



3RD GRADE **ELA**

Student Materials

Unit 1

***Defining Identity:
Dyamonde Daniel
and My Name is
María Isabel***



Daily Lesson Materials

Name: _____

Date: _____

1. How does Dyamonde feel about Free? How do you know?

2. How does Dyamonde feel about math? Why?

3. Why does the author include Dyamonde's internal thoughts? What do you learn about Dyamonde from her thoughts? Give two specific examples.

Name: _____

Date: _____

Writing Prompt

extraordinary odd grateful

What is Dyamonde like? How do you know?

Name: _____

Date: _____

1. What does Dyamonde miss about her life in Brooklyn? Why?

2. How is Washington Heights different from Brooklyn? Give multiple examples.

Name: _____

Date: _____

1. Why does Dyamonde leave early for school?

2. Dyamonde is very **observant**. What does she notice about Free by watching his actions?

3. How does Free behave outside of the classroom? How does Dyamonde feel about his actions? Why?

4. What advice does Mrs. Cordell give Dyamonde? Do you agree or disagree with her advice?

Name: _____ Date: _____

Sentences and Fragments

Mark the fragments with an "F" and the sentences with an "S." Then, make the fragments into complete sentences with appropriate punctuation and capitalization. For the complete sentences, underline the subject and box the predicate.

_____ Lily feels brave climbing the tall tree in her backyard

_____ asks questions about how plants grow

_____ the soccer club

_____ looks down on the walk to school alone every morning

_____ the team of explorers prepares to hike up the highest mountain

Write three sentences describing Dyanonde and Free.

1. _____

2. _____

3. _____

Name: _____

Date: _____

1. Why does Dyamonde confront Free? How does Free respond?

2. What does it mean that Dyamonde "kept her eye on Free?" (p. 38) Give two examples.

3. How does Dyamonde feel at the end of the chapter? Why?

Name: _____

Date: _____

Writing Prompt

scowl empathetic

Why is Dyamonde puzzled by Free? What does this show about her?

Name: _____

Date: _____

1. How does Free respond to Dyamonde's questions? Why?

2. Dyamonde says, "Of course I'm right. I'm *always* right." (p. 45) What does this show about Dyamonde?

3. How does Dyamonde feel about people making fun of her name? What does this show about her?

4. How does Free feel about people making fun of his name?

Name: _____

Date: _____

Writing Prompt

Dyamonde finds out that she has more in common with Free than she thought. In what ways are Dyamonde and Free similar?

Name: _____

Date: _____

1. Why does Free think that Dyamonde is amazing? Do you agree with him?

2. Dyamonde says, "You can't do things or not do things just 'cause somebody else thinks you should." (p. 55) What does she mean? Do you agree with her?

3. Why does Free say that he is always grouchy in the morning?

4. Why does Dyamonde think that Free is lucky? Does Free agree?

5. Dyamonde reassures Free that his dad will find a job and that they will not move. Why does she do this?

Name: _____

Date: _____

Writing Prompt

stubborn

What else do Free and Dyamonde learn about each other? Give multiple examples.

Name: _____

Date: _____

1. What happens when Free volunteers to read aloud in class? Why?

2. How does Dyamonde feel at the end? Why does she feel that way?

Name: _____

Date: _____

Writing Prompt

How do Dyamonde and Free change? What causes the change?

Name: _____

Date: _____

Discussion & Writing Prompt

Describe Dyamonde. In your answer, include details about Dyamonde's **identity** and her traits.

Use the box below to plan your response. Write your response on the lines below the box.

Name: _____ Date: _____

Move to Motor City

One Saturday, after a long day of treasure hunting, Dyamonde and Free were sitting on Free's stoop. They watched their busy Washington Heights neighborhood, when Free looked a little sad.

"Hey, what's up with you?" Dyamonde asked, tilting her head.

Free sighed and looked down at his shoes. "I just found out... I'm moving back to Detroit."

Dyamonde's eyes widened. "What? No way! You just got here!" she exclaimed, her heart sinking. Free had only moved to the neighborhood recently, and they had become best friends so fast. The thought of him leaving felt like a punch to the stomach.

"That's what I thought too," Free said. "But my dad got a new job, and we have to go. It's happening in a few weeks."

For a moment, Dyamonde didn't know what to say. She could feel her chest getting tight, but she didn't want to cry. Not in front of Free. So, instead, she took a deep breath and said, "Well, that stinks! But you know what? You don't have to stop being my best friend just because you're moving."

Free looked at her, surprised. "Really? But I won't be here anymore."

Dyamonde smiled, determined. "You can't get rid of me that easily. We've got phones, video calls, letters—everything! Besides, you'll probably come visit, and maybe I can visit you, too!"

For a second, Free didn't say anything. Then, he smiled a little. "You always know how to make things better, Dyamonde."

Dyamonde grinned. "That's what best friends are for!"

As the days passed, Dyamonde and Free made a plan. They spent as much time together as they could. They wrote a list of all the things they would do when Free came to visit, like going to their favorite candy store and having a handball tournament.

On Free's last day, they had a big goodbye party with all their friends. Dyamonde still felt sad, but she knew it wasn't the end of their friendship. As Free left, she waved and yelled, "I'll see you soon, Free! And don't forget to call me as soon as you get there!"

