Module Summary

That's one small step for man—one giant leap for mankind.
—Neil Armstrong, July 20, 1969 (during the Apollo 11 moonwalk)

When Neil Armstrong uttered his famous remark—after becoming the first human to walk on the moon—over half a billion people around the world were gathered around their televisions, watching a live broadcast of the historic moment in space exploration. Their collective fascination with outer space was not unique to that moment in time, but rather a continuation of a fascination that has driven people to study and explore outer space since the earliest of times.

Our understanding of outer space has changed drastically over time, but at each period of understanding, the commonly held beliefs about outer space have shaped our perceptions of Earth and our ideas about our place in the universe. Having a strong knowledge of the history of these understandings will deepen students' knowledge of human history, provide an awareness of how scientific understanding can change and deepen, and serve as the basis for forming opinions about modern-day space exploration.

Both art pieces studied in this module, Joseph Cornell's *Space Object Box: "Little Bear, etc." motif* and Vija Celmins's *Starfield*, introduce students to the mystery, beauty, and vastness of space. Building on their curiosity, students read Peter Sís's *Starry Messenger: Galileo Galilei* to learn about Galileo Galilei's scientific observations of the sky. Through a mixture of powerful prose, elegant illustrations, and quotations, students discover Galileo's brilliance, his curiosity, and his courage. Students learn about the courage and joy of the Apollo 11 astronauts through two accounts of the famous mission: Robert Burleigh's *One Giant Leap* and Brian Floca's *Moonshot: The Flight of Apollo 11*. Both books depict the excitement of the first mission to send humans to the moon, as well as the stark beauty of outer space and the lunar landscape. Finally, students read Chris Van Allsburg's *Zathura*, a science fiction account of two brothers who inadvertently face the challenges of space while learning to appreciate their relationship. Students consider Van Allsburg's fictional account of space, as well as Vija Celmins's *Starfield*, Joseph Cornell's *Space Object Box: "Little Bear, etc." motif* and a selection of myths to discover how space inspires our imaginations.

The module culminates with the End-of-Module (EOM) Task, for which students write a four-paragraph essay expressing their opinions about the most important thing people have done to learn about space.

Module at a Glance

ESSENTIAL QUESTION

How do people learn about space?

SUGGESTED STUDENT UNDERSTANDINGS

- People learn about space through technology, art, and literature.
- Galileo Galilei contributed significantly to the modern understanding of space.
- The astronauts of Apollo 11 participated in a historic event that put people on the moon.
- Space continues to challenge our imagination.

Texts

CORE TEXTS

Picture Books (Informational)

- *Moonshot: The Flight of Apollo 11*, Brian Floca
- *One Giant Leap*, Robert Burleigh
- *Starry Messenger: Galileo Galilei*, Peter Sís

Picture Book (Literary)

- *Zathura*, Chris Van Allsburg

SUPPLEMENTARY TEXTS

Articles

- "Galileo's Starry Night," Kelly Terwilliger (Handout 2A)
- "Greek Myths," American Museum of Natural History (**http://witeng.link/0175**)
- "Apollo 11: The *Eagle* Has Landed," Leigh Anderson (Handout 18A)

Mixed Media

- *Starfield*, Vija Celmins (**http://witeng.link/0160**)

Multimedia

- "One Small Step," National Aeronautics and Space Administration (**http://witeng.link/0177**)
- "Stars," Mary Howe, conducted by Hans Kindler (**http://witeng.link/0159**)

Sculpture

- *Space Object Box: "Little Bear, etc." motif*, Joseph Cornell (**http://witeng.link/0162**)

Speech

- "We Choose the Moon," from a speech by President John F. Kennedy (Handout 23A)

Scientific Article

- "Moon 101," *National Geographic* (Assessment 8A)

Stories

- "Pegasus and Perseus," Anonymous (Handout 30A)
- "Pegasus and Bellerophon," Anonymous (Handout 30A)
- "Callisto and Her Son," Anonymous (Assessment 31A)

