MODULE 1
3RD Grade Curriculum Map Literacy & Integrated Content

MODULE 1 SUMMARY

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 multi-paragraph essay explaining why artists or scientists explore the sea. The task requires students to use information from one of the module texts (the poem, art work, short story, or 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 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)

MODULE 1
3RD Grade Curriculum Map Literacy & Integrated Content

WRITING GOALS
- Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (W.3.2.a, b, 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 AND 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 1
3RD Grade Curriculum Map Literacy & Integrated Content

CORE TEXTS	SUPPLEMENTARY TEXTS
Art - *Under the Wave off Kanagawa*, Katsushika Hokusai - *The Boating Party*, Mary Cassatt - *The Gulf Stream*, Winslow Homer **Picture Book (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	**Films** - "Cousteau's Silent World: Shipwreck Excerpt" - "Quest for the Giant Squid" - "Sperm Whale Encounter" - "Why the Ocean Matters" **Poetry** - "The Sea Wind," Sara Teasdale **Stories** - "The Lion and the Mouse," The Full Text of Aesop's Fables **Websites** - "William Steig: About the Author Section" - "National Aquarium in Baltimore, MD Virtual Tour" National Aquarium - "White Ibis" - Excellence in Exhibition Label Writing Competition 2011

TRANSFER GOALS
Transfer Goals highlight the effective use of understanding, knowledge, and skill that we want students to be able to do when they confront new challenges. It is the ability to transfer learning independently in not just one setting but varied real-world situations.

KNOWLEDGE **Students will be able to independently transfer their learning:**	READING **Students will be able to independently transfer their learning:**	WRITING **Students will be able to independently transfer their learning**:	SPEAKING/LISTENING **Students will be able to independently transfer their learning:**	LANGUAGE **Students will be able to independently transfer their learning**:
To learn about science topics through discovery and careful analysis of literature, informational text and art.	Ask and answer questions and seek answers through critical reading of both literature and informational text.	Write informative text in diverse formats to examine a topic and convey ideas and information clearly.	Effectively communicate for different purposes and varied audiences using appropriate media.	Use language and conventions strategically and appropriately to task, purpose, and audience.

MODULE 1
3RD Grade Curriculum Map Literacy & Integrated Content

Module 1 Lesson 1-9 ESSENTIAL QUESTION: Why do people explore the sea? WRITING: Write informative/ explanatory FOCUS QUESTION: *How do artists explore the sea*?			
STAGE —1 DESIRED RESULTS			
FOCUS STANDARDS are explicitly taught and practiced throughout the module. SUPPORTING STANDARDS are practiced throughout the module due to their alignment with the study of a particular text but not necessarily explicitly taught. CONTINUING STANDARDS are taught across modules and not listed as focus standards for any particular module. Standards denoted with the asterisk (*) symbol represent the focus standards.			
READING 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 INFORMATION:** **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.3.7*** 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 STANDARDS** **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.3.4*** 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/LISTENING STANDARDS** **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 STANDARDS** **L.3.1.a*** Explain the function of nouns, pronouns, verbs, adjectives, prepositions and adverbs in general and their functions in particular sentences. **L.3.1.e** Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. **L.3.1.i*** Use modal auxiliaries (e.g., can, may, must) to convey various conditions. **L.3.2.a** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling as appropriate for Grade 3 when writing. **L.3.4.a** Use sentence-level context as a clue to the meaning of a word or phrase.
STUDENT FRIENDLY LANGUAGE **READING** **I can….**	**STUDENT FRIENDLY LANGUAGE** **WRITING** **I can….**	**STUDENT FRIENDLY LANGUAGE** **SPEAKING/LISTENING** **I can….**	**STUDENT FRIENDLY LANGUAGE** **LANGUAGE** **I can….**

MODULE 1
3RD Grade Curriculum Map Literacy & Integrated Content

RL.3.1 I can ask questions to show I understand what is happening in the text. I can answer questions to show I understand what is happening in the text. **RL.3.2** I can retell stories including fables, folktales, and myths from other countries. I can tell the main (central message) and lesson or moral of the story. I can use the most important details to retell the story. I can give examples of fables, folktales, and myths. **RI.3.1** I can use the text to ask questions using facts from a nonfiction text. I can use the text to answer questions using facts from a nonfiction text. **RI.3.2** I can tell the main idea of text. I can give details about the text that go with the main idea. I can explain how the details match the main idea. **RI.3.3** I can follow "steps in a process" to help explain how time, sequence, and cause and effect are used in scientific experiments and technical procedures (following basic directions). **RI.3.7** I can use illustrations and words to understand parts of a text. I can explain where, when, why, and how events occur.	**W.3.2** I can write to give information or explain a topic. I can write to give information or explain a topic. I can write so that my writing includes details, illustrations, definitions, linking words, and ending statements. **W.3.4** I can write a narrative with help and support. I can write an informative/explanatory essay with help and support. I can write about my opinion with help and support. **W.3.5** I can make a plan for my writing. I can improve my writing by revising. I can improve my writing by editing. I can seek guidance from my classmates and adults. **W.3.10** I can develop and strengthen writing by planning, revising, and editing with support.	**SL.3.1.d** I can follow the rules to collaborate with my group. **SL.3.2** I can explain my ideas to others in the group. **SL.3.4** I can share my findings on a topic or text, tell a story, or about something that has happened to me. I can share facts; they have to be true and about the topic. I can use descriptive details and speak so my audience can understand me.	**L.3.1.a** When I speak and write, I use correct English conventions and grammar. **L.3.1.h** When I speak and write, I use correct English conventions and grammar. **L3.1.i** When I speak and write, I use correct English conventions and grammar. **L.3.4.a** I can figure out what a word means by reading the words in the same sentence, the sentences around the unknown word, or using clues from pictures or other places on the page. **L.3.5.b** I can identify real life connections of words. **L.3.5.c** I can compare the meaning of related words.

MODULE 1
3RD Grade Curriculum Map Literacy & Integrated Content

ELP STANDARDS	
The ELP Standards highlight what students do with language to accomplish content-specific tasks and language forms (vocabulary, Style and Conventions, and discourse) which are needed by ELLs as they develop competence in the practices associated with English language arts. ELP Standards – 3rd Grade Correspondence	
STANDARDS Transfer Goal: Use foundational skills and word-learning strategies to access content knowledge.	**STUDENT FRIENDLY LANGUAGE** **I can…**

STAGE 2—ASSESSMENT EVIDENCE---Required

Major assessments (Focusing Question Tasks, New-Read Assessments, Socratic Seminars, and EOM Tasks) primarily assess module **FOCUS STANDARDS.**
It is expected that students will have many learning opportunities that are based on the focus standards before these assessments are assigned.

Lesson 8
Socratic Seminar
Ask and answer questions about *"The Sea Wind", "The Boating Party, Under the Wave off Kanagawa, The Gulf Stream, and Amos & Boris* to demonstrate understanding of how artists explore the sea.
SS

Lesson 9
Focus Question Task
Write a paragraph explaining how art reveals an important characteristic of the sea.
FQT 1

End of Module Task
Write and illustrate a narrative about a character whose life has changed because of books.
Be sure to include:
- Characters.
- Setting from My Librarian Is a Camel.
- A problem (the character doesn't have books).
- The resolution to the problem (using the method for getting books from that country).

Make sure each page includes:
- Complete sentences that begin with a capital letter and end with a punctuation mark.
- Capitals at the beginning of proper nouns (names and countries).
- Illustrations to match the words on each page.

EOM Task
This assessment should be completed by the end of Module 1.
Module 1 Answer Key, Rubrics, and Sample Responses

MODULE 1
3RD Grade Curriculum Map Literacy & Integrated Content

Stage 3—LEARNING ACTIVITIES
Module 1 Lesson 1-9 ESSENTIAL QUESTION: Why do people explore the sea? WRITING: Informative FOCUS QUESTION: *How do artists explore the sea*?

SMALL GROUP/INDEPENDENT/LITERATURE DISCUSSION GROUPS			
Differentiated Volume of Reading	Tier 2 intervention for students who need a "double-dose" of Fundations.	Small group reading with appropriate text based on student need.	Extended independent reading from Appendix D of each Wit and Wisdom Module unit topics.

LESSON & ASSESSMENTS	LEARNING GOALS & STANDARDS	TEXT	CONTENT FRAMING QUESTION READING	CRAFT QUESTIONS WRITING	DEEP DIVE VOCABULARY STYLE AND CONVENTIONS
L1 **Lesson at a Glance TE p. 26**	Ask and answer questions about *"The Sea Wind"* to *demonstra*te understanding of the poem's central message. (**RL.3.1**, **RL.3.2**) Identify the parts of a complete sentence. (**W.3.2, L.3.1.a)**	*"The Sea Wind"*	**Distill:** What is the central message of *"The Sea Wind"*? Handout 1A: "The Sea Wind," Sara Teasdale Handout 1B: Reading Log Volume of Reading Reflection Questions **Launch** TE pp. 28 **Learn** TE pp. 28-36 **Land** TE p. 36 **Wrap** TE pp. 37-38	**Examine:** Why is it important to write in complete sentences?	**Deep Dive: Vocabulary** Multiple Meanings Examine multiple meanings of a word. (**L.3.4.a, L.3.5.a)** Handout 1C: Multiple Meaning Chart **Vocabulary:** explore, stately, shoon, stanza, line **Launch** TE p.39 **Learn** TE p.40 **Land** TE p.40
L2	Identify a central idea in Hokusai's woodblock print, *Under* the *Wave off*	*Under the Wave off Kanagawa*, Katsushika Hokusai	**Distill:** What is a central message of a woodblock print?	**Examine:** Why is a topic statement important?	**Deep Dive: Vocabulary** Nouns and Verbs

