



3RD GRADE **ELA**

Student Materials

Unit 2

Rediscovering Thanksgiving: Fact vs. Fiction



Daily Lesson Materials

Name: _____

Date: _____

1. Look at the illustrations on pages 1-2 and pages 5-6. What similarities and differences are there in these images? How do they help the reader understand the passage of time?

2. Close read the sentence from page 8:

"But when people came here from Europe, they forced most of those families to leave their homes."

What language does the author use to describe the relocation of the **Indigenous** people? How does that impact the reader's understanding of why they had to leave their homelands?

3. Read the sentence from page 11:

"But despite everything done to them, many Native American people live in my city today."

What does this sentence help the reader understand about **Indigenous** people?

4. What does Noko's song on pages 17 and 18 tell the reader about how she views the land and water?

5. Look at the illustrations on pages 23–24. How does the illustrator make connections between the past and present? What do you think she wants readers to understand?

Name: _____

Date: _____

Today's reading was "The English Colonies".

1. In the late 1500s, why did England decide to "take action"?

2. Describe the challenges settlers faced when they arrived at Roanoke. Why did they experience these challenges?

3. In 1587, John White made a second attempt at settling. Was he more successful the second time? Explain why or why not.

4. Read the quote from paragraph 6. "It took several attempts before they figured out how to survive in a place where the climate, soil, landscape, plants, animals, and people were quite different from everything they had known before." Explain the significance of this quotation.

Name: _____

Date: _____

Today's reading was *The Wampanoag (A True Book: American Indians)* pg. 23 – 31.

1. What are the Three Sisters? Historically, why were they important to the Wampanoag?

2. Traditionally, how did Wampanoag boys and girls spend their time? Why?

3. Describe the traditional dwellings of the Wampanoag and what makes them unique.

4. Why are sachems an **influential** part of a Wampanoag tribe? What role do they play today?

Name: _____ Date: _____

Boxes and Bullets Graphic Organizer

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Name: _____

Date: _____

Writing Prompt

Choose a sentence from the reading in Lesson 3. Identify the sentence's verb tense. Then, revise and rewrite the sentence using the two simple verb tenses not used by the author.

Name: _____

Date: _____

Today's reading was *Pilgrims: A Nonfiction Companion to Magic Tree House #27* pg. 13 – 23.

1. Describe the Pilgrims' motivations for going to the "New World." Did all the Pilgrims share the same motivations? Explain why.

2. On page 15, the author states that "living on board was not **pleasant!**"

What evidence does the author include to support this statement? Do you agree or disagree?

3. Read the sentence from page 17.

"**Tempers** had grown short during the trip."

What is a **temper**? What does it mean if a **temper** has grown short? Why was this happening? How was it solved?

4. There were nearly 100 people on the *Mayflower*, yet only 41 signed the Mayflower Compact. Explain why.

Name: _____ Date: _____

Boxes and Bullets Graphic Organizer

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Name: _____

Date: _____

Today's reading was "Letters from a Pilgrim Child (Letter 1)".

1. What does the phrase "in the beat of a heart" (para. 1) show about how Lizzy was feeling?

2. What does the word "grateful" most likely mean as used in paragraph 3? How does the reader know?

3. How does Lizzy spend her days on the ship? Why?

4. What happened that made Lizzy think that they would all "drown and become food for the fishes" (para. 4)?

5. In what ways do Lizzy and the other Pilgrims rely on religion for comfort? Explain.

6. How is the information in this letter similar to or different from the information in the text *Pilgrims*? Why?

Name: _____ Date: _____

Single Paragraph Outline

Topic Sentence: _____

● Detail 1: _____

● Detail 2: _____

● Detail 3: _____

● Detail 4: _____

Concluding Sentence: _____

Name: _____ Date: _____

Single Paragraph Outline

Topic Sentence: The Mayflower journey was full of challenges, and each hardship greatly affected the Pilgrims.

- Detail 1: cramped and damp conditions → illness spread rapidly.
-

- Detail 2: stench or chamber pots, lack of fresh air → unpleasant environment.
-

- Detail 3: fearsome storms → passengers tossed around, man overboard.
-

- Detail 4: tempers flare → Mayflower Compact signed.
-

Concluding Sentence: Despite the hardships, the Pilgrims stayed determined to reach their new home.

Name: _____ Date: _____

Cause and Effect Chart

Cause	Effect

Name: _____ Date: _____

Linking Words

Word Bank

because	so	since
As a result,	Therefore,	Consequently,

1. The Mayflower was very crowded. There were over 100 people on board.

2. The passengers had little space to move. They had to sleep on the floor.

3. The journey lasted for 66 days. Storms made the trip even harder.

4. The ship rocked back and forth. People often got seasick.

5. The food was not fresh. The passengers had to eat dried and salted food.

6. The conditions were wet and cold. The passengers had no way to dry their clothes.

7. Disease spread quickly. Many people became sick.

8. The passengers were determined to reach their destination. They wanted freedom.

Name: _____ Date: _____

Single Paragraph Outline

Topic Sentence: _____

● Detail 1: _____

● Detail 2: _____

● Detail 3: _____

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Single Paragraph Outline

Topic Sentence: _____

● Detail 1: _____

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Name: _____

Date: _____

Today's reading was *The Wampanoag (A True Book: American Indians)* pg. 6 – 16.

1. What is an alliance? Why might it have been important for the Wampanoag to have an alliance with their neighbors?

2. Describe the early relationship between the Wampanoag and the Europeans.

3. What is an **epidemic**? How did the **epidemic** of 1616 hurt the Wampanoag?

4. Close read the following sentence on page 14:

"There they found empty native villages and farms. They also ran into angry Wampanoag who shot at them with bows and arrows. The loud English guns surprised the native warriors and drove them into the woods—for a while."


What language does the author use to describe the Wampanoag? How does that impact the reader's understanding of the Wampanoag?

5. How did Tisquantum help the Pilgrims?

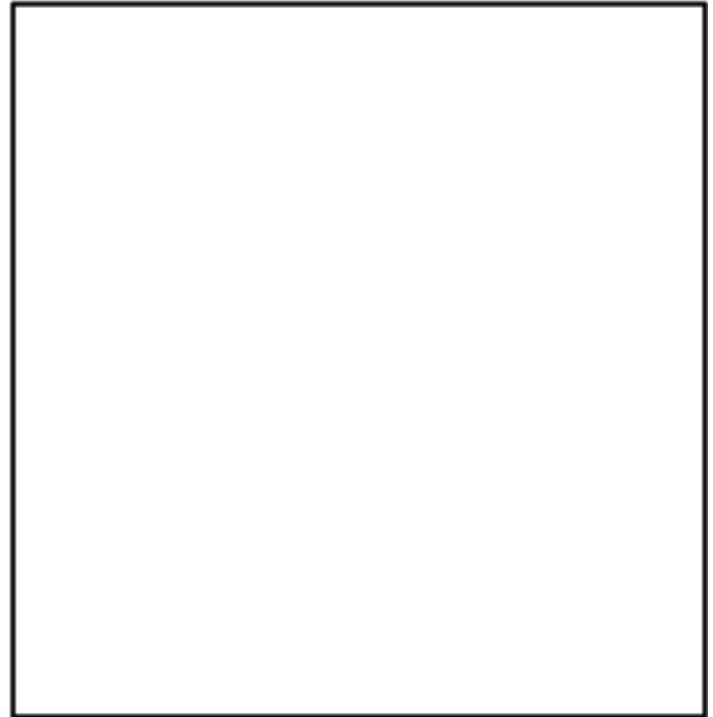
Name: _____ Date: _____

Cause and Effect Graphic Organizer

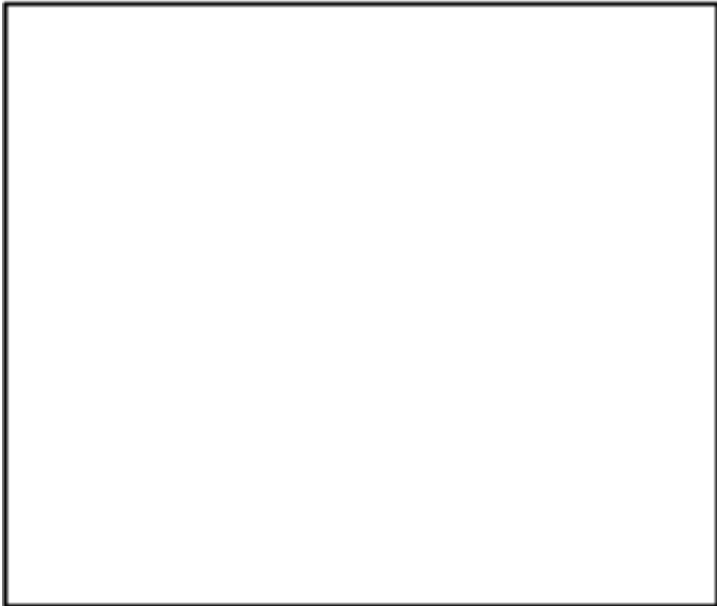
Cause



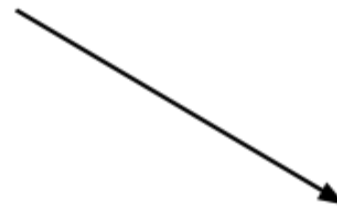
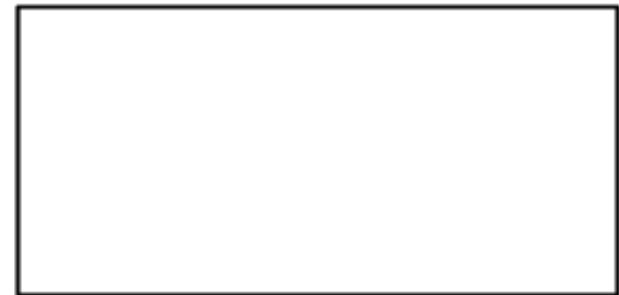
Effect



Cause



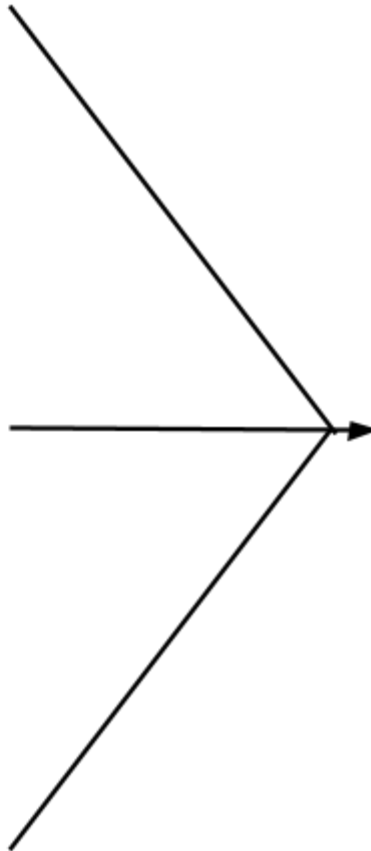

Effect



Cause



Effect



Name: _____

Date: _____

Today's reading was *Pilgrims: A Nonfiction Companion to Magic Tree House #27* pg. 25 – 34.

