	Year at a Glance: ELA Grade 4 Student Learnin	g Objec	tives Cl	ustered	by Unit							
DOCUMENT KEY: WALT (That) indicates a conce	ot. WALT (To) indicates a skill.					Unit 2			Unit 3		Uni	it 4
	Focus - Explicit Instruction and Assessment		Un	it 1							Integratio	on of Text
Key	Revisited and Reinforced		Narrativ	e Writing	Informa	tional / Exp Writing		Literary	Text and Writing	Opinion	Types and	
	Not Addressed in the Unit										WII	ting
NJSLS	SLO	Units	1A	1B	2A	2B	2C	3A	3B	3C	4A	4B
	READING LITERATU	RE										
	WALT use relevant details and examples to explain text	1										
	WALT use relevant details and examples to draw inferences	1										
RL.4.1	WALT make relevant connections to explain text	1, 3										
Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing	WALT the text will be used to draw inferences	1										
inferences from the text.	WALT make relevant connections to draw inferences	3										
	WALT text will be used to make relevant connections	3										
	WALT text and relevant connections will be used to explain and support what the text says explicitly	3										
	WALT summarize the text	1										
RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.	WALT details from the text are used to summarize	1										
	WALT theme can be determined from the details in a text	3										
	WALT describe in depth a character in a story or drama, drawing on specific	3										
RL.4.3.	WALT describe in depth a setting or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions)	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).	WALT specific details in a text (character's thoughts, words, or actions) are used to describe a character in depth	3										
	WALT specific details in a text are used to describe setting or events in a story or drama	3										
	WALT determine the meaning of words and phrases in context	1										
RL.4.4	WALT word meanings and phrases can be determined using text	1										
Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in literature.	WALT determine the meaning of words and phrases that allude (refer) to significant characters found in literature	3										
	WALT word meanings and phrases can be determined as they refer to characters in the text	3										
	WALT there are major differences between poems, drama, and prose	3										
	WALT explain major differences between poems, drama, and prose and refer to	3										
RL.4.5. Explain major differences between poems, drama, and prose, and refer	WALT explain major differences in drama (e.g., casts of characters, settings,	3										
to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.	WALT there are specific structural elements in poetry (e.g. verse, rhythm, meter)	4										
3 -	WALT there are specific structural elements in drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions)	4										
	WALT there is a difference between first and third person narrations	3										

	Year at a Glance: ELA Grade 4 Student Learnin	g Objec	tives Cl	ustered	by Unit							
DOCUMENT KEY: WALT (That) indicates a conce	ot. WALT (To) indicates a skill.		-			FI 1: 0			FI 1: 2		Uni	it 4
	Focus - Explicit Instruction and Assessment		Un	it 1		Unit 2			Unit 3		Integratio	n of Toyt
Key	Revisited and Reinforced		Narrativ	e Writing	Informa	tional / Exp Writing	olanatory	Literary	Text and O Writing	Opinion	Types and	Modes of
	Not Addressed in the Unit					······································			······································		Wri	ting
NJSLS	SLO	Units	1A	1B	2A	2B	2C	3A	3B	3C	4A	4B
RL.4.6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person	WALT compare and contrast the point of view from which different stories are narrated	3										
narrations.	WALT differentiate between first and third-person narrations when comparing and contrasting points of view from different stories	3										
RL.4.7.	WALT there are connections among the text and its visual and oral presentations	4										
Make connections between specific descriptions and directions in a	WALT make connections between specific descriptions and directions in a text	4										
text and a visual or oral representation of the text.	WALT make connections between specific descriptions and directions in a text	4										
RL.4.8 (Not applicable to literature)	Not applicable.	N/A										
RL.4.9. Compare, contrast and reflect on (e.g. practical knowledge,	WALT compare and contrast on (e.g. practical knowledge, historical/cultural context, and background knowledge) stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes	3, 4										
historical/cultural context, and background knowledge) stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	WALT reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes	3, 4										
	WALT read and comprehend stories at grade level text-complexity or above, with scaffolding as needed	1										
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,	WALT read and comprehend dramas at grade level complexity or above, with scaffolding as needed	1										
with scaffolding as needed.	WALT read and comprehend poems at grade level complexity or above, with scaffolding as needed	1										
	READING INFORMATIONA	L TEXT	•					•		•		
	WALT use relevant details and examples to explain informational text										I	
RI.4.1.	make relevant connections to explain informational text	1										
Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing	WALT use relevant details and examples to draw inferences	2										
