

Swedesboro-Woolwich School District's Reading Curriculum Guidance Document

Fourth Grade – Unit/Module 2 –

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 2:

In this module, students will listen to, read, and view a variety of texts and media that present them with information about the five senses.

A genre focus on informational text provides students with opportunities to identify central ideas, text and graphic features, and media techniques in order to better understand unfamiliar texts. Students will also encounter a personal narrative and historical fiction to build knowledge across genres. As students build their vocabulary and synthesize topic knowledge, they will learn that our senses are powerful tools that help us experience the world in exciting ways

Essential Question: How do people and animals use their senses to navigate the world?

Standards Covered in Current Unit/Module

Related Standards and Learning Goals

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RI.IT.4.3

Describe the impact of individuals and events throughout the course of a text, explaining events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on evidence in the text.

RI.CI.4.2

Summarize an informational text and interpret the author's purpose or main idea citing key details 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.IT.4.3

Describe the impact of individuals and events throughout the course of a text, explaining events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on evidence in the text.

RI.CI.4.2

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

RI.MF.4.6

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

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 from the text.

SL.II.4.2

Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).

Unit/Module Weekly Learning Activities and Pacing Guide			
1-15 Days	NJ Standards	Critical Knowledge & Skills	Possible Resources & Activities
Module 2 – Week 1	<ul style="list-style-type: none"> RI.IT.4.3 Describe the impact of individuals and events throughout the course of a text, explaining events, procedures, ideas, or concepts in a historical, scientific, or technical 	Obj. We are learning to: <ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> myBook Texts <ul style="list-style-type: none"> What Are the Five Senses? The Science Behind Sight Materials – Whole Group <ul style="list-style-type: none"> Newsletter for Module 2 Get Curious Video – Super Senses Teacher Read-Aloud- The Man Who Climbed Everest Big Book/Teacher Pal –

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	<p>text, including what happened and why, based on evidence in the text.</p> <ul style="list-style-type: none"> ● RI.CI.4.2 Summarize an informational text and interpret the author's purpose or main idea citing key details 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.IT.4.3 Describe the impact of individuals and events throughout the course of a text, explaining events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on evidence in the text. ● RI.CI.4.2 Summarize an informational text and interpret the author's purpose or main idea citing key details from the text. ● RI.MF.4.6 	<p>responses.</p> <ul style="list-style-type: none"> ● Decode: Short and Long o ● Spelling: Words with Short and Long o ● Fluency: Accuracy and Self-Correction <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> ● Selection Quiz- <u>The Science Behind Sight</u> ● Comprehension: Central Idea, Summarize, Text and Graphic Features, Text Structure, Content-Area Words ● Generative Vocabulary: Latin Root <i>lumin</i> ● Vocabulary Strategy: Multiple Meaning Words ● Response to Text – Accountable Talk ● KWL Chart ● Spelling Quiz 	<ul style="list-style-type: none"> ■ <u>What Are the Five Senses?</u> ■ <u>The Science Behind Sight</u> ○ Know It, Show It ○ Teacher's Guide ○ Anchor Charts – Central Idea, Summarize, Text and Graphic Features, Text Structure, Content- Area Words ○ Vocabulary Cards – Critical Vocabulary: <i>luminous, transparent, reflect, illuminates, judge</i> . Big Idea Words- <i>perception, aroma, distinguished, tactile</i> ○ wisdom ● Activities <ul style="list-style-type: none"> ○ 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
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	<p>Use evidence to show how graphics and visuals (e.g., illustrations, charts, graphs, diagrams, timelines, animations) support central ideas.</p> <ul style="list-style-type: none"> ● 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 from the text. ● SL.II.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally). 		
Module 2– Week 1	<p>Small Group/Differentiation – Materials – Small Group/Differentiation</p> <ul style="list-style-type: none"> ○ Decodables ○ Tabletop Mini Lessons ○ ELL Tabletop Mini Lessons ○ Language Graphic Organizer <p>Small Group/Differentiation – Activities</p> <ul style="list-style-type: none"> ○ Literacy Centers ○ Guided Reading Groups ○ English Learner Support ○ Reinforce skill with practice worksheets 		

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	<ul style="list-style-type: none"> ○ Research/Inquiry Project – Students create and present an advertisement for a sensory invention <ul style="list-style-type: none"> ■ Week 1: Brainstorm and Research 		
<p>Module 2 – Week 2</p>	<ul style="list-style-type: none"> ● RI.IT.4.3 Describe the impact of individuals and events throughout the course of a text, explaining events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on evidence in the text. ● RI.CI.4.2 Summarize an informational text and interpret the author's purpose or main idea citing key details 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.IT.4.3 Describe the impact of individuals and events throughout the course of 	<p>Obj. We are learning to:</p> <ul style="list-style-type: none"> ● Build knowledge and language while reading and discussing the stories, <u>Animal Senses</u> and <u>Blind Ambition</u> ● Identify characters and setting in a story. ● Match pictures to text. ● 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. ● Understand the meaning of new vocabulary ● Decoding: Syllable Division Patterns: VCCV, VCV, VV ● Spelling: Homophones ● Fluency: Reading Rate <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> ● Weekly Assessment – Reading Quiz for both storie ● Comprehension: Ask and Answer Questions, Media Techniques, Figurative Language, and Text Structure ● Generative Vocabulary: Suffixes -ness, -ment ● Vocabulary Strategy: Multiple-Meaning Words 	<ul style="list-style-type: none"> ● myBook Texts <ul style="list-style-type: none"> ○ <i>Animal Senses</i> ○ <i>Blind Ambition</i> ● Materials – Whole Group <ul style="list-style-type: none"> ○ Family Letter to Send Home ○ Get Curious Video – “Super Senses” ○ Read Aloud ○ myBook ○ Know It, Show It ○ Teacher’s Guide ○ Anchor Chart – Ask and Answer Questions, Media Techniques, Figurative Language, and Text Structure ○ Vocabulary Cards – Power Words: relish, familiar, savor, enhance, accepted, obstacles, command, denying, adapt, comfort ○ Knowledge Maps <p>Activities</p> <ul style="list-style-type: none"> ● 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