Videos

- "Artist Julie Niskanen on the Process of Making a Mezzotint," North Carolina Museum of Art (**http://witeng.link/0169**)
- "Cronkite Anchors First Moon Walk," CBS (**http://witeng.link/0172**)
- "Katherine Johnson: The Girl Who Loved to Count," NASA (**http://witeng.link/0168**)
- "Go!" Public Service Broadcasting (**http://witeng.link/0167**)
- "TateShots: ARTIST ROOMS, Vija Celmins," Tate (**http://witeng.link/0176**)
- "Great Minds: Margaret Hamilton," NASA (**http://witeng.link/0171**)
- "Tour of the International Space Station," NASA (**http://witeng.link/0170**)
- "The Space Race," History.com (**http://witeng.link/0166**)

Module Learning Goals

KNOWLEDGE GOALS

- Explain how people learn about space through technology, art, and literature.

- Explain how scientists adapt to the challenges of space.

- Gain basic information about the moon and stars.

- Learn about Apollo 11, the first successful effort to put people on the moon.

READING GOALS

- Determine main ideas and supporting details in informational texts and central messages or morals in literary texts (RL.3.2).

- Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language (L.3.5.a).

- Describe the relationship between a series of events, ideas, or concepts using language that pertains to time, sequence, and cause/effect (RI.3.3).

- Distinguish their own point of view from that of the author of a text (RI.3.6).

- Compare and contrast information from two texts on the same topic (RI.3.9).

WRITING GOALS

- Write opinion pieces on topics or texts, supporting points of view with reasons (W.3.1).

- Write informative/explanatory pieces to examine a topic and convey ideas and information clearly (W.3.2).

- Produce writing in which the development and organization are appropriate to the task and purpose (W.3.4).

- Take notes and sort information from past experiences or gathered information from print or digital sources (W.3.8).

SPEAKING AND LISTENING GOALS

- Engage effectively in a range of collaborative discussions by explaining ideas and understanding in light of the discussion (SL.3.1.d).

- Determine the main idea of visual media or read-aloud text (SL.3.2).

- Report on a topic or text, tell a story, or recount an experience with appropriate facts and details, speaking clearly at an understandable pace (SL.3.4).

LANGUAGE GOALS

- Use subordinating and coordinating conjunctions to create simple, compound, and complex sentences (L.3.1.h, i).

- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings (L.3.5).

- Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., *take steps*) (L.3.5.a).

- Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences (L.3.1.a).

- Determine the meaning of the new word formed when a known affix is added to a known word (L.3.4.b).

- Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (L.3.5.c).

Module in Context

- **Knowledge**: In Module 1, students learned that people explore the sea through art and science. In Module 2, students discover that outer space also inspires both artists and scientists who wonder about space. Students encounter the courage of Galileo as he challenges tradition in his efforts to gain new knowledge about space, and they experience the courage of the Apollo 11 astronauts as they fly the first mission to the moon. They learn how myths attempted to explain what we see when we look up. Students also gain valuable information about the moon itself, our nearest neighbor in space, and build an appreciation for Earth, our home.

- **Reading**: Students extend their critical and close reading skills by exploring how authors organize complex ideas in informational texts. Students also compare and contrast how different authors present information about the same topic. Students learn to distinguish their own points of view from that of the author, particularly as they listen to an excerpt of President John F. Kennedy's speech in which he sets the moon as the goal for the US space program.

- **Writing**: In Module 1, students learned to write explanatory and informational texts when they learned about the sea. In this module, students build on that knowledge as they learn to write opinion pieces. Students learn to state an opinion clearly and to use reasons, based in text, to support that opinion. Students continue to develop their mastery of the styles and conventions of written English, paying particular attention to sentence variety and the use of linking words to create engaging prose.

- **Speaking and Listening**: In this module, students build on the speaking and listening skills they learned in Module 1 to engage in more complex discussions in Module 2. Students now focus on clearly explaining their thinking as they work with their peers to make meaning of a variety of texts. Students also develop their language skills (styles and conventions, spelling, vocabulary, and grammar) to create more complex written pieces.

