Unit 5: Measurement, Data, and Time

Content Area: **Template**
Course(s):
Time Period: **Full Year**
Length: **Full Year**
Status: **Published**

UNIT RATIONALE

Module 19 - Relative Sizes of Customary Measurement Units: In prior grades, students learned about measuring and estimating units of length, weight, and capacity. In Grade 4, students will apply those skills to compare and convert customary units of measurement. They will also solve word problems involving units expressed as fractions

Module 20 - Relative Sizes of Metric Measurement Units: In Grade 3, students measured lengths more precisely than in Grade 2, measuring to the nearest half and fourth of an inch. They focused on measuring and estimating liequid volumes and masses using grams, kilograms, and liters. They applied those skills to solve word problems involving measurement units. Previously in Grade 4, students learned about customary measurement units. They worked with units expressed in fractions by displaying the data in a line plot and solve multistep word problems. In this module, students focus on metric units of measurement and become more familiar with units of length, mass, and liquid volume. They compare the units and express a larger unit in terms of a smaller unit. They record the equivalent measurements in a two-column table to show the relationships. Then they solve word problems involving distances, liqud volumes, and masses. These word problems require students to work with fractions and decimals. In Grade 5, students will continue coverting within a measurement system, expressing a smaller unit in terms of a larger unit. They will apply those conversions to solving multistep word problems involving measurement units.

Module 21 - Solve Problems with Time and Measurement: In previous grades, students told and wrote time and time intervals and solved word problems involving addition and subtraction of time intervals. In Grade 4, students will know relative sizes of measurement units and express measurements in a larger units in terms of a smaller unit and solve multistep word problems involving measurement units, time intervals, and money. In future grades, students will convert among different-sized measurement units and solve multistep word problems.

ESSENTIAL QUESTIONS

Module 19: How do we identify and compare customary units of measurement?

Module 20: How do we identify and compare metric units of measurement?

Module 21: How do we compare and solve problems involving units of time?

STANDARDS

NEW JERSEY STUDENT LEARNING STANDARDS: CONTENT AREA

MATH.4.M.A.1	Know relative sizes of measurement units within one system of units including km, m, cm, mm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table.
MATH.4.M.A.2	Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.
MATH.4.DL.B.5	Make a line plot to display a data set of measurements in fractions of a unit (½, ¼, ⅛). Solve problems involving addition and subtraction of fractions by using information presented in line plots.

NEW JERSEY STUDENT LEARNING STANDARDS: CAREER READINESS, LIFE LITERACIES AND KEY SKILLS

TECH.9.4.5.CT.4	Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).
TECH.9.4.5.IML.2	Create a visual representation to organize information about a problem or issue (e.g., 4.MD.B.4, 8.1.5.DA.3).

NEW JERSEY STUDENT LEARNING STANDARDS: COMPUTER SCIENCE AND DESIGN THINKING

CS.3-5.8.1.5.IC.1	Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.
CS.3-5.8.2.5.ED.3	Follow step by step directions to assemble a product or solve a problem, using appropriate tools to accomplish the task.

PRE-ASSESSMENTS

Prior to starting each module, have students complete the Into Math “Are You Ready?” diagnostic assessment (perhaps as an independent center activity or as a Morning Meeting activity). Form B of the module test can be given as a pre-assessment the first day of the module. Use pre-assessment data to diagnose prerequisite mastery, identify intervention needs, and modify or set up leveled acceleration groups. Use the “Data-Driven Intervention” chart for each diagnostic assessment, as well as data from the Form B test* and standards data from the benchmark assessment, to identify intervention resources for each concept/skill.

INSTRUCTIONAL PLAN

MODULE 19

DAY 1

Module 19, Day 1

Student Learning Intentions (SLI) WALT: (We are learning to…)	We are learning to set goals based on pre-assessment data.
Student Learning Strategies	• Challenging goals (0.59) • Assessment-capable visible learner (1.44) • Study skills (0.49)
Success Criteria	I can: • Identify the types of questions that I got correct and incorrect. • Set a goal. • List study skills steps to reach my goal.
Formative Assessment (drives instructional decisions)	• Pre-Assessment • Goal Setting Worksheet

Activities and Resources	• Pre-Assessment (Module 19 Test Form B) • Goal Setting
Suggested Modifications	See "Suggested Modifications" document.

