

Fundamentals - Author Study Patricia Polacco

Content Area: **English Language Arts**
Course(s): **Generic Course**
Time Period: **6 weeks**
Length: **6-8 Weeks**
Status: **Published**

Unit Overview

Why Patricia Polacco Author Study?

Like our third-grade students, Patricia Polacco is an author, storyteller, and illustrator. She is also a wonderful writing mentor for your students. No one can tell a story like Patricia Polacco! She says that she comes from a family of wonderful storytellers. “My fondest memories are of sitting around a stove or open fire, eating apples and popping corn, while listening to the old ones tell glorious stories about their homeland and the past.”

Polacco’s narratives are in many ways a reflection of her own life. She is a consummate storyteller who draws upon family history and ritual for many of her tales. Her books, of which she has written over one hundred, center upon the stories she learned from her family, and though they are inspired by real events and people, they also have elements of fiction. She also draws on the rich cultural traditions she learned from both sides of her family. Polacco has said that if she has a mission at all, her books always address issues of difference—difference in ability, in knowledge, and within what is universally accepted as conventional or customary (see Thank you, Mr. Falker). Oftentimes, her books will have a very old person and a very young person interacting (Babushka’s Doll, Thunder Cake) or a person who is a wise adult interacting with a very young person (Something About Hensley’s).

Polacco is also an artist; her illustrations portray the beauty and workings of the stories of her life and of those she cares deeply about. Her interpretation of the world and the things in it entails lush, broad, vibrant illustrations that are both humorous and poignant. The sentimental portraits Polacco paints are both intimate and universal.

Polacco’s stories deserve serious attention because of their importance both as student literature and as a voice of an author who truly celebrates the human spirit and the human condition. As students study Polacco’s narratives as both readers and writers, they will have a better understanding of how this beloved author will become another writing teacher in the classroom. Using Polacco’s narrative techniques, students will publish a story that is meaningful and reflects all they have learned.

Transfer

Students will be able to independently use their learning to...

-What kinds of long term, independent accomplishments are desired?

- Record what they know about Polacco as a writer, illustrator, and person;
- Identify how Polacco uses her life experiences, curiosity, interests, and observations about the world around her to generate ideas for writing;
- Identify various narrative techniques;
- Begin to use what they have learned from Polacco as inspiration for their own writing and drawing in

- their Writers' Notebooks, as evidenced in their final pieces;
- 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; and
 - Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequence.
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For more information, read the following article by Grant Wiggins.

http://www.authenticeducation.org/ae_bigideas/article.lasso?artid=60

Meaning

Understandings

Students will understand that...

- What specifically do you want students to understand?
- What inferences should they make/grasp/realize?

Interact with engaging texts in meaningful ways as they build knowledge of various topics, genres, authors, and purposes of writing.

Read like writers and try to write every day.

Engage in daily discussions with one another about the texts they read and what they write.

Write often about their own ideas while considering the text type and purpose.

Get excited about preparing to publish a piece of writing for an audience to read and enjoy!

Understand how to organize and apply the writing process in order to formulate a fiction writing piece.

Understand to read (sometimes aloud), revise, and edit their writing often while making connections to grammar conventions/text structure.

Take pride in their work well using publishing techniques and features identified in mentor texts and other materials.

Present their pieces to an audience of peers and/or adults while providing and receiving positive feedback.

Feeling proud what they have accomplished!

Essential Questions

Students will keep considering...

-What thought provoking questions will foster inquiry, meaning making and transfer?

- Reflect on the story and appreciate the art and words;
- Read through the lens of discovering her writing techniques;
- Notice where she speaks in dialect and embeds the language of her relatives from foreign lands;
- Mark places with sticky notes where you notice beautiful or descriptive language, or point out the sequence of events and how her stories unfold over time;
- Notice the impact of the illustrations, the choices she made concerning the media used, the bold or simple strokes, and the embedded photographs of the people about whom she writes;
- Pay attention to your own responses as a first-time reader: the personal connections you make with her and the stories of her life, and the moments when you relate or remember your own similar events and experiences within your community, your culture, and your world;
- Think about what she makes you want to know more about within your life, your family's life, and the lives of the people you care about deeply; and
- Collect other works by Polacco to supplement the unit books, to provide additional examples and models of her craft, and to further students' understanding and appreciation of this great narrative writer.

Application of Knowledge and Skill

Students will know...

Students will know...

What facts and basic concepts should students know and be able to recall?

understand why writers write fiction

identify the fiction genre by features and structures

determine self awareness

utilize steps of the writing process

how to engage with an author study

Students will be skilled at...

Students will be skilled at...

What discrete skills and processes should students be able to use?

Purpose/Meaning

Text and Genre Features/Structure

Meta-cognition

Craft/Style

Draft/Organization

Revision

Conventions and Grammar

Editing

Self-Monitoring/Self-Correcting

Publishing

Reflection

Academic Vocabulary

Instructional Vocabulary: The Instructional Vocabulary are words derived from the discussions and instructions outlined in each lesson.

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|---------------|------------------|-----------------|
| | fiction | |
| | generate | |
| actual | generating ideas | |
| artist | honor | |
| biography | intentional | |
| chronological | interacting | |
| conclusion | interprets | selecting |
| culture | interview | self-reflection |
| Dedication | lead | sketches |
| deliberate | medium | structure |
| details | narrative | subject |
| determine | potent | technique |
| drafting | powerful | theme |
| editing | publishing | traditions |
| elaboration | quote | valuable |
| emotionally | reflect | visuals |
| enlighten | research | wonder |
| event | revising | |
| evoke | rich | |
| experiment | | |
| facts | | |

Tier 2 and 3 Vocabulary - Mentor Texts

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|-------------|--|---|-----------|--|---|--|---|---|--|---|
| Mentor Text | Babushka's Doll | Chicken Sunday | Emma Kate | John Philip Duck | Just Plain Fancy | Rotten Richie and the Ultimate Dare | Something About Hensley's | Thank you, Mr. Falker | Thunder Cake | When Lightning Comes in a Jar |
| Tier 2 | creatures lead moment naughty | announced ceremony decent deserve earn intricate pattern sigh trunk | tonsils | approval conferred descendants edge fountain gather general graduates hunting inspected lobby manager narrowed record | adjust community creation directed earn fancy plain | assuming balance consecutive counterdare demonstrated endure gather manage period plastered position production | assistance discontinued exclaimed offering ponder section suppose timidly unusual | announced discovered fault knowledge miracle stumble | distance gather ingredient overcome shed steady surveyed | capture coiled croquet gather measured reunion |

