

Swedesboro-Woolwich School District's Reading Curriculum Guidance Document

Fourth Grade – Unit/Module 4–

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 4:

In this module, students will listen to, read, and view a variety of texts that present them with examples of what makes someone a hero. A genre focus on fairy tales and myths provides students with opportunities to identify text and graphic features, point of view, and themes in order to better understand unfamiliar texts. Students will also encounter narrative nonfiction to build knowledge across genres. As students build their vocabulary and synthesize topic knowledge, they will learn that with personal courage and confidence, people can face any challenge.

Essential Question: What makes someone a hero?

Standards Covered in Current Unit/Module

Related Standards and Learning Goals

RI.MF.4.6

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

RL.CI.4.2

Summarize a literary text and interpret the author's theme citing key details from the text.

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RL.IT.4.3

Describe the impact of individuals and events throughout the course of a text, using an in-depth analysis of the 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.

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.

L.VI.4.3.B

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

RI.TS.4.4

Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

RI.AA.4.7

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

Unit/Module Weekly Learning Activities and Pacing Guide

1-15 Days	NJ Standards	Critical Knowledge & Skills	Possible Resources & Activities
Module 4 – Week 1	<ul style="list-style-type: none"> RI.MF.4.6 Use evidence to show how graphics and visuals (e.g., illustrations, charts, graphs, diagrams, timelines, animations) support central ideas. RL.CI.4.2 Summarize a literary text 	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 responses. Decode: More Vowel + /r/ Sounds /ur/, /or/ Spelling: More Vowel + /r/ Sounds /ur/, /or/ 	<ul style="list-style-type: none"> myBook Texts <ul style="list-style-type: none"> <u>Who's a Hero?</u> <u>Prince Charming Misplaces His Bride</u> Materials – Whole Group <ul style="list-style-type: none"> Newsletter for Module 4 Get Curious Video – Everyday Heroes Teacher Read-Aloud- Mack and the Hidden Tree House myBook/Teacher Pal – <ul style="list-style-type: none"> ■ <u>Who's a Hero?</u>

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	<p>and interpret the author's theme citing key details from the text.</p> <ul style="list-style-type: none"> ● RL.IT.4.3 Describe the impact of individuals and events throughout the course of a text, using an in-depth analysis of the 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. ● 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. ● L.VI.4.3.B Determine the meaning of words and phrases that allude to significant characters found in literature. ● RI.TS.4.4 	<ul style="list-style-type: none"> ● Fluency: Phrasing <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> ● Selection Quiz- <i>Who's a Hero? and Prince Charming Misplaces His Bride</i> ● Comprehension: Text and Graphic Features, Visualize, Point of View, Theme ● Generative Vocabulary: Prefixes sub-, fore- ● Vocabulary Strategy: Homographs and Homophones ● Response to Text – Accountable Talk ● KWL Chart ● Spelling Quiz 	<ul style="list-style-type: none"> ■ <u>Prince Charming Misplaces His Bride</u> ○ Know It, Show It ○ Teacher's Guide ○ Anchor Charts – Text and Graphic Features, Visualize, Point of View, Theme ○ Vocabulary Cards – Critical Vocabulary: <i>elegant, foreboding, episode, scowled, intimidated, subdued, disheveled, rigid, feisty, sulked</i> Big Idea Words- <i>aspire, confidence, endeavor, fearlessness</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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	<ul style="list-style-type: none"> Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. RI.AA.4.7 Analyze how an author uses facts, details and explanations to develop ideas or to support their reasoning. 		
Module 4 – 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 act out a fairy tale from another culture <ul style="list-style-type: none"> Week 1- Brainstorm and Research 		
Module 4 – Week 2	<ul style="list-style-type: none"> RI.MF.4.6 Use evidence to show 	<p>Obj. We are learning to:</p> <ul style="list-style-type: none"> Share information and ideas about a topic under discussion. 	<ul style="list-style-type: none"> myBook Texts <ul style="list-style-type: none"> <i>Smokejumpersto the Rescue!</i> <i>Perseus and the Fall of Medusa</i>