DAY 2

Module 19, Day 2

Student Learning Intentions (SLI) WALT: (We are learning to…)	We are learning to select and use nonstandard units to measure lengths, weights, and liquid volumes.
Student Learning Strategies	• MP2: Reason (benchmarks, such as commor objects or parts of the body, can be used to approximate measurements) • MP3: Construct Arguments (compare differen measurement benchmarks)
Success Criteria	I can: • Find objects around the classroom that are benchmarks for length. • Consider household objects that are benchmarks fo liquid volume. • Consider everyday objects that are benchmarks for weight.
Formative Assessment (drives instructional decisions)	• Turn and Talks (pgs. 489, 491) • Check Understanding (pg. 491 SE) •

	Exit Ticket Projection or Put It In Writing (pg. 492 TE)
Activities and Resources	Into Math Lesson 19.1: Identify Customary Measurement Benchmarks (pgs. 489A-492B TE, pgs. 289-492 SE)
Suggested Modifications	See "Suggested Modifications" document.

MA.4.MD.A.1	Know relative sizes of measurement units within one system of units including km, m, cm, mm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two column table.

DAY 3

Module 19, Day 3

Student Learning Intentions (SLI) WALT: (We are learning to…)	We are learning to represent and compare measurements of length.
Student Learning Strategies	• MP2: Reason (discover the relationship between two lengths) • MP6: Attend to Precision (discuss what you know and what the problem asks you to do)
Success Criteria	I can: • Use a table to represent units of length. • Use a table to compare units of length.
Formative Assessment (drives instructional decisions)	• Turn and Talks (pgs. 493-496) • Check Understanding (pg. 496 SE) • Exit Ticket Projection or Put It In Writing (pg. 498 TE)

Activities and Resources	Into Math Lesson 19.2: Compare Customary Units o Length (pgs. 493A-498B TE, pgs. 493-498 SE)
Suggested Modifications	See "Suggested Modifications" document.

MA.4.MD.A.1	Know relative sizes of measurement units within one system of units including km, m, cm, mm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two column table.

DAY 4

Module 19, Day 4

Student Learning Intentions (SLI) WALT: (We are learning to…)	We are learning to represent and compare different units of weight.
Student Learning Strategies	• MP6: Attend to Precision (specify the unit used-ounces or pounds) • MP7: Structure (use a table to compare two units of measure)
Success Criteria	I can: • Use a table to table to represent units of weight. • Use a table to compare units of weight.
Formative Assessment (drives instructional decisions)	• Turn and Talks (pgs. 499-501) • Check Understanding (pg. 501 SE) • Exit Ticket Projection or Put It In Writing (pg. 502 TE)
Activities and Resources	Into Math Lesson 19.3: Compare Customary Units o Weight (pgs. 499A-502B TE, pgs. 499-502 SE)

Suggested Modifications	See "Suggested Modifications" document.

MA.4.MD.A.1	Know relative sizes of measurement units within one system of units including km, m, cm, mm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two column table.

DAY 5

Module 19, Day 5

Student Learning Intentions (SLI) WALT: (We are learning to…)	We are learning to represent and compare different customary units of liquid volume.
Student Learning Strategies	• MP7: Use Structure (use a visual model wher comparing units; use a table to compare gallons and cups) • MP3: Construct Arguments (discuss the ways you used reasoning to solve a problem)
Success Criteria	I can: • Use a table to represent units of liquid volume. • Use a table to compare units of liquid volume
Formative Assessment (drives instructional decisions)	• Turn and Talks (pgs. 503-505) • Check Understanding (pg. 505 SE) • Exit Ticket Projection or Put It In Writing (pg. 506 TE)
Activities and Resources	Into Math Lesson 19.4: Compare Customary Units o Liquid Volume (pgs. 503A-506B TE, pgs. 503-506 SE)

Suggested Modifications	See "Suggested Modifications" document.

MA.4.MD.A.1	Know relative sizes of measurement units within one system of units including km, m, cm, mm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two column table.

DAY 6

Module 19, Day 6

Student Learning Intentions (SLI) WALT: (We are learning to…)	We are learning to make a line plot and use a line plot to answer questions.
Student Learning Strategies	• MP6: Attend to Precision (use fraction strips or a common denominator to compare and order the fractions) • MP4: Model with Mathematics (write an equation to solve the problem)
Success Criteria	I can: • Complete a tally table. • Title the line plot. • Determine and label intervals of the line plot. • Label the number line. • Plot an X for each data point. • Answer questions using a line plot.
Formative Assessment (drives instructional decisions)	• Turn and Talks (pg. 508) • Check Understanding (pg. 508 SE) • Exit Ticket Projection or Put It In Writing (pg. 510 TE)

Activities and Resources	Into Math Lesson 19.5: Represent and Interpret Measurement Data in Line Plots (pgs. 507A-510B TE, pgs. 507-510 SE)
Suggested Modifications	See "Suggested Modifications" document.