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|--------|--|--|-----------|-----------|-------------|--|-------------|---------|----------|
| | | | train | | protested | | | | |
| | | | uniform | | rotten | | | | |
| | | | vacant | | ultimate | | | | |
| | | | ventured | | | | | | |
| | | | wild | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | bellman | | adagio | | antiques | | |
| | | | brass | | airborne | | asthma | | |
| | | | decoy | | bodycheck | | catastroph | | |
| | | | doffed | Amish | duet | | e | | |
| | | | entrée | buggy | etiquette | | cleat | | |
| | | | foothills | elders | gazebo | | glazes | | |
| | | | formation | frolic | intermissio | | inhaler | abuzz | crowed |
| Tier 3 | | | manicuris | rejoiced | n | | kiln | cunning | horizon |
| | | | t | shun | locomotive | | nebulizer | mole | penned |
| | | | pantry | unharness | overtones | | patron | odyssey | squinted |
| | | | phonogra | ed | penalty | | pharmacis | | parlor |
| | | | ph | | box | | t | | relative |
| | | | uniform | | poise | | potter | | s |
| | | | valet | | puck | | prescriptio | | |
| | | | | | rancid | | n | | |
| | | | | | recital | | steamer | | |
| | | | | | referee | | | | |

Learning Goal 1

Students will make connections to identify why we write fiction and why this genre is important.

IRA 1 Target: Who Is Patricia Polacco?

- Students will engage effectively in a range of collaborative discussions about the intentionality of Polacco's word choices, illustrative choices, and story choices, building on each other's ideas and expressing their own clearly.

LA.L.3.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

LA.L.3.2

Demonstrate command of the conventions of standard English capitalization, punctuation,

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| | and spelling when writing. |
| LA.L.3.3 | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |
| LA.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. |
| LA.L.3.5 | Demonstrate understanding of figurative language, word relationships and nuances in word meanings. |
| LA.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). |
| LA.W.3.3 | Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences. |
| LA.W.3.4 | With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.) |
| LA.W.3.5 | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. |
| LA.W.3.7 | Conduct short research projects that build knowledge about a topic. |
| LA.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. |
| LA.W.3.10 | Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |
| LA.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. |
| LA.SL.3.1.B | Follow agreed-upon norms 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). |
| LA.SL.3.1.C | Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. |
| LA.SL.3.1.D | Explain their own ideas and understanding in light of the discussion. |
| LA.SL.3.2 | Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. |
| LA.SL.3.3 | Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. |
| LA.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. |
| LA.SL.3.6 | Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. |

Accommodations & Modifications

To help students make observations and build background knowledge on Patricia Polacco's books and writing techniques, have them engage in a four-corners activity. Guide them in making observations by posting the questions: What does Patricia write about? Who does she write about? What do you notice about her illustrations? (Make sure your students know the term "illustrations.") Hang chart paper in the four corners of the room, one for each book. Put students in groups and give each group a different colored marker. Give the

groups 3 to 5 minutes at each station to make observations about the book and chart them. Then have students rotate until each group has had a chance to record at every station. Make sure students have a turn to record the group's ideas.

Formative Assessment Opportunities

active listening/students' oral responses in discussion

teacher observation/anecdotal notes on the "[How Writers Work Grade 3 Student Performance Checklist](#)"

student entries in Writer's Notebook

IRA 2 Target: The Stories of Your Life!

- Students will determine the main idea and theme of the texts to better understand where Polacco finds inspiration for her stories.

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| LA.L.3.1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| LA.L.3.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| LA.L.3.3 | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |
| LA.L.3.3.A | Choose words and phrases for effect. |
| LA.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. |
| LA.L.3.5 | Demonstrate understanding of figurative language, word relationships and nuances in word meanings. |
| LA.L.3.5.B | Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful). |
| LA.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). |
| LA.W.3.3 | Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences. |
| LA.W.3.3.A | Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. |
| LA.W.3.3.B | Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. |
| LA.W.3.4 | With guidance and support from adults, produce writing in which the development and |

organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

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| LA.W.3.5 | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. |
| LA.W.3.7 | Conduct short research projects that build knowledge about a topic. |
| LA.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. |
| LA.W.3.10 | Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |
| LA.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. |
| LA.SL.3.1.B | Follow agreed-upon norms 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). |
| LA.SL.3.1.C | Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. |
| LA.SL.3.1.D | Explain their own ideas and understanding in light of the discussion. |
| LA.SL.3.2 | Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. |
| LA.SL.3.3 | Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. |
| LA.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. |
| LA.SL.3.6 | Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. |

Accommodations & Modifications

Thank you, Mr. Falker: Ask your students if they would like to share their experiences about learning English. Ask them if a particular teacher helped them. Support students in naming the feelings they had.

The illustrations in this book could be used to teach -ing verbs such as: holding, dripping, coloring, reading, walking, hugging, pointing, teaching, listening, driving, looking, crying, laughing, showing, teasing, hiding, and cleaning. Show students how to make sentences using the present and past progressive tenses during small-group conferences.

Something About Hensley's: Before you read, discuss the idea of a general store with your students. Try to show them a few pictures to help them understand the concept. While reading aloud, teach basic vocabulary as you are studying the illustrations. You can also build vocabulary while discussing items sold in a general store.

Work with students in small groups, or ask the ESL teacher to read the books during ESL time. Students can keep a chart of the things Polacco writes about and what they notice about her illustrations. They could refer to this chart while they are talking with their partners.

Formative Assessment Opportunities

active listening/students' oral responses in discussion

teacher observation/anecdotal notes on the "[How Writers Work Grade 3 Student Performance Checklist](#)"

student entries in Writer's Notebook

IRA 3 Target: Multicultural Stories

- Students will discover how writers like Polacco often write stories about people from the many cultures in our world and the differences (and similarities) between these cultures, their traditions, and their lifestyles

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| LA.L.3.1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| LA.L.3.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| LA.L.3.3 | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |
| LA.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. |
| LA.L.3.5 | Demonstrate understanding of figurative language, word relationships and nuances in word meanings. |
| LA.L.3.5.B | Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful). |
| LA.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). |
| LA.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). |
| LA.W.3.3 | Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences. |
| LA.W.3.3.B | Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. |
| LA.W.3.3.C | Use temporal words and phrases to signal event order. |
| LA.W.3.4 | With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.) |
| LA.W.3.5 | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. |
| LA.W.3.7 | Conduct short research projects that build knowledge about a topic. |
| LA.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. |
| LA.W.3.10 | Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a |

day or two) for a range of discipline-specific tasks, purposes, and audiences.

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| LA.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. |
| LA.SL.3.1.B | Follow agreed-upon norms 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). |
| LA.SL.3.1.C | Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. |
| LA.SL.3.1.D | Explain their own ideas and understanding in light of the discussion. |
| LA.SL.3.2 | Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. |
| LA.SL.3.3 | Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. |
| LA.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. |
| LA.SL.3.6 | Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. |

Accommodations & Modifications

Just Plain Fancy: Before reading, teach students the difference between plain and fancy, using illustrations and other concrete examples. Use the illustrations in the book and/or gather others to explain and describe how Amish people live.

