Swedesboro-Woolwich School District's Reading Curriculum Guidance Document

Fourth Grade – Unit/Module 1 –

Mission Statement
The primary goal of the Swedesboro-Woolwich School District is to prepare each student with the real life skills needed to compete in a highly competitive global economy. This will be achieved by providing a comprehensive curriculum, the integration of technology, and the professional services of a competent and dedicated faculty, administration, and support staff. Guiding this mission will be Federal mandates, including No Child Left Behind, the New Jersey Core Curriculum Content Standards, and local initiatives addressing the individual needs of our students as determined by the Board of Education. The diverse resources of the school district, which includes a caring PTO and active adult community, contribute to a quality school system. They serve an integral role in supporting positive learning experiences that motivate, challenge and inspire children to learn.

Unit/Module Overview
In Module 1: In this module, students will listen to, read, and view a variety of texts and media that present them with information about our identities. A genre focus on different kinds of stories provides students with opportunities to identify point of view and recognize figurative language in order to better understand unfamiliar texts. Students will encounter a photo essay and narrative poetry to build knowledge across genres. As students build their vocabulary and synthesize topic knowledge, they will learn that our identities are shaped through our experiences, personal interests, and passions. Essential Question: How do your experiences help shape your identity?

Standards Covered in Current Unit/Module
Related Standards and Learning Goals
RI.CI.4.2

Summarize an informational text and interpret the author's purpose or main idea 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 from the text.

RI.AA.4.7

Analyze how an author uses facts, details and explanations to develop ideas or to support their reasoning.

RI.MF.4.6

Use evidence to show how graphics and visuals (e.g., illustrations, charts, graphs, diagrams, timelines, animations) support central ideas.

RL.MF.4.6

Make connections between specific descriptions and directions in a text and a visual or oral representation of the text.

L.VI.4.3.B

Determine the meaning of words and phrases that allude to significant characters found in literature.

L.RF.4.4.C

Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

RL.PP.4.5

Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

RL.TS.4.4

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.

Unit/Module Weekly Learning Activities and Pacing Guide			
1-15 Days	**NJ Standards**	**Critical Knowledge & Skills**	**Possible Resources & Activities**

Module 1 – Week 1	● **RI.CI.4.2** Summarize an informational text and interpret the author's purpose or main idea citing key details from the text.
	● **RL.CR.4.1**
		Obj. We are learning to:
		● Share information and ideas about a topic under discussion.
		
		● Ask relevant questions to clarify information.
		
		● Recognize characteristics of stories.
		● Language Answer questions using multi-word
			● myBook Texts
			  ○ The Story of You
			  ○ Flora and Ulysses: The Illuminated Adventures
			● Materials – Whole Group
			  ○ Newsletter for Module 1
			  ○ Get Curious Video – Life
			  ○ Teacher Read-Aloud- Michael's Melody
			  ○ myBook/Teacher Pal –

Refer to details and examples as textual evidence when explaining what a literary text says explicitly and make relevant connections when drawing inferences from the text.

- **RI.AA.4.7**
Analyze how an author uses facts, details and explanations to develop ideas or to support their reasoning.
- **RI.MF.4.6**
Use evidence to show how graphics and visuals (e.g., illustrations, charts, graphs, diagrams, timelines, animations) support central ideas.
- **RL.MF.4.6**
Make connections between specific descriptions and directions in a text and a visual or oral representation of the text.
- **L.VI.4.3.B**
Determine the meaning of words and phrases that allude to significant characters found in literature.

responses.
- Decode: Short and Long a Sounds
- Spelling: Words with Short and Long a
- Fluency: Accuracy and Self-Correction

Suggested Formative Assessment(s):

- Selection Quiz- *The Story of You and Flora and Ulysses: The Illuminated Adventures*
- Comprehension: Central Idea, Ask and Answer Questions, Author's Purpose, Text and Graphic Features, Figurative Language
- Generative Vocabulary: Prefixes un-, in-, im-, re-
- Vocabulary Strategy: Context Clues
- Response to Text – Accountable Talk
- KWL Chart
- Spelling Quiz

