CACS Curriculum Map — Grade 4 ELA

Aligned to the 2023 NJSLS-ELA, the 2020 NJSLS–Career Readiness, Life Literacies & Key Skills (CLKS), NJ Technology Standards, and New Jersey K–12 mandated-instruction statutes

Standards & Statute Key

Standards Family	Code / Citation	What It Covers
NJSLS-ELA (2023)	**L.RF / L.WF / L.KL / L.VL / L.VI**	Language Domain: Foundational Skills–Reading, Foundational Skills–Writing, Knowledge of Language, Vocabulary–Literal, Vocabulary–Interpretive.
NJSLS-ELA (2023)	**RL.CR / RI.CR**	Reading, Literary/Informational — Close Reading of Text.
NJSLS-ELA (2023)	**RL.CI / RI.CI**	Reading — Central Ideas and Themes of Texts.
NJSLS-ELA (2023)	**RL.IT / RI.IT**	Reading — Interactions Among Text Elements.
NJSLS-ELA (2023)	**RL.TS / RI.TS**	Reading — Text Structure.
NJSLS-ELA (2023)	**RL.PP / RI.PP**	Reading — Perspective and Purpose in Texts.
NJSLS-ELA (2023)	**RL.MF / RI.MF**	Reading — Diverse Media and Formats.
NJSLS-ELA (2023)	**RI.AA**	Reading, Informational — Analysis of an Argument.
NJSLS-ELA (2023)	**RL.CT / RI.CT**	Reading — Comparison of Texts.
NJSLS-ELA (2023)	**W.AW / W.IW / W.NW**	Writing — Argumentative/Opinion, Informative & Explanatory, Narrative Writing.
NJSLS-ELA (2023)	**W.WP / W.WR / W.SE / W.RW**	Writing — Writing Process, Writing Research, Sources of Evidence, Range of Writing.
NJSLS-ELA (2023)	**SL.PE / SL.II / SL.ES / SL.PI / SL.UM / SL.AS**	Speaking & Listening — Participate Effectively, Integrate Information, Evaluate Speakers, Present Information, Use Media, Adapt Speech.
NJSLS-CLKS (2020)	**9.1.5.___**	Personal Financial Literacy, by the end of Grade 5 (Civic Responsibility–CR, Consumer/Economic Awareness–EG, Financial Institutions–FI, Financial Psychology–FP, Planning & Budgeting–PB, Risk Management & Insurance–RMI).
NJSLS-CLKS (2020)	**9.2.5.CAP.___**	Career Awareness, Exploration, Preparation & Training — Career Awareness & Planning, by the end of Grade 5.
NJSLS-CLKS (2020)	**9.4.5.CI / CT / DC / GCA / IML / TL**	Life Literacies & Key Skills, by the end of Grade 5 — Creativity & Innovation, Critical Thinking & Problem-Solving, Digital Citizenship, Global & Cultural Awareness, Information & Media Literacy, Technology Literacy.

Standards Family	Code / Citation	What It Covers
NJ Technology (2014, legacy)	**8.1.5.A–E**	Educational Technology, Grades 3–5 band (Technology Operations; Creativity/Innovation; Communication/Collaboration; Digital Citizenship; Research/Information Fluency). Per NJDOE, these concepts are now embedded in 9.4 Life Literacies & Key Skills above; codes are cross-referenced here because the district's existing map cites this document.
N.J.S.A. 18A:52:16A-88	**Amistad Law**	Every board of education shall incorporate the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary students.
N.J.S.A. 18A:35-28	**Holocaust Law**	Every board of education shall include instruction on the Holocaust and genocides, emphasizing each citizen's responsibility to fight racism and hatred. At Grade 4, this is addressed only through developmentally appropriate SEL foundations (empathy, perspective-taking, valuing differences) — including Module 2's texts on Native American history and disability representation; explicit historical content begins in later grades per district scope and sequence.
N.J.S.A. 18A:35-4.36a	**Diversity & Inclusion Law**	Grades K–12: each district shall incorporate instruction highlighting diversity, equity, inclusion, tolerance, and belonging connected to gender/sexual orientation, race/ethnicity, disability, and religion, in an appropriate place in the curriculum.
N.J.S.A. 18A:35-4.35	**LGBT & Disabilities Law**	Requires instruction on the contributions of persons with disabilities and LGBT people — scoped by statute to MIDDLE SCHOOL and HIGH SCHOOL curricula only. Not a Grade 4 requirement; noted here so this map is not mistaken for satisfying it. The Grade 4 identity/culture units (September–November) build the SEL foundation this later mandate builds upon.
N.J.A.C. 6A:8-1.1(a)3 / 6A:8-3.1(c)	**21st Century Themes & Interdisciplinary Connections**	District boards must integrate 21st-century themes/skills and interdisciplinary connections throughout the K–12 curriculum — the basis for weaving CLKS and technology standards throughout this ELA map.
Standards-embedded (not a separate statute)	**Climate Change Education**	With the 2020 NJSLS adoption, NJ became the first state to embed climate change education across all content areas, including ELA. The 2023 NJSLS-ELA Climate Change Companion Guide provides the Grade 4 examples cited in the November and April–June science/sustainability-linked modules above.