While reading the book aloud, use gestures to show "over," "under," "around," and "through" on p. 26. You might continue to use gestures and body language to act out the rest of this page.

After the read, encourage students to discuss some of their traditions they might want to write about.

Formative Assessment Opportunities

active listening/students' oral responses in discussion

teacher observation/anecdotal notes on the "[How Writers Work Grade 3 Student Performance Checklist](#)"

student entries in Writer's Notebook

IRA 4 Target: Honoring Lives, Honoring Stories

- Students will discuss special people in their lives and use details to recount an important time or event they experienced with these special people.

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| LA.L.3.1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| LA.L.3.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| LA.L.3.3 | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |
| LA.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. |
| LA.L.3.5 | Demonstrate understanding of figurative language, word relationships and nuances in word meanings. |
| LA.L.3.5.B | Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful). |
| LA.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). |
| LA.W.3.3 | Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences. |
| LA.W.3.3.A | Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. |
| LA.W.3.4 | With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.) |
| LA.W.3.5 | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. |
| LA.W.3.7 | Conduct short research projects that build knowledge about a topic. |
| LA.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. |
| LA.W.3.10 | Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |
| LA.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. |
| LA.SL.3.1.B | Follow agreed-upon norms 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). |
| LA.SL.3.1.C | Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. |
| LA.SL.3.1.D | Explain their own ideas and understanding in light of the discussion. |
| LA.SL.3.2 | Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. |
| LA.SL.3.3 | Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. |
| LA.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. |
| LA.SL.3.6 | Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. |

Accommodations & Modifications

When Lightning Comes in a Jar: It will be important for students to know the names of family members and how they are connected to them. Before reading to the class, ask students if they have ever been to a family reunion, and if so, ask: Who was there? Did you meet any new family members? Do you have a particular grandmother, grandfather, aunt, uncle, or cousin who is special to you? Why is this person special?

There are two unusual comparisons used in this book that reference a cow: "jump higher than a cow's back" and "milking cows faster than lightning." Stop and have a quick discussion about what they mean.

Distribute copies of the Appendix graphic organizer "Important Memories" to help students begin to think about an important memory from their lives.

Formative Assessment Opportunities

active listening/students' oral responses in discussion

teacher observation/anecdotal notes on the "[How Writers Work Grade 3 Student Performance Checklist](#)"

student entries in Writer's Notebook

IRA 5 Target: Picturing Our Lives

Polacco's illustrations tell stories on their own.

- Students will observe and discuss how Polacco's detailed illustrations develop and enhance the stories she tells.

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| LA.L.3.1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| LA.L.3.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| LA.L.3.3 | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |
| LA.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. |
| LA.L.3.5 | Demonstrate understanding of figurative language, word relationships and nuances in word meanings. |
| LA.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). |
| LA.W.3.3 | Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences. |

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|-------------|---|
| LA.W.3.3.A | Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. |
| LA.W.3.4 | With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.) |
| LA.W.3.5 | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. |
| LA.W.3.7 | Conduct short research projects that build knowledge about a topic. |
| LA.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. |
| LA.W.3.10 | Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |
| LA.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. |
| LA.SL.3.1.B | Follow agreed-upon norms 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). |
| LA.SL.3.1.C | Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. |
| LA.SL.3.1.D | Explain their own ideas and understanding in light of the discussion. |
| LA.SL.3.2 | Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. |
| LA.SL.3.3 | Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. |
| LA.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. |
| LA.SL.3.5 | Use multimedia to demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details. |
| LA.SL.3.6 | Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. |

Accommodations & Modifications

Emma Kate: Before reading, have students share some of the things they like to do with their best friend. Teach the word "imaginary" during the reading of this book. You might focus on how you can change the part of speech: imaginary, imagination, imagine.

During small-group work you can use the sentences from *Emma Kate* to teach the simple present tense. This book provides many opportunities to teach this grammatical structure. Students can then generate their own sentences about a friend.

Give your students a checklist of the techniques and styles used in the illustrations throughout this unit. This could be used to facilitate note taking.

Learning Goal 2

Students will independently engage, systematically, through the steps of the writing process to create, share, and respond to narrative writing pieces.

Mini-Lesson 1 Target: Generating Ideas I: Remembering Special People

Patricia Polacco writes about special people she cares about deeply.

- Students will consider special people in their lives as they generate ideas in their Writers' Notebooks.

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| LA.L.3.1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| LA.L.3.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| LA.L.3.3 | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |
| LA.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). |
| LA.W.3.3 | Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences. |
| LA.W.3.3.A | Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. |
| LA.W.3.3.B | Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. |
| LA.W.3.4 | With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.) |
| LA.W.3.5 | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. |
| LA.W.3.7 | Conduct short research projects that build knowledge about a topic. |
| LA.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. |
| LA.W.3.10 | Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |
| LA.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. |
| LA.SL.3.1.B | Follow agreed-upon norms 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). |
| LA.SL.3.1.C | Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. |

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| LA.SL.3.1.D | Explain their own ideas and understanding in light of the discussion. |
| LA.SL.3.2 | Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. |
| LA.SL.3.3 | Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. |
| LA.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. |
| LA.SL.3.6 | Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. |

Accommodations & Modifications

List the names of special people with your students. Also, give them sentence frames to encourage them to share: My __ is important because __. I remember when __.

Formative Assessment Opportunities

active listening/students' oral responses in discussion

teacher observation/anecdotal notes on the "[How Writers Work Grade 3 Student Performance Checklist](#)"

student entries in Writer's Notebook

Conference Questions

Why is this person important to you?

What memories do you have about this person?

How did Patricia's book help you with this idea?

Appendix- "Marvelous Memories"

Appendix- "Family Member Interview Questions"

Mini-Lesson 2 Target: Generating Ideas II: Family and Friends!

Storytelling writers, like Patricia Polacco, often write about family members they grew up with and the different kinds of relationships they had with them.

- Students will explore important people and relationships they have in their lives that they can imagine writing about in their Writers' Notebooks.

writing or speaking.

- LA.L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- LA.L.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- LA.L.3.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
- LA.L.3.5.B Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
- LA.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).
- LA.W.3.3 Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.
- LA.W.3.3.A Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
- LA.W.3.3.B Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
- LA.W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- LA.W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- LA.W.3.7 Conduct short research projects that build knowledge about a topic.
- LA.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.
- LA.W.3.10 Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
- LA.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.
- LA.SL.3.1.B Follow agreed-upon norms 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).
- LA.SL.3.1.C Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
- LA.SL.3.1.D Explain their own ideas and understanding in light of the discussion.
- LA.SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- LA.SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
- LA.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.
- LA.SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Accommodations & Modifications

Rotten Richie and the Ultimate Dare: Make sure students understand what it means to be rotten. Ask if they can give some examples of someone they know who does rotten things. Have illustrations ready to show when you read p. 2 (a frog in my punch bowl, spider in my cereal, worm on my cookie, and slug in my Jell-O).

