

Grade 4 Module 10
Communication Nation

Essential Question: What forms can communication take?

Overview

Reading Overview: 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.

Writing Overview: Students will think about a discovery someone has made that is featured in a museum. Students will describe the discovery and explain how it is used, what it is, when it existed, what it did and why it is in a museum.

Connections: Communication (Social Studies)

Inquiry and Research Project: Over the next few weeks, Students will work in groups to research an aspect of communication and present their research in a blog and an oral presentation to the class.

Background: Tell students that people in history have developed many inventions to enable them to communicate. In addition, different people communicate in different ways. There are many different languages, including sign language.

Goal: Students will be able to work in groups to research one aspect of communication and write about it in a blog and present it orally to the class.

Module 10 Essential Question: What forms can communication take?

Week 1		Vocabulary	
		Big Idea Words: broadcast, publication, blog, correspond (Lesson 1) 4L4a Academic Critical Vocabulary: significantly, enabled, patent, peak, transmitted, plucked, proposed, influence (Lessons 2 & 3) 4R4, 4L6 Vocabulary Strategy: Reference Sources (Lesson 3) 4L4c * Generative Vocabulary: Review Latin Roots <i>tele</i>, <i>port</i>, <i>graph</i> (Lesson 4) 4L4b*	
Reading		Writing	
Required Resources	Priority Skills & Instructional Vocabulary	Required Resources & Instructional Vocabulary	Priority Skills
<i>How Technology Has Changed Communication</i> <i>The History of Communication</i>	Module Launch Text and Graphic Features: text features, graphic features, diagram 4R3, 4R7* Read for Understanding Monitor and Clarify: monitor, clarify 4RF4b Close Read Text Structure: cause, chronological order, description, effect, problem 4R5 * Central Idea: central idea, detail, relevant 4R2 * Text and Graphic Features: text features, graphic features, diagram 4R3, 4R7* Bold means priority skill – teach with more depth *Means assessed at end of week or end of module	Expository Essay The Museum Book: A Guide to Strange and Wonderful Collections Instructional Vocabulary: Glossary Index Allusion	Informational Text: Expository Essay Introducing the Focal Text (The Museum Book: A Guide to Strange and Wonderful Collections) 4W2 p. W162–W164 Vocabulary 4L6 p. W165 Prewriting I: Preparing to Write 4W2b p. W166 Prewriting II: Conducting Research 4W6 p. W167 Drafting I: Beginning the Draft 4W2a p. W168 Grammar: p. w256, w257*, w258, w254, w260 4L1, 4L2 Bold means priority skill – teach with more depth *Means assessed at end of week or end of module

	Foundational Skills	Communication
	Decoding: Multisyllabic Words Spelling: Three–Syllable Words Fluency: Intonation pp. T26–T29 4RF3a	Listening Comprehension: The Unbroken Code of the Navajo Code Talkers pp. T34–T37 Research and Media Literacy: Plan and Gather Information p. T52 4W7

Week 2	Vocabulary		
	Academic Critical Vocabulary: astonishment, gestures, linguists, instinct (Lessons 6 & 7) practical, operation, immaculate (Lessons 8 & 9) 4R4 , 4L6		
	Vocabulary Strategy: Reference Sources (Review) (Lessons 7 & 9) 4L4c		
	Generative Vocabulary: Prefixes <i>il-</i> , <i>ir-</i> (Lesson 10) 4L4b *		
	Reading		Writing
	Required Resources	Priority Skills & Instructional Vocabulary	Required Resources & Instructional Vocabulary
<i>A New Language—Invented by Kids!</i> <i>Dolphin Dinner</i>	Read for Understanding Ask and Answer Questions: clarify 4R1 Close Read Text Structure: chronological order, problem, text structure * 4R5 Central Idea: central idea, detail, main idea, relevant, supporting evidence, text structure 4R2 * Media Techniques: media, media techniques, sound elements, visual elements 4SL1a , 4SL2 * Bold means priority skill – teach with more depth *Means assessed at end of week or end of module	Expository Essay The Museum Book: A Guide to Strange and Wonderful Collections Instructional Vocabulary: Internal documentation	Informational Text: Expository Essay Drafting II: Integrating the Research 4W2c p. W169 Drafting III: Completing the Draft 4W2 p. W170 Revising I: Varying Sentence Length 4W1a p. W171 Revising II: Conferencing 4W2 p. W172 Revising III: Adding Transitions 4W2 p. W173 Grammar: p. w261*, w262, w263, w364, w265 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 Silent Consonants Spelling: Words with Silent Consonants Fluency: Accuracy and Self-Correction pp. T66–T69 4RF3a	Research and Media Literacy: Interpret and Analyze Media p. T88 4SL2

Week 3	Vocabulary			
	Academic Critical Vocabulary: inspect, liveliest, stammered, expectantly, demonstrated (Lessons 11 & 12) 4R4 , 4L6			
	Vocabulary Strategy: Synonyms and Antonyms (Lesson 12) 4L4a			
	Generative Vocabulary: Prefixes <i>in-</i> , <i>im-</i> (Lesson 13) * 4L4b			
			Writing	
	Required Resources	Priority Skills & Instructional Vocabulary	Required Resources & Instructional Vocabulary	Priority Skills
	<i>Cooper’s Lesson</i>	Read for Understanding Make Inferences: inference 4R1 Close Read Plot: climax, falling action, plot, rising action * 4R5 Point of View: perspective, point of view * 4R1 Author’s Craft: Anecdote, author’s craft, voice * 4R4 Module Wrap-Up: Make Connections 4R1 Performance Task: Expository Essay Bold means priority skill – teach with more depth *Means assessed at end of week or end of module	Expository Essay The Museum Book: A Guide to Strange and Wonderful Collections	Informational Text: Expository Essay Revising IV: The Central Idea 4W2b P. W174 Editing 1: Spelling and Mechanics 4W2d p. W175 Editing II: Peer Proofreading 4L2 Publishing p. W177 4W2 Sharing p.W178 4SL1 Grammar: p. w361, w362, w363, w264, w365 4L1 , 4L2 Bold means priority skill – teach with more depth *Means assessed at end of week or end of module
	Foundational Skills		Communication	
	Decoding: Decoding Unusual Spelling Patterns		Speaking and Listening: Give a Presentation	
	Spelling: Prefixes		p. T120	
Fluency: Reading Rate		4SL4		
pp. T102–T105 4RF3a				