

ELA Model Curriculum- Grade 4

The East Greenwich School District adopted the Model Curriculum, developed by the State of New Jersey. This curriculum is aligned with the Common Core State Standards and is organized into 5 units of study. Each unit contains specific learning goals aligned to grade level content standards that are to be taught over a six week time period. Once students complete each unit, a formative assessment is given to measure student proficiency on those targeted skills.

For more information on the Model Curriculum please visit: <http://www.state.nj.us/education/modelcurriculum>

For more information on the Common Core State Standards please visit: <http://www.corestandards.org/ELA-Literacy/>

Treasures Series Online Resources:

<http://leveledreaderdatabase.macmillanmh.com/lrdb/search.form>

http://activities.macmillanmh.com/reading/treasures/html/main_student.html

http://www.mhschool.com/reading/treasure_workbooks/national.html

RAZ Kids: (check with your child's teacher for login) <http://www.raz-kids.com/main/Login>

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Unit 1		Months: September/October
Standard number	Student Learning Goal	
RL.4.1; RI.4.1	Explain what a text explicitly states.	
RL.4.1; RI.4.1	Draw inferences from a text referring to details and examples.	
RL.4.2	Identify the theme of the story, drama, or poem using details from the text.	
RL.4.3	Describe in depth a character using direct quotations and evidence from literature.	
RL.4.5	Explain the major differences between poems, drama, and prose.	
RL.4.5	Analyze the structural elements of poems (e.g., verse, rhythm, meter) when writing or speaking about a text.	
RL.4.5	Analyze the structural elements of drama (e.g., setting, descriptions, stage directions) when writing or speaking about a text.	
RL.4.6	Compare and contrast the points of view of a first person narrative versus a third person narrative.	
RI.4.2	Determine the main idea of grade level text.	
RI.4.2	Explain how key details from the text support the main idea.	
RF.4.3.a	Apply letter-sound knowledge and syllabication patterns to accurately read multisyllabic words in and out of context.	
RF.4.4.a	Read grade-level text with purpose and understanding.	
RF.4.4.b	Read prose and poetry with fluency and expression.	
RF.4.4.c	Apply context clues to confirm or self-correct word recognition and understanding, rereading as necessary.	
W.4.1.a	Create an opinion piece by introducing a topic or text clearly and writing an opening statement expressing personal opinion relating ideas to the author's purpose (thesis).	
W.4.1.b	State reasons that support the thesis statement (reference text when appropriate).	
W.4.3.a	Develop a narrative including an introduction of a narrator and/or characters.	
W.4.3.b,e	Use plausible sequence of events and effective descriptions of characters, including dialogue, and a conclusion that follows naturally from the sequence of events to produce written narrative.	
W.4.4	Write to demonstrate clear and coherent writing in which the development and	

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	organization are suitable to task, purpose, and audience.
W.4.5	With guidance and support from peers and adults, apply all phases of the writing process (planning, revising, and editing) to create a clear and coherent piece of writing.
W.4.10	Complete short narrative writing tasks 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 variety of discipline-specific time frames, tasks, purposes, and audiences.
SL.4.1.a	Create questions and talking points to facilitate discussions after reading required material.
SL.4.1.b	Identify various roles and follow agreed-upon rules in small and whole group discussions.
SL.4.2	Paraphrase portions of a text read aloud or from information presented in diverse media and formats, including visually, quantitatively and orally.
L.4.1.f	Construct complete sentences.
L.4.1.f	Recognize and correct inappropriate sentence fragments and run-ons.
L.4.2.a,b,d	Produce a writing piece using correct capitalization, appropriate placement of commas and quotation marks, and consult references to assure the correct spelling of grade-appropriate words.
L.4.5.c	Identify the antonym (e.g., energetic-tired) and synonym (e.g., hungry-famished) of words.

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Unit 2:		November/December
Standard number	Student Learning Goal	
RL.4.1; RI.4.1	Refer to details and examples in a text when explaining what the text says explicitly.	
RL.4.1; RI.4.1	Refer to details and examples in a text when drawing inferences from the text.	
RL.4.2	Determine the theme of a story, drama, or poem from details in the text.	
RL.4.2	Summarize the text of a story, drama, or poem using from details from the text.	
RI.4.2	Determine the main idea of a text.	
RI.4.2	Explain how the main idea is supported by key details in the text.	
RI.4.2	Summarize a text, referring to the main idea and key details.	
RI.4.3	Explain events in historical text including what happened and why, based on specific information in the text.	
RI.4.4	Determine meaning of general academic words or phrases in a text relevant to a grade 4 topic or subject area.	
RI.4.4	Determine meaning of domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.	
RI.4.6	Compare and contrast a firsthand and a secondhand account of the same event or topic.	
RI.4.6	Describe the differences in focus and the information provided in a firsthand and a secondhand account of the same event or topic.	
RF.4.3.a	Use combined knowledge of all letter-sound correspondences to read accurately unfamiliar multisyllabic words in context and out of context.	
RF.4.3.a	Use combined knowledge of morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	
RF.4.4.a	Read grade-level text with purpose and understanding.	
RF.4.4.b	Read grade-level prose and poetry orally with accuracy, rate, and expression.	
RF.4.4.c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	
W.4.2.a	When writing, introduce a topic clearly and group related information in paragraphs and sections.	
W.4.2.a	When writing, include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.	
W.4.2.b	Develop a topic with facts, definitions, concrete details, quotations or other information and examples related to the topic when writing.	