MA.4.MD.A.2	Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.
MA.4.MD.B.4	Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Solve problems involving addition and subtraction of fractions by using information presented in line plots.

DAY 7

Module 19, Day 7

Student Learning Intentions (SLI) WALT: (We are learning to…)	Module 19 Review
Student Learning Strategies	• Practice testing (0.46) • Help seeking (0.72) • Deliberate practice (0.79)
Success Criteria	I can: • Use the Area Learning Progression and review data to identify the concepts and skills I understand and those that I need to review. • Determine the type of help that I need. • Practice with a focus on improving my understanding of specific concepts and skills.

Formative Assessment (drives instructional decisions)	• Module 19 Review (pgs. 511-512) or online • Reteach Worksheets
Activities and Resources	Paper version: Give for homework on Day 5 to allow time to score. Use the answer keys on pgs. 511-512 TE to score students' Reviews. Online Version: Give on Day 6 (Morning Meeting or center activity) and scores will be available immediately. Use the data-driven instruction charts on pgs. 511-512 or the online Standards Analysis Reports to determine small groups.
Suggested Modifications	See "Suggested Modifications" document.

MODULE 20

DAY 1

Module 20, Day 1

Student Learning Intentions (SLI) WALT: (We are learning to…)	We are learning to set goals based on pre-assessment data.
Student Learning Strategies	• Challenging goals (0.59) • Assessment-capable visible learner (1.44) • Study skills (0.49)

Success Criteria	I can: • Identify the types of questions that I got correct and incorrect. • Set a goal. • List study skills steps to reach my goal.
Formative Assessment (drives instructional decisions)	• Pre-Assessment • Goal Setting Worksheet
Activities and Resources	• Pre-Assessment (Module 20 Test Form B) • Goal Setting
Suggested Modifications	See "Suggested Modifications" document.

DAY 2

Module 20, Day 2

Student Learning Intentions (SLI) WALT: (We are learning to…)	We are learning to choose an appropriate metric uni and estimate the measure of the length, mass, or liquid volume of an object.
Student Learning Strategies	• MP4: Model with Mathematics (compare different measurement benchmarks) • MP2: Reason (mass is a different measurement than weight)

Success Criteria	I can: • Find objects around the classroom that are benchmarks for length. • Consider household objects that are benchmarks for liquid volume. • Consider everyday objects that are benchmarks for mass.
Formative Assessment (drives instructional decisions)	• Turn and Talks (pgs. 515-516) • Check Understanding (pg. 517 SE) • Exit Ticket Projection or Put It In Writing (pg. 518 TE)
Activities and Resources	Into Math Lesson 20.1: Identify Metric Measurement Benchmarks (pgs. 515A-518B TE, pgs. 515-518 SE)
Suggested Modifications	See "Suggested Modifications" document.

MA.4.MD.A.1	Know relative sizes of measurement units within one system of units including km, m, cm, mm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two column table.

DAY 3

Module 20, Day 3

Student Learning Intentions (SLI) WALT: (We are learning to…)	We are learning to represent and compare measurements given in different metric units of length.
Student Learning Strategies	• MP2: Reason (explore the relationship between different metric lengths) • MP2: Reason (discuss the relationships between units)

	• MP6: Attend to Precision (discuss the term kilometer, used to measure lengths and distances)
Success Criteria	I can: • Make a visual model to compare units of length. • Complete a table to find a unit of length. • Compare units of length.
Formative Assessment (drives instructional decisions)	• Turn and Talks (pgs. 519-520) • Check Understanding (pg. 521 SE) • Exit Ticket Projection or Put It In Writing (pg. 522 TE)
Activities and Resources	Into Math Lesson 20.2: Compare Metric Units of Length (pgs. 519A-522B TE, pgs. 519-522 SE)
Suggested Modifications	See "Suggested Modifications" document.

MA.4.MD.A.1	Know relative sizes of measurement units within one system of units including km, m, cm, mm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two column table.

