
Module Summary

“The sea, once it casts its spell, holds one in its net of wonder forever.”

–Jacques-Yves Cousteau

Grade 3, a year of discovery and wonder, begins with a study of the ocean, a rich source of life, beauty, and inspiration. In this first module of the year, students encounter the sea through a careful analysis of literature, informational texts, and art. Students not only gain knowledge about the ocean, but also learn to value curiosity as a driving force in human endeavors.

By learning about ocean life and the many ways humans choose to explore the sea, students gain concrete information about the world around them, as well as habits of mind that will enable them to continue their own journeys of exploration and discovery. Students learn that the sea is a complex ecosystem, full of beautiful, mysterious, and important life forms. Students learn how poets and writers explore the sea through words and images. They also learn how scientists use technology to explore the sea. Finally, they gain important information about sharks and squids.

Students first encounter the ocean through poetry and art as they analyze Sara Teasdale’s “The Sea Wind,” along with Katsushika Hokusai’s iconic woodblock print, *Under the Wave off Kanagawa*, Mary Cassatt’s *The Boating Party*, and Winslow Homer’s *The Gulf Stream*. Finally, students experience the sea as the setting for William Steig’s charming tale of an unlikely friendship, *Amos & Boris*. These works of art present very different images of the ocean and prepare students to consider the ocean as complex and compelling.

Next students listen to a Read Aloud of Molly Bang’s informational picture book, *Ocean Sunlight: How Tiny Plants Feed the Seas*. The book highlights the importance of the ocean and the relationship between the sun and the microscopic plants that form the basis of ocean food chains. Next students read *The Fantastic Undersea Life of Jacques Cousteau*, by Dan Yaccarino. This lively and beautifully illustrated biography portrays the joy and wonder that compelled Jacques Cousteau to spend his life exploring the sea. Students examine two of the ocean’s most fascinating creatures, sharks and the giant squid, in two more informational texts. Cathy East Dubowski’s *Shark Attack* sheds light on one of the most feared animals in the sea. Students learn more about scientific exploration of the sea by reading Mary Cerullo’s *Giant Squid: Searching for a Sea Monster*, which describes Dr. Roper’s scientific work to find the mysterious creature that has so long eluded detection.

For their End-of-Module (EOM) Task, students write a multiparagraph essay explaining why artists or scientists explore the sea. The task requires students to use information from one of the module texts (the poem, an art work, the short story, or an informational text) to explain why people, including artists and scientists, explore the sea and to demonstrate their mastery of creating clear, well-organized paragraphs. Some students may choose to use two texts to complete this task.

Module at a Glance

ESSENTIAL QUESTION

Why do people explore the sea?

SUGGESTED STUDENT UNDERSTANDINGS

- Artists and writers use domain-specific elements to express ideas.
- The ocean is an important ecosystem.
- Scientists observe the ocean carefully to learn more about it.
- Squids and sharks are important to the sea's ecosystem.
- People develop technology to solve problems.

Texts

CORE TEXTS

Art

- *Under the Wave off Kanagawa*, Katsushika Hokusai (<http://witeng.link/0649>)
- *The Boating Party*, Mary Cassatt (<http://witeng.link/0650>)
- *The Gulf Stream*, Winslow Homer (<http://witeng.link/0651>)

Picture Books (Informational)

- *Ocean Sunlight: How Tiny Plants Feed the Seas*, Molly Bang and Penny Chisholm
- *The Fantastic Undersea Life of Jacques Cousteau*, Dan Yaccarino
- *Giant Squid: Searching for a Sea Monster*, Mary M. Cerullo and Clyde F. E. Roper
- *Shark Attack*, Cathy East Dubowski

Picture Book (Literary)

- *Amos & Boris*, William Steig

SUPPLEMENTARY TEXTS

Videos

- “Cousteau’s Silent World: Shipwreck Excerpt” (<http://witeng.link/O658>)
- “Quest for the Giant Squid,” Smithsonian Institution (<http://witeng.link/O659>)
- “Sperm Whale Encounter,” Howard Hall (<http://witeng.link/O652>)
- “Why the Ocean Matters” (<http://witeng.link/O657>)

Poetry

- “The Sea Wind,” Sara Teasdale (Handout 1A)

Story

- “The Lion and the Mouse,” Aesop’s Fables (Handout 5A)

Websites

- “William Steig: About the Author,” Macmillan.com (<http://witeng.link/O646>)
- “National Aquarium in Baltimore, MD Virtual Tour” National Aquarium (<http://witeng.link/O647>)
- “White Ibis” in “Excellence in Exhibition Label Writing Competition 2011,” American Alliance of Museums (<http://witeng.link/O648>)

Module Learning Goals

KNOWLEDGE GOALS

- Identify how artists and writers use domain-specific elements to express ideas.
- Explain how scientists observe the ocean carefully to learn more about it.
- Explain why squids and sharks are important to the sea’s ecosystem.
- Explain how people develop technology to solve problems.

READING GOALS

- Ask and answer questions to demonstrate understanding of a text (RL.3.1, RI.3.1).
- Determine main ideas and supporting details in informational texts and central messages in literary texts (RL.3.2, RI.3.2).
- Compare and contrast information from two texts on the same topic (RI.3.9).

- Use text features to locate information on a topic efficiently (RI.3.5).
- Analyze text illustrations to develop further understanding of information conveyed by the words in the text (RI.3.7).

WRITING GOALS

- Write informative/explanatory texts to examine a topic and convey ideas and information clearly (W.3.2.a, W.3.2.b, W.3.2.c).
- Produce writing in which the development and organization are appropriate to the task and purpose (W.3.4).
- Develop and strengthen writing as needed by planning, revising, and editing (W.3.5).

