

Swedesboro-Woolwich School District's Reading Curriculum Guidance Document

Fourth Grade – Unit/Module 7–

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 7:

In this module, students will listen to, read, and view a variety of texts and media that present them with information about traditional tales. A genre focus on traditional stories provides students with opportunities to identify central ideas, figurative language, and media techniques in order to better understand unfamiliar texts. Students will also encounter an informational text to build knowledge across genres. As students build their vocabulary and synthesize topic knowledge, they will learn that traditional stories can teach many lessons about life and the world around us.

Essential Question: What lessons can you learn from characters in traditional tales?

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

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.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.

W.IW.4.2.C

Link ideas within paragraphs and sections of information using words and phrases (e.g., another, for example, also, because).

RL.CR.4.1

Refer to details and examples as textual evidence when explaining what a literary text says explicitly and make relevant connections when drawing inferences 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.

Unit/Module Weekly Learning Activities and Pacing Guide

| 1-15 Days | NJ Standards | Critical Knowledge & Skills | Possible Resources & Activities |
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| Module 7 – Week 1 | <ul style="list-style-type: none"> SL.PE.4.1.D Review the key ideas expressed and explain their own ideas and understanding in light of | 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. | <ul style="list-style-type: none"> myBook Texts <ul style="list-style-type: none"> <i>A Tale of Traditional Tales</i> <i>Thunder Rose</i> Materials – Whole Group <ul style="list-style-type: none"> Newsletter for Module 7 Get Curious Video – A Poor, Defenseless |

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| | <p>the discussion.</p> <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. ● 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 ● 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 | <ul style="list-style-type: none"> ● Language Answer questions using multi-word responses. ● Decode: Suffixes -ful, -less, -ness, -ment ● Spelling: Suffixes -ful, -less, -ness, -ment ● Fluency: Accuracy and Self-Correction <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> ● Selection Quiz- <i>A Tale of Traditional Tales and Thunder Rose</i> ● Comprehension: Central Idea, Retell, Figurative Language, Characters, Adages and Proverbs ● Generative Vocabulary: Suffix -ion ● Vocabulary Strategy: Analogies ● Response to Text – Accountable Talk ● KWL Chart ● Spelling Quiz | <p>Wolf</p> <ul style="list-style-type: none"> ○ Teacher Read-Aloud- Anaya ○ myBook/Teacher Pal – <ul style="list-style-type: none"> ■ <i>A Tale of Traditional Tales</i> ■ <i>Thunder Rose</i> ○ Know It, Show It ○ Teacher's Guide ○ Anchor Charts – Central Idea, Retell, Figurative Language, Characters, Adages and Proverbs ○ Vocabulary Cards – Critical Vocabulary: <i>recall, vividly, accentuated, partial, splendor, resourceful, disposition, commendable, devastation</i> Big Idea Words- <i>trickster, shrewd, exaggeration, legendary</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>Analyze how an author uses facts, details and explanations to develop ideas or to support their reasoning.</p> <ul style="list-style-type: none">● 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. <p>W.IW.4.2.C Link ideas within paragraphs and sections of information using words and phrases (e.g., another, for example, also, because).</p> <p>RL.CR.4.1 Refer to details and examples as textual evidence when explaining what a literary text says explicitly and make relevant connections when drawing inferences from the text.</p> <p>RL.CT.4.8 Compare and contrast the treatment of similar themes, topics and patterns of events in</p> | | |
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| | <p>literary texts from authors of different cultures.</p> <p>RL.MF.4.6</p> <p>Make connections between specific descriptions and directions in a text and a visual or oral representation of the text.</p> | | |
| <p>Module 7 – Week 1</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 will research popular traditional tales to write, create, and publish a literary magazine <ul style="list-style-type: none"> ■ Week 1- Brainstorm and Research | | |
| <p>Module 7 – Week 2</p> | <ul style="list-style-type: none"> ● 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 | <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. | <ul style="list-style-type: none"> ● myBook Texts <ul style="list-style-type: none"> ○ <i>In the Days of King Adobe</i> ○ <i>A Pair of Tricksters</i> ● Materials – Whole Group <ul style="list-style-type: none"> ○ Family Letter to Send Home ○ Get Curious Video ○ Read Aloud ○ myBook |

