



3RD GRADE **ELA**

# Student Materials

## **Unit 3**

### ***Passing Down Wisdom: Indigenous, Hispanic, and African American Traditional Stories***





# Daily Lesson Materials

Name: \_\_\_\_\_

Date: \_\_\_\_\_

1. Describe Taawa. What powers does he use to create the world?

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2. What makes Spider Grandmother an important character in the story? What actions does she take to help the people?

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3. What happens when the people "lose their way"? How does that event change the direction of the story?

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4. Why does Spider Grandmother decide to help only a few people escape? What do those people do to earn her help?

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

1. What important problem do Itzamna and Ix Chebel Yax notice? How do they respond?

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2. Describe Ix Chebel Yax. What do her actions tell you about her?

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3. Why do you think the Bacabs never need to rest, even though they are given trees to lean on?

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4. Even though the Bacabs disappear, people remember their words. What does that tell us about how people hold on to stories and knowledge? Why do you think this matters?

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Writing Prompt**

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Recount what happened in "Bacabs."

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Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Clause Sorting

Independent Clauses	Dependent Clauses

Write two complex sentences using one independent clause and one dependent clause from above.

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_

Taawa created the Spider Grandmother.	The Spider Grandmother took pity on the human beings.
When the people lost their way.	Since the heavens were in danger of falling.
Ix Chebel Yax created the Bacabs to hold up the sky.	People asked the Bacabs for advice.
Taawa grew angry and crossed his arms over his chest.	Because there was no one in the beautiful world he created.
After Taawa set out to destroy the world.	Before they became covered with plants and earth.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Clause Sorting

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Taawa created the Spider Grandmother.	When the people lost their way.
The Spider Grandmother took pity on the human beings.	Since the heavens were in danger of falling.
Ix Chebel Yax created the Bacabs to hold up the sky.	After Taawa set out to destroy the world.
Taawa grew angry and crossed his arms over his chest.	Because there was no one in the beautiful world he created.
People asked the Bacabs for advice.	Before they became covered with plants and earth.

Write two complex sentences using one independent clause and one dependent clause from above.

- Taawa created the Spider Grandmother because there was no one in the beautiful world he created.
- Before they became covered with plants and earth, people asked the Bacabs for advice.



Name: \_\_\_\_\_

Date: \_\_\_\_\_

Today's reading was *Tales Our Abuelitas Told, A Hispanic Folktale Collection* — "The Bird of One Thousand Colors".

1. Describe the bird. What makes him unique?

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2. Why does the turkey think that he should be king? Are these the qualities of a good king?

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3. Why does the little bird decide to offer the turkey his feathers? How does the turkey respond? What does this reveal about each character?

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4. Read the sentence from the story below. "But the turkey, now king, did not **heed** him." What does the word **heed** mean as used in this sentence? What does it reveal about the king?

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

Today's reading was *Tales Our Abuelitas Told, A Hispanic Folktale Collection* — "'Deer Deer!' Said the Turtle".

1. Describe where the story takes place.

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2. Describe Jicotea and Venado.

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3. Read the quote from the story below. "*I* am not going to beat the deer. *We* are," said Jicotea." Why does the author put the *I* and *we* in italics?

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4. Describe what happens in Guaracabulla.

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5. How does the illustration on page 22 help the reader understand what happens?

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6. When Venado gets to the finish line, Jicotea is already there. How does Venado respond to this event?

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

Today's reading was *Tales Our Abuelitas Told, A Hispanic Folktale Collection* – "The Goat From the Hill and Mountains".

1. Describe where the story takes place. What makes the family happy?

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2. The author says the "goat merely looked at her with **disdain** and said in a threatening voice, 'I'm the goat from the hills and mountains, and I love to eat young girls for dessert!'" What does the word **disdain** most likely mean? What does it show about the goat?

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3. What happens each time someone goes to scare the goat away? How does the person respond? Why?

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4. Why does the ant say he needs to be paid? Was this always his intention? Why or why not?

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5. How does the little ant solve the problem?

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Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Folktale Mad Libs

### Dialogue Tag Word Bank

#### The Rabbit and the Coyote

Long ago, when the moon was still young and the stars whispered secrets to the earth, a **clever** rabbit was hopping through the desert when she heard a growl behind her.

Stop right there, Dinner \_\_\_\_\_

Rabbit froze, but only for a moment. Me? Dinner? Surely you mean someone else \_\_\_\_\_

I haven't eaten in three days! \_\_\_\_\_

Well then \_\_\_\_\_ you must be too weak to chase me!

Oh really? \_\_\_\_\_

Rabbit smiled slyly. Let's make a deal \_\_\_\_\_ If I can trick you before sundown, you let me go.

Coyote narrowed his eyes. Deal \_\_\_\_\_

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Folktale Mad Libs

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"Stop right there, Dinner," *snarled the coyote.*

Rabbit froze, but only for a moment. "Me? Dinner? Surely you mean someone else," *she gasped.*

"I haven't eaten in three days!" *whined the coyote.*

"Well then," *she said with a shrug,* "you must be too weak to chase me!"

"Oh really?" *he snapped.*

Rabbit smiled slyly. "Let's make a deal," *she said, twitching her ears.* "If I can trick you before sundown, you let me go."

Coyote narrowed his eyes. "Deal," *he growled through his teeth.*



Name: \_\_\_\_\_

Date: \_\_\_\_\_

Today's reading was *Tales Our Abuelitas Told, A Hispanic Folktale Collection* — "The Happy Man's Tunic".

1. Describe where the story takes place. Why is the caliph troubled?

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2. What advice does the woman give? How does the caliph respond?

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3. Describe what happens when the men try to find a truly happy man.

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4. How does the shepherd boy respond to the question, "Are you happy?"

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5. The chief decides to take the young man to the palace. Why does he make this decision? What happens as a result of this decision?

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6. Read the quotation from page 97. "Wherever they went, the shepherd's music reminded them of their true happiness." Explain the significance of this statement.

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Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Jigsaw

**Traditional Story Title :** \_\_\_\_\_

<b>Key Events:</b>	<b>Character Descriptions:</b>
<b>Lesson:</b>	

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Comparing Folktales

Story #1	Story #2
<p><b>Ways the Stories are Connected</b> What is similar about the characters, what they do, or what happens?</p>	
<p><b>How the Stories are Different</b> What stands out as different between the two stories?</p>	
<p><b>Shared Lesson or Message</b> What lesson or message is shared across both stories?</p>	



Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Single Paragraph Outline

Topic Sentence: \_\_\_\_\_

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● Detail 1: \_\_\_\_\_

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● Detail 2: \_\_\_\_\_

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● Detail 3: \_\_\_\_\_

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● Detail 4: \_\_\_\_\_

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Concluding Sentence: \_\_\_\_\_

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## Single Paragraph Outline

Topic Sentence: The traditional story "Dear Deer!" Said the Turtle" teaches the most meaningful lesson because it shows how **clever** thinking and teamwork can help solve big problems.