SPEAKING & LISTENING GOALS

- Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion) (SL.3.1.b).

LANGUAGE GOALS

- Explain the function of nouns and verbs in general and their functions in particular sentences (L.3.1.a).
- Capitalize appropriate words in titles (L.3.2.a).
- Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses (L.3.1.e).
- Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness) (L.3.2.e).
- Use sentence-level context as a clue to the meaning of a word or phrase (L.3.4.a).

Module in Context

- **Knowledge:** As students begin Grade 3, they learn to appreciate the value of asking important questions and persevering in the attempt to answer those questions. Module 1 focuses on how people explore the sea through art, literature, and science. The pursuit of knowledge is exemplified by the work of Jacques Cousteau, who spent his life exploring the ocean and sharing his love of the sea, and by Dr. Clyde Roper, who devoted his career to the search for the mysterious giant squid. In addition to learning to appreciate important habits of mind, students also gain valuable knowledge about the sea and its creatures. The module lays the groundwork for a year of rich and rigorous learning.
- **Reading:** Students begin the year by asking and answering text-based questions. This critical skill forms the basis of all subsequent work in the curriculum. Students use a range of strategies for articulating the questions they have about texts and the answers they find to

these questions. The majority of the texts in this module are informational, so students learn to use the text features in informational texts to locate and use information efficiently. This is another important skill that students will use throughout the year. Students also learn to gain information from both words and illustrations, including photographs. *Shark Attack*, by Cathy Dubowski, and *Giant Squid: Searching for a Sea Monster*, by Mary Cerullo and Clyde F. E. Roper, offer extensive opportunities for students to work with text features.

- **Writing:** Students begin the year with a review of the elements of a sentence and the components of an effective topic statement. They also learn to write explanatory and informational paragraphs by using topic statements; grouping related ideas together; developing a topic with facts, definitions, and details; and using linking words to connect ideas. This work serves as a strong introduction to writing. Students will continue to develop their writing skills in a variety of genres over the course of the year. Students demonstrate their mastery of these skills in a series of formal writing assessments. In their EOM essay, students apply what they have learned to write a multiparagraph essay explaining why people explore the sea.
- **Speaking and Listening:** As the year begins, students learn to monitor their curiosity. They practice listening with wonder. They also learn to agree and disagree respectfully, setting the tone for productive discussions throughout the year. Students practice these skills in a variety of tasks, including small-group discussions and formal Socratic Seminars.

Standards

FOCUS STANDARDS

Reading Literature	
RL.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
RL.3.2	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
Reading Informational Text	
RI.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
RI.3.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.
RI.3.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a Grade 3 topic or subject area.
RI.3.5	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
RI.3.7	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

Writing	
W.3.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
W.3.2.a	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
W.3.2.b	Develop the topic with facts, definitions, and details.
W.3.2.c	Use linking words and phrases (e.g., <i>also</i> , <i>another</i> , <i>and</i> , <i>more</i> , <i>but</i>) to connect ideas within categories of information.
W.3.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
W.3.8	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
Speaking and Listening	
SL.3.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grade 3 topics and texts, building on others' ideas and expressing their own clearly.
SL.3.1.b	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
Language	
L.3.1.a	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
L.3.1.e	Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.
L.3.1.i	Produce simple, compound, and complex sentences.
L.3.2.a	Capitalize appropriate words in titles.
L.3.2.e	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting</i> , <i>smiled</i> , <i>cries</i> , <i>happiness</i>).
L.3.4.a	Use sentence-level context as a clue to the meaning of a word or phrase.

CONTINUING STANDARDS

Reading Literature	
RL.3.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the Grades 2–3 text complexity band independently and proficiently.
Reading Informational Text	
RI.3.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the Grades 2–3 text complexity band independently and proficiently.

Language	
L.3.6	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

Major Assessments

Focusing Question Task	Elements That Support Success on the EOM Task	Standards
1. Write a paragraph explaining how art reveals an important characteristic of the sea.	<ul style="list-style-type: none"> ▪ Identify a central message about the sea. ▪ Use details from text (artwork) to answer questions. ▪ Use domain-specific vocabulary. 	RL.3.2; W.3.2.a; W.3.6; W.3.8; L.3.1.a, i
2. Write and illustrate two paragraphs explaining to younger students why and how scientists explore the sea.	<ul style="list-style-type: none"> ▪ Identify a central message about why scientists explore the sea. ▪ Organize ideas into two paragraphs. ▪ Create an illustration to support comprehension. 	RI.3.2; W.3.2.a, b; W.3.8; L.3.1.a, e, i; L.3.2.e
3. Create a didactic wall panel for a visitor to an aquarium explaining why it is important for scientists to study sharks or squid and how the scientists study these animals.	<ul style="list-style-type: none"> ▪ Build content knowledge about how scientists use technology to learn about sharks and squids. ▪ Organize ideas into two paragraphs. ▪ Create an illustration to support comprehension. 	RI.3.2; RI.3.7; W.3.2.a, b, c; W.3.8; L.3.1.a, e, i; L.3.2.a, e

New Read Assessments	Elements That Support Success on the EOM Task	Standards
1. Read pages 52–53 from <i>Shark Attack</i> , and answer a series of multiple-choice questions and a short-response task to define a word from context, use information from the text's illustrations and text features, identify the text's main idea, and summarize the text.	<ul style="list-style-type: none"> ▪ Identify the main idea of a text. ▪ Identify key details that support the main idea. ▪ Use context to define content-specific vocabulary words. 	RI.3.2; RI.3.4; RI.3.5; RI.3.7; L.3.4.a

