDICATOR  CONTENT STATEMENT  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  STRAND  Conventions of Standard English  Conventions of Standard English  Conventions of Standard English  L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  CUMULATIVE PROGRESS INDICATOR  COMULATIVE STATEMENT  L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  CUMULATIVE PROGRESS INDICATOR  L.4.2. Spell grade-appropriate words correctly, consulting references as needed.  PROGRESS INDICATOR		SL.4.2.	
CONTENT STATEMENT  L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing a speaking.  CUMULATIVE PROGRESS INDICATOR  L.4.1. Form and use prepositional phrases.  CUMULATIVE PROGRESS INDICATOR  L.4.1. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.  Progress Indicators for Language  STRAND  CONTENT STANDARD  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. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  CUMULATIVE PROGRESS INDICATOR  CUMULATIVE PROGRESS INDICATOR  L.4.2. Spell grade-appropriate words correctly, consulting references as needed.  PROGRESS INDICATOR	AREA /	NJ.L.4.	Progress Indicators for Language
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 stage).  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.  Progress Indicators for Language  STRAND  Conventions of Standard English  CONTENT STANDARD  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. Spell grade-appropriate words correctly, consulting references as needed.  PROGRESS INDICATOR	STRAND		Conventions of Standard English
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  STRAND  CONTENT STANDARD  CONTENT STANDA		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  STRAND  CONVENTION CONVENTION STANDARD  CONVENTION CONVENTION STANDARD  CONTENT STATEMENT  L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  CUMULATIVE PROGRESS INDICATOR  CUMULATIVE PROGRESS INDICATOR  L.4.2.D. Spell grade-appropriate words correctly, consulting references as needed.	PROGRESS	L.4.1.D.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
PROGRESS INDICATOR  NJ.L.4. Progress Indicators for Language  STRAND  CONVENTION CONVENTION CONTENT STATEMENT  CUMULATIVE PROGRESS INDICATOR  L.4.2. Spell grade-appropriate words correctly, consulting references as needed.  PROGRESS INDICATOR	PROGRESS	L.4.1.E.	Form and use prepositional phrases.
STRAND  CONVENTION  CONTENT STATEMENT  CUMULATIVE PROGRESS INDICATOR	PROGRESS	L.4.1.F.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
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.	AREA /	NJ.L.4.	Progress Indicators for Language
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.  PROGRESS INDICATOR	STRAND		Conventions of Standard English
PROGRESS INDICATOR  CUMULATIVE L.4.2.D. Spell grade-appropriate words correctly, consulting references as needed. PROGRESS INDICATOR		L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PROGRESS INDICATOR	PROGRESS	L.4.2.A.	Use correct capitalization.
	PROGRESS	L.4.2.D.	Spell grade-appropriate words correctly, consulting references as needed.
CONTENT NJ.L.4. Progress Indicators for Language AREA / STANDARD		NJ.L.4.	Progress Indicators for Language
STRAND Knowledge of Language	STRAND		Knowledge of Language
CONTENT L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.		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).
		UNIT 7: INVENTIVE WRITING Week 21 Page 177-180
		New Jersey Student Learning Standards  Language Arts  Grade 4 - Adopted: 2016
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.

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NJSLSA.L Anchor Standards: Language

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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	W.4.3.D.	Use concrete words and phrases and sensory details to convey experiences and events precisely.

# 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	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	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 / ST ANDARD	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 7: INVENTIVE WRITING Week 22 Page 181-188

# New Jersey Student Learning Standards Language Arts

Grade 4 - Adopted: 2016

CONTENT
AREA /
STANDARD

STRAND

 $\ensuremath{\mathsf{NJSLSA}}.$  Anchor Standards: Writing W.

**Production and Distribution of Writing** 

STANDARD		
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

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.

# 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 / ST ANDARD	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 7: INVENTIVE WRITING Week 23 Page 189-198

# New Jersey Student Learning Standards Language Arts

Grade 4 - Adopted: 2016

CONTENT
AREA /
STANDARD

 $\ensuremath{\mathsf{NJSLSA}}.$  Anchor Standards: Writing W.

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.

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

CUMULATIVE

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	L.4.3.B.	Choose punctuation for effect.

**PROGRESS** INDICATOR

#### 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 7: INVENTIVE WRITING Week 24 Page 199-201

# New Jersey Student Learning Standards Language Arts

Grade 4 - Adopted: 2016

CONTENT AREA / STANDARD NJSLSA. Anchor Standards: Writing

TRAND	Text Types	and	Purposes

W.

W.

CONTENT		Andrew Objects and Williams
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.
STRAND		Text Types and Purposes

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