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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"> ● 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 ● 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 | <ul style="list-style-type: none"> ● Decode: Multisyllabic Words with VCCV Syllable Division Pattern ● Spelling: Words with VCCV Syllable Division Pattern ● Fluency: Expression <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> ● Selection Quiz- <i>In the Days of King Adobe and A Pair of Tricksters</i> ● Comprehension: Make and Confirm Predictions, Theme, Figurative Language, Characters ● Generative Vocabulary: Prefixes mis-, pre-, dis ● Vocabulary Strategy: Analogies ● Response to Text – Accountable Talk ● KWL Chart ● Spelling Quiz ● Teacher Observation ● Turn and Talks, Think Pair Share | <ul style="list-style-type: none"> ○ Know It, Show It ○ Teacher's Guide ○ Anchor Chart – Make and Confirm Predictions, Theme, Figurative Language, Characters ○ Vocabulary Cards – Power Words: <i>thrifty, generous, character, fascinated, succulent, clamped</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>explanations to develop ideas or to support their reasoning.</p> <ul style="list-style-type: none"> ● 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. W.IW.4.2.C Link ideas within paragraphs and sections of information using words and phrases (e.g., another, for example, also, because). RL.CR.4.1 Refer to details and examples as textual evidence when explaining what a literary text says explicitly and make relevant connections when drawing inferences 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. | | |
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| | <p>RL.MF.4.6 Make connections between specific descriptions and directions in a text and a visual or oral representation of the text.</p> | | |
| <p>Module 7 – 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 will research popular traditional tales to write, create, and publish a literary magazine <ul style="list-style-type: none"> ■ Week 2- Write and Create | | |
| <p>Module 7 – Week 3</p> | <ul style="list-style-type: none"> ● 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 | <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: Words with VCV Syllable Division Pattern | <ul style="list-style-type: none"> ● Texts <ul style="list-style-type: none"> ○ Read Aloud- <i>Ten Suns: A Chinese Legend and The Ten Suns</i> ● Materials – Whole Group <ul style="list-style-type: none"> ○ Get Curious Video ○ Read Aloud- <i>Ten Suns: A Chinese Legend and The Ten Suns</i> ○ myBook ○ Know It, Show It ○ Teacher's Guide |

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| | <p>(e.g., illustrations, charts, graphs, diagrams, timelines, animations) support central ideas.</p> <ul style="list-style-type: none"> ● 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 ● 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 | <ul style="list-style-type: none"> ● Spelling: Words with VCV Pattern, Open or Closed Syllables ● Fluency: Reading Rate <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> ● Selection Quiz- <i>Ten Suns: A Chinese Legend and The Ten Suns</i> ● Comprehension: Synthesize, Text and Graphic Features, Media Techniques, Literary Elements ● Generative Vocabulary: Suffixes -ity, -ty ● Vocabulary Strategy: Reference Sources ● Response to Text – Accountable Talk ● KWL Chart ● Spelling Quiz ● Teacher Observation ● Turn and Talks, Think Pair Share | <ul style="list-style-type: none"> ○ Anchor Chart – Synthesize, Text and Graphic Features, Media Techniques, Literary Elements ○ Vocabulary Cards – <i>gratitude, withered, scorching, reckless, assumed, prosper</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>reasoning.</p> <ul style="list-style-type: none"> ● 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. <p>W.IW.4.2.C Link ideas within paragraphs and sections of information using words and phrases (e.g., another, for example, also, because).</p> <p>RL.CR.4.1 Refer to details and examples as textual evidence when explaining what a literary text says explicitly and make relevant connections when drawing inferences from the text.</p> <p>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.</p> <p>RL.MF.4.6 Make connections</p> | | |
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| | between specific descriptions and directions in a text and a visual or oral representation of the text. | | |
| Module 7 – 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 will research popular traditional tales to write, create, and publish a literary magazine <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](#)