New Read Assessments	Elements That Support Success on the EOM Task	Standards
2. Read pages 26–27 from <i>Giant Squid: Searching for a Sea Monster</i> and answer a series of multiple-choice and short-response questions to locate information using text features, define content-area vocabulary, identify the text’s main idea, and recount key details.	<ul style="list-style-type: none"> ▪ Identify the main idea of a text. ▪ Identify key details that support the main idea. ▪ Use context to define content-specific vocabulary words. 	RI.3.2; RI.3.4; RI.3.5; L.3.4.a

Socratic Seminars	Elements That Support Success on the EOM Task	Standards
1. Ask and answer questions about “The Sea Wind,” <i>The Boating Party</i> , <i>Under the Wave off Kanagawa</i> , <i>The Gulf Stream</i> , and <i>Amos & Boris</i> to demonstrate understanding of how artists explore the sea.	<ul style="list-style-type: none"> ▪ Demonstrate an understanding of how artists explore the sea. ▪ Employ academic vocabulary. 	RL.3.1, RL.3.2, RI.3.1, RI.3.2, SL.3.1, SL.3.2, SL.3.4, SL.3.6
2. Using evidence from <i>Shark Attack</i> , students weigh the benefits and risks of studying these dangerous sea creatures.	<ul style="list-style-type: none"> ▪ Demonstrate an understanding of the risks associated with studying sharks. ▪ Demonstrate an understanding of ways people protect themselves from sharks. ▪ Demonstrate an understanding of the benefits of studying sharks. ▪ Offer relevant details that support claims. ▪ Employ academic vocabulary. 	RI.3.1, RI.3.2, SL.3.1, SL.3.2, SL.3.4, SL.3.6
3. Students use evidence from <i>Giant Squid: Searching for a Sea Monster</i> to analyze Dr. Roper’s success as a scientist.	<ul style="list-style-type: none"> ▪ Demonstrate an understanding of Dr. Roper’s goals. ▪ Demonstrate an understanding of Dr. Roper’s achievements. ▪ Offer relevant details that support claims. ▪ Employ academic vocabulary. 	RI.3.1, RI.3.2, SL.3.1, SL.3.2, SL.3.4, SL.3.6
4. Students use evidence from <i>Giant Squid: Searching for a Sea Monster</i> to analyze Dr. Roper’s success as a scientist.	<ul style="list-style-type: none"> ▪ Demonstrating an understanding of Dr. Roper’s goals. ▪ Demonstrate an understanding of Dr. Roper’s achievements. ▪ Offer relevant details that support claims. ▪ Employ academic vocabulary. 	RI.3.1, RI.3.2, SL.3.1, SL.3.2, SL.3.4, SL.3.6

End-of-Module Assessment	Criteria for Success	Standards
Write a multiparagraph essay explaining why artists or scientists explore the sea.	<ul style="list-style-type: none"> ▪ Introduce the topic, and provide information from the module texts to support your answer. ▪ Organize ideas into paragraphs. ▪ Use well-chosen details to develop each topic. ▪ Identify one reason artists or scientists explore the sea, and identify one way artists or scientists explore the sea. ▪ Employ academic vocabulary. 	RI.3.2; RI.3.7; W.3.2.a, b, c; W.3.8; L.3.1.a, e, i; L.3.2.a, e; L.3.6

Vocabulary Assessments*	Elements That Support Success on the EOM Task	Standards
Demonstrate understanding of academic, text-critical, and domain-specific words, phrases, and/or word parts.	<ul style="list-style-type: none"> ▪ Acquire and use grade-appropriate academic terms. ▪ Acquire and use domain-specific or text-critical words essential for communication about the module's topic. 	L.3.6

Module Map

Focusing Question 1: How do artists explore the sea?				
	CENTRAL TEXT(S)	Content Framing Question	Craft Question(s)	Learning Goals
1	"The Sea Wind," Sara Teasdale	<p><u>Distill</u></p> <p>What is the central message of "The Sea Wind"?</p>	<p><u>Examine</u></p> <p>Why is it important to write in complete sentences?</p>	<ul style="list-style-type: none"> ▪ Ask and answer questions about "The Sea Wind" to demonstrate understanding of the poem's central message (RL.3., RL.3.2). ▪ Identify the parts of a complete sentence (W.3.2, L.1.a).

* While not considered Major Assessments in Wit & Wisdom, Vocabulary Assessments are listed here for your convenience. Please find details on Checks for Understanding (CFUs) within each lesson.

Focusing Question 1: How do artists explore the sea?				
	CENTRAL TEXT(S)	Content Framing Question	Craft Question(s)	Learning Goals
2	<i>Under the Wave off Kanagawa</i> , Katsushika Hokusai	<p><u>Distill</u></p> <p>What is a central message of a woodblock print?</p>	<p><u>Examine</u></p> <p>Why is a topic statement important?</p>	<ul style="list-style-type: none"> ▪ Identify a central idea in Hokusai's woodblock print <i>Under the Wave off Kanagawa</i>, and the key details that support the message (SL.3.2). ▪ Write a topic statement for a paragraph that analyzes Katsushika Hokusai's <i>Under the Wave off Kanagawa</i> (W.3.2.a). ▪ Identify nouns and verbs and, with support, explain how they function in a sentence (L.3.1.a).
3	<p><i>The Boating Party</i>, Mary Cassatt</p> <p><i>The Gulf Stream</i>, Winslow Home</p>	<p><u>Distill</u></p> <p>What is the central message of a painting?</p>	<p><u>Examine</u></p> <p>Why is it important to agree and disagree respectfully?</p> <p><u>Experiment</u></p> <p>How does using a topic statement work?</p> <p><u>Experiment</u></p> <p>How do nouns and verbs in a sentence work?</p>	<ul style="list-style-type: none"> ▪ Identify the central message and key details in <i>The Boating Party</i> or <i>The Gulf Stream</i>, and demonstrate understanding of the painting's central message (SL.3.2). ▪ Write a topic statement for a paragraph that analyzes Mary Cassatt's <i>The Boating Party</i> (W.3.2.a). ▪ Demonstrate how a noun and a verb function to create a sentence (L.3.1.a, L.3.1.i).

