

**6-Weeks at-a-Glance: Arts & Letters + RGR**  
**Grade 3: Module 1**

*Arts & Letters instruction* gives students in elementary grades ample time for whole group, small group, and independent instruction. Students learn and practice Reading, Writing, Speaking, Listening, and Language skills throughout lessons, as part of our integrated approach.

| <b>Essential Question: How do people explore the sea? (for the entire Module)</b> |   |   |  |  |  |
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| <b>Arc A: “The Sea Wind”</b>  |   |   |  |  |  |
|   | <b>Monday</b><br>December 1   | <b>Tuesday</b><br>December 2  | <b>Wednesday</b><br>December 3   | <b>Thursday</b><br>December 4  | <b>Friday</b><br>December 5  |
|   | <b>Lesson 1</b>   | <b>Lesson 2</b>   | <b>Lesson 3</b>  | <b>Lesson 4</b>  | <b>Lesson 5</b>  |
| <b>RGR HD</b><br><b>Word Unit</b><br><b>1</b>                                     | Oral Reading Procedure<br>TG1 pp. 1-9   | Phonemic Awareness<br>TG1 pp. 11-23   | Phonics Concept<br>Day 1<br>TG1 pp. 25-36  | Phonics Concept<br>Day 2<br>TG1 pp. 37-46  | Student Practice<br>TG1 pp. 47-56 &<br>Student Workbook  |
| 30 min  | Per Unit Planner: Handwriting, Small group spelling and High-Frequency Word Practice, Decodable Passage, Reading & Vocabulary Playgrounds |   |  |  |  |
|   | <b>Lesson 1</b>   | <b>Lesson 2</b>   | <b>Lesson 3</b>  | <b>Lesson 4</b>  | <b>Lesson 5</b>  |
| <b>Arts &amp; Letters</b><br><br>60 min   | Opening Bookend   | <b>Wonder:</b> What do I notice and wonder about these texts?<br><br>“The Sea Wind,” Sara Teasdale<br><br><i>The Great Wave,</i> Katsushika Hokusai | <b>Organize:</b> What is happening in these texts?<br><br>“The Sea Wind,” Sara Teasdale<br><br><i>The Great Wave,</i> Katsushika Hokusai | <b>Reveal:</b> What does a deeper look at language reveal?<br><br>“The Sea Wind,” Sara Teasdale<br><br><i>The Great Wave,</i> Katsushika Hokusai | <b>Distill:</b> What is a central idea in this text?<br><br>“The Sea Wind,” Sara Teasdale<br><br><i>The Great Wave,</i> Katsushika Hokusai |
| <b>Launch</b>   | Read the Essential Question   | Read the Content Framing Question   | Read the Content Framing Question  | Read the Content Framing Question  | Read the Content Framing Question  |

