

Grade 4 Module 6

Marvels of Nature

Essential Question: What makes Earth's natural wonders exciting and unique?

Overview

Reading Overview: In this module, students will listen to, read, and view a variety of texts that present them with information about Earth's natural wonders. A genre focus on informational text provides students with opportunities to identify text and graphic features, central ideas, and text structures in order to better understand unfamiliar texts. Students will also encounter poetry and literary nonfiction to build knowledge across genres. As students build their vocabulary and synthesize topic knowledge, they will learn that our world is full of unique places with amazing wonders on land, in the ocean, and in the sky.

Writing Overview: Students will write a letter to an expert in a field of study connected to a natural wonder. In their letter, they will ask for more information using formal language and show they already have some knowledge on the topic.

Connections: Earth's Natural Wonders (Science)

Inquiry and Research Project: Over the next few weeks, students will work in groups to create a museum exhibit on an extreme environment and then share their exhibit with the class.

Background: Explain to students that an extreme environment is one in which it is extremely difficult to live. Only a few plants and animals—those that have adapted to the extreme environment—are able to live there. Extreme environments tend to be very hot or very cold. They may also be very dry or have difficult terrain, such as high mountains and deserts.

Goal: Students will be able to create an exhibit to show and share an extreme environment with their classmates.

Module 6 Essential Question: What makes Earth’s natural wonders exciting and unique?

Week 1	Vocabulary			
	Big Idea Words: scenic, landscape, canyon, landform 4L4a , 4L6 Academic Critical Vocabulary: trench, summit, thrive, prehistoric, vital, glimpse, submersible, remotely, autonomous (Lessons 2 & 3) 4L6 , 4R4 Vocabulary Strategy: Reference Sources (Lesson 3) 4L4c * Generative Vocabulary: Greek Roots <i>auto</i> , <i>bio</i> , <i>photo</i> , <i>graph</i> 4RF3a *			
	Reading		Writing	
	Required Resources	Priority Skills & Instructional Vocabulary	Required Resources & Instructional Vocabulary	Priority Skills
	<i>Seven Natural Wonders</i> <i>Mariana Trench and Exploring Challenger Deep</i>	Module Launch Text and Graphic Features: text feature, graphic feature 4R7 * Read for Understanding Summarize: summarize 4R2 , 4R3 Close Read Central Idea: central idea, details, supporting evidence 4R2 * Text Structure: text structure, compare-and-contrast, cause-and-effect, chronological, sequence, description 4R5 * Text and Graphic Features: text feature, graphic feature 4R7 * Bold means priority skill – teach with more depth *Means assessed at end of week or end of module	Letter <i>Coral Reefs</i> Instructional Vocabulary: glossary, graphic feature, index, text organization, inference	Correspondence: Letter Introducing the Focal Text (Connection-Earth's natural wonders can teach us a great deal) 4W2 p. W90–W92 Vocabulary 4L4 p. W93 Prewriting I: Types of Correspondence 4W2 , 4W6 p. W94 Prewriting II: Choosing a Topic 4W6 p. W95 Drafting I: Beginning the Draft 4W2e p. W78 Grammar p. W296-298*/ W284, W300* 4L1 , 4L2 Bold means priority skill – teach with more depth *Means assessed at end of week or end of module

	Foundational Skills		Communication	
	Decoding: Words with /k/, /ng/, and /kw/ Spelling: Words with /k/, /ng/, and /kw/ Fluency: Accuracy and Self-Correction 4RF3a		Listening Comprehension: Teacher Read-Aloud <i>Incredible Waterfalls</i> pp. T290–T293 4SL2 Research and Media Literacy: Plan and Gather Information pp. T308 4W6, 4W7	
Week 2	Vocabulary			
	Academic Critical Vocabulary: eternal, organic, intriguing (Lessons 6 & 7) diverse, idle, core, fathom, wrath, collision (Lessons 8 & 9) 4L6, 4R4			
	Vocabulary Strategy: Reference Sources (Lessons 7 & 9) 4L4c *			
	Generative Vocabulary: Suffixes <i>-ness, -ment</i> (Lesson 10) 4L4b *			
	Reading		Writing	
Required Resources	Priority Skills & Instructional Vocabulary	Required Resources & Instructional Vocabulary	Priority Skills	
<i>Weird and Wondrous Rocks</i> <i>Nature’s Wonders</i>	Read for Understanding Ask and Answer Questions: ask and answer questions 4R1 Close Read Text Structure: text structure, comparison/contrast, cause-effect, chronology 4R5 * Author’s Craft: author’s craft, voice, figurative language, imagery 4R1, 4R4 * Elements of Poetry: elements of poetry, stanza, rhyming words, rhythm, sound devices, alliteration, onomatopoeia, personification 4R5 * Bold means priority skill – teach with more depth *Means assessed at end of week or end of module	Letter <i>Coral Reefs</i> Instructional Vocabulary: genre, synonym	Correspondence: Letter Drafting II: Elements of a Genre 4W2 p. W97 Drafting III: Completing the Draft 4W6, 4W2 p. W98 Revising I: Conferencing 4SL1 p. W99 Revising II: Strengthening Ideas 4W3e p. W100 Revising III: Strengthening Word Choice 4W3e p. W101 Grammar p. W301-303*/ W294, W305* 4L1, 4L2	

				Bold means priority skill – teach with more depth *Means assessed at end of week or end of module
Foundational Skills			Communication	
Decoding: Words with final /j/ and /s/ Spelling: Words with final /j/ and /s/ Fluency: Reading Rate 4RF3a			Research and Media Literacy: Create a Multimodal Presentation p. T344 4SL5	

Week 3	Vocabulary			
	Academic Critical Vocabulary: shatter, sentries, chasm, glistens, embedded, eroding (Lessons 11 & 12) 4L6, 4R4 Vocabulary Strategy: Shades of Meaning (Lesson 12) 4L5c * Generative Vocabulary: Prefix <i>inter-</i> (Lesson 13) 4L4b *			
	Reading		Writing	
	Required Resources	Priority Skills & Instructional Vocabulary	Required Resources & Instructional Vocabulary	Priority Skills
	<i>Grand Canyon: A Trail Through Time</i>	Read for Understanding Make Inferences: make inferences 4R41 Close Read Ideas and Support: ideas and support, facts, opinions 4R8 * Simile and Metaphor: figurative language, simile, metaphor 4L5a * Author's Craft: author's craft, voice, mood, sensory words 4R1 4R4 * Module Wrap-Up: Make Connections Performance Task: Expository Essay Bold means priority skill – teach with more depth *Means assessed at end of week or end of module	Letter <i>Coral Reefs</i> Instructional Vocabulary:	Correspondence: Letter Editing I: Grammar 4W6 p. W102 Editing II: Capitalization and Punctuation 4L2b p. W103 Editing III: Peer Proofreading 4L2 p. W104 Publishing 4W3, 4W1 p. W105 Sharing 4W1 p. W106 Grammar p. W321-323*/ W304, W325* 4L1, 4L2 Bold means priority skill – teach with more depth *Means assessed at end of week or end of module

	Foundational Skills	Communication
	Decoding: Prefixes <i>re-</i>, <i>un-</i>, <i>dis-</i> Spelling: Words with Prefixes <i>re-</i>, <i>un-</i>, <i>dis-</i> Fluency: Intonation 4RF3a	Speaking and Listening: Give a Presentation p. T376 4SL4