Standards

FOCUS STANDARDS

Reading Literature	
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.3.3	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
RI.3.6	Distinguish their own point of view from that of the author of a text.
RI.3.9	Compare and contrast the most important points and key details presented in two texts on the same topic.
Writing	
W.3.1	Write opinion pieces on topics or texts, supporting points of view with reasons.
W.3.2	Write informative/explanatory texts to examine topics and convey ideas and information clearly.
W.3.4	With guidance and support from adults, produce writing in which the development and organization are appropriate In standards listed above, this reads to the task and purpose.
W.3.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
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.d	Write opinion pieces on topics or texts, supporting points of view with reasons.
SL.3.2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
SL.3.4	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
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.h	Use coordinating and subordinating conjunctions.
L.3.1.i	Produce simple, compound, and complex sentences.

L.3.4.a	Use sentence-level context as a clue to the meaning of a word or phrase.
L.3.4.b	Determine the meaning of the new word formed when a known affix is added to a known word.
L.3.5.a	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., *take steps*).
L.3.5.c	Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., *knew*, *believed*, *suspected*, *heard*, *wondered*).

CONTINUING STANDARDS

Reading Literature	
RL.3.10	By the end of the year, read and comprehend literature, including stories, drama, 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
Write a multiple-paragraph explanatory essay that explains to families how Galileo helped people learn about space.	▪ Students organize information. ▪ Students provide a concluding statement or section. ▪ Students use textual evidence to support writing.	RI.3.3, W.3.2, W.3.5, L.3.1.a
Write a multiple-paragraph essay that answers the following question: *Would you like to have been an astronaut on the Apollo 11 mission?*	▪ Students practice writing introductions and body paragraphs for opinion pieces. ▪ Students use textual evidence to support writing. ▪ Students work with multiple texts.	RI.3.9, W.3.1, W.3.5, W.3.8, L.3.1.a

Write a multiple-paragraph opinion essay about which piece of art or text belongs in a library exhibit about space.	▪ Students practice writing conclusions and using linking words in opinion pieces. ▪ Sudents use textual evidence to support writing. ▪ Students work with a variety of texts–literary, informational, art.	W.3.1, W.3.5
New-Read Assessments	**Elements That Support Success on the EOM Task**	**Standards**
Read "Moon 101," from *National Geographic,* and answer multiple-choice questions as well as one short question.	▪ Find information stated explicitly in the text. ▪ Identify the main idea of a text. ▪ Use context clues to clarify the meaning of a new word. ▪ Identify cause-and-effect relationships.	RI.3.3, L.3.4.a, L.3.5.c
Read "Apollo 11: The *Eagle* Has Landed" by Leigh Anderson, and answer multiple-choice questions as well as one short question.	▪ Identify cause-and-effect relationships. ▪ Use context clues to clarify the meaning of a word.	RI.3.2, RI.3.3, SL.3.2, L.3.4.a
Read and recount "Callisto and Her Son," and answer multiple-choice questions as well as one short question.	▪ Recount a myth. ▪ Distinguish between literal and nonliteral language.	RL.3.2, SL.3.4, L.3.5.a
Socratic Seminars	**Elements That Support Success on the EOM Task**	**Standards**
Explain the cause-and-effect relationships between Galileo's actions and the ideas of other people.	▪ Refer to text to explain ideas about Galileo's work. ▪ Explain cause-and-effect relationships. ▪ Employ academic vocabulary.	RI.3.3, SL.3.1, SL.3.1.d, SL.3.2, SL.3.4
Discuss why John F. Kennedy "chose the moon," and discuss if they would have done the same.	▪ Distinguish between the author's point of view and your own point of view. ▪ Employ academic vocabulary.	RI.3.6, SL.3.1.d, SL.3.2, SL.3.4
Discuss which piece of art to include in an exhibit about space, and assess their own participation.	▪ Discuss how art and literature add to your understanding of a topic. ▪ Employ academic vocabulary. ▪ Refer to text to explain ideas about Galileo's work.	RL.3.1, SL.3.1.d, SL.3.2, SL.3.4

EOM Task	Criteria for Success	Standards
Your class is creating a website called "Learning About Space." Post an essay to the website that answers this question: *In your opinion, what is the most important thing people have done to learn about space?*	- An introduction that includes a clear opinion statement, the topic, the text, and the author. - Reasons for the opinion, supported by evidence from the text and organized in a way that makes sense. - A concluding statement. - Linking words. - Adjectives. - Adverbs. - Pronouns. - Coordinating and subordinating conjunctions. - Simple, compound, and complex sentences.	W.3.1, W.3.5, L.3.1.h

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.	- 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

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.