|              | 2 min.; <i>Whole Group</i>   | 5 min.; <i>Whole Group</i>   | 2 min.; <i>Whole Group</i>  | 2 min.; <i>Whole Group</i>   | 2 min.; <i>Whole Group</i>  |
|--------------|--|--|---|--|---|
| <b>Learn</b> | <p>Share: Discuss Prior Knowledge<br/>(10 min; <i>Whole Group</i>)</p> <p>Engage: Create, Experience, or Read<br/>(43 min; <i>Whole Group</i>)</p> <p><b>Option 1:</b> Create a Caption Drawing</p> <p><b>Option 2:</b> Experience a Nature Walk</p> <p><b>Option 3:</b> Read a Book About the Sea</p> | <p>Read: Notice and Wonder About “The Sea Wind”<br/>(14 min; <i>Whole Group</i>)</p> <p>Respond: Practice Fluency<br/>(18 min; <i>Whole Group/Partner Work</i>)</p> <p>Observe: Notice and Wonder About <i>The Great Wave</i><br/>(18 min; <i>Whole Group</i>)</p> | <p>Read: Read “The Sea Wind” with Phrasing<br/>(19 min; <i>Whole Group/Partner Work</i>)</p> <p>Respond: Organize “The Sea Wind”<br/>(19 min; <i>Whole Group</i>)</p> <p>Observe: Describe <i>The Great Wave</i><br/>(15 min; <i>Whole Group</i>)</p> | <p>Read: Read “The Sea Wind” with Expression<br/>(16 min; <i>Whole Group/Partner Work</i>)</p> <p>Respond: Examine Language in “The Sea Wind”<br/>(21 min; <i>Whole Group</i>)</p> <p>Observe: Examine Scale and Color in <i>The Great Wave</i> (16 min; <i>Whole Group</i>)</p> | <p>Read: Practice Reading Aloud with Fluency<br/>(14 min; <i>Whole Group/Partner Work</i>)</p> <p>Respond: Discuss a Central Idea in “The Sea Wind”<br/>(21 min; <i>Whole Group</i>)</p> <p>Observe: Discuss a Central Idea in <i>The Great Wave</i><br/>(18 min; <i>Whole Group</i>)</p> |
| <b>Land</b>  | <p>Revisit the Essential Question</p> <p>5 min.; <i>Whole Group</i></p>  | <p>Reflect on Learning</p> <p>5 min.; <i>Whole Group</i></p>   | <p>Reflect on Learning</p> <p>5 min.; <i>Whole Group</i></p>  | <p>Reflect on Learning</p> <p>5 min.; <i>Whole Group</i></p>   | <p>Reflect on Learning</p> <p>5 min.; <i>Whole Group</i></p>  |

| <b>Week 2</b>   |   |  |  |  |  |
|---|---|--|--|--|--|
| <b>Essential Question: How do people explore the sea? (for the entire Module)</b> |   |  |  |  |  |
| <b>Arc A: “The Sea Wind” (Lesson 6) and Arc B: <i>Amos and Boris</i></b>          |   |  |  |  |  |
|   | <b>Monday<br/>December 8</b>  | <b>Tuesday<br/>December 9</b>  | <b>Wednesday<br/>December 10</b>   | <b>Thursday<br/>December 11</b>  | <b>Friday<br/>December 12</b>  |
|   | <b>Lesson 1</b>   | <b>Lesson 2</b>  | <b>Lesson 3</b>  | <b>Lesson 4</b>  | <b>Lesson 5</b>  |
| <b>RGR HD<br/>Word Unit<br/>2</b>   | Oral Reading<br>Procedure<br>TG1 pp. 57-71  | Phonemic Awareness<br>TG1 pp. 73-81  | Phonics Concept<br>Day 1<br>TG1 pp. 83-94  | Phonics Concept<br>Day 2<br>TG1 pp. 95-106   | Student Practice<br>TG1 pp. 107-112 &<br>Student Workbook                            |
| 30 min  | Per Unit Planner: Handwriting, Small group spelling and High-Frequency Word Practice, Decodable Passage, Reading & Vocabulary Playgrounds         |  |  |  |  |
|   | <b>Lesson 6</b>   | <b>Lesson 7</b>  | <b>Lesson 8</b>  | <b>Lesson 9</b>  | <b>Lesson 10</b>   |
| <b>Arts &amp;<br/>Letters</b>   | <b>Know:</b> How do these<br>texts build our<br>knowledge?<br><br>““The Sea Wind”<br>“Marsh”<br><i>The Boating Party</i><br><i>The Great Wave</i> |  |  |  |  |
| 60 min<br><b>Launch</b>   | Read the Content Framing Question<br><br><b>2 min.; whole group</b>   |  |  |  |  |
| <b>Learn</b>  | <b>Read:</b><br>Perform a Fluent<br>Reading<br>(15 min; whole group;<br>small group)<br><br><b>Respond:</b>                                       | <b>Wonder:</b> What do I<br>notice and wonder<br>about this text?<br><br><i>Amos and Boris</i><br>“Glowing Oceans” | <b>Organize:</b> What is<br>happening in this text?<br><br><i>Amos and Boris</i> | <b>Reveal:</b> What does a<br>deeper look at words<br>and illustrations reveal?<br><br><i>Amos and Boris</i> | <b>Distill:</b> What is a central<br>idea in this text?<br><br><i>Amos and Boris</i> |