Meet with your students to make sure they understand how to fill out the Appendix "Tales of Family and Friends!" You might have to review the difference between an event and details.

Formative Assessment Opportunities

active listening/students' oral responses in discussion

teacher observation/anecdotal notes on the "[How Writers Work Grade 3 Student Performance Checklist](#)"

student entries in Writer's Notebook

Conference Questions

What made you choose this person and this topic?

What do you find interesting about this event?

How does this affect you in your life?

Appendix- "Tales of Family and Friends"

Mini-Lesson 3 Target: Generating Ideas III: From Fact to Fiction

Patricia Polacco uses the stories she hears about interesting places and people to generate ideas for her fictional writing.

- Students will develop imagined experiences or events based on fact, using descriptive details.

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| LA.L.3.1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| LA.L.3.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| LA.L.3.3 | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |
| LA.L.3.3.A | Choose words and phrases for effect. |
| LA.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. |
| LA.L.3.5 | Demonstrate understanding of figurative language, word relationships and nuances in word meanings. |

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| LA.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). |
| LA.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). |
| LA.W.3.3 | Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences. |
| LA.W.3.3.A | Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. |
| LA.W.3.4 | With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.) |
| LA.W.3.5 | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. |
| LA.W.3.7 | Conduct short research projects that build knowledge about a topic. |
| LA.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. |
| LA.W.3.10 | Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |
| LA.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. |
| LA.SL.3.1.B | Follow agreed-upon norms 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). |
| LA.SL.3.1.C | Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. |
| LA.SL.3.1.D | Explain their own ideas and understanding in light of the discussion. |
| LA.SL.3.2 | Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. |
| LA.SL.3.3 | Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. |
| LA.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. |
| LA.SL.3.6 | Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. |

Accommodations & Modifications

Teach the difference between fact and fiction. If this is the first time students are hearing *John Philip Duck*, build background knowledge by displaying a picture of a duck and asking students to share where they normally see ducks. Pre-teach the following words: lobby, pantry, hunting, fountain, tricks, and hotel.

During writing conferences, show students how to take a fact and add fictional details to make it more interesting.

Formative Assessment Opportunities

active listening/students' oral responses in discussion

teacher observation/anecdotal notes on the "[How Writers Work Grade 3 Student Performance Checklist](#)"

student entries in Writer's Notebook

Conference Questions

Why is this fact fascinating to you?

Can you say more about the story you are writing? What parts are true? What parts are made up?

Appendix- "From Fact to Fiction Map"

Mini-Lesson 4 Target: Generating Ideas IV: Imagination & Fantasy

Picture book writers, like Patricia Polacco, write about topics, like imaginary friends, that appeal to younger readers.

- Students will explore and create fantasy stories from their memories and imaginations.

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| LA.L.3.1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| LA.L.3.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| LA.L.3.3 | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |
| LA.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). |
| LA.W.3.3 | Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences. |
| LA.W.3.3.A | Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. |
| LA.W.3.4 | With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.) |
| LA.W.3.5 | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. |
| LA.W.3.7 | Conduct short research projects that build knowledge about a topic. |
| LA.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. |
| LA.W.3.10 | Write routinely over extended time frames (time for research, reflection, |

metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

- LA.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.
- LA.SL.3.1.B Follow agreed-upon norms 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).
- LA.SL.3.1.C Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
- LA.SL.3.1.D Explain their own ideas and understanding in light of the discussion.
- LA.SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- LA.SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
- LA.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.
- LA.SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Accommodations & Modifications

Review or teach the word "imaginary." During small-group work, use the following words to make a word web for "imaginary": fantasy, make-believe, and pretend.

Formative Assessment Opportunities

active listening/students' oral responses in discussion

teacher observation/anecdotal notes on the "[How Writers Work Grade 3 Student Performance Checklist](#)"

student entries in Writer's Notebook

Conference Questions

Who is your imaginary friend or character?

Can you say more about the story you're imagining? Where does it take place? Who is telling the story?

Appendix- "Imaginary Friend Web"

Mini-Lesson 5 Target: Generating Ideas V: Honoring Stories That Influence Our Lives

Storytelling writers like Patricia Polacco often write about people who had great influence on their lives.

- Students will write a story honoring a special and important older person in their lives.

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| LA.L.3.1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| LA.L.3.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| LA.L.3.3 | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |
| LA.L.3.3.A | Choose words and phrases for effect. |
| LA.L.3.5 | Demonstrate understanding of figurative language, word relationships and nuances in word meanings. |
| LA.L.3.5.B | Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful). |
| LA.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). |
| LA.W.3.3 | Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences. |
| LA.W.3.3.A | Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. |
| LA.W.3.3.B | Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. |
| LA.W.3.4 | With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.) |
| LA.W.3.5 | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. |
| LA.W.3.7 | Conduct short research projects that build knowledge about a topic. |
| LA.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. |
| LA.W.3.10 | Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |
| LA.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. |
| LA.SL.3.1.B | Follow agreed-upon norms 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). |
| LA.SL.3.1.C | Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. |
| LA.SL.3.1.D | Explain their own ideas and understanding in light of the discussion. |
| LA.SL.3.2 | Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. |
| LA.SL.3.3 | Ask and answer questions about information from a speaker, offering appropriate |

elaboration and detail.

LA.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.

LA.SL.3.6

Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Accommodations & Modifications

Pre-teach the following words: honor, influence, interact, memory, thunder, and appreciate.

Formative Assessment Opportunities

active listening/students' oral responses in discussion

teacher observation/anecdotal notes on the "[How Writers Work Grade 3 Student Performance Checklist](#)"

student entries in Writer's Notebook

Conference Questions

Do you have grandparents or aunts and uncles who have influenced you?

Why is this story appealing to you?

Appendix- "The Stories of Our Lives: Interview"

Mini-Lesson 6 Target: Selecting: Listening to Your Inner Voice

Writers like Patricia Polacco listen to their inner voice to find the stories they will write about.

- Students will reread all of their notebook entries to find "the one" that speaks to them. This will be the entry that they will commit to spending more time working on.

LA.L.3.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

LA.L.3.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

LA.L.3.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

LA.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).

