

Z May: WRITING: Patricia Polacco

Content Area: **English**
Course(s):
Time Period: **May**
Length: **6-8 Weeks**
Status: **Obsolete**

Unit Overview

No one can tell a story like Patricia Polacco! 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 on the stories she learned from her family. 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 includes lush, broad, vibrant illustrations that are both humorous and poignant. Her books appeal to both young and more advanced readers because they contain a mixture of text and abundant illustrative support that will encourage them to read deeply and reflect upon the many issues addressed. Students will connect to Polacco's choice of topics represented in this unit. She will help students discover that the world around them is full of opportunities to explore, question, ponder, and investigate not only within their own communities but also within the community of the world, past and present. Polacco shows us that writing to think, question, learn, and honor is something we should do every day.

Enduring Understandings

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

Essential Questions

How do writers develop imagined experiences or events based on fact, using descriptive details?

How can we create stories using what we learn from Patricia Polacco's stories?

Instructional Strategies & Learning Activities

Immersion: Interactive Read-Aloud Lessons

Day 1:

Who Is Patricia Polacco?

uses all mentor texts from the unit.

Rationale: 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.

Common Core State Standards: W.3.3, W.3.4, W.3.5, W.3.7, W.3.8, W.3.10, SL.3.1, SL.3.2, SL.3.3, SL.3.4, SL.3.6, L.3.1, L.3.2, L.3.3, L.3.4, L.3.5, L.3.6

Day 2:

The Stories of Your Life!

uses Thank you, Mr. Falker or Something About Hensley's.

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

Common Core State Standards: W.3.3, W.3.4, W.3.5, W.3.7, W.3.8, W.3.10, SL.3.1, SL.3.2, SL.3.3, SL.3.4, SL.3.6, L.3.1, L.3.2, L.3.3, L.3.4, L.3.5, L.3.6

Day 3:

Multicultural Stories

uses Just Plain Fancy.

Rationale: 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.

Common Core State Standards: W.3.3, W.3.4, W.3.5, W.3.7, W.3.8, W.3.10, SL.3.1, SL.3.2, SL.3.3, SL.3.4, SL.3.6, L.3.1, L.3.2, L.3.3, L.3.4, L.3.5, L.3.6

Day 4:

Honoring Lives, Honoring Stories

uses When Lightning Comes in a Jar.

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

Common Core State Standards: W.3.3, W.3.4, W.3.5, W.3.7, W.3.8, W.3.10, SL.3.1, SL.3.2, SL.3.3, SL.3.4, SL.3.6, L.3.1, L.3.2, L.3.3, L.3.4, L.3.5, L.3.6

Day 5:

Picturing Our Lives

uses When Lightning Comes in a Jar; Thank you, Mr. Falker; Rotten Richie and the Ultimate Dare; and Emma Kate.

Rationale: 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.

Common Core State Standards: W.3.3, W.3.4, W.3.5, W.3.7, W.3.8, W.3.10, SL.3.1, SL.3.2, SL.3.3, SL.3.4, SL.3.5, SL.3.6, L.3.1, L.3.2, L.3.3, L.3.4, L.3.5, L.3.6

Mini-Lessons

Generating Ideas I: Remembering Special People

uses Chicken Sunday.

Rationale: 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.

Common Core State Standards: W.3.3, W.3.4, W.3.5, WW.3.7, .3.8, W.3.10, SL.3.1, SL.3.2, SL.3.3, SL.3.4, SL.3.6,

L.3.1, L.3.2, L.3.3, L.3.6

Generating Ideas II: Family and Friends!

uses Rotten Richie and the Ultimate Dare.

Rationale: 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.

Common Core State Standards: W.3.3, W.3.4, W.3.5, W.3.7, W.3.8, W.3.10, SL.3.1, SL.3.2, SL.3.3, SL.3.4, SL.3.6,

L.3.1, L.3.2, L.3.3, L.3.5, L.3.6

Generating Ideas III: From Fact to Fiction

uses John Philip Duck.

Rationale: 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.

Common Core State Standards: W.3.3, W.3.4, W.3.5, W.3.7, W.3.8, W.3.10, SL.3.1, SL.3.2, SL.3.3, SL.3.4, SL.3.6,

L.3.1, L.3.2, L.3.3, L.3.4, L.3.5, L.3.6

Generating Ideas IV: Imagination & Fantasy

uses Emma Kate.

Rationale: 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.

Common Core State Standards: W.3.3, W.3.4, W.3.5, W.3.7, W.3.8, W.3.10, SL.3.1, SL.3.2, SL.3.3, SL.3.4, SL.3.6,

L.3.1, L.3.2, L.3.3, L.3.6

Generating Ideas V: Honoring Stories That Influence Our Lives

uses Thunder Cake.

Rationale: 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.