MODULE 1
3RD Grade Curriculum Map Literacy & Integrated Content

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Lesson at a Glance TE p. 42	*Kanagawa* and the key details that support the message. **(SL.3.2)** Write a topic statement for a paragraph that analyzes Katsushika Hokusai's *Under the Wave off Kanagawa*. **(W.3.2.a, W.3.8)** Identify nouns and verbs and, with support, explain how they function in a sentence. **(L.3.1.a)**		Handout 2A: Boxes and Bullets for Art Handout 1B: Independent Reading Log **Launch** TE p. 44 **Learn** TE pp. 44-52 **Land** TE p. 53 **Wrap** TE pp. 53-54		**Vocabulary:** inference, objects, figures, composition, color, focal point **Launch** TE pp. 55-56 **Learn** TE pp. 56-57 **Land** TE p. 57
L3 **Lesson at a Glance TE p. 60**	Identify the central message and key details in *The Boating Party* or *The Gulf Stream* and demonstrate understanding of the painting's central message. **(R.L.3.1, SL.3.1.a, SL.3.2)** Write a topic statement for a paragraph that analyzes Mary Cassatt's *The Boating Party*. **(W.3.2.a)** Demonstrate how a noun and a verb function to	*The Boating Party*, Mary Cassatt **(http://witeng.link/0650)** *The Gulf Stream*, Winslow Homer **(http://witeng.link/0651)**	**Distill:** What is the central message of a painting? Handout 3A: Evidence Organizer Handout 2A: Boxes and Bullets for Art Handout 1B: Independent Reading Log **Launch** TE p. 62 **Learn** TE pp. 62-70	**Examine:** Why is it important to agree and disagree respectfully? How does using a topic statement work?	**Deep Dive: Style and Conventions** Nouns and Verbs in Sentences **Launch** TE p. 74 **Learn** TE pp. 74-75 **Land** TE pp. 75-76

MODULE 1
3RD Grade Curriculum Map Literacy & Integrated Content

LESSON & ASSESSMENTS	LEARNING GOALS & STANDARDS	TEXT	CONTENT FRAMING QUESTION READING	CRAFT QUESTIONS WRITING	DEEP DIVE VOCABULARY STYLE AND CONVENTIONS
	create a sentence. **(L.3.1.a, L.3.1.i)**		**Land** TE p. 71 **Wrap** TE p. 71		
L4 **Lesson at a Glance TE p. 78**	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 text evidence. **(RL.3.1)** Explain how a noun and a verb function to create a sentence. **(L.3.1.a, L.3.1.i)**	"Sperm Whale Encounter," Howard Hall *Amos & Boris*, William Steig *The Boating Party*, Mary Cassatt *Under the Wave off Kanagawa*, Katsushika Hokusa *The Gulf Stream*, Winslow Homer	**Wonder:** What do I notice and wonder about *Amos & Boris*? Handout 4A: Fluency Homework Handout 1B: Independent Reading Log **Launch** TE p. 80 **Learn** TE pp. 81-87 **Land** TE p. 87 **Wrap** TE p. 88	**Examine:** Why is listening and wondering important? **Examine:** Why is reading fluently and accurately important?	**Deep Dive: Style and Conventions** Function of nouns and verbs in sentences Handout 4B: Analyze a Sentence **Vocabulary:** speck, immense, mammal **Launch** TE p. 90 **Learn** TE p. 90 **Land** TE p. 90 **Wrap** TE p. 90
L5 **Lesson at a Glance TE p. 92**	Identify the story elements in *Amos & Boris*. **(RL.3.1, RL.3.2)** . Understand how an author groups related information together and why it is important. **(W.3.2, W.3.2.a)** .	*The Lion and the Mouse,"* Aesop *Amos & Boris,* William Steig *"About the Author Section"* **(http://witeng.link/0646)**	**Organize:** What's happening in *Amos & Boris*? Handout 5A: "The Lion and the Mouse" Handout 5B: Speaking and Listening Checklist	**Examine:** Why is grouping related information together important? **Examine:** Why is using phrasing important?	**Deep Dive: Style and Conventions:** Meaning and function of adverbs Handout 5D: Words with the -ly Suffix

MODULE 1
3RD Grade Curriculum Map Literacy & Integrated Content

LESSON & ASSESSMENTS	LEARNING GOALS & STANDARDS	TEXT	CONTENT FRAMING QUESTION READING	CRAFT QUESTIONS WRITING	DEEP DIVE VOCABULARY STYLE AND CONVENTIONS
	Identify adverbs with the morpheme –*ly* and examine their function in particular sentences. **(L.3.1.a)** Use a dictionary to determine or clarify the precise meaning of root words. **(L.3.4.d)**		Handout 5C: Story Map **Launch** TE p. 94 **Learn** TE pp. 95-99 **Land** TE p. 100 **Wrap** TE p. 100		**Vocabulary:** character, setting, problem, solution, fable, overwhelmed **Launch** TE pp. 102-103 **Learn** TE p. 103 **Land** TE p. 103
L6 **Lesson at a Glance TE p. 106**	Explain how illustrations and word choices in *Amos & Boris* 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)**	*Amos & Boris*, William Steig *Under the Wave off Kanagawa*, Katsushika Hokusai *The Gulf Stream*, Winslow Homer	**Reveal**: What does a deeper exploration of William Steig's word choices and illustrations reveal in *Amos & Boris*? Handout 6A: Word Choices and Illustrations Handout 4A: Fluency Homework Handout 1B: Independent Reading Log **Launch** TE p. 108 **Learn** TE pp. 108-114 **Land** TE p. 114 **Wrap** TE p. 115	**Experiment**: How does grouping related information together work? **Examine**: Why is reading with expression important?	**Deep Dive: Style and Conventions**: Capital letters in titles **Vocabulary:** Akin, luminous, gazing, immense, vast, rage, sound **Launch** TE p. 117 **Learn** TE p. 118 **Land** TE p. 119

MODULE 1
3RD Grade Curriculum Map Literacy & Integrated Content

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L7 **Lesson at a Glance TE p. 122**	Agree and disagree respectfully. **(SL.3.1.b)** Identify the central message in *Amos & Boris*. **(RL.3.2, RL.3.3, RL.3.4, RL.3.7)** Define and use abstract nouns using the morpheme *–less*. **(L.3.1.c)**	*Amos & Boris*, William Steig	**Distill:** What is the central message of *Amos & Boris*? Handout 5A: "The Lion and the Mouse" Handout 5B: Speaking and Listening Checklist Partially completed story maps from Lesson 5 (Handout 5C: Story Map) **Launch** TE p. 124 **Learn** TE pp. 124-129 **Land** TE p. 129 **Wrap** TE p. 130	**Experiment:** How do we agree and disagree respectfully? **Examine:** Why is reading with expression important?	**Deep Dive: Style and Conventions**: Experiment with Abstract Nouns **Vocabulary:** loomed **Launch** TE p. 132 **Learn** TE p. 133 **Land** TE p. 135
L8 **Lesson at a Glance TE p. 138** **Assessment:** Ask and answer questions about *"The Sea Wind"*, "The Boating Party, Under the Wave off Kanagawa, The Gulf Stream, and Amos & Boris* to	Ask and answer questions about "The Sea Wind," *The Boating Party,* Under *the Wave off Kanagawa, The Gulf Stream*, and *Amos & Boris* 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)**	"*The Sea Wind*," Sara Teasdale *The Boating Party*, Mary Cassatt *Under the Wave off Kanagawa*, Katsushika Hokusai *The Gulf Stream*, Winslow Homer *Amos & Boris*, William Steig	**Know:** How does poetry and art build my knowledge of the sea? Handout 8A: Socratic Seminar Participation Guidelines Handout 1A: "The Sea Wind," Sara Teasdale Handout 4A: Fluency Homework	**Execute:** How do I agree and disagree respectfully in a Socratic Seminar?	**Deep Dive: Style and Conventions:** Forming and Using Possessives **Launch** TE pp. 148-149 **Learn** TE pp. 149-150 **Land** TE p. 150

MODULE 1
3RD Grade Curriculum Map Literacy & Integrated Content

LESSON & ASSESSMENTS	LEARNING GOALS & STANDARDS	TEXT	CONTENT FRAMING QUESTION READING	CRAFT QUESTIONS WRITING	DEEP DIVE VOCABULARY STYLE AND CONVENTIONS
demonstrate understanding of how artists explore the sea. Handout 8B: Socratic Seminar 1 Self-Assessment	With support, identify and form possessives with singular nouns. **(L.3.2.d, L.3.6)**		Handout 1B: Independent Reading Log **Launch** TE p. 140 **Learn** TE pp. 140-145 **Land** TE p. 145 **Wrap** TE p. 146		
L9 **Lesson at a Glance TE p. 152** **Assessment:** Write a paragraph explaining how art reveals an important characteristic of the sea. FQT 1	Provide a clear topic statement and group related ideas together in an explanatory paragraph. **(RL.3.2, W.3.2)** Revise writing based on peer feedback. **(W.3.5)** Use the known root word vision as a clue to the meaning of an unknown word revision with the same root. **(L.3.6, L.3.4.c)** .	"The Sea Wind," Sara Teasdale *The Boating Party*, Mary Cassatt *Under the Wave off Kanagawa*, Katsushika Hokusai *The Gulf Stream*, Winslow Homer *Amos & Boris*, William Steig	Handout 1B: Independent Reading Log	**Excel:** How do I improve my writing by using topic statements and grouping related information together in an explanatory paragraph?	**Deep Dive : Vocabulary** Examine the Morphology of Revision Handout 9B: Root and Affix Word Web **Vocabulary:** revise **Launch** TE p. 162 **Learn** TE pp. 162-163 **Land** TE p. 164

STEP UP TO WRITING
CORRELATION TO MODULE 1 (Lessons 1-9)
These lessons and tools can provide additional support for the EOM writing prompt. Choose lesson(s) that provide students with a foundation for writing effective sentences.