inferences from the text.	WALT drawing inferences helps us better understand the text	2										
	WALT make relevant connections when drawing inferences	2										
DV 16	WALT the main idea of a text is supported by the details summarize the text (informational)	1										
RI.4.2. Determine the main idea of a text and explain how it is supported by	WALT determine the main idea of a text	2										
key details; summarize the text.	WALT explain how the main idea is supported by key details	2										
	WALT explain events in a historical, scientific or technical text based on specific information from the text	2										
RI.4.3.	WALT explain procedures in a historical, scientific or technical text, based on specific information from the text	2										

	Year at a Glance: ELA Grade 4 Student Learnin	ig Objec	tives Cl	ustered	by Unit							
DOCUMENT KEY: WALT (That) indicates a conce	ot. WALT (To) indicates a skill.					Unit 2			Unit 3		Un	it 4
	Focus - Explicit Instruction and Assessment		Un	it 1							Integratio	on of Text
Key	Revisited and Reinforced		Narrativ	e Writing	Informa	tional / Exp Writing	olanatory	Literary	y Text and (Writing	Opinion	Types and	Modes of
	Not Addressed in the Unit										WI	ung
NJSLS	SLO	Units	1A	1B	2A	2B	2C	3A	3B	3C	4A	4B
Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	WALT explain ideas in a historical, scientific or technical text based on specific information from the text	2										
	WALT explain concepts in a historical, scientific, or technical text, based on specific information from the text	2										
	WALT include what happened and why when explaining events, procedures, ideas, or concepts in an informational text	2										
RI.4.4. Determine the meaning of general academic and domain-specific	WALT determine the meaning of general academic in a text relevant to a grade 4 topic or subject area	1										
words or phrases in a text relevant to a grade 4 topic or subject area	WALT determine the meaning of domain-specific words or phrases in a text relevant to a grade 4 topic or subject area	1										
	WALT informational text has an overall structure	1										
	WALT describe the overall structure of chronology in a text or part of a text using the events, ideas, concepts, or information read	1										
RI.4.5.	WALT describe the overall structure of description in a text or part of a text using the events, ideas, concepts, or information read	1										
Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or	WALT describe the overall structure of comparison in a text or part of text using the events, ideas, concepts, or information read	2										
information in a text or part of a text.	WALT describe the overall structure of cause/effect in a text or part of a text using the events, ideas, concepts, or information read	2										
	WALT describe the overall structure of problem/solution in a text or part of a text using the events, ideas, concepts, or information read	2										
	WALT describe the overall structure of description in a text or part of a text using the events, ideas, concepts, or information read	2										
	WALT firsthand and secondhand accounts show different points of view	4										
RI.4.6. Compare and contrast a firsthand and secondhand account of the same	WALT compare and contrast the firsthand and secondhand account of the same event or topic	4										
event or topic; describe the differences in focus and the information provided.	WALT describe the difference of the firsthand and secondhand focus of the same event or topic	4										
	WALT describe the different information provided in the firsthand and secondhand account of the same event or topic	4										
	WALT information can be shown in different ways	2										
RI.4.7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive	WALT visual and quantitative information must be interpreted before we can explain how it contributes to the text	2										
elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.	WALT interpret information presented visually, orally and quantitatively	4										
	WALT explain how the information contributes to the understanding of the text	4										

	Year at a Glance: ELA Grade 4 Student Learnin	ıg Objec	ctives Cl	ustered	by Unit							
DOCUMENT KEY: WALT (That) indicates a conce	pt. WALT (To) indicates a skill.										Uni	it 4
			Un	it 1		Unit 2			Unit 3		UIII	
Key	Focus - Explicit Instruction and Assessment		. N	***	Informa	tional / Exp	lanatory	Literary	Text and C	Opinion	Integratio	
110,	Revisited and Reinforced	STRUCTION AND ASSESSMENT Inforced the Unit SLO Units 1.4 Treasons and evidence to support points in a text 2 Treasons and evidence to support particular points in a text 3 Treasons and evidence to support particular points in a text 3 Treasons and evidence to support particular points in a text 4 Treasons and evidence to support particular points in a text 3 Treasons and evidence to support particular points in a text 3 Treasons and evidence to support particular points in a text 3 Treasons and evidence to support particular points in a text 4 Treasons and evidence to support particular points in a text 4 Treasons and evidence to support particular points in a text 4 Treasons and evidence to support particular points in a text 4 Treasons and evidence to support particular points in a text 4 Treasons and evidence to support particular points in a text 4 Treasons and evidence to support