- ■ The Story of You
- ■ Flora and Ulysses: The Illuminated Adventures
  - ○ Know It, Show It
  - ○ Teacher's Guide
  - ○ Anchor Charts – Central Idea, Ask and Answer Questions, Author's Purpose, Text and Graphic Features, Figurative Language
  - ○ Vocabulary Cards – Critical Vocabulary: *cynic, defiance, profound, inadvertently, consumed, descended, obliged, mundane, considered, disdain* Big Idea Words- *identity, experience, pursuit, wisdom*
- Activities
  - ○ View and Respond to Get Curious Video
  - ○ Build Background Knowledge
  - ○ Author and Illustrator; Reread to Notice Details; Characters and Setting; Match Pictures to Text – Use echo reading
  - ○ Listening Comprehension
  - ○ Write a response
  - ○ Speaking and Listening

	L.RF.4.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary. **RL.PP.4.5** Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. **RL.TS.4.4** 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.		

Module 1 – Week 1	Small Group/Differentiation – Materials – Small Group/Differentiation
	    ○ Decodables
	    ○ Tabletop Mini Lessons
	    ○ ELL Tabletop Mini Lessons
	    ○ Language Graphic Organizer		

	Small Group/Differentiation – Activities ○ Literacy Centers ○ Guided Reading Groups ○ English Learner Support ○ Reinforce skill with practice worksheets ○ Research/Inquiry Project – Students collect stories for an oral history project ■ Week 1- Brainstorm and Research		

Module 1– Week 2	**RI.CI.4.2** Summarize an informational text and interpret the author's purpose or main idea 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 from the text.
	 RI.AA.4.7 Analyze how an author uses facts, details and explanations to develop ideas or to support their reasoning.
	 RI.MF.4.6 Use evidence to show
		Obj. We are learning to:
		 ● Share information and ideas about a topic under discussion.
		
		 ● Ask relevant questions to clarify information.
		
		 ● Recognize characteristics of stories.
		 ● Language Answer questions using multi-word responses.
		 ● Decode: Short and Long e
		 ● Spelling: Short and Long e
		 ● Fluency: Reading Rate
		
		 Suggested Formative Assessment(s):
		
		 ● Selection Quiz- ***Yes! We Are Latinos and The Year of the Rat***
		 ● Comprehension: Monitor and Clarify, Elements of Poetry, Points of View, Characters
		 ● Generative Vocabulary: Prefixes mis-, pre-, dis-
		 ● Vocabulary Strategy: Context Clues
		 ● Response to Text – Accountable Talk
		 ● KWL Chart
		 ● Spelling Quiz
			● myBook Texts
			   ○ *Yes! We Are Latinos*
			   ○ *The Year of the Rat*
			 ● Materials – Whole Group
			   ○ Family Letter to Send Home
			   ○ Get Curious Video
			   ○ Read Aloud
			   ○ myBook
			   ○ Know It, Show It
			   ○ Teacher's Guide
			   ○ Anchor Chart – Monitor and Clarify, Elements of Poetry, Points of View, Characters
			   ○ Vocabulary Cards – Power Words: ***heritage, ancient, resolutions, doubts, relying, clumsy, awkward***
			   ○ Knowledge Maps
			
			 Activities
			 ● View and Respond to Get Curious Video
			 ● Build Background Knowledge
			 ● Author and Illustrator; Reread to Notice Details; Characters and Setting; Match Pictures to Text – Use echo reading
			 ● Listening Comprehension

how graphics and visuals (e.g., illustrations, charts, graphs, diagrams, timelines, animations) support central ideas. **RL.MF.4.6** Make connections between specific descriptions and directions in a text and a visual or oral representation of the text. **L.VI.4.3.B** Determine the meaning of words and phrases that allude to significant characters found in literature. **L.RF.4.4.C** Use context to confirm or self-correct word recognition and understanding, rereading as necessary. **RL.PP.4.5** Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. **RL.TS.4.4** Explain major differences	● Teacher Observation ● Turn and Talks, Think Pair Share	● Write a response ● Speaking and Listening

	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.		