MODULE 1
3RD Grade Curriculum Map Literacy & Integrated Content

STANDARDS	FOCUS	TOOLS
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. **W.3.6** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. **L.3.3** Use knowledge of language and its conventions as appropriate for Grade 3 when writing, speaking, reading, or listening.	Parts of a Sentence **4th ed. SUW** TE p. 158	E2-29a
W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. **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. **L.3.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling as appropriate for Grade 3 when writing. **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).	Complete Sentences **4th ed. SUW** TE p. 160	E2-30a E2-30b
W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. **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. **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).	Introducing Three Types of Writing **4th ed. SUW** TE p. 97	E2-1a E2-1b E2-1c E2-1d
W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. **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. **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).	Prompts for Three Types of Writing **4th ed. SUW** TE p. 100	E2-2a
W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. **W.3.5** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. **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.	The Writing Process **4th ed. SUW** TE p. 116	E2-9a E2-9b E2-9c
W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. **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.	Prewriting: The Organization Game **4th ed. SUW** TE p. 119	E2-9a E2-11a E2-11b
W.3.2.a Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. **W.3.4** With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. **SL.3.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on	Topic Sentences **4th ed. SUW** TE p. 191	E2-41a E2-41b E2-44a

MODULE 1
3RD Grade Curriculum Map Literacy & Integrated Content

grade 3 topics and texts, building on others' ideas and expressing their own clearly. **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).		
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.3.4** With guidance and support from adults, produce writing in which the development and organization are appropriate to 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.	Planning a Paragraph with an Informal Outline **4th ed. SUW** TE p. 287	E2-41b E4-2a E4-2b
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.3.4** With guidance and support from adults, produce writing in which the development and organization are appropriate to 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.	Informal Outlines of Various Lengths for an Informative/Explanatory Paragraph **4th ed. SUW** TE p. 289	E4-3a E4-3b

SOCIAL STUDIES Correlation to MODULE 1 Lessons 1-9			
STANDARDS & LEARNING GOALS	**FOCUS VOCABULARY**	**FOMRMATIVE PERFORMANCE TASKSRESOURCES/MATERIALS**	**ASSESSMENTS WRITING**
C.3.3.1 Examine the process for creating rules and laws at the local level **C.3.3.2** Compare ways people interact with rules and laws to improve their community **Wit and Wisdom Module Learning Goals** Use text and lessons in Social Studies to reinforce literacy learning goals. Ask and answer questions to demonstrate understanding of a central message. **(Lesson 1)** Identify a central idea and the key details	**Essential Question:** What makes a community? How can a classroom constitution benefit our classroom community? **Supporting Questions:** How would you define a community? What are the characteristics of a community? What are different types of communities? Why are rules, laws, and consequences important to your community? (be sure to discuss rules and consequences within your classroom/school community)?	Choose one of the lessons below to create classroom rules so that your classroom community runs smoothly. **Before Reading:** Students will play a game with unfair rules. Introduce the vocabulary words: Constitution/Preamble/Bill of Rights. Discuss the importance of rules. Display a copy of the Constitution and share that they will be reading a book about the Constitution and will be working together to write a class Constitution. Use the book Shh, We're Writing the Constitution by Jean Fritz or choose another from the library or myOn.	

that support the message. **(Lesson 2)** Identify the central message and key details and demonstrate understanding of the painting's central message.**(Lesson 3)** Annotate a text for confusing or important information and for new vocabulary. **(Lesson 4)** Generate questions about a new text and make inferences based on text evidence. **(Lesson 4)** Identify the story elements. **(Lesson 5)** Explain illustrations and word choices. **(Lesson 6)** Identify the central message. **(Lesson 7)** Ask and answer questions to demonstrate understanding of how artists explore the sea. **(Lesson 8)**		Books for Persuasive Writing **During Reading:** Read book aloud, stopping to discuss and record important facts about the Constitution and Bill of Rights and why making a classroom constitution is important. **After Reading:** Students will create a "working" classroom Constitution that governs the classroom and supports school rules, policies, and procedures. Questions to ask students before creating classroom Constitution and Bill of Rights: The Bill of Rights were created to protect the basic freedoms of our nation's peoples. What kind of freedoms would you include in a classroom Bill of Rights? What kinds of freedoms might get in the way of learning and coexisting in the classroom? TCM - Primary Source Reader: The U.S. Constitution and You Lesson (pp. 99-108) "Parts of the U.S. Constitution" (p. 104) Primary Source Activity (p. 103) "Photo Details" (p. 107) TCM - Exploring Social Studies: Arkansas Edition Student Handbook "Reasons for the Constitution" (p. 11)	

MODULE 1
3RD Grade Curriculum Map Literacy & Integrated Content

Module 1
Lesson 10-18
ESSENTIAL QUESTION: Why do people explore the sea?
WRITING: Informative
FOCUS QUESTION: *Why and how do scientists explore the sea creatures*?

STAGE 1—DESIRED RESULTS

FOCUS STANDARDS are explicitly taught and practiced throughout the module. **SUPPORTING STANDARDS** are practiced throughout the module due to their alignment with the study of a particular text but not necessarily explicitly taught. **CONTINUING STANDARDS** are taught across modules and not listed as focus standards for any particular module. Standards denoted with the asterisk (*) symbol represent the focus standards.

READING	WRITING	SPEAKING/LISTENING	LANGUAGE
INFORMATION **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*** 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. **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*** Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).	**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.3.4*** 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.	**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.3.2** Determine the main ideas and supporting details of information that is gained by means other than reading (e.g., texts read aloud; oral presentations of charts, graphs, diagrams; speeches). **SL.3.3** Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. **SL.3.6** Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 on page 28 for specific expectations.)	**L3.1.e*** Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. **L.3.1.i** Use modal auxiliaries (e.g., can, may, must) to convey various conditions. **L3.2.d** Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, and happiness). **L3.4.b** Determine the meaning of the new word formed when a known affix is added to a known word. **L.3.5** Demonstrate understanding of figurative language, word relationships and nuances in word meanings, as appropriate for the grade level. **L.3.5.a** Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). **L.3.5.b** Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful). **L.3.6** Acquire and use accurately grade-appropriate conversational, general

MODULE 1
3RD Grade Curriculum Map Literacy & Integrated Content

			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).
STUDENT FRIENDLY LANGUAGE READING **I can….**	**STUDENT FRIENDLY LANGUAGE SPEAKING/LISTENING** **I can….**	**STUDENT FRIENDLY LANGUAGE SPEAKING/LISTENING** **I can….**	**STUDENT FRIENDLY LANGUAGE LANGUAGE** **I can….**
RI.3.1 I can use the text to ask questions using facts from a nonfiction text. I can use the text to answer questions using facts from a nonfiction text. **RI.3.2** I can tell the main idea of text. I can give details about the text that go with the main idea. I can explain how the details match the main idea. **RI.3.5** I can use text features to locate information. I can use the Internet to locate relevant information using hyperlinks and sidebars. **RI.3.7** I can use illustrations and words to understand parts of a text. I can explain where, when, why and how events occur.	**W.3.2** I can write to give information or explain a topic. **W3.2.a** I can write so that my writing includes details, illustrations, definitions, linking words, and ending statements. **W.3.4** I can write a narrative with help and support. I can write an informative/explanatory essay with help and support. I can write about my opinion with help and support. **W.3.8** I can remember information from other experiences I have had. I can find information from different materials. (books, magazines, pamphlets, brochures, websites, videos). I can take notes and organize the necessary information.	**SL.3.1** I can come to my group ready to share my ideas and what I have learned through my research. I can contribute to my group. I know the rules to collaborate with my group. I can ask questions in my group to help me understand others better. I can explain my ideas to others in the group. **SL.3.2** I can identify the main idea and supporting details of a story read aloud to me. I can identify the main idea and supporting details of information presented in a visual media format (TV, video, Internet, etc). I can identify the main idea and supporting details of information presented in a number format. I can identify the main idea and supporting details of information presented orally **SL.3.3** I can ask questions about the information a speaker shared. I can answer questions about the information a speaker shared. I can provide more information and details that are appropriate to the topic.	**L.3.1.e** When I speak and write, I use correct English conventions and grammar. **L.3.2.d** I can form and use possessives. **L.3.4.b** I can figure out what a word means by reading the words in the same sentence, the sentences around the unknown word, or using clues from pictures or other places on the page. I can use part(s) of the word to understand what the word means. **L.3.4.c** I can use root words I know to understand unfamiliar words. **L.3.5.a** I can use exactly the words I need in order to describe to others what I mean. **L.3.5.b** I can understand what the author means when they use idioms or phrases in their writing. I can understand what people mean when they use idioms and/or phrases when speaking. **L.3.6** I can use words that I know to clearly express the time when I did a particular activity. I can use words that I know to clearly express where I did a particular activity. I can understand and use words that I have prior knowledge from in the classroom. I can use words and phrases based on information that I have learned.

MODULE 1
3RD Grade Curriculum Map Literacy & Integrated Content

ELP STANDARDS
The ELP Standards highlight what students do with language to accomplish content-specific tasks and language forms (vocabulary, Style and Conventions, and discourse) which are needed by ELLs as they develop competence in the practices associated with English language arts. ELP Standards – 3rd Grade Correspondence

STAGE 2—ASSESSMENT EVIDENCE---REQUIRED

Major assessments (Focusing Question Tasks, New-Read Assessments, Socratic Seminars, and EOM Tasks) primarily assess module **FOCUS STANDARDS.**
It is expected that students will have many learning opportunities that are based on the focus standards before these assessments are assigned.

Lesson 12
Vocabulary Assessment
Demonstrate understanding of academic, text-critical, and domain-specific words, phrases, and/or word parts.
Vocabulary Mid-Module Assessment
Lesson 17
Socratic Seminar
Using evidence from Shark Attack!, students weigh the benefits and risks of studying these dangerous sea creatures.
SS
Lesson 18
Focus Question Task
Write and illustrate two paragraphs explaining to younger students why and how scientists explore the sea.
In the first paragraph, explain why scientists explore the sea, using evidence from both Ocean Sunlight: How Tiny Plants Feed the Seas and The Fantastic Undersea Life of Jacques Cousteau. In the second paragraph, explain how scientists explore the sea, using evidence from The Fantastic Undersea Life of Jacques Cousteau. Finally, create an illustration that supports one of the main ideas in your essay.
FQT 2
EOM Task
Your task: For an audience who has read and studied these texts the way you have, write two paragraphs in which you explain why an author, artist, or scientist explored the sea. Develop your explanation with evidence from one of the texts.

Module 1: Answer Keys, Rubrics and Sample Student Responses

Stage —3 Learning Activities- Wit and Wisdom

Module 1
Lessons 10-18
ESSENTIAL QUESTION: Why do people explore the sea?
WRITING: Informative
FOCUS QUESTION: *Why and how do scientists explore the sea creatures*?