- Detail 1: uses brain to make smart plan

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- Detail 2: turtles trick the deer

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- Detail 3: teamwork helps the turtle win

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Concluding Sentence: This story shows that we don't have to be the strongest, biggest, or fastest to win. When people think creatively and work together, anything is possible. That's why I believe this story teaches a lesson that is helpful to everyone.



Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Single Paragraph Outline

Topic Sentence: \_\_\_\_\_

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● Detail 1: \_\_\_\_\_

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● Detail 2: \_\_\_\_\_

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● Detail 4: \_\_\_\_\_

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Concluding Sentence: \_\_\_\_\_

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

1. Close read the following sentences on page 13: "And he hollered aside so Bruh Fox wouldn't know who it was, 'Whooo-hooo, whooo-hooo, whooo-hooo,' like that. Scared Bruh Fox to death." Why did the author include these sentences? What does it help you understand about Doc Rabbit?

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2. Read the sentence from page 15. "Fox feel a **suspicion**." What does the word **suspicion** mean? Describe Bruh Fox and explain why he begins to "feel a **suspicion**."

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3. How does Doc Rabbit respond to the Tar Baby's silence? What does that tell you about Doc Rabbit?

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4. At the end of the story, how does Doc Rabbit **deceive** Bruh Fox once again?

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Name: \_\_\_\_\_ Date: \_\_\_\_\_

3rd Grade ELA  
Passing Down Wisdom

## Dialogue Community Edit

### The Boastful Wind

the sun and the wind were talking one morning

I am the strongest said the wind

no I am said the sun

let's see said the wind

they watched a man walking with a coat

I will make him take off his coat said the wind

he blew and blew

he is holding it tighter said the sun

now it's my turn said the sun

the sun warmed the man

he took off his coat said the sun

I guess you win said the wind



Name: \_\_\_\_\_

Date: \_\_\_\_\_

1. Describe He Lion. Why does he keep saying "ME AND MYSELF"? What does this tell you about his character?

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2. Read the quote on page 8. "'Better had let me tell you somethin,' Bruh Rabbit said, 'for I've seen Man, and I know him the real king of the forest.'" Why does Bruh Rabbit say this to He Lion?

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3. How do Bruh Bear's and Bruh Rabbit's personalities help them deal with He Lion?

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4. How does Bruh Rabbit trick He Lion? What does this show about him?

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5. How does He Lion change from the beginning of the story to the end? What causes that change?

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

1. Reread the following sentences from page 36:

"Bruh Rabbit can't believe it. 'You sayin you never know trouble yet?' 'Never know nothin about him?'  
Bruh Gator say. 'How just do Trouble look? How him stand?'"

What misunderstanding is happening between Bruh Rabbit and Bruh Gator in this part of the story, and how does it create humor or move the story forward? ("Bruh Alligator Meets Trouble")

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2. How does Bruh Rabbit trick Bruh Gator? What does this show about Bruh Rabbit? ("Bruh Alligator Meets Trouble")

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3. How does Bruh Lizard trick Bruh Rabbit? Do you think he is being fair? Why or why not? ("Bruh Lizard and Bruh Rabbit")

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4. Read this line from Bruh Rabbit: "It ain't got no sense. It cut down everythin I got." (p. 32) What is Bruh Rabbit trying to say here? What does it show about how he feels at that moment?

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5. Read this line from Bruh Lizard: "Sword work faster every time he hear 'Go-ee-tell.'" (p. 32) What does this tell you about Bruh Lizard? What does it show about how he feels at the end of the story? ("Bruh Lizard and Bruh Rabbit")

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6. Do Bruh Rabbit's actions in this story fit with what we already know about him? Why or why not? ("Bruh Lizard and Bruh Rabbit")

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Name: \_\_\_\_\_ Date: \_\_\_\_\_

<b>Thoughts</b>	<b>Questions</b>	<b>Epiphanies</b> (Aha! Moments)



Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Single Paragraph Outline

Topic Sentence: \_\_\_\_\_

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● Detail 1: \_\_\_\_\_

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● Detail 2: \_\_\_\_\_

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● Detail 3: \_\_\_\_\_

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● Detail 4: \_\_\_\_\_

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Concluding Sentence: \_\_\_\_\_

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Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Opinion Planner

### Brainstorm the Trick

**What is the problem Bruh Rabbit faces?**

**What trick does Bruh Rabbit use to solve the problem?**

**What lesson does this trick teach?**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Opinion Planner

### Brainstorm the Trick

#### What is the problem Bruh Rabbit faces?

The big problem for Bruh Rabbit and the other small forest animals is that He Lion is acting like a bully. He is scary and loud. His behavior makes everyone else in the forest nervous to go outside.

#### What trick does Bruh Rabbit use to solve the problem?

Bruh Rabbit tricks He Lion into meeting Man by telling him that Man is the king of the forest. He knows that He Lion will be too **proud** to let that go! He also knows that Man has something that will scare He Lion and teach him a lesson.

#### What lesson does this trick teach?

This trick teaches the lesson that you do not have to be the biggest or strongest to solve a problem. You can use your brain to solve a problem. Also, one should never be too **proud** to listen to others.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Story Board

The Problem	Bruh Rabbit's Idea	Step 1

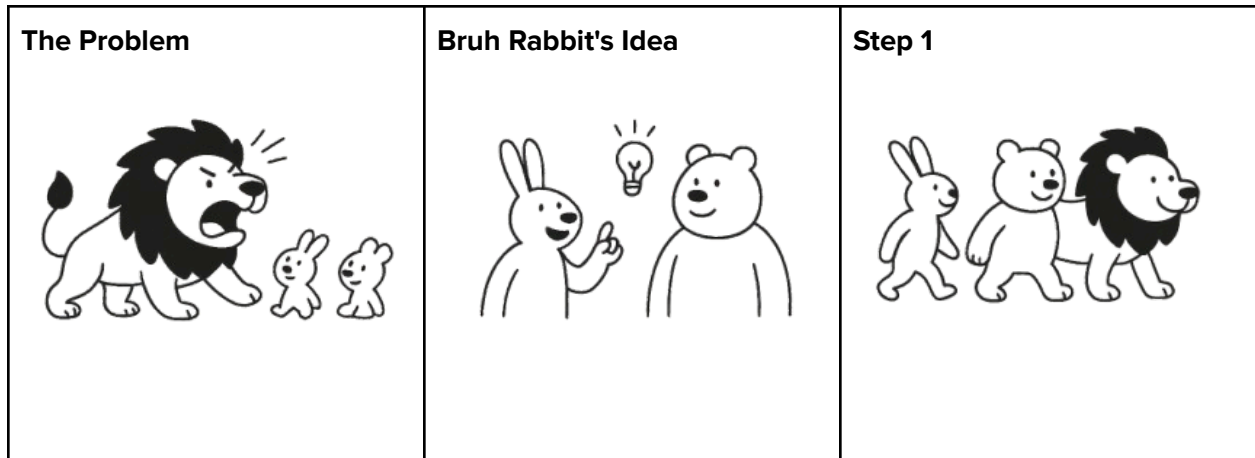
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Step 2	Step 3	Result/Lesson