Free waved back, smiling. "I will!"

Even though Dyamonde would miss Free, she knew their friendship was strong enough to last, no matter how far apart they were.

Name: _____ Date: _____

Story Mountain

Climax (Middle):

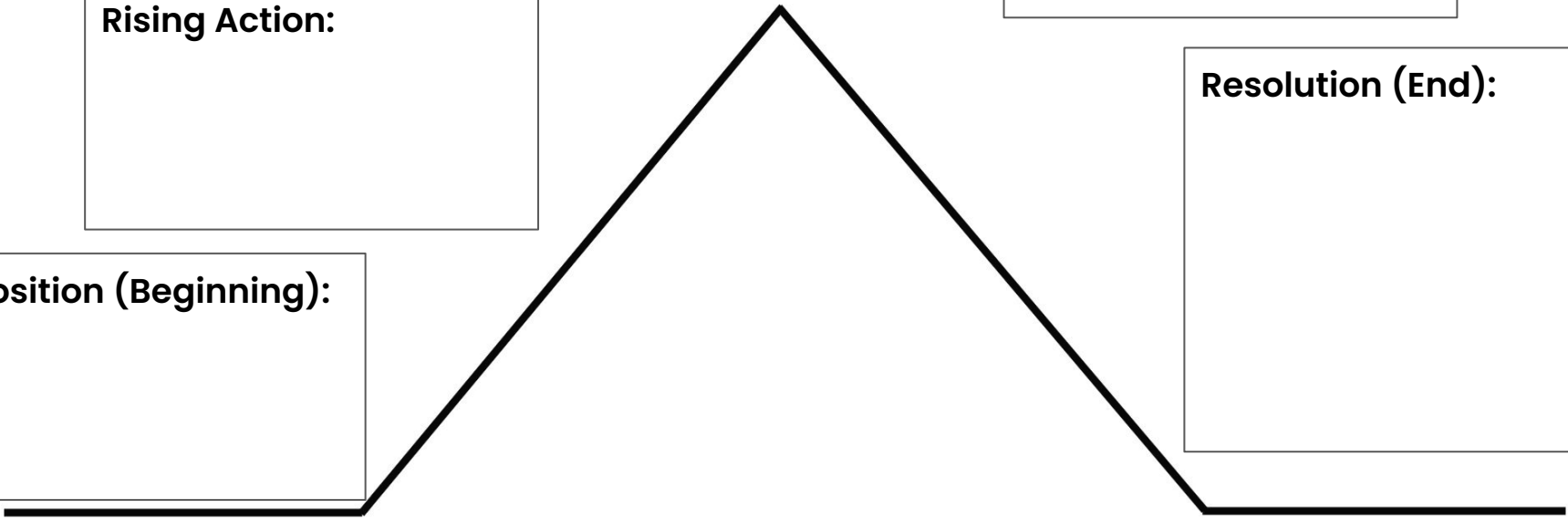
Rising Action:

Falling Action:

Rising Action:

Resolution (End):

Exposition (Beginning):



Name: _____

Date: _____

Writing Prompt

Imagine Free finds out he's moving back to Detroit. Write a story about how Dyamonde responds. Your story should:

- Have a clear beginning, middle and end.
- Use dialogue to show the response of characters to situations.
- Include specific details to describe events.

Name: _____ Date: _____

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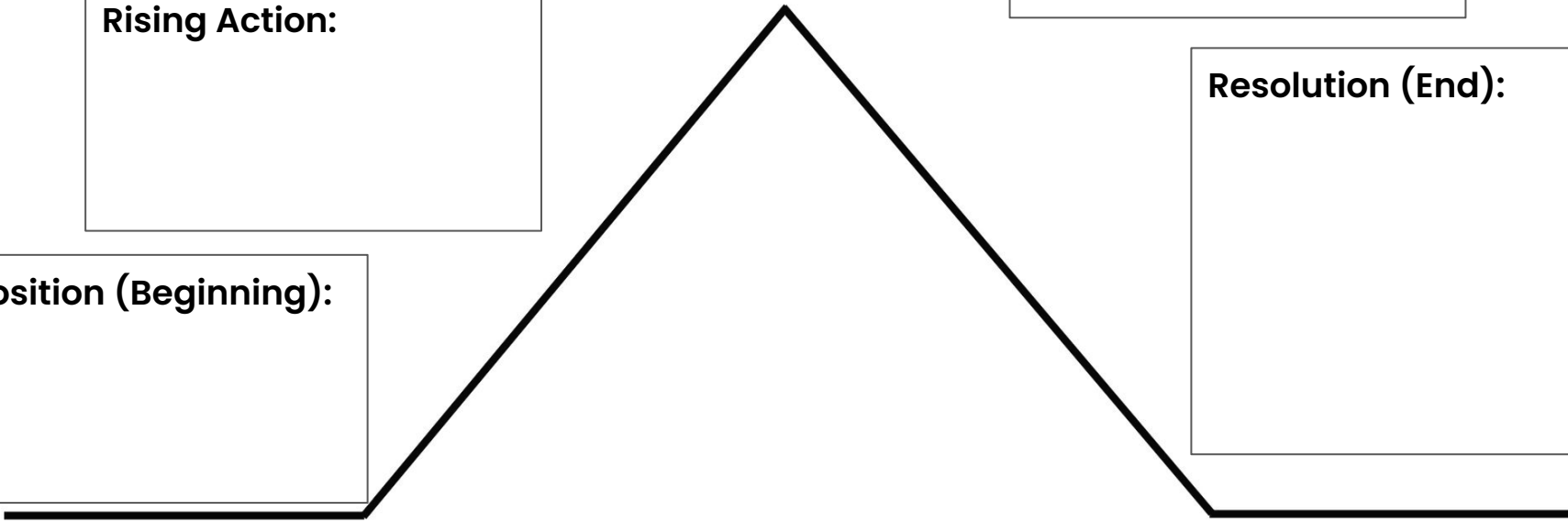
Rising Action:

Falling Action:

Rising Action:

Resolution (End):

Exposition (Beginning):



Name: _____ Date: _____

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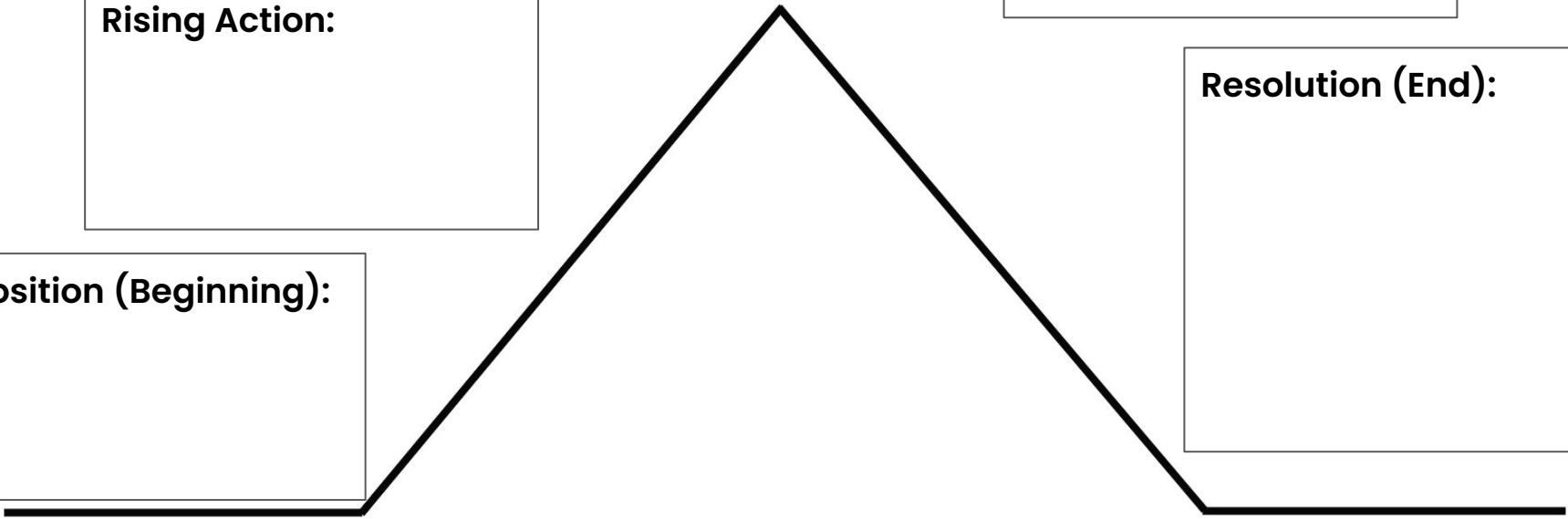
Rising Action:

Falling Action:

Rising Action:

Resolution (End):

Exposition (Beginning):



Name: _____

Date: _____

Writing Prompt

Write a draft of a realistic fiction story that tells what would happen if Free's family were to move back to Detroit.

Name: _____

Date: _____

1. How does María Isabel feel when she's getting ready for school? How do you know?

2. Why does María Isabel wear her favorite yellow dress? Why is the dress important to her?

3. If you were in María Isabel's situation, would you feel the same way as her? Defend why or why not.

Name: _____

Date: _____

Writing Prompt

reassure

How does María Isabel feel about going to her new school? How do you know?

Name: _____

Date: _____

1. How does María Isabel feel when she first enters the classroom? How do you know?

2. How does the teacher greet María Isabel when she arrives?

3. What is the significance of María Isabel's name?

4. What happens when the teacher calls María Isabel's name? How does it make María Isabel feel?

5. What does María Isabel daydream about at recess? How does it help her?

6. How does María Isabel feel after recess? Why does she feel that way?

Name: _____

Date: _____

1. What happens when María Isabel visits the library? How does it make her feel?

2. How does the teacher treat María Isabel? How does it make her feel?

3. How does María Isabel respond when her mother asks her how school is? Why?

4. Why does María Isabel's mother look for a job? How does this make María Isabel feel?

Name: _____

Date: _____

Writing Prompt

Does María Isabel feel welcome at her new school? Explain why or why not.

Name: _____

Date: _____

1. Why does the author include the description "**irritated** tone of voice" (p. 29)? What does it show about the teacher?