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|             | Review and Express Knowledge<br>(20 min; whole group)<br><br><b>Observe:</b><br>Compare Two Works of Art<br>(18 min; whole group; individual work) |  |  |  |  |
| <b>Land</b> | Synthesize Learning<br>(5 min.; whole group)   | Read the Content Framing Question<br><br>2 min.; whole group | Read the Content Framing Question<br><br>2 min.; whole group | Read the Content Framing Question<br><br>2 min.; whole group | Read the Content Framing Question<br><br>2 min.; whole group |
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| <b>Week 3</b>   |   |                                       |   |   |  |
| <b>Essential Question: How do people explore the sea? (for the entire Module)</b> |   |                                       |   |   |  |
| <b>Arc B: Amos and Boris (Lesson 11) and Arc C: Giant Squid</b>                   |   |                                       |   |   |  |
|   | <b>Monday<br/>December 15</b>   | <b>Tuesday<br/>December 16</b>        | <b>Wednesday<br/>December 17</b>            | <b>Thursday<br/>December 18</b>             | <b>Friday<br/>December 19</b>                            |
|   | <b>Lesson 1</b>   | <b>Lesson 2</b>                       | <b>Lesson 3</b>                             | <b>Lesson 4</b>                             | <b>Lesson 5</b>  |
| <b>RGR HD<br/>Word Unit<br/>3</b>   | Oral Reading Procedure<br>TG1 pp. 113-124   | Phonemic Awareness<br>TG1 pp. 125-136 | Phonics Concept<br>Day 1<br>TG1 pp. 137-148 | Phonics Concept<br>Day 2<br>TG1 pp. 149-160 | Student Practice<br>TG1 pp.161-166 &<br>Student Workbook |
| 30 min  | Per Unit Planner: Handwriting, Small group spelling and High-Frequency Word Practice, Decodable Passage, Reading & Vocabulary Playgrounds |                                       |   |   |  |
|   | <b>Lesson 11</b>  | <b>Lesson 12</b>                      | <b>Lesson 13</b>                            | <b>Lesson 14</b>                            | <b>Lesson 15</b>   |

| RGR                                     | <i>Lessons from HD Word</i>   |  |  |  |   |
|---|---|--|--|--|---|
| 30 min.                                 |   |  |  |  |   |
| <b>Arts &amp; Letters</b><br><br>60 min | <b>Know:</b> How does this text build our knowledge?<br><br><i>Amos and Boris</i><br>"The Shepherd and the Sea"   | <b>Wonder:</b> What do I notice and wonder about this text?<br><br><i>Giant Squid</i>  | <b>Organize:</b> What is happening in this text?<br><br><i>Giant Squid</i>   | <b>Organize:</b> What is happening in this text?<br><br><i>Giant Squid</i><br><i>Amos and Boris</i>  | <b>Reveal:</b> What does a deeper look at text features reveal?<br><br><i>Giant Squid</i><br><i>Amos and Boris</i>  |
| <b>Launch</b>                           | Read the Content Framing Question<br><br>2 min.; whole group  | Read the Content Framing Question<br><br>2 min.; whole group   | Read the Content Framing Question<br><br>2 min.; whole group   | Read the Content Framing Question<br><br>2 min.; whole group   | Read the Content Framing Question<br><br>2 min.; whole group  |
| <b>Learn</b>                            | <b>Read:</b><br>Determine the Moral in a Fable<br>(20 min; whole group; partner work; individual work)<br><br><b>Respond:</b><br>Review and Express Knowledge<br>(18 min; whole group; partner work)<br><br><b>Write:</b><br>Examine and Use Abstract Nouns<br>(15 min; partner work) | <b>Read:</b><br>Listen Closely to <i>Giant Squid</i><br>(14 min; whole group; partner work)<br><br><b>Respond:</b><br>Notice and Wonder<br>(23 min; individual work; whole group; partner work)<br><br><b>Write:</b><br>Examine Module Task 1<br>(16 min; partner work; individual work) | <b>Read:</b><br>Identify Main Ideas and Key Details<br>(25 min; whole group; partner work)<br><br><b>Respond:</b><br>Add Main Ideas and Key Details to an Outline<br>(14 min; partner work)<br><br><b>Write:</b><br>Examine Module Task 1 and Checklist<br>(14 min; whole group; partner work) | <b>Read:</b><br>Identify Main Ideas and Key Details<br>(18 min.; whole group; partner work; )<br><br><b>Respond:</b><br>Add Main Ideas and Key Details to an Outline<br>(16 min; whole group; partner work)<br><br><b>Write:</b><br>Collect Evidence for a Proof Paragraph<br>(19 min; whole group; partner work; individual work) | <b>Read:</b><br>Examine Text Features<br>(20 min; whole group; partner work)<br><br><b>Respond:</b><br>Synthesize Information from Text Features<br>(13 min; individual work)<br><br><b>Write:</b><br>Develop Elaboration for a Proof Paragraph<br>(20 min; whole group; individual work; partner work) |
| <b>Land</b>                             | Synthesize Learning   | Reflect on Learning  | Reflect on Learning  | Reflect on Learning  | Reflect on Learning   |