particular points in a text 4 Treasons and evidence to support particular points in a text 4 Treasons and evidence to support particular points in a text 4 Treasons and evidence to support particular points in a text 4 Treasons and evidence to support particular points in a text 4 Treasons and evidence to support particular points in a text 4 Treasons and evidence to support particular points in a text 5 Treasons and evidence to support particular points in a text 5 Treasons and evidence to support particular points in a text 5 Treasons and evidence to support particular points in a text 5 Treasons and evidence to support particular points in a text 5 Treasons and evidence to support particular points in a text 5 Treasons and evidence to support particular points in a text 5 Treasons and evidence to support particular points in a text 5 Treasons and evidence to support particular points in a text 5 Treasons and evidence to support particular points in a text 5 Treasons and evidence to support particular points in a text 5 Treasons and evidence to support particular p	Narrativ	e Writing		Writing		·	Writing		Types and Wri	
	Not Addressed in the Unit											
NJSLS	SLO	Units	1A	1B	2A	2B	2C	3A	3B	3C	4A	4B
	WALT authors use reasons and evidence to support points in a text	2										
R1.4.8 Explain how an author uses reasons and evidence to support particular points in a text.	WALT explain how an author uses reasons to support particular points in a text	3										
	WALT explain how an author uses evidence to support particular points in a text	3										
R1.4.9. Integrate and reflect on (e.g. practical knowledge, historical/cultural	WALT integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from two texts on the same topic in order to write about the subject	4										
context, and background knowledge) information from two texts on the same topic in order to write or speak about the subject knowledgeably.	WALT integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from two texts on the same topic in order to speak about the subject	4										
RI.4.10. By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.	WALT read literary nonfiction at grade level text-complexity or above, with scaffolding as needed	1										
	READING FOUNDATION S	SKILLS										
RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words. A. Use combined knowledge of all letter-sound correspondences,	WALT know and apply grade-level phonics and word analysis skills in decoding and encoding words	1, 2, 3										
syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	WALT combine knowledge of all letter correspondence, syllabication patterns and morphology (e.g. roots and affixes) in order to read accurately unfamiliar multisyllabic words in context and out of context	1, 2, 3										
RF.4.4. Read with sufficient accuracy and fluency to support comprehension. A. Read grade-level text with purpose and understanding.	WALT read texts with purpose and understanding	1										
RF.4.4. Read with sufficient accuracy and fluency to support comprehension. B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression	WALT read prose and poetry orally with accuracy, appropriate rate, and appropriate expression	3										
RF.4.4.	WALT use context to confirm or self-correct word recognition and	2										
	WRITING											
W.4.1.	WALT write opinion pieces on topics or text	3										
Write opinion pieces on topics or texts, supporting a point of view	WALT support a point of view with reasons and information											
with reasons and information. A. Introduce a topic or text clearly, state an opinion, and create an	WALT introduce a topic or text clearly											
organizational structure in which related ideas are grouped to support	WALT state an opinion											
the writer's purpose.	WALT create an organizational structure where related ideas are grouped to	3										
					L					l		

	Year at a Glance: ELA Grade 4 Student Learnin	ıg Objec	tives Cl	ustered	by Unit							
OCUMENT KEY: WALT (That) indicates a concep	ot. WALI (10) indicates a skill.					Unit 2			Unit 3		Un	it 4
	Focus - Explicit Instruction and Assessment		Un	nit 1							Integratio	on of Text
Key	Revisited and Reinforced		Narrativ	e Writing	Informa	tional / Exp Writing	lanatory	Literar	y Text and (Writing	Opinion	Types and	Modes of
	Not Addressed in the Unit										Wri	ting
NJSLS	SLO	Units	1A	1B	2A	2B	2C	3A	3B	3C	4A	4B
W.4.1.	WALT provide reasons that are supported by facts from texts and/or other	3										
W.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	WALT link (connect) opinion and reasons using words and phrases(e.g., for instance, in order to, in addition)	3										
C. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).	WALT words and phrases are used to link opinions and reasons, (for instance, in order to, in addition.)	3										
W.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. D. Provide a conclusion related to the opinion presented.	WALT provide a conclusion related to the opinion presented	3										
W.4.2. Write informative/explanatory texts to examine a topic and convey	WALT write informative/explanatory texts to examine a topic and convey ideas and information clearly	2, 4										
ideas and information clearly. A. Introduce a topic clearly and group related information in	WALT introduce a topic clearly and group related information in paragraphs and sections	2										