LA.W.3.3

Write narratives to develop real or imagined experiences or events using narrative

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| | technique, descriptive details, and clear event sequences. |
| LA.W.3.3.B | Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. |
| LA.W.3.4 | With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.) |
| LA.W.3.5 | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. |
| LA.W.3.7 | Conduct short research projects that build knowledge about a topic. |
| LA.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. |
| LA.W.3.10 | Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |
| LA.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. |
| LA.SL.3.1.B | Follow agreed-upon norms 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). |
| LA.SL.3.1.C | Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. |
| LA.SL.3.1.D | Explain their own ideas and understanding in light of the discussion. |
| LA.SL.3.2 | Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. |
| LA.SL.3.3 | Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. |
| LA.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. |
| LA.SL.3.6 | Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. |

Accommodations & Modifications

The first Guided Practice activity is a great way for students to build oral fluency as well as practice telling their stories. You might want to distribute the optional copies of the Appendix "Listening to My Inner Writing Voice (ELL Support)."

Formative Assessment Opportunities

active listening/students' oral responses in discussion

teacher observation/anecdotal notes on the "[How Writers Work Grade 3 Student Performance Checklist](#)"

student entries in Writer's Notebook

Conference Questions

Which ideas seem to speak to you the most? Why?

Which experience or event do you think will make the best story? Why?

Which story do you care about and want to develop into a published piece?

Appendix- "Listening to My Inner Writing Voice"

Mini-Lesson 7 Target: Collecting I: Framing the Memories!

Patricia Polacco's collecting process involves writing down everything she remembers about particular events in her life.

- Students will zoom in and focus on a moment from their stories and record the descriptive details in their Writers' Notebooks as they begin to develop the experience or event.

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| LA.L.3.1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| LA.L.3.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| LA.L.3.3 | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |
| LA.L.3.3.A | Choose words and phrases for effect. |
| LA.L.3.5 | Demonstrate understanding of figurative language, word relationships and nuances in word meanings. |
| LA.L.3.5.B | Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful). |
| LA.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). |
| LA.W.3.3 | Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences. |
| LA.W.3.3.A | Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. |
| LA.W.3.3.B | Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. |
| LA.W.3.4 | With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.) |
| LA.W.3.5 | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. |
| LA.W.3.7 | Conduct short research projects that build knowledge about a topic. |
| LA.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. |

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| LA.W.3.10 | Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |
| LA.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. |
| LA.SL.3.1.B | Follow agreed-upon norms 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). |
| LA.SL.3.1.C | Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. |
| LA.SL.3.1.D | Explain their own ideas and understanding in light of the discussion. |
| LA.SL.3.2 | Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. |
| LA.SL.3.3 | Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. |
| LA.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. |
| LA.SL.3.5 | Use multimedia to demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details. |
| LA.SL.3.6 | Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. |

Accommodations & Modifications

Review the following words: memory, reunion, and interactions. You might want to keep some of the words that are used often in this unit displayed in the classroom. Focus on the Tier 2 vocabulary words throughout the unit by referring to the vocabulary lists provided in the unit Introduction.

Have students draw or illustrate their memories first and then guide or prompt them to develop descriptive details. Distribute copies of the Appendix and guide students to practice using it during a small-group conference.

Formative Assessment Opportunities

active listening/students' oral responses in discussion

teacher observation/anecdotal notes on the "[How Writers Work Grade 3 Student Performance Checklist](#)"

student entries in Writer's Notebook

Conference Questions

What part of your memory are you framing in your mind?

What do you see? Feel? Hear?

Where are the new details you remembered?

Appendix- "Framing A Moment!"

Mini-Lesson 8 Target: Collecting II: Interviewing Like a Storyteller

Patricia Polacco talks with and interviews people as part of her collecting process.

- Students will generate a list of questions to interview a person who can provide them with more information and details about their stories.

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| LA.L.3.1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| LA.L.3.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| LA.L.3.3 | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |
| LA.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). |
| LA.W.3.3 | Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences. |
| LA.W.3.4 | With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.) |
| LA.W.3.5 | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. |
| LA.W.3.7 | Conduct short research projects that build knowledge about a topic. |
| LA.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. |
| LA.W.3.10 | Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |
| LA.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. |
| LA.SL.3.1.B | Follow agreed-upon norms 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). |
| LA.SL.3.1.C | Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. |
| LA.SL.3.1.D | Explain their own ideas and understanding in light of the discussion. |
| LA.SL.3.2 | Determine the main ideas and supporting details of a text read aloud or information |

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| | presented in diverse media and formats, including visually, quantitatively, and orally. |
| LA.SL.3.3 | Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. |
| LA.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. |
| LA.SL.3.6 | Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. |

Accommodations & Modifications

Teach students how to formulate a question. Discuss when and why to use each of the question words (who, what, when, where, why, and how) during small-group work. You could also allow students to write their interview questions in their native language, especially since the person they are going to interview might not speak English.

Formative Assessment Opportunities

active listening/students' oral responses in discussion

teacher observation/anecdotal notes on the "[How Writers Work Grade 3 Student Performance Checklist](#)"

student entries in Writer's Notebook

Conference Questions

Who do you think you can talk to about your topic?

How could this person or people help you learn more about your topic?

What are some important questions you could ask?

Appendix- "Who Can I Ask?"

Mini-Lesson 9 Target: Collecting III: Shaping Our Story Through Our Character's Eyes

Patricia Polacco makes conscious decisions about the ways in which she will shape her stories according to the point of view of her character(s).

- Students will explore different perspectives and will write their entries from a different point of view.

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| LA.L.3.1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| LA.L.3.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |

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| LA.L.3.3 | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |
| LA.L.3.3.A | Choose words and phrases for effect. |
| LA.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. |
| LA.L.3.5 | Demonstrate understanding of figurative language, word relationships and nuances in word meanings. |
| LA.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). |
| LA.W.3.3 | Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences. |
| LA.W.3.3.A | Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. |
| LA.W.3.4 | With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.) |
| LA.W.3.5 | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. |
| LA.W.3.7 | Conduct short research projects that build knowledge about a topic. |
| LA.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. |
| LA.W.3.10 | Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |
| LA.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. |
| LA.SL.3.1.B | Follow agreed-upon norms 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). |
| LA.SL.3.1.C | Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. |
| LA.SL.3.1.D | Explain their own ideas and understanding in light of the discussion. |
| LA.SL.3.2 | Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. |
| LA.SL.3.3 | Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. |
| LA.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. |
| LA.SL.3.6 | Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. |

Accommodations & Modifications

Assign a point of view to your students. Framing this will help them understand the meaning of point of view.

During small-group work, use *Emma Kate* or *Babushka's Doll* and have students collaboratively try to retell

the story from the opposite point of view.

You also want to make sure your students understand subject-verb agreement for first-person and third-person points of view.

Formative Assessment Opportunities

active listening/students' oral responses in discussion

teacher observation/anecdotal notes on the "[How Writers Work Grade 3 Student Performance Checklist](#)"

student entries in Writer's Notebook

Conference Questions

What is the purpose of your piece? Why are you writing this story?

What point of view are you choosing? Why?

Who is telling your story? What kind of voice will your story have?