Module Map

Focusing Question 1: How did Galileo learn about space?				
Lesson	Text(s)	Content Framing Question	Craft Question(s)	Learning Goals
1	*Starfield* *Moonshot: The Flight of Apollo 11* *One Giant Leap* *Starry Messenger: Galileo Galilei* *Zathura*	<u>Wonder</u> What do I notice and wonder about a piece of art and the module texts?	<u>Examine</u> Why is explaining your thinking important? Why are adjectives important?	- Identify one question about space related to the art and/or module texts examined (RL.3.1, RL.3.2, SL.3.2). - Examine the function of adjectives in sentences (L.3.1.a).

Focusing Question 1: How did Galileo learn about space?				
Lesson	**Text(s)**	**Content Framing Question**	**Craft Question(s)**	**Learning Goals**
2	"Galileo's Starry Night"	<u>Know</u> How does "Galileo's Starry Night" build my knowledge of the scientist, Galileo?	<u>Experiment</u> How does explaining my thinking work? How do adjectives work in sentences? <u>Examine</u> Why is it important to develop a topic with facts, definitions, and details?	▪ Identify important facts about Galileo, based on a text (RI.3.2). ▪ Identify facts, definitions, and details in explanatory writing (W.3.2.b). ▪ Examine the function of adjectives in sentences (L.3.1.a).
3	*Starry Messenger: Galileo Galilei* *Space Object Box: "Little Bear, etc."* *motif*	<u>Wonder</u> What do I notice and wonder about *Starry Messenger*?	<u>Examine</u> Why is it important to explain my own ideas and understanding? <u>Experiment</u> How does developing a topic with facts, definitions, and details work? <u>Execute</u> How do adjectives enhance writing?	▪ Ask and answer questions about *Starry Messenger* (RI.3.1). ▪ Develop a topic with facts, definitions, and details (W.3.2.b). ▪ Use sentence-level context as a clue to the meaning of *tradition* (L.3.4.a).
4	*Starry Messenger: Galileo Galilei* *Starfield*	<u>Organize</u> What's happening in *Starry Messenger*?	<u>Examine</u> Why is it important to listen to recount?	▪ Use words pertaining to time to recount a series of events in the life of Galileo (RI.3.3). ▪ Examine *tradition* using a multiple-meanings chart to distinguish shades of meaning (L.3.5.c).
5	*Starry Messenger: Galileo Galilei*	<u>Organize</u> What's happening in *Starry Messenger*?	<u>Execute</u> How do I use facts, definitions, and details in explanatory writing?	▪ Recognize cause-and-effect relationships among ideas (RI.3.3). ▪ Develop a topic with facts, definitions, and details (W.3.2). ▪ Use a Word Line to sort words that describe a person's state of mind (L.3.5.c).