Grade 4 ELA Curriculum Map, September–June

Month	Content / Standards	Objectives	Areas of Focus / Instruction & Activities	Resources
September *Module 1 (September–October)* **Unexpected Heroes & New Beginnings** *EQ: What makes someone a hero,*	***Language – Foundational Skills*** • L.RF.4.4.A/B Read grade-level text with purpose and understanding; read orally with accuracy, appropriate rate, and expression. • L.VL.4.2.A Use context (definitions, examples, restatements) as a clue to the meaning of a word or phrase.	• I can read grade-level text with purpose, understanding, and appropriate fluency. • I can use context clues and Greek/Latin affixes and roots to determine the meaning of unknown words.	***Whole Group — Daily Routine*** • Morning Work; Morning Warm Up; Vocabulary (introduce or review); Word Study (if applicable). • Morphology: prefixes un-, in-, im-; suffixes -y, -ly, and -er.	***HMH Stories*** • Flora & Ulysses: The Illuminated Adventures • Lend a Hand • The Year of the Rat • Kitoto the Mighty

Month	Content / Standards	Objectives	Areas of Focus / Instruction & Activities	Resources
and how do new experiences shape who we are?	• L.VL.4.2.B Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word. • L.WF.4.3.G Use underlining, quotation marks, or italics for titles; use quotation marks for direct speech; use a comma before a coordinating conjunction in a compound sentence. ***Reading*** • RL.CI.4.2 Summarize a literary text and interpret the author's theme, citing key details from the text. • RL.CR.4.1 Refer to details and examples as textual evidence when explaining what a literary text says explicitly and make relevant connections when drawing inferences. • RL.TS.4.4 Explain major differences between poems, drama, and prose, referring to structural elements of each. ***Speaking & Listening*** • SL.PE.4.1 Engage effectively in a range of collaborative discussions with diverse partners on grade 4 topics and texts. ***NJSLS-CLKS (2020) & NJ Technology*** • 9.4.5.GCA.1 Analyze how culture shapes individual and community perspectives and points of view. • 9.1.5.CR.1 Compare various ways to give back and relate them to one's own interests and goals (community-helper theme). ***K–12 Mandated Instruction*** • N.J.S.A. 18A:35-4.36a (Diversity & Inclusion) — foundational work: the module's anchor texts, including a story centered on Chinese-American family and culture, begin the year's instruction on cultural diversity.	• I can summarize a literary text and interpret the author's theme, citing key details. • I can refer to details and examples as textual evidence and make relevant connections when drawing inferences. • I can explain major differences between poems, drama, and prose. • I can engage effectively in collaborative discussions, building on others' ideas and expressing my own clearly.	• Decoding and Spelling: words with prefixes un-, in-, im-; words with suffixes -y, -ly, and -er. • Fluency: accuracy, self-correction, reading rate, automaticity, and expression. • Anchor Text focus/strategy: Central Idea; Ask and Answer Questions; Author's Purpose; Text and Graphic Features; Figurative Language; Monitor and Clarify; Elements of Poetry; Point of View; Characters; Retell; Literary Elements; Theme; Author's Craft. • Guided Reading. ***Small Group*** • Targeted Skill/Focus. • Grammar: simple and complete subjects and predicates; compound subjects and predicates; subject-verb agreement; proper nouns; declarative and interrogative sentences; imperative and exclamatory sentences; identifying kinds of sentences; negatives. • Independent Reading (with Reading Log); Handwriting; Comprehension Journal. ***Differentiation & Accommodations — ELL / SE / Enrichment Modifications*** • Teacher reads the text aloud using a guided reading procedure. • Allow students to test at their own pace. • Provide short breaks between tasks. • Provide a weekly vocabulary/spelling list to students in advance to read and study at home. • Provide a word bank. • Simplify material to the reading level of the student. • Modify the number of problems on a test.	***Digital & Print Program Materials*** • Graphic organizers • Know It, Show It • Tabletop Mini Lessons • Anchor Charts • Read and Respond Journal • LML Pattern Charts • LML poster with patterns ***Assessment Components (district-wide benchmark schedule)*** • Into Reading Module 1 Assessment • LinkIt! Form A Benchmark (Beginning of Year) • DIBELS (Beginning-of-Year benchmark)

Month	Content / Standards	Objectives	Areas of Focus / Instruction & Activities	Resources
			• Reduce visual clutter on worksheets. • Create a behavior modification system. • Let parents know about reward systems for reinforcement at home. • Motivational rewards. • Daily report home to increase communication. • Have parents sign off on communications sent home. • Allow students to test orally. • Post a daily schedule and stick to it. • Provide preferential seating. • Assign a peer helper. ***Standards-Aligned Enrichment*** • "New Beginnings" personal narrative connecting a character's new experience to a student's own first-day or new-experience story (RL.CI.4.2). • Culture-connection discussion circle after the module's Chinese-American family story, linking to 9.4.5.GCA.1 and the Diversity & Inclusion Law. • Genre-comparison chart: how do the module's poem, drama, and prose selections each tell a story differently (RL.TS.4.4)?	
October *Module 2 (October–November)* **The Senses & Overcoming Challenges** *EQ: How do our senses help us understand the world, and how do people adapt when a sense is challenged?*	***Language – Foundational Skills*** • L.RF.4.4.A/B Read grade-level text with purpose and understanding; read orally with accuracy, appropriate rate, and expression. • L.VL.4.2.A/B Use context and grade-appropriate Greek/Latin affixes and roots as clues to word meaning. • L.WF.4.2 Demonstrate command of the conventions of encoding and spelling. ***Reading*** • RI.AA.4.7 Analyze how an author uses facts, details, and explanations to develop ideas or support their reasoning.	• I can read grade-level text with purpose, understanding, and appropriate fluency. • I can use context clues and affixes/roots to determine the meaning of unknown words. • I can demonstrate command of the conventions of encoding and spelling. • I can analyze how an author uses facts, details, and explanations to develop ideas or support their reasoning.	***Whole Group — Daily Routine*** • Morning Work; Morning Warm Up; Vocabulary (introduce or review); Word Study (if applicable). • Morphology: prefixes re- and pre-; suffixes -s, -er, -ed, -ing. • Decoding and Spelling: words with prefixes re- and pre-; words with suffixes -s, -er, -ed, -ing. • Fluency: accuracy, self-correction, reading rate, automaticity, and expression. • Anchor Text focus/strategy: Central Idea; Summarize; Text and Graphic	***HMH Stories*** • The Science Behind Sight • Animal Senses • Blind Ambition • The Game of Silence ***Digital & Print Program Materials*** • Graphic organizers • Know It, Show It • Tabletop Mini Lessons • Anchor Charts • Read and Respond Journal

