

## Swedesboro-Woolwich School District's Reading Curriculum Guidance Document

### Fourth Grade – Unit/Module 5–

#### 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 5:

In this module, students will listen to, read, and view a variety of texts and media that present them with information about the arts. A genre focus on biography provides students with opportunities to identify ideas and support, text structure, and figurative language in order to better understand unfamiliar texts. Students will also encounter informational text and poetry to build knowledge across genres. As students build their vocabulary and synthesize topic knowledge, they will learn that sharing our creative talents with the world can bring us closer together.

Essential Question: How far can your talents take you?

#### Standards Covered in Current Unit/Module

##### Related Standards and Learning Goals

**SL.PE.4.1.D**

Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

**RI.MF.4.6**

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

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### **SL.PE.4.1.C**

Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

### **L.RF.4.4.C**

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

### **L.VL.4.2.A**

Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

### **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.

### **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.

### **RL.CI.4.2**

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

### **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.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.

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1-15 Days	NJ Standards	Critical Knowledge & Skills	Possible Resources & Activities
<p><b>Module 5 – Week 1</b></p>	<ul style="list-style-type: none"> <li>● <b>SL.PE.4.1.D</b> Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</li> <li>● <b>RI.MF.4.6</b> Use evidence to show how graphics and visuals (e.g., illustrations, charts, graphs, diagrams, timelines, animations) support central ideas.</li> <li>● <b>SL.PE.4.1.C</b> Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</li> <li>● <b>L.RF.4.4.C</b> Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> <li>● <b>L.VL.4.2.A</b> Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</li> <li>● <b>RI.CI.4.2</b> Summarize an informational text and interpret the author's purpose or main idea citing key details from</li> </ul>	<p><b>Obj. We are learning to:</b></p> <ul style="list-style-type: none"> <li>● Share information and ideas about a topic under discussion.</li> <li>● Ask relevant questions to clarify information.</li> <li>● Recognize characteristics of stories.</li> <li>● Language Answer questions using multi-word responses.</li> <li>● Decode: Recognize Base Words; Recognize Base Words in Multisyllabic Words</li> <li>● Spelling: Adding -ed or -ing</li> <li>● Fluency: Reading Rate</li> </ul> <p><b>Suggested Formative Assessment(s):</b></p> <ul style="list-style-type: none"> <li>● Selection Quiz- <i>Why Art Centers Matter and The Beatles Were Fab (and They Were Funny)</i></li> <li>● Comprehension: Ideas and Support, Ask and Answer Questions, Text Structure, Figurative Language</li> <li>● Generative Vocabulary: Suffixes -ity, -ty</li> <li>● Vocabulary Strategy: Shades of Meaning</li> <li>● Response to Text – Accountable Talk</li> <li>● KWL Chart</li> <li>● Spelling Quiz</li> </ul>	<ul style="list-style-type: none"> <li>● myBook Texts               <ul style="list-style-type: none"> <li>○ <i>Why Art Centers Matter</i></li> <li>○ <i>The Beatles Were Fab (and They Were Funny)</i></li> </ul> </li> <li>● Materials – Whole Group               <ul style="list-style-type: none"> <li>○ Newsletter for Module 5</li> <li>○ Get Curious Video – Art for All</li> <li>○ Teacher Read-Aloud- Carmen Lamas Garza: Bringing Memories to Life</li> <li>○ myBook/Teacher Pal –                   <ul style="list-style-type: none"> <li>■ <i>Why Art Centers Matter</i></li> <li>■ <i>The Beatles Were Fab (and They Were Funny)</i></li> </ul> </li> <li>○ Know It, Show It</li> <li>○ Teacher's Guide</li> <li>○ Anchor Charts – Ideas and Support, Ask and Answer Questions, Text Structure, Figurative Language</li> <li>○ Vocabulary Cards – Critical Vocabulary: <i>dignified, stunned, polished, regretted, hilarious, observant, flattered, trampled</i> Big Idea Words- <i>inspiration, expressive, creativity, sculpture</i></li> </ul> </li> <li>● Activities               <ul style="list-style-type: none"> <li>○ View and Respond to Get Curious Video</li> <li>○ Build Background Knowledge</li> <li>○ Author and Illustrator; Reread to Notice Details; Characters and Setting; Match Pictures to Text – Use echo reading</li> <li>○ Listening Comprehension</li> <li>○ Write a response</li> <li>○ Speaking and Listening</li> </ul> </li> </ul>