Focusing Question 1: How do artists explore the sea?				
	CENTRAL TEXT(S)	Content Framing Question	Craft Question(s)	Learning Goals
4	<p>“Sperm Whale Encounter,” Howard Hall</p> <p><i>Amos & Boris</i>, William Steig</p>	<p><u>Wonder</u></p> <p>What do I notice and wonder about <i>Amos & Boris</i>?</p>	<p><u>Examine</u></p> <p>Why is listening with wonder important?</p> <p><u>Examine</u></p> <p>Why is reading fluently and accurately important?</p> <p><u>Experiment</u></p> <p>How do nouns and verbs function in sentences?</p>	<ul style="list-style-type: none"> Annotate a text for confusing or important information and for new vocabulary (RL.3.1). Generate questions about a new text, and make inferences based on textual evidence (RL.3.1). Explain how a noun and a verb function to create a sentence (L.3.1.a, L.3.1.i).
5	<p>“The Lion and the Mouse,” Aesop</p> <p><i>Amos & Boris</i>, William Steig</p> <p>“William Steig: About the Author” (http://witeng.link/O646)</p>	<p><u>Organize</u></p> <p>What’s happening in <i>Amos & Boris</i>?</p>	<p><u>Examine</u></p> <p>Why is grouping related information together important?</p> <p><u>Examine</u></p> <p>Why is using phrasing important?</p> <p><u>Examine</u></p> <p>Why are morphemes important?</p>	<ul style="list-style-type: none"> Identify the story elements in <i>Amos & Boris</i> (RL.3.2). Understand how an author groups related information together and why it is important (W.3.2). Identify adverbs with the morpheme <i>-ly</i>, and examine their function in particular sentences. Use a dictionary to determine or clarify the precise meaning of root words (L.3.1.A, L.3.4.d).
6	<p><i>Amos & Boris</i>, William Steig</p>	<p><u>Reveal</u></p> <p>What does a deeper exploration of William Steig’s word choices and illustrations reveal in <i>Amos & Boris</i>?</p>	<p><u>Experiment</u></p> <p>What does a deeper exploration of William Steig’s word choices and illustrations reveal in <i>Amos & Boris</i>?</p> <p><u>Examine</u></p> <p>Why is reading with expression important?</p>	<ul style="list-style-type: none"> Explain how illustrations and word choices in <i>Amos & Boris</i> depict the sea (RL.3.4, RL.3.7). Group related information together in an explanatory paragraph (W.3.2.a). With support, capitalize appropriate words in titles (L.3.2.a).

Focusing Question 1: How do artists explore the sea?				
	CENTRAL TEXT(S)	Content Framing Question	Craft Question(s)	Learning Goals
7	<i>Amos & Boris</i> , William Steig	<u>Distill</u> What is the central message of <i>Amos & Boris</i> ?	<u>Experiment</u> How do we agree and disagree respectfully? <u>Examine</u> Why is reading at a good rate and audibly important?	<ul style="list-style-type: none"> Agree and disagree respectfully (SL.3.1.b). Identify the central message in <i>Amos & Boris</i> (RL.3.2). Define and use abstract nouns using the morpheme <i>-less</i> (L.3.1.c).
8 ✓SS	<p>“The Sea Wind,” Sara Teasdale</p> <p><i>The Boating Party</i>, Mary Cassatt</p> <p><i>Under the Wave off Kanagawa</i>, Katsushika Hokusai</p> <p><i>The Gulf Stream</i>, Winslow Homer</p> <p><i>Amos & Boris</i>, William Steig</p>	<u>Know</u> How does poetry and art build my knowledge of the sea?	<u>Execute</u> How do I use agreeing and disagreeing respectfully in a Socratic Seminar? <u>Execute</u> How do I group related information together in an explanatory paragraph? <u>Examine</u> Why are possessives important?	<ul style="list-style-type: none"> Ask and answer questions about “The Sea Wind,” <i>The Boating Party</i>, <i>Under the Wave off Kanagawa</i>, <i>The Gulf Stream</i>, and <i>Amos & Boris</i> to demonstrate understanding of how artists explore the sea (RL.3.1, RL.3.2, SL.3.1, SL.3.2, SL.3.4, SL.3.6). Plan a written response to an expository prompt (W.3.2, W.3.8). With support, identify and form possessives with singular nouns (L.3.2.d).
9 ✓FQT	<p>“The Sea Wind,” Sara Teasdale</p> <p><i>The Boating Party</i>, Mary Cassatt</p> <p><i>Under the Wave off Kanagawa</i>, Katsushika Hokusai</p> <p><i>The Gulf Stream</i>, Winslow Homer</p> <p><i>Amos & Boris</i>, William Steig</p>	<u>Know</u> How does art and literature build my knowledge of the world?	<u>Excel</u> How do I improve my writing by using topic statements and grouping related information together in an explanatory paragraph?	<ul style="list-style-type: none"> Provide a clear topic sentence, and group related ideas together in an explanatory paragraph. Revise writing based on peer feedback (W.3.5). Use the known root word <i>vision</i> as a clue to the meaning of an unknown word, <i>revision</i>, with the same root (L.3.4.c).