1. How did the men, women, and children respond to being on land? Why?

2. What happened when the Pilgrims explored Cape Cod?

3. Read the sentence from page 27.

"The natives were **wary** and often ran away when they arrived."

What does the word **wary** most likely mean? Why would the Natives be **wary** of the Pilgrims?

4. The author says, "The Pilgrims decided that Cape Cod was not a good spot" (p. 28).

What details does the author use to support this statement?

5. The sidebar on page 31 says, "Plymouth was the site of an abandoned native village."

What evidence of this did the Pilgrims find? Using what you know about the Wampanoag, why do you think this village was abandoned?

Name: _____

Date: _____

Today's reading was "Letters from a Pilgrim Child (Letter 2)".

1. Lizzy starts by saying,

"I was so grateful to arrive in the New World, but I am now beginning to wish that we had never left home" (para. 1).

Why does she say this?

2. Why are the Pilgrims still sleeping on the ship?

3. From Lizzy's perspective, what happened the first time they met the Native peoples? What does it mean to be "on our guard" (para. 2)? Do you agree or disagree with her perspective? Why?

4. Why is Lizzy worried? Where does she find hope?

Name: _____ Date: _____

Single Paragraph Outline

Topic Sentence: _____

● Detail 1: _____

● Detail 2: _____

● Detail 3: _____

● Detail 4: _____

Concluding Sentence: _____

Name: _____ Date: _____

Single Paragraph Outline

Topic Sentence: The Mayflower journey was full of challenges, and each hardship greatly affected the Pilgrims.

- Detail 1: cramped and damp conditions → illness spread rapidly.
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Concluding Sentence: Despite the hardships, the Pilgrims stayed determined to reach their new home.

Name: _____ Date: _____

Cause and Effect Chart

Cause	Effect
The Pilgrims arrived in the "New World" late in the fall, which was late in the growing season. (<i>Pilgrim Letter 2</i>)	They faced difficulties finding enough food to survive the harsh winter. (<i>Pilgrims, p. 27</i>)
The voyage on the <i>Mayflower</i> and early days on shore were harder than expected. (<i>Pilgrim Letter 2</i>)	Four people had died by the time the Pilgrims reached Plymouth. (<i>Pilgrims, p. 27</i>)
The Pilgrims encountered unfamiliar land, weather, and resources. (<i>The Wampanoag, p. 15</i>)	They had to adapt quickly and figure out how to build homes and grow crops in the new environment. (<i>Pilgrim Letter 2</i>)
The Pilgrims made a treaty with the Wampanoag tribe. (<i>The Wampanoag, p. 16</i>)	The alliance helped the Pilgrims learn how to farm and provided them with food during their early struggles. (<i>The Wampanoag, p. 16</i>)
A baby was born during the <i>Mayflower's</i> crossing. He was named Oceanus Hopkins. (<i>Pilgrims, p. 17</i>)	There were some reasons to celebrate during the hard times. (<i>Pilgrims, p. 17</i>)
The Pilgrims were seeking religious freedom when they left England. (<i>Pilgrim Letter 2</i>)	They were able to practice their faith without fear of persecution in the New World. (<i>Pilgrims, p. 14</i>)

Cause	Effect
<p>The Pilgrims named their new settlement Plymouth. (<i>Pilgrims</i>, p. 31)</p>	<p>The name honored the English port where they set sail. (<i>Pilgrims</i>, p. 31)</p>
<p>Diseases like scurvy and pneumonia spread among the Pilgrims during the first winter. (<i>Pilgrim Letter 2</i>)</p>	<p>Nearly half of the original settlers died, leaving the survivors with even more work to do to keep the colony going. (<i>The Wampanoag</i>, p. 15)</p>
<p>The Pilgrims worked hard to establish a community in Plymouth. (<i>Pilgrims</i>, p. 31)</p>	<p>They built a close-knit society where everyone contributed and shared responsibilities, creating a sense of unity and purpose. (<i>Pilgrims</i>, p. 25–26)</p>
<p>Cape Cod, the original landing point for the <i>Mayflower</i>, was too shallow to land and unload supplies, and had no access to fresh water. (<i>Pilgrims</i>, p. 28)</p>	<p>The Pilgrims decided to find moved locations. (<i>Pilgrims</i>, p. 30)</p>
<p>The Pilgrims were running out of food. (<i>Pilgrim Letter 2</i>)</p>	<p>The Pilgrims depended on Wampanoag food stores to survive the winter. (<i>The Wampanoag</i>, p. 15)</p>

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Linking Words

Word Bank

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Name: _____

Date: _____

Today's reading was *Pilgrims: A Nonfiction Companion to Magic Tree House #27* pg. 35 – 49.

1. How did the Wampanoag traditionally depend on the environment for survival?

2. What do Wampanoag celebrations show about what the Wampanoag value? Why?

3. What happened to the Wampanoag when European settlers started to arrive?

Name: _____ Date: _____

Boxes and Bullets Graphic Organizer

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Name: _____

Date: _____

Today's reading was "Notes from a Wampanoag Child (Letter 1)" "Notes from a Wampanoag Child (Letter 2)".

1. Pommetacomet says that lately he has become more skilled at providing. What does this mean? (Entry 1)

2. What do the Wampanoag notice on one of their hunts? How do they respond? (Entry 1)

3. How does Pommetacommet feel about the arrival of the white men? Why? (Entry 1)

4. What do the Wampanoag wish? Why? (Entry 2)

5. In paragraph 3, how do the Wampanoag feel about the coat-men? (Entry 2)

6. Why does Ousamequin (Massasoit) send Samoset to decide if "they intended to live peaceably amongst us" (para. 3)? Why do they want to know this? (Entry 2)

7. Challenge: Do the white men and the Wampanoag have the same perspective on things? Why or why not? (Entry 2) What is your perspective?

Name: _____

Date: _____

Today's reading was *Pilgrims: A Nonfiction Companion to Magic Tree House #27* pg. 51 – 61.

1. Read the quote from page 52. "In spite of sickness and sorrow, the Pilgrims continued working." What does this show about the Pilgrims? Why?

2. Describe Samoset. Why were the Pilgrims surprised by him?

3. Describe Tisquantum. How did he help the Pilgrims?

4. What is an alliance? What was included in the alliance? Why?

5. Was Tisquantum always helpful to the Pilgrims? Why or why not?

Name: _____ Date: _____

Single Paragraph Outline

Topic Sentence: _____

● Detail 1: _____

● Detail 2: _____

● Detail 3: _____

● Detail 4: _____

Concluding Sentence: _____

Name: _____ Date: _____

Single Paragraph Outline

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Concluding Sentence: Despite the hardships, the Pilgrims stayed determined to reach their new home.

Name: _____ Date: _____

Single Paragraph Outline

Topic Sentence: When the Pilgrims arrived in 1620, the Wampanoag had already lived on the land for thousands of years, but their lives changed forever once the English colonists settled in their territory.

- *Detail 1:* friendly at first → Wampanoag taught to farm & peace treaty signed
- *Detail 2:* more settlers → changes and conflict
- *Detail 3:* Tensions grew between the groups → break down in peace

Concluding Sentence: The arrival of the Europeans caused lasting changes to the Wampanoag's land, health, and way of life.

Name: _____ Date: _____

Cause and Effect Chart

Cause	Effect

Name: _____ Date: _____

Mixed-Up Sentences

Boys practiced shooting with small bows and arrows.

Wampanoag children lived active lives.

They also helped their mothers in the gardens around home.

When they were old enough, they hunted and fished with their fathers.

Girls practice making pottery, sewing, and weaving.

Name: _____ Date: _____

Single Paragraph Outline

Topic Sentence: _____

● Detail 1: _____

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● Detail 3: _____

● Detail 4: _____

Concluding Sentence: _____

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Name: _____ Date: _____

See, Think, Wonder

See	Think	Wonder

Writing Prompt

Look closely at [Robert's Rules of Order](#) by Mashpee Wampanoag artist Robert Peters. Use your imagination to write 3–5 sentences that describe the scene in detail. Make sure that in each sentence the subject and verb agree. Write at least one sentence for each of the following:

- A singular subject
- A compound subject
- A collective noun as the subject

Underline the nouns in each sentence and draw an arrow from each verb to the noun or nouns it agrees with.

Name: _____ Date: _____

Subject-Verb Agreement

Winter and storms challenges the Pilgrims.

The newcomers survive the winter because of the skills taught to the newcomers by Tisquantum.

The rivers and land offer plenty of food for everyone.

Corn provides food for many people, and it help nourish the soil.

Name: _____

Date: _____

1. On page 7, it says, "Two winters had passed since many of the First Peoples who cared for Weeâchumun passed to the Spirit world." What does this mean?