MODULE 1
3RD Grade Curriculum Map Literacy & Integrated Content

LESSON & ASSESSMENTS	LEARNING GOALS & STANDARDS	TEXT	CONTENT FRAMING QUESTION READING	CRAFT QUESTIONS WRITING	DEEP DIVE VOCABULARY STYLE AND CONVENTIONS
L10 **Lesson at a Glance TE p. 166**	Students ask and answer questions about a text after they listen to a reading of Molly Bang's *Ocean Sunlight: How Tiny Plants Feed the Seas.* **(RI.3.1, SL.3.2)** . Examine word meanings and their significant relationship to each other. **(L.3.5)**	*Ocean Sunlight: How Tiny Plants Feed the Seas*, Molly Bang and Penny Chisholm *"Why the Ocean Matters"*	**Wonder:** What do I notice and wonder about Ocean Sunlight: How Tiny Plants Feed the Seas? Handout 10A: Fluency Homework Handout 10B: Bullseye Graphic Organizer	**Experiment**: How does listening with wonder work?	**Deep Dive: Vocabulary** Examine Word Meanings and Relationships **Vocabulary:** nonfiction, informational **Launch** TE p. 176 **Learn** TE pp. 176-177 **Land** TE p. 177
L11 **Lesson at a Glance TE p. 180**	Students gather information from *Ocean Sunlight: How Tiny Plants Feed the Seas* and use notes to answer a question posed in the text. **(W.3.8)** Students use information gained from illustrations and words in *Ocean Sunlight* to demonstrate understanding of the text. **(RI.3.7)** Review and practice vocabulary words from Assessed Vocabulary list. **(L.3.6)**	*Ocean Sunlight: How Tiny Plants Feed the Seas*, Molly Bang and Penny Chisholm *"Why the Ocean Matters"*	**Reveal:** What does a deeper exploration of the illustrations and text reveal in *Ocean Sunlight: How Tiny Plants Feed the Seas?* Handout 5B: Speaking and Listening Process Checklist Handout 10A: Fluency Homework **Launch** TE p. 182 **Learn** TE pp. 183-187 **Land** TE p. 187 **Wrap** TE pp. 187-188		**Deep Dive: Vocabulary** Review and practice vocabulary words Handout 11A: Mid-Module Vocabulary Study Guide **Launch** TE p. 189 **Learn** TE p. 189 **Land** TE p. 189

MODULE 1
3RD Grade Curriculum Map Literacy & Integrated Content

LESSON & ASSESSMENTS	LEARNING GOALS & STANDARDS	TEXT	CONTENT FRAMING QUESTION READING	CRAFT QUESTIONS WRITING	DEEP DIVE VOCABULARY STYLE AND CONVENTIONS
L12 **Lesson at a Glance TE p. 192** **Assessment:** Demonstrate understanding of academic, text-critical, and domain-specific words, phrases, and/or word parts. Assessment 12: Mid-Module Vocabulary Direct Assessment	Identify the main idea of *Ocean Sunlight: How Tiny Plants Feed the Seas.* **(RI.3.2)** Take notes on *Ocean Sunlight: How Tiny Plants Feed the Seas* to identify the essential meaning of the text. **(RI.3.1, RI.3.2, W.3.8)** Demonstrate acquisition of academic and content vocabulary from module word list. **(L.3.4.a, L.3.6)**	*Ocean Sunlight: How Tiny Plants Feed the Seas*, Molly Bang and Penny Chisholm *"Why the Ocean Matters"*	**Know:** How does *Ocean Sunlight: How Tiny Plants Feed the Seas* build my knowledge of the ocean? Handout 12A: Boxes and Bullets Organizer Handout 10A: Fluency Homework **Launch** TE pp. 193-194 **Learn** TE pp. 194-201 **Land** TE p. 201 Wrap TE p. 202		**Deep Dive: Vocabulary** Assessment **Vocabulary:** photosynthesis, thrust, summary **Launch** TE p. 204 **Learn** TE p. 205 **Land** TE p. 205
L13 **Lesson at a Glance TE p. 208**	Ask questions about key details in *The Fantastic Undersea Life of Jacques Cousteau.* **(RI.3.1)** Identify how an author groups related information together and why it is important. **(W.3.2, RL.3.1)** Determine the meaning of new words formed from the morphemes of biography. **(L.3.4.b)**	*The Fantastic Undersea Life of Jacques Cousteau*, Dan Yaccarino *The Gulf Stream*, Winslow Homer	**Wonder:** What do I notice and wonder about *The Fantastic Undersea Life of Jacques Cousteau*? **Launch** TE p. 210 **Learn** TE pp. 210-216 **Land** TE p. 216 **Wrap** TE pp. 216-217	**Experiment**: How does grouping related information together work?	**Deep Dive: Vocabulary** Using Morphemes to Determine the Meaning of Words . **Vocabulary:** nonfiction, biography, fantastic **Launch** TE p. 218 **Learn** TE pp. 218-220 **Land** TE p. 220

MODULE 1
3RD Grade Curriculum Map Literacy & Integrated Content

LESSON & ASSESSMENTS	LEARNING GOALS & STANDARDS	TEXT	CONTENT FRAMING QUESTION READING	CRAFT QUESTIONS WRITING	DEEP DIVE VOCABULARY STYLE AND CONVENTIONS
L14 **Lesson at a Glance TE p. 222**	Explain how the sequence of the text and illustrations explain why and how Jacques Cousteau explored the sea. **(RI.3.1, RI.3.2, RI.3.4, RI.3.5)** Group related information together in an explanatory paragraph. **(W.3.2, W.3.2.a)** With support, produce compound sentences. **(L.3.1.i)**	*The Fantastic Undersea Life of Jacques Cousteau,* Dan Yaccarino	**Organize:** What's happening in *The Fantastic Undersea Life of Jacques Cousteau*? **Launch** TE pp. 223-224 **Learn** TE pp. 224-230 **Land** TE p. 230 **Wrap** TE p. 231	**Experiment:** How does grouping related information together work?	**Deep Dive: Style and Conventions** Examine Compound Sentences **Vocabulary:** sequence, tinker, bulky **Launch** TE p. 233 **Learn** TE pp. 233-234 **Land** TE p. 234
L15 **Lesson at a Glance TE p. 236**	Explain how quotations add meaning to the text of *The Fantastic Undersea Life of Jacques Cousteau.* **(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 meaning of words and phrases in *The Fantastic Undersea Life of Jacques Cousteau.* **(L.3.5.a)**	*The Fantastic Undersea Life of Jacques Cousteau,* Dan Yaccarino *Video: "Cousteau's Silent World: Shipwreck Excerpt"*	**Reveal:** What does a deeper exploration of text features and illustrations reveal in *The Fantastic Undersea Life of Jacques Cousteau*? **Launch** TE p. 238 **Learn** TE pp. 238-244 **Land** TE p. 244 **Wrap** TE pp. 244- 245	**Experiment:** How does reading fluently work? **Examine:** Why is it important to use illustrations to aid in comprehension*?*	**Deep Dive: Vocabulary** Experiment with Figurative Language **Vocabulary:** text feature, fascinated, keyhole, illuminate **Launch** TE pp. 246-247 **Learn** TE pp. 247-248 **Land** TE p. 248

MODULE 1
3RD Grade Curriculum Map Literacy & Integrated Content

LESSON & ASSESSMENTS	LEARNING GOALS & STANDARDS	TEXT	CONTENT FRAMING QUESTION READING	CRAFT QUESTIONS WRITING	DEEP DIVE VOCABULARY STYLE AND CONVENTIONS
L16 **Lesson at a Glance TE p. 250**	Identify the main idea and essential meaning of *The Fantastic Undersea Life of Jacques Cousteau*. **(RI.3.2, RI.3.4)** . Group related information together in an explanatory paragraph and include an illustration to aid in comprehension. **(W.3.2.a, W.3.8)** With support, explain the purpose of the simple past tense and use the simple past tense correctly. **(L.3.1.e, L.3.4.a)**	*The Fantastic Undersea Life of Jacques Cousteau,* Dan Yaccarino	**Distill:** What is the essential meaning of *The Fantastic Undersea Life of Jacques Cousteau*? **Launch** TE pp. 251-252 **Learn** TE pp. 252-257 **Land** TE p. 257 **Wrap** TE p. 258	**Experiment:** How does using an illustration aid in comprehension work?	**Deep Dive: Style and Conventions** Using the Simple Past **Vocabulary:** nutrient, thrust, fantastic, tinker, bulky, buoyed, fascinated, keyhole, illuminate **Launch** TE pp. 260-261 **Learn** TE p. 261 **Land** TE p. 262
L17 **Lesson at a Glance TE p. 264** **Assessment:** Using evidence from Shark Attack!, students weigh the benefits and risks of studying these dangerous sea creatures. **Handout 17A: Socratic**	Explain why and how scientists explore the sea, using information from *Ocean Sunlight: How Tiny Plants Feed the Seas* and *The Fantastic Undersea Life of Jacques Cousteau*. **(RI.3.1, RI.3.2)** Plan a written response to an expository prompt. **(W.3.2, W.3.4)** With support, use	*Ocean Sunlight: How Tiny Plants Feed the Seas,* Molly Bang and Penny Chisholm *The Fantastic Undersea Life of Jacques Cousteau,* Dan Yaccarino	**Know:** How do Ocean Sunlight*: How Tiny Plants Feed the Seas* and *The Fantastic Undersea Life of Jacques Cousteau* build my knowledge of the sea and scientists who study the sea*?* **Launch** TE p. 265 **Learn** TE pp. 266-271 **Land** TE p. 272 **Wrap** TE p. 272	**Excel:** How do I improve on agreeing and disagreeing respectfully in a Socratic Seminar? **Execute:** How do I group related ideas together and include an illustration in an explanatory essay?	**Deep Dive: Style and Conventions** Experiment with Using Spelling Rules to Form the Simple Past **Vocabulary:** audience, purpose, tone **Launch** TE p. 275 **Learn** TE pp. 275-276 **Land** TE p. 276

