

Swedesboro-Woolwich School District's Reading Curriculum Guidance Document

Fourth Grade – Unit/Module 3 –

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 3:

In this module, students will listen to, read, and view a variety of texts that present them with examples of overcoming challenges.

A genre focus on historical fiction provides students with opportunities to synthesize ideas, identify plot elements, and identify themes in order to better understand unfamiliar texts. Students will also encounter narrative nonfiction, autobiographical fiction, and a play to build knowledge across genres. As students build their vocabulary and synthesize topic knowledge, they will learn that with personal courage and the support of family, friends, and community members, people can face any challenge.

Essential Question: What does it take to meet a challenge?

Standards Covered in Current Unit/Module

Related Standards and Learning Goals

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RI.PP.4.5

Compare and contrast multiple accounts of the same event or topic; noting important similarities and differences in the point of view they represent.

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.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.

RI.CT.4.8

Compare and contrast the treatment of similar themes, topics and patterns of events in informational texts from authors of different cultures.

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.

L.VI.4.3.C

Recognize and explain the meaning of common idioms, adages, and proverbs.

L.KL.4.1.D

Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

RL.MF.4.6

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

Unit/Module Weekly Learning Activities and Pacing Guide

1-15 Days	NJ Standards	Critical Knowledge & Skills	Possible Resources & Activities
Module 3 – Week 1	<ul style="list-style-type: none">● RI.PP.4.5 Compare and contrast multiple accounts of the same event or topic;	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	<ul style="list-style-type: none">● myBook Texts<ul style="list-style-type: none">○ Never Give Up!○ Rent Party Jazz● Materials – Whole Group<ul style="list-style-type: none">○ Newsletter for Module 3

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	<p>noting important similarities and differences in the point of view they represent.</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.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. ● RI.CT.4.8 Compare and contrast the treatment of similar 	<p>information.</p> <ul style="list-style-type: none"> ● Recognize characteristics of stories. ● Language Answer questions using multi-word responses. ● Decode: Vowel Sounds oo ● Spelling: Vowel Sounds oo ● Fluency: Phrasing <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> ● Selection Quiz- <i>Never Give Up!</i> and <i>Rent Party Jazz</i> ● Comprehension: Identify Claim, Synthesize, Author's Craft, Plot, Theme ● Generative Vocabulary: Suffixes -ful, -ous, -less ● Vocabulary Strategy: Synonyms and Antonyms ● Response to Text – Accountable Talk ● KWL Chart ● Spelling Quiz 	<ul style="list-style-type: none"> ○ Get Curious Video – Rise Up ○ Teacher Read-Aloud- Ellen Ochoa ○ myBook/Teacher Pal – <ul style="list-style-type: none"> ■ <u>Never Give Up!</u> ■ <u>Rent Party Jazz</u> ○ Know It, Show It ○ Teacher's Guide ○ Anchor Charts – Identify Claim, Synthesize, Author's Craft, Plot, Theme ○ Vocabulary Cards – Critical Vocabulary: <i>auction, drifting, damp, spare, verses, chorus, brimming</i> Big Idea Words- <i>confront, dauntless, endurance, dedication</i> ● 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>themes, topics and patterns of events in informational texts from authors of different cultures.</p> <ul style="list-style-type: none"> ● 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. ● L.VI.4.3.C Recognize and explain the meaning of common idioms, adages, and proverbs. ● L.KL.4.1.D Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion). ● RL.MF.4.6 Make connections between specific 		
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	descriptions and directions in a text and a visual or oral representation of the text.		
Module 3 – 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 ○ Research/Inquiry Project – Students research and write a biography about a person who has overcome obstacles <ul style="list-style-type: none"> ■ Week 1- Brainstorm and Research 		
Module 3– Week 2	<ul style="list-style-type: none"> ● RI.PP.4.5 Compare and contrast multiple accounts of the same event or topic; noting important similarities and differences in the point of view they represent. ● RI.IT.4.3 Describe the impact of individuals and events 	<p>Obj. We are learning to:</p> <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 responses. ● Decode: Vowel Sounds ou/, /o/; Two Syllable Words with Vowel Sounds 	<ul style="list-style-type: none"> ● myBook Texts <ul style="list-style-type: none"> ○ <i>Hurricanes: A Force of Nature</i> ○ <i>Catch Me If You Can</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 – Visualize, Point of View, Elements of Drama, Idioms, Adages, and