Mini-Lesson 10 Target: Collecting IV: Sketching Memories

Patricia Polacco uses her artistry to help her convey the particulars of her stories.

- Students will sketch important images that help convey their stories, including the small details, facial expressions, and actions of their characters.

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| LA.L.3.1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| LA.L.3.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| LA.L.3.3 | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |
| LA.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). |
| LA.W.3.3 | Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences. |
| LA.W.3.3.B | Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. |
| LA.W.3.4 | With guidance and support from adults, produce writing in which the development and |

organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

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| LA.W.3.5 | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. |
| LA.W.3.7 | Conduct short research projects that build knowledge about a topic. |
| LA.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. |
| LA.W.3.10 | Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |
| LA.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. |
| LA.SL.3.1.B | Follow agreed-upon norms 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). |
| LA.SL.3.1.C | Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. |
| LA.SL.3.1.D | Explain their own ideas and understanding in light of the discussion. |
| LA.SL.3.2 | Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. |
| LA.SL.3.3 | Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. |
| LA.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. |
| LA.SL.3.5 | Use multimedia to demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details. |
| LA.SL.3.6 | Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. |

Accommodations & Modifications

Carefully consider the students' partnerships. You should provide a strong language model for students. Allow them to use the checklist of the techniques and styles used in the illustrations you created during the lesson "Immersion: Picturing Our Lives."

See the Home/School Connections activity for additional ELL support.

Formative Assessment Opportunities

active listening/students' oral responses in discussion

teacher observation/anecdotal notes on the "[How Writers Work Grade 3 Student Performance Checklist](#)"

student entries in Writer's Notebook

Conference Questions

What does this sketch help you convey in your writing?

What colors might you use?

How do you think sketching or drawing helps you learn more about your topic?

Appendix- "Sketching Memories"

Mini-Lesson 11 Target: Drafting I: Determining What's Important

As a storyteller writer, Patricia Polacco includes specific details that make her stories richer for her readers and leaves out other details that might slow them down.

- Students will begin rereading the information that they have collected in their notebooks in order to make decisions about details that are important to share with their readers and then begin to plan how their stories will unfold.

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| LA.L.3.1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| LA.L.3.1.E | Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses. |
| LA.L.3.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| LA.L.3.3 | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |
| LA.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). |
| LA.W.3.3 | Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences. |
| LA.W.3.3.A | Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. |
| LA.W.3.3.B | Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. |
| LA.W.3.4 | With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.) |
| LA.W.3.5 | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. |
| LA.W.3.7 | Conduct short research projects that build knowledge about a topic. |
| LA.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. |
| LA.W.3.9 | (Begins in grade 4) |
| LA.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.

LA.SL.3.1.B

Follow agreed-upon norms 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).

LA.SL.3.1.C

Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

LA.SL.3.1.D

Explain their own ideas and understanding in light of the discussion.

LA.SL.3.2

Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

LA.SL.3.3

Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

LA.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.

LA.SL.3.6

Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Accommodations & Modifications

When working with students individually, help them determine which details to include. You could provide this sentence frame to encourage oral language development: I am including this detail because ___. I think my readers will feel ___.

Formative Assessment Opportunities

active listening/students' oral responses in discussion

teacher observation/anecdotal notes on the "[How Writers Work Grade 3 Student Performance Checklist](#)"

student entries in Writer's Notebook

Conference Questions

What details do you think are important to include in your draft? Why?

Can you show me what parts you want to leave out? Why do you want to leave these parts out?

Appendix- "Determining What's Important"

Mini-Lesson 12 Target: Drafting II: Timing Your Story

Patricia Polacco organizes her writing according to the specific time line of the topic.

- Students will use a time line and transition and/or temporal words and phrases to show the sequence of

events.

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| LA.L.3.1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| LA.L.3.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| LA.L.3.3 | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |
| LA.L.3.3.A | Choose words and phrases for effect. |
| LA.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. |
| LA.L.3.5 | Demonstrate understanding of figurative language, word relationships and nuances in word meanings. |
| LA.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). |
| LA.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). |
| LA.W.3.3 | Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences. |
| LA.W.3.3.A | Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. |
| LA.W.3.3.C | Use temporal words and phrases to signal event order. |
| LA.W.3.3.D | Provide a sense of closure. |
| LA.W.3.4 | With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.) |
| LA.W.3.5 | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. |
| LA.W.3.7 | Conduct short research projects that build knowledge about a topic. |
| LA.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. |
| LA.W.3.9 | (Begins in grade 4) |
| LA.W.3.10 | Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |
| LA.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. |
| LA.SL.3.1.B | Follow agreed-upon norms 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). |
| LA.SL.3.1.C | Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. |
| LA.SL.3.1.D | Explain their own ideas and understanding in light of the discussion. |
| LA.SL.3.2 | Determine the main ideas and supporting details of a text read aloud or information |

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| | presented in diverse media and formats, including visually, quantitatively, and orally. |
| LA.SL.3.3 | Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. |
| LA.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. |
| LA.SL.3.6 | Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. |

Accommodations & Modifications

The Appendices "My Time Line" and "Transition Words and Phrases" are excellent resources for ELLs. While developing your teacher model, show students how to use transition words. Give them options and allow them to choose which transition words work best for your shared piece.

Formative Assessment Opportunities

active listening/students' oral responses in discussion

teacher observation/anecdotal notes on the "[How Writers Work Grade 3 Student Performance Checklist](#)"

student entries in Writer's Notebook

Conference Questions

How much time passes from the beginning to the end of your story?

How are you showing the passage of time?

How do or will you use your time line and notebook entries when you are drafting?

Is your draft clear and easy to follow?

Appendix- "My Time Line"

Mini-Lesson 13 Target: Drafting III: Happy Endings

As she is writing her drafts, Patricia Polacco, like many writers, thinks about how her story is going to end.

- Students will consider ways they can construct their own endings modeled after Patricia Polacco in order to provide a sense of closure.

writing or speaking.

- LA.L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- LA.L.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- LA.L.3.3.A Choose words and phrases for effect.
- LA.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.
- LA.L.3.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
- LA.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).
- LA.W.3.3 Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.
- LA.W.3.3.A Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
- LA.W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- LA.W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- LA.W.3.7 Conduct short research projects that build knowledge about a topic.
- LA.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.
- LA.W.3.10 Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
- LA.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.
- LA.SL.3.1.B Follow agreed-upon norms 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).
- LA.SL.3.1.C Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
- LA.SL.3.1.D Explain their own ideas and understanding in light of the discussion.
- LA.SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- LA.SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
- LA.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.
- LA.SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Accommodations & Modifications

Ask students to remember some favorite endings of familiar books, or even movies, guiding them to see how the ending often resolves the problem and leaves the readers or viewers feeling happy or satisfied. Some of the endings in Polacco's books may be easier for students to emulate. The ending of *Babushka's Doll* tells how the main character changes at the end. The ending in *Thank you, Mr. Falker* repeats the title and the big idea or message of the story. Students can also use a reflective ending by using some of Polacco's phrases, such as "To this day . . ." or "She knew someday . . ."