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Name: \_\_\_\_\_ Date: \_\_\_\_\_

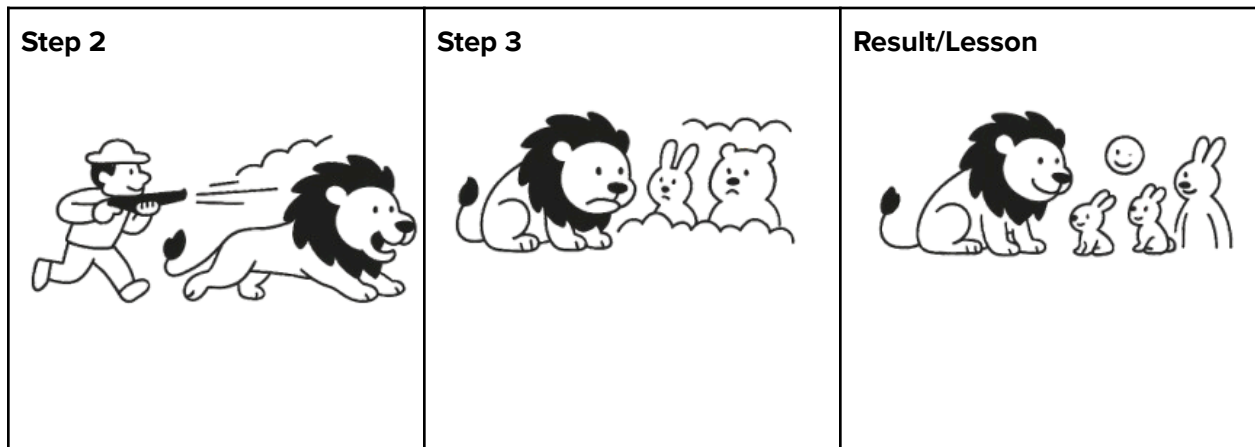
## Story Board



He Lion is scaring and intimidating the smaller animals in the forest.

Bruh Rabbit tells He Lion that Man is the real king of the forest.

Bruh Rabbit and Bruh Bear take He Lion through the forest to meet Man.



He Lion roars loudly at Man, who shoots at him!

Scared, He Lion jumps into the thicket with Bruh Rabbit and Bruh Bear.

He Lion learns to be **humble** and is kind to the small animals.

## Single Paragraph Outline

Topic Sentence: What do you do when a loud, roaring lion tries to take over the forest? In "He Lion, Bruh Bear, and Bruh Rabbit," Bruh Rabbit teaches an important lesson by using his brain instead of fighting.

- Detail 1: Bruh Rabbit stays calm

- Detail 2: Clever plan

- Detail 3: Protects the forest without force

Concluding Sentence: That's why I believe this story teaches the most important lesson. Just think about what would happen if more people used their brains instead of their strength to solve problems.

## Example Opinion Paragraphs

### Paragraph 1

Have you ever read *Shiloh* or *Because of Winn-Dixie*? Both stories show how dogs can become loyal friends. I think dogs make the best pets. First, they keep people company and offer comfort when we're sad. Also, dogs help people get exercise by needing walks and playtime. Finally, dogs are protective and often help their families feel safe. If you're hoping for a friend who listens, plays, and loves you no matter what, a dog might be the perfect choice.

### Paragraph 2

Have you ever wished you could start school a little later? I believe schools should begin later in the morning. First, many kids feel tired when they arrive and need more sleep to focus. Also, mornings at home can be stressful when families are rushing to get ready. Finally, starting later helps students feel calmer and ready to learn. A later start could help students feel more successful and enjoy school even more.

### Paragraph 3

Playing outside helps kids stay healthy, focused, and happy. I believe kids should get more time to play outdoors every day. First, running, jumping, and climbing help build strong muscles, coordination, and healthy hearts. Also, being in nature helps kids feel calm and peaceful. Finally, playing outside is a great way to make friends and solve problems together. What would happen if more kids had the chance to explore and move freely every day?

#### **Paragraph 4**

Books can take you anywhere, even if you never leave your room. That is one reason I believe reading at home should be part of every school night. In stories like *The Wild Robot*, I got to imagine what it would be like to survive on an island all alone. Books help kids learn new words, understand different people, and explore big ideas. Reading also gives your brain a break from screens and helps you relax. Wouldn't you want to end your day with a great story?

#### **Paragraph 5**

What would you do if you found trash all over your schoolyard? I think every school should have a cleanup club. First, helping clean up teaches kids to take care of their space. Also, it feels good to be part of a team that makes a difference. Finally, schools look better and feel safer when everyone works together to keep them clean. Starting a cleanup club is one way kids can take action and show pride in their school.

#### **Paragraph 6**

Most kids eat lunch at school five days a week, so it should be something to look forward to. I believe schools should offer more choices at lunch. First, not everyone likes the same foods, and choices help kids eat better. Also, kids feel more independent when they can decide what to eat. Finally, having more lunch options could reduce food waste because kids are more likely to eat what they enjoy. Wouldn't lunchtime be more fun with meals everyone actually wants?





Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Opinion Planner

### Brainstorm the Trick

**What is the problem Bruh Rabbit faces?**

**What trick does Bruh Rabbit use to solve the problem?**

**What lesson does this trick teach?**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

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The big problem for Bruh Rabbit and the other small forest animals is that He Lion is acting like a bully. He is scary and loud. His behavior makes everyone else in the forest nervous to go outside.

#### What trick does Bruh Rabbit use to solve the problem?

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#### What lesson does this trick teach?

This trick teaches the lesson that you do not have to be the biggest or strongest to solve a problem. You can use your brain to solve a problem. Also, one should never be too **proud** to listen to others.