DAY 4

Module 20, Day 4

Student Learning Intentions (SLI) WALT: (We are learning to…)	We are learning to represent and compare measurements given in different metric units of mass and liquid volume.
Student Learning Strategies	• MP6: Attend to Precision (mass and weight

	are different) • MP7: Structure (use a table to compare units of liquid volume)
Success Criteria	I can: • Draw a visual model to compare units of mass. • Make a table to compare measurements.
Formative Assessment (drives instructional decisions)	• Turn and Talks (pgs. 523-524) • Check Understanding (pg. 525 SE) • Exit Ticket Projection or Put It In Writing (pg. 526 TE)
Activities and Resources	Into Math Lesson 20.3: Compare Metric Units of Mass and Liquid Volume (pgs. 523A-526B TE, pgs. 523-526 SE)
Suggested Modifications	See "Suggested Modifications" document.

MA.4.MD.A.1	Know relative sizes of measurement units within one system of units including km, m, cm, mm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two column table.

DAY 5

Module 20, Day 5

Student Learning Intentions (SLI) WALT: (We are learning to…)	We are learning to use our understanding of the relative sizes of measurement units to solve problems involving metric units and customary units of measure.
Student Learning Strategies	• MP4: Model with Mathematics (explain what

	you know and what you need to find out to solve the problem) • MP6: Attend to Precision (describe the relationship between units involved in the problem; use finger to trace the route on the map)
Success Criteria	I can: • Use the Three Reads Strategy to solve problems. • Convert between units of measurement.
Formative Assessment (drives instructional decisions)	• Turn and Talks (pgs. 527-528) • Check Understanding (pg. 529 SE) • Exit Ticket Projection or Put It In Writing (pg. 530 TE)
Activities and Resources	Into Math Lesson 20.4: Solve Problems Using Measurements (pgs. 527A-530B TE, pgs. 527-530 SE)
Suggested Modifications	See "Suggested Modifications" document.

MA.4.MD.A.2	Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.

DAY 6

Module 20, Day 6

Student Learning Intentions (SLI) WALT: (We	Module 20 Review

are learning to…)	
Student Learning Strategies	• Practice testing (0.46) • Help seeking (0.72) • Deliberate practice (0.79)
Success Criteria	I can: • Use the Area Learning Progression and review data to identify the concepts and skills I understand and those that I need to review. • Determine the type of help that I need. • Practice with a focus on improving my understanding of specific concepts and skills.
Formative Assessment (drives instructional decisions)	• Module 20 Review (pgs. 531-532) or online • Reteach Worksheets
Activities and Resources	Paper version: Give for homework on Day 4 to allow time to score. Use the answer keys on pgs. 531-532 TE to score students' Reviews. Online Version: Give on Day 5 (Morning Meeting or center activity) and scores will be available immediately. Use the data-driven instruction charts on pgs. 531-532 or the online Standards Analysis Reports to determine small groups.
Suggested Modifications	See "Suggested Modifications" document.

MODULE 21

DAY 6

Module 21, Day 6

Student Learning Intentions (SLI) WALT: (We are learning to…)	Module 21 Review
Student Learning Strategies	• Practice testing (0.46) • Help seeking (0.72) • Deliberate practice (0.79)
Success Criteria	I can: • Use the Area Learning Progression and review data to identify the concepts and skills I understand and those that I need to review. • Determine the type of help that I need. • Practice with a focus on improving my understanding of specific concepts and skills.
Formative Assessment (drives instructional decisions)	• Module 21 Review (pgs. 551-552) or online • Reteach Worksheets
Activities and Resources	Paper version: Give for homework on Day 4 to allow

	time to score. Use the answer keys on pgs. 551-552 TE to score students' Reviews. Online Version: Give on Day 5 (Morning Meeting or center activity) and scores will be available immediately. Use the data-driven instruction charts on pgs. 551-552 or the online Standards Analysis Reports to determine small groups.
Suggested Modifications	See "Suggested Modifications" document.

DAY 5

Module 21, Day 5

Student Learning Intentions (SLI) WALT: (We are learning to…)	We are learning to use our understanding of he relative size of measurement units and more than one operation to solve problems involving length and time.
Student Learning Strategies	• MP7: Use Structure (describe the finishing order and how you know; describe how to use a visual model to represent the problem) • MP6: Attend to Precision (describe the measurement units involved in the problems)
Success Criteria	I can: • Use the Three Reads Strategy to solve problems. • Convert units of measurement.
Formative Assessment (drives instructional decisions)	• Turn and Talks (pg. 547) • Check Understanding (pg. 549 SE)

	• Exit Ticket Projection or Put It In Writing (pg. 550 TE)
Activities and Resources	Into Math Lesson 21.4: Practice with Mixed Measures (pgs. 547A-550B TE, pgs. 547-550 SE)
Suggested Modifications	See "Suggested Modifications" document.