Month	Content / Standards	Objectives	Areas of Focus / Instruction & Activities	Resources
	• RI.CI.4.2 Summarize an informational text and interpret the author's purpose or main idea, citing key details. • RI.TS.4.4 Describe the overall structure (chronology, comparison, cause/effect, problem/solution) of events, ideas, or information in a text. • RI.IT.4.3 Describe the impact of individuals and events, explaining events, procedures, ideas, or concepts in a scientific or technical text. ***Speaking & Listening*** • SL.PE.4.1 Engage effectively in a range of collaborative discussions with diverse partners on grade 4 topics and texts. ***NJSLS-CLKS (2020) & NJ Technology*** • 9.4.5.GCA.1 Analyze how culture shapes individual and community perspectives and points of view. • 9.4.5.IML.6 Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures. ***K–12 Mandated Instruction*** • N.J.S.A. 18A:35-4.36a (Diversity & Inclusion) — CORE MONTH: the module's texts on Native American history and on living with vision loss support instruction on cultural diversity and disability representation.	• I can summarize an informational text and interpret the author's purpose or main idea, citing key details. • I can describe the overall structure of events, ideas, concepts, or information in a text. • I can describe the impact of individuals and events in a text, using an in-depth analysis of character, setting, or event. • I can engage effectively in collaborative discussions, building on others' ideas and expressing my own clearly.	Features; Text Structure; Content-Area Words; Ask and Answer Questions; Media Techniques; Figurative Language; Visualize; Plot; Author's Craft. • Guided Reading. ***Small Group*** • Targeted Skill/Focus. • Grammar: sentence fragments; run-on sentences; writing complete sentences; quotations; capitalizing historical events and documents, titles, languages, people's names, and nationalities; action verbs; main and helping verbs; linking verbs. • Independent Reading (with Reading Log); Handwriting; Comprehension Journal. ***Differentiation & Accommodations — ELL / SE / Enrichment Modifications*** • Teacher reads the text aloud using a guided reading procedure. • Allow students to test at their own pace. • Provide short breaks between tasks. • Provide a weekly vocabulary/spelling list to students in advance to read and study at home. • Provide a word bank. • Simplify material to the reading level of the student. • Modify the number of problems on a test. • Reduce visual clutter on worksheets. • Create a behavior modification system. • Let parents know about reward systems for reinforcement at home. • Motivational rewards. • Daily report home to increase communication.	• LML Pattern Charts • LML poster with patterns ***Assessment Components (district-wide benchmark schedule)*** • Into Reading Module 2 Assessment

Month	Content / Standards	Objectives	Areas of Focus / Instruction & Activities	Resources
			• Have parents sign off on communications sent home. • Allow students to test orally. • Post a daily schedule and stick to it. • Provide preferential seating. • Assign a peer helper. ***Standards-Aligned Enrichment*** • "Five Senses" science-and-text-features poster connecting the module's sensory science texts to real text features (RI.TS.4.4). • Perspective-taking discussion following the module's history and vision-loss texts, tied to 9.4.5.GCA.1 and the Diversity & Inclusion Law. • Cause-and-effect chart for one of the module's informational texts (RI.IT.4.3).	
November *Module 3 (November–December)* **Facing Nature's Forces & Life's Challenges** *EQ: How do people and communities respond when facing powerful forces beyond their control?*	***Language – Foundational Skills*** • L.RF.4.4.A/B Read grade-level text with purpose and understanding; read orally with accuracy, appropriate rate, and expression. • L.VI.4.3.D Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). • L.WF.4.2 Demonstrate command of the conventions of encoding and spelling. • L.WF.4.3.C/D Use independent clauses and coordinating conjunctions; form irregular verbs and use progressive tenses. ***Reading*** • RI.AA.4.7 Analyze how an author uses facts, details, and explanations to develop ideas or support their reasoning. • RI.CI.4.2 Summarize an informational text and interpret the author's purpose or main idea, citing key details.	• I can read grade-level text with purpose, understanding, and appropriate fluency. • I can relate words to their antonyms and synonyms. • I can demonstrate command of the conventions of encoding, spelling, clauses, conjunctions, and verb tense. • I can analyze how an author uses facts, details, and explanations to develop ideas or support their reasoning. • I can summarize an informational text and interpret the author's purpose or main idea, citing key details. • I can compare and contrast the treatment of similar themes and topics across texts, including texts describing weather events in different world regions.	***Whole Group — Daily Routine*** • Morning Work; Morning Warm Up; Vocabulary (introduce or review); Word Study (if applicable). • Morphology: prefixes mis- and dis-; suffixes -tion, -sion, and -ive. • Decoding and Spelling: words with prefixes mis- and dis-; words with suffixes -tion, -sion, and -ive. • Fluency: phrasing, intonation, accuracy, self-correction, reading rate, automaticity, and expression. • Anchor Text focus/strategy: Identify Claim; Synthesize; Author's Craft; Plot; Theme; Visualize; Point of View; Elements of Drama; Idioms, Adages, and Proverbs; Make and Confirm Predictions; Literary Elements. • Guided Reading. ***Small Group*** • Targeted Skill/Focus.	***HMH Stories*** • Rent Party Jazz • Hurricanes: A Force of Nature • Catch Me If You Can • My Diary from Here to There ***Digital & Print Program Materials*** • Graphic organizers • Know It, Show It • Tabletop Mini Lessons • Anchor Charts • Read and Respond Journal • LML Pattern Charts • LML poster with patterns ***Assessment Components (district-wide benchmark schedule)***