Focusing Question 1: How did Galileo learn about space?				
Lesson	Text(s)	Content Framing Question	Craft Question(s)	Learning Goals
6	*Starfield* *Starry Messenger: Galileo Galilei*	<u>Reveal</u> What does a deeper exploration of figurative language and illustrations reveal in *Starry Messenger*?	<u>Excel</u> How do I improve using facts, definitions, and details to develop a topic? <u>Examine</u> Why are compound sentences important?	▪ Analyze the use of nonliteral language to support a main idea (RI.3.2, RI.3.7, L.3.5). ▪ Develop a topic using facts, definitions, and details (W.3.2.b, W.3.5). ▪ Identify simple and compound sentences (L.3.1.h, i).
7	*Starry Messenger: Galileo Galilei*	<u>Reveal</u> What does a deeper exploration of text features reveal in *Starry Messenger*?	<u>Execute</u> How do I explain ideas to a small group? <u>Examine</u> Why are conclusion paragraphs important? <u>Experiment</u> How do compound sentences work?	▪ Use information from quotations and illustrations to identify the main idea in a passage from *Starry Messenger* (RI.3.2, RI.3.7, SL.3.4). ▪ Identify the introduction, body, and concluding paragraphs in an explanatory essay (W.3.2.a, b, d). ▪ Use coordinating conjunctions to write compound sentences (L.3.1.I).
8 ✔NR	"Moon 101"	<u>Know</u> How does "Moon 101" build my knowledge of space?	<u>Experiment</u> What does listening to recount look like? <u>Execute</u> How do I use compound sentences?	▪ Demonstrate knowledge of sequence words, cause-and-effect words, and context clues (RI.3.3, L.3.4.a, L.3.5.c). ▪ Revise writing to produce compound sentences (L.3.1.i).
9	*Starry Messenger: Galileo Galilei* *Space Object Box: "Little Bear, etc."* motif	<u>Distill</u> What is the essential meaning of *Starry Messenger*?	<u>Experiment</u> How do conclusion paragraphs work?	▪ Use information from quotations and illustrations to determine an essential idea in *Starry Messenger* (RI.3.2, RI.3.7, SL.3.4). ▪ Provide a conclusion paragraph for an explanatory essay (W.3.2.d). ▪ Identify real-life connections among *influence, accomplished, believed,* and *demonstrations* and their use (L.3.5.b).

Focusing Question 1: How did Galileo learn about space?				
Lesson	**Text(s)**	**Content Framing Question**	**Craft Question(s)**	**Learning Goals**
10 ✔SS	"Galileo's Starry Night" *Starry Messenger: Galileo Galilei*	<u>Know</u> How does *Starry Messenger* build my knowledge?	<u>Execute</u> How do I explain my ideas in a Socratic Seminar? How do I use conclusion paragraphs in explanatory writing? <u>Examine</u> Why are coordinating conjunctions important?	▪ Explain the cause-and-effect relationships between Galileo's actions and the ideas of other people (RI.3.3, SL.3.1.d, SL.3.2). ▪ Provide a conclusion paragraph for an explanatory essay (W.3.2.d). ▪ Examine how coordinating conjunctions produce compound sentences (L.3.1.h, i).
11	"Galileo's Starry Night" *Starry Messenger: Galileo Galilei*	<u>Know</u> How do "Galileo's Starry Night" and *Starry Messenger* build my knowledge?	<u>Execute</u> How do I explain my ideas to a partner? <u>Experiment</u> How does listening to recount work? <u>Experiment</u> How do compound sentences work?	▪ Give a short presentation explaining how *Starry Messenger* builds student knowledge (RI.3.1, RI.3.3, SL.3.1.d, SL.3.4). ▪ Plan an explanatory essay (W.3.2). ▪ Use text to deconstruct compound sentences to analyze syntax (L.3.1.h, i).
12 ✔FQT	"Galileo's Starry Night" *Starry Messenger: Galileo Galilei*	<u>Know</u> How do "Galileo's Starry Night" and *Starry Messenger* build my knowledge of space and the scientists who study space?	<u>Excel</u> How do I improve an explanatory essay? <u>Experiment</u> How do I use compound sentences to explain ideas clearly?	▪ Write an explanatory essay to demonstrate understanding of the relationship between a series of scientific ideas about space found in *Starry Messenger* (RI.3.3, W.3.2). ▪ Revise writing based on peer feedback (W.3.5). ▪ Use compound sentences and coordinating conjunctions to clearly explain (L.3.1.a, h, i).