MODULE 1
3RD Grade Curriculum Map Literacy & Integrated Content

LESSON & ASSESSMENTS	LEARNING GOALS & STANDARDS	TEXT	CONTENT FRAMING QUESTION READING	CRAFT QUESTIONS WRITING	DEEP DIVE VOCABULARY STYLE AND CONVENTIONS
Seminar 2 Self-Assessment	conventional spelling for adding suffixes to base words. **(L.3.1.e, L.3.2.e)**				
L18 **Lesson at a Glance TE p. 278** **Assessment:** Write and illustrate two paragraphs explaining to younger students why and how scientists explore the sea. **Focusing Question Task 2**	Demonstrate understanding of the main ideas of *Ocean Sunlight: How Tiny Plants Feed the Seas* and *The Fantastic Undersea Life of Jacques Cousteau* 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)**	*Ocean Sunlight: How Tiny Plants Feed the Seas*, Molly Bang and Penny Chisholm *The Fantastic Undersea Life of Jacques Cousteau*, Dan Yaccarino	**Know:** *How do Ocean Sunlight: How Tiny Plants Feed the Seas and The Fantastic Undersea Life of Jacques Cousteau build my knowledge of the sea and scientists who study the sea?* **Launch** TE p. 280 **Learn** TE pp. 281-283 **Land** TE p. 284 **Wrap** TE p. 284	**Excel:** How do I improve using a topic statement, grouping ideas, and including an illustration to aid in comprehension when writing an explanatory paragraph?	**Deep Dive: Vocabulary** Real-Life Connections between words and Their Use **Launch** TE p. 286 **Learn** TE pp. 286-287 **Land** TE p. 287

STEP UP TO WRITING
CORRELATION TO MODULE 1 (Lessons 10-18)
These lessons and tools can provide additional support for the EOM writing prompt. Choose lesson(s) that provide students with a foundation for planning and writing a paragraph.

MODULE 1
3RD Grade Curriculum Map Literacy & Integrated Content

STANDARDS	FOCUS	TOOLS
W 3.2a Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. **W.3.4** With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. **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. **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).	Topic Sentences **4th ed. SUW** TE p. 191	E2-41a E2-41b E2-44a
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.3.4** With guidance and support from adults, produce writing in which the development and organization are appropriate to 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.	Planning a Paragraph with an Informal Outline **4th ed. SUW** TE p. 287	E2-41b E4-2a E4-2b
W.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling as appropriate for Grade 3 when writing. **W.3.4** With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. **W.3.5** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. **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. **L.3.3** Use knowledge of language and its conventions as appropriate for Grade 3 when writing, speaking, reading, or listening.	Perfect Three-Sentence Paragraphs **4th ed. SUW** TE p. 194	E2-45a E2-45b E2-45c
W.3.2.b Develop the topic with facts, definitions, and details. **W.3.5** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. **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.	Stretch, Don't Stack, Your Paragraph **4th ed. SUW** TE p. 200	E2.48a E2.48b
W.3.2.d Provide a concluding statement or section. **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.	Connecting the Conclusion to the Topic Sentence **4th ed. SUW** TE p. 209	E2-52a
W.3.2.c Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. **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. **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).	Using a Variety of Transitions **4th ed. SUW** TE p. 332	E2-49a E4-21a

MODULE 1
3RD Grade Curriculum Map Literacy & Integrated Content

W.3.2.c Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. **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. **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).	Transitions in Paragraphs vs. Essays and Reports **4th ed. SUW** TE p. 334	E2-49a E4-22a
W.3.2.d Provide a concluding statement or section. **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.	Conclusions for Informative/Explanatory Writing **4th ed. SUW** TE p. 342	E4-25a E4-25c
W.3.2.d Provide a concluding statement or section. **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.	Writing Successful Conclusions **4th ed. SUW** TE p. 344	E4-26a

MODULE 1
3RD Grade Curriculum Map Literacy & Integrated Content

SOCIAL STUDIES			
Correlation to MODULE 1 Lessons 10-18			
STANDARDS & LEARNING GOALS	**FOCUS VOCABULARY**	**FORMATIVE PERFORMANCE TASKS RESOURCES/MATERIALS**	**ASSESSMENTS WRITING**
.2.3.3 Compare rights and responsibilities of citizens in different times and places **Wit and Wisdom Module Learning Goals** Use text and lesson in Social Studies to reinforce literacy goals. Students ask and answer questions about a text after they listen to a reading. **(Lesson 10)** Students use information gained from illustrations and words to demonstrate understanding of the text. **(Lesson 11)** Identify the main idea of text. **(Lesson 12)** Take notes to identify the essential meaning of the text. **(Lesson 12)** Ask questions about key details in text. **(Lesson 13)** Explain how the sequence of the text and illustrations explain why and how. **(Lesson 14)** Explain how quotations add meaning to the text **(Lesson 15)** Explain how an author uses illustrations to aid in comprehension. **(Lesson 15)** Identify the main idea and essential meaning. **(Lesson 16)** Explain why and how using information from the text. **(Lesson 17)** Demonstrate understanding of the main ideas. **(Lesson 18)**	**Essential Question:** Can your rights and responsibilities look different in another play or time? (home, school, local community, global community in the past). **Supporting Questions:** What is a citizen? How do citizens contribute to their community? What are your rights and responsibilities as a citizen? (home, school, local community, global community?	**TCM** - Primary Source Reader: We the People Lesson (pp. 119-128) Before Reading and During Reading Activities (pp. 120-121) "I Want to Know" (p. 124) **Before Reading:** Explain to students that they will study civic values in America. Help them to understand that civic values are ideas and rights that are important to Americans. Pass out the TCM "I Want to Know" activity sheet and allow students to fill out the My Questions section. **During Reading:** Students can work with a reading partner to read through We the People. As they read they will discuss and fill out the What I Learned section on the I Want to Know hand out. **After Reading:** Have a class discussion over our values, what it means to be a good citizen, what citizen responsibilities are, and what past and present events have influenced our civic values. **Different levels of citizenship resources** www.icivics.org/teachers/lesson-plans/citizen-me (Link to Website)	**TCM –** Have students complete worksheet in the We the People section on listing citizen responsibilities. **TCM -** Primary Source Reader: We the People Quiz (p. 108) OR **TCM -** Primary Source Reader: We the People Writing Activity (p. 121) "Parts of the Constitution" (p. 125)

MODULE 1
3RD Grade Curriculum Map Literacy & Integrated Content

Module 1
Lessons 19-30
ESSENTIAL QUESTION: Why do people explore the sea?
WRITING: Narrative
FOCUS QUESTION: *Why and how do scientists explore sea creatures*?

Stage 1-Desired Results
FOCUS STANDARDS are explicitly taught and practiced throughout the module. **SUPPORTING STANDARDS** are practiced throughout the module due to their alignment with the study of a particular text but not necessarily explicitly taught. **CONTINUING STANDARDS** are taught across modules and not listed as focus standards for any particular module. Standards denoted with the asterisk (*) symbol represent the focus standards.

READING STANDARDS	WRITING STANDARDS	SPEAKING/LISTENING STANDARDS	LANGUAGE STANDARDS
READING INFORMATION: **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.3.5*** 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).	**W.3.2.a*** Write informative/explanatory texts to examine a topic and convey ideas and information clearly **W.3.2.b*** Develop the topic with facts, definitions, and details. **W.3.2.c*** Use linking words and phrases (e.g., also, another, and, more, but) 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.3.5** 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.	**SL.3.1*** Engage effectively in a range of collaborative discussions ● one-on-one ● in groups ● teacher-led diverse partners on Grade 3 topics and texts, building on others' ideas and expressing their own clearly. **SL.3.2** Determine the main ideas and supporting details of information that is gained by means other than reading (e.g., texts read aloud; oral presentations of charts, graphs, diagrams; speeches). **SL.3.3** Ask and answer questions about information from a speaker in order to clarify comprehension, offering appropriate elaboration and detail. **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. **SL.3.6** Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	**L.3.1** Demonstrate command of the conventions of standard English grammar and usage as appropriate for Grade 3 when writing or speaking. **L.3.1.a*** Explain the function of nouns, pronouns, verbs, adjectives, prepositions and adverbs in general and their functions in particular sentences. **L.3.1.e*** Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. **L.3.1.i*** 4th Grade- Use modal auxiliaries (e.g., can, may, must) to convey various conditions. **L3.2.a*** Capitalize appropriate words in titles. **L.3.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 3 reading and content, choosing flexibly from a range of strategies. **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

MODULE 1
3RD Grade Curriculum Map Literacy & Integrated Content

			to a known word **L.3.5.a** Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). **L3.5.b** Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful). **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). **L.3.6** Acquire and use accurately grade appropriate conversational, general academic and domain specific words and phrases
STUDENT FRIENDLY LANGUAGE READING **I can…**	**STUDENT FRIENDLY LANGUAGE WRITING** **I can….**	**STUDENT FRIENDLY LANGUAGE SPEAKING/LISTENING** **I can….**	**STUDENT FRIENDLY LANGUAGE LANGUAGE** **I can…**
RI.3.1 I can use the text to ask questions using facts from a nonfiction text. I can use the text to answer questions using facts from a nonfiction text. **RI.3.2** I can tell the main idea of text. I can give details about the text that go with the main idea. I can explain how the details match the main idea. **RI.3.4** I can find the meaning of a word I don't know in a nonfiction text by using the right resources. **RI.3.5** I can use text features to locate	**W.3.2** I can write to give information or explain a topic. I can write so that my writing includes details, illustrations, definitions, linking words, and ending statements. **W.3.2.a** I can write to give information or explain a topic. **W.3.2.b** I can write so that my writing includes details, illustrations, definitions, and ending statements. **W3.2.c** I can use linking words. **W.3.4** I can write a narrative with help and	**SL.3.1** I know the rules to collaborate with my group. **SL.3.2** I can identify the main idea and supporting details of a story read aloud to me. I can identify the main idea and supporting details of information presented in a visual media format (TV, video, Internet, etc). I can identify the main idea and supporting details of information presented in a number format. I can identify the main idea and supporting details of information presented orally.	**L.3.1** When I speak and write, I use correct English conventions and grammar. **L.3.2** I can capitalize appropriate words in titles. I can use commas in addresses. I can use commas and quotation marks in dialogue. I can form and use possessives. I can spell high frequency and other studied words correctly. I can add suffixes to base words. I can use spelling patterns when writing words. I can use reference materials to check and correct spellings. **L.3.4**