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|  | (5 min.; whole group) | (5 min.; whole group) | (5 min.; whole group) | (5 min.; whole group) | (5 min.; whole group) |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|

| <b>Week 4</b>   |   |   |   |   |  |
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| <b>Essential Question: How do people explore the sea? (for the entire Module)</b>                   |   |   |   |   |  |
| <b>Arc C: <i>Giant Squid</i> (Lessons 16-18) and Arc D: <i>Solving the Puzzle Under the Sea</i></b> |   |   |   |   |  |
|   | <b>Monday<br/>January 5</b>   | <b>Arc D: <i>Solving the<br/>Puzzle Under the Sea</i><br/>Tuesday<br/>January 6</b> | <b>Wednesday<br/>January 7</b>                            | <b>Thursday<br/>January 8</b>   | <b>Friday<br/>January 9</b>  |
|   | <b>Lesson 1</b>   | <b>Lesson 2</b>   | <b>Lesson 3</b>   | <b>Lesson 4</b>   | <b>Lesson 5</b>  |
| <b>RGR HD<br/>Word Unit<br/>4</b>   | Oral Reading<br>Procedure<br>TG1 pp. 167-172  | Phonemic Awareness<br>TG1 pp. 173-181   | Phonics Concept<br>Day 1<br>TG1 pp. 183-195               | Phonics Concept<br>Day 2<br>TG1 pp. 197-207   | Student Practice<br>TG1 pp. 209-214 &<br>Student Workbook  |
| 30 min  | Per Unit Planner: Handwriting, Small group spelling and High-Frequency Word Practice, Decodable Passage, Reading & Vocabulary Playgrounds |   |   |   |  |
|   | <b>Lesson 16</b>  | <b>Lesson 17</b>  | <b>Lesson 18</b>  | <b>Lesson 19</b>  | <b>Lesson 20</b>   |
| <b>Arts &amp;<br/>Letters</b>   | <b>Know:</b> How does this text build our knowledge?  |   |   |   |  |
| 60 min  | <i>Giant Squid</i>  |   | <i>Amos and Boris</i>                                     |   |  |
| <b>Launch</b>   | Read the Content<br>Framing Question<br><br>2 min.; whole group   | <b>Reading<br/>Comprehension<br/>Assessment</b><br><br>RCA 1                        | <b>Responsive Teaching<br/>Lesson</b><br><br>RCA 1        | <b>Reveal:</b> What does a<br>deeper look at the<br>artist's technique<br>reveal?<br><br><i>Mountains and Sea</i> | <b>Wonder:</b> What do I notice<br>and wonder about this<br>text?<br><br><i>Solving the Puzzle Under<br/>the Sea</i><br><i>Mountains and Sea</i> |
| <b>Learn</b>  | <b>Read:</b><br>Listen Closely to<br><i>Giant Squid</i><br>(10 min; whole<br>group)   | Read the Essential<br>Question<br><br>2 min.; whole group                           | Read the Essential<br>Question<br><br>2 min.; whole group | Read the Content<br>Framing Question<br><br>2 min.; whole group   | Read the Content Framing<br>Question<br><br>2 min.; whole group  |