Month	Content / Standards	Objectives	Areas of Focus / Instruction & Activities	Resources
	• RI.PP.4.5 Compare and contrast multiple accounts of the same event or topic, noting similarities and differences in point of view. • RI.TS.4.4 Describe the overall structure of events, ideas, concepts, or information in a text. • RL.IT.4.3 Describe the impact of individuals and events, using an in-depth analysis of character, setting, or event (memoir/diary texts). ***Speaking & Listening*** • SL.PE.4.1 Engage effectively in a range of collaborative discussions with diverse partners on grade 4 topics and texts. ***NJSLS-CLKS (2020) & NJ Technology*** • 9.4.5.CI.2 Investigate a persistent local or global issue, such as climate change, and collaborate with others to develop possible solutions. • 9.4.5.IML.3 Represent the same data in multiple visual formats in order to tell a story about the data. ***Standards-Embedded Climate Change Content*** • 2023 NJSLS-ELA Climate Change Companion Guide (Grade 4): RI.CT.4.8 example — students may compare and contrast informational texts that chronicle weather events and patterns in regions of the world outside of the United States, using the module's hurricane text as an anchor.	• I can compare and contrast multiple accounts of the same event, noting similarities and differences in point of view. • I can describe the overall structure of events, ideas, concepts, or information in a text. • I can engage effectively in collaborative discussions, building on others' ideas and expressing my own clearly.	• Grammar: past, present, and future tenses; helping verbs and past participles; consistent use of tenses; present/past/future progressive verb tense; compound sentences; complex sentences; commas in compound sentences. • Independent Reading (with Reading Log); Handwriting; Comprehension Journal. ***Differentiation & Accommodations — ELL / SE / Enrichment Modifications*** • Teacher reads the text aloud using a guided reading procedure. • Allow students to test at their own pace. • Provide short breaks between tasks. • Provide a weekly vocabulary/spelling list to students in advance to read and study at home. • Provide a word bank. • Simplify material to the reading level of the student. • Modify the number of problems on a test. • Reduce visual clutter on worksheets. • Create a behavior modification system. • Let parents know about reward systems for reinforcement at home. • Motivational rewards. • Daily report home to increase communication. • Have parents sign off on communications sent home. • Allow students to test orally. • Post a daily schedule and stick to it. • Provide preferential seating. • Assign a peer helper. ***Standards-Aligned Enrichment***	• Into Reading Module 3 Assessment

Month	Content / Standards	Objectives	Areas of Focus / Instruction & Activities	Resources
			• Compare-and-contrast chart for two informational texts describing weather events in different regions of the world (RI.CT.4.8, 9.4.5.CI.2). • "Data to Story" visual project representing hurricane or weather data in more than one visual format (9.4.5.IML.3). • Discussion circle connecting the module's diary/memoir text to point-of-view comparisons across accounts (RI.PP.4.5).	
December *Module 4 (December–January)* **Myths, Heroes & Rescue** *EQ: What can myths and stories of real-life rescuers teach us about courage?*	***Language – Foundational Skills*** • L.RF.4.4.A/B Read grade-level text with purpose and understanding; read orally with accuracy, appropriate rate, and expression. • L.VI.4.3.B Determine the meaning of words and phrases that allude to significant characters found in literature (myth/legend vocabulary). • L.VI.4.3.D Demonstrate understanding of words by relating them to their opposites (antonyms) and synonyms. • L.WF.4.3.E Form and use possessive nouns and pronouns. ***Reading*** • RI.MF.4.6 Use evidence to show how graphics and visuals support central ideas. • RL.CT.4.8 Compare and contrast the treatment of similar themes, topics, and patterns of events in literary texts from authors of different cultures (myths and legends). ***Speaking & Listening*** • SL.PE.4.1 Engage effectively in a range of collaborative discussions with diverse partners on grade 4 topics and texts. ***NJSLS-CLKS (2020) & NJ Technology*** • 9.4.5.CT.1 Identify and gather relevant data that will aid in the problem-solving process (rescue/emergency-response theme). • 9.2.5.CAP.1 Evaluate personal likes and dislikes and identify careers that might be	• I can read grade-level text with purpose, understanding, and appropriate fluency. • I can determine the meaning of words and phrases that allude to significant characters found in literature. • I can relate words to their antonyms and synonyms. • I can form and use possessive nouns and pronouns. • I can use evidence to show how graphics and visuals support central ideas. • I can compare and contrast the treatment of similar themes, topics, and patterns of events in literary texts from authors of different cultures. • I can engage effectively in collaborative discussions, building on others' ideas and expressing my own clearly.	***Whole Group — Daily Routine*** • Morning Work; Morning Warm Up; Vocabulary (introduce or review); Word Study (if applicable). • Morphology: prefixes over-, under-; suffixes -ness, -ment. • Decoding and Spelling: words with prefixes over-, under-; words with suffixes -ness, -ment. • Fluency: phrasing, intonation, accuracy, reading rate, automaticity, and expression. • Anchor Text focus/strategy: Text and Graphic Features; Visualize; Point of View; Theme; Synthesize; Text Structure; Ask and Answer Questions; Elements of Drama; Figurative Language; Make Inferences; Author's Purpose. • Guided Reading. ***Small Group*** • Targeted Skill/Focus. • Grammar: subject and object pronouns; reflexive and demonstrative pronouns; pronoun–antecedent agreement; to/too/two; there/they're/their; its/it's; singular and plural possessive nouns; apostrophe use in possessive nouns.	***HMH Stories*** • Prince Charming Misplaces His Bride • Smokejumpers to the Rescue! • Perseus and the Fall of Medusa • Mario and the Hole in the Sky ***Digital & Print Program Materials*** • Graphic organizers • Know It, Show It • Tabletop Mini Lessons • Anchor Charts • Read and Respond Journal • LML Pattern Charts • LML poster with patterns ***Assessment Components (district-wide benchmark schedule)*** • Into Reading Module 4 Assessment