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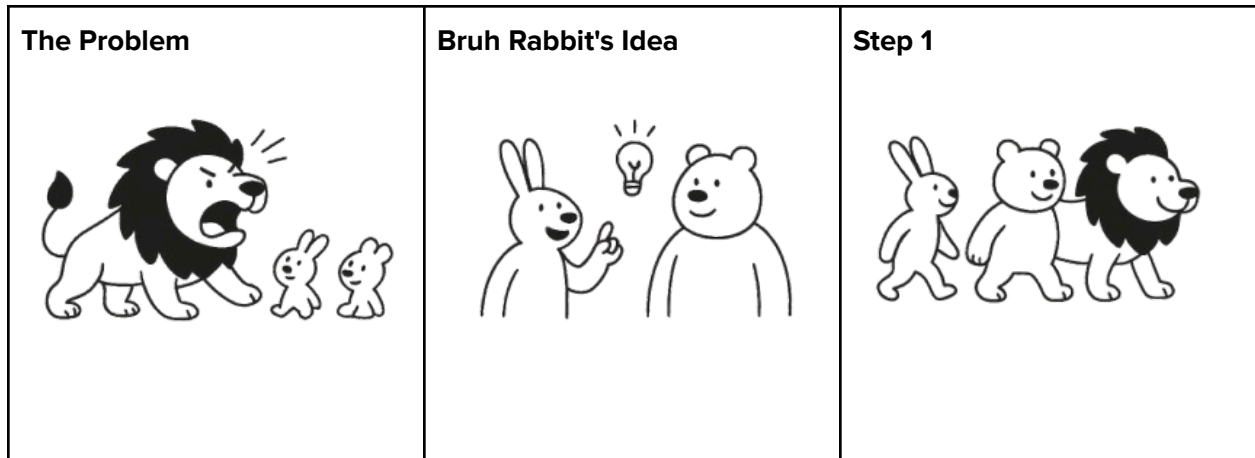
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Step 2	Step 3	Result/Lesson

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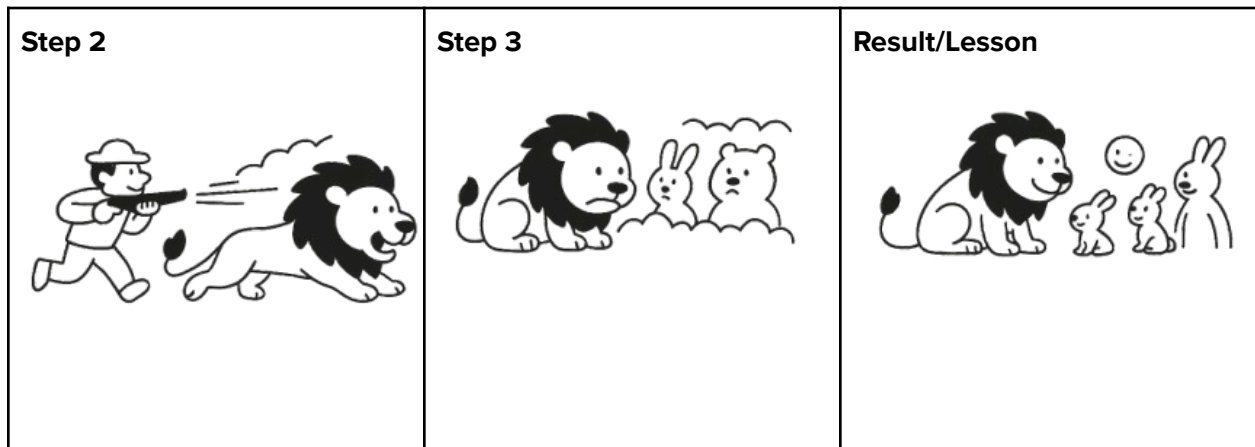
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Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Single Paragraph Outline

Topic Sentence: \_\_\_\_\_

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● Detail 1: \_\_\_\_\_

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● Detail 2: \_\_\_\_\_

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● Detail 3: \_\_\_\_\_

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● Detail 4: \_\_\_\_\_

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Concluding Sentence: \_\_\_\_\_

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## Single Paragraph Outline

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- Detail 1: Bruh Rabbit stays calm

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Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Story Board

The Problem	Bruh Rabbit's Idea	Step 1

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_____	_____	_____
_____	_____	_____

Step 2	Step 3	Result/Lesson

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Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Story Board

The Problem	Bruh Rabbit's Idea	Step 1

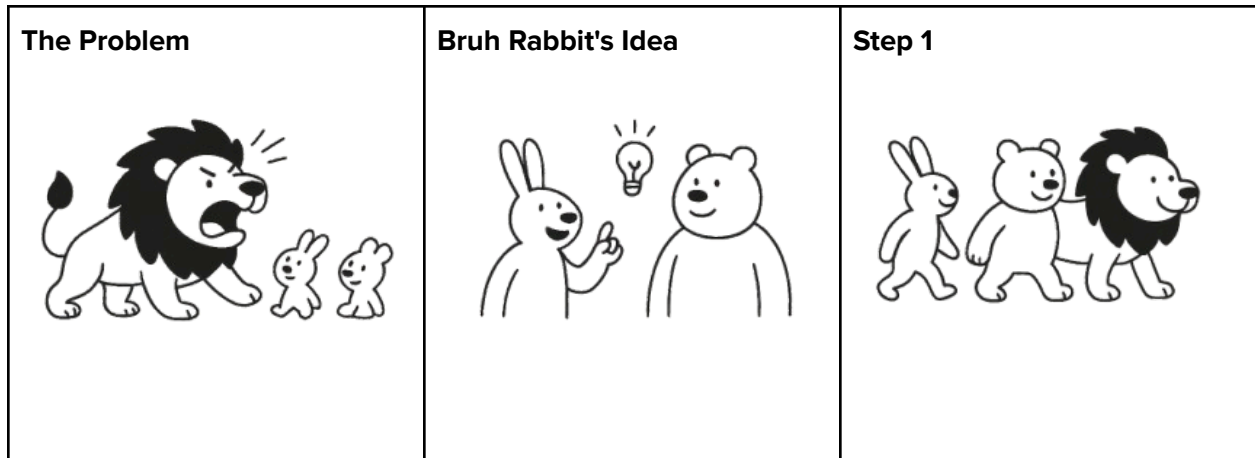
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Step 2	Step 3	Result/Lesson

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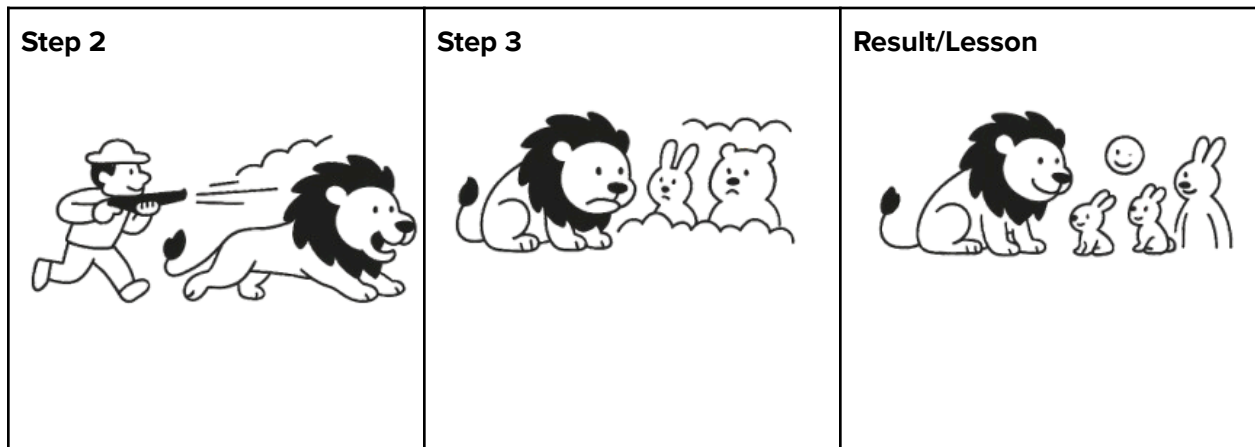
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He Lion is scaring and intimidating the smaller animals in the forest.