2. Why is María Isabel unable to participate in the pageant? How does it make her feel?

3. What does María Isabel mean when she asks, "Why can't real life be more like the books I read?" (p. 30)

4. How does María Isabel feel when she is with Clara? How do you know?

5. Why does María Isabel's father call her "Chabelita"?

Name: _____

Date: _____

1. What does María Isabel learn about her classmates from the pictures they bring in? Give two examples.

2. Why does María Isabel feel like the days are dragging by "more and more slowly" (p. 40)?

3. Why does María Isabel think that maybe everything is a big **misunderstanding**? What does this show about María Isabel?

4. At the end of Chapter 7, what does María Isabel want? Why?

5. How does María Isabel feel when her parents are talking about the Winter Pageant? Why?

6. What connections does María Isabel make between her life and the book she is reading? How do they help her?

Name: _____

Date: _____

Writing Prompt

misunderstanding

María Isabel says that "It just isn't fair that this can't be a happy time for all of us!" (p. 46) What advice would you give María Isabel?

Name: _____

Date: _____

1. What does María Isabel mean when she says, "If I'm going to wish for something, it should be something really worth wishing for" (p. 49)?

2. What does María Isabel say is her greatest wish? Why?

3. How does María Isabel's letter help her?

4. How does María Isabel feel at the end of the story? Why?

Name: _____

Date: _____

Writing Prompt

What lesson does María Isabel learn? How does she learn it?

Name: _____

Date: _____

Discussion & Writing Prompt

Describe María Isabel. In your answer, include details about María Isabel's identity and her traits.

Use the box below to plan your response. Write your response on the lines below the box.

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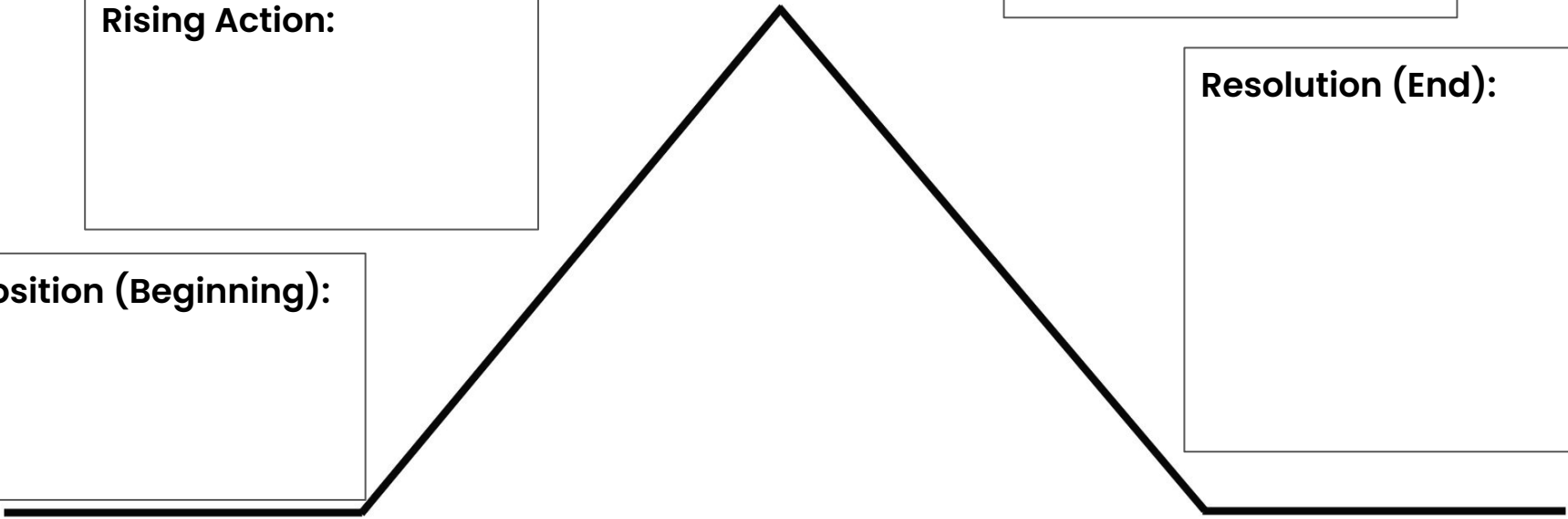
Rising Action:

Falling Action:

Rising Action:

Resolution (End):

Exposition (Beginning):



Name: _____ Date: _____

Revision Sentences

1. On stage, I was nervous but remembered my practice.

2. When it was my turn, I did the pirouette just like I practiced.

3. I had worn my favorite ballet shoes, which were pink.

4. The audience clapped, and I felt amazing!

Name: _____ Date: _____

Story Mountain

Climax (Middle):