MODULE 1
3RD Grade Curriculum Map Literacy & Integrated Content

information. I can use the Internet to locate relevant information using hyperlinks and sidebars. **RI.3.7** I can use illustrations and words to understand parts of a text. I can explain where, when, why and how events occur.	support. I can write an informative/explanatory essay with help and support. I can write about my opinion with help and support. **W.3.5** I can make a plan for my writing. I can improve my writing by revising. I can improve my writing by editing. I can seek guidance from my classmates and adults. **W.3.8** I can remember information from other experiences I have had. I can find information from different materials. (books, magazines, pamphlets, brochures, websites, videos). I can take notes and organize the necessary information.	**SL.3.3** I can identify the main idea and supporting details of a story read aloud to me. I can identify the main idea and supporting details of information presented in a visual media format (TV, video, Internet, etc). I can identify the main idea and supporting details of information presented in a number format. I can identify the main idea and supporting details of information presented orally. **SL.3.4** I can share my findings on a topic or text, tell a story, or about something that has happened to me. I can share facts, they have to be true and about the topic. I can use descriptive details and speak so my audience can understand me. **SL.3.6** I can share my findings on a topic or text, tell a story, or about something that has happened to me. I can share facts, they have to be true and about the topic. I can use descriptive details and speak so my audience can understand me.	I can figure out what a word means by reading the words in the same sentence, the sentences around the unknown word, or using clues from pictures or other places on the page. I can use part(s) of the word to understand what the word means. I can use root words I know to understand unfamiliar words. I can use a glossary or a dictionary (print or digital) to understand what a word means. If I come across an unknown word, I can think of different ways to gain an understanding of the word. **L.3.5** I can use exactly the words I need in order to describe to others what I mean. I can understand what the author means when they use idioms or phrases in their writing. I can understand what people mean when they use idioms and/or phrases when speaking to me. I can identify real life connections of words. I can compare the meaning of related word **L.3.6** I can use words that I know to clearly express the time when I did a particular activity. I can use words that I know to clearly express where I did a particular activity. I can understand and use words that I have prior knowledge from in the classroom.

MODULE 1
3RD Grade Curriculum Map Literacy & Integrated Content

			I can use words and phrases based on information that I have learned.

ELP STANDARDS

The ELP Standards highlight what students do with language to accomplish content-specific tasks and language forms (vocabulary, Style and Conventions, and discourse) which are needed by ELLs as they develop competence in the practices associated with English language arts. ELP Standards – 3rd Grade Correspondence

Stage 2 Assessment Evidence-- Required

Major assessments (Focusing Question Tasks, New-Read Assessments, Socratic Seminars, and EOM Tasks) primarily assess module **FOCUS STANDARDS.**
It is expected that students will have many learning opportunities that are based on the focus standards before these assessments are assigned**.**

Lesson 22
New Read Assessment
Read pages 52–53 from *Shark Attack*!, 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.
NR 1
Lesson 23
Socratic Seminar
Students use evidence from *Giant Squid: Searching for a Sea Monster* to analyze Dr. Roper's success as a scientist.
SS
Lesson 26
New Read Assessment
Read pages 26–27 from *Giant Squid: Searching for a Sea Monster* 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.
NR 2
Lesson 28
Socratic Seminar
Students use evidence from *Giant Squid: Searching for a Sea Monster* to analyze Dr. Roper's success as a scientist.
SS
Lesson 32
End of Module Assessment
Write a multi-paragraph essay explaining why artists or scientists explore the sea.
EOM Task

Module 1: Answer Keys, Rubrics and Sample Student Responses

MODULE 1
3RD Grade Curriculum Map Literacy & Integrated Content

Stage 3- Learning Activities- Wit and Wisdom
Module 1 **Lesson 19-30** **ESSENTIAL QUESTION: Why do people explore the sea?** **WRITING: Write informative/ explanatory** **FOCUS QUESTION LESSONS:** *Why and how do scientists explore sea creatures*?

SMALL GROUP/INDEPENDENT/LITERATURE DISCUSSION GROUPS

Differentiated Volume of Reading	Tier 2 intervention for students who need a "double-dose" of Fundations.	Small group reading with appropriate text based on student need.	Extended independent reading from Appendix D of each With and Wisdom Module unit topics.

LESSON & ASSESSMENTS	LEARNING GOALS & STANDARDS	TEXT	CONTENT FRAMING QUESTION READING	CRAFT QUESTIONS WRITING	DEEP DIVE VOCABULARY STYLE AND CONVENTIONS
L19 **Lesson at a Glance TE p. 290**	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 habitat **(L.3.4.d)** .	*The Gulf Stream*, Winslow Homer *Shark Attack!,* Cathy East Dubowski, pages 4–15	**Wonder:** What do I notice and wonder about the first two chapters of *Shark Attack!*? **Launch** TE p. 292 **Learn** TE pp. 292-298 **Land** TE pp. 298-299 **Wrap** TE pp. 299-300	**Experiment:** How does listening with wonder work?	**Deep Dive: Vocabulary** Using a Dictionary to Clarify Meaning **Vocabulary:** habitat **Launch** TE p. 301 **Learn** TE pp. 302-303 **Land** TE p. 303

MODULE 1
3RD Grade Curriculum Map Literacy & Integrated Content

LESSON & ASSESSMENTS	LEARNING GOALS & STANDARDS	TEXT	CONTENT FRAMING QUESTION READING	CRAFT QUESTIONS WRITING	DEEP DIVE VOCABULARY STYLE AND CONVENTIONS
L20 **Lesson at a Glance TE p. 307**	Identify the main idea and key details in a selected excerpt from "*Shark Attack!*—The Facts." **(RI.3.2)** . Identify the facts, definitions, and details in the exemplar paragraph. **(W.3.2.b)** Identify real-life connections between words about ocean food chains and their use. **(L.3.5.b)**	*Shark Attack!*, Cathy East Dubowski, pages 16–17	**Organize:** What's happening in "*Shark Attacks—The Facts*"? **Launch** TE p. 308 **Learn** TE pp. 309-314 **Land** TE p. 315 **Wrap** TE p. 315	**Examine:** Why is it important to develop a topic with facts, definitions, and details?	**Deep Dive**: **Vocabulary** Clarifying Academic Vocabulary **vocabulary:** bloodthirsty, species **Launch** TE p. 317 **Learn** TE pp. 317-319 **Land** TE p. 319
L21 **Lesson at a Glance TE p. 323**	Use text features to locate information related to shark safety. **(RI.3.5, RI.3.1)** . Develop a topic with facts, definitions, and details. **(W.3.2.b)** See word relationships within a continuum to distinguish shades of meaning. **(L.3.5.c)**	*Shark Attack!*, Cathy East Dubowski, pages 28–35	**Reveal:** What does a deeper exploration of text features in "*Sharks and Safety*" reveal about the chapter? **Launch** TE pp. 323-324 **Learn** TE pp. 324-329 **Land** TE p. 330 **Wrap** TE p. 331	**Examine:** Why is it important to use facts, definitions, and details?	**Deep Dive: Vocabulary** Shades of Meaning **Vocabulary:** caption **Launch** TE p. 333 **Learn** TE pp. 333-334 **Land** TE p. 334

MODULE 1
3ᴿᴰ Grade Curriculum Map Literacy & Integrated Content

LESSON & ASSESSMENTS	LEARNING GOALS & STANDARDS	TEXT	CONTENT FRAMING QUESTION READING	CRAFT QUESTIONS WRITING	DEEP DIVE VOCABULARY STYLE AND CONVENTIONS
L22 **Lesson at a Glance TE p. 336** **Assessment:** Read pages 52–53 from *Shark Attack*!, 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. **NR 2**	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)** Develop a topic with facts, definitions, and details. **(W.3.2)** Define and use the words *predator* and *prey*. **(L.3.4.a)**	*Shark Attack!*, Cathy East Dubowski, pages 36–37, 52–53	**Reveal:** What does a deeper exploration of text features reveal in this text? **Launch** TE p. 338 **Learn** TE pp. 338-342 **Land** TE p. 342 **Wrap** TE p. 343	**Experiment:** How does using facts, definitions, and details work*?*	**Deep Dive: Vocabulary** Real-Life Connections between words **Vocabulary :** predator **Launch** TE p. 345 **Learn** TE pp. 345-346 **Land** TE p. 346
L23 **Lesson at a Glance TE p. 348** **Assessment:** **Socratic Seminar** Students use evidence from *Giant Squid: Searching for a Sea Monster* to analyze Dr. Roper's success as a scientist.	Identify the main idea in a passage of *Shark Attack!* **(RI.3.2)** 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)**	*Shark Attack!*, Cathy East Dubowski, pages 46–47, 52–55	**Distill:** What is the essential meaning of *Shark Attack*!? **Launch** TE p. 350 **Learn** TE pp. 350-354 **Land** TE p. 355 **Wrap** TE p. 356		**Deep Dive: Vocabulary** Related Words **Launch** TE p. 358 **Learn** TE pp. 358-359 **Land** TE p. 359