Bruh Rabbit tells He Lion that Man is the real king of the forest.

Bruh Rabbit and Bruh Bear take He Lion through the forest to meet Man.



He Lion roars loudly at Man, who shoots at him!

Scared, He Lion jumps into the thicket with Bruh Rabbit and Bruh Bear.

He Lion learns to be **humble** and is kind to the small animals.



Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Story Mountain

Lesson:

Character:

Problem:

Climax:

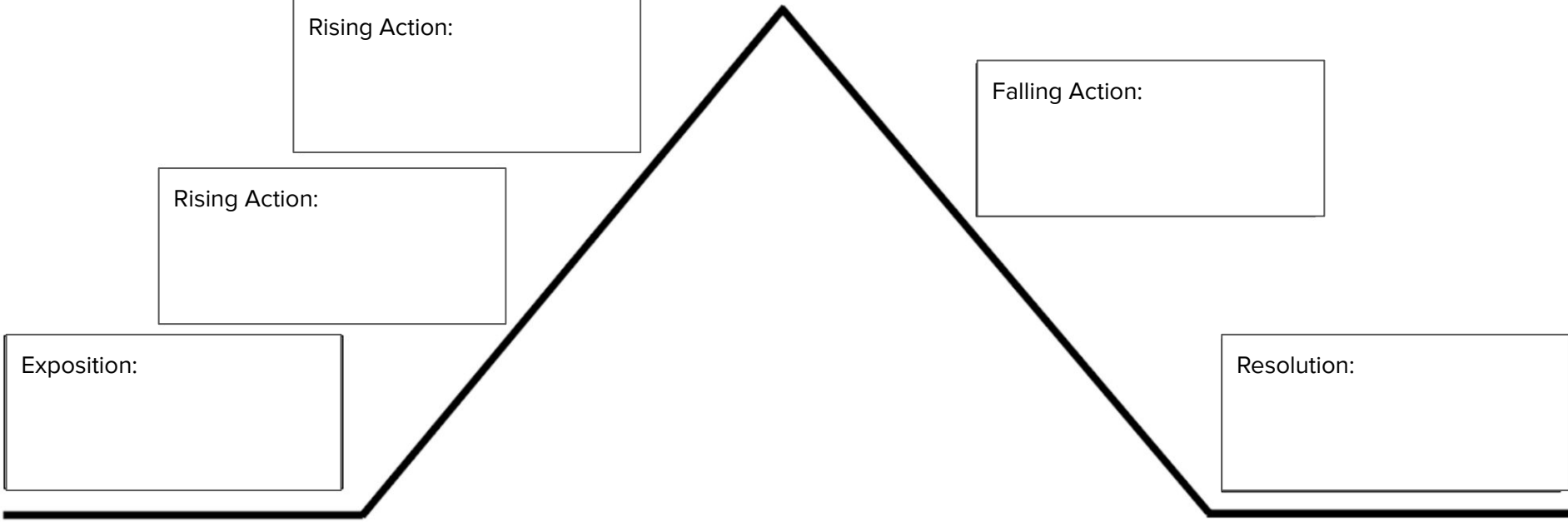
Rising Action:

Falling Action:

Rising Action:

Exposition:

Resolution:



# Story Mountain

Lesson:

*it's okay to ask for help*

Character:

*Luna the owl*

Problem:

*Luna's stubbornness and pride  
get her into trouble*

Climax:

*Time running out  
Talon checks  
Luna has zero mice*

Rising Action:

*Luna lies  
Will catch five mice*

Falling Action:

*Luna asks for help  
Catches two mice with mom*

Rising Action:

*Talon brags  
Caught three mice*

Exposition:

*Luna = young owl learning to hunt  
Setting = dark forest  
Wants to prove ready to hunt alone*

Resolution:

*Learns to ask for help  
Didn't catch five mice, but  
caught first*

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Scenes from a Hat

<p><b>Two rabbits arguing about who can hop the fastest</b></p>	<p><b>A fox and a crow competing over who's more clever</b></p>
<p><b>A proud lion finally admitting they're lost and need directions</b></p>	<p><b>A boastful bird asking their parent to teach them to hunt properly</b></p>
<p><b>Two friends discussing what they learned about sharing</b></p>	<p><b>A character explaining to their child why honesty is important</b></p>
<p><b>Two young birds bragging about their flying skills</b></p>	<p><b>A stubborn beaver apologizing to friends they ignored</b></p>
<p><b>Animals talking about how cooperation works better than competition</b></p>	<p><b>A bear and a raccoon showing off about who found the most food</b></p>
<p><b>A greedy chipmunk asking others to share food after hoarding theirs</b></p>	<p><b>A wise elder explaining to young animals why patience pays off</b></p>



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Lesson:

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Problem:

Climax:

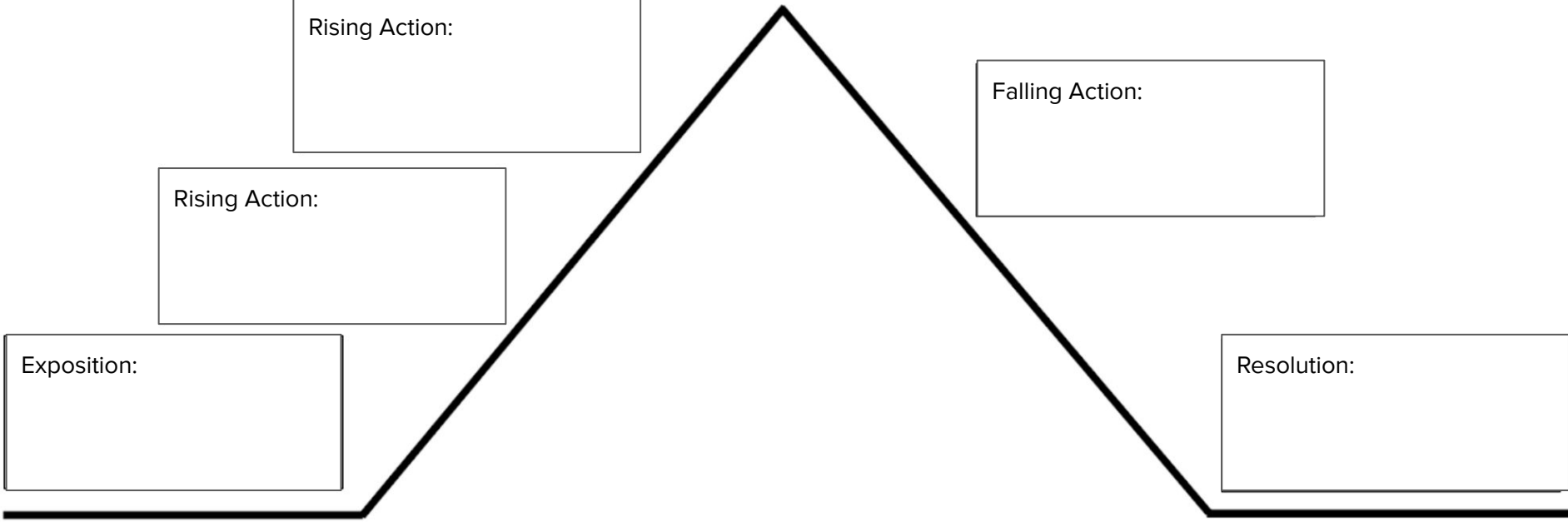
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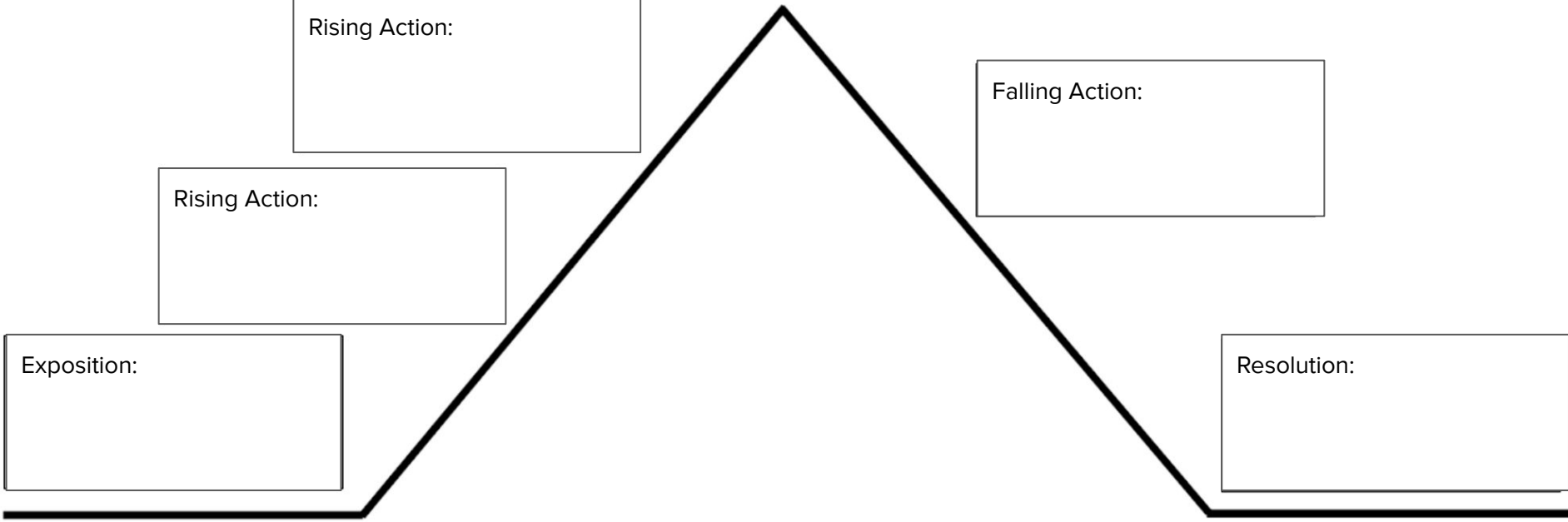
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Climax:

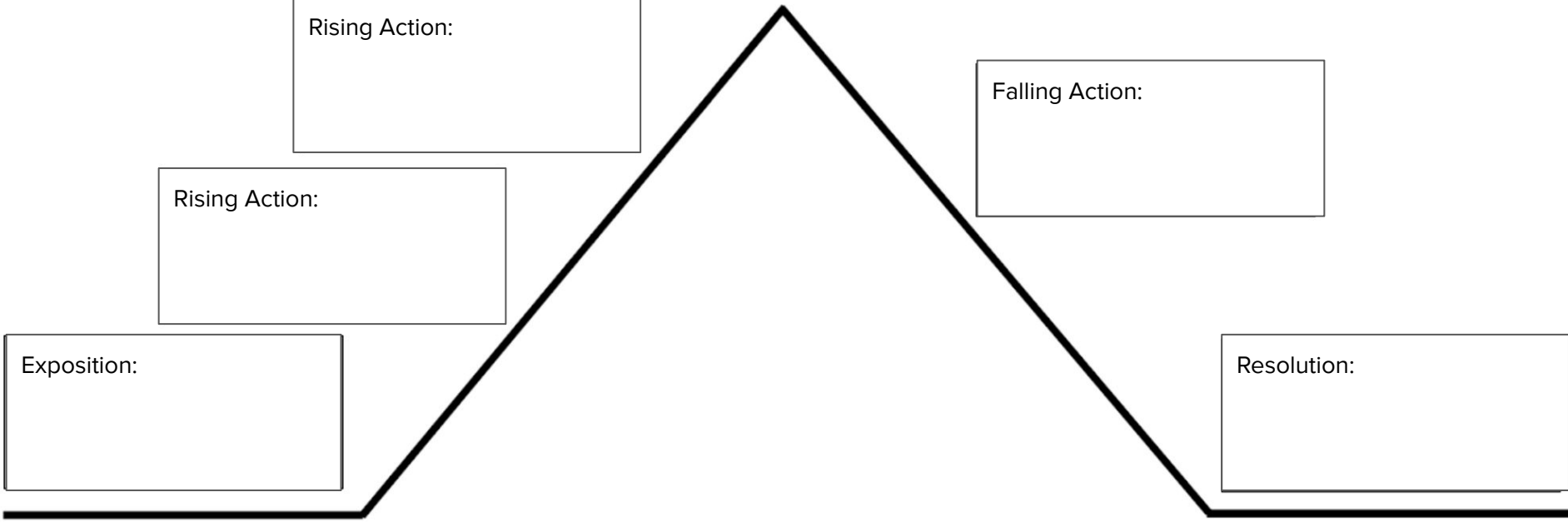
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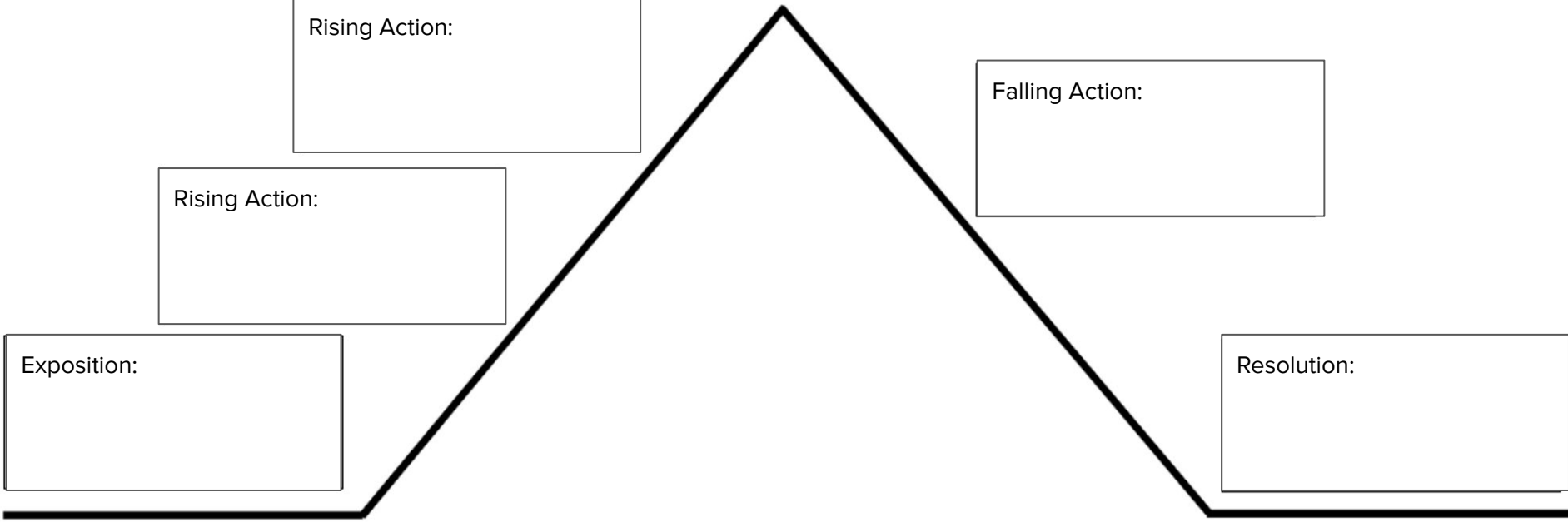
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# Vocabulary