Common Core State Standards: W.3.3, W.3.4, W.3.5, W.3.7, W.3.8, W.3.10, SL.3.1, SL.3.2, SL.3.3, SL.3.4, SL.3.6,

L.3.1, L.3.2, L.3.3, L.3.5, L.3.6

Selecting: Listening to Your Inner Voice

uses Emma Kate, John Philip Duck, Thunder Cake, Chicken Sunday, and Rotten Richie and the Ultimate Dare.

Rationale: 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.

Common Core State Standards: W.3.3, W.3.4, W.3.5, W.3.7, W.3.8, W.3.10, SL.3.1, SL.3.2, SL.3.3, SL.3.4, SL.3.6,

L.3.1, L.3.2, L.3.3, L.3.6

Collecting I: Framing the Memories!

uses *When Lightning Comes in a Jar*.

Rationale: 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.

Common Core State Standards: W.3.3, W.3.4, W.3.5, W.3.7, W.3.8, W.3.10, SL.3.1, SL.3.2, SL.3.3, SL.3.4, SL.3.5,

SL.3.6, L.3.1, L.3.2, L.3.3, L.3.5, L.3.6

Collecting II: Interviewing Like a Storyteller

uses *Babushka’s Doll* and *John Philip Duck*.

Rationale: 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.

Common Core State Standards: W.3.3, W.3.4, W.3.5, W.3.7, W.3.8, W.3.10, SL.3.1, SL.3.2, SL.3.3, SL.3.4, SL.3.6,

L.3.1, L.3.2, L.3.3, L.3.6

Collecting III: Shaping Our Story Through Our Character’s Eyes

uses *John Philip Duck*, *Emma Kate*, and *Chicken Sunday*.

Rationale: 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.

Common Core State Standards: W.3.3, W.3.4, W.3.5, W.3.7, W.3.8, W.3.10, SL.3.1, SL.3.2, SL.3.3, SL.3.4, SL.3.6,

L.3.1, L.3.2, L.3.3, L.3.4, L.3.5, L.3.6

Collecting IV: Sketching Memories

uses teacher-selected unit books.

Rationale: 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.

Common Core State Standards: W.3.3, W.3.4, W.3.5, W.3.7, W.3.8, W.3.10, SL.3.1, SL.3.2, SL.3.3, SL.3.4,

SL.3.5,
SL.3.6, L.3.1, L.3.2, L.3.3, L.3.6

Drafting I: Determining What's Important
uses Something About Hensley's.

Rationale: 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.

Common Core State Standards: W.3.3, W.3.4, W.3.5, W.3.7, W.3.8, W.3.10, SL.3.1, SL.3.2, SL.3.3, SL.3.4, SL.3.6,
L.3.1, L.3.2, L.3.3, L.3.6

Drafting II: Timing Your Story

uses Lightning in a Jar, Rotten Richie and the Ultimate Dare, and students' drafts.

Rationale: 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.

Common Core State Standards: W.3.3, W.3.4, W.3.5, W.3.7, W.3.8, W.3.10, SL.3.1, SL.3.2, SL.3.3, SL.3.4, SL.3.6,
L.3.1, L.3.2, L.3.3, L.3.4, L.3.5, L.3.6

Drafting III: Happy Endings

uses Thank you, Mr. Falker, Just Plain Fancy, Rotten Richie and the Ultimate Dare, Emma Kate, and students' drafts.

Rationale: 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.

Common Core State Standards: W.3.3, W.3.4, W.3.5, W.3.7, W.3.8, W.3.10, SL.3.1, SL.3.2, SL.3.3, SL.3.4, SL.3.6,
L.3.1, L.3.2, L.3.3, L.3.5, L.3.6

Revising I: Potently Powerful Leads

uses all texts from the unit and students' drafts.

Rationale: 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.

Common Core State Standards: W.3.3, W.3.4, W.3.5, W.3.7, W.3.8, W.3.10, SL.3.1, SL.3.2, SL.3.3, SL.3.4, SL.3.6,
L.3.1, L.3.2, L.3.3, L.3.4, L.3.5, L.3.6

Revising II: Have I Said Enough?

uses *When Lightning Comes in a Jar* and students' drafts.

Rationale: 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.

Common Core State Standards: W.3.3, W.3.4, W.3.5, W.3.7, W.3.8, W.3.10, SL.3.1, SL.3.2, SL.3.3, SL.3.4, SL.3.6,

L.3.1, L.3.2, L.3.3, L.3.4, L.3.5, L.3.6

Revising III: Coloring the World of Your Story!

uses *Rotten Richie and the Ultimate Dare*, *Emma Kate*, *Chicken Sunday*, and students' drafts.

Rationale: 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.