Focusing Question 2: How did the astronauts of Apollo 11 learn about space?				
Lesson	Text(s)	Content Framing Question	Craft Question(s)	Learning Goals
13	*Moonshot: The Flight of Apollo 11* *Space Object Box: "Little Bear, etc." motif*	<u>Wonder</u> What do I notice and wonder in *Moonshot*?	<u>Examine</u> Why are introductory paragraphs important?	▪ Ask and answer questions about a new text (RI.3.1, SL.2). ▪ Identify the parts of an introductory paragraph for an opinion essay (W.3.1.a). ▪ Determine meanings for *release* (L.3.4).
14	*Moonshot: The Flight of Apollo 11* "The Space Race"	<u>Organize</u> What's happening in *Moonshot*?	<u>Experiment</u> How do introductory paragraphs work? <u>Examine</u> Why are adverbs important?	▪ Identify the stages of the Apollo 11 mission (RI.3.3). ▪ Examine the function of adverbs in sentences (L.3.1.a).
15	*Moonshot: The Flight of Apollo 11* *Starfield*	<u>Organize</u> What's happening in the front endpapers of *Moonshot*?	<u>Execute</u> How do I use introductions in opinion writing? <u>Experiment</u> How do adverbs work?	▪ Use text and illustrations from the front endpapers to retell key events from the Apollo 11 mission in sequence (RI.3.1, RI.3.7, RI.3.8, SL.3.1, SL.3.4). ▪ Introduce the text, author, and topic and provide a clearly stated opinion and supporting reasons in an introductory paragraph for an opinion essay (W.3.1.a). ▪ Experiment with adverbs in sentences (L.3.1.a).
16	*Moonshot: The Flight of Apollo 11*	<u>Reveal</u> What does a deeper exploration of point of view reveal in *Moonshot*?	<u>Execute</u> How do I use adverbs in sentences?	▪ Explain how different points of view deepen your understanding of specific events in the text (RI.3.2, RI.3.7, L.3.3.a). ▪ Use adverbs to clearly explain and add descriptive details to sentences (L.3.4.a).
17	*Moonshot: The Flight of Apollo 11* *Starfield*	<u>Distill</u> What is the essential meaning of *Moonshot*?	<u>Execute</u> How do I use introductory paragraphs in opinion writing?	▪ Explain how repetition conveys the essential meaning of *Moonshot* (RI.3.2). ▪ Collect evidence to write an introductory paragraph for an opinion essay (W.3.1.a). ▪ Examine how Floca chose words for effect in *Moonshot* (L.3.3.a).
18 ✔NR	*Moonshot: The Flight of Apollo 11* "Cronkite Anchors First Moon Walk"	<u>Know</u> How does the "Cronkite Anchors First Moon Walk" add to my understanding of the Apollo 11 mission?	<u>Excel</u> How do I improve introductory paragraphs?	▪ Explain how "Cronkite Anchors First Moon Walk" adds to knowledge of the Apollo 11 mission (SL.3.2, RI.3.2, RI.3.9). ▪ Revise an introductory paragraph (W.3.1.a, W.3.5). ▪ Examine the morphology of *conserve* to determine meaning (L.3.4.a).

Focusing Question 2: How did the astronauts of Apollo 11 learn about space?				
Lesson	Text(s)	Content Framing Question	Craft Question(s)	Learning Goals
19	*One Giant Leap*	<u>Wonder</u> What do I notice and wonder about *One Giant Leap*?	<u>Examine</u> Why is it important to support an opinion with reasons?	▪ Ask and answer questions about a new text (RL.3.1, SL.3.2). ▪ Analyze how to support an opinion with reasons in an opinion paragraph (W.3.1.b). ▪ Use Frayer Models to elaborate on the meaning of *permanent* and *fragile* (L.3.4.a).
20	*One Giant Leap*	<u>Organize</u> What's happening in *One Giant Leap*?	<u>Experiment</u> How do supporting reasons work in opinion writing? <u>Examine</u> Why are subordinating conjunctions important?	▪ Identify the stages of the Apollo 11 mission described in *One Giant Leap* (RI.3.3). ▪ Clearly state an opinion, and provide strong supporting reasons (W.3.1.b). ▪ Identify and examine how to use subordinating conjunctions (L.3.1.h).
21	*One Giant Leap*	<u>Reveal</u> What does a deeper exploration of figurative language reveal in *One Giant Leap*?	<u>Execute</u> How do I use supporting reasons in an opinion paragraph? <u>Experiment</u> How does a subordinating conjunction work?	▪ Explain the literal and nonliteral meaning of Neil Armstrong's words (L.3.5.a). ▪ Clearly state an opinion, and provide strong supporting reasons (W.3.1.b). ▪ Select a subordinating conjunctions to make a complex sentence (L.3.1.h, i).
22	*One Giant Leap*	<u>Distill</u> What is the essential meaning of *One Giant Leap*?	<u>Excel</u> How do I improve supporting reasons in opinion writing? <u>Execute</u> How do I use complex sentences in writing?	▪ Explain how repetition conveys the essential meaning of *Moonshot* (RL.3.2). ▪ Revise an opinion paragraph (W.3.5). ▪ Use a subordinating conjunction to create a complex sentence (L.3.1.h, i).