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W.4.2.e	Provide a concluding statement or section related to the information or explanation presented when writing a piece
W.4.10	Write routinely over extended time frames (time for research, reflection, and revision) for a range of discipline-specific tasks, purposes, and audiences.
W.4.10	Write routinely over extended shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
SL.4.1.c	Pose and respond to specific questions to clarify or follow up on information, in one-on one discussion and group discussions and link to the remarks of others.
SL.4.2	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
L.4.2.d	Spell grade-appropriate words correctly when writing.
L.4.2.d	Consult references as needed when spelling grade 4 words.
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.
L.4.4.a	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).

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Unit 3:		January/February
Standard number	Student Learning Goal	
RL.4.1	Refer to details and examples in a text when explaining what the text says explicitly.	
RI.4.1	Refer to details and examples in a text when drawing inferences from the text.	
RL.4.2	Determine a theme of a story, drama, or poem from details in the text; summarize the text.	
RL.4.3	Describe in depth a character in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	
RL.4.4	Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).	
RL.4.7	Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.	
RL.4.9	Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil).	
RI.4.2	Summarize a text, referring to the main idea and key details.	
RI.4.3	Explain procedures in scientific or technical text, including what happened and why, based on specific information in the text.	
RI.4.4	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i> .	
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.	
RF.4.3.a	Apply letter-sound knowledge and syllabication patterns to accurately read multisyllabic words in and out of context.	
RF.4.4.a	Read grade-level text with purpose and understanding.	
RF.4.4.b	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.	
RF.4.4.c	Apply context clues to confirm or self-correct word recognition and understanding, rereading as necessary.	
W.4.3.a	Write a narrative creating an introduction that introduces a narrator and/or character.	
W.4.3.b	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences using dialogue and descriptions to develop experiences and events or show responses	

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	of characters to situations.
W.4.3.c	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences using a variety of transitional words and phrases to manage the sequence of events in a narrative.
W.4.3.d	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences using concrete words and phrases, and sensory details to convey experiences and events precisely.
W.4.3.e	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences using providing a conclusion that follows naturally from the sequence of events to produce a written narrative.
W.4.9.a	Apply <i>grade 4 Reading standards</i> to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).
W.4.10	Write routinely over extended time frames (time for research, reflection, and revision) for a range of discipline.
W.4.10	Write routinely over shorter time frames (a single sitting or a day or two) for a range of discipline.
SL.4.1.a	Create questions and talking points to facilitate discussions after reading required material.
SL.4.1.b	Identify various roles and follow agreed-upon rules in small and whole group discussion.
SL.4.1.c	Pose and respond to specific questions in a discussion to clarify or follow up on information and make comments that contribute to the discussion and link to the remarks of others.
SL.4.1.d	Review the key ideas expressed in a discussion.
SL.4.1.d	Explain own ideas and understanding in light of a discussion.
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.
SL.4.4	Speak clearly at an understandable pace when presenting.
L.4.1.a	Use relative adverbs (where, when, why) when writing or speaking.
L.4.1.b	Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i>) verb tenses when speaking and writing.
L.4.1.c	Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions in oral and written language.

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L.4.1.d	Order adjectives within sentences according to conventional patterns (<i>e.g., a small red bag rather than a red small bag</i>).
L.4.2.d	Spell grade-appropriate words correctly, consulting references as needed.
L.4.3.b	Choose punctuation for effect when writing, speaking, reading, or listening.
L.4.4.b	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (<i>e.g., telegraph, photograph, autograph</i>).
L.4.5.a	Explain the meaning of simple similes and metaphors (<i>e.g., as pretty as a picture</i>) in context.
L.4.5.b	Identify and explain the significance of common idioms.
L.4.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, that are basic to a particular topic (<i>e.g., wildlife, conservation, and endangered</i> when discussing animal preservation).

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Unit 4:		March/April
Standard number	Student Learning Goal	
RL.4.1; RI.4.1	Refer to details and examples in a text when explaining what the text says explicitly.	
RL.4.1; RI.4.1	Refer to details and examples in a text when drawing inferences from the text.	
RL.4.2	Determine a theme of a story, drama, or poem from details in the text; summarize the text.	
RL.4.6	Compare and contrast the point of view from which different stories are narrated, including the difference between first- person and third-person narrations.	
RL.4.9	Compare and contrast patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.	
RI.4.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.	
RI.4.4	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i> .	
RI.4.5	Determine 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.	
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.	
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.	
RF.4.4a	Read grade-level text with purpose and understanding.	
RF.4.4b	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.	
RF.4.4c	Apply context clues to confirm or self-correct word recognition and understanding, rereading as necessary.	
W.4.2a	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.	
W.4.2.b	Develop a topic with facts, definitions, concrete details, quotations or other information and examples related to the topic when writing.	
W.4.2.c	Link ideas within categories of information using words and phrases (e.g., <i>another, for example, also, because</i>).	

