

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

### Fourth Grade – Unit/Module 8–

#### 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 8:

In this module, students will listen to, read, and view a variety of texts and media that present them with information about nutrition. A genre focus on informational/argumentative text provides students with opportunities to identify text and graphic features, ideas and support, and author's purpose in order to better understand unfamiliar texts. Students will also encounter realistic fiction and recipes to build knowledge across genres. As students build their vocabulary and synthesize topic knowledge, they will learn that eating healthful, sustainable food is good for our bodies and our world.

Essential Question: What can we do to make more healthful food choices?

#### 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.

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

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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.MF.4.6**

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

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

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

### **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.

### **L.VI.4.3.C**

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

### **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.

## Unit/Module Weekly Learning Activities and Pacing Guide

1-15 Days	NJ Standards	Critical Knowledge & Skills	Possible Resources & Activities
<b>Module 8 – Week 1</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>SL.PE.4.1.C</b></li> </ul>	<b>Obj. We are learning to:</b> <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> </ul>	<ul style="list-style-type: none"> <li>myBook Texts <ul style="list-style-type: none"> <li><i>To Your Health!</i></li> <li><i>Eco-Friendly Food</i></li> </ul> </li> <li>Materials – Whole Group <ul style="list-style-type: none"> <li>Newsletter for Module 8</li> <li>Get Curious Video – Cupcake vs. Apple</li> <li>Teacher Read-Aloud- Not So Sweet</li> <li>myBook/Teacher Pal –</li> </ul> </li> </ul>

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	<p>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.</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.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>RI.AA.4.7</b> Analyze how an author uses facts, details and explanations to develop</li> </ul>	<ul style="list-style-type: none"> <li>● Decode: VCCV and VCV Syllable Division Patterns</li> <li>● Spelling: VCCV and VCV Syllable Division Patterns, Open and Closed Syllables</li> <li>● Fluency: Phrasing</li> </ul> <p><b>Suggested Formative Assessment(s):</b></p> <ul style="list-style-type: none"> <li>● Selection Quiz- <i>To Your Health! and Eco-Friendly Food</i></li> <li>● Comprehension: Text and Graphic Features, Monitor and Clarify, Author's Purpose, Ideas and Support</li> <li>● Generative Vocabulary: Latin Roots port, dict</li> <li>● Vocabulary Strategy: Context Clues</li> <li>● Response to Text – Accountable Talk</li> <li>● KWL Chart</li> <li>● Spelling Quiz</li> </ul>	<ul style="list-style-type: none"> <li>■ <i>To Your Health!</i></li> <li>■ <i>Eco-Friendly Food</i></li> <li>○ Know It, Show It</li> <li>○ Teacher's Guide</li> <li>○ Anchor Charts – Text and Graphic Features, Monitor and Clarify, Author's Purpose, Ideas and Support</li> <li>○ Vocabulary Cards – Critical Vocabulary: <i>assess, disposable, convenient, transported, hydrated, impact, intensive</i> Big Idea Words- <i>digest, sustainable, nutrition, compost</i></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>ideas or to support their reasoning.</p> <ul style="list-style-type: none"> <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>L.VI.4.3.C</b> Recognize and explain the meaning of common idioms, adages, and proverbs.</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>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 8 – Week 1</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 and create a menu and ad campaign for a healthy restaurant                             <ul style="list-style-type: none"> <li>■ Week 1- Brainstorm and Research</li> </ul> </li> </ul>		
<b>Module 8 – Week 2</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>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>RI.IT.4.3</b> Describe the impact of individuals and events throughout the course of a text, explaining events, procedures, ideas, 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: Words with the VCCV Syllable Division Pattern</li> <li>● Spelling: Words with VCCV Pattern</li> <li>● Fluency: Intonation</li> </ul> <p><b>Suggested Formative Assessment(s):</b></p> <ul style="list-style-type: none"> <li>● Selection Quiz- <i>Kids Rock Nutrition in the Kitchen and Bug Bites</i></li> <li>● Comprehension: Ask and Answer Questions, Media Techniques, Central Idea, Ideas and Support</li> <li>● Generative Vocabulary: Prefixes sub-, fore-</li> <li>● Vocabulary Strategy: Context Clues</li> </ul>	<ul style="list-style-type: none"> <li>● myBook Texts                             <ul style="list-style-type: none"> <li>○ <i>Kids Rock Nutrition in the Kitchen</i></li> <li>○ <i>Bug Bites</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, Media Techniques, Central Idea, Ideas and Support</li> <li>○ Vocabulary Cards – Power Words: <i>adventurous, unique, pests, edible, forbidden, attitudes</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> </ul>

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	<p>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"> <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>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.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</li> </ul>	<ul style="list-style-type: none"> <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>● 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>reasoning.</p> <ul style="list-style-type: none"> <li>● <b>L.VI.4.3.C</b> Recognize and explain the meaning of common idioms, adages, and proverbs.</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>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>		
<p><b>Module 8 – Week 2</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 develop and create a menu and ad campaign for a healthy restaurants <ul style="list-style-type: none"> <li>■ Week 2- Write and Create</li> </ul> </li> </ul>		

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<p><b>Module 8 – Week 3</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>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>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.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</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 VCCCV Syllable Division Pattern</li> <li>● Spelling: Words with VCCCV Syllable Division Pattern</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><b>Now You're Cooking!</b></i></li> <li>● Comprehension: Make and Confirm Predictions, Text and Graphic Features, Idioms, Point of View</li> <li>● Generative Vocabulary: Greek Roots meter, therm, phon, tele, scope</li> <li>● Vocabulary Strategy: Analogies</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><b>Now You're Cooking!</b></i></li> </ul> </li> <li>● Materials – Whole Group <ul style="list-style-type: none"> <li>○ Get Curious Video</li> <li>○ Read Aloud- <i><b>Now You're Cooking!</b></i></li> <li>○ myBook</li> <li>○ Know It, Show It</li> <li>○ Teacher's Guide</li> <li>○ Anchor Chart – Make and Confirm Predictions, Text and Graphic Features, Idioms, Point of View</li> <li>○ Vocabulary Cards – <i><b>react, astounded, luscious, culinary, offense, crestfallen, opted</b></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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	<p>graphics and visuals (e.g., illustrations, charts, graphs, diagrams, timelines, animations) support central ideas.</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>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>L.VI.4.3.C</b> Recognize and explain the meaning of common idioms, adages, and proverbs.</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>RL.PP.4.5</b></li> </ul>		
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	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.		
<b>Module 8– 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 and create a menu and ad campaign for a healthy restaurants</li> <li>○</li> </ul> <p align="center">■ Week 3- Practice and Present</p>		

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