Month	Content / Standards	Objectives	Areas of Focus / Instruction & Activities	Resources
	suited to them (smokejumper/first-responder careers).		• Independent Reading (with Reading Log); Handwriting; Comprehension Journal. ***Differentiation & Accommodations — ELL / SE / Enrichment Modifications*** • Teacher reads the text aloud using a guided reading procedure. • Allow students to test at their own pace. • Provide short breaks between tasks. • Provide a weekly vocabulary/spelling list to students in advance to read and study at home. • Provide a word bank. • Simplify material to the reading level of the student. • Modify the number of problems on a test. • Reduce visual clutter on worksheets. • Create a behavior modification system. • Let parents know about reward systems for reinforcement at home. • Motivational rewards. • Daily report home to increase communication. • Have parents sign off on communications sent home. • Allow students to test orally. • Post a daily schedule and stick to it. • Provide preferential seating. • Assign a peer helper. ***Standards-Aligned Enrichment*** • "Myths Across Cultures" compare-and-contrast chart for the module's myth and the fairy-tale-retelling text (RL.CT.4.8). • Real-world-rescuer career connection: what training and traits does a smokejumper need (9.2.5.CAP.1)?	

Month	Content / Standards	Objectives	Areas of Focus / Instruction & Activities	Resources
			• Graphic-features gallery walk: how do illustrations and diagrams in the module's texts support the central idea (RI.MF.4.6)?	
January *Module 5 (January–February)* **Music, Memory & Global Culture** *EQ: How do music, photographs, dance, and poetry connect us to cultures and moments in time?*	***Language – Foundational Skills*** • L.RF.4.4.A/B Read grade-level text with purpose and understanding; read orally with accuracy, appropriate rate, and expression. • L.VL.4.2.A Use context as a clue to the meaning of a word or phrase. ***Reading*** • RI.AA.4.7 Analyze how an author uses facts, details, and explanations to develop ideas or support their reasoning. • RI.CI.4.2 Summarize an informational text and interpret the author's purpose or main idea, citing key details. • RI.MF.4.6 Use evidence to show how graphics and visuals support central ideas. • RI.TS.4.4 Describe the overall structure of events, ideas, concepts, or information in a text. • RL.TS.4.4 Explain major differences between poems, drama, and prose, referring to structural elements of each. ***Speaking & Listening*** • SL.PE.4.1 Engage effectively in a range of collaborative discussions with diverse partners on grade 4 topics and texts. ***NJSLS-CLKS (2020) & NJ Technology*** • 9.4.5.GCA.1 Analyze how culture shapes individual and community perspectives and points of view. • 9.4.5.IML.6 Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures. ***K–12 Mandated Instruction*** • N.J.S.A. 18A:35-4.36a (Diversity & Inclusion) — continuation: the module's global-dance text supports continued instruction on cultural	• I can read grade-level text with purpose, understanding, and appropriate fluency. • I can use context clues to determine the meaning of unknown words. • I can analyze how an author uses facts, details, and explanations to develop ideas or support their reasoning. • I can summarize an informational text and interpret the author's purpose or main idea, citing key details. • I can use evidence to show how graphics and visuals support central ideas. • I can describe the overall structure of events, ideas, concepts, or information in a text. • I can explain major differences between poems, drama, and prose. • I can engage effectively in collaborative discussions, building on others' ideas and expressing my own clearly.	***Whole Group — Daily Routine*** • Morning Work; Morning Warm Up; Vocabulary (introduce or review); Word Study (if applicable). • Morphology: prefixes sub-, fore-; suffixes -ful, -ous, -less. • Decoding and Spelling: words with prefixes sub-, fore-; words with suffixes -ful, -ous, -less. • Fluency: phrasing, intonation, accuracy, self-correction, and expression. • Anchor Text focus/strategy: Ideas and Support; Ask and Answer Questions; Text Structure; Figurative Language; Monitor and Clarify; Central Idea; Text and Graphic Features; Visualize; Elements of Poetry; Theme. • Guided Reading. ***Small Group*** • Targeted Skill/Focus. • Grammar: modal auxiliaries (may, might, can, could, would, should, must); present and past participles; participle phrases; irregular verbs; the verb be; helping verbs. • Independent Reading (with Reading Log); Handwriting; Comprehension Journal. ***Differentiation & Accommodations — ELL / SE / Enrichment Modifications*** • Teacher reads the text aloud using a guided reading procedure. • Allow students to test at their own pace. • Provide short breaks between tasks.	***HMH Stories*** • The Beatles Were Fab (and They Were Funny) • How Can Photos Take Us Back In Time? • Let's Dance Around the World • The Art of Poetry ***Digital & Print Program Materials*** • Graphic organizers • Know It, Show It • Tabletop Mini Lessons • Anchor Charts • Read and Respond Journal • LML Pattern Charts • LML poster with patterns ***Assessment Components (district-wide benchmark schedule)*** • Into Reading Module 5 Assessment • LinkIt! Form B Benchmark (Middle of Year) • DIBELS (Middle-of-Year benchmark)