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	<p>the text.</p> <ul style="list-style-type: none"> <li>● <b>RI.AA.4.7</b> Analyze how an author uses facts, details and explanations to develop ideas or to support their reasoning.</li> <li>● <b>RL.TS.4.4</b> 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.</li> <li>● <b>RL.CI.4.2</b> Summarize a literary text and interpret the author's theme citing key details from the text.</li> <li>● <b>RL.CT.4.8</b> Compare and contrast the treatment of similar themes, topics and patterns of events in literary texts from authors of different cultures.</li> <li>● <b>RL.MF.4.6</b> Make connections between specific descriptions and directions in a text and a visual or oral representation of the text.</li> <li>● <b>L.VI.4.3.B</b></li> </ul>		
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	Determine the meaning of words and phrases that allude to significant characters found in literature.		
<b>Module 5 – Week 1</b>	<p>Small Group/Differentiation – Materials – Small Group/Differentiation</p> <ul style="list-style-type: none"> <li>○ Decodables</li> <li>○ Tabletop Mini Lessons</li> <li>○ ELL Tabletop Mini Lessons</li> <li>○ Language Graphic Organizer</li> </ul> <p>Small Group/Differentiation – Activities</p> <ul style="list-style-type: none"> <li>○ Literacy Centers</li> <li>○ Guided Reading Groups</li> <li>○ English Learner Support</li> <li>○ Reinforce skill with practice worksheets</li> <li>○ Research/Inquiry Project – Students develop an art project and present an argument about why the school should implement it                             <ul style="list-style-type: none"> <li>■ Week 1- Brainstorm and Research</li> </ul> </li> </ul>		
<b>Module 5 – Week 2</b>	<ul style="list-style-type: none"> <li>● <b>RI.MF.4.6</b> Use evidence to show how graphics and visuals (e.g., illustrations, charts, graphs, diagrams, timelines, animations) support central ideas.</li> <li>● <b>SL.PE.4.1.D</b> Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</li> <li>● <b>RI.MF.4.6</b></li> </ul>	<p><b>Obj. We are learning to:</b></p> <ul style="list-style-type: none"> <li>● Share information and ideas about a topic under discussion.</li> <li>● Ask relevant questions to clarify information.</li> <li>● Recognize characteristics of stories.</li> <li>● Language Answer questions using multi-word responses.</li> <li>● Decode: Regular and Irregular Plurals</li> <li>● Spelling: Homophones</li> <li>● Fluency: Intonation</li> </ul> <p><b>Suggested Formative Assessment(s):</b></p>	<ul style="list-style-type: none"> <li>● myBook Texts                             <ul style="list-style-type: none"> <li>○ <i>Smokejumpersto the Rescue!</i></li> <li>○ <i>Perseus and the Fall of Medusa</i></li> </ul> </li> <li>● Materials – Whole Group                             <ul style="list-style-type: none"> <li>○ Family Letter to Send Home</li> <li>○ Get Curious Video – “Everyday Heroes”</li> <li>○ Read Aloud</li> <li>○ myBook</li> <li>○ Know It, Show It</li> <li>○ Teacher’s Guide</li> <li>○ Anchor Chart – Synthesize, Text Structure, Ask and Answer Questions, Elements of Drama, Figurative Language</li> <li>○ Vocabulary Cards – Power Words: <i>timid</i>,</li> </ul> </li> </ul>