paragraphs and sections; include formatting (e.g., headings), llustrations, and multimedia when useful to aiding comprehension.	WALT include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension	2										
W.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. B. Develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.	WALT develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic	2										
W.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. C. Link ideas within paragraphs and sections of information using words and phrases (e.g., another, for example, also, because).	WALT link ideas within paragraphs and sections of information using words and phrases (e.g., another, for example, also, because)	2										
W.4.2. Write informative/explanatory texts to examine a topic and convey	WALT use precise language and domain-specific vocabulary to inform about the topic	2										
ideas and information clearly. D. Use precise language and domain-specific vocabulary to inform	WALT use precise language and domain-specific vocabulary to explain the topic	2										
about or explain the topic.	WALT the use of precise language and domain specific vocabulary can be used to explain and inform about a topic	2										
W.4.2. Write informative/explanatory texts to examine a topic and convey	WALT provide a conclusion related to the information presented	2										
ideas and information clearly. E. Provide a conclusion related to the information or explanation presented.	WALT provide a conclusion related to the explanation presented	2										
W43	WALT write narratives to develop real or imagined experiences or events using narrative technique	1, 4										

	Year at a Glance: ELA Grade 4 Student Learnin	ıg Objec	tives Cl	ustered	by Unit							
DOCUMENT KEY: WALT (That) indicates a conce	pt. WALT (To) indicates a skill.										II.	it 4
			Un	it 1		Unit 2			Unit 3		Un	It 4
Key	Focus - Explicit Instruction and Assessment				Informa	tional / Exp	lanatory	Literar	Text and	Oninion		on of Text
Rey	Revisited and Reinforced		Narrativ	e Writing	IIIIoiiiia	Writing		Litterar	Writing	Opinion		Modes of
	Not Addressed in the Unit										****	ung
NJSLS	SLO	Units	1A	1B	2A	2B	2C	3A	3B	3C	4A	4B
W.4.3. Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event	WALT write narratives to develop real or imagined experiences or events using descriptive details	1, 4										
sequences.	WALT write narratives to develop real or imagined experiences or events using clear event sequences	1, 4										
W.4.3 Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event	WALT orient the reader by establishing a situation and introducing a narrator and/or characters	1										
A. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	WALT organize an event sequence that unfolds naturally	1										
W.4.3 Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event	WALT dialogue and description are used to develop experiences and events or show the responses of characters to situations	1										
sequences. B. Use dialogue and description to develop experiences and events or show the responses of characters to situations.	WALT use dialogue and description to develop experiences and events or show the responses of characters to situations	1										
W.4.3 Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences. C. Use a variety of transitional words and phrases to manage the sequence of events.	WALT use a variety of transitional words and phrases to manage the sequence of events	1										
W.4.3 Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences. D. Use concrete words and phrases and sensory details to convey experiences and events precisely.	WALT use concrete words and phrases and sensory details to convey experiences and events precisely	1										
W.4.3 Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences. E. Provide a conclusion that follows from the narrated experiences or events.	WALT provide a conclusion that follows from the narrated experiences or events	1										
	WALT different writing genres have their own purpose, audience, organization, and development	1										
W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	WALT produce clear and coherent writing in which the development is appropriate to task, purpose and audience	2										
	WALT produce clear and coherent writing in which the organization is appropriate to the task, purpose, and audience	2										
	WALT develop our writing through planning with guidance and support from	1			T			T			1	
W 4 5	WALT strengthen our writing through revising with guidance and support from	1						+			+	
W.4.5 With guidance and support from peers and adults, develop and	WALT strengthen our writing through revising with guidance and support from	1			-	-	-	+	-		+	
strengthen writing as needed by planning, revising, and editing.		-						 	-		1	
	WALT you can make writing stronger by planning, revising and editing	1										

	Year at a Glance: ELA Grade 4 Student Learnin	g Objec	tives Cl	ustered	by Unit							
DOCUMENT KEY: WALT (That) indicates a concep	ot. WALT (To) indicates a skill.										Un	it 4
	Focus - Explicit Instruction and Assessment		Un	it 1		Unit 2			Unit 3		I	6 Tt
Key	Revisited and Reinforced		Narrativ	e Writing	Informa	tional / Exp	olanatory	Literary	Text and	Opinion	Integration Types and	
	Not Addressed in the Unit					Writing			Writing			ting
NJSLS	SLO	Units	1A	1B	2A	2B	2C	3A	3B	3C	4A	4B
	WALT use technology, including the Internet, to produce writing with some guidance and support from adults	2										