Common Core State Standards: W.3.3, W.3.4, W.3.5, W.3.7, W.3.8, W.3.10, SL.3.1, SL.3.2, SL.3.3, SL.3.4, SL.3.5,

SL.3.6, L.3.1, L.3.2, L.3.3, L.3.4, L.3.6

Editing I: Do You Hear What I Hear?

uses *Chicken Sunday* and students' drafts.

Rationale: 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.

Common Core State Standards: W.3.3, W.3.4, W.3.5, W.3.7, W.3.8, W.3.10, SL.3.1, SL.3.3, SL.3.4, SL.3.6, L.3.1,

L.3.2, L.3.3, L.3.4, L.3.5, L.3.6

Editing II: Every Picture Tells a Story

uses *Rotten Richie and the Ultimate Dare*; *John Philip Duck*; *Emma Kate*; *Thank you, Mr. Falker*; and students'

drafts and illustrations.

Rationale: 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.

Common Core State Standards: W.3.3, W.3.4, W.3.5, W.3.7, W.3.8, W.3.10, SL.3.1, SL.3.3, SL.3.4, SL.3.5, SL.3.6,

L.3.1, L.3.2, L.3.3, L.3.5, L.3.6

Publishing: Dedicated to My Writing Inspirations

uses all unit texts and students' final pieces.

Rationale: 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.

Common Core State Standards: W.3.3, W.3.4, W.3.5, W.3.6, W.3.7, W.3.8, W.3.10, SL.3.1, SL.3.3, SL.3.4, SL.3.5, SL.3.6, L.3.1, L.3.2, L.3.3, L.3.6

Integration of Career Readiness, Life Literacies and Key Skills

Students will explore the writing career of Patricia Pollacco.

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| WRK.9.2.5.CAP.1 | Evaluate personal likes and dislikes and identify careers that might be suited to personal likes. |
| WRK.9.2.5.CAP.2 | Identify how you might like to earn an income. |
| WRK.9.2.5.CAP.3 | Identify qualifications needed to pursue traditional and non-traditional careers and occupations. |
| WRK.9.2.5.CAP.4 | Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements. Collaboration with individuals with diverse perspectives can result in new ways of thinking and/or innovative solutions. Curiosity and a willingness to try new ideas (intellectual risk-taking) contributes to the development of creativity and innovation skills. |

Technology Integration

Students will interact with the SmartBoards, Chromebooks, and Document Camera.

Interdisciplinary Connections

Interdisciplinary connections are made through mentor texts and personal choice texts to inspire writing.

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| TECH.8.1.5.B | Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology. |
| TECH.8.1.5.C | Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. |

Differentiation

- Understand that gifted students, just like all students, come to school to learn and be challenged.
- Pre-assess your students. Find out their areas of strength as well as those areas you may need to address before students move on.
- Consider grouping gifted students together for at least part of the school day.
- Plan for differentiation. Consider pre-assessments, extension activities, and compacting the curriculum.
- Use phrases like "You've shown you don't need more practice" or "You need more practice" instead of words like "qualify" or "eligible" when referring to extension work.
- Encourage high-ability students to take on challenges. Because they're often used to getting good grades, gifted students may be risk averse.
- **Definitions of Differentiation Components:**
 - Content – the specific information that is to be taught in the lesson/unit/course of instruction.
 - Process – how the student will acquire the content information.
 - Product – how the student will demonstrate understanding of the content.
 - Learning Environment – the environment where learning is taking place including physical location and/or student grouping

Differentiation occurring in this unit:

Choices and chosen mentor texts

Topics for writing based on interests.

Modifications & Accommodations

Refer to QSAC EXCEL SMALL SPED ACCOMMODATIONS spreadsheet in this discipline.

Modifications and Accommodations used in this unit:

IEP modifications

504 modifications

Benchmark Assessments

Benchmark Assessments are given periodically (e.g., at the end of every quarter or as frequently as once per month) throughout a school year to establish baseline achievement data and measure progress toward a standard or set of academic standards and goals.

Schoolwide Benchmark assessments:

Aimsweb benchmarks 3X a year

Linkit Benchmarks 3X a year

DRA

Additional Benchmarks used in this unit:

Beginning of the Year Writing Assessment

End of the Year Writing Assessment

Formative Assessments

Assessment allows both instructor and student to monitor progress towards achieving learning objectives, and can be approached in a variety of ways. **Formative assessment** refers to tools that identify misconceptions, struggles, and learning gaps along the way and assess how to close those gaps. It includes effective tools for helping to shape learning, and can even bolster students' abilities to take ownership of their learning when they understand that the goal is to improve learning, not apply final marks (Trumbull and Lash, 2013). It can include students assessing themselves, peers, or even the instructor, through writing, quizzes, conversation, and more. In short, formative assessment occurs throughout a class or course, and seeks to improve student achievement of learning objectives through approaches that can support specific student needs (Theal and Franklin, 2010, p. 151).