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	<p>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.</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.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. ● RI.CT.4.8 Compare and contrast the treatment of similar themes, topics and patterns of events in informational texts from authors of different cultures. ● RL.TS.4.4 Explain major differences 	<ul style="list-style-type: none"> ● Spelling: Vowel Sounds /ou/, /o/ ● Fluency: Intonation <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> ● Selection Quiz- <i>Hurricanes: A Force of Nature and Catch Me If You Can</i> ● Comprehension: Visualize, Point of View, Elements of Drama, Idioms, Adages, and Proverbs ● Generative Vocabulary: Latin Roots vis, aud, spec ● Vocabulary Strategy: Synonyms and Antonyms ● Response to Text – Accountable Talk ● KWL Chart ● Spelling Quiz ● Teacher Observation ● Turn and Talks, Think Pair Share 	<p>Proverbs</p> <ul style="list-style-type: none"> ○ Vocabulary Cards – Power Words: <i>surge, perished, debris, adoringly, capable, spectators, disbelief</i> ○ 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>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.</p> <ul style="list-style-type: none"> ● L.VI.4.3.C Recognize and explain the meaning of common idioms, adages, and proverbs. ● L.KL.4.1.D Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion). ● RL.MF.4.6 Make connections between specific descriptions and directions in a text and a visual or oral representation of the text. 		
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<p>Module 3 – Week 2</p>	<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 research and write a biography about a person who has overcome obstacles. <ul style="list-style-type: none"> ■ Week 2- Write and Create 		
<p>Module 3 – Week 3</p>	<ul style="list-style-type: none"> ● RI.PP.4.5 Compare and contrast multiple accounts of the same event or topic; noting important similarities and differences in the point of view they represent. ● 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. 	<p>Obj. We are learning to:</p> <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 responses. ● Decode: Vowel + /r/ Sounds /ar/, /ir/ ● Spelling: Vowel + /r/ Sounds ● Fluency: Reading Rate <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> ● Selection Quiz- <i>My Diary from Here to There</i> ● Comprehension: Make and Confirm Predictions, Literary Elements, Point of View, Author's Craft ● Generative Vocabulary: Prefixes over-, under- 	<ul style="list-style-type: none"> ● Texts <ul style="list-style-type: none"> ○ Read Aloud- My Diary from Here to There ● Materials – Whole Group <ul style="list-style-type: none"> ○ Get Curious Video ○ Read Aloud- My Diary from Here to There ○ myBook ○ Know It, Show It ○ Teacher's Guide ○ Anchor Chart – Make and Confirm Predictions, Literary Elements, Point of View, Author's Craft ○ Vocabulary Cards – <i>burst, opportunities, immigration, refugees, amazing</i> ○ 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

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	<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.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. ● RI.CT.4.8 Compare and contrast the treatment of similar themes, topics and patterns of events in informational texts from authors of different cultures. ● 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, 	<ul style="list-style-type: none"> ● Vocabulary Strategy: Multiple-Meaning Words ● Response to Text – Accountable Talk ● KWL Chart ● Spelling Quiz ● Teacher Observation ● Turn and Talks, Think Pair Share 	<p>Pictures to Text – Use echo reading</p> <ul style="list-style-type: none"> ○ Listening Comprehension
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	<p>stage directions) when writing or speaking about a text.</p> <ul style="list-style-type: none"> ● L.VI.4.3.C Recognize and explain the meaning of common idioms, adages, and proverbs. ● L.KL.4.1.D Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion). ● RL.MF.4.6 Make connections between specific descriptions and directions in a text and a visual or oral representation of the text. 		
Module 3 – 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 		

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| | <ul style="list-style-type: none">○ English Learner Support○ Reinforce skill with practice worksheets○ Research/Inquiry Project – Students research and write a biography about a person who has overcome obstacles<ul style="list-style-type: none">■ Week 3- Practice and Present |
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[Link to Additional Components including Cross Curricular Connections, Accommodations, Assessments, Etc](#)

[ELA Enduring Understanding Statements](#)