MODULE 1
3RD Grade Curriculum Map Literacy & Integrated Content

LESSON & ASSESSMENTS	LEARNING GOALS & STANDARDS	TEXT	CONTENT FRAMING QUESTION READING	CRAFT QUESTIONS WRITING	DEEP DIVE VOCABULARY STYLE AND CONVENTIONS
SS Handout 8A: Socratic Seminar Participation Guidelines Handout 17A: Socratic Seminar 2 Self-Assessment					
L24 **Lesson at a Glance TE p. 363**	Ask and answer questions about *Giant Squid*, 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)** Identify real-life connections between words and their use. **(L.3.5.b)** Distinguish shades of meaning among related words that describe *large* to different degrees. **(L.3.5.c)**	*Giant Squid: Searching for a Sea Monster*, Mary M. Cerullo and Clyde F. E. Roper, pages 5–11	**Wonder:** What do I notice and wonder about Giant Squid? **Launch** TE p. 364 **Learn** TE pp. 365-369 **Land** TE p. 370 **Wrap** TE p. 370	**Examine:** Why are linking words and phrases important? **Execute:** How do I use fluent reading in a performance?	**Deep Dive: Vocabulary** Shades of Meaning **Vocabulary:** tentacle, flexible, kraken, colossal **Launch** TE p. 372 **Learn** TE p. 373 **Land** TE p. 373
L25	Use key details to identify the main idea of a chapter in *Giant Squid*. **(RI.3.1,**	*Giant Squid: Searching for a Sea Monster*, Mary M. Cerullo and Clyde F. E.	**Organize:** What's happening on pages 12–25 of *Giant*	**Experiment:** How do linking words and phrases connect ideas?	**Deep Dive: Style and Conventions** Using Spelling Rules

MODULE 1
3RD Grade Curriculum Map Literacy & Integrated Content

LESSON & ASSESSMENTS	LEARNING GOALS & STANDARDS	TEXT	CONTENT FRAMING QUESTION READING	CRAFT QUESTIONS WRITING	DEEP DIVE VOCABULARY STYLE AND CONVENTIONS
Lesson at a Glance TE p. 376	[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)**	Roper, pages 12–25	*Squid*? **Launch** TE pp. 377-378 **Learn** TE pp. 378-382 **Land** TE p. 383 **Wrap** TE p. 383	**Execute:** How do I use fluent reading in a performance?	**Vocabulary:** prey, observed **Launch** TE pp. 385-386 **Learn** TE pp. 386-389 **Land** TE p. 389
L26 **Lesson at a Glance TE p. 392** **Assessment:** **New Read Assessment** Read pages 26–27 from *Giant Squid: Searching for a Sea Monster* 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	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 *Giant Squid: Searching for a Sea Monster* and sort evidence into provided categories. **(W.3.8)** Students work in groups to gather information and explain how the author uses text features to organize information.	*Giant Squid Searching for a Sea Monster, Mary M. Cerullo and Clyde F. E. Roper, pp. 26-38* *"Quest for the Giant Squid" Smithsonian Institution* *"Quest for the Giant Squid" Smithsonian Institution*	**Reveal:** What does a deeper exploration of text structure reveal in *Giant Squid*? **Launch** TE p. 393 **Learn** TE pp. 394-399 **Land** TE p. 400 **Wrap** TE p. 400	**Execute:** How do I use fluent reading in a performance?	**Deep Dive: Vocabulary** Choosing Words and Phrases for Effect **Vocabulary:** bioluminescent, biodiversity, ecosystem **Launch** TE pp. 402-403 **Learn** TE pp. 403-404 **Land** TE p. 404

MODULE 1
3RD Grade Curriculum Map Literacy & Integrated Content

LESSON & ASSESSMENTS	LEARNING GOALS & STANDARDS	TEXT	CONTENT FRAMING QUESTION READING	CRAFT QUESTIONS WRITING	DEEP DIVE VOCABULARY STYLE AND CONVENTIONS
recount key details. **Assessment 26: New Read Assessment 2**	**(RI.3.2, RI.3.5)** Explain how text features, including chapter titles, support meaning in *Giant Squid: Searching for a Sea Monster.* **(RI.3.2, RI.3.5)** Notice how an author chooses words and phrases for effect in *Giant Squid.* **(L.3.3.a)**				
L27 **Lesson at a Glance TE p. 406**	Ask and answer questions about the last chapter of *Giant Squid: Searching for a Sea Monster.* **(RI.3.1)** Determine the essential meaning of *Giant Squid: Searching for a Sea Monster.* **(RI.3.2)** Capitalize appropriate words in titles. **(L.3.2.a)**	*Giant Squid Searching for a Sea Monster,* Mary M. Cerullo and Clyde F. E. Roper, pp. 39-45	**Distill:** What is the essential meaning of Giant Quid: Searching for a Sea Monster? **Launch** TE p. 407 **Learn** TE pp. 408-413 **Land** TE p. 414 **Wrap** TE p. 414	**Excel**: How do I improve fluency? **Excel**: How do I improve on agreeing and disagreeing respectfully?	**Deep Dive: Style and Conventions** Capital Letters in Titles **Vocabulary:** captivity **Launch** TE p. 416 **Learn** TE pp. 416-417 **Land** TE p. 417
L28 **Lesson at a Glance TE p. 420**	Gather information from *Giant Squid: Searching for a Sea Monster* and sort evidence into provided categories. **(W.3.8)** . Engage in a Socratic	*Shark Attack!*, Cathy East Dubowski *Giant Squid: Searching for a Sea Monster,* Mary M. Cerullo and Clyde F. E. Roper	**Know:** How does *Giant Squid: Searching for a Sea Monster* build my knowledge of why and how scientists explore sea creatures?	**Execute:** How do I improve on agreeing and disagreeing respectfully in a Socratic Seminar? **Excel:** How do I improve fluency?	**Deep Dive: Style and Conventions** Adjectives **Vocabulary:** Didactic

MODULE 1
3RD Grade Curriculum Map Literacy & Integrated Content

LESSON & ASSESSMENTS	LEARNING GOALS & STANDARDS	TEXT	CONTENT FRAMING QUESTION READING	CRAFT QUESTIONS WRITING	DEEP DIVE VOCABULARY STYLE AND CONVENTIONS
Socratic Seminar Students use evidence from *Giant Squid: Searching for a Sea Monster* to analyze Dr. Roper's success as a scientist. **Handout 17A: Socratic Seminar 2 Self-Assessment**	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)**	Virtual Tour of the National Aquarium *"White Ibis in Excellence in Exhibition Label Writing Competition 2011" American Alliance of Museums*	**Launch** TE p. 421 **Learn** TE pp. 422-427 **Land** TE pp. 427-428 **Wrap** TE p. 428		Didactic Wall Panel **Launch** TE p. 430 **Learn** TE p. 431 **Land** TE p. 431
L29 **Lesson at a Glance TE p. 434**	Plan a written response to an expository prompt about why and how scientists explore either sharks or giant squid. **(W.3.2.a, W.3.2.b, W.3.2.c, W.3.4)** Identify real-life connections between the words observe and explore. **(L.3.5.c)**	*Shark Attack!*, Cathy East Dubowski *Giant Squid: Searching for a Sea Monster*, Mary M. Cerullo and Clyde F. E. Roper *Virtual Tour of the National Aquarium* *"Excellence in Exhibition Label Writing Competition 2011,"* American Alliance of Museum	**Know:** *How do Shark Attack! and Giant Squid: Searching for a Sea Monster* build my knowledge of why and how scientists explore sea creatures? **Launch** TE pp. 435 **Learn** TE pp. 436-439 **Land** TE p. 440 **Wrap** TE p. 440	**Execute:** How do I use facts, definitions, and details to plan two paragraphs explaining why and how scientists study sea creatures?	**Deep Dive: Vocabulary** Real-Life Connections between words **Launch** TE p. 442 **Learn** TE pp. 442-443 **Land** TE p. 443
L30 **Lesson at a Glance TE p. 446**	Write an informative text for using topic statements, facts and details, and illustrations to provide information for a particular	*Shark Attack!*, Cathy East Dubowski *Giant Squid: Searching for a Sea Monster*, Mary M. Cerullo and Clyde F. E.	**Know:** How do Shark Attack! *and* Giant Squid: Search for a Sea Monster build my knowledge of why and how	**Excel:** How do I improve using topic statements; grouping related ideas; using facts, definitions, and details; and	**Deep Dive: Style and Conventions** Compound Sentences

MODULE 1
3RD Grade Curriculum Map Literacy & Integrated Content

LESSON & ASSESSMENTS	LEARNING GOALS & STANDARDS	TEXT	CONTENT FRAMING QUESTION READING	CRAFT QUESTIONS WRITING	DEEP DIVE VOCABULARY STYLE AND CONVENTIONS
Assessment: Select either sharks or squids and explain why and how scientists learn about this creature. In your first paragraph, provide Information about the animal you selected and why it is important. In your second paragraph, identify one way scientists learn about the animal. Create a didactic wall panel that explains to aquarium visitors why and how scientists study the animal you selected. **FQT 3**	audience. **(RI.3.2, RI.3.7, W.3.2.a, W.3.2.b, W.3.2.c, W.3.8, L.3.1.a, L.3.1.e, L.3.1.i, L.3.2.a, L.3.2.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)**	Roper *"Excellence in Exhibition Label Writing Competition 2011, " American Alliance of Museums* **(http://witeng.link/0648**)	scientists explore sea creatures? **Launch** TE p. 448 **Learn** TE pp. 449-452 **Land** TE p. 453 **Wrap** TE p. 453	using an illustration to support comprehension when creating an explanatory paragraph for a didactic wall panel?	**Launch** TE p. 455 **Learn** TE pp. 455-456 **Land** TE p. 456

STEP UP TO WRITING (SUW) CORRELATION TO MODULE 1 (Lessons 19-30)
These lessons and tools can provide additional support for the EOM writing prompt. Choose lesson(s) that provide students with a foundation for planning and writing a paragraph.