Month	Content / Standards	Objectives	Areas of Focus / Instruction & Activities	Resources
	diversity, coinciding with the start of the calendar year and lead-in to Black History Month.		• Provide a weekly vocabulary/spelling list to students in advance to read and study at home. • Provide a word bank. • Simplify material to the reading level of the student. • Modify the number of problems on a test. • Reduce visual clutter on worksheets. • Create a behavior modification system. • Let parents know about reward systems for reinforcement at home. • Motivational rewards. • Daily report home to increase communication. • Have parents sign off on communications sent home. • Allow students to test orally. • Post a daily schedule and stick to it. • Provide preferential seating. • Assign a peer helper. ***Standards-Aligned Enrichment*** • "Dance Around the World" culture-and-map mini-project connecting the module's global dance text to 9.4.5.GCA.1 and the Diversity & Inclusion Law. • Poetry-writing workshop using the module's Art of Poetry text as a mentor model (RL.TS.4.4). • "Photos Through Time" text-features activity analyzing how historical photographs support central ideas (RI.MF.4.6).	
February *Module 6 (February–March)* **Earth's Wonders**	***Language – Foundational Skills*** • L.RF.4.4.A/B/C Read grade-level text with purpose and understanding; read orally with accuracy; use context to confirm or self-correct word recognition.	• I can read grade-level text with purpose, understanding, and appropriate fluency, self-correcting as needed.	***Whole Group — Daily Routine*** • Morning Work; Morning Warm Up; Vocabulary (introduce or review); Word Study (if applicable).	***HMH Stories*** • Mariana Trench and Exploring Challenger Deep • Weird and Wondrous Rocks • Nature's Wonders

Month	Content / Standards	Objectives	Areas of Focus / Instruction & Activities	Resources
EQ: What can Earth's most extreme and unusual places teach us about our planet?	• L.VL.4.2.A Use context as a clue to the meaning of a word or phrase. • L.VL.4.2.C Consult reference materials (dictionaries, glossaries, thesauruses) to determine or clarify the precise meaning of key words. • L.WF.4.3.B Place adjectives and adverbs; form comparative and superlative adjectives and adverbs. ***Reading*** • RI.CR.4.1 Refer to details and examples as textual evidence when explaining what an informational text says explicitly and make relevant connections when drawing inferences. • RI.TS.4.4 Describe the overall structure of events, ideas, concepts, or information in a text. ***NJSLS-CLKS (2020) & NJ Technology*** • 9.4.5.IML.1 Evaluate digital sources for accuracy, perspective, credibility, and relevance. • 9.4.5.CT.1 Identify and gather relevant data that will aid in the problem-solving process.	• I can use context clues and reference materials to determine the precise meaning of unknown words. • I can place adjectives and adverbs and form comparative and superlative forms. • I can refer to details and examples as textual evidence and make relevant connections when drawing inferences. • I can describe the overall structure of events, ideas, concepts, or information in a text.	• Morphology: prefixes ir-, il-; suffixes -able, -ible. • Decoding and Spelling: words with prefixes ir-, il-; words with suffixes -able, -ible. • Fluency: phrasing, intonation, accuracy, reading rate, automaticity, and self-correction. • Anchor Text focus/strategy: Text and Graphic Features; Summarize; Central Idea; Text Structure; Ask and Answer Questions; Author's Craft; Elements of Poetry; Make Inferences; Ideas and Support; Simile and Metaphor. • Guided Reading. ***Small Group*** • Targeted Skill/Focus. • Grammar: adjectives; adjectives after be; ordering adjectives; adverbs; adverbs of frequency and intensity; adverbs in different parts of sentences; prepositions; prepositional phrases; prepositional phrases to provide details. • Independent Reading (with Reading Log); Handwriting; Comprehension Journal. ***Differentiation & Accommodations — ELL / SE / Enrichment Modifications*** • Teacher reads the text aloud using a guided reading procedure. • Allow students to test at their own pace. • Provide short breaks between tasks. • Provide a weekly vocabulary/spelling list to students in advance to read and study at home. • Provide a word bank. • Simplify material to the reading level of the student. • Modify the number of problems on a test.	• Grand Canyon: A Trail Through Time ***Digital & Print Program Materials*** • Graphic organizers • Know It, Show It • Tabletop Mini Lessons • Anchor Charts • Read and Respond Journal • LML Pattern Charts • LML poster with patterns ***Assessment Components (district-wide benchmark schedule)*** • Into Reading Module 6 Assessment