W.4.6. With some guidance and support from adults, use technology,	WALT use technology, including the Internet, to publish writing with some guidance and support from adults	2										
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	WALT use technology, including the Internet, to interact and collaborate with others in writing	3										
sitting.)	WALT demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting	3										
W.4.7. Conduct short research projects that build knowledge through	WALT conduct short research projects that build knowledge through investigation of different aspects of a topic	2										
investigation of different aspects of a topic	WALT research requires investigation of a topic	2										
	WALT recall and gather relevant information from experiences and print and digital resources	2										
W.4.8.	WALT take notes and categorize information	2										
W.4.8. Recall relevant information from experiences or gather relevant formation from print and digital sources; take notes and categorize information, and provide a list of sources.	WALT provide a list of sources	2										
	WALT if you are taking information directly from a source you need to provide a list of sources	2										
W.4.9. Draw evidence from literary or informational texts to support analysis,	WALT draw evidence from literary texts to support analysis, reflection, and research	3										
praw evidence from interary or miormational texts to support analysis, reflection, and research.	WALT draw evidence from informational texts to support analysis, reflection, and research	3										
W.4.9.	WALT writers use evidence from reading to analyze, reflect and research	3										
Draw evidence from literary or informational texts to support analysis, reflection, and research. 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	WALT draw evidence from literary texts to support analysis, reflection, and research	3										
specific details in the text [e.g., a character's thoughts, words, or actions].").	WALT 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].")	3										
W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	WALT 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")	2, 4										
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").	WALT draw evidence from informational texts to support analysis, reflection, and research	4										
W.4.10.	WALT writing takes stamina and time, as appropriate to the specific task	1										
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-	WALT write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision)	1										

	Year at a Glance: ELA Grade 4 Student Learnin	g Objec	tives Cl	ustered	by Unit							
DOCUMENT KEY: WALT (That) indicates a concep	ot. WALT (To) indicates a skill.					Huis 2			Unit 3		Uni	t 4
Key	Focus - Explicit Instruction and Assessment Revisited and Reinforced Not Addressed in the Unit		Un Narrativ	it 1 e Writing	Informa	Unit 2 tional / Exp Writing	lanatory	Literary	Text and O Writing	Opinion	Integratio Types and Wri	Modes of
NJSLS	SLO	Units	1A	1B	2A	2B	2C	3A	3B	3C	4A	4B
rraines (a single sitting of a day of two) for a range of discipline- specific tasks, purposes, and audiences.	WALT write in shorter time frames (a single sitting or a day or two) for specific tasks, purposes, and audiences	1										
	SPEAKING and LISTEN	ING										
	WALT engage effectively in a range of collaborative discussions (teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly	1, 2, 3										
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.	WALT explore ideas by explicitly drawing on previously read text or material and other information known about the topic during discussions	1, 2, 3										
A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.	WALT engage effectively in a range of collaborative discussions (in groups) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly	2, 3										
	WALT engage effectively in a range of collaborative discussions (one-on-one) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly	2, 3										
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	WALT follow agreed-upon rules for discussions	1, 2										
texts, building on others' ideas and expressing their own clearly. B. Follow agreed-upon rules for discussions and carry out assigned roles.	WALT carry out assigned roles during discussions	2										
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.	WALT pose and respond to specific questions to clarify or follow up on information	2										
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.	WALT make comments that contribute to the discussion and link to the remarks of others	2										
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. D. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.	WALT review the key ideas expressed and explain our ideas and understanding based on the information discussed											
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. E. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.	WALT review the key ideas expressed and explain our ideas and understanding based on the information discussed											

	Year at a Glance: ELA Grade 4 Student Learnin	ng Objec	tives Cl	ustered	by Unit							
DOCUMENT KEY: WALT (That) indicates a conce	ot. WALT (To) indicates a skill.					Unit 2			Unit 3		Uni	it 4