Module 1 – Week 2	Small Group/Differentiation – Materials – Small Group/Differentiation
	   ○ Decodables
	   ○ Tabletop Mini Lessons
	   ○ ELL Tabletop Mini Lessons
	   ○ Language Graphic Organizer
	
	Small Group/Differentiation – Activities
	   ○ Literacy Centers
	   ○ Guided Reading Groups
	   ○ English Learner Support
	   ○ Reinforce skill with practice worksheets
	   ○ Research/Inquiry Project – Students collect stories for an oral history project
	        ■ Week 2- Write and Create		

Module 1 – Week 3	● **RI.CI.4.2** Summarize an informational text and interpret the author's purpose or main idea citing key details from the text.	**Obj. We are learning to**:
		● Share information and ideas about a topic under discussion.
		
		● Ask relevant questions to clarify information.
		
		● Recognize characteristics of stories.
			● Texts
			   ○ Read Aloud- *Kitoto the Mighty*
			● Materials – Whole Group
			   ○ Get Curious Video
			   ○ Read Aloud- *Kitoto the Mighty*
			   ○ myBook
			   ○ Know It, Show It
			   ○ Teacher's Guide

● **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 from the text. ● **RI.AA.4.7** Analyze how an author uses facts, details and explanations to develop ideas or to support their reasoning. ● **RI.MF.4.6** Use evidence to show how graphics and visuals (e.g., illustrations, charts, graphs, diagrams, timelines, animations) support central ideas. ● **RL.MF.4.6** Make connections between specific descriptions and directions in a text and a visual or oral representation of the text. ● **L.VI.4.3.B** Determine the meaning of words and phrases that allude to significant characters found in	● Language Answer questions using multi-word responses. ● Decode: Short and Long i ● Spelling: Words with Short i and Long i ● Fluency: Expression **Suggested Formative Assessment(s)**: ● Selection Quiz- *Kitoto the Mighty* ● Comprehension: Retell, Literary Elements, Theme, Author's Craft ● Generative Vocabulary: Suffixes -y, -ly ● Vocabulary Strategy: Context Clues ● Response to Text – Accountable Talk ● KWL Chart ● Spelling Quiz ● Teacher Observation ● Turn and Talks, Think Pair Share	○ Anchor Chart – Retell, Literary Elements, Theme, Author's Craft ○ Vocabulary Cards – *cautiously, trickle, marveled, mighty, distant, proclaimed, majestic, sumptuous, hoard* ○ Knowledge Maps Activities ○ View and Respond to Get Curious Video ○ Build Background Knowledge ○ Author and Illustrator; Reread to Notice Details; Characters and Setting; Match Pictures to Text – Use echo reading ○ Listening Comprehension

	literature. ● **L.RF.4.4.C** Use context to confirm or self-correct word recognition and understanding, rereading as necessary. ● **RL.PP.4.5** Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. ● **RL.TS.4.4** 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.		

Module 1 – Week 3	Small Group/Differentiation – Materials – Small Group/Differentiation
	  ○ Decodables
	  ○ Tabletop Mini Lessons
	  ○ ELL Tabletop Mini Lessons
	  ○ Language Graphic Organizer		

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Small Group/Differentiation – Activities
- Literacy Centers
- Guided Reading Groups
- English Learner Support
- Reinforce skill with practice worksheets
- Research/Inquiry Project – Students collect stories for an oral history project
  - Week 3- Practice and Present

Link to Additional Components including Cross Curricular Connections, Accommodations, Assessments, Etc

ELA Enduring Understanding Statements