Focusing Question 2: Why and how do scientists explore the sea?				
	CENTRAL TEXT(S)	Content Framing Question	Craft Question(s)	Learning Goals
10	<i>Ocean Sunlight: How Tiny Plants Feed the Seas</i> , Molly Bang and Penny Chisholm “Why the Ocean Matters”	<u>Wonder</u> What do I notice and wonder about <i>Ocean Sunlight: How Tiny Plants Feed the Seas</i> ?	<u>Experiment</u> How does listening with wonder work?	<ul style="list-style-type: none"> ▪ Ask and answer questions about a text after listening to a reading of Molly Bang’s <i>Ocean Sunlight</i> (RI.3.1, SL.3.2). ▪ Examine word meanings and their significant relationship to each other (L.3.5).
11	<i>Ocean Sunlight: How Tiny Plants Feed the Seas</i> , Molly Bang and Penny Chisholm	<u>Reveal</u> What does a deeper exploration of the illustrations reveal in <i>Ocean Sunlight: How Tiny Plants Feed the Seas</i> ?	<u>None</u>	<ul style="list-style-type: none"> ▪ Gather information from <i>Ocean Sunlight</i>, and use notes to answer a question posed in the text (W.3.8). ▪ Use information gained from illustrations and words in <i>Ocean Sunlight</i> to demonstrate understanding of the text (RI.3.7). ▪ Review and practice vocabulary words from Assessed Vocabulary list (L.3.6).
12	<i>Ocean Sunlight: How Tiny Plants Feed the Seas</i> , Molly Bang and Penny Chisholm	<u>Know</u> How does <i>Ocean Sunlight: How Tiny Plants Feed the Seas</i> build my knowledge of the ocean?	<u>None</u>	<ul style="list-style-type: none"> ▪ Identify the main idea and key details of <i>Ocean Sunlight: How Tiny Plants Feed the Seas</i> (RI.3.2). ▪ Take notes on <i>Ocean Sunlight: How Tiny Plants Feed the Seas</i> to identify the essential meaning of the text (RI.3.2, W.3.8). ▪ Demonstrate acquisition of academic and content vocabulary from module word list (L.3.6).

Focusing Question 2: Why and how do scientists explore the sea?				
	CENTRAL TEXT(S)	Content Framing Question	Craft Question(s)	Learning Goals
13	<i>The Fantastic Undersea Life of Jacques Cousteau</i> , Dan Yaccarino	<p><u>Wonder</u></p> <p>What do I notice and wonder about <i>The Fantastic Undersea Life of Jacques Cousteau</i>?</p>	<p><u>Experiment</u></p> <p>How does grouping related information together work?</p>	<ul style="list-style-type: none"> Ask questions about key details in <i>The Fantastic Undersea Life of Jacques Cousteau</i> (RI.3.1). Identify how an author groups related information together and why it is important (W.3.2). Determine the meaning of new words formed from the morphemes of biography (L.3.4.b).
14	<i>The Fantastic Undersea Life of Jacques Cousteau</i> , Dan Yaccarino	<p><u>Organize</u></p> <p>What's happening in <i>The Fantastic Undersea Life of Jacques Cousteau</i>?</p>	<p><u>Experiment</u></p> <p>How does grouping related information together work?</p>	<ul style="list-style-type: none"> Explain how the sequence of the text and illustrations explain why and how Jacques Cousteau explored the sea (RI.3.5). Group related information together in an explanatory paragraph (RI.3.5).
15	<i>The Fantastic Undersea Life of Jacques Cousteau</i> , Dan Yaccarino "Cousteau's Silent World: Shipwreck Excerpt"	<p><u>Reveal</u></p> <p>What does a deeper exploration of text features and illustrations reveal in <i>The Fantastic Undersea Life of Jacques Cousteau</i>?</p>	<p><u>Experiment</u></p> <p>How does reading fluently work?</p> <p><u>Examine</u></p> <p>Why is it important to use illustrations to aid in comprehension?</p>	<ul style="list-style-type: none"> Explain how quotations add meaning to the text of <i>The Fantastic Undersea Life of Jacques Cousteau</i> (RI.3.1, RI.3.5, RI.3.7). Explain how an author uses illustrations to aid in comprehension (RI.3.7, W.3.2). Distinguish the literal and nonliteral meanings of words and phrases in <i>The Fantastic Undersea Life of Jacques Cousteau</i> (L.3.5.a).

