

Voyages in English 2018
Grade 4
Correlations to NJ State Standards
(Updated March 2017)
New Jersey Grade 4

Progress Indicators for Writing

To build a foundation for college and career readiness, students need to learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events. They learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience, and they begin to adapt the form and content of their writing to accomplish a particular task and purpose. They develop the capacity to build knowledge on a subject through research projects and to respond analytically to literary and informational sources. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and extended time frames throughout the year.

Text Types and Purposes	Part 1: Grammar	Part 2: Writing
W.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.		W2-CO; W2-L1; W2-L2; W5-CO; W5-L1; W5-

		WW; W9–L5; W9–WW
A. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose.		W5–L1; W10–L1; W10–WW
B. Provide reasons that are supported by facts from texts and/or other sources.		W5–L1; W10–L1
C. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).		W9–L2
D. Provide a conclusion related to the opinion presented.		W5–L1; W10–L2; W10–WW
W.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.		W3–CO; W3–L1; W3–WW; W4–CO; W4–L1; W4–WW; W7–CO; W7–L1; W7–WW; W8–CO; W8–L1; W8–WW; W9–CO; W9–L1; W9–WW
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.		W3–L1; W4–L1; W7–L1; W8–L1; W9–L1; W9–WW;
B. Develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.		W3–L2; W4–L2; W7–L1; W7–L2; W7–WW; W8–L1; W8–L2; W8–WW; W9–L1; W9–WW
C. Link ideas within paragraphs and sections of information using words and phrases (e.g., <i>another, for example, also, because</i>).		W4–L5; W9–L2

D. Use precise language and domain-specific vocabulary to inform about or explain the topic.		W3–L2; W4–L2; W4–WW; W8–L1; W8–WW; W9–L4; W9–L5
E. Provide a conclusion related to the information or explanation presented.		W7–L1; W7–WW; W8–L1; W9–L1
W.4.3. Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.		W1–CO; W1–L1; W1–L2; W6–CO; W6–L1; W6–WW; W11–WW
A. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.		W1–L3; W6–L1; W6–L2; W6–WW
B. Use dialogue and description to develop experiences and events or show the responses of characters to situations.		W6–WW
C. Use a variety of transitional words and phrases to manage the sequence of events.		W1–L1; W1–L3; W1–WW; W4–L5
D. Use concrete words and phrases and sensory details to convey experiences and events precisely.		W1–L2; W1–L4; W3–L2; W3–L5; W6–L5
E. Provide a conclusion that follows from the narrated experiences or events.		W6–L2; W6–WW
Production and Distribution of Writing	Part 1: Grammar	Part 2: Writing
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.)		W1–WW; W2–WW; W3–WW; W4–WW; W5–WW; W6–WW; W7–WW; W8–L5; W8–WW; W9–WW; W10–WW; W11–WW
W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning,		W1–L3; W1–WW; W2–WW; W3–WW; W4–WW;

revising, and editing.		W5–WW; W6–WW; W7–WW; W8–WW; W9–WW; W10–WW; W11–WW
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.		W1–WW; W2–WW; W3–WW; W4–WW; W5–WW; W6–WW; W7–WW; W8–WW; W9–WW; W10–WW; W11–WW
Research to Build and Present Knowledge	Part 1: Grammar	Part 2: Writing
W.4.7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.		W5–L1; W7–L2; W7–L5; W8–L1; W8–WW
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.		W1–L3; W3–L5; W5–WW; W7–L5; W8–L2; W8–L5; W8–WW; W9–WW; W11–WW
W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.		W10–WW
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].”).		W10–CO; W10–L6, W10–WW
B. Apply <i>grade 4 Reading standards</i> to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).		W9–CO; W9–L1
Range of Writing	Part 1: Grammar	Part 2: Writing

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.		W2–WW; W3–WW; W4–WW; W5–WW; W6–WW; W7–WW; W8–WW; W10–WW; W11–L1; W11–L2; W11–L3; W11–L4; W11–L6; W11–WW
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Progress Indicators for Speaking and Listening

To build a foundation for college and career readiness, students must have ample opportunities to take part in a variety of rich, structured conversations—as part of a whole class, in small groups, and with a partner. Being productive members of these conversations requires that students contribute accurate, relevant information; respond to and develop what others have said; make comparisons and contrasts; and analyze and synthesize a multitude of ideas in various domains.