Formative Assessment Opportunities

active listening/students' oral responses in discussion

teacher observation/anecdotal notes on the "[How Writers Work Grade 3 Student Performance Checklist](#)"

student entries in Writer's Notebook

Conference Questions

What endings did you try on today with your writing?

Which ones worked, or fit? Which ones didn't?

Can you tell me why you chose to end your story that way?

Appendix-"Happy Endings"

Mini-Lesson 14: Revising I: Potently Powerful Leads

Patricia Polacco begins each of her books with an opening line or lead that inspires readers to read on and wonder what is coming next.

- Students will use Polacco's texts as a model to revise their opening lines in order to establish a situation and/or introduce the narrator and/or characters.

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| LA.L.3.1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| LA.L.3.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| LA.L.3.3 | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |
| LA.L.3.3.A | Choose words and phrases for effect. |
| LA.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. |
| LA.L.3.5 | Demonstrate understanding of figurative language, word relationships and nuances in |

word meanings.

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| LA.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). |
| LA.W.3.3 | Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences. |
| LA.W.3.3.B | Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. |
| LA.W.3.4 | With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.) |
| LA.W.3.5 | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. |
| LA.W.3.7 | Conduct short research projects that build knowledge about a topic. |
| LA.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. |
| LA.W.3.10 | Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |
| LA.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. |
| LA.SL.3.1.B | Follow agreed-upon norms 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). |
| LA.SL.3.1.C | Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. |
| LA.SL.3.1.D | Explain their own ideas and understanding in light of the discussion. |
| LA.SL.3.2 | Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. |
| LA.SL.3.3 | Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. |
| LA.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. |
| LA.SL.3.6 | Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. |

Accommodations & Modifications

Confer with students individually and ask them how they want their readers to feel. Let them choose from a list of feelings. You could provide students with a copy of the Appendix "Feeling Words."

Formative Assessment Opportunities

active listening/students' oral responses in discussion

teacher observation/anecdotal notes on the "[How Writers Work Grade 3 Student Performance Checklist](#)"

student entries in Writer's Notebook

Conference Questions

What kinds of leads did you try?

Which one seems to work the best with your writing?

Why do you think it's a good match?

Appendix- "Patricia Polacco's Potently Powerful Leads"

Appendix- "My Potently Powerful Leads"

Mini-Lesson 15: Have I Said Enough?

When storytelling writers like Patricia Polacco are finishing their drafts, they will reread their writing, looking for the “heart” of their piece and adding on to it to make it more powerful.

- Students will reread their drafts, looking for places to add more descriptive details, including actions, thoughts, and feelings that show the readers the heart of their stories.

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| LA.L.3.1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| LA.L.3.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| LA.L.3.3 | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |
| LA.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. |
| LA.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). |
| LA.W.3.3 | Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences. |
| LA.W.3.4 | With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.) |
| LA.W.3.5 | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. |
| LA.W.3.7 | Conduct short research projects that build knowledge about a topic. |
| LA.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. |

| | |
|-------------|---|
| LA.W.3.10 | Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |
| LA.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. |
| LA.SL.3.1.B | Follow agreed-upon norms 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). |
| LA.SL.3.1.C | Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. |
| LA.SL.3.1.D | Explain their own ideas and understanding in light of the discussion. |
| LA.SL.3.2 | Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. |
| LA.SL.3.3 | Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. |
| LA.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. |
| LA.SL.3.5 | Use multimedia to demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details. |
| LA.SL.3.6 | Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. |

Accommodations & Modifications

Have students choose sentences that they need help developing and guide them individually. You can provide them with copies of the Appendix "Revising My Sentences."

Formative Assessment Opportunities

active listening/students' oral responses in discussion

teacher observation/anecdotal notes on the "[How Writers Work Grade 3 Student Performance Checklist](#)"

student entries in Writer's Notebook

Conference Questions

Where is the heart of your story?

What details are you adding as you revise? Why?

Appendix- "Finding the Heart of My Story"

Appendix- "Revising My Sentences"

Mini-Lesson 16: Revising III: Coloring the World of Your Story!

Patricia Polacco is an artist as well as a writer. She uses artistic techniques in the “white space” of her text for her illustrations.

- Students will use the techniques that Polacco uses to enhance their writing by creating illustrations, thinking about white space, placement, and color

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| LA.L.3.1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| LA.L.3.1.I | Produce simple, compound, and complex sentences. |
| LA.L.3.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| LA.L.3.2.C | Use commas and quotation marks in dialogue. |
| LA.L.3.3 | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |
| LA.L.3.3.A | Choose words and phrases for effect. |
| LA.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. |
| LA.L.3.5 | Demonstrate understanding of figurative language, word relationships and nuances in word meanings. |
| LA.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). |
| LA.W.3.3 | Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences. |
| LA.W.3.4 | With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.) |
| LA.W.3.5 | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. |
| LA.W.3.7 | Conduct short research projects that build knowledge about a topic. |
| LA.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. |
| LA.W.3.10 | Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |
| LA.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. |
| LA.SL.3.1.B | Follow agreed-upon norms 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). |
| LA.SL.3.1.C | Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. |

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| LA.SL.3.1.D | Explain their own ideas and understanding in light of the discussion. |
| LA.SL.3.3 | Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. |
| LA.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. |
| LA.SL.3.6 | Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. |

Accommodations & Modifications

Review the following words with students during this lesson: sketch, illustration, deliberate, and medium.

Provide students with a sentence stem to help them talk with their partners: I want to add an illustration here because ___.

Formative Assessment Opportunities

active listening/students' oral responses in discussion

teacher observation/anecdotal notes on the "[How Writers Work Grade 3 Student Performance Checklist](#)"

student entries in Writer's Notebook

Conference Questions

What kinds of illustrations are you thinking of using?

How will you use the white space of your paper? Why?

What kinds of colors or media will you use? Why?

Appendix- "Coloring the World of My Story"

Mini-Lesson 17: Editing I: Do You Hear What I Hear?

Writers like Patricia Polacco edit their work not only to examine the writing conventions of their texts, such as checking for correct spelling and punctuation, but they also listen to the power of their words as they edit.

- Students will edit their pieces to demonstrate a command of the conventions of standard English capitalization, punctuation, and spelling and to ensure that their writing is clear and easy to read.

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| LA.L.3.1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| LA.L.3.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, |

and spelling when writing.