2. What happens when the newcomers come ashore? How do those already on the land feel about the newcomers?

3. Why do the Three Sisters and other beings agree to help the newcomers? What do they hope for from the Pilgrims?

4. How do Weeâchumun and her sisters help the newcomers?

5. Describe Keepunumuk and why it is important.

6. Why do many First Peoples call Thanksgiving a day of **mourning**?

7. What new information do readers learn from this text? Why is it important to learn this perspective?

Name: _____

Date: _____

Today's reading was *The Wampanoag (A True Book: American Indians)* pg. 18 – 21.

1. How does the author describe the first "Thanksgiving"?

2. What happened to the Wampanoag as more colonists arrived?

3. What happened during King Philip's War?

Name: _____

Date: _____

Today's reading was *Pilgrims: A Nonfiction Companion to Magic Tree House #27* pg. 70 – 83.

1. The chapter starts by saying, "The fall of 1621 was joyful" (p. 71). How is this a change in attitude from other chapters? Why?

2. What did the Pilgrims eat at the first Thanksgiving? Why? How did they eat their food?

3. The author says, "It was a time for great celebration" (p. 81). How did the author say they celebrated?

4. When did Thanksgiving become a national holiday? What does it signify?

Name: _____

Date: _____

Today's reading was *The Thanksgiving Story* pg. 13 - 28 – (start at The New Land).

1. What types of information does the author include about the Wampanoag? Does the information paint a positive or negative image of the Wampanoag?

2. What events in this text are the same as in other texts? What events are different?

Name: _____ Date: _____

Boxes and Bullets Graphic Organizer

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Name: _____

Date: _____

Today's reading was *1621: A New Look at Thanksgiving* pg. 27 – 39.

1. According to the author, how did the myth of Thanksgiving begin?

2. Describe the relationship between Ousamequin (Massasoit) and the Pilgrims.

3. What details does the author include to describe what happened when the Wampanoag and the Pilgrims came together?

4. How is this text different from the other texts in this unit?

Name: _____

Date: _____

Today's reading was *1621: A New Look at Thanksgiving* pg. 37 – 43.

1. How did Thanksgiving become a national holiday?

2. What images are associated with modern Thanksgiving? Are they **accurate** representations of what happened?

3. What happened to the Wampanoag after the three-day celebration in 1621?

Name: _____ Date: _____

Boxes and Bullets Graphic Organizer

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Name: _____ Date: _____

Thoughts	Questions	Epiphanies (Aha! Moments)

Name: _____ Date: _____

Single Paragraph Outline

Topic Sentence: _____

● Detail 1: _____

● Detail 2: _____

● Detail 3: _____

● Detail 4: _____

Concluding Sentence: _____

Name: _____ Date: _____

Research Notes

Research question: _____

Note (Important facts)	Source (Book title and page number, Website, or Article)

Note	Source (Book title and page number, Website, or Article)

Name: _____ Date: _____

Linking Words Practice

The Pilgrims arrived as winter set in. They struggled to survive.

1. _____

2. _____

The Wampanoag had experienced a deadly **epidemic**. Many of their villages were abandoned.

1. _____

2. _____

Ousamequin, the Wampanoag sachem, wanted **allies**. The Wampanoag and the English settlers signed a **treaty**.

1. _____

2. _____

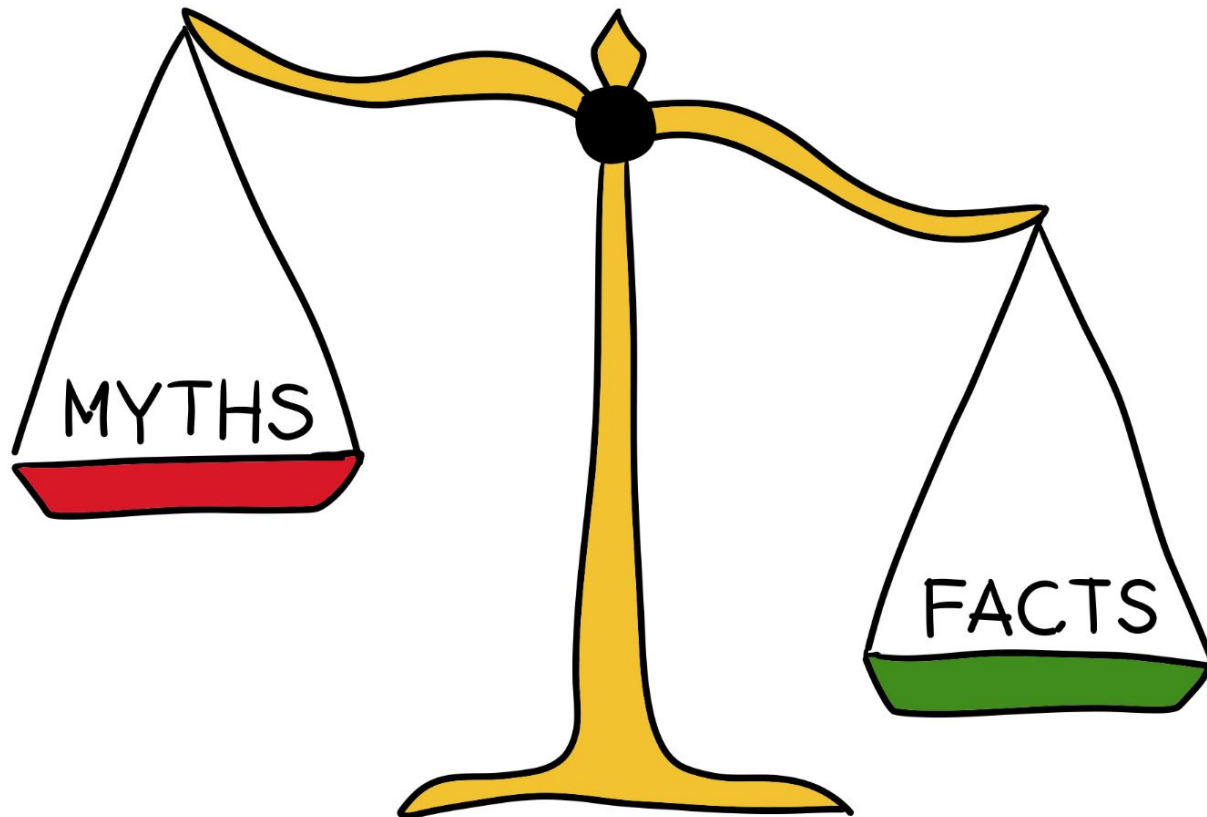
It was a Wampanoag **custom** to give thanks. They joined the Pilgrims when they saw they were feasting.