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	<p>a text, explaining events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on evidence in the text.</p> <ul style="list-style-type: none"> ● RI.CI.4.2 Summarize an informational text and interpret the author's purpose or main idea citing key details from the text. ● RI.MF.4.6 Use evidence to show how graphics and visuals (e.g., illustrations, charts, graphs, diagrams, timelines, animations) support central ideas. ● 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 from the text. ● SL.II.4.2 Paraphrase portions of a text read aloud or information presented in 	<ul style="list-style-type: none"> ● Teacher Observation ● Turn and Talks, Think Pair Share ● Response to Text – Accountable Talk ● KWL Chart 	
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	<div>diverse media and formats (e.g., visually, quantitatively, and orally).</div> <ul style="list-style-type: none"> • 		
Module 2 – Week 2	<p>Small Group/Differentiation – Materials – Small Group/Differentiation</p> <ul style="list-style-type: none"> ○ Decodables ○ Tabletop Mini Lessons ○ ELL Tabletop Mini Lessons ○ Language Graphic Organizer <p>Small Group/Differentiation – Activities</p> <ul style="list-style-type: none"> ○ Literacy Centers ○ Guided Reading Groups ○ English Learner Support ○ Reinforce skill with practice worksheets ○ Research/Inquiry Project – Students create and present an advertisement for a sensory invention. <ul style="list-style-type: none"> ■ Week 2- Write and Create 		
Module 2 – Week 3	<ul style="list-style-type: none"> ● RI.IT.4.3 Describe the impact of individuals and events throughout the course of a text, explaining events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on evidence in the text. ● RI.CI.4.2 Summarize an informational text and 	<p>Obj. We are learning to:</p> <ul style="list-style-type: none"> ● Build knowledge and language while reading the story, <i>The Game of Silence</i> ● Identify characters and setting in a story. ● Match pictures to text. ● 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. ● Understand the meaning of new vocabulary 	<ul style="list-style-type: none"> ● Texts <ul style="list-style-type: none"> ○ Read Aloud Big Book – Kitoto the Mighty ● Materials – Whole Group <ul style="list-style-type: none"> ○ Get Curious Video ○ Read Aloud- Kitoto the Mighty ○ myBook ○ Know It, Show It ○ Teacher's Guide ○ Anchor Chart – Visualize, Plot, Figurative Language, Author's Craft ○ Vocabulary Cards – <i>absurd, taunt, forfeit, despised, ferocious, elaborately, coveted</i> ○ Knowledge Maps <p>Activities</p>

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	<p>interpret the author's purpose or main idea citing key details from the text.</p> <ul style="list-style-type: none"> ● RI.AA.4.7 Analyze how an author uses facts, details and explanations to develop ideas or to support their reasoning. ● RI.IT.4.3 Describe the impact of individuals and events throughout the course of a text, explaining events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on evidence in the text. ● RI.CI.4.2 Summarize an informational text and interpret the author's purpose or main idea citing key details from the text. ● RI.MF.4.6 Use evidence to show how graphics and visuals (e.g., illustrations, charts, graphs, diagrams, timelines, animations) support central ideas. 	<p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> ● Weekly Assessment – Selection Quiz: <i>The Game of Silence</i> ● Comprehension: Visualize, Plot, Figurative Language, Author's Craft ● Generative Vocabulary: Suffixes -y, -ly ● Vocabulary Strategy: Context Clues ● Teacher Observation ● Turn and Talks, Think Pair Share ● Response to Text – Accountable Talk ● KWL Chart 	<ul style="list-style-type: none"> ○ 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
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	<ul style="list-style-type: none"> ● 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 from the text. ● SL.II.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally). ● 		
Module 2 – Week 3	<p>Small Group/Differentiation – Materials – Small Group/Differentiation</p> <ul style="list-style-type: none"> ○ Decodables ○ Tabletop Mini Lessons ○ ELL Tabletop Mini Lessons ○ Language Graphic Organizer <p>Small Group/Differentiation – Activities</p> <ul style="list-style-type: none"> ○ Literacy Centers ○ Guided Reading Groups ○ English Learner Support ○ Reinforce skill with practice worksheets ○ Research/Inquiry Project – Students create and present an advertisement for a sensory invention <ul style="list-style-type: none"> ■ Week 3- Practice and Present 		

[Link to Additional Components including Cross Curricular Connections, Accommodations, Assessments, Etc](#)

[ELA Enduring Understanding Statements](#)