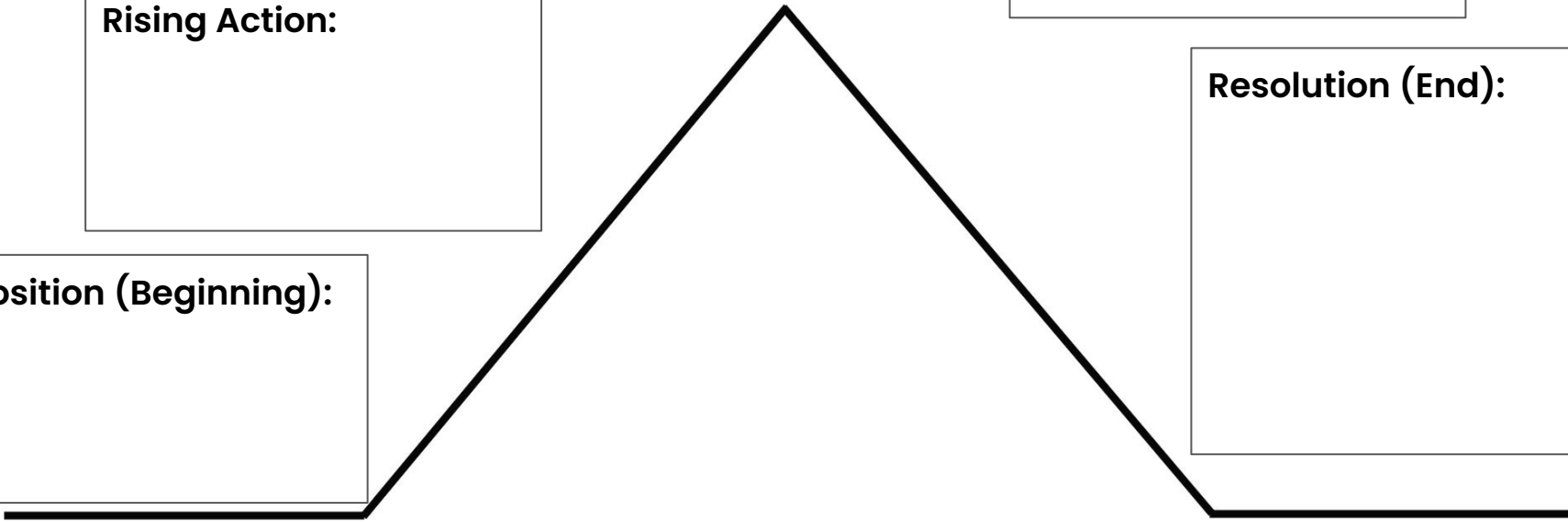
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Name: _____ Date: _____

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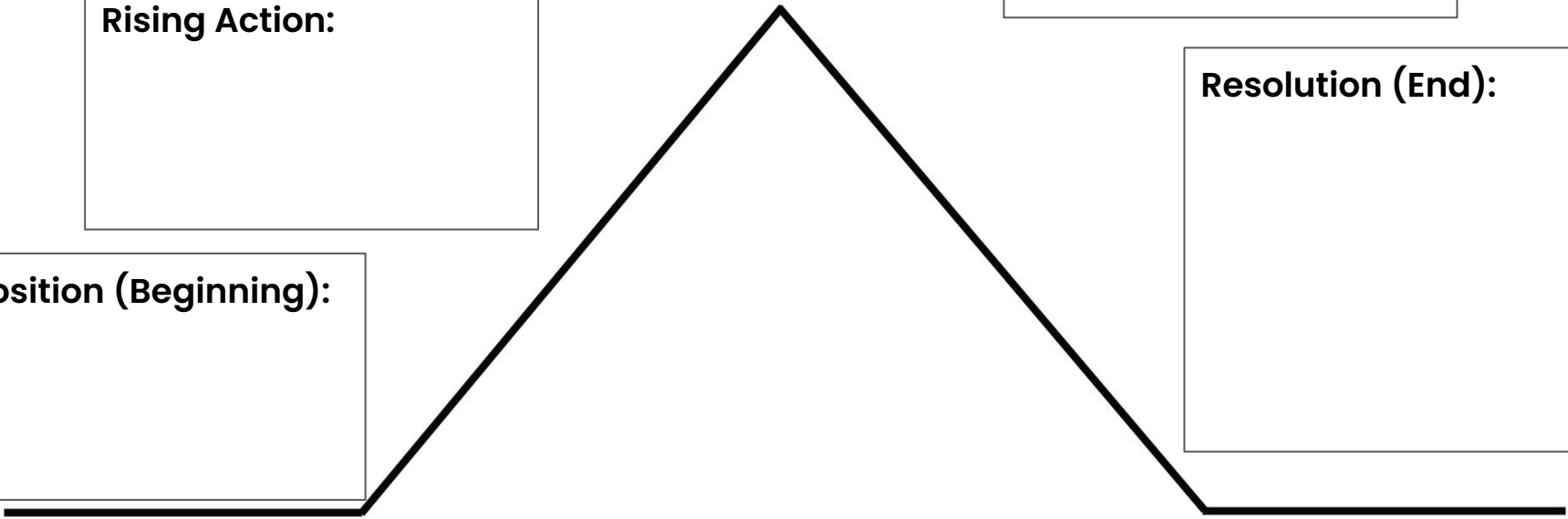
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4. The audience clapped, and I felt amazing!

Name: _____

Date: _____

Writing Prompt

Publish your personal narrative with an illustration that helps readers better understand the text.