Focusing Question 2: How did the astronauts of Apollo 11 learn about space?				
Lesson	**Text(s)**	**Content Framing Question**	**Craft Question(s)**	**Learning Goals**
23	*Moonshot: The Flight of Apollo 11* *One Giant Leap* "Apollo 11: The *Eagle* Has Landed" "We Choose the Moon"	<u>Know</u> How do *Moonshot* and *One Giant Leap* build my knowledge?	<u>Execute</u> How do I use conclusion paragraphs in opinion writing?	▪ Ask and answer questions, citing evidence from the module texts (RI.3.1). ▪ Provide a conclusion statement for an opinion essay (W.3.1.d). ▪ Use the Outside-In strategy to determine meanings of the words *ascent* and *descent* (L.3.4.d).
24 ✔**SS**	"We Choose the Moon"	<u>Know</u> How does John F. Kennedy's speech, "We Choose the Moon," build my knowledge?	<u>Execute</u> How do I explain my ideas in a Socratic Seminar? How do I use coordinating and subordinating conjunctions to create sentence variety?	▪ Explain a point of view that is different from or similar to that of John F. Kennedy's using evidence from the speech "We Choose the Moon." (RI.3.6, SL.3.1.d, SL.3.2). ▪ Use coordinating and subordinating conjunctions to create compound and complex sentences (L.3.1.h, i).
25	*Moonshot: The Flight of Apollo 11* *One Giant Leap*	<u>Know</u> How do *Moonshot* and *One Giant Leap* build my knowledge?		▪ Plan a written response to an opinion prompt (W.3.1, W.3.4). ▪ Examine root word *advantage,* and determine meaning when known prefix is added (L.3.4.b).
26 ✔**FQT**	*Moonshot: The Flight of Apollo 11* *One Giant Leap*	<u>Know</u> How do *Moonshot* and *One Giant Leap* build my knowledge of space and the astronauts who study space?	<u>Excel</u> How do I improve an opinion essay? How does revising to include sentence variety strengthen writing?	▪ Write and revise an opinion essay that includes a clearly stated opinion, supporting reasons, evidence, elaboration, and a concluding statement or section (RI.3.1, RI.3.9, W.3.1, W.3.4, W.3.5, W.3.8). ▪ Revise writing based on peer feedback (W.3.5). ▪ Use coordinating and subordinating conjunctions to execute compound and complex sentences (L.3.1.h, i).

Focusing Question 3: How do artists and writers help people learn about space?				
Lesson	Text(s)	Content Framing Question	Craft Question(s)	Learning Goals
27	*Zathura*	<u>Organize</u> What's happening in *Zathura*?	<u>Examine</u> Why are linking words and phrases important?	▪ Identify important story elements in *Zathura* (RL.3.2, SL.3.2). ▪ Analyze how an author uses linking words and phrases to connect opinions with reasons in a model opinion essay (W.3.1.c). ▪ Use a known root word as a clue to determine the meaning of *malfunction* (L.3.4.c).
28	*Zathura*	<u>Reveal</u> What does a deeper exploration of the events in *Zathura* reveal about the characters?	<u>Experiment</u> How do I use linking words and phrases to connect opinions and reasons?	▪ Explain the effects of the characters' actions in *Zathura* (RL.3.3, RL.3.7). ▪ Use linking words and phrases to connect opinions and reasons (W.3.1.c). ▪ Distinguish between the literal and nonliteral meaning of language in *Zathura* (L.3.5.a).
29	All Texts from Modules 1 and 2	<u>Know</u> How does *Zathura* build my knowledge?	<u>Examine</u> Why is research important? Why are pronouns important?	▪ Identify a central message in *Zathura,* and explain how the message builds knowledge (RL.3.2). ▪ Prepare to conduct a short research project about the moon (W.3.7). ▪ Examine the function of pronouns in sentences (L.3.1.a).
30	"Pegasus" "Pegasus and Perseus" "Pegasus and Bellerophon"	<u>Organize</u> What's happening in "Pegasus"?	<u>Experiment</u> How does research work? How do pronouns work?	▪ Recount a story, and identify the elements of myth in the story (RL.3.2, SL.3.4). ▪ Research a topic to answer questions and gain information (RI.3.1, W.3.7, W.3.8). ▪ Experiment with the function of pronouns in sentences (L.3.1.a).
31 ✔NR	"Pegasus and Bellerophon" "Callisto and Her Son" *Starfield*	<u>Organize</u> What's happening in "Callisto and Her Son"?	<u>Execute</u> How do I research to build and present knowledge? How do I use pronouns in writing?	▪ Recount a story, and identify the elements of myth in the story (RL.3.2, SL.3.4). ▪ Research a topic to answer questions and gain information (W.3.7, W.3.8). ▪ Use pronouns in sentences (L.3.4.a, b).