Formative Assessments used in this unit:

Discussions

Worksheets with unit

Teacher conferences

Anecdotal records

Summative Assessments

Summative assessments evaluate student learning, knowledge, proficiency, or success at the conclusion of an instructional period, like a unit, course, or program. Summative assessments are almost always formally graded and often heavily weighted (though they do not need to be). Summative assessment can be used to great effect in conjunction and alignment with formative assessment, and instructors can consider a variety of ways to combine these approaches.

Summative assessments for this unit:

Student Self-Reflection

uses a self-reflection questionnaire for students to complete.

Rationale: 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.

Final writing pieces

Instructional Materials

Schoolwide, Inc. "Writing, Patricia Polacco author study" teacher instructional unit

Mentor Texts

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

additional leveled mentor texts

Standards

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| CCSS.ELA-Literacy.L.3.1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| CCSS.ELA-Literacy.L.3.1.a | Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. |
| CCSS.ELA-Literacy.L.3.1.b | Form and use regular and irregular plural nouns. |
| CCSS.ELA-Literacy.L.3.1.c | Use abstract nouns (e.g., childhood). |
| CCSS.ELA-Literacy.L.3.1.d | Form and use regular and irregular verbs. |
| CCSS.ELA-Literacy.L.3.1.e | Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses. |
| CCSS.ELA-Literacy.L.3.1.f | Ensure subject-verb and pronoun-antecedent agreement. |
| CCSS.ELA-Literacy.L.3.1.g | Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. |
| CCSS.ELA-Literacy.L.3.1.h | Use coordinating and subordinating conjunctions. |
| CCSS.ELA-Literacy.L.3.1.i | Produce simple, compound, and complex sentences. |
| CCSS.ELA-Literacy.L.3.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| CCSS.ELA-Literacy.L.3.2.a | Capitalize appropriate words in titles. |
| CCSS.ELA-Literacy.L.3.2.b | Use commas in addresses. |
| CCSS.ELA-Literacy.L.3.2.c | Use commas and quotation marks in dialogue. |
| CCSS.ELA-Literacy.L.3.2.d | Form and use possessives. |
| CCSS.ELA-Literacy.L.3.2.e | Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). |
| CCSS.ELA-Literacy.L.3.2.f | Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. |
| CCSS.ELA-Literacy.L.3.2.g | Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. |
| CCSS.ELA-Literacy.L.3.3 | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |
| CCSS.ELA-Literacy.L.3.3.a | Choose words and phrases for effect. |
| CCSS.ELA-Literacy.L.3.3.b | Recognize and observe differences between the conventions of spoken and written standard English. |
| CCSS.ELA-Literacy.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. |
| CCSS.ELA-Literacy.L.3.4.a | Use sentence-level context as a clue to the meaning of a word or phrase. |
| CCSS.ELA-Literacy.L.3.4.b | Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat). |
| CCSS.ELA-Literacy.L.3.4.c | Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion). |
| CCSS.ELA-Literacy.L.3.4.d | Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. |
| CCSS.ELA-Literacy.L.3.5 | Demonstrate understanding of word relationships and nuances in word meanings. |
| CCSS.ELA-Literacy.L.3.5.a | Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take |

steps).

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| CCSS.ELA-Literacy.L.3.5.b | Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful). |
| CCSS.ELA-Literacy.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). |
| CCSS.ELA-Literacy.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). |
| CCSS.ELA-Literacy.W.3.3 | Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. |
| CCSS.ELA-Literacy.W.3.3.a | Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. |
| CCSS.ELA-Literacy.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. |
| CCSS.ELA-Literacy.W.3.3.c | Use temporal words and phrases to signal event order. |
| CCSS.ELA-Literacy.W.3.3.d | Provide a sense of closure. |
| CCSS.ELA-Literacy.W.3.4 | With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. |
| CCSS.ELA-Literacy.W.3.5 | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. |
| CCSS.ELA-Literacy.W.3.6 | With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. |
| CCSS.ELA-Literacy.W.3.7 | Conduct short research projects that build knowledge about a topic. |
| CCSS.ELA-Literacy.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. |
| CCSS.ELA-Literacy.W.3.10 | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |
| CCSS.ELA-Literacy.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. |
| CCSS.ELA-Literacy.SL.3.1.a | Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. |
| CCSS.ELA-Literacy.SL.3.1.b | Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). |
| CCSS.ELA-Literacy.SL.3.1.c | Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. |
| CCSS.ELA-Literacy.SL.3.1.d | Explain their own ideas and understanding in light of the discussion. |
| CCSS.ELA-Literacy.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. |
| CCSS.ELA-Literacy.SL.3.3 | Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. |
| CCSS.ELA-Literacy.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. |
| CCSS.ELA-Literacy.SL.3.5 | Create engaging audio recordings of stories or poems that demonstrate fluid reading at an |

understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.

CCSS.ELA-Literacy.SL.3.6

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