1. _____

2. _____

The Real Story of Thanksgiving

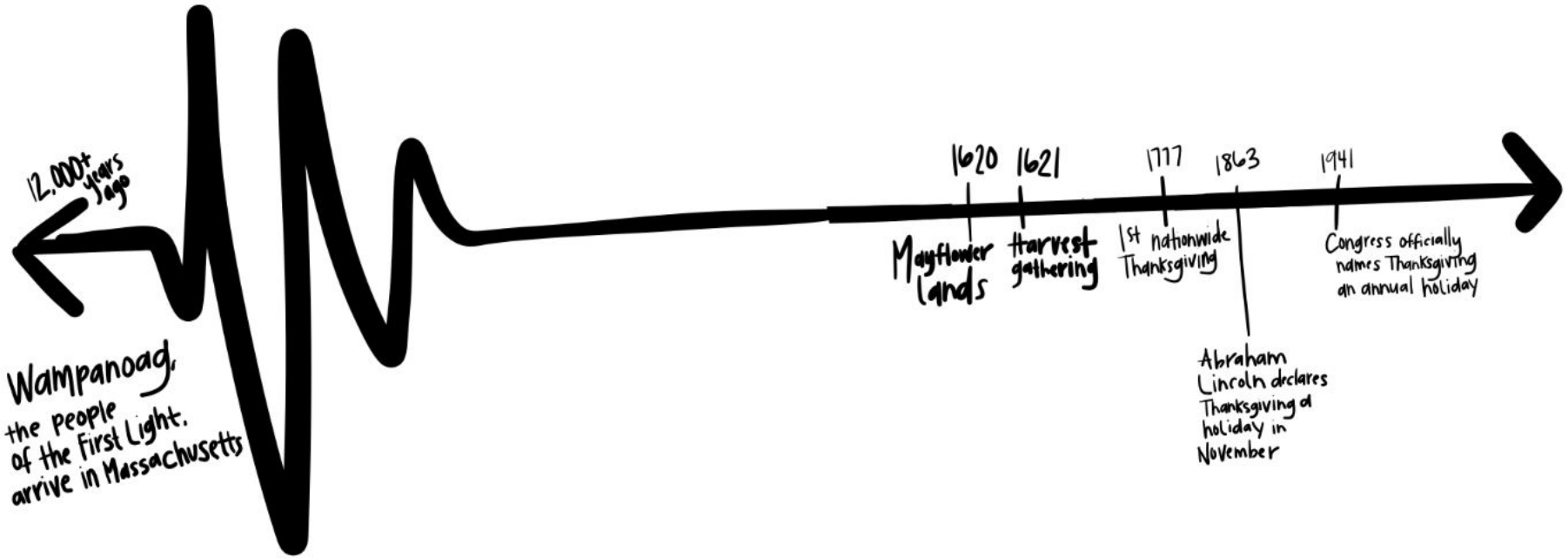
By A. Student



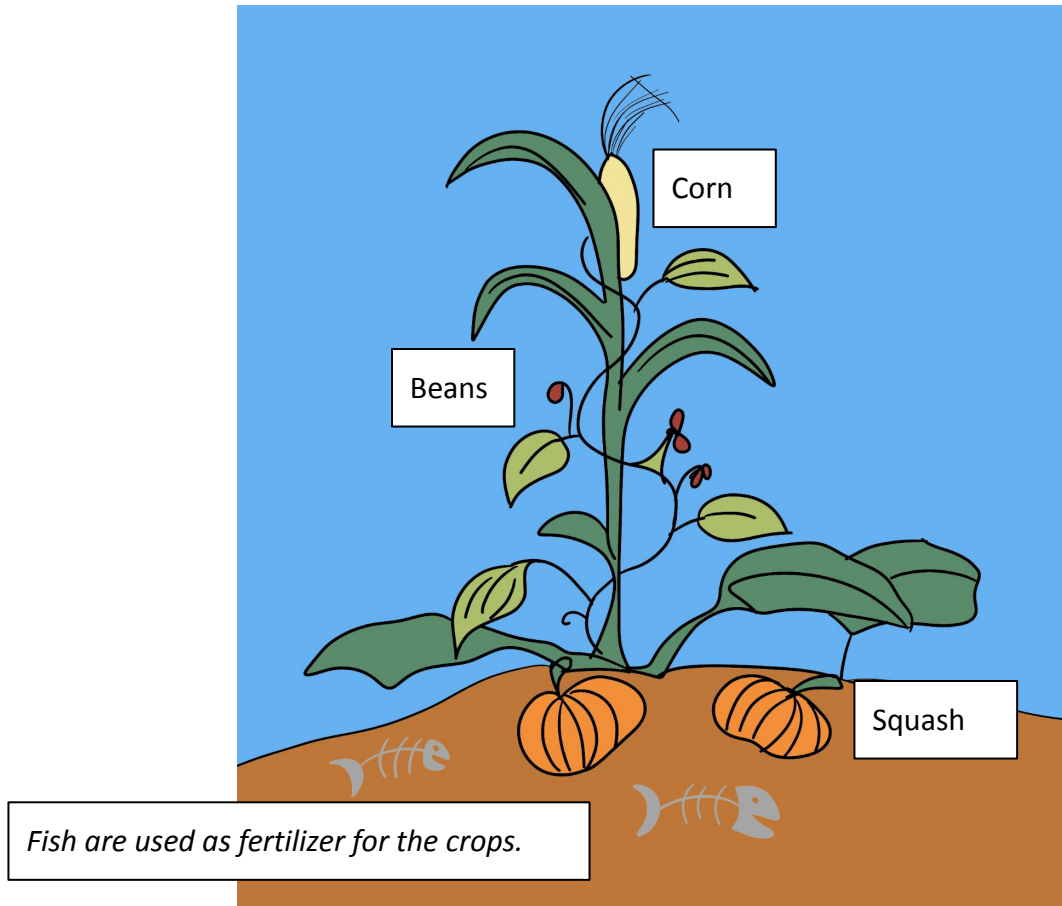


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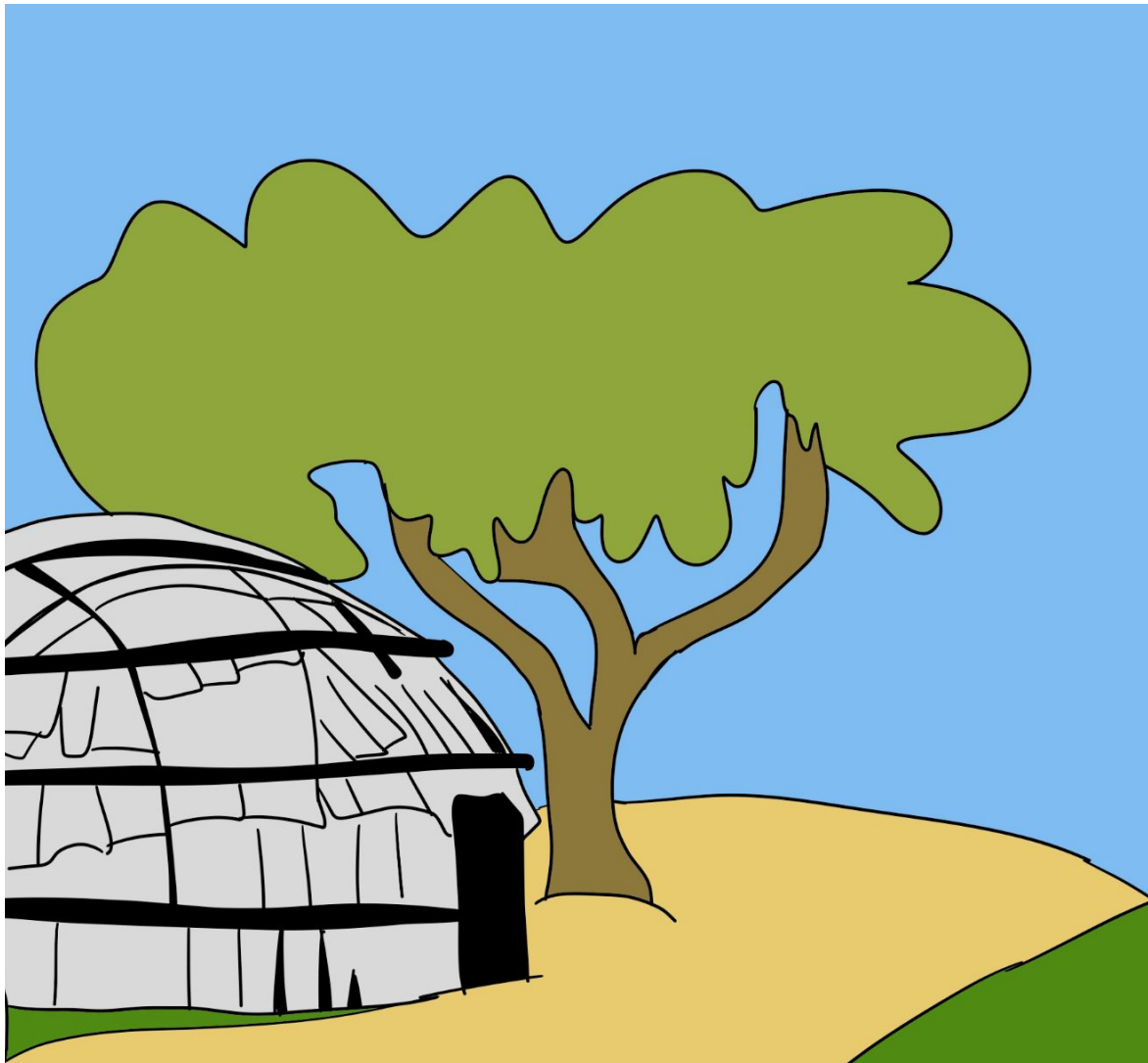
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Many Wampanoag people see Thanksgiving as a sad time because their land and way of life changed forever.

Why it Matters



Learning the real story helps us understand **history** .

It helps us show **respect** to all people.

Name: _____ Date: _____

Research Notes

Research question: _____

Note (Important facts)	Source (Book title and page number, Website, or Article)

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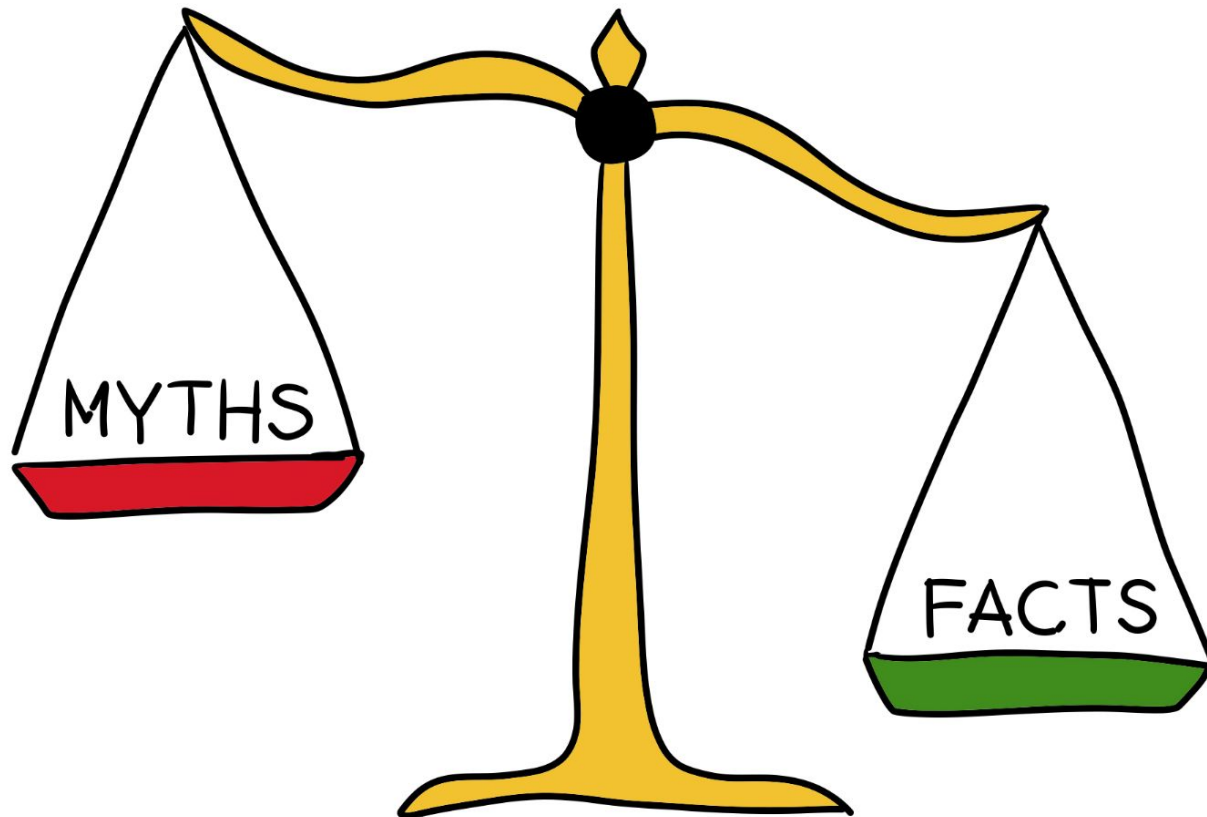
Research question: *Why is it important to learn the true story of Thanksgiving?*