Word	Part of Speech	Definition
appearance	n.	the way something looks
assembled	v.	came together in a group or gathered in one place
bested	v.	beat in a competition
clever	adj.	intelligent in a tricky way
collapse	v.	to fall down
content	adj.	satisfied
deceive	v.	to trick or fool
diligent	adj.	trying hard and steadily to achieve a goal
disdain	v.	to really not like someone or something
extinguished	v.	put something out to make it stop burning
heed	v.	to pay attention to and obey a direction
humble	adj.	not proud; modest
in-	prefix	

Word	Part of Speech	Definition
injustice	n.	unfair treatment
judge	v.	to form an opinion about someone or something
mumble	v.	to say in a low voice that is not clear
mused	v.	thought carefully about something
neglected	adj.	not given enough attention or care
out-	prefix	
outsmart	v.	to defeat someone by being smarter
proud	adj.	having too high an opinion of one's self
rival	n.	someone who tries to defeat you
splendid	adj.	impressive and beautiful
strutted	v.	walked in a confident way
stubborn	adj.	not changing your mind about something

Word	Part of Speech	Definition
suspicion	n.	a feeling that something is wrong or someone is not telling the truth
tended	v.	gave attention to or took care of something
trespassing	v.	going on someone's land without their permission
un-	prefix	not
unfulfilled	adj.	not feeling satisfied
unsuspecting	adj.	not knowing or thinking something could happen



# Unit Rubrics & Assessments

# Opinion Writing Rubric

## 3rd Grade English Language Arts

<b>Rubric Scoring Key</b>	<b>Fully meets (4)</b> All criteria present in the writing	<b>Mostly meets (3)</b> Most criteria present, with some misunderstandings	<b>Partially meets (2)</b> Criteria attempted, but major misunderstandings	<b>Does not meet yet (1)</b> Criteria are not attempted or not enough evidence to rate
---------------------------	---	---	---	---

<b>Structure</b>	<b>Rubric Score</b>	<b>Notes</b>
<b>Organizational Structure</b> Writes a complete paragraph that states their opinion, includes a topic sentence, lists the relevant reasons that support their opinion, and includes a concluding sentence; Uses third-person to state an opinion consistently	4 3 2 1	
<b>Introduction</b> Clearly states a topic and opinion; Introduction <u>may</u> use a lead that captures the reader's interest, such as posing a question or starting with a fact	4 3 2 1	
<b>Conclusion</b> Includes a concluding sentence that restates the opinion; Concluding sentence(s) may ask a question or make a suggestion	4 3 2 1	

<b>Development</b>	<b>Rubric Score</b>	<b>Notes</b>
<b>Reasons</b> Includes three or more relevant reasons to support opinion; reasons may be from personal experience, facts, or details; Effectively chooses compelling reasons and orders most compelling reasons first	4 3 2 1	
<b>Linking Words and Phrases</b> Effectively and consistently uses linking words or phrases to connect opinion and reasons	4 3 2 1	

<b>Language</b>	<b>Rubric Score</b>	<b>Notes</b>
<b>Grammar</b> 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	
<b>Conventions</b> 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	

# Narrative Writing Rubric

## 3rd Grade English Language Arts

<b>Rubric Scoring Key</b>	<b>Fully meets (4)</b> All criteria present in the writing	<b>Mostly meets (3)</b> Most criteria present, with some misunderstandings	<b>Partially meets (2)</b> Criteria attempted, but major misunderstandings	<b>Does not meet yet (1)</b> Criteria are not attempted or not enough evidence to rate
---------------------------	---	---	---	---

<b>Structure</b>	<b>Rubric Score</b>	<b>Notes</b>
<b>Event Sequence</b> Includes all the key components of the narrative arc: exposition, rising action, climax, falling action, resolution	4 3 2 1	
<b>Point of View</b> Point of view is clear and consistent throughout the story; Clear understanding of the task's audience and purpose	4 3 2 1	
<b>Setting</b> 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	

<b>Development</b>	<b>Rubric Score</b>	<b>Notes</b>
<b>Characters</b> 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	
<b>Plot</b> 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	
<b>Precise Words and Phrases</b> Uses several temporal words to help the events in the story unfold logically	4 3 2 1	
<b>Dialogue</b> Appropriately uses dialogue to advance the plot and includes several basic dialogue tags that show how the character is speaking	4 3 2 1	

<b>Language</b>	<b>Rubric Score</b>	<b>Notes</b>
<b>Grammar</b> 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	
<b>Conventions</b> 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	

# Single Point Opinion Writing Rubric 1

## 3rd Grade English Language Arts

	<b>Areas for Growth</b> What could I do to make my writing even stronger? How can I improve?	<b>Criteria</b> Expectations for my writing assignment:	<b>Strengths</b> What am I doing well already? What am I proud of?
<b>Structure</b>		I include a topic sentence that clearly states my opinion, three or more reasons that support the opinion, and a concluding statement.	
		I use the third-person throughout my story.	
<b>Reasons</b>		I include three or more relevant reasons from personal experience, facts, or details.	
<b>Linking Words</b>		I use linking words or phrases (such as <i>because, also, for example, in addition</i> ) to connect the opinion and reasons clearly.	