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W.4.2.d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
W.4.2.e	Provide a concluding statement or section related to the information or explanation presented when writing a piece.
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.
W.4.6	Demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
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.4.10	Write routinely over extended time frames (time for research, reflection, and revision) for a range of discipline.
W.4.10	Write routinely over shorter time frames (a single sitting or a day or two) for a range of discipline.
SL.4.1.a	Create questions and talking points to facilitate discussions after reading required material.
SL.4.1.b	Identify various roles and follow agreed-upon rules in small and whole group discussion.
SL.4.1.c	Pose and respond to specific questions to clarify or follow-up on information in one-on-one discussions and group discussion and link to the remarks of others.
SL.4.1.d	Review the key ideas expressed in a discussion.
SL.4.1.d	Explain own ideas and understanding in light of a discussion.
SL.4.3	Identify the reasons and evidence a speaker provides to support particular points.
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.
SL.4.4	Speak clearly at an understandable pace when presenting.
L.4.1.e	Form and use prepositional phrases when writing or speaking.
L.4.1.g	Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i>) when writing or speaking.
L.4.2.d	Spell grade appropriate words correctly when writing.

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L.4.2.d	Consult references as needed when spelling Grade 4 words.
L.4.3.a	Choose words and phrases to convey ideas precisely when writing, speaking, reading, or listening.
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).
L.4.5.a	Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i>) in context.
L.4.5.b	Interpret the meaning of common adages (e.g., <i>Never look a gift horse in the mouth. There's no such thing as a free lunch.</i>) encountered in text.
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).
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 those that are basic to a particular topic (e.g., <i>wildlife, conservation, and endangered</i> when discussing animal preservation).

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Unit 5:		May/June
Standard number	Student Learning Goal	
RL. 4.7	Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.	
RL.4.10; RI 4.10	Read increasingly complex texts, at the grade 4-5 text complexity band independently and proficiently.	
RI.4.8	Explain how an author uses reasons and evidence to support particular points in a text.	
RI.4.9	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	
RF.4.3.a	Use morphology (<i>e.g., roots and affixes</i>) to accurately read unfamiliar multisyllabic words in and out of context.	
RF.4.4.a	Read grade-level text with purpose and understanding.	
W.4.2.a	Introduce a topic <i>clearly</i> and group related information in paragraphs and sections; include formatting (<i>e.g., headings, illustrations, and multimedia</i>) when useful to aiding comprehension.	
W.4.2.b	Develop a topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic when writing.	
W.4.2.c	Link ideas within categories of information using words and <i>phrases</i> (<i>e.g., another, for example, also, because</i>).	
W.4.2.d	Use precise language and domain-specific vocabulary to inform about or clarify the topic.	
W.4.2.e	When writing, present a concluding statement or section related to the information or explanation presented.	
W.4.6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.	
W.4.6	Demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.	
W.4.7	Conduct short research projects that build knowledge through investigation of different aspects of a topic.	
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.4.9.b	Apply <i>grade 4 Reading standards</i> to informational texts (<i>e.g., “Explain how an author uses reasons and evidence to support particular points in a text”</i>).	
W.4.10	Write routinely over extended time frames (time for research, reflection, and revision) for a range of discipline-specific tasks, purposes, and audiences.	
W.4.10	Write routinely over shorter time frames (a single sitting or a day or two) for a	

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	range of discipline-specific tasks, purposes, and audiences.
SL.4.3	Identify the reasons and evidence a speaker provides to support particular points.
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.
SL.4.4	Speak clearly at an understandable pace when presenting.
SL.4.5	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
SL.4.6; L.4.3.c	Differentiate between contexts that call for formal English (<i>e.g., presenting ideas</i>) and situations where informal discourse is appropriate (<i>e.g., small-group discussion</i>).
SL.4.6	Use formal English when appropriate to task and situation.
L.4.2.a	Demonstrate correct capitalization in writing.
L.4.2.d	Consult references as needed when spelling Grade 4 words.
L.4.3.a	Choose words and phrases to convey ideas precisely when writing, speaking, reading, or listening.
L.4.3.b	Choose punctuation for effect when writing, speaking, or listening.
L.4.4.c	Consult reference materials (<i>e.g., dictionaries, glossaries, thesauruses</i>), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
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 (<i>e.g., quizzed, whined, stammered</i>) and those that are basic to a particular topic (<i>e.g., wildlife, conservation, and endangered when discussing animal preservation</i>).