Focusing Question 2: Why and how do scientists explore the sea?				
	CENTRAL TEXT(S)	Content Framing Question	Craft Question(s)	Learning Goals
16	<i>The Fantastic Undersea Life of Jacques Cousteau</i> , Dan Yaccarino	<p><u>Distill</u></p> <p>What is the essential meaning of <i>The Fantastic Undersea Life of Jacques Cousteau</i>?</p>	<p><u>Experiment</u></p> <p>How does using an illustration to aid in comprehension work?</p> <p><u>Examine</u></p> <p>Why is the simple past important?</p>	<ul style="list-style-type: none"> Identify the main idea and essential meaning of <i>The Fantastic Undersea Life of Jacques Cousteau</i> (RI.3.2). Group related information together in an explanatory paragraph, and include an illustration to aid in comprehension (W.3.2.a). With support, explain the purpose of the simple past tense, and use the simple past tense correctly (L.3.1.e).
17 ✓SS	<p><i>Ocean Sunlight: How Tiny Plants Feed the Seas</i>, Molly Bang and Penny Chisholm</p> <p><i>The Fantastic Undersea Life of Jacques Cousteau</i>, Dan Yaccarino</p>	<p><u>Know</u></p> <p>How do <i>Ocean Sunlight: How Tiny Plants Feed the Seas</i> and <i>The Fantastic Undersea Life of Jacques Cousteau</i> build my knowledge of the sea and scientists who study the sea?</p>	<p><u>Excel</u></p> <p>How do I improve on agreeing and disagreeing respectfully in a Socratic Seminar?</p> <p><u>Execute</u></p> <p>How do I group related information together in an explanatory essay?</p> <p><u>Experiment</u></p> <p>How do spelling rules for adding <i>-ed</i> to verbs work?</p>	<ul style="list-style-type: none"> Explain why and how scientists explore the sea, using information from <i>Ocean Sunlight: How Tiny Plants Feed the Seas</i> and <i>The Fantastic Undersea Life of Jacques Cousteau</i> (RI.3.1, RI.3.2). Plan a written response to an expository prompt (W.3.2, W.3.4). With support, use conventional spelling for adding suffixes to base words (L.3.1.e, L.3.2.e).

Focusing Question 2: Why and how do scientists explore the sea?				
	CENTRAL TEXT(S)	Content Framing Question	Craft Question(s)	Learning Goals
18 ✓FQT	<p><i>Ocean Sunlight: How Tiny Plants Feed the Seas</i>, Molly Bang and Penny Chisholm</p> <p><i>The Fantastic Undersea Life of Jacques Cousteau</i>, Dan Yaccarino</p>	<p><u>Know</u></p> <p>How do <i>Ocean Sunlight: How Tiny Plants Feed the Seas</i> and <i>The Fantastic Undersea Life of Jacques Cousteau</i> build my knowledge of the sea and scientists who study the sea?</p>	<p><u>Excel</u></p> <p>How do I improve using a topic statement, grouping ideas, and including an illustration to aid in comprehension when writing an explanatory paragraph?</p> <p><u>Examine</u></p> <p>Why is identifying real-life connections between words and their use important?</p>	<ul style="list-style-type: none"> ▪ Demonstrate understanding of the main ideas of <i>Ocean Sunlight: How Tiny Plants Feed the Seas</i> and <i>The Fantastic Life of Jacques Cousteau</i> by writing an explanatory paragraph using topic statements, related information that is grouped together, and an illustration to support comprehension (RI.3.2, W.3.2). ▪ Identify connections between words used to describe Jacques Cousteau's response to the ocean and their use in real life (L.3.5.b).

Focusing Question 3: Why and how do scientists study sea creatures?				
	CENTRAL TEXT(S)	Content Framing Question	Craft Question(s)	Learning Goals
19	<p><i>The Gulf Stream</i>, Winslow Homer</p> <p><i>Shark Attack</i>, Cathy East Dubowski</p>	<p><u>Wonder</u></p> <p>What do I notice and wonder about the first chapter of <i>Shark Attack</i>?</p>	<p><u>Experiment</u></p> <p>How does listening with wonder work?</p> <p><u>Experiment</u></p> <p>How does clarifying the definition of an academic vocabulary word work?</p>	<ul style="list-style-type: none"> ▪ Ask and answer questions about sharks based on a text (RI.3.1). ▪ Use the text and photographs to answer questions about sharks and to develop new questions (RI.3.1). ▪ Clarify the precise meaning of <i>habitat</i> (L.3.4.d).

Focusing Question 3: Why and how do scientists study sea creatures?				
	CENTRAL TEXT(S)	Content Framing Question	Craft Question(s)	Learning Goals
20	<i>Shark Attack</i> , Cathy East Dubowski	<p><u>Organize</u></p> <p>What’s happening in “Shark Attacks–The Facts”?</p>	<p><u>Examine</u></p> <p>Why is developing a topic with facts, definitions, and details important?</p> <p><u>Experiment</u></p> <p>How do I clarify academic vocabulary in <i>Giant Squid: Searching for a Sea Monster</i>?</p>	<ul style="list-style-type: none"> Identify the main idea and key details in a selected excerpt from “Shark Attacks–The Facts” (RI.3.2). Identify the facts, definitions, and details in the exemplar paragraph (W.3.2.b). Define and use the words <i>predator</i> and <i>prey</i> (L.3.4.a).
21	<i>Shark Attack</i> , Cathy East Dubowski	<p><u>Reveal</u></p> <p>What does a deeper exploration of text features reveal in this text?</p>	<p><u>Experiment</u></p> <p>Why is it important to use facts, definitions, and details?</p>	<ul style="list-style-type: none"> Use text features to locate information related to shark safety (RI.3.5). Develop a topic with facts, definitions, and details (W.3.2.b).
22	<i>Shark Attack</i> , Cathy East Dubowski	<p><u>Reveal</u></p> <p>What does a deeper exploration of text features reveal in this text?</p>	<p><u>Experiment</u></p> <p>How does using facts, definitions, and details work?</p> <p><u>Examine</u></p> <p>How does identifying real-life connections between words and their uses work?</p>	<ul style="list-style-type: none"> Use text features, including photographs, to locate and use information efficiently (RI.3.2, RI.3.5, RI.3.7). Take brief notes and sort evidence into categories (W.3.8). Identify real-life connections between words about ocean food chains and their use (L.3.5.b).