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|             | <p><b>Respond:</b><br/>Express Knowledge<br/>(18 min; whole group; partner work)</p> <p><b>Write:</b><br/>Draft a Proof Paragraph<br/>(25 min; partner work; individual work)</p> |   |  |  |   |
| <b>Land</b> | <p>Synthesize Learning<br/><br/>5 min.; whole group</p>   | <p><b>Respond:</b><br/>Complete an Assessment<br/>(40 min)</p> <p><b>Write:</b><br/>Strengthen a Proof Paragraph<br/>(15 min; individual work; whole group)</p> | <p><b>Read:</b><br/>Listen Closely to the Assessment Text<br/>(10 min; whole group)</p> <p><b>Respond:</b><br/>Revisit the Assessment<br/>(25 min; whole group)</p> <p><b>Engage:</b><br/>Build Vocabulary<br/>(20 min; whole group)</p> | <p><b>Read:</b><br/>Notice and Wonder About <i>Mountains and Sea</i><br/>(15 min; whole group)</p> <p><b>Observe</b><br/>Describe <i>Mountains and Sea</i><br/>(18 min; whole group; partner work; individual work)</p> <p><b>Observe:</b><br/>Examine the Artist's Technique<br/>(20 min; whole group; partner work; individual work)</p> | <p><b>Read:</b><br/>Listen Closely to <i>Solving the Puzzle Under the Sea</i><br/>(13 min; whole group)</p> <p><b>Respond:</b><br/>Notice and Wonder About <i>Solving the Puzzle Under the Sea</i><br/>(15 min; partner work)</p> <p><b>Observe:</b><br/>Discuss a Central Idea in <i>Mountains and Sea</i><br/>(25 min; whole group)</p> |
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| <b>Week 5</b>   |   |  |  |  |  |
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| <b>Essential Question: How do people explore the sea? (for the entire Module)</b>   |   |  |  |  |  |
| <b>Arc D: <i>Solving the Puzzle Under the Sea</i> (Lessons 21-24) and Arc E: <i>The Fantastic Undersea Life of Jacques Cousteau</i></b> |   |  |  |  |  |
|   | <b>Monday<br/>January 12</b>  | <b>Tuesday<br/>January 13</b>  | <b>Wednesday<br/>January 14</b>  | <b>Thursday<br/>January 15</b>   | <b>Friday<br/>January 16</b>   |
|   | <b>Lesson 1</b>   | <b>Lesson 2</b>  | <b>Lesson 3</b>  | <b>Lesson 4</b>  | <b>Lesson 5</b>  |
| <b>RGR HD<br/>Word Unit<br/>5</b>   | Oral Reading Procedure<br>TG1 pp. 215-220   | Phonemic Awareness<br>TG1 pp. 221-230  | Phonics Concept<br>Day 1<br>TG1 pp. 231-240  | Phonics Concept<br>Day 2<br>TG1 pp. 241-250  | Student Practice<br>TG1 pp. 251-256 &<br>Student Workbook  |
| 30 min  | Per Unit Planner: Handwriting, Small group spelling and High-Frequency Word Practice, Decodable Passage, Reading & Vocabulary Playgrounds |  |  |  |  |
|   | <b>Lesson 21</b>  | <b>Lesson 22</b>   | <b>Lesson 23</b>   | <b>Lesson 24</b>   | <b>Lesson 25</b>   |
| <b>Arts &amp;<br/>Letters</b>   | <b>Organize:</b> What is happening in this text?<br><br><i>Solving the Puzzle Under the Sea</i>   | <b>Reveal:</b> What does a deeper look at words and illustrations reveal?<br><br><i>Solving the Puzzle Under the Sea</i> | <b>Distill:</b> What is a central idea in this text?<br><br><i>Solving the Puzzle Under the Sea</i>                              | <b>Know:</b> How do these texts build our knowledge?<br><br><i>Solving the Puzzle Under the Sea<br/>Mountain and Sea</i> | <b>Wonder:</b> What do I notice and wonder about this text?<br><br><i>The Fantastic Undersea Life of Jacques Cousteau<br/>Solving the Puzzle Under the Sea</i> |
| 60 min  |   |  |  |  |  |
| <b>Launch</b>   | Read the Content Framing Question<br><br>2 min.; whole group  | Read the Content Framing Question<br><br>2 min.; whole group   | Read the Content Framing Question<br><br>2 min.; whole group   | Read the Content Framing Question<br><br>2 min.; whole group   | Read the Content Framing Question<br><br>2 min.; whole group   |
| <b>Learn</b>  | <b>Read:</b><br>Organize Events and Details in a Biography<br>(15 min; whole group; partner work)<br><br><b>Respond:</b>                  | <b>Read:</b><br>Analyze Words and Illustrations<br>(20 min; whole group; partner work)                                   | <b>Read:</b><br>Prepare for a Discussion<br>(20 min; whole group; partner work)<br><br><b>Respond:</b><br>Discuss a Central Idea | <b>Read:</b><br>Review Knowledge<br>(13 min.; whole group; partner work)<br><br><b>Respond:</b><br>Express Knowledge     | <b>Read:</b><br>Listen Closely to <i>The Fantastic Undersea Life of Jacques Cousteau</i><br>(13 min; whole group; partner work)                                |