Vocabulary

Word	Part of Speech	Definition
cherish	v.	to treasure
delighted	adj.	feeling or showing great pleasure
determined	adj.	having made a firm decision about something and not willing to change it
empathetic	adj.	understanding and sharing the feelings of another person
extraordinary	adj.	very unusual or amazing
-ful	suffix	
grateful	adj.	thankful
identity	n.	the qualities, characteristics, or beliefs that make a person who they are
im-	prefix	
impatient	adj.	unable to wait for something; irritable
insist	v.	to demand something forcefully
irritated	adj.	showing or feeling anger; annoyed

Word	Part of Speech	Definition
lonely	adj.	sad because one has no friends or company
mis-	prefix	
misunderstanding	n.	a failure to understand something correctly
observant	adj.	quick to notice things
odd	adj.	different from what is usual or expected; strange
open-minded	adj.	willing to consider new ideas
re-	prefix	
reassure	v.	to say or do something to remove someone's fears or doubts
reflective	adj.	thoughtful; is able to think about why things happen
scowl	v.	to frown in an angry way
self-aware	adj.	knowing their own strengths and areas for growth
stubborn	adj.	not willing to change your mind about something



Unit Rubrics & Assessments

Narrative Writing Rubric

3rd Grade English Language Arts

Rubric Scoring Key	Fully meets (4) All criteria present in the writing	Mostly meets (3) Most criteria present, with some misunderstandings	Partially meets (2) Criteria attempted, but major misunderstandings	Does not meet yet (1) Criteria are not attempted or not enough evidence to rate
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Structure	Rubric Score	Notes
Event Sequence Includes all the key components of the narrative arc: exposition, rising action, climax, falling action, resolution	4 3 2 1	
Point of View Point of view is clear and consistent throughout the story; Clear understanding of the task's audience and purpose	4 3 2 1	
Setting Includes many details to describe the place and time of the story; Describes the setting using multiple sensory details and character actions and dialogue	4 3 2 1	

Development	Rubric Score	Notes
Characters Includes one to two major characters; Minor characters are present, but not developed; Develops the major character with multiple details and descriptions by naming and describing character feelings, including what the character says and how they say it, and what the character does and how they behave throughout the story	4 3 2 1	
Plot Begins with details that hook the reader; <u>May</u> describe the characters and setting, start with a sound effect, or ask a question; Major character experiences and solves problems throughout the story; Ends with a clear resolution, which may include how the problem is solved or a lesson that shows how the main character changes or learns something	4 3 2 1	
Precise Words and Phrases Uses several temporal words to help the events in the story unfold logically	4 3 2 1	
Dialogue Appropriately uses dialogue to advance the plot and includes several basic dialogue tags that show how the character is speaking	4 3 2 1	

Language	Rubric Score	Notes
Grammar Includes complete simple, compound, and complex sentences; Uses coordinating and subordinating conjunctions to construct compound and complex sentences Uses correct subject-verb and pronoun-antecedent agreement; Uses nouns correctly, including regular and irregular plural nouns and abstract nouns; Uses verbs correctly, including simple verb tenses and regular and irregular verbs; Uses adjectives and adverbs correctly, including comparative and superlative adverbs	4 3 2 1	
Conventions Uses correct capitalization conventions, including words in titles; Uses correct punctuation conventions, including commas in addresses, commas and quotation marks in dialogue, and apostrophes in possessives	4 3 2 1	

Name: _____ Date: _____

Single Point Narrative Writing Rubric 1

	Areas for Growth What could I do to make my writing even stronger? How can I improve?	Criteria Expectations for my writing assignment:	Strengths What am I doing well already? What am I proud of?
Setting		I include three to four details to describe the time and place of the story.	
Plot		I begin my story with details that hook the reader. <ul style="list-style-type: none"> • I describe the characters and setting. 	
		I include three to four details to describe the problem in the middle of the story.	
		I include an ending that shows a clear resolution. <ul style="list-style-type: none"> • I show how the problem is solved. 	
Event Sequence		I include all of the key components of the narrative arc. <ul style="list-style-type: none"> • Exposition • Climax • Resolution 	

	Areas for Growth What could I do to make my writing even stronger? How can I improve?	Criteria Expectations for my writing assignment:	Strengths What am I doing well already? What am I proud of?
Characters		I include one or two major characters.	
		I develop the major characters by: <ul style="list-style-type: none"> • Naming and describing character feelings • Including what the character says and how they say it • Including what the character does and how they behave throughout the story 	
Voice		I make the point of view clear and it stays consistent throughout the story.	
		I write for a specific purpose.	
Dialogue		I include dialogue between characters to help my reader understand the events in my story.	

Name: _____ Date: _____

Single Point Narrative Writing Rubric 2

	Areas for Growth What could I do to make my writing even stronger? How can I improve?	Criteria Expectations for my writing assignment:	Strengths What am I doing well already? What am I proud of?
Setting		<p>I include three to four details to describe the time and place of the story.</p> <p>Circle how you chose to describe the setting:</p> <ul style="list-style-type: none"> • I use multiple sensory details to describe the setting. • I use character actions and dialogue. 	
Plot		<p>I begin my story with details that hook the reader.</p> <ul style="list-style-type: none"> • I describe the characters and setting. 	
		<p>I include three to four details to describe the problem in the middle of the story.</p>	
		<p>I include an ending that shows a clear resolution.</p> <p>Circle the resolution you use:</p> <ul style="list-style-type: none"> • I show how the problem is solved. • I include a lesson or moral that shows how the main character changes or learns something. 	