Focusing Question 3: How do artists and writers help people learn about space?				
Lesson	Text(s)	Content Framing Question	Craft Question(s)	Learning Goals
32 ✔SS	*Space Object Box: "Little Bear, etc."* motif *Starfield* "TateShots: ARTIST ROOMS, Vija Celmins"	<u>Know</u> How do *Space Object Box* and *Starfield* add to my knowledge?	<u>Execute</u> How do I explain my ideas in a Socratic Seminar?	▪ Explain how Joseph Cornell and Vija Celmins represent space (RL.3.1, SL.3.1.b, d, SL.3.2). ▪ Review and practice grade-level vocabulary (L.3.6).
33	*Starfield* *Space Object Box: "Little Bear, etc."* motif *Zathura* "Pegasus and Perseus" "Pegasus and Bellerophon" "Callisto and Her Son"	<u>Know</u> How do stories, myths, and art build my knowledge of space?	NA	▪ Plan a written response to an opinion prompt (W.3.1, W.3.4). ▪ Explore meanings of words used to describe artwork: *puzzling*, *elegant*, *beautiful*, *mysterious*, *dizzying*, etc. (L.3.5.b).
34 ✔FQT	*Starfield* *Space Object Box: "Little Bear, etc."* motif *Zathura* "Pegasus and Perseus" "Pegasus and Bellerophon" "Callisto and Her Son"	<u>Know</u> How do the texts we read and art we examined build my knowledge of space?	<u>Excel</u> How do I improve an opinion essay? <u>Execute</u> How do I annotate my work for revisions related to style and conventions?	▪ Write an opinion essay that includes a clearly stated opinion, supporting reasons, evidence, elaboration, and a concluding statement or section, and linking words or phrases (RL.3.1, RI.3.3, W.3.1). ▪ Revise writing based on peer feedback (W.3.5). ▪ Revise a text to demonstrate how adjectives, adverbs, pronouns, conjunctions, and sentence variety can improve writing (L.3.1.a, h, i).
35	All Module Texts	<u>Know</u> How do the module texts build my knowledge about how people learn about space?	NA	▪ Gather information from print and visual sources; take brief notes on sources, and sort evidence into provided categories (RL.3.1, RI.3.1, W.3.8). ▪ Plan a written response to an opinion prompt (RL.3.1, RI.3.1, W.3.1). ▪ Review and practice grade-level vocabulary (L.3.6).

Focusing Question 3: How do artists and writers help people learn about space?				
Lesson	**Text(s)**	**Content Framing Question**	**Craft Question(s)**	**Learning Goals**
36 ✔**EOM**	All Module Texts	<u>Know</u> How do the module texts build my knowledge about space?	<u>Excel</u> How do I improve an opinion essay?	■ Synthesize evidence from texts to write EOM opinion essay (RL.3.1, RI.3.1, W.3.1, W.3.4). ■ Edit and revise writing based on feedback from a peer reviewer (W.3.5). ■ Demonstrate acquisition of academic and content vocabulary from Module Word List (L.3.6).