MA.4.MD.A.2	Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.

DAY 4

Module 21, Day 4

Student Learning Intentions (SLI) WALT: (We are learning to…)	We are learning to use visual models to represent, add, and subtract times to solve problems involving start and end times.
Student Learning Strategies	• MP4: Model with Mathematics (use an equation to solve a problem involving start time and elapsed time) • MP3: Construct Arguments (discuss how units of time are different in each task)
Success Criteria	I can: • Use the Three Reads Strategy to solve problems. • Use addition to find end time. • Use subtraction to find start time. • Use a number line to find elapsed time.
Formative Assessment (drives instructional decisions)	• Turn and Talks (pgs. 543-544)

	• Check Understanding (pg. 545 SE) • Exit Ticket Projection or Put It In Writing (pg. 546 TE)
Activities and Resources	Into Math Lesson 21.3: Solve Problems Involving Start Time and End Time (pgs. 543A-546B TE, pgs. 543-546 SE)
Suggested Modifications	See "Suggested Modifications" document.

MA.4.MD.A.2	Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.

DAY 3

Module 21, Day 3

Student Learning Intentions (SLI) WALT: (We are learning to…)	We are learning to use visual models to represent, add, and subtract times to solve problems involving elapsed time.
Student Learning Strategies	• MP5: Use Tools (describe the amounts of time you can count on by on the number line) • MP4: Model with Mathematics (use an equation to model and solve an elapsed time problem) • MP3: Construct Arguments (discuss how the units of time are different in each ask)
Success Criteria	I can: • Write a subtraction equation to find elapsed time.

	• Use a number line to find elapsed time.
Formative Assessment (drives instructional decisions)	• Turn and Talks (pgs. 539-540) • Check Understanding (pg. 541 SE) • Exit Ticket Projection or Put It In Writing (pg. 542 TE)
Activities and Resources	Into Math Lesson 21.2: Solve Problems Involving Elapsed Time (pgs. 539A-542B TE, pgs. 539-542 SE)
Suggested Modifications	See "Suggested Modifications" document.

MA.4.MD.A.2	Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.

DAY 2

Module 21, Day 2

Student Learning Intentions (SLI) WALT: (We are learning to…)	We are learning to represent and compare units of time given in hours, minutes, and seconds.
Student Learning Strategies	• MP3: Construct Arguments (discuss how seconds can be applied toa runner's finishing time) • MP8: Use Repeated Reasoning (discuss strategies for completing the table)
Success Criteria	I can: • Use a table to represent units of time.

	• Use a table to compare units of time.
Formative Assessment (drives instructional decisions)	• Turn and Talks (pgs. 535-536) • Check Understanding (pg. 537 SE) • Exit Ticket Projection or Put It In Writing (pg. 538 TE)
Activities and Resources	Into Math Lesson 21.1: Compare Units of Time (pgs 535A-538B TE, pgs. 535-538 SE)
Suggested Modifications	See "Suggested Modifications" document.

MA.4.MD.A.1	Know relative sizes of measurement units within one system of units including km, m, cm, mm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two column table.

DAY 1

Module 21, Day 1

Student Learning Intentions (SLI) WALT: (We are learning to…)	We are learning to set goals based on pre-assessment data.
Student Learning Strategies	I can: • Identify the types of questions that I got correct and incorrect. • Set a goal. • List study skills steps to reach my goal.
Success Criteria	•

	Challenging goals (0.59) • Assessment-capable visible learner (1.44) • Study skills (0.49)
Formative Assessment (drives instructional decisions)	• Pre-Assessment • Goal Setting Worksheet
Activities and Resources	• Pre-Assessment (Module 21 Test Form B) • Goal Setting
Suggested Modifications	See "Suggested Modifications" document.

REFLECTIONS

Module 19 Reflections:

Module 20 Reflections:

Module 21 Reflections:

INTERDISCIPLINARY CONNECTIONS: NEW JERSEY STUDENT LEARNING STANDARDS FOR ELA, SOCIAL STUDIES, SCIENCE AND/OR MATHEMATICS

LA.K-12.NJSLSA.R1	Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
LA.K-12.NJSLSA.R2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

LA.K-12.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.
LA.K-12.NJSLSA.W4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LA.K-12.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.
LA.L.4.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.