Event Sequence		<p>I included all of the key components of the narrative arc.</p> <ul style="list-style-type: none"> ● Exposition ● Rising action ● Climax ● Falling action ● Resolution 	
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	Areas for Growth What could I do to make my writing even stronger? How can I improve?	Criteria Expectations for my writing assignment:	Strengths What am I doing well already? What am I proud of?
Characters		I have included one or two major characters.	
		I have included minor characters.	
		<p>I develop the major characters by:</p> <ul style="list-style-type: none"> ● Naming and describing character feelings ● Including what the character says and how they say it ● Including what the character does and behave throughout the story 	
Voice		I have made the point of view clear and it stays consistent throughout the story.	
		I write for a specific purpose.	
Dialogue		I include dialogue between characters to help my reader understand the events in my story.	

Name: _____ Date: _____


Editing Checklist 1

Language and Conventions Focus Area	✓
My sentences have a subject, <i>who</i> or <i>what</i> does something, and a predicate, what they <i>do</i> or <i>how they are</i> .	
I begin all sentences with a capital letter.	
I end all sentences with the correct punctuation mark.	

My writing goal:

Name: _____ Date: _____

Editing Checklist 2

Language and Conventions Focus Area	
My sentences have a subject, <i>who</i> or <i>what</i> does something, and a predicate, what they <i>do</i> or <i>how they are</i> .	
I use simple and compound sentences in my writing.	
My compound sentences join two or more simple sentences with a comma and coordinating conjunction.	
I begin all sentences with a capital letter.	
I end all sentences with the correct punctuation mark.	

My writing goal:

Name: _____ Date: _____

Read the first two chapters in *Rich*, the second book in the *Dyamonde Daniel* series. Then answer the questions that follow.

Chapter 1: Rich

- 1 Dyamonde and Free stood in front of a store window.
- 2 "I hate being poor," said Free. "Ever since my dad lost his job, all my mom seems to say is, 'We can't afford this, we can't afford that.'"
- 3 Dyamonde Daniel would not trade Free for anything. He was her best friend, wasn't he? But that boy had a lot to learn.
- 4 "First off," said Dyamonde, "I've seen you buy lots of things. And second, you are not poor."
- 5 "Then how come I can't buy that new video game?"
- 6 "My mom says everybody wants something they can't have," said Dyamonde. "That don't—doesn't make you poor."
- 7 "Well, what do you call it, then?"
- 8 "Not having money right now," said Dyamonde.
- 9 "Same thing," grumbled Free.
- 10 "No, it isn't," said Dyamonde. "Poor is..." Dyamonde thought for a moment. "Poor is having no clothes, and no food, and no place to live, and nobody who cares."
- 11 "I guess," said Free. "But I still wish I could get that new video game."
- 12 "Well then," said Dyamonde, "you'd better get to school so you can graduate, so you can get a job, so you can buy your own video game."
- 13 "Forget it, then," said Free.
- 14 Dyamonde play-punched him in the arm.
- 15 "You call that a punch? You punch like a girl," said Free.
- 16 Dyamonde pulled her arm back and punched him for real this time.
- 17 "Ouch! I was just kidding!"
- 18 "Come on, then," said Dyamonde. "And hurry. Mrs. Cordell said she'd have a surprise for us today."

Chapter 2: Surprise

- 1 "Attention, class!" said Mrs. Cordell. "I have an announcement."
- 2 *Great!* thought Dyamonde. *Here it comes!*
- 3 "First, how many of you like contests?"
- 4 Everybody's hand went up except for Dyamonde's. She wanted to wait and see what this was all about first.
- 5 "Well, the local library is sponsoring a poetry contest!" said Mrs. Cordell.
- 6 Tameeka groaned. So did Charlie. But then, Charlie groaned about everything.
- 7 Mrs. Cordell ignored the groaning.
- 8 "The top three poems will be published on the Kids' Page of the Sunday newspaper."
- 9 "Oooh!" said one kid.
- 10 "I could be famous!" said a second kid.
- 11 "You wish!" said a third.
- 12 "And the winner," said Mrs. Cordell, "will receive a check for one hundred dollars!"
- 13 "Oh, snap!" said Free.
- 14 Dyamonde did not even have to look at Free to know that his eyes were bugging out. She could just see him with imaginary dollar signs and little video games floating in front of him.
- 15 "Now, who would like an entry form?" asked the teacher.
- 16 Free's hand shot up higher than anyone else's. Dyamonde didn't raise hers. She decided to wait for a math contest. That's what she was best at. But she was curious to know who was trying out for the contest.
- 17 Dyamonde looked around the room and saw lots of hands. One of them belonged to a quiet girl named Damaris Dancer.
- 18 Damaris was a pretty girl, really tall, with skin like dark chocolate mixed with strawberries. Her reddish brown hair hung in heavy twists that made Dyamonde think of a lion's mane.
- 19 Damaris raised her hand a little higher, just in case Mrs. Cordell hadn't noticed her.
- 20 *That's strange,* thought Dyamonde. *She never raises her hand for anything. I wonder—*

21 "Psst," said Charlie from the seat next to Dyamonde.

22 Dyamonde turned to him, annoyed. *Don't psst me*, thought Dyamonde. She would have said as much out loud if Charlie hadn't distracted her by pressing a note in her hand.

23 Dyamonde unfolded the torn loose-leaf page and read:

24 *I'm a poet
and I know it,
and now I got
the chance to show it
Free*

25 *Oh, puleeze!* thought Dyamonde, shaking her head. Then she wrote something on the bottom of the page and sent it back.