New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge and have tightened their link to other forms of communication. Digital texts confront students with the potential for continually updated content and dynamically changing combinations of words, graphics, images, hyperlinks, and embedded video and audio.

Comprehension and Collaboration	Part 1: Grammar	Part 2: Writing
SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i> , building on others’ ideas and expressing their own clearly.		W1–L6; W2–L6; W3–L6; W4–L6; W5–L6; W6–L6; W7–L6; W8–L6; W9–L6; W10–L6; W11–L6
A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.		W9–L6; W10–L6; W11–L6

B. Follow agreed-upon rules for discussions and carry out assigned roles.		W2–L6
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.		W5–L6
D. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.		W2–L6; W5–L6; W9–L6; W10–L6; W11–L6
SL.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).		W9–L6; W10–L6
SL.4.3. Identify the reasons and evidence a speaker provides to support particular points.		W9–L6; W10–L6
Presentation of Knowledge and Ideas	Part 1: Grammar	Part 2: Writing
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.		W1–L6; W3–L6; W4–L6; W6–L6
SL.4.5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.		W4–L6; W5–L6; W7–L6; W10–L6
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		W9–L6; W10–L6; W11–L6

task and situation.		
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Progress Indicators for Language

To build a foundation for college and career readiness in language, students must gain control over many conventions of standard English grammar, usage, and mechanics as well as learn other ways to use language to convey meaning effectively. They must also be able to determine or clarify the meaning of grade-appropriate words encountered through listening, reading, and media use; come to appreciate that words have nonliteral meanings, shades of meaning, and relationships to other words; and expand their vocabulary in the course of studying content. The inclusion of Language standards in their own strand should not be taken as an indication that skills related to conventions, effective language use, and vocabulary are unimportant to reading, writing, speaking, and listening; indeed, they are inseparable from such contexts

Conventions of Standard English	Part 1: Grammar	Part 2: Writing
L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	S1.1–1.8; S2.1–2.11; S3.1–3.11; S4.1–4.11; S5.1–5.17; S6.1–6.6; S7.1–7.10; S8.1–8.11	W5–L5; W7–L3; W9–L1; W11–CO
A. Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>).		W10–L3; W10–WW
B. Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i>) verb tenses.	S5.12	W9–L3; W9–WW
C. Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions.	S5.4	
D. Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i>).	S4.1; S4.11	W9–L5; W9–WW
E. Form and use prepositional phrases.		W11–L3; W11–WW

F. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.	S1.1–1.5; S1.10–1.11; S2.1–2.2	W6–L4; W7–L4; W10–L1; W11–WW
G. Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i>).	S3.11	W6–L3
L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	S1.1–1.3; S3.5–3.11; S4.1–4.2; S7.1; S7.4	W1–WW; W2–CO; W2–L1; W2–L4; W2–WW; W3–WW; W4–WW; W5–WW; W6–WW; W7–WW; W8–WW; W9–WW; W10–WW; W11–WW
A. Use correct capitalization.	S1.1; S1.3; S2.2; S4.2; S7.2–7.3; S7.5	W2–L4; W10–WW
B. Use commas and quotation marks to mark direct speech and quotations from a text.	S7.7; S7.10	W6–L6; W6–WW
C. Use a comma before a coordinating conjunction in a compound sentence.	S1.10; S3.9; S7.6	W2–L3
D. Spell grade-appropriate words correctly, consulting references as needed.	S2.4	W9–L4; W9–WW; W11–L5; W11–WW
Knowledge of Language	Part 1: Grammar	Part 2: Writing
L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.	S7.1; S7.4	W6–L4–W6–L5; W7–L3; W11–L1
A. Choose words and phrases to convey ideas precisely.	S5.4	W1–L4; W6–L4; W6–L5; W9–L4; W11–L2; W11–L5; W11–WW
B. Choose punctuation for effect.	S1.2–1.3; S7.1	W11–WW
C. Differentiate between contexts that call for formal English		W1–L5; W2–CO; W2–L1;