<p style="text-align: center;">Note (Important Fact)</p>	<p style="text-align: center;">Source (Book, Article, Website, etc.)</p>
<ul style="list-style-type: none"> ● <i>Wampanoag original inhabitants of Massachusetts</i> 	<p><i>The Wampanoag, p. 7</i></p>
<ul style="list-style-type: none"> ● <i>Wampanoag attended 3-day Thanksgiving celebration</i> 	<p><i>The Wampanoag, p. 17</i></p>
<ul style="list-style-type: none"> ● <i>Tisquantum taught the English to grow crops and where to hunt and fish</i> 	<p><i>The Wampanoag, p. 16</i></p>
<ul style="list-style-type: none"> ● <i>Wampanoag lived in New England for 12,000 years</i> 	<p><i>Pilgrims, p. 36</i></p>
<ul style="list-style-type: none"> ● <i>The early days in Plymouth were hard for the Pilgrims</i> ● <i>Wampanoag help them survive</i> 	<p><i>Pilgrims, p. 51-52</i></p>
<ul style="list-style-type: none"> ● <i>Wampanoag have a Thanksgiving celebration called "Nickommo"</i> 	<p><i>Pilgrims, p. 42</i></p>
<ul style="list-style-type: none"> ● <i>Tisquantum lives with the Pilgrims and teaches them farming and hunting</i> 	<p><i>Pilgrims, p. 56</i></p>
<ul style="list-style-type: none"> ● <i>Ousamequin and 90 men attend Thanksgiving</i> 	<p><i>Pilgrims, p. 72</i></p>
<ul style="list-style-type: none"> ● <i>Feast lasted for days</i> 	<p><i>Pilgrims, p. 79</i></p>

<p style="text-align: center;">Note (Important Fact)</p>	<p style="text-align: center;">Source (Book, Article, Website, etc.)</p>
<ul style="list-style-type: none"> ● Newcomers are not familiar to the land ● They struggled in the winter 	<p>Keepunumuk, p. 10-11</p>
<ul style="list-style-type: none"> ● The First People know the land very well 	<p>Keepunumuk, p. 18</p>
<ul style="list-style-type: none"> ● Tisquantum and Wampanoag helped Pilgrims ● Taught them to grow corn, beans, and squash 	<p>Keepunumuk, p. 20-22</p>
<ul style="list-style-type: none"> ● Newcomers feast and invite Ousamequin and the First People 	<p>Keepunumuk, p. 23-24</p>
<ul style="list-style-type: none"> ● Many Americans celebrate Thanksgiving ● Many First People people call it a day of mourning 	<p>Keepunumuk, p. 24</p>
<ul style="list-style-type: none"> ● The real "First Thanksgiving" very different than usually described 	<p>1621, p. 27</p>
<ul style="list-style-type: none"> ● Wampanoag were not invited to the celebration ● May have felt wary when they heard the hunter's guns 	<p>1621, p. 33</p>
<ul style="list-style-type: none"> ● Tisquantum lived with and helped the English for 6 months 	<p>1621, p. 30</p>
<ul style="list-style-type: none"> ● Both the Wampanoag and English had Thanksgiving traditions 	<p>1621, p. 37-39</p>

The Real Story of Thanksgiving

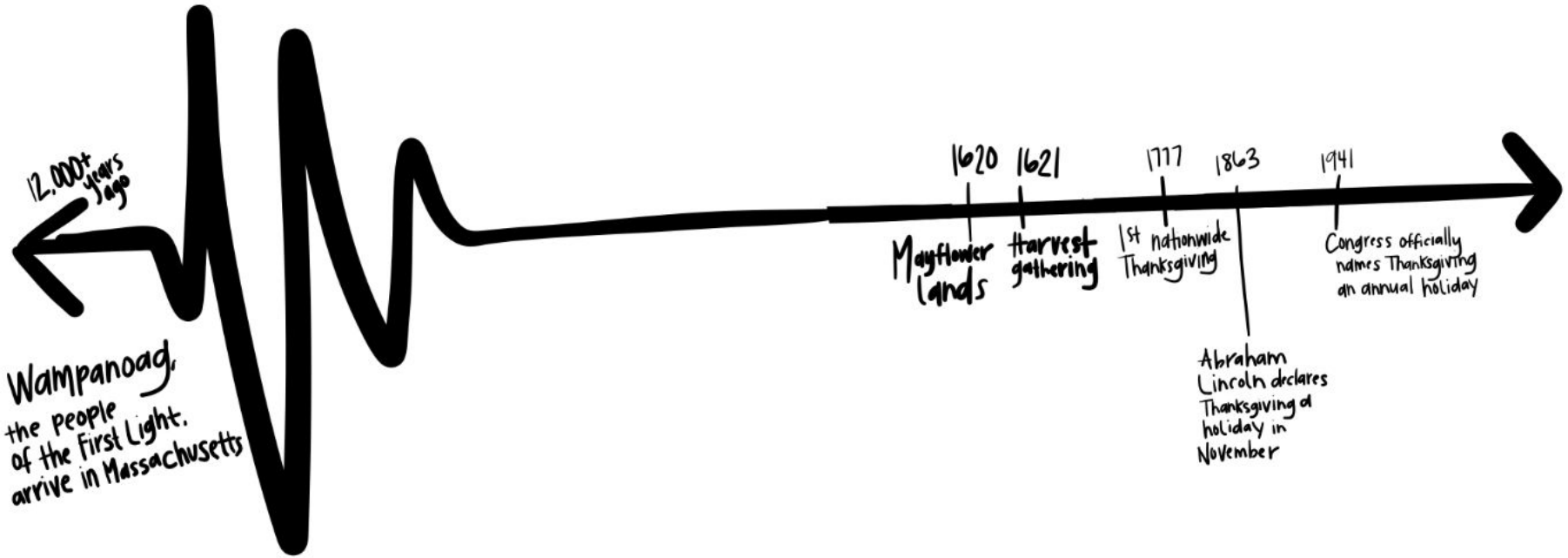
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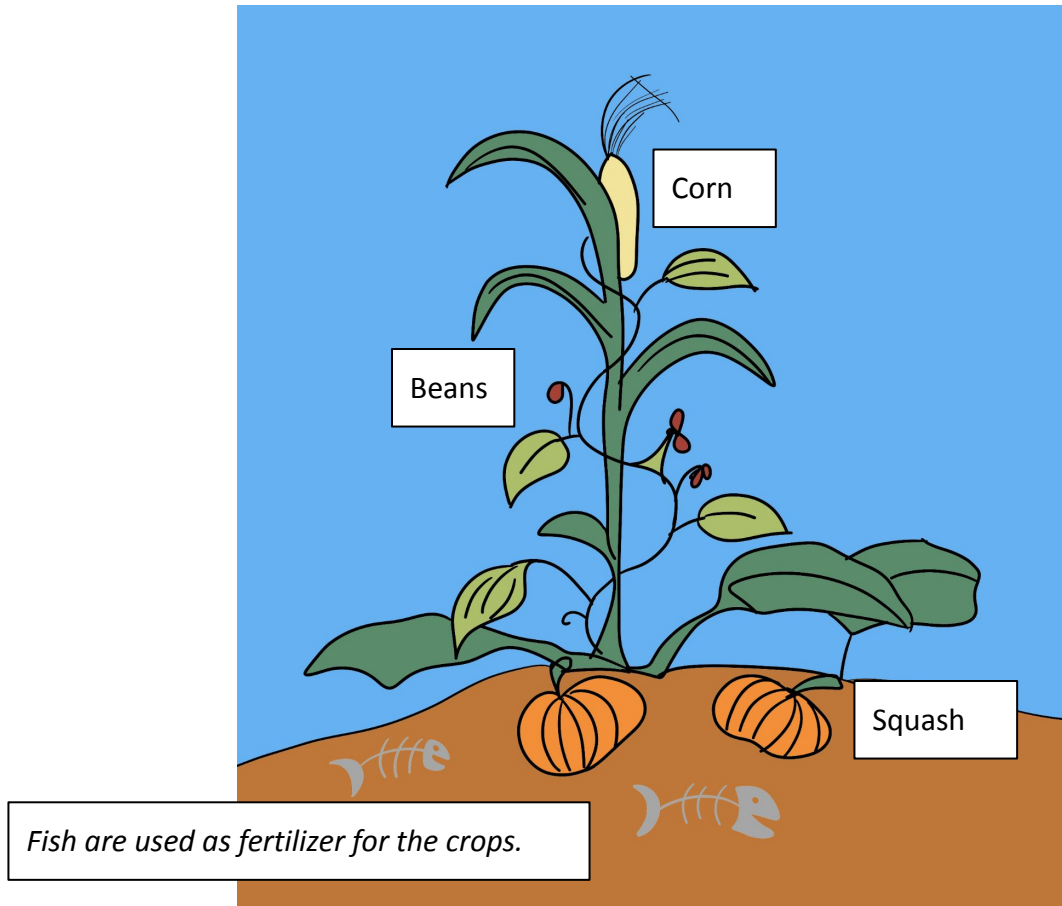