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	<p>how graphics and visuals (e.g., illustrations, charts, graphs, diagrams, timelines, animations) support central ideas.</p> <ul style="list-style-type: none"> ● RL.CI.4.2 Summarize a literary text and interpret the author's theme citing key details from the text. ● RL.IT.4.3 Describe the impact of individuals and events throughout the course of a text, using an in-depth analysis of the 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. ● 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. 	<ul style="list-style-type: none"> ● Ask relevant questions to clarify information. ● Recognize characteristics of stories. ● Language Answer questions using multi-word responses. ● Decode: Regular and Irregular Plurals ● Spelling: Homophones ● Fluency: Intonation <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> ● Selection Quiz- <i>Smokejumpers to the Rescue! and Perseus and the Fall of Medusa</i> ● Comprehension: Synthesize, Text Structure, Ask and Answer Questions, Elements of Drama, Figurative Language ● Generative Vocabulary: Suffixes -able, -ible ● Vocabulary Strategy: Homographs and Homophones ● Response to Text – Accountable Talk ● KWL Chart ● Spelling Quiz ● Teacher Observation ● Turn and Talks, Think Pair Share 	<ul style="list-style-type: none"> ● Materials – Whole Group <ul style="list-style-type: none"> ○ Family Letter to Send Home ○ Get Curious Video – “Everyday Heroes” ○ Read Aloud ○ myBook ○ Know It, Show It ○ Teacher’s Guide ○ Anchor Chart – Synthesize, Text Structure, Ask and Answer Questions, Elements of Drama, Figurative Language ○ Vocabulary Cards – Power Words: <i>timid, strenuous, devised, distress, odyssey, destiny, mortal</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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	<ul style="list-style-type: none"> ● L.VI.4.3.B Determine the meaning of words and phrases that allude to significant characters found in literature. ● RI.TS.4.4 ● Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. ● RI.AA.4.7 Analyze how an author uses facts, details and explanations to develop ideas or to support their reasoning. 		
Module 4 – 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 act out a fairy tale from another culture <p align="center">■ Week 2- Write and Create</p>		

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Module 4 – Week 3	<ul style="list-style-type: none"> ● RI.MF.4.6 Use evidence to show how graphics and visuals (e.g., illustrations, charts, graphs, diagrams, timelines, animations) support central ideas. ● RL.CI.4.2 Summarize a literary text and interpret the author's theme citing key details from the text. ● RL.IT.4.3 Describe the impact of individuals and events throughout the course of a text, using an in-depth analysis of the 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. ● RL.PP.4.5 Compare and contrast the point of view from which 	<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: Recognize Base Words ● Spelling: Adding -ed or -ing ● Fluency: Reading Rate <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> ● Selection Quiz- <i>St. Augustine: A Story of America</i> ● Comprehension: Make Inferences, Text and Graphic Features, Text Structure, Author's Purpose ● Generative Vocabulary: Suffixes -en, -ic ● Vocabulary Strategy: Synonyms and Antonyms ● Response to Text – Accountable Talk ● KWL Chart ● Spelling Quiz ● Teacher Observation ● Turn and Talks, Think Pair Share 	<ul style="list-style-type: none"> ● Texts <ul style="list-style-type: none"> ○ Read Aloud- <i>St. Augustine: A Story of America</i> ● Materials – Whole Group <ul style="list-style-type: none"> ○ Get Curious Video ○ Read Aloud- <i>St. Augustine: A Story of America</i> ○ myBook ○ Know It, Show It ○ Teacher's Guide ○ Anchor Chart – Make Inferences, Text and Graphic Features, Text Structure, Author's Purpose ○ Vocabulary Cards – <i>occasionally, secure, furious</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

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	<p>different stories are narrated, including the difference between first- and third-person narrations.</p> <ul style="list-style-type: none"> ● L.VI.4.3.B Determine the meaning of words and phrases that allude to significant characters found in literature. ● RI.TS.4.4 ● Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. ● RI.AA.4.7 Analyze how an author uses facts, details and explanations to develop ideas or to support their reasoning. 		
Module 4 – 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 		

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| | <ul style="list-style-type: none">○ Guided Reading Groups○ English Learner Support○ Reinforce skill with practice worksheets○ Research/Inquiry Project – Students act out a fairy tale from another culture<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](#)