- LA.L.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- LA.L.3.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
- LA.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).
- LA.W.3.3 Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.
- LA.W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- LA.W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- LA.W.3.7 Conduct short research projects that build knowledge about a topic.
- LA.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.
- LA.W.3.10 Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
- LA.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.
- LA.SL.3.1.B Follow agreed-upon norms 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).
- LA.SL.3.1.C Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
- LA.SL.3.1.D Explain their own ideas and understanding in light of the discussion.
- LA.SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
- LA.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.
- LA.SL.3.5 Use multimedia to demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
- LA.SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Accommodations & Modifications

Meet with your students and edit one of their drafts together. As you edit the piece, chart the type of punctuation used and give an example.

Students will also benefit from editing with a peer.

Formative Assessment Opportunities

active listening/students' oral responses in discussion

teacher observation/anecdotal notes on the "[How Writers Work Grade 3 Student Performance Checklist](#)"

student entries in Writer's Notebook

Conference Questions

What is the intention of your piece?

What intentional editing decisions did you make today? Why did you make them?

Appendix- "Do Where Did All the Punctuation Go?"

Appendix- "Do You Hear What I Hear?"

Mini-Lesson 18: Editing II: Every Picture Tells a Story

Writers who also illustrate their texts make intentional editing decisions about materials, layout, design, and the ways the artwork will support the writing.

- Students will edit their illustrations by rereading their text to ensure their pictures clearly depict and enhance their words.

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| LA.L.3.1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| LA.L.3.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| LA.L.3.3 | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |
| LA.L.3.3.A | Choose words and phrases for effect. |
| LA.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). |
| LA.W.3.3 | Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences. |
| LA.W.3.4 | With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.) |
| LA.W.3.5 | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. |
| LA.W.3.6 | With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others. |
| LA.W.3.7 | Conduct short research projects that build knowledge about a topic. |

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| LA.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. |
| LA.W.3.10 | Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |
| LA.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. |
| LA.SL.3.1.B | Follow agreed-upon norms 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). |
| LA.SL.3.1.C | Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. |
| LA.SL.3.1.D | Explain their own ideas and understanding in light of the discussion. |
| LA.SL.3.3 | Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. |
| LA.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. |
| LA.SL.3.5 | Use multimedia to demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details. |
| LA.SL.3.6 | Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. |

Accommodations & Modifications

Ask students and their partners to include what they are feeling when they are discussing the illustrations. You might provide this sentence stem: This illustration makes me feel ___ because ___.

Formative Assessment Opportunities

active listening/students' oral responses in discussion

teacher observation/anecdotal notes on the "[How Writers Work Grade 3 Student Performance Checklist](#)"

student entries in Writer's Notebook

Conference Questions

What is the intention of your illustrations? Are you expanding, highlighting, or depicting emotions in your artwork?

What art materials do you think best support your illustrations?

Mini-Lesson 19: Publishing: Dedicated to My Writing Inspirations

Writers publish their books when they complete them. There are particular details Patricia Polacco always includes in her published pieces.

- Students will complete their pieces by adding a Dedication and an Author's Note to provide additional background information for their readers.

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| LA.W.3.3 | Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences. |
| LA.W.3.4 | With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.) |
| LA.W.3.5 | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. |
| LA.W.3.6 | With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others. |
| LA.W.3.7 | Conduct short research projects that build knowledge about a topic. |
| LA.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. |
| LA.W.3.10 | Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |

Accommodations & Modifications

If you are having a publishing party and expect students to share their pieces in front of a large group, give them many opportunities to practice. If you have any students who are very timid, you can video record them prior to the celebration and show the video clip(s) instead.

Formative Assessment Opportunities

active listening/students' oral responses in discussion

teacher observation/anecdotal notes on the "[How Writers Work Grade 3 Student Performance Checklist](#)"

student entries in Writer's Notebook

Conference Questions

Who are you thinking about dedicating your book to? Why is this person important to you?

What information is important for your readers to know about you as the author of this piece?

Which "big moment" illustrations are possible covers for your published piece? Why did you choose them?

Appendix-"Dedication and Author's Note Page"

Mini-Lesson 20: Student Self-Reflection

Writers reflect on their work to learn and grow as authors. A self-reflection questionnaire is a wonderful tool for helping students understand and verbalize how they have grown over the course of the Patricia Polacco unit of study.

- Students will assess their learning and newly gained knowledge by reflecting on their growth as writers and sharing their findings.

Accommodations & Modifications

Model with student one on one, or pair the with a partner, to demonstrate reflection.

Formative Assessment Opportunities

active listening/students' oral responses in discussion

teacher observation/anecdotal notes on the "[How Writers Work Grade 3 Student Performance Checklist](#)"

student entries in Writer's Notebook

Use each student's completed self-reflection handout to guide your conferences.

Appendix- "Reflecting on My Work"

Summative Assessment

student's final writing piece

rubrics <https://fundamentals.schoolwide.com/eval/viewRubrics.php>

teacher notes on checklist

student conference responses

21st Century Life and Careers

Discuss how we learn to write at the elementary level, which lays the foundation for academic/career success.

CAEP.9.2.4.A.4

Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Accommodations/Modifications

Please see lesson-specific accommodations listed within each target above.

Unit Resources

[Thank you, Mr. Falker by Patricia Polacco](#)

[Babushka's Doll by Patricia Polacco](#)

[Chicken Sunday by Patricia Polacco](#)

[Emma Kate by Patricia Polacco](#)

[Something About Hensley's by Patricia Polacco](#)

[Thunder Cake by Patricia Polacco](#)

[Just Plain Fancy by Patricia Polacco](#)

[Rotten Richie and the Ultimate Dare by Patricia Polacco](#)

[John Philip Duck by Patricia Polacco](#)

[When Lightning Comes in a Jar by Patricia Polacco](#)

<https://jr.brainpop.com/readingandwriting/writing/>

<https://www.scholastic.com/teachers/authors/patricia-polacco/>

<https://www.readingrockets.org/books/interviews/polacco>

<http://www.patriciapolacco.com/>

http://www.1donline.org/firstperson/The_Teacher_Who_Changed_Everything

Interdisciplinary Connections

Chicken Sunday- Holocaust/genocide

Just Plain Fancy- Communities (Amish)

Something About Hensley's- Personal, Family, Community history

When Lightning Comes in a Jar- Personal, Family, Community history

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| SOC.6.1.4 | U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities. |
| SOC.6.1.4.A.9 | Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights). |
| SOC.6.1.4.A.16 | Explore how national and international leaders, businesses, and global organizations promote human rights and provide aid to individuals and nations in need. |
| SOC.6.1.4.A.CS6 | The examination of individual experiences, historical narratives, and events promotes an understanding of individual and community responses to the violation of fundamental rights. |
| SOC.6.1.4.B.6 | Compare and contrast characteristics of regions in the United States based on culture, economics, and physical environment to understand the concept of regionalism. |
| SOC.6.1.4.D.CS3 | Personal, family, and community history is a source of information for individuals about the people and places around them. |