Focusing Question 3: Why and how do scientists study sea creatures?				
	CENTRAL TEXT(S)	Content Framing Question	Craft Question(s)	Learning Goals
23 ✓SS	<i>Shark Attack</i> , Cathy East Dubowski	<u>Distill</u> What is the essential meaning of <i>Shark Attack</i> ?	<u>None</u>	<ul style="list-style-type: none"> Identify the main idea in a passage of <i>Shark Attack</i>. Using the main idea and details from the text, explain the dangers and benefits of studying sharks (RI.3.1, RI.3.2, SL.3.1, SL.3.2, SL.3.4, SL.3.6). Identify real-life connections between words and their use (L.3.5.b).
24	<i>Giant Squid: Searching for a Sea Monster</i> , Mary M. Cerullo and Clyde F. E. Roper, pages 5–11	<u>Wonder</u> What do I notice and wonder about <i>Giant Squid</i> ?	<u>Examine</u> Why are linking words and phrases important? <u>Execute</u> How do I use fluent reading in a performance?	<ul style="list-style-type: none"> Ask and answer questions about <i>Giant Squid</i>, referring explicitly to text (RI.3.1). Identify how an author uses linking words and phrases to connect ideas in an exemplar explanatory paragraph (W.3.2.c). Distinguish shades of meaning among related words that describe <i>large</i> to different degrees (3.5.c).
25	<i>Giant Squid: Searching for a Sea Monster</i> , Mary M. Cerullo and Clyde F. E. Roper, pages 12–25	<u>Organize</u> What's happening on pages 12–25 of <i>Giant Squid</i> ?	<u>Experiment</u> How do I use linking words and phrases to connect ideas? <u>Execute</u> How do I use fluent reading in a performance? <u>Examine</u> Why is it important to use spelling rules for adding <i>-ed</i> to words?	<ul style="list-style-type: none"> Use key details to identify the main idea of a chapter in <i>Giant Squid</i> (RI.3.1, RI.3.2). Use linking words and phrases to connect ideas in an explanatory paragraph (W.3.2.c). With support, use conventional spelling for adding suffixes to base words (L.3.2.e).

Focusing Question 3: Why and how do scientists study sea creatures?				
	CENTRAL TEXT(S)	Content Framing Question	Craft Question(s)	Learning Goals
26 ✓NR	<p><i>Giant Squid: Searching for a Sea Monster</i>, Mary M. Cerullo and Clyde F. E. Roper, pages 26–38</p> <p>“Quest for the Giant Squid,” Smithsonian Institution</p>	<p><u>Reveal</u></p> <p>What does a deeper exploration of text structure reveal in <i>Giant Squid</i>?</p>	<p><u>Execute</u></p> <p>How do I use fluent reading in a performance?</p> <p><u>Examine</u></p> <p>Why is choosing words and phrases for effect important?</p>	<ul style="list-style-type: none"> ▪ Identify the main idea and key details in a passage; identify and use text features to locate information; use context clues to determine the meaning of a word (RI.3.2, RI.3.5, RI.3.7, L.3.4.a). ▪ Gather information from <i>Giant Squid: Searching for a Sea Monster</i>, and sort evidence into provided categories (W.3.8). ▪ Explain how text features, including chapter titles, support meaning in <i>Giant Squid: Searching for a Sea Monster</i> (RI.3.2, RI.3.5). ▪ Notice how an author chooses words and phrases for effect in <i>Giant Squid</i> (L.3.3.a).
27	<p><i>Giant Squid: Searching for a Sea Monster</i>, Mary M. Cerullo and Clyde F. E. Roper, pages 39–45</p>	<p><u>Distill</u></p> <p>What is the essential meaning of <i>Giant Squid: Searching for a Sea Monster</i>?</p>	<p><u>Excel</u></p> <p>How do I improve fluency?</p> <p><u>Excel</u></p> <p>How do I improve on agreeing and disagreeing respectfully?</p> <p><u>Experiment</u></p> <p>How does capitalizing appropriate words in titles work?</p>	<ul style="list-style-type: none"> ▪ Ask and answer questions about the last chapter of <i>Giant Squid: Searching for a Sea Monster</i> (RI.3.1). ▪ Determine the essential meaning of <i>Giant Squid: Searching for a Sea Monster</i> (RI.3.2). ▪ Capitalize appropriate words in titles (L.3.2.a).