Key	Focus - Explicit Instruction and Assessment Revisited and Reinforced Not Addressed in the Unit		Un Narrativ	it 1 e Writing	Informa	Unit 2 tional / Exp Writing	olanatory	Literary	Text and O Writing	Opinion	Integratio Types and Wri	
NJSLS	SLO	Units	1A	1B	2A	2B	2C	3A	3B	3C	4A	4B
	WALT paraphrase portions of a text read aloud	1, 2, 3										
SL.4.2. Paraphrase portions of a text read aloud or information presented in	WALT main ideas and details enable speakers to paraphrase what has been listened to or viewed	2, 3										
diverse media and formats (e.g., visually, quantitatively, and orally).	WALT paraphrase portions of information presented in diverse media and formats	2										
	WALT identify the evidence a speaker provides to support particular points	3										
SL.4.3.	WALT speakers provide reasons and evidence to support particular points	2, 3										
SL.4.3. Identify the reasons and evidence a speaker provides to support particular points.	WALT identify the reasons a speaker provides to support particular points	3										
parteum porto.	WALT identify the evidence a speaker provides to support particular points	3										
	WALT tell a story in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes	1, 3										
SL.4.4 Report on a topic or text, tell a story, or recount an experience in an	WALT speak clearly at an understandable pace	1, 3										
organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	WALT report on a topic in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes	2, 3										
	WALT report on a text in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes	2, 3										
SL.4.5.	WALT audio recordings and visual displays can enhance the development of main ideas and themes	3										
Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.	WALT add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes	4										
	WALT there are different contexts that call for formal English	1										
SL.4.6.	WALT there are situations where informal discourse is appropriate	1										
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	WALT differentiate between contexts that call for formal English	1										
appropriate (e.g., small-group discussion), use formal English when	WALT use appropriate English (formal or informal) for the task	1										
	WALT use appropriate English (formal or informal) for the situation	1										
	LANGUAGE											
L.4.1	WALT the use of conventions of standard English grammar and usage help to communicate ideas effectively when writing or speaking	1										
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. A. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).	WALT demonstrate command of the conventions of standard English grammar when writing or speaking	1										
iciative advertos (where, whell, why).	WALT use relative pronouns and relative adverbs when writing and speaking	1										

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	Not Addressed in the Unit					Writing			Writing		Wri	
NJSLS	SLO	Units	1A	1B	2A	2B	2C	3A	3B	3C	4A	4B
L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. B. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.	WALT form and use progressive verb tenses	1										
L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. C. Use modal auxiliaries (e.g., can, may, must) to convey various conditions.	WALT use modal auxiliaries (e.g., can, may, must) to convey various conditions within a writing or while talking	3										
L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. D. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).	WALT order adjectives within a sentence in a conventional pattern	3										
L.4.1.	WALT the use of conventions of standard English grammar and usage help to communicate ideas effectively when writing or speaking	1, 2										
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. E. Form and use prepositional phrases	WALT form and use prepositional phrases	1, 2										
E. Form and use prepositional pinases	WALT demonstrate command of the conventions of standard English grammar when writing or speaking	2										
L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. F. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.	WALT produce complete sentences by reorganizing and correcting inappropriate fragments and run-ons	1										
L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. G. Correctly use frequently confused words (e.g., to, too, two; there, their).	WALT correctly use frequently confused words (e.g., to, too, two, there, their)	3										
	WALT the use of conventions (capitalization, punctuation, and spelling) of	1										
L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. A. Use correct capitalization.	WALT demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing	1										
- Capalination	WALT use correct capitalization	1										
L.4.2. Demonstrate command of the conventions of standard English	WALT the use of conventions (capitalization, punctuation, and spelling) of standard English grammar help to communicate ideas effectively when writing	1										
L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. 3. Use commas and quotation marks to mark direct speech and quotations from a text.	WALT demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing	1										
	WALT use commas and quotation marks to mark direct speech from a text	1										

