

Swedesboro-Woolwich School District's Reading Curriculum Guidance Document

Fourth Grade – Unit/Module 12–

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 12:

In this module, students are learning about fiction by exploring stories that use imagination, characters, and plot to entertain or teach a lesson. They read a variety of fictional texts, such as short stories, fables, and chapter books, to understand story elements like setting, character development, conflict, and resolution. The class discusses themes, makes predictions, and compares different characters and story outcomes. Students also practice writing their own fiction, using dialogue and descriptive language to bring their ideas to life. This unit helps them appreciate storytelling and strengthens their reading and writing skills.

Essential Question:

Week 1: What are the characteristics of realistic fiction?

Week 2: What are the characteristics of traditional tales?

Week 3: What are the characteristics of historical fiction?

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Standards Covered in Current Unit/Module

Related Standards and Learning Goals

L.VI.4.3.A

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

RL.CI.4.2

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

L.KL.4.1.D

Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

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
Module 12 – Week 1	<ul style="list-style-type: none"> L.VI.4.3.A Explain the meaning of simple similes and metaphors (e.g., as pretty 	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. 	<ul style="list-style-type: none"> myBook Texts <ul style="list-style-type: none"> <i>The Year of the Rat</i> Materials – Whole Group <ul style="list-style-type: none"> Newsletter for Module 11 Get Curious Video –

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	<p>as a picture) in context.</p> <ul style="list-style-type: none"> ● RL.CI.4.2 Summarize a literary text and interpret the author's theme citing key details 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.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.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. ● L.KL.4.1.D Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where 	<ul style="list-style-type: none"> ● Recognize characteristics of stories. ● Language Answer questions using multi-word responses. ● Decode: Review Syllable Division Patterns ● Spelling: Review Syllable Division Patterns ● Fluency: Expression <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> ● Selection Quiz- <i>The Year of the Rat</i> ● Comprehension: Realistic Fiction, Characters, Point of View, Plot, Review Genre Characteristics ● Response to Text – Accountable Talk ● KWL Chart ● Spelling Quiz 	<ul style="list-style-type: none"> ○ Teacher Read-Aloud- ○ myBook/Teacher Pal – <ul style="list-style-type: none"> ■ <i>The Year of the Rat</i> ○ Know It, Show It ○ Teacher's Guide ○ Anchor Charts – Realistic Fiction, Characters, Point of View, Plot, Review Genre Characteristics ○ ● 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>informal discourse is appropriate (e.g., small-group discussion).</p> <ul style="list-style-type: none"> ● RL.MF.4.6 Make connections between specific descriptions and directions in a text and a visual or oral representation of the text. 		
Module 12 – 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 		
Module 12 – Week 2	<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.CI.4.2 Summarize a literary text and interpret the author's theme citing key details from the text.</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: Compound Words; Multisyllabic Compound Words ● Spelling: Review: Compound Words 	<ul style="list-style-type: none"> ● myBook Texts <ul style="list-style-type: none"> ○ <i>In the Days of King Adobe</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 – Traditional Tales, Literary Elements, Theme, Figurative Language,

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	<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.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.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>L.KL.4.1.D Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).</p> <p>RL.MF.4.6 Make connections between specific</p>	<ul style="list-style-type: none"> ● Fluency: Intonation <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> ● Selection Quiz- <i>In the Days of King Adobe</i> ● Comprehension: Traditional Tales, Literary Elements, Theme, Figurative Language, Review Genre Characteristics ● Response to Text – Accountable Talk ● KWL Chart ● Spelling Quiz ● Teacher Observation ● Turn and Talks, Think Pair Share 	<p>Review Genre Characteristics</p> <ul style="list-style-type: none"> ○ 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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	descriptions and directions in a text and a visual or oral representation of the text.		
Module 12– 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 12 – Week 3	<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.CI.4.2 Summarize a literary text and interpret the author's theme citing key details 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</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: Multisyllabic Words ● Spelling: Review Affixes and Roots, Syllable Division Patterns, and Syllable Types ● Fluency: Phrasing <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> ● Selection Quiz- <i>Rent Party Jazz</i> ● Comprehension: Historical Fiction, Literary Elements, Theme, Author's Craft, Review Genre 	<ul style="list-style-type: none"> ● Texts <ul style="list-style-type: none"> ○ Read Aloud- <i>Rent Party Jazz</i> ● Materials – Whole Group <ul style="list-style-type: none"> ○ Get Curious Video ○ Read Aloud- <i>Rent Party Jazz</i> ○ myBook ○ Know It, Show It ○ Teacher's Guide ○ Anchor Chart – Historical Fiction, Literary Elements, Theme, 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

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	<p>on textual evidence.</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.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>L.KL.4.1.D Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).</p> <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>Characteristics</p> <ul style="list-style-type: none"> ● KWL Chart ● Spelling Quiz ● Teacher Observation ● Turn and Talks, Think Pair Share 	<p>Pictures to Text – Use echo reading</p> <ul style="list-style-type: none"> ○ Listening Comprehension
Module 12– 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 		

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- Language Graphic Organizer

Small Group/Differentiation – Activities

- 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](#)