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|             | <p>Add Events and Details to a Timeline<br/>(20 min; partner work)</p> <p><b>Write:</b><br/>Explain the Function of Nouns, Verbs, and Pronouns<br/>(18 min; whole group and individual work)</p> | <p><b>Respond:</b><br/>Integrate Information from Words and Illustrations<br/>(15 min; whole group)</p> <p><b>Write:</b><br/>Identify the Purpose of a Transition<br/>(18 min; whole group; partner work; individual work)</p> | <p>(18 min; whole group)</p> <p><b>Write:</b><br/>Examine a Concluding Paragraph<br/>(15 min; whole group)</p> | <p>(20 min; whole group; partner work)</p> <p><b>Write:</b><br/>Examine Module Task 2<br/>(20 min; whole group; partner work)</p> | <p><b>Respond:</b><br/>Notice and Wonder<br/>(15 min; individual work; partner work)</p> <p><b>Write:</b><br/>Collect Evidence for a Proof Paragraph<br/>(25 min; whole group and partner work)</p> |
| <b>Land</b> | <p>Reflect on Learning</p> <p>5 min.; whole group</p>  | <p>Reflect on Learning</p> <p>5 min.; whole group</p>  | <p>Reflect on Learning</p> <p>5 min.; whole group</p>  | <p>Synthesize Learning</p> <p>5 min.; whole group</p>   | <p>Reflect on Learning</p> <p>5 min.; whole group</p>   |