DOCUMENT KEY: WALT (That) indicates a concept. Key Focus - Explicit Instruction and Assessment Revisited and Reinforced Not Addressed in the Unit NJSLS L.4.2. Demonstrate command of the conventions of standard English		Units	Uni Narrative		Informati 2A	Unit 2 ional / Expl Writing	anatory 2C	Literary	Unit 3 Text and C Writing	Opinion 3C	Uni Integratio Types and Writ	on of Text
Revisited and Reinforced Not Addressed in the Unit NJSLS L.4.2. Demonstrate command of the conventions of standard English		Units	Narrative	Writing		ional / Expl Writing			Text and C Writing		Types and Wri	Modes of
Revisited and Reinforced Not Addressed in the Unit NJSLS L.4.2. Demonstrate command of the conventions of standard English		Units		ď		Writing			Writing		Types and Wri	Modes of
NJSLS SLO L.4.2. Demonstrate command of the conventions of standard English		Units	1A	1B	2A		2C	3A		3C		ting
L.4.2. Demonstrate command of the conventions of standard English		Units	1A	1B	2A	2B	2C	3A	3B	3C	4 4	
Demonstrate command of the conventions of standard English	junctions in a compound sentence									J C	7/1	4B
capitalization, punctuation, and spelling when writing. C. Use a comma before a coordinating conjunction in a compound sentence												
L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. D. Spell grade-appropriate words correctly, consulting references as needed. WALT spell grade-appropriate words correct	tly, using references as needed	2										
WALT use knowledge of language and its c	onventions when speaking	2										
Use knowledge of language and its conventions when writing, speaking, reading, or listening. WALT use knowledge of language and its c	onventions when writing	2										
A. Choose words and phrases to convey ideas precisely. WALT choose words and phrases to convey	ideas precisely when writing	2										
WALT choose words and phrases to convey	ideas precisely when speaking	2										
L.4.3 Use knowledge of language and its conventions when writing, WALT choose punctuation for effect when seems to be a seem of the convention of the conve	peaking	1										
speaking, reading, or listening. B. Choose punctuation for effect. WALT choose punctuation for effect when	vriting	1										
Use knowledge of language and its conventions when writing, speaking, reading, or listening. WALT differentiate between contexts that c presenting ideas) and situations where infor small-group discussion) when speaking		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). WALT differentiate between contexts that c presenting ideas) and situations where infor small-group discussion) when writing		3										
L.4.4 Determine or clarify the meaning of unknown and multiple-meaning multiple meaning words and phrases when it		1										
words and phrases based on grade 4 reading and content, choosing A. Use context (e.g., definitions, examples, or restatements in text) as		1										
a clue to the meaning of a word or phrase. WALT use context as a clue to the meaning	of a word or phrase	1, 3										
L.4.4. Determine or clarify the meaning of unknown and multiple-meaning WALT it is important to determine or clarify multiple meaning words and phrases when		3										
words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. B. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, strategies		3										
autograph). WALT use common, grade appropriate Gree clues to the meaning of a word	k and Latin affixes and roots as	3										

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	Focus - Explicit Instruction and Assessment		Un	it 1		Unit 2					Integration	n of Toyt
Key	Revisited and Reinforced		Narrativ	e Writing	Informa	tional / Exp	lanatory	Literary	Text and O Writing	Opinion	Types and	
	Not Addressed in the Unit					Writing			writing		Writ	ing
NJSLS	SLO	Units	1A	1B	2A	2B	2C	3A	3B	3C	4A	4B
1,0020	SLO	Units		12				0.1				
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. 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.	WALT use reference materials, both print and digital, to find the pronunciation and determine the precise meaning of key words and phrases	1										
L.4.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	WALT figurative language, word relationships and nuances contribute to the meaning of a text	3, 4										
and mances in word incamings.	WALT demonstrate understanding of figurative language, word relationships, and nuances in word meanings	3, 4										
L.4.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. A. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.	WALT explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context	3										
L.4.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. B. Recognize and explain the meaning of common idioms, adages, and proverbs.	WALT recognize and explain the meaning of common idioms, adages, and proverbs	3										
L.4.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. C. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).	WALT demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms)	3										
L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise	WALT acquire and use accurately grade-appropriate general academic words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic	1, 4										
nire and use accurately grade-appropriate general academic and in-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, mmered) and that are basic to a particular topic (e.g., wildlife, ervation, and endangered when discussing animal preservation).	WALT acquire and use accurately domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic	4										