Focusing Question 3: Why and how do scientists study sea creatures?				
	CENTRAL TEXT(S)	Content Framing Question	Craft Question(s)	Learning Goals
28 ✓SS	<p><i>Shark Attack</i>, Cathy East Dubowski</p> <p><i>Giant Squid: Searching for a Sea Monster</i>, Mary M. Cerullo and Clyde F. E. Roper</p> <p>Virtual Tour of the National Aquarium (http://witeng.link/O647)</p> <p>“White Ibis” in “Excellence in Exhibition Label Writing Competition 2011,” American Alliance of Museums (http://witeng.link/O648)</p>	<p><u>Know</u></p> <p>How does <i>Giant Squid: Searching for a Sea Monster</i> build my knowledge of why and how scientists study sea creatures?</p>	<p><u>Execute</u></p> <p>How do I improve on agreeing and disagreeing respectfully in a Socratic Seminar?</p> <p><u>Excel</u></p> <p>How do I improve fluency?</p> <p><u>Examine</u></p> <p>Why are adjectives important to writers?</p>	<ul style="list-style-type: none"> ▪ Gather information from <i>Giant Squid: Searching for a Sea Monster</i>, and sort evidence into provided categories (W.3.8). ▪ Engage in a Socratic Seminar, following agreed-upon rules, offering elaboration and details as needed, and using complete sentences (SL.3.1, SL.3.2, SL.3.3, SL.3.6). ▪ Explain the function of adjectives in general and in specific sentences (L.3.1.a).
29	<p><i>Shark Attack</i>, Cathy East Dubowski</p> <p><i>Giant Squid: Searching for a Sea Monster</i>, Mary M. Cerullo and Clyde F. E. Roper</p> <p>Virtual Tour of the National Aquarium (http://witeng.link/O647)</p>	<p><u>Know</u></p> <p>How do <i>Shark Attack</i> and <i>Giant Squid: Searching for a Sea Monster</i> build my knowledge of why and how scientists study sea creatures?</p>	<p><u>Execute</u></p> <p>How do I use facts, definitions, and details to plan two paragraphs explaining why and how scientists study sea creatures?</p>	<ul style="list-style-type: none"> ▪ Plan a written response to an expository prompt about why and how scientists study either sharks or giant squid (W.3.2.a, b, c, W.3.4). ▪ Identify real-life connections between the words <i>observe</i> and <i>explore</i> (L.3.5.c).

Focusing Question 3: Why and how do scientists study sea creatures?				
	CENTRAL TEXT(S)	Content Framing Question	Craft Question(s)	Learning Goals
30 ✓FQT	<p><i>Shark Attack</i>, Cathy East Dubowski</p> <p>“White Ibis” in “Excellence in Exhibition Label Writing Competition 2011,” American Alliance of Museums (http://witeng.link/0648)</p>	<p><u>Know</u></p> <p>How does <i>Shark Attack</i> build my knowledge of sharks and the scientists who study them?</p>	<p><u>Execute</u></p> <p>How do I use topic sentences; grouping related ideas; using facts, definitions, and details; and using an illustration to support comprehension when creating explanatory paragraphs for a didactic wall panel?</p> <p><u>Excel</u></p> <p>How do I improve using topic sentences; grouping related ideas; using facts, definitions, and details; and using an illustration to support comprehension when creating explanatory paragraphs for a didactic wall panel?</p> <p><u>Experiment</u></p> <p>How do compound sentences work?</p>	<ul style="list-style-type: none"> ▪ Write an informative text using topic sentences, facts and details, and illustrations to provide information for a particular audience (RI.3.2, RI.3.7, W.3.2.a, b, c, W.3.8, L.3.1.a, e, i, L.3.2.a, e). ▪ Edit and revise writing based on feedback from a peer reviewer (W.3.5). ▪ Produce original compound sentences using basic conjunctions (L.3.1.i).

EOM 1: Why do people explore the sea?				
	CENTRAL TEXT(S)	Content Framing Question	Craft Question(s)	Learning Goals
31	<p>“The Sea Wind,” Sara Teasdale</p> <p><i>The Boating Party</i>, Mary Cassatt</p> <p><i>Under the Wave off Kanagawa</i>, Katsushika Hokusai</p> <p><i>The Gulf Stream</i>, Winslow Homer</p> <p>Amos & Boris, William Steig</p> <p><i>The Fantastic Undersea Life of Jacques Cousteau</i>, Dan Yaccarino</p> <p><i>Shark Attack</i>, Cathy East Dubowski</p> <p>Giant Squid: Searching for a Sea Monster, Mary M. Cerullo and Clyde F. E. Roper</p>	<p><u>Know</u></p> <p>How do the module texts build my knowledge about why people explore the sea?</p>	<p><u>Execute</u></p> <p>How do I use topic sentences; grouping related information together; using facts, definitions, and details; and using linking words to plan a multiparagraph essay about why people explore the sea?</p>	<ul style="list-style-type: none"> ▪ Gather information from print and visual sources; take brief notes about sources, and sort evidence into provided categories (RL.3.2, RL.3.7, RI.3.2, RI.3.7, W.3.8, SL.3.1.b, L.3.6). ▪ Plan an essay that uses textual evidence to explain why people explore the sea (RL.3.2, RI.3.2, W.3.2.a, W.3.b, W.3.5, W.3.8, L.3.6). ▪ Review module academic and content vocabulary (L.3.4).
32 ✓ EOM	<p>“The Sea Wind,” Sara Teasdale</p> <p><i>The Boating Party</i>, Mary Cassatt</p> <p><i>Under the Wave off Kanagawa</i>, Katsushika Hokusai</p> <p><i>The Gulf Stream</i>, Winslow Homer</p> <p>Amos & Boris, William Steig</p> <p><i>The Fantastic Undersea Life of Jacques Cousteau</i>, Dan Yaccarino</p> <p><i>Shark Attack</i>, Cathy East Dubowski</p> <p>Giant Squid: Searching for a Sea Monster, Mary M. Cerullo and Clyde F. E. Roper</p>	<p><u>Know</u></p> <p>How do the module texts build my knowledge about why people explore the sea?</p>	<p><u>Excel</u></p> <p>How do I improve using topic sentences; grouping related information together; using facts, definitions, and details; and using linking words to write a multiparagraph essay about why people explore the sea?</p>	<ul style="list-style-type: none"> ▪ Synthesize evidence from multiple texts to write EOM essay (RL.3.2, RL.3.7, RI.3.2, RI.3.7, W.3.2.a, b, c, W.3.4, W.3.5). ▪ Edit and revise writing based on feedback from a peer reviewer (W.3.5). ▪ Demonstrate acquisition of module academic and content vocabulary (L.3.6).