| <b>Week 6</b>   |   |  |   |  |  |
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| <b>Essential Question: How do people explore the sea? (for the entire Module)</b>                                   |   |  |   |  |  |
| <b>Arc E: <i>The Fantastic Undersea Life of Jacques Cousteau</i> (Lessons 26-29) and Arc F: <i>Shark Attack</i></b> |   |  |   |  |  |
|   | <b>Monday<br/>January 19</b>  | <b>Tuesday<br/>January 20</b>  | <b>Wednesday<br/>January 21</b>   | <b>Thursday<br/>January 22</b>   | <b>Friday<br/>January 23</b>   |
|   | <b>Lesson 1</b>   | <b>Lesson 2</b>  | <b>Lesson 3</b>   | <b>Lesson 4</b>  | <b>Lesson 5</b>  |
| <b>RGR HD<br/>Word Unit<br/>6</b>   | Oral Reading<br>Procedure<br>TG1 pp. 257-262  | Phonemic Awareness<br>TG1 pp. 263-268  | Phonics Concept<br>Day 1<br>TG1 pp. 269-280   | Phonics Concept<br>Day 2<br>TG1 pp. 281-292  | Student Practice<br>TG1 pp. 293-300 &<br>Student Workbook                              |
| 30 min  | Per Unit Planner: Handwriting, Small group spelling and High-Frequency Word Practice, Decodable Passage, Reading & Vocabulary Playgrounds                           |  |   |  |  |
|   | <b>Lesson 26</b>  | <b>Lesson 27</b>   | <b>Lesson 28</b>  | <b>Lesson 29</b>   | <b>Lesson 30</b>   |
| <b>Arts &amp;<br/>Letters</b>   | <b>Wonder:</b> What do I notice and wonder about this text?<br><br><i>The Fantastic Undersea Life of Jacques Cousteau Solving the Puzzle Under the Sea "Divers"</i> | <b>Reveal:</b> What does a deeper look at words and illustrations reveal?<br><br><i>The Fantastic Undersea Life of Jacques Cousteau Solving the Puzzle Under the Sea</i> | <b>Distill:</b> What is a central idea in this text?<br><br><i>The Fantastic Undersea Life of Jacques Cousteau Solving the Puzzle Under the Sea</i> | <b>Know:</b> How do these texts build our knowledge?<br><br><i>The Fantastic Undersea Life of Jacques Cousteau Solving the Puzzle Under the Sea "Underwater Discovery and Adventure"</i> | <b>Wonder:</b> What do I notice and wonder about this text?<br><br><i>Shark Attack</i> |
| <b>Launch</b>   | Read the Content Framing Question<br><br>2 min.; whole group  | Read the Content Framing Question<br><br>2 min.; whole group   | Read the Content Framing Question<br><br>2 min.; whole group  | Read the Content Framing Question<br><br>2 min.; whole group   | Read the Content Framing Question<br><br>2 min.; whole group                           |
| <b>Learn</b>  | <b>Read:</b> Organize Details (12 min; whole group)   | <b>Read:</b> Integrate Information to Understand Vocabulary  | <b>Read:</b> Prepare for a Discussion (12 min; whole group; individual work)  | <b>Read:</b> Review Knowledge (12 min; individual work; whole group)   | <b>Read:</b> Listen Closely to <i>Shark Attack</i>                                     |

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|             | <p><b>Respond:</b><br/>Categorize Details<br/>(21 min; individual work; partner work; )</p> <p><b>Write:</b><br/>Collect Evidence for a Proof Paragraph<br/>(20 min; whole group; partner work)</p> | <p>(8 min; whole group)</p> <p><b>Respond:</b><br/>Explain How Cousteau Illuminated the Sea<br/>(25 min; whole group; individual work)</p> <p><b>Write:</b><br/>Elaborate on Evidence<br/>(20 min; whole group; individual work)</p> | <p><b>Respond:</b><br/>Discuss a Central Idea<br/>(20 min; whole group; individual work)</p> <p><b>Write:</b><br/>Draft Proof Paragraphs and a Concluding Paragraph<br/>(21 min; individual work)</p> | <p><b>Respond:</b><br/>Express Knowledge<br/>(26 min; small group; partner work;)</p> <p><b>Write:</b><br/>Revise Writing<br/>(15 min; partner work; individual work)</p> | <p>(22 min; individual work; whole group; partner work)</p> <p><b>Respond:</b><br/>Notice and Wonder about <i>Shark Attack</i><br/>(11 min; partner work; individual work)</p> <p><b>Write:</b><br/>Share Writing<br/>(20 min; whole group; small group)</p> |
| <b>Land</b> | <p>Reflect on Learning</p> <p>5 min.; whole group</p>   | <p>Reflect on Learning</p> <p>5 min.; whole group</p>  | <p>Reflect on Learning</p> <p>5 min.; whole group</p>   | <p>Synthesize Learning</p> <p>5 min.; whole group</p>   | <p>Reflect on Learning</p> <p>5 min.; whole group</p>  |