

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

### Fourth Grade – Unit/Module 6–

#### 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 6:

In this module, students will listen to, read, and view a variety of texts that present them with information about Earth's natural wonders. A genre focus on informational text provides students with opportunities to identify text and graphic features, central ideas, and text structures in order to better understand unfamiliar texts. Students will also encounter poetry and literary nonfiction to build knowledge across genres.

As students build their vocabulary and synthesize topic knowledge, they will learn that our world is full of unique places with amazing wonders on land, in the ocean, and in the sky.

Essential Question: What makes Earth's natural wonders exciting and unique?

#### Standards Covered in Current Unit/Module

##### Related Standards and Learning Goals

##### **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.

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

### **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.

### **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.

### **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).

### **RI.AA.4.7**

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

### **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.

### **L.VI.4.3.A**

Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.

### **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.

## Unit/Module Weekly Learning Activities and Pacing Guide

1-15 Days	NJ Standards	Critical Knowledge & Skills	Possible Resources & Activities
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**Swedesboro-Woolwich School District's Reading Curriculum Guidance Document**

<p><b>Module 6 – Week 1</b></p>	<ul style="list-style-type: none"> <li>● <b>RI.IT.4.3</b> 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.</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>RI.CR.4.1</b> 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.</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.MF.4.6</b> Use evidence to show how graphics and visuals (e.g.,</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: Words with /k/, /ng/, and /kw/</li> <li>● Spelling: Words with /k/, /ng/, and /kw/</li> <li>● Fluency: Accuracy and Self-Correction</li> </ul> <p><b>Suggested Formative Assessment(s):</b></p> <ul style="list-style-type: none"> <li>● Selection Quiz- <i>Seven Natural Wonders and Mariana Trench and Exploring Challenger Deep</i></li> <li>● Comprehension: Text and Graphic Features, Summarize, Central Idea, Text Structure</li> <li>● Generative Vocabulary: Greek Roots- auto, bio, photo, graph</li> <li>● Vocabulary Strategy: Reference Sources</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>Seven Natural Wonders</i></li> <li>○ <i>Mariana Trench and Exploring Challenger Deep</i></li> </ul> </li> <li>● Materials – Whole Group <ul style="list-style-type: none"> <li>○ Newsletter for Module 6</li> <li>○ Get Curious Video – Amazing Planet Earth</li> <li>○ Teacher Read-Aloud- Incredible Waterfalls</li> <li>○ myBook/Teacher Pal – <ul style="list-style-type: none"> <li>■ <i>Seven Natural Wonders</i></li> <li>■ <i>Mariana Trench and Exploring Challenger Deep</i></li> </ul> </li> <li>○ Know It, Show It</li> <li>○ Teacher's Guide</li> <li>○ Anchor Charts – Text and Graphic Features, Summarize, Central Idea, Text Structure</li> <li>○ Vocabulary Cards – Critical Vocabulary: <i>trench, summit, thrive, prehistoric, vital, glimpse, submersible, remotely, autonomous</i> Big Idea Words- <i>scenic, landscape, canyon, landform</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>illustrations, charts, graphs, diagrams, timelines, animations) support central ideas.</p> <ul style="list-style-type: none"> <li>● <b>SL.II.4.2</b> Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).</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>RI.TS.4.4</b> 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.</li> <li>● <b>L.VI.4.3.A</b> Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.</li> <li>● <b>RL.PP.4.5</b> Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</li> </ul>		
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<p><b>Module 6 – Week 1</b></p>	<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 create and share a museum exhibit about an extreme environment of their choice                             <ul style="list-style-type: none"> <li>■ Week 1- Brainstorm and Research</li> </ul> </li> </ul>		
<p><b>Module 6 – Week 2</b></p>	<ul style="list-style-type: none"> <li>● <b>RI.IT.4.3</b> 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.</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> </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: Words with Final /j/ and /s/</li> <li>● Spelling: Words with Final /j/ and /s/</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>Weird and Wondrous Rocks and Nature's Wonders</i></li> <li>● Comprehension: Ask and Answer Questions, Text Structure, Author's Craft, Elements of Poetry</li> </ul>	<ul style="list-style-type: none"> <li>● myBook Texts                             <ul style="list-style-type: none"> <li>○ <i>Weird and Wondrous Rocks</i></li> <li>○ <i>Nature's Wonders</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</li> <li>○ Read Aloud</li> <li>○ myBook</li> <li>○ Know It, Show It</li> <li>○ Teacher's Guide</li> <li>○ Anchor Chart – Ask and Answer Questions, Text Structure, Author's Craft, Elements of Poetry</li> <li>○ Vocabulary Cards – Power Words: <i>eternal, organic, intriguing, diverse, idle, core, fathom, wrath, collision</i></li> <li>○ Knowledge Maps</li> </ul> </li> </ul> <p>Activities</p>

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	<ul style="list-style-type: none"> <li>● <b>RI.CR.4.1</b> 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.</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.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.II.4.2</b> Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).</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>RI.TS.4.4</b> Describe the overall structure (e.g., chronology,</li> </ul>	<ul style="list-style-type: none"> <li>● Generative Vocabulary: Suffixes -ness, -ment</li> <li>● Vocabulary Strategy: Reference Sources</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>	<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>comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</p> <ul style="list-style-type: none"> <li>● <b>L.VI.4.3.A</b> Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.</li> <li>● <b>RL.PP.4.5</b> Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</li> </ul>		
<b>Module 6 – Week 2</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 create and share a museum exhibit about an extreme environment of their choice                             <ul style="list-style-type: none"> <li>■ Week 2- Write and Create</li> </ul> </li> </ul>		

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<p><b>Module 6 – Week 3</b></p>	<ul style="list-style-type: none"> <li>● <b>RI.IT.4.3</b> 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.</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>RI.CR.4.1</b> 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.</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.MF.4.6</b> Use evidence to show how graphics and visuals (e.g.,</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: Prefixes re-, un-, dis-</li> <li>● Spelling: Words with Prefixes re-, un-, dis-</li> <li>● Fluency: Intonation</li> </ul> <p><b>Suggested Formative Assessment(s):</b></p> <ul style="list-style-type: none"> <li>● Selection Quiz- <i>Grand Canyon: A Trail Through Time</i></li> <li>● Comprehension: Make Inferences, Ideas and Support, Simile and Metaphor, Author's Craft</li> <li>● Generative Vocabulary: Prefix -inter</li> <li>● Vocabulary Strategy: Shades of Meaning</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>	<ul style="list-style-type: none"> <li>● Texts <ul style="list-style-type: none"> <li>○ Read Aloud- <i>Grand Canyon: A Trail Through Time</i></li> </ul> </li> <li>● Materials – Whole Group <ul style="list-style-type: none"> <li>○ Get Curious Video</li> <li>○ Read Aloud- <i>Grand Canyon: A Trail Through Time</i></li> <li>○ myBook</li> <li>○ Know It, Show It</li> <li>○ Teacher's Guide</li> <li>○ Anchor Chart – Make Inferences, Ideas and Support, Simile and Metaphor, Author's Craft</li> <li>○ Vocabulary Cards – <i>shatter, sentries, chasm, glistens, embedded, eroding</i></li> <li>○ Knowledge Maps</li> </ul> </li> </ul> <p><b>Activities</b></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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[Link to Additional Components including Cross Curricular Connections, Accommodations, Assessments, Etc](#)  
[ELA Enduring Understanding Statements](#)