

Swedesboro-Woolwich School District's Reading Curriculum Guidance Document

Fourth Grade – Unit/Module 9–

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 9:

In this module, students will listen to, read, and view a variety of texts and media that present them with information about conservation. A genre focus on persuasive text provides students with opportunities to identify ideas and support, text and graphic features, and author's craft in order to better understand unfamiliar texts. Students will also encounter a graphic novel, realistic fiction, and a biography to build knowledge across genres. As students build their vocabulary and synthesize topic knowledge, they will learn that it is up to all of us to work together to preserve our planet and its natural resources.

Essential Question: What can people do to care for our planet?

Standards Covered in Current Unit/Module

Related Standards and Learning Goals

L.VI.4.3.C

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

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

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inferences from the text.

RL.CI.4.2

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

L.RF.4.4.C

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

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.

L.VI.4.3.A

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

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.

Unit/Module Weekly Learning Activities and Pacing Guide			
1-15 Days	NJ Standards	Critical Knowledge & Skills	Possible Resources & Activities
Module 9 – Week 1	<ul style="list-style-type: none"> L.VI.4.3.C Recognize and explain the meaning of common idioms, adages, and proverbs. 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.CI.4.2 Summarize a literary text and interpret the author's theme 	<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 VV Syllable Division Pattern Spelling: Words with VV Syllable Division Pattern Fluency: Expression <p>Suggested Formative Assessment(s):</p>	<ul style="list-style-type: none"> myBook Texts <ul style="list-style-type: none"> <i>The Eco Guardians!</i> <i>Luz Sees the Light</i> Materials – Whole Group <ul style="list-style-type: none"> Newsletter for Module 9 Get Curious Video – Young Guardians Teacher Read-Aloud- The Lifecycle of Trash myBook/Teacher Pal – <ul style="list-style-type: none"> <i>The Eco Guardians!</i> <i>Luz Sees the Light</i> Know It, Show It Teacher's Guide Anchor Charts – Ideas and Support, Make Inferences, Text and Graphic Features, Theme, Idioms

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	<p>citing key details from the text.</p> <ul style="list-style-type: none"> ● L.RF.4.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary. ● 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. ● L.VI.4.3.A Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context. ● 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. 	<ul style="list-style-type: none"> ● Selection Quiz- <i>The Eco Guardians! and Luz Sees the Light</i> ● Comprehension: Ideas and Support, Make Inferences, Text and Graphic Features, Theme, Idioms ● Generative Vocabulary: Suffixes -able, -ible ● Vocabulary Strategy: Synonyms and Antonyms ● Response to Text – Accountable Talk ● KWL Chart ● Spelling Quiz 	<ul style="list-style-type: none"> ○ Vocabulary Cards – Critical Vocabulary: <i>frequent, sufficient, oasis, permission, installing, abandoned</i> Big Idea Words- <i>ecology, recycle, conservation, sanctuary</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
Module 9 – 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>		

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	<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 and participate in a local environmental initiative <ul style="list-style-type: none"> ■ Week 1- Brainstorm and Research 		1
Module 9 – Week 2	<ul style="list-style-type: none"> ● L.VI.4.3.C Recognize and explain the meaning of common idioms, adages, and proverbs. ● 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.CI.4.2 Summarize a literary text and interpret the author's theme citing key details from the text. ● L.RF.4.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary. ● RL.IT.4.3 Describe the impact of individuals and events 	<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: Final Syllable (r-controlled vowel) Final Schwa + /r/ Sound ● Spelling: Final Schwa + /r/ Sound ● Fluency: Reading Rate <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> ● Selection Quiz- <i>On Sea Turtle Patrol and Saving the Kemp's Ridley Sea Turtle and How Can We Reduce Household Waste?</i> ● Comprehension: Retell, Figurative Language, Summarize, Text and Graphic Features, Ideas and Support ● Generative Vocabulary: Suffixes -ful, -ous, -less ● Vocabulary Strategy: Synonyms and Antonyms ● Response to Text – Accountable Talk 	<ul style="list-style-type: none"> ● myBook Texts <ul style="list-style-type: none"> ○ <i>On Sea Turtle Patrol and Saving the Kemp's Ridley Sea Turtle</i> ○ <i>How Can We Reduce Household Waste?</i> ● Materials – Whole Group <ul style="list-style-type: none"> ○ Family Letter to Send Home ○ Get Curious Video ○ Read Aloud ○ myBook ○ Know It, Show It ○ Teacher's Guide ○ Anchor Chart – Retell, Figurative Language, Summarize, Text and Graphic Features, Ideas and Support ○ Vocabulary Cards – Power Words: <i>obsessed, disoriented, blunt, recruiting, appointed, stranded, estimate, decay</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>throughout the course of a text, using an in-depth analysis of the character, setting, or event that draws on textual evidence.</p> <ul style="list-style-type: none"> ● L.VI.4.3.A Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context. ● 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. 	<ul style="list-style-type: none"> ● KWL Chart ● Spelling Quiz ● Teacher Observation ● Turn and Talks, Think Pair Share 	<ul style="list-style-type: none"> ● Write a response ● Speaking and Listening
Module 9 – 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 will research and participate in a local environmental initiative <ul style="list-style-type: none"> ■ Week 2- Write and Create 		

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<p>Module 9 – Week 3</p>	<ul style="list-style-type: none"> ● L.VI.4.3.C Recognize and explain the meaning of common idioms, adages, and proverbs. ● 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.CI.4.2 Summarize a literary text and interpret the author's theme citing key details from the text. ● L.RF.4.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary. ● 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. ● L.VI.4.3.A Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context. 	<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: Final Stable Syllables ● Spelling: Final Schwa + /I/ Sounds ● Fluency: Phrasing <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> ● Selection Quiz- <i>Seeds of Change</i> ● Comprehension: Ask and Answer Questions, Author's Craft, Literary Elements, Text Structure ● Generative Vocabulary: Suffixes -en, -ic ● Vocabulary Strategy: Context Clues ● 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>Seeds of Change</i> ● Materials – Whole Group <ul style="list-style-type: none"> ○ Get Curious Video ○ Read Aloud- <i>Seeds of Change</i> ○ myBook ○ Know It, Show It ○ Teacher's Guide ○ Anchor Chart – Ask and Answer Questions, Author's Craft, Literary Elements, Text Structure ○ Vocabulary Cards – <i>ancestors, swirled, currents, sneered, outspoken, canopy, envision</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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	<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. 		
Module 9– 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 and participate in a local environmental initiative ○ <p align="center">■ Week 3- Practice and Present</p>		

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