Month	Content / Standards	Objectives	Areas of Focus / Instruction & Activities	Resources
			• Reduce visual clutter on worksheets. • Create a behavior modification system. • Let parents know about reward systems for reinforcement at home. • Motivational rewards. • Daily report home to increase communication. • Have parents sign off on communications sent home. • Allow students to test orally. • Post a daily schedule and stick to it. • Provide preferential seating. • Assign a peer helper. ***Standards-Aligned Enrichment*** • "Extreme Earth" research task evaluating the credibility of two digital sources about a natural wonder (9.4.5.IML.1). • Text-evidence scavenger hunt: locate and cite details supporting a central idea across the module's earth-science texts (RI.CR.4.1). • Descriptive-writing challenge using comparative and superlative adjectives to describe a natural wonder (L.WF.4.3.B).	
March *Module 7 (March–April)* **Folktales & Tall Tales From Many Cultures** *EQ: How do folktales and tall tales from different cultures use exaggeration and trickery to entertain and teach?*	***Language – Foundational Skills*** • L.RF.4.4.A/B Read grade-level text with purpose and understanding; read orally with accuracy, appropriate rate, and expression. • L.VL.4.2.A Use context as a clue to the meaning of a word or phrase. • L.VL.4.2.C Consult reference materials to determine or clarify the precise meaning of key words and phrases. ***Reading*** • RL.CI.4.2 Summarize a literary text and interpret the author's theme, citing key details.	• I can read grade-level text with purpose, understanding, and appropriate fluency. • I can use context clues and reference materials to determine the meaning of unknown words. • I can summarize a literary text and interpret the author's theme, citing key details. • I can compare and contrast the treatment of similar themes, topics, and patterns of events in literary texts from authors of different cultures.	***Whole Group — Daily Routine*** • Morning Work; Morning Warm Up; Vocabulary (introduce or review); Word Study (if applicable). • Morphology: prefixes inter-, intra-; suffixes -ty, -ity. • Decoding and Spelling: words with prefixes ir-, il-; words with suffixes -able, -ible (review); words with prefixes inter-, intra-; suffixes -ty, -ity. • Fluency: expression, accuracy, reading rate, automaticity, and self-correction. • Anchor Text focus/strategy: Central Idea; Retell; Figurative Language;	***HMH Stories*** • Thunder Rose • In the Days of King Adobe • A Pair of Tricksters • Ten Suns: A Chinese Legend ***Digital & Print Program Materials*** • Graphic organizers • Know It, Show It • Tabletop Mini Lessons • Anchor Charts • Read and Respond Journal

Month	Content / Standards	Objectives	Areas of Focus / Instruction & Activities	Resources
	• RL.CT.4.8 Compare and contrast the treatment of similar themes, topics, and patterns of events in literary texts from authors of different cultures. • RL.IT.4.3 Describe the impact of individuals and events, using an in-depth analysis of character, setting, or event that draws on textual evidence. • RL.MF.4.6 Make connections between specific descriptions and directions in a text and a visual or oral representation of the text. ***NJSLS-CLKS (2020) & NJ Technology*** • 9.4.5.GCA.1 Analyze how culture shapes individual and community perspectives and points of view. • 9.4.5.CI.3 Participate in a brainstorming session with individuals with diverse perspectives to expand one's own perspective. ***K–12 Mandated Instruction*** • Amistad Law, N.J.S.A. 18A:52:16A-88 — PRIMARY MONTH: the module's African-American tall-tale heroine directly supports instruction on the contributions of African-Americans to American folklore and culture. • N.J.S.A. 18A:35-4.36a (Diversity & Inclusion) — continuation: the module's set of folktales and legends spans African-American, Mexican, and Chinese storytelling traditions.	• I can describe the impact of individuals and events, using an in-depth analysis of character, setting, or event. • I can make connections between specific descriptions in a text and a visual or oral representation of it.	Characters; Adages and Proverbs; Make and Confirm Predictions; Theme; Synthesize; Text and Graphic Features; Media Techniques; Literary Elements. • Guided Reading. ***Small Group*** • Targeted Skill/Focus. • Grammar: clauses; relative pronouns; relative adverbs; abbreviations for people and places, mailing addresses, time and measurement; comparative and superlative forms of adjectives and adverbs. • Independent Reading (with Reading Log); Handwriting; Comprehension Journal. ***Differentiation & Accommodations — ELL / SE / Enrichment Modifications*** • Teacher reads the text aloud using a guided reading procedure. • Allow students to test at their own pace. • Provide short breaks between tasks. • Provide a weekly vocabulary/spelling list to students in advance to read and study at home. • Provide a word bank. • Simplify material to the reading level of the student. • Modify the number of problems on a test. • Reduce visual clutter on worksheets. • Create a behavior modification system. • Let parents know about reward systems for reinforcement at home. • Motivational rewards. • Daily report home to increase communication. • Have parents sign off on communications sent home.	• LML Pattern Charts • LML poster with patterns ***Assessment Components (district-wide benchmark schedule)*** • Into Reading Module 7 Assessment