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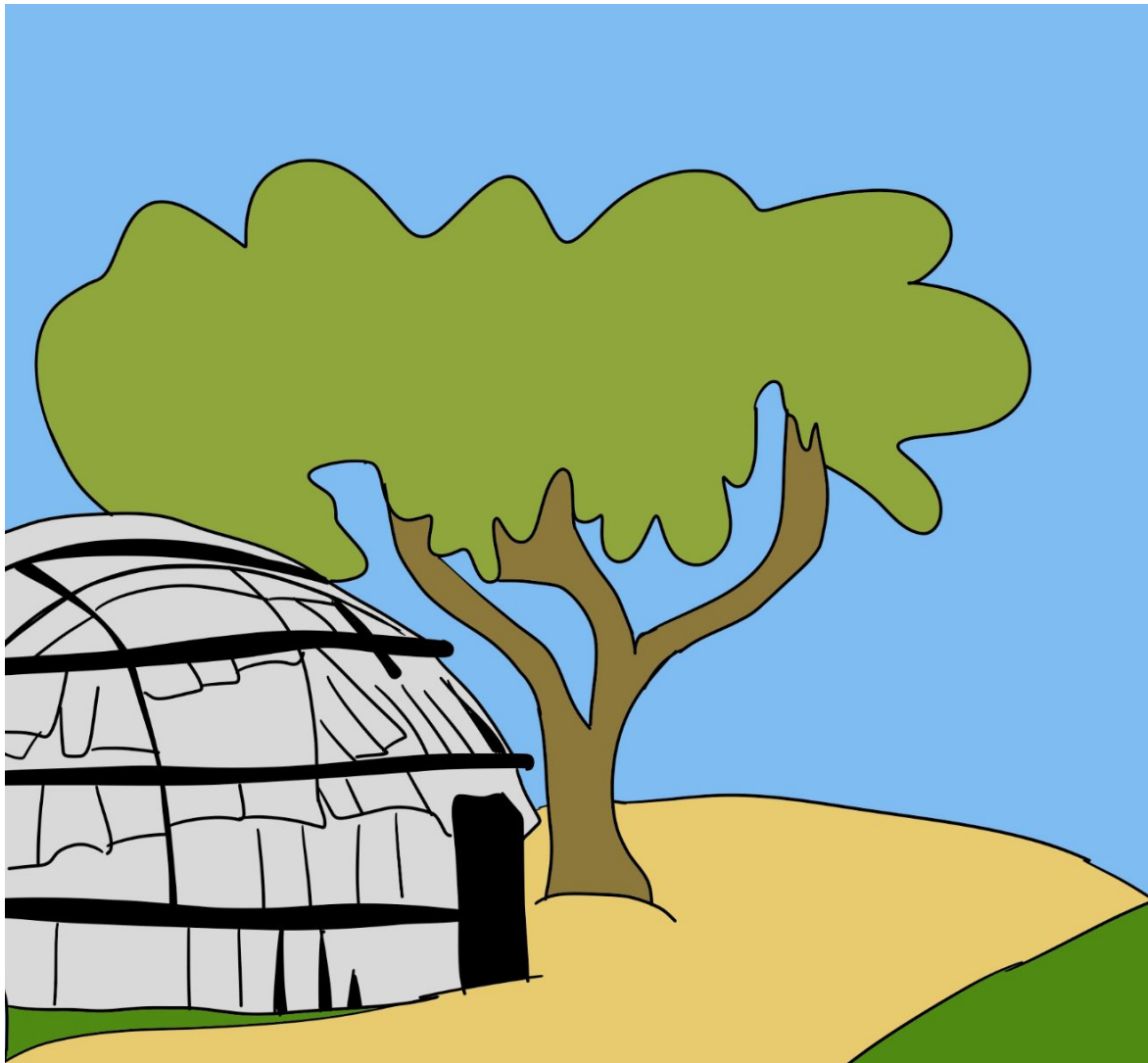
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Why it Matters



Learning the real story helps us understand **history** .

It helps us show **respect** to all people.

Name: _____ Date: _____

Single Paragraph Outline

Topic Sentence: _____

● Detail 1: _____

● Detail 2: _____

● Detail 3: _____

● Detail 4: _____

Concluding Sentence: _____

Name: _____ Date: _____

Single Paragraph Outline

Topic Sentence: The real story of Thanksgiving is important. It helps us understand what really happened. It helps us center the perspective of the Wampanoag people.

- *Detail 1:* Wampanoag people lived in America long before Pilgrims → know how to survive

- *Detail 2:* Pilgrims struggle to survive → Wampanoag help them survive

- *Detail 3:* Many believe the Wampanoag were invited to celebrate, probably not

- *Detail 4:* Thanksgiving is celebrated by many, Native Americans see it as a sad time

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Name: _____ Date: _____

Linking Words Practice

The Pilgrims arrived as winter set in. They struggled to survive.

1. _____

2. _____

The Wampanoag had experienced a deadly **epidemic**. Many of their villages were abandoned.

1. _____

2. _____

Ousamequin, the Wampanoag sachem, wanted **allies**. The Wampanoag and the English settlers signed a **treaty**.

1. _____

2. _____

It was a Wampanoag **custom** to give thanks. They joined the Pilgrims when they saw they were feasting.

1. _____

2. _____

Name: _____ Date: _____

Single Paragraph Outline

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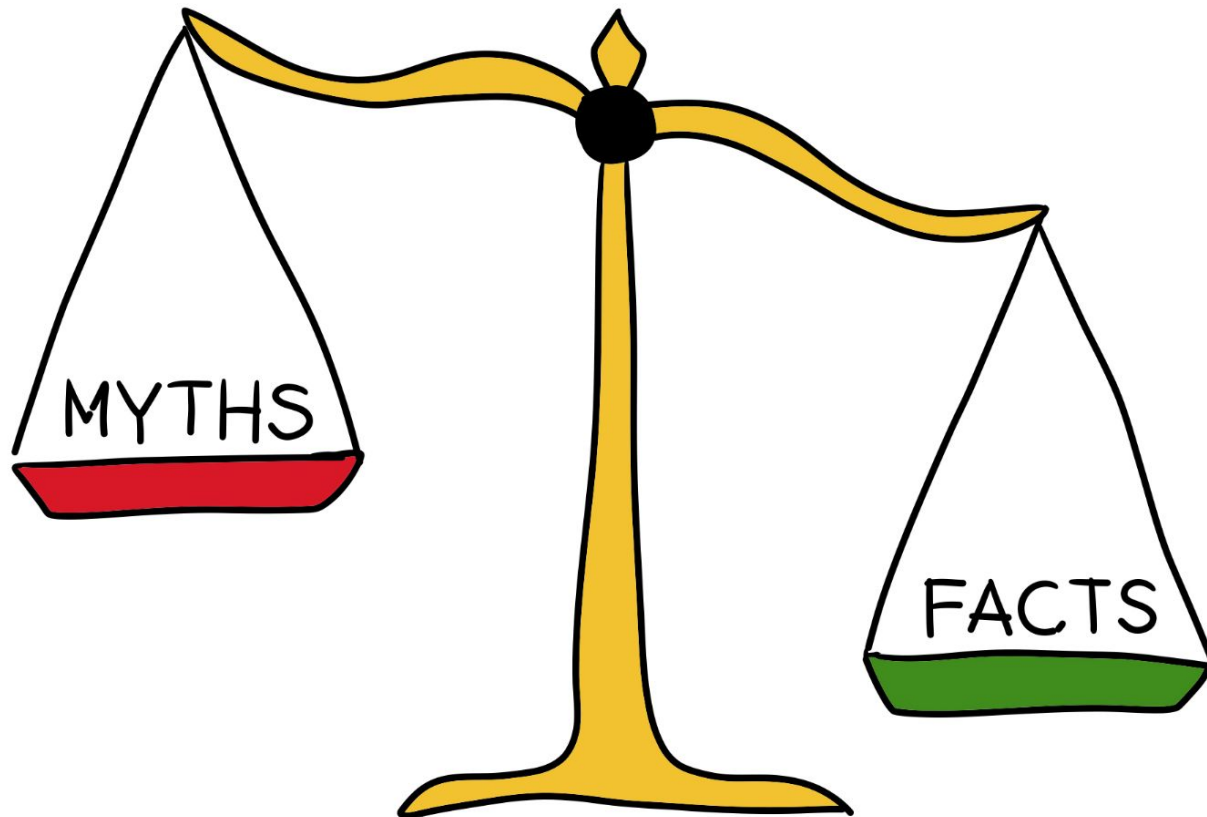
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The Real Story of Thanksgiving