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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"> <li>● <b>SL.PE.4.1.C</b> Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</li> <li>● <b>L.RF.4.4.C</b> Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> <li>● <b>L.VL.4.2.A</b> Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</li> <li>● <b>RI.CI.4.2</b> Summarize an informational text and interpret the author's purpose or main idea citing key details from the text.</li> <li>● <b>RI.AA.4.7</b> Analyze how an author uses facts, details and explanations to develop ideas or to support their reasoning.</li> <li>● <b>RL.TS.4.4</b></li> </ul>	<ul style="list-style-type: none"> <li>● Selection Quiz- <i>Smokejumpers to the Rescue! and Perseus and the Fall of Medusa</i></li> <li>● Comprehension: Synthesize, Text Structure, Ask and Answer Questions, Elements of Drama, Figurative Language</li> <li>● Generative Vocabulary: Suffixes -able, -ible</li> <li>● Vocabulary Strategy: Homographs and Homophones</li> <li>● Response to Text – Accountable Talk</li> <li>● KWL Chart</li> <li>● Spelling Quiz</li> <li>● Teacher Observation</li> <li>● Turn and Talks, Think Pair Share</li> </ul>	<p><i>strenuous, devised, distress, odyssey, destiny, mortal</i></p> <ul style="list-style-type: none"> <li>○ Knowledge Maps</li> </ul> <p>Activities</p> <ul style="list-style-type: none"> <li>● View and Respond to Get Curious Video</li> <li>● Build Background Knowledge</li> <li>● Author and Illustrator; Reread to Notice Details; Characters and Setting; Match Pictures to Text – Use echo reading</li> <li>● Listening Comprehension</li> <li>● Write a response</li> <li>● Speaking and Listening</li> </ul>
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	<p>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.</p> <ul style="list-style-type: none"> <li>● <b>RL.CI.4.2</b> Summarize a literary text and interpret the author's theme citing key details from the text.</li> <li>● <b>RL.CT.4.8</b> Compare and contrast the treatment of similar themes, topics and patterns of events in literary texts from authors of different cultures.</li> <li>● <b>RL.MF.4.6</b> Make connections between specific descriptions and directions in a text and a visual or oral representation of the text.</li> <li>● <b>L.VI.4.3.B</b> Determine the meaning of words and phrases that allude to significant characters found in literature.</li> </ul>		
<b>Module 5 – Week 2</b>	<p>Small Group/Differentiation – Materials – Small Group/Differentiation</p> <ul style="list-style-type: none"> <li>○ Decodables</li> </ul>		