Month	Content / Standards	Objectives	Areas of Focus / Instruction & Activities	Resources
			• Allow students to test orally. • Post a daily schedule and stick to it. • Provide preferential seating. • Assign a peer helper. ***Standards-Aligned Enrichment*** • Amistad Law research task: what does the module's tall tale reveal about the tradition of African-American folk heroes, and how is exaggeration used to celebrate strength and resilience (RL.CI.4.2, 9.4.5.GCA.1)? • "Tricksters Across Cultures" compare-and-contrast chart for the module's Mexican and Chinese folktales (RL.CT.4.8). • Class brainstorm on the lesson each tale teaches and how it applies to being a good community member (9.4.5.CI.3).	
April–June *Module 8 (April–June)* **Sustainable Food & Healthy Choices** *EQ: How can our food choices affect our health and the health of the planet?*	***Language – Foundational Skills*** • L.RF.4.4.A/B Read grade-level text with purpose and understanding; read orally with accuracy, appropriate rate, and expression. • L.VL.4.2.A Use context as a clue to the meaning of a word or phrase. • L.WF.4.3.C/G Use independent clauses and coordinating conjunctions; use underlining, quotation marks, or italics for titles. ***Reading*** • RL.CR.4.1 Refer to details and examples as textual evidence when explaining what a literary text says explicitly and make relevant connections when drawing inferences. • RL.PP.4.5 Compare and contrast the point of view from which different stories are narrated, including first- and third-person narration. ***Writing*** • W.AW.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	• I can read grade-level text with purpose, understanding, and appropriate fluency. • I can use context clues to determine the meaning of unknown words. • I can use independent clauses and coordinating conjunctions correctly. • I can refer to details and examples as textual evidence and make relevant connections when drawing inferences. • I can compare and contrast the point of view from which different stories are narrated, including first- and third-person narration. • I can write an opinion piece on a topic, supporting my point of view with reasons and information. • I can report on a topic, tell a story, or recount an experience using appropriate facts and descriptive details.	***Whole Group — Daily Routine*** • Morning Work; Morning Warm Up; Vocabulary (introduce or review); Word Study (if applicable). • Morphology: Greek roots auto, bio, photo, graph; suffixes -en, -ic. • Decoding and Spelling: words with Greek roots auto, bio, photo, graph; words with suffixes -en, -ic. • Fluency: expression, accuracy, phrasing, intonation, and self-correction. • Anchor Text focus/strategy: Text and Graphic Features; Monitor and Clarify; Author's Purpose; Ideas and Support; Ask and Answer Questions; Media Techniques; Central Idea; Make and Confirm Predictions; Idioms; Point of View. • Guided Reading. ***Small Group***	***HMH Stories*** • Eco-Friendly Food • Kids Rock Nutrition in the Kitchen • Bug Bites • Now You're Cooking ***Digital & Print Program Materials*** • Graphic organizers • Know It, Show It • Tabletop Mini Lessons • Anchor Charts • Read and Respond Journal • LML Pattern Charts • LML poster with patterns ***Assessment Components (district-wide benchmark schedule)***

Month	Content / Standards	Objectives	Areas of Focus / Instruction & Activities	Resources
	Speaking & Listening • SL.PE.4.1 Engage effectively in a range of collaborative discussions with diverse partners on grade 4 topics and texts. • SL.PI.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. ***NJSLS-CLKS (2020) & NJ Technology*** • 9.4.5.CI.2 Investigate a persistent local or global issue, such as climate change, and collaborate with others to develop possible solutions. • 9.2.5.CAP.4 Explain the reasons why some jobs and careers require specific training, education, and skill development. ***Standards-Embedded Climate Change Content*** • 2023 NJSLS-ELA Climate Change Companion Guide (Grade 4): W.AW.4.1 example — students may use information from the module's eco-friendly food texts to support their opinions on the use of energy and fuels derived from natural resources. • 2023 NJSLS-ELA Climate Change Companion Guide (Grade 4): SL.PI.4.4 example — students may present multiple, evidence-based solutions to reduce the impact that climate change has on humans, connected to the module's sustainable-food theme. ***K–12 Mandated Instruction*** • Recap of the year's Amistad Law and Diversity & Inclusion Law (N.J.S.A. 18A:35-4.36a) threads through a culminating end-of-year showcase.	• I can engage effectively in collaborative discussions, building on others' ideas and expressing my own clearly.	• Targeted Skill/Focus. • Grammar: contractions with not; using negatives; avoiding double negatives; end-of-sentence punctuation; capital letters and punctuation in quotations; punctuation for effect; commas with direct speech and names; commas in compound sentences; more uses of commas. • Independent Reading (with Reading Log); Handwriting; Comprehension Journal. ***Differentiation & Accommodations — ELL / SE / Enrichment Modifications*** • Teacher reads the text aloud using a guided reading procedure. • Allow students to test at their own pace. • Provide short breaks between tasks. • Provide a weekly vocabulary/spelling list to students in advance to read and study at home. • Provide a word bank. • Simplify material to the reading level of the student. • Modify the number of problems on a test. • Reduce visual clutter on worksheets. • Create a behavior modification system. • Let parents know about reward systems for reinforcement at home. • Motivational rewards. • Daily report home to increase communication. • Have parents sign off on communications sent home. • Allow students to test orally. • Post a daily schedule and stick to it. • Provide preferential seating. • Assign a peer helper.	• Into Reading Module 8 Assessment • LinkIt! Form C Benchmark (End of Year) • DIBELS (End-of-Year benchmark)

Month	Content / Standards	Objectives	Areas of Focus / Instruction & Activities	Resources
			Standards-Aligned Enrichment • Opinion-writing task: should our school make a specific eco-friendly food change, and why (W.AW.4.1, 9.4.5.CI.2)? • Oral presentation: propose an evidence-based solution to a food-related environmental issue, using facts from the module's texts (SL.PI.4.4). • Culminating "Fourth Grade Author's Celebration": student-created exhibits synthesizing science, culture, and story themes from the year, recapping the year's Amistad Law and Diversity & Inclusion Law threads. • Career connection: what training does a chef, nutritionist, or food scientist need (9.2.5.CAP.4)?	