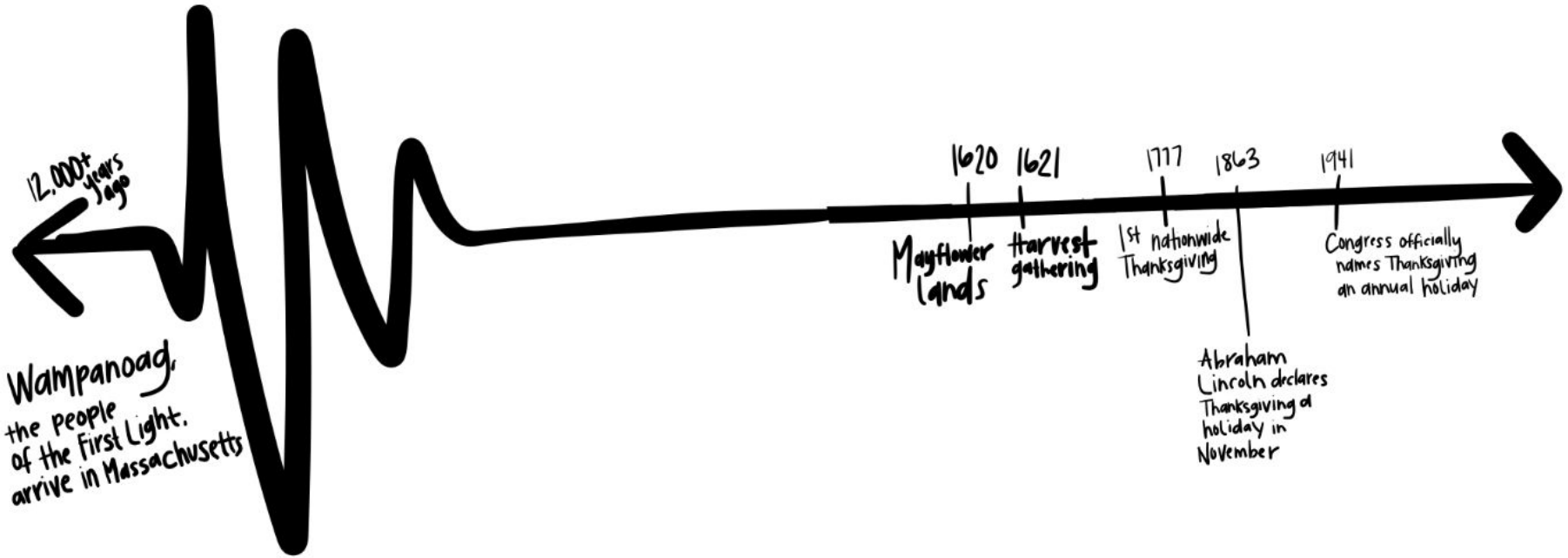
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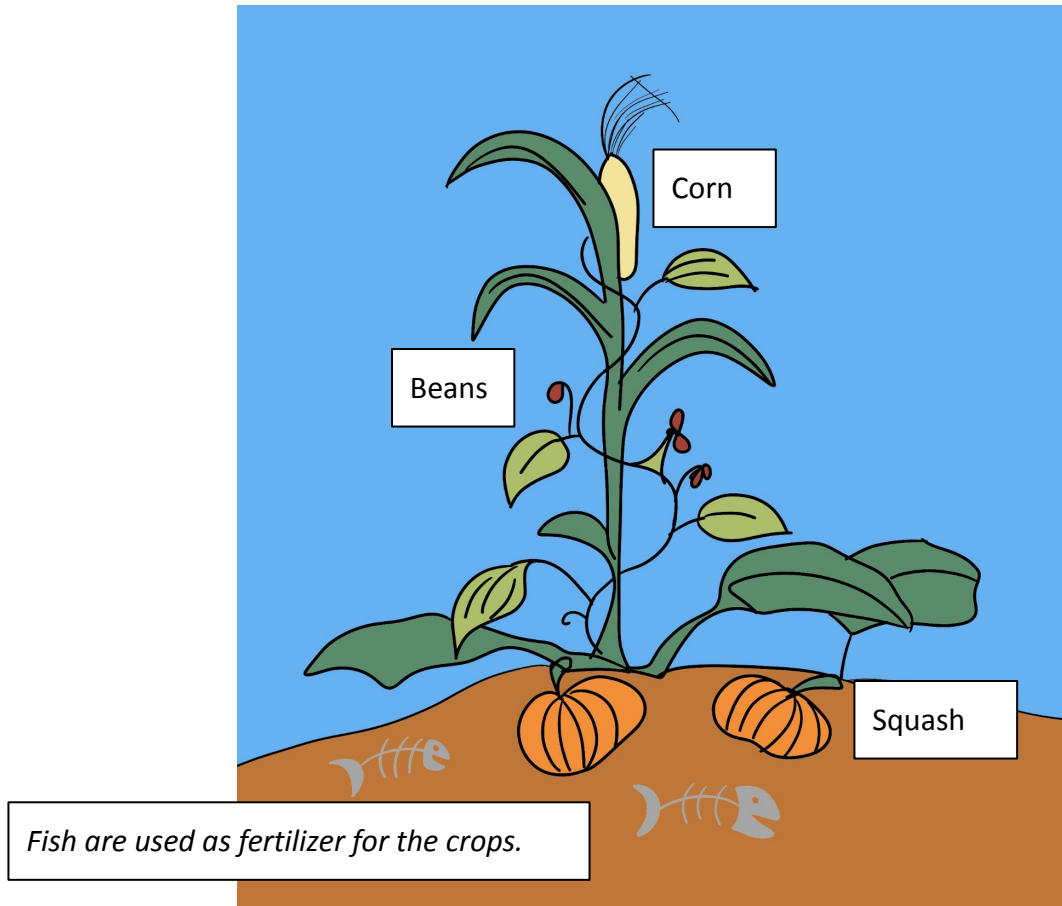


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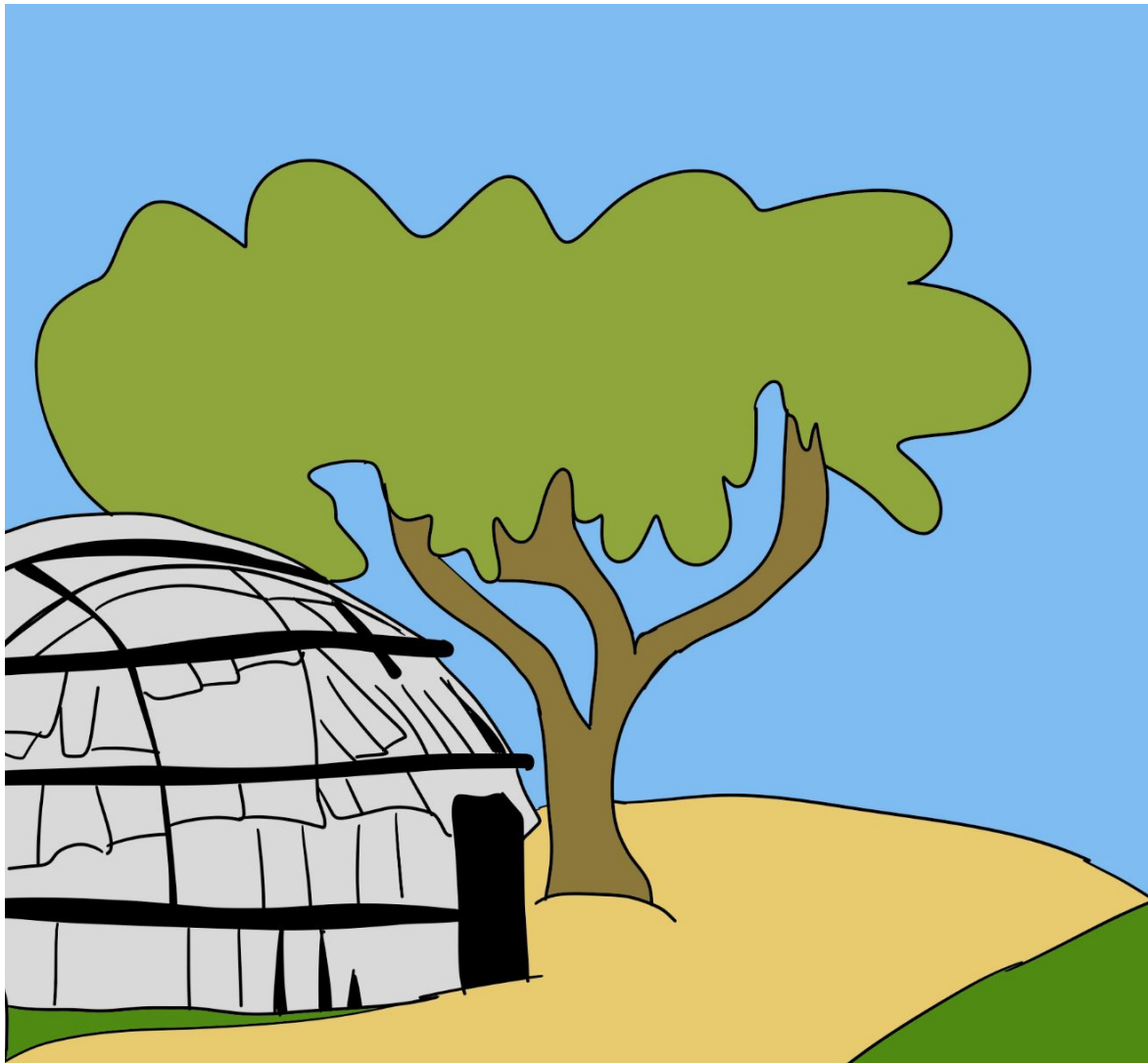
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Vocabulary

Word	Part of Speech	Definition
accurate	adj.	without errors or mistake
-al	suffix	
ally	n.	someone who helps you in what you're trying to do, especially when there are other people against you (Entry 2, para. 3)
-ance	suffix	
bustling	v.	being full of busy activity or movement
colonization	n.	the act of taking control of an area to live on or use (para. 1)
colony	n.	a group of people who are similar and live in a certain area; often controlled by a country far away (para. 5)
custom	n.	a tradition among people in a group or place
epidemic	n.	a quick and sudden spread of something harmful or unwanted
establish	v.	to begin or create something (para. 5)
fearsome	adj.	causing fear (para. 3)

Word	Part of Speech	Definition
-ful	suffix	
grim	adj.	not pleasant to see or think about (para. 4)
Indigenous	adj.	being originally lived and may continue to live in a particular country or region
influential	adj.	having the power to cause change
motive	n.	a reason for doing something
mourning	n.	acts or feelings that express great sadness
pleasant	adj.	nice or enjoyable
pledge	n.	a serious promise or agreement
sacred	adj.	shown great respect
-some	suffix	
stench	n.	a very bad smell (para. 1)
temper	n.	a person's state of being, either angry or calm; mood

Word	Part of Speech	Definition
thievery	n.	the act of stealing (Entry 1, para. 3)
-tion	suffix	
treaty	n.	an official agreement between countries or groups
wary	adj.	not having trust in someone or something because you think it might be dangerous or cause trouble
weary	adj.	tired in body or mind



Unit Rubrics & Assessments

Informational 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
---------------------------	---	---	---	---

Structure	Rubric Score	Notes
Sections Writes a complete paragraph that includes a topic sentence, supporting sentences, and a concluding sentence; Uses a paragraph structure to organize information depending on the type of information included and the purpose of the writing; <u>May</u> use one of the following structures: sequence/chronology or cause-and-effect	4 3 2 1	
Introduction Starts by introducing a topic and why it is important; Introduction uses a lead that captures the reader's interest, such as posing a question or presenting fascinating facts or details; Consistently writes in the third-person	4 3 2 1	
Conclusion Includes a concluding statement that provides a sense of closure; Restates the topic and re-emphasizes the main ideas	4 3 2 1	

Development	Rubric Score	Notes
Details Includes three or more facts and details to develop and support the topic; Details tell more about each fact	4 3 2 1	
Text Features As called for by the task, uses two to three text features to reinforce main ideas, including a title, illustrations, headings, labels, captions, bold words, diagrams	4 3 2 1	
Linking Words and Phrases Effectively and consistently uses linking words or phrases to connect ideas	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 Informational Writing Rubric 1

3rd Grade English Language Arts

STRUCTURE	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?
Sections		I have organized my writing in a complete paragraph that includes a topic sentence, supporting sentences, and a concluding sentence.	
		I have used a cause-and-effect paragraph structure to organize information.	
Introduction		I have introduced my topic and why it is important.	
		My introduction uses a lead that captures the reader's interest, such as: <ul style="list-style-type: none"> ● Posing a question ● Presenting fascinating facts or details 	
		I use the third-person throughout my writing.	
Conclusion		I have included a concluding statement that provides a sense of closure, restates the topic, and re-emphasizes the main idea.	