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	<ul style="list-style-type: none"> <li>○ Tabletop Mini Lessons</li> <li>○ ELL Tabletop Mini Lessons</li> <li>○ Language Graphic Organizer</li> </ul> <p>Small Group/Differentiation – Activities</p> <ul style="list-style-type: none"> <li>○ Literacy Centers</li> <li>○ Guided Reading Groups</li> <li>○ English Learner Support</li> <li>○ Reinforce skill with practice worksheets</li> <li>○ Research/Inquiry Project – Students develop an art project and present an argument about why the school should implement it <ul style="list-style-type: none"> <li>■ Week 2- Write and Create</li> </ul> </li> </ul>		
<b>Module 5 – Week 3</b>	<ul style="list-style-type: none"> <li>● <b>SL.PE.4.1.D</b> Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</li> <li>● <b>RI.MF.4.6</b> Use evidence to show how graphics and visuals (e.g., illustrations, charts, graphs, diagrams, timelines, animations) support central ideas.</li> <li>● <b>SL.PE.4.1.C</b> Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</li> <li>● <b>L.RF.4.4.C</b> Use context to confirm or</li> </ul>	<p><b>Obj. We are learning to:</b></p> <ul style="list-style-type: none"> <li>● Share information and ideas about a topic under discussion.</li> <li>● Ask relevant questions to clarify information.</li> <li>● Recognize characteristics of stories.</li> <li>● Language Answer questions using multi-word responses.</li> <li>● Decode: Recognize Base Words</li> <li>● Spelling: Changing Final y to i</li> <li>● Fluency: Expression</li> </ul> <p><b>Suggested Formative Assessment(s):</b></p> <ul style="list-style-type: none"> <li>● Selection Quiz- <i>The Art of Poetry</i></li> <li>● Comprehension: Visualize, Elements of Poetry, Figurative Language, Theme</li> <li>● Generative Vocabulary: Prefixes un-, in-</li> <li>● Vocabulary Strategy: Homographs and Homophones</li> <li>● Response to Text – Accountable Talk</li> <li>● KWL Chart</li> </ul>	<ul style="list-style-type: none"> <li>● Texts <ul style="list-style-type: none"> <li>○ Read Aloud- <i>The Art of Poetry</i></li> </ul> </li> <li>● Materials – Whole Group <ul style="list-style-type: none"> <li>○ Get Curious Video</li> <li>○ Read Aloud- <i>The Art of Poetry</i></li> <li>○ myBook</li> <li>○ Know It, Show It</li> <li>○ Teacher's Guide</li> <li>○ Anchor Chart – Visualize, Elements of Poetry, Figurative Language, Theme</li> <li>○ Vocabulary Cards – <i>necessary, unsurpassed, stir, extraordinary, cruising, plunges</i></li> <li>○ Knowledge Maps</li> </ul> </li> </ul> <p>Activities</p> <ul style="list-style-type: none"> <li>○ View and Respond to Get Curious Video</li> <li>○ Build Background Knowledge</li> <li>○ Author and Illustrator; Reread to Notice Details; Characters and Setting; Match Pictures to Text – Use echo reading</li> <li>○ Listening Comprehension</li> </ul>



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	<p>self-correct word recognition and understanding, rereading as necessary.</p> <ul style="list-style-type: none"> <li>● <b>L.VL.4.2.A</b> Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</li> <li>● <b>RI.CI.4.2</b> Summarize an informational text and interpret the author's purpose or main idea citing key details from the text.</li> <li>● <b>RI.AA.4.7</b> Analyze how an author uses facts, details and explanations to develop ideas or to support their reasoning.</li> <li>● <b>RL.TS.4.4</b> 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.</li> <li>● <b>RL.CI.4.2</b> Summarize a literary text and interpret the author's theme citing key details from the text.</li> </ul>	<ul style="list-style-type: none"> <li>● Spelling Quiz</li> <li>● Teacher Observation</li> <li>● Turn and Talks, Think Pair Share</li> </ul>	
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	<ul style="list-style-type: none"> <li>● <b>RL.CT.4.8</b> Compare and contrast the treatment of similar themes, topics and patterns of events in literary texts from authors of different cultures.</li> <li>● <b>RL.MF.4.6</b> Make connections between specific descriptions and directions in a text and a visual or oral representation of the text.</li> <li>● <b>L.VI.4.3.B</b> Determine the meaning of words and phrases that allude to significant characters found in literature.</li> </ul>		
<b>Module 5 – Week 3</b>	<p>Small Group/Differentiation – Materials – Small Group/Differentiation</p> <ul style="list-style-type: none"> <li>○ Decodables</li> <li>○ Tabletop Mini Lessons</li> <li>○ ELL Tabletop Mini Lessons</li> <li>○ Language Graphic Organizer</li> </ul> <p>Small Group/Differentiation – Activities</p> <ul style="list-style-type: none"> <li>○ Literacy Centers</li> <li>○ Guided Reading Groups</li> <li>○ English Learner Support</li> <li>○ Reinforce skill with practice worksheets</li> <li>○ Research/Inquiry Project – Students develop an art project and present an argument about why the school should implement it                             <ul style="list-style-type: none"> <li>■ Week 3- Practice and Present</li> </ul> </li> </ul>		

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