26 *Can't wait for lunch.
Hope we have punch.
Dyamonde*

27 Free laughed and Charlie asked, "What's it say?" —loud.

28 "Is there something you boys would like to share with the class?" asked Mrs. Cordell.

29 "No," said Free. "Sorry."

30 Dyamonde bowed her head to hide her smile.

Excerpt(s) from RICH: A DYAMONDE DANIEL BOOK by Nikki Grimes, illustrated by R. Gregory Christie, copyright © 2009 by Nikki Grimes, text. Used by permission of G. P. Putnam's Sons Books for Young Readers, an imprint of Penguin Young Readers Group, a division of Penguin Random House LLC. All rights reserved.

1. Why does Free want to enter the poetry contest?
 - a. Because he loves writing poetry.
 - b. Because the winner receives one hundred dollars.
 - c. Because he wants to show off to Dyamonde.
 - d. Because he can't play video games.

2. Read the sentence from paragraph 9 of "Rich."

"Same thing," **grumbled** Free.

What does the word **grumbled** most likely mean in this sentence?

- a. cried
- b. demanded
- c. complained
- d. whispered

3. This question has two parts. First, answer Part A. Then, answer Part B.

Part A: What word best describes Dyamonde in the chapter "Surprise"?

- a. excited
- b. upset
- c. confused
- d. observant

Part B: Which sentence best supports your answer to **Part A**?

- a. "She wanted to wait and see what this was all about first." (paragraph 4)
- b. "Dyamonde did not even have to look at Free to know that his eyes were bugging out." (paragraph 14)
- c. "Dyamonde turned to him, annoyed." (paragraph 22)
- d. "Dyamonde bowed her head to hide her smile." (paragraph 30)

4. How does Dyamonde feel about Free entering the poetry contest?

- a. She worries he's only entering the contest so he can win the prize.
- b. She is proud that he's entering the contest because he loves poetry.
- c. She is mad at Free for thinking he might be good at writing.
- d. She is unsure why he's entering the contest.

5. What do Dyamonde's thoughts about Damaris show about Dyamonde's character?

- a. She is jealous of other students.
- b. She only pays attention to her close friends.
- c. She is thoughtful and notices details about others.
- d. She does not understand what is happening in class.

Name: _____ Date: _____

Part One: Vocabulary

1. What does it mean if a person is **empathetic**? Give an example of how Dyamonde is empathetic.

2. Which is an example of something a **stubborn** person might do?
- a. Share their toys with a friend
 - b. Refuse to change their mind about something
 - c. Ask a classmate if they are feeling OK
 - d. Forget to do their homework

3. Which word is a synonym for **grateful**?
- a. impatient
 - b. observant
 - c. thankful
 - d. playful

4. Give an example of a time you've had a **misunderstanding**. Explain why it was a **misunderstanding**.

5. Read the sentence.

If someone is **determined**, they _____.

Which phrase best completes the sentence?

- a. are thankful for what they have.
- b. refuse to change their mind about something.
- c. care about the feelings of others.
- d. will do anything to make something happen.

6. Read the sentence.

"I promise I practiced my lines last night," María _____.

Which word best fits in the sentence?

- a. scowled
- b. screamed
- c. insisted
- d. observed

Part Two: Content Knowledge and Understandings

7. What can we learn from Dyamonde and María Isabel about how we should treat people who are different from us?

In your answer be sure to include:

- At least one thing we can learn from both Dyamonde and María Isabel
- Explanation of how the characters learned this lesson
- 2–3 vocabulary words from the unit

Student: _____	Examiner: _____	Date: _____
Words Read Correctly: _____	Errors: _____	

Excerpt from *My Name is María Isabel*

Holiday spirit was everywhere at school the next day. The paper wreaths and lanterns the class had made were hung up all over the room. The teacher had put the "greatest wish" essays up on the bulletin board, next to the cutouts of Santa Claus, the Three Kings, and a menorah.

All the students were restless. Marta Perez smiled when María Isabel sat down next to her. "Look at the pretty Christmas card I got from my cousin in Santo Domingo," she said excitedly. María Isabel looked at the tropical Christmas scene, all trimmed in flower. But she couldn't answer Marta because the teacher had started to speak.

"We're going to do one last rehearsal because there's a small change in the program." The rest of the kids listened attentively, but María Isabel just kept looking down at her desk. After all, she had nothing to do with the pageant.

Then she heard the teacher say, "María Isabel, María Isabel Salazar Lopez ..." María Isabel looked up in amazement.

"Wouldn't you like to lead the song about the Hanukkah candles?" the teacher said with a wide grin. "Why don't you start by yourself, and then everyone else can join in. Go ahead and start when you're ready."

María Isabel walked nervously up to the front of the room and stood next to the teacher, who was strumming her guitar. Then she took a deep breath and began to sing her favorite holiday song.

Ada, Alma Flor. *My Name is María Isabel*. Atheneum Books for Young Readers; Reprint edition, 1995. Print. Pages 53-54.

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Texts & Supporting Readings



In addition to the materials in this document, students will engage with third party, copyrighted materials as part of this unit. To see a list of those texts and their authors please visit:

<https://www.fishtanklearning.org/curriculum/ela/3rd-grade/materials/>