DEVELOPMENT	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?
Details		I have included at least 3 facts and details to develop and support the topic.	
Linking Words and Phrases		I use a variety of linking words or phrases to connect ideas.	

Name: _____ Date: _____

Single Point Informational Writing Rubric 2

3rd Grade English Language Arts


STRUCTURE	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?
Sections		I have organized my writing in a complete paragraph that includes a topic sentence, supporting sentences, and a concluding sentence.	
		I use a paragraph structure to organize information, depending on the type of information included and the purpose of the writing. I <u>may</u> use one of the following structure: <ul style="list-style-type: none"> ● Sequence or chronology ● Cause-and-effect 	
Introduction		I have introduced my topic and why it is important.	
		My introduction uses a lead that captures the reader's interest, such as: <ul style="list-style-type: none"> ● Posing a question ● Presenting fascinating facts or details 	
		I use the third-person throughout my writing.	

	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?
Conclusion		I have included a concluding statement that provides a sense of closure, restates the topic, and re-emphasizes the main idea.	
Text Features		I have used 3 text features to reinforce main ideas, including: <ul style="list-style-type: none"> ● Title ● Illustrations ● Headings ● Labels ● Captions ● Bold words ● Diagrams ● Sidebars 	

DEVELOPMENT	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?
Details		I have included 3 facts and details to develop and support the topic.	
Linking Words and Phrases		I use a variety of linking words or phrases to connect ideas.	

Name: _____ Date: _____


Editing Checklist 1

Language and Conventions Focus Area	
I use simple verb tenses appropriately to show when something happens.	
When writing lists or connecting ideas, I match the structure.	

My writing goal:

Name: _____ Date: _____

Editing Checklist 2

Language and Conventions Focus Area	
I use simple verb tenses appropriately to show when something happens.	
When writing lists or connecting ideas, I match the structure.	
All of the subject-verb pairs in my writing match.	

My writing goal:

Name: _____ Date: _____

Rediscovering Thanksgiving

Columbus Goes West

By CKLA, adapted by ReadWorks

- 1 Christopher Columbus was an Italian explorer who explored for the king and queen of Spain. In 1492, Columbus led three ships out of a Spanish harbor and began sailing west. Columbus was looking for a shortcut to the East Indies. The East Indies was a group of islands in Asia where valuable spices grew.

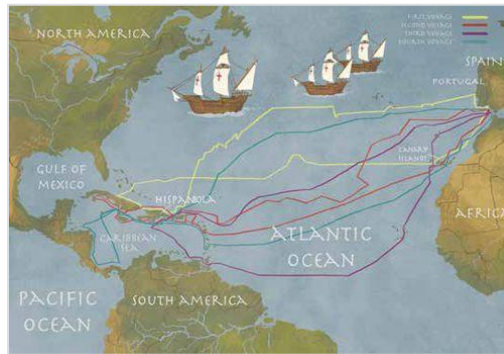


Columbus was sure he had reached the East Indies (*Core Knowledge Foundation*)

- 2 Columbus was guided by three beliefs. He believed that the world was round. He believed it was smaller than most people thought. He also believed that he could get from Europe to Asia and the East Indies by simply sailing westward across the Atlantic Ocean.
- 3 If Columbus had been taking a test, he would only have been able to answer one of the three questions correctly. It turned out that the world was round. Columbus had been right about that. But the world was much larger than Christopher Columbus ever imagined. As for Columbus's third belief, he later discovered that a large body of land stopped people from sailing directly to Asia. This body of land became known as the continents of North and South America.
- 4 On October 12, 1492, after more than a month of sailing, Columbus and his men sighted an island. Columbus went ashore and planted a flag in the sand because he wanted to claim the island for the king and queen of Spain. He believed he had sailed all the way around the world to the East Indies. So when he first saw the Native people who already lived on the island, he called them "Indians." These Native people were not Indians—they were Taíno. The Taíno were a large Native group that lived on many islands in the Caribbean. Columbus' landing in the Caribbean changed the lives of the Taíno forever.
- 5 During the early 1500s, more and more Spanish explorers came to the Caribbean to set

up colonies. Columbus sailed to this "New World," as Europeans called it, four times. During these travels, Columbus and other explorers violently forced the Taíno off of their land. They used the Taíno for hard labor and enslaved many of them.

- 6 Columbus set up a colony on an island he called Hispaniola. Today, this island is Haiti and the Dominican Republic. When Columbus arrived in Hispaniola, there were millions of Taíno people living there. 50 years later, the Taíno population of Hispaniola was only about 200 people.



Columbus made four voyages to the "New World." (Core Knowledge Foundation)

- 7 As more Spanish colonies were created in Central and South America, the same pattern happened again and again. The Spanish showed up and met Native people. They enslaved them and made them work, and they took their land from them. In this way, huge societies like the Inca of Peru and the Aztec of Mexico were forced off their land.

Passage is available from Readworks.org at

<https://www.readworks.org/article/Columbus-Goes-West/c67bd7e6-3b5f-4369-a5f7-c2a2bd2e06c7>

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

Part A: Why did Columbus decide to sail west?

- He wanted to prove that the world was round.
- He was hoping to find an easier way to get spices.
- He hoped to set up a new colony in the "New World."
- He was sailing for the king and queen of Spain.

Part B: What detail from the text best supports your answer to Part A?

- "Columbus went ashore and planted a flag in the sand because he wanted to claim the island for the king and queen of Spain." (paragraph 4)
- "He believed that the world was round." (paragraph 2)
- "In 1492, Columbus led three ships out of a Spanish harbor and began sailing west." (paragraph 1)
- "The East Indies was a group of islands in Asia where valuable spices grew." (paragraph 1)

2. What happened to the Taíno people after Columbus arrived on Hispaniola?
 - a. The Taíno people befriended the explorers and acted as guides.
 - b. The Taíno people gave their land willingly to Europeans.
 - c. The Taíno people were forced off their land and made to work for the Europeans.
 - d. The Taíno people met the Spanish people and agreed to work with them.

3. What does the map help the reader better understand about Columbus?

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

Part A: The author might describe Columbus as _____.

- a. grateful
- b. determined
- c. pleasant
- d. cruel

Part B: What detail from the text best supports your answer to Part A?

- a. "...Columbus and other explorers violently forced the Taíno off of their land." (paragraph 5)
- b. "The Spanish showed up and met Native people." (paragraph 7)
- c. "Columbus was guided by three beliefs." (paragraph 2)
- d. "Columbus was looking for a shortcut to the East Indies." (paragraph 1)

Name: _____ Date: _____

Part One: Vocabulary

1. What does it mean if something is described as **grim**?
 - a. It is hopeful and exciting.
 - b. It is unpleasant to think about.
 - c. It is easy and fun.
 - d. It is confusing and hard to understand.

2. If you **pledge** to do something, you _____.
 - a. do something without errors or mistakes
 - b. begin or create something
 - c. make a promise to do something
 - d. have an official agreement between two groups, and can do something

3. What does it mean if something is **influential**? Give an example of someone or something that was influential to the Wampanoag in 1620.

4. What is a **custom**?
 - a. A tradition among people in a group or place
 - b. A group of people who are similar and live in a certain area
 - c. A person who is caught and held as a prisoner
 - d. A relationship where people agree to work together

5. Pick two of the words from the list below. Write each in a sentence.

wary	temper	colony	pleasant	fearsome
-------------	---------------	---------------	-----------------	-----------------

- _____

- _____

Student: _____ Examiner: _____ Date: _____

Words Read Correctly: _____ Errors: _____

Excerpt from *PILGRIMS: A NONFICTION COMPANION TO MAGIC TREE HOUSE #27*

The ship was now anchored off the coast of Cape Cod. The Pilgrims climbed in 15
a long-boat and rowed to shore. They found a country full of woods. Although there 30
were many native villages in the area, the Pilgrims did not see them. All they could see 47
was wilderness. Once on shore, the women pulled out their washing tubs. They 60
washed clothes all day. The children were free to run and play. And the men began 76
making plans to explore. They needed to find fresh water. And they were eager 90
to find a good place to live and plant crops. 100

Exploring Cape Cod 103

A soldier named Myles Standish was chosen to lead some of the explorers. As they 118
were scouting around, they came across a group of Native People. The natives ran 132
back into the woods. Later, the explorers found a basket. It was full of corn kernels. 148
The corn had been saved by a native family. Myles and his men thought it would be 165
good for planting. They took it and planned to replace it or pay for it later. 181
Exploration continued on the cape. The Pilgrims could not agree on a good spot 195
to settle. The weather got colder. Winter was setting in. People began to get sick. 209
They were running out of food. 215

Pope Osborne, Mary. *Pilgrims: A Nonfiction Companion to Magic Tree House #27*, Random House, 2005, pp. 25-27.

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The ship was now anchored off the coast of Cape Cod. The Pilgrims climbed in a long-boat and rowed to shore. They found a country full of woods. Although there were many native villages in the area, the Pilgrims did not see them. All they could see was wilderness. Once on shore, the women pulled out their washing tubs. They washed clothes all day. The children were free to run and play. And the men began making plans to explore. They needed to find fresh water. And they were eager to find a good place to live and plant crops.

Exploring Cape Cod

A soldier named Myles Standish was chosen to lead some of the explorers. As they were scouting around, they came across a group of Native People. The natives ran back into the woods. Later, the explorers found a basket. It was full of corn kernels. The corn had been saved by a native family. Myles and his men thought it would be good for planting. They took it and planned to replace it or pay for it later. Exploration continued on the cape. The Pilgrims could not agree on a good spot to settle. The weather got colder. Winter was setting in. People began to get sick. They were running out of food.

Pope Osborne, Mary. *Pilgrims: A Nonfiction Companion to Magic Tree House #27*, Random House, 2005, pp. 25-27.



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:

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