STANDARDS	FOCUS	TOOLS
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.3.4** With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.	Planning a Paragraph with an Informal Outline **4th ed. SUW** TE p. 287	E2-41b E4-2a E4-2b

MODULE 1
3RD Grade Curriculum Map Literacy & Integrated Content

W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.		
W.3.2 Write informative/explanatory texts to examine a topic 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 to 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. **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. **L.3.3** Use knowledge of language and its conventions as appropriate for Grade 3 when writing, speaking, reading, or listening.	Perfect Three-Sentence Paragraphs **4th ed. SUW** TE p. 194	E2-45a E2-45b E2-45c
W 3.2.b Develop the topic with facts, definitions, and details. **W.3.5** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. **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.	Stretch, Don't Stack, Your Paragraph **4th ed. SUW** TE p. 200	E2.48a E2.48b
W 3.2.d Provide a concluding statement or section. **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.	Connecting the Conclusion to the Topic Sentence **4th ed. SUW** TE p. 209	E2-52a
W.3.2.c Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. **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. **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).	Using a Variety of Transitions **4th ed. SUW** TE p. 332	E2-49a E4-21a
W.3.2.c Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. **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. **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).	Transitions in Paragraphs vs. Essays and Reports **4th ed. SUW** TE p. 334	E2-49a E4-22a
W.3.2.d Provide a concluding statement or section. **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.	Conclusions for Informative/Explanatory Writing **4th ed. SUW** TE p. 342	E4-25a-E4-25c
W.3.2.d Provide a concluding statement or section. **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.	Writing Successful Conclusions **4th ed. SUW** TE p. 344	E4-26a
W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. **W.3.5** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	Revising **4th ed. SUW** TE p. 121	E2-9a E2-12a

MODULE 1
3RD Grade Curriculum Map Literacy & Integrated Content

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. **L.3.3** Use knowledge of language and its conventions as appropriate for Grade 3 when writing, speaking, reading, or listening. **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).		
W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. **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. **L.3.1** Demonstrate command of the conventions of standard English grammar and usage as appropriate for Grade 3 when writing or speaking. **L.3.2.a** Capitalize appropriate words in titles. **L.3.2.c** Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. **L.3.2.d-f** Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). -Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. -consult reference materials, including beginning dictionaries, as needed to check and correct spellings. **L.3.3** Use knowledge of language and its conventions as appropriate for Grade 3 when writing, speaking, reading, or listening.	Editing and Proofreading **4th ed. SUW** TE p. 123	E2-9a E2-13a E2-13b E2-13c E2-13d E2-13e
W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. **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. **L.3.1** Demonstrate command of the conventions of standard English grammar and usage as appropriate for Grade 3 when writing or speaking. **L.3.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling as appropriate for Grade 3 when writing. **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).	Practicing Proofreading **4th ed. SUW** TE p. 127	E2-15a E2-15b

SOCIAL STUDIES Correlation to MODULE 1 (Lessons 19-30)			
STANDARDS & LEARNING GOALS	**FOCUS VOCABULARY**	**FORMATIVE PERFORMANCE TASKS** **RESOURCE/MATERIALS**	**ASSESSMENTS WRITING**
C.2.3.3 Compare rights and responsibilities of citizens in different times and places **C.3.3.3** Compare ways people benefit from and	**Essential Question:** What can citizens do to contribute to their communities?	**Content Lessons Use TCM-** Doing Your Part reader and lesson to discuss ways students can contribute to their community and be good	

are challenged by working together in response to local and state problems. **Wit and Wisdom Module Learning Goals** Use text and lesson in Social Studies to reinforce. Ask and answer questions based on a text. **(Lesson 19, 24 and 27)** Use the text and photographs to answer questions and to develop new questions. **(Lesson 19)** Identify the main idea and key details. **(Lesson 20, 23 and 25)** Use text features to locate information. **(Lesson 21)** Use text features, including photographs, to locate and use information efficiently. **(Lesson 22)** 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. **(Lesson 26)** Explain how text features, including chapter titles, support meaning. **(Lesson 26)** Determine the essential meaning. **(Lesson 27)** Write an informative text for using topic statements, facts and details, and illustrations to provide information for a particular audience. **(Lesson 30)**	**Supporting Question(s):** What are different ways we can help our community? How can we do our part in our school community?	citizens. **Before Reading:** Review what it means to be a good citizen with your students. Remind them of citizens' rights and responsibilities. Ask students to think about a time when they helped the community and allow them to share. **During Reading:** Have students use Community Words Rating Scale from TCM to write down definitions as they read them. You can also have them take notes of different ways to help as they read each page. **After Reading:** Briefly review the book, asking students to retell the main idea from each page spread. After reviewing, discuss with your students which ideas they like and think they could do in their community. Pick one way to help the community that you have discussed and help your students "do their part." This could involve: Picking up trash around your school Making sure to follow the rules of the school Volunteering to help pick up the lunch room Clean your classroom for the week so the custodians don't have to Organize a food drive at your school Recycle items at your school Help teachers and other adults in the building when needed Towards the end of the week, discuss different types of disasters that could happen in your community. This will help lead into next week's lesson on 9/11 and how citizens helped out in their communities.	

MODULE 1
3RD Grade Curriculum Map Literacy & Integrated Content

		TCM - Primary Source Reader: Doing Your Part Lesson (pp. 129-138) Primary Source Activity (p. 133)	

Stage 3- Learning Activities- Wit and Wisdom
Module 1
Lessons 31-32
ESSENTIAL QUESTION: Why do people explore the sea?
WRITING: Write informative/ explanatory
FOCUS QUESTION LESSONS: *Why do people explore the sea?*

SMALL GROUP/INDEPENDENT/LITERATURE DISCUSSION GROUPS

Differentiated Volume of Reading	Tier 2 intervention for students who need a "double-dose" of Fundations.	Small group reading with appropriate text based on student need.	Extended independent reading from Appendix D of each With and Wisdom Module unit topics.

LESSON & ASSESSMENTS	LEARNING GOALS & STANDARDS	TEXT	CONTENT FRAMING QUESTION READING	CRAFT QUESTIONS WRITING	DEEP DIVE VOCABULARY STYLE AND CONVENTIONS
L31 **Lesson at a Glance TE p. 458**	Gather information from print and visual sources; take brief notes 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 text evidence to explain why people explore the sea. **(RL.3.2, RI.3.2, W.3.2.a, W.3.b, W.3.5,**	"The Sea Wind," Sara Teasdale *The Boating Party*, Mary Cassatt *Under the Wave off Kanagawa*, Katsushika Hokusai *The Gulf Stream*, Winslow Homer *Amos & Boris*, William	**Know:** How do the module texts build my knowledge about why people explore the sea? **Launch** TE p. 460 **Learn** TE pp. 360-462 **Land** TE p. 462 **Wrap** TE p. 463	**Execute:** How do I use topic sentences; grouping related information together; using facts, definitions, and details?	**Deep Dive: Vocabulary** Review/practice vocabulary words . **Launch** TE p. 464 **Learn** TE p. 464 **Land** TE p. 464

MODULE 1
3RD Grade Curriculum Map Literacy & Integrated Content

LESSON & ASSESSMENTS	LEARNING GOALS & STANDARDS	TEXT	CONTENT FRAMING QUESTION READING	CRAFT QUESTIONS WRITING	DEEP DIVE VOCABULARY STYLE AND CONVENTIONS
	W.3.8, L.3.6) Review module academic and content vocabulary. **(L.3.4)**	Steig *The Fantastic Undersea Life of Jacques Cousteau*, Dan Yaccarino *Shark Attack*!, Cathy East Dubowski *Giant Squid: Searching for a Sea Monster*, Mary M. Cerullo and Clyde F. E. Roper			
L32 **Lesson at a Glance TE p. 466** **Assessment:** Demonstrate understanding of academic, text-critical, and domain-specific words, phrases, and/or word parts. **Assessment 32: End-of-Module Vocabulary Direct Assessment**	Synthesize evidence from multiple texts to write End-of-Module 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)**	"The Sea Wind," Sara Teasdale *Amos & Boris,* William Steig *The Fantastic Undersea Life of Jacques Cousteau,* Dan Yaccarino *Shark Attack!,* Cathy East Dubowski *Giant Squid: Searching for a Sea Monster,* Mary M. Cerullo and Clyde F. E. Roper	**Know:** How do the module texts build my knowledge about why people explore the sea? **Launch** TE p. 467 **Learn** TE pp. 468-471 **Land** TE p. 471 **Wrap** TE p. 471	**Excel:** **G**rouping related information together using facts, definitions, and details; and using linking words to write a multi-paragraph essay about why people explore the sea?	**Vocabulary Deep Dive:** **Launch** TE p. 473 **Learn** TE p. 474 **Land** TE p. 474

MODULE 1
3RD Grade Curriculum Map Literacy & Integrated Content

LESSON & ASSESSMENTS	LEARNING GOALS & STANDARDS	TEXT	CONTENT FRAMING QUESTION READING	CRAFT QUESTIONS WRITING	DEEP DIVE VOCABULARY STYLE AND CONVENTIONS
End of Module Assessment: Write a multi-paragraph essay explaining why artists or scientists explore the sea. **EOM Task**					

SOCIAL STUDIES
Correlation to MODULE 1 Lessons 31-32

STANDARDS & LEARNING GOALS	FOCUS	TASK(S)/QUESTIONING/MATERIALS	ASSESSMENTS
C.2.3.3 Compare rights and responsibilities of citizens in different times and places **C.3.3.3** Compare ways people benefit from and are challenged by working together in response to local and state problems **Wit and Wisdom Module Learning Goals** Use text and lesson in Social Studies to reinforce. Gather information from print and visual sources; take brief notes sources and sort evidence into provided categories. **(Lesson 31)** Synthesize evidence in text. **(Lesson 32)**	Making a difference in the community. **Citizens that make a difference during 911.** **Essential Question**: Can one individual make a difference in the community? **Supporting Question(s):** What are some characteristics of people who have made or are making a difference in their communities? Who are people in your community that make a difference? How should we remember 9/11? Who were the people that made a difference? What was the role of citizens during 9/11?	Celebrate Community Helpers Lesson (Supports 9/11 Service Learning Lesson) 9/11 Memorial Website/Lesson Plans September Roses Video YouTube The Man Who Walked Between Towers YouTube Book Pair Access online books at Central Arkansas Library (You will need a library card number to access) http://www.cals.org/ (click on Bookflix) During Reading Activity (p. 111) "Who's Who in Government" (p. 114) TCM - Exploring Social Studies: Arkansas Edition Student Handbook "What Does Our Government Do?" (p. 13)	Document Based Election Time Use completed pyramid from last week to have students write their responsibilities for school, home, city, state in their Government Handbook. Students will compose a letter to someone they feel contributes to the well-being of the community. They will write to thank the person for their contributions to the community, tell why those contributions are important, and how the person or the contributions have helped shape our community. After reading this week's stories, have students identify ways they can make a difference in their school or local community.

MODULE 1
3RD Grade Curriculum Map Literacy & Integrated Content