

Swedesboro-Woolwich School District's Reading Curriculum Guidance Document

Fourth Grade – Unit/Module 11–

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 11:

In this module, students are beginning to explore nonfiction texts to learn how real-world information is organized and presented. They are discovering the difference between fiction and nonfiction, identifying key features like headings, captions, bold words, and glossaries. The class practices reading nonfiction articles and books to gather facts, ask questions, and understand main ideas. Through guided reading and class discussions, students learn how to take notes, summarize important points, and think critically about what they read. This unit helps build skills they will use in research and everyday life.

Essential Question:

Week 1: What are the characteristics of informational text?

Week 2: What are the characteristics of biography?

Week 3: What are the characteristics of argumentative text?

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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.

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.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.

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).

Unit/Module Weekly Learning Activities and Pacing Guide

1-15 Days	NJ Standards	Critical Knowledge & Skills	Possible Resources & Activities
Module 11 – Week 1	<ul style="list-style-type: none"> 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. 	<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: Homophones: Using Context to Determine Meaning Spelling: Unusual Spellings Fluency: Accuracy and Self-Correction 	<ul style="list-style-type: none"> myBook Texts <ul style="list-style-type: none"> <i>The Science Behind Sight</i> Materials – Whole Group <ul style="list-style-type: none"> Newsletter for Module 11 Get Curious Video – Teacher Read-Aloud– myBook/Teacher Pal – <ul style="list-style-type: none"> <i>The Science Behind Sight</i> Know It, Show It Teacher's Guide Anchor Charts – Informational Text, Central Idea, Text and Graphic Features,

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	<ul style="list-style-type: none"> ● 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.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. ● 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). 	<p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> ● Selection Quiz- <i>The Science Behind Sight</i> ● Comprehension: Informational Text, Central Idea, Text and Graphic Features, Text Structure, Review Genre Characteristics ● Generative Vocabulary: ● Vocabulary Strategy: ● Response to Text – Accountable Talk ● KWL Chart ● Spelling Quiz 	<p>Text Structure, Review Genre Characteristics</p> <ul style="list-style-type: none"> ○ ● 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 11 – 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 		

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	<ul style="list-style-type: none"> 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 		
Module 11 – Week 2	<p>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.</p> <p>RI.CI.4.2 Summarize an informational text and interpret the author's purpose or main idea citing key details from the text.</p> <p>RI.MF.4.6 Use evidence to show how graphics and visuals (e.g., illustrations, charts, graphs, diagrams, timelines, animations)</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: Recognize Base Words Spelling: Review: Adding Inflectional Endings Fluency: Phrasing <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> Selection Quiz- <i>The Beatles Were Fab (and They Were Funny)</i> Comprehension: Biography, Ideas and Support, Text Structure, Author's Craft, Review Genre Characteristics 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>The Beatles Were Fab (and They Were Funny)</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 – Biography, Ideas and Support, Text Structure, Author's Craft, Review Genre Characteristics 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>support central ideas.</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>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).</p>		
Module 11– 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 		
Module 11 – Week 3	<p>RI.IT.4.3 Describe the impact of</p>	<p>Obj. We are learning to:</p> <ul style="list-style-type: none"> ● Share information and ideas about a topic under discussion. 	<ul style="list-style-type: none"> ● Texts <ul style="list-style-type: none"> ○ Read Aloud- <i>Eco-Friendly Food</i> ● Materials – Whole Group

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	<p>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.</p> <p>RI.CI.4.2 Summarize an informational text and interpret the author's purpose or main idea citing key details from the text.</p> <p>RI.MF.4.6 Use evidence to show how graphics and visuals (e.g., illustrations, charts, graphs, diagrams, timelines, animations) support central ideas.</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>SL.II.4.2 Paraphrase portions of a</p>	<ul style="list-style-type: none"> ● Ask relevant questions to clarify information. ● Recognize characteristics of stories. ● Language Answer questions using multi-word responses. ● Decode: Multisyllabic Words with Affixes ● Spelling: Review: Adding Prefixes and Suffixes ● Fluency: Reading Rate <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> ● Selection Quiz- <i>Eco-Friendly Food</i> ● Comprehension: Argumentative Text, Ideas and Support, Text and Graphic Features, Author's Purpose, Review Genre Characteristics ● KWL Chart ● Spelling Quiz ● Teacher Observation ● Turn and Talks, Think Pair Share 	<ul style="list-style-type: none"> ○ Get Curious Video ○ Read Aloud- <i>Eco-Friendly Food</i> ○ myBook ○ Know It, Show It ○ Teacher's Guide ○ Anchor Chart – Argumentative Text, Ideas and Support, Text and Graphic Features, Author's Purpose, Review Genre Characteristics ○ 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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	text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).		
Module– 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 		

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