

Swedesboro-Woolwich School District's Reading Curriculum Guidance Document

Fourth Grade – Unit/Module 10–

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 10:

In this module, students will listen to, read, and view a variety of texts and media that provide information about communication. A genre focus on informational text provides students with opportunities to identify central ideas, text structure, and media techniques in order to better understand unfamiliar texts. Students will also encounter narrative nonfiction and realistic fiction to build knowledge across genres. As students build their vocabulary and synthesize topic knowledge, they will learn that throughout history, people have always found a way to communicate with each other.

Essential Question: What forms can communication take?

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

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

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of others.

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.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.

L.VI.4.3.A

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

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.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.

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.

L.VI.4.3.B

Determine the meaning of words and phrases that allude to significant characters found in literature.

Unit/Module Weekly Learning Activities and Pacing Guide			
1-15 Days	NJ Standards	Critical Knowledge & Skills	Possible Resources & Activities
Module 10 – 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 the discussion. SL.PE.4.1.C Pose and respond to specific questions to clarify or follow up on information, and make 	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. Language Answer questions using multi-word responses. Decode: Multisyllabic Words Spelling: Three-Syllable Words Fluency: Intonation 	<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>How Technology Has Changed Communication</i> ■ <i>The History of</i>

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	<p>comments that contribute to the discussion and link to the remarks of others.</p> <ul style="list-style-type: none"> ● 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.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. ● L.VI.4.3.A Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context. ● 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.IT.4.3 Describe the impact of individuals and events throughout the course of a 	<p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> ● Selection Quiz- <i>How Technology Has Changed Communication and The History of Communication</i> ● Comprehension: Text and Graphic Features, Monitor and Clarify, Text Structure, Central Idea ● Generative Vocabulary: Latin Roots tele, port, graph ● Vocabulary Strategy: Reference Sources ● Response to Text – Accountable Talk ● KWL Chart ● Spelling Quiz 	<p align="center">Communication</p> <ul style="list-style-type: none"> ○ Know It, Show It ○ Teacher's Guide ○ Anchor Charts – Text and Graphic Features, Monitor and Clarify, Text Structure, Central Idea ○ Vocabulary Cards – Critical Vocabulary: <i>significantly, enabled, patent, peak, transmitted, plucked, proposed, influence</i> Big Idea Words- <i>broadcast, publication, blog, correspond</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>text, using an in-depth analysis of the character, setting, or event that draws on textual evidence.</p> <ul style="list-style-type: none">● 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.● L.VI.4.3.B Determine the meaning of words and phrases that allude to significant characters found in literature.			
Module 10 – 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> <ul style="list-style-type: none">○ Literacy Centers○ Guided Reading Groups○ English Learner Support○ Reinforce skill with practice worksheets○ Research/Inquiry Project – Students research an aspect of communication, post their finding to a blog, and present to the class` <p>■ Week 1- Brainstorm and Research</p>			1

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<p>Module 10 – Week 2</p>	<p>SL.PE.4.1.D Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>L.VI.4.3.A Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.</p> <p>RL.CR.4.1</p>	<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 Silent Consonants ● Spelling: Words with Silent Consonants ● Fluency: Accuracy and Self-Correction <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> ● Selection Quiz- <i>A New Language- Invented by Kids! and Dolphin Dinner</i> ● Comprehension: Ask and Answer Question, Text Structure, Central Idea, Media Techniques ● Generative Vocabulary: Prefixes, il-, ir- ● 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"> ● myBook Texts <ul style="list-style-type: none"> ○ <i>A New Language- Invented by Kids!</i> ○ <i>Dolphin Dinner</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 – Ask and Answer Question, Text Structure, Central Idea, Media Techniques ○ Vocabulary Cards – Power Words: <i>astonishment, gestures, linguists, instinct, practical, operation, immaculate</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>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.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.</p> <p>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.</p> <p>L.VI.4.3.B Determine the meaning of words and phrases that allude to significant characters found in literature.</p>		
Module 10 – 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 		

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	<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 research an aspect of communication, post their finding to a blog, and present to the class <ul style="list-style-type: none"> ■ Week 2- Write and Create 		
<p>Module 10 – Week 3</p>	<p>SL.PE.4.1.D Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p> <p>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.</p> <p>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.</p> <p>RI.CR.4.1 Refer to details and examples as textual evidence when explaining</p>	<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: Decoding Unusual Spelling Patterns; Decoding Unusual Spelling Patterns: Multisyllabic Words ● Spelling: Prefixes ● Fluency: Reading Rate <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> ● Selection Quiz- <i>Cooper's Lesson</i> ● Comprehension: Make Inferences, Plot, Point of View, Author's Craft ● Generative Vocabulary: Prefixes in-, im- ● Vocabulary Strategy: Synonyms and Antonyms ● Response to Text – Accountable Talk ● KWL Chart ● Spelling Quiz ● Teacher Observation 	<ul style="list-style-type: none"> ● Texts <ul style="list-style-type: none"> ○ Read Aloud- <i>Cooper's Lesson</i> ● Materials – Whole Group <ul style="list-style-type: none"> ○ Get Curious Video ○ Read Aloud- <i>Cooper's Lesson</i> ○ myBook ○ Know It, Show It ○ Teacher's Guide ○ Anchor Chart – Make Inferences, Plot, Point of View, Author's Craft ○ 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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	<p>what an informational text says explicitly and make relevant connections when drawing inferences from the text.</p> <p>L.VI.4.3.A Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.</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.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.</p> <p>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.</p> <p>L.VI.4.3.B</p>	<ul style="list-style-type: none"> ● Turn and Talks, Think Pair Share 	
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	Determine the meaning of words and phrases that allude to significant characters found in literature.		
Module 10– 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 research an aspect of communication, post their finding to a blog, and present to the class ○ <p align="center">■ Week 3- Practice and Present</p>		

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