(e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).		W2–L2; W2–WW; W10–L6; W10–WW
Vocabulary Acquisition and Use	Part 1: Grammar	Part 2: Writing
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.		W3–L3
A. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.	S2.11	W9–L4; W10–L4; W10–WW
B. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph</i> , <i>photograph</i> , <i>autograph</i>).		W4–L3; W10–L4; W11–L4
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.	S6.4	W4–L4; W5–L4; W6–L3; W7–L5; W8–L3; W8–L4; W9–L4; W11–L4; W11–L5
L.4.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.		W11–CO
A. Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i>) in context.		W3–L4; W3–WW
B. Recognize and explain the meaning of common idioms, adages, and proverbs.		W10–L5
C. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).		W2–L5; W5–L3; W11–L5

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., <i>wildlife</i> , <i>conservation</i> , and <i>endangered</i> when discussing animal preservation).		W8–L4; W9–L4; W10–L4
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Progress Indicators for Reading Literature

To build a foundation for college and career readiness, students must read widely and deeply from among a broad range of high-quality, increasingly challenging literary and informational texts. Through extensive reading of stories, dramas, poems, and myths from diverse cultures and different time periods, students gain literary and cultural knowledge as well as familiarity with various text structures and elements. By reading texts in history/social studies, science, and other disciplines, students build a foundation of knowledge in these fields that will also give them the background to be better readers in all content areas. Students can only gain this foundation when the curriculum is intentionally and coherently structured to develop rich content knowledge within and across grades. Students also acquire the habits of reading independently and closely, which are essential.

Key Ideas and Details	Grammar Section-Lesson	Writing Chapter-Lesson
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.		W6–CO; W6–L1; W6–L2; W6–WW; W10–CO; W10–L1; W10–L2; W10–L5; W10–WW
RL.4.2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.		W10–CO; W10–L1; W10–L2; W10–L5; W10–WW
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).		W10–CO; W10–L1; W10–L2; W10–L5; W10–WW

Craft and Structure	Part 1: Grammar	Part 2: Writing
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 literature.		W3–L4; W6–L5; W9–L4; W10–L4; W10–L5
RL.4.5. Explain major differences between poems, drama, and prose, and refer 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.		W6–L5; W10–L1; W10–L2; W11–L1; W11–L2
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.		W1–CO; W1–L1; W6–CO; W6–L1; W6–L2; W10–CO; W10–L1; W10–L2; W11–CO; W11–L1; W11–L2
Integration of Knowledge and Ideas	Grammar Section-Lesson	Writing Chapter-Lesson
RL.4.7. Make connections between specific descriptions and directions in a text and a visual or oral representation of the text.		
RL.4.8. (Not applicable to literature)	(Not applicable to literature)	(Not applicable to literature)
RL.4.9. Compare, contrast and 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 and topics.		W6–CO; W6–L1; W6–L2; W6–L5
Range of Reading and Level of Text Complexity	Grammar Section-Lesson	Writing Chapter-Lesson

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.		W6-CO; W10-CO; W10-WW; W11-CO; W11-L1; W11-L2
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Reading—Informational

Key Ideas and Details	Grammar Section-Lesson	Writing Chapter-Lesson
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.		W8-CO; W9-CO; W10-CO
RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.		W8-CO; W8-L2
RI.4.3. 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.		W1-CO; W4-CO; W5-CO; W7-CO; W8-CO; W9-CO
Craft and Structure	Part 1: Grammar	Part 2: Writing
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> .		W8-L4; W9-L4; W10-L4; W10-L5; W11-L5
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.		W1-CO; W2-CO; W4-CO; W5-CO; W7-CO; W8-CO; W9-CO; W10-CO

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.		
Integration of Knowledge and Ideas	Grammar Section-Lesson	Writing Chapter-Lesson
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.		W9–L1
RI.4.8. Explain how an author uses reasons and evidence to support particular points in a text.		W5–CO; W10–CO; W10–WW
RI.4.9. 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 or speak about the subject knowledgeably.		
Range of Reading and Level of Text Complexity	Grammar Section-Lesson	Writing Chapter-Lesson
RI.4.10. By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.		W1–CO; W2–CO; W3–CO; W4–CO; W5–CO; W8–CO; W8–L2; W8–WW; W10–CO; W10–WW