## Single Point Opinion Writing Rubric 2

### 3rd Grade English Language Arts

	<b>Areas for Growth</b> What could I do to make my writing even stronger? How can I improve?	<b>Criteria</b> Expectations for my writing assignment:	<b>Strengths</b> What am I doing well already? What am I proud of?
<b>Structure</b>		I include a topic sentence that clearly states my opinion, three or more reasons that support the opinion, and a concluding statement.	
		I use the third-person throughout my story.	
<b>Reasons</b>		I include three or more relevant reasons from personal experience, facts, or details.	
<b>Linking Words</b>		I use linking words or phrases (such as <i>because, also, for example, in addition</i> ) to connect the opinion and reasons clearly.	
<b>Story Board</b>		I include a simple sketch that clearly shows a main event or action in each panel.	

		I put the events in an order that makes sense.	
		I include characters with expressions or actions that show how they feel.	
		I complete each panel with care, showing effort and attention to the key moments in the story.	

## Single Point Narrative Writing Rubric

### 3rd Grade English Language Arts


	<b>Areas for Growth</b> What could I do to make my writing even stronger? How can I improve?	<b>Criteria</b> Expectations for my writing assignment:	<b>Strengths</b> What am I doing well already? What am I proud of?
<b>Event Sequence</b>		<p>I included all of the key components of the narrative arc:</p> <ul style="list-style-type: none"> <li>● Exposition</li> <li>● Rising action</li> <li>● Climax</li> <li>● Falling action</li> <li>● Resolution</li> </ul>	
<b>Setting</b>		<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"> <li>● I use multiple sensory details to describe the setting.</li> <li>● I use character actions and dialogue.</li> </ul>	
<b>Plot</b>		<p>I begin my story with details that hook the reader.</p> <p>Circle the hook you use:</p> <ul style="list-style-type: none"> <li>● I describe the characters and setting.</li> <li>● I start with a sound effect.</li> <li>● I ask a question.</li> </ul>	

		I include three to four details to describe the problem in the middle of the story.	
		<p>I include an ending that shows a clear resolution.</p> <p>Circle the resolution you use:</p> <ul style="list-style-type: none"> <li>● I show how the problem is solved.</li> <li>● I include a lesson or moral that shows how the main character changes or learns something.</li> </ul>	

	<b>Areas for Growth</b> What could I do to make my writing even stronger? How can I improve?	<b>Criteria</b> Expectations for my writing assignment:	<b>Strengths</b> What am I doing well already? What am I proud of?
<b>Characters</b>		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"> <li>● Naming and describing character feelings</li> <li>● Including what the character says and how they say it</li> <li>● Including what the character does and behave throughout the story</li> </ul>	
<b>Dialogue</b>		I include dialogue between characters to help my reader understand the events in my story.	

Name: \_\_\_\_\_ Date: \_\_\_\_\_


## Editing Checklist 1

<b>Language and Conventions Focus Area</b>	
I form complex sentences by connecting a dependent clause to an independent clause using a subordinating conjunction.	
I use subordinating conjunctions to give a reason why ( <i>because, since</i> ) and give more details about time ( <i>before, after, when, while</i> ).	
I punctuate my complex sentences correctly.	

**My writing goal:**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Editing Checklist 2

<b>Language and Conventions Focus Area</b>	
I form complex sentences by connecting a dependent clause to an independent clause using a subordinating conjunction.	
I use subordinating conjunctions to give a reason why ( <i>because, since</i> ) and give more details about time ( <i>before, after, when, while</i> ).	
I punctuate my complex sentences correctly.	
I include dialogue tags to tell who is talking and how they are speaking.	
I put quotation marks around the dialogue, or the exact words the person says.	
I use a comma to separate the dialogue from the dialogue tag that tells who is speaking.	
I put the final punctuation mark inside of the quotation marks.	
I capitalize the first word in the dialogue.	

### **My writing goal:**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Directions:** Read "Coyote and Fire," then answer the questions that follow.

## Coyote and Fire: A Folktale from the Pacific Northwest

By D.M. Souza, adapted by Fishtank Learning

- 1 Long ago, people did not have Fire. When cold winds blew, they could not warm their houses. Only the Skookums had Fire. These three evil sisters lived high on a mountain and would not share with anyone.
- 2 One icy cold winter, the people went to Coyote. "Please, Coyote," they begged, "capture Fire from the Skookums or we will freeze."
- 3 "I will do what I can," he said.
- 4 That night, Coyote climbed the snow-covered mountain where the Skookums lived. When he reached the top, he spotted Fire in the distance. Moving closer, he saw one of the Skookums sitting in front of a house, warming herself by Fire.
- 5 For a long time, Coyote watched until the Skookum went to the door and called, "Sister, sister, get up. It's your turn to guard Fire."
- 6 The second sister appeared and took her place. After a while, she called the third sister. Coyote could hear the sleepy one yawning and groaning loudly inside.
- 7 "She is taking so long to come out, maybe I could seize Fire now," Coyote whispered to himself. "But the Skookums are swift. They would surely catch me. I must think of a good plan."
- 8 Coyote thought and thought, but his mind was foggy. So he asked his sisters. They would surely know what to do. And they did.
- 9 Carefully, Coyote listened to their plan. Then he called together all the animals to tell them what they must do.
- 10 The next evening, Coyote trudged up the mountainside again. Patiently he watched while the first two Skookums took their turns in front of Fire. When the last sister was called, again only yawns and groans drifted outside.
- 11 Quick as an arrow, Coyote raced into the open, seized a burning stick, and ran across the snowy field.
- 12 "Aieeee, a thief!" Two Skookums began chasing Coyote and throwing ice and snow at him.
- 13 Coyote's legs moved faster and faster. Still, the Skookums came closer. He could feel their fiery breath on his fur.
- 14 At last Coyote fell to the ground exhausted. Just at that moment, Cougar jumped out, seized the burning stick, and disappeared down the mountainside. For a minute the Skookums were

confused. But soon they were racing after Cougar.

- 15 When Cougar reached a grove of trees, Fox was waiting. She took the burning stick and ran until she came to a tall tree. There, squirrel grabbed the flaming torch, raced up the trunk, and jumped from branch to branch.
- 16 One animal after another passed Fire on, keeping it just out of reach of the Skookums, until it became a tiny hot coal.
- 17 Frog swallowed the coal and hopped away, but he wasn't quick enough. A Skookum grabbed hold of his tail. He spit out the coal, and it landed on Wood. Wood swallowed it.
- 18 The Skookums looked at one another. Neither one knew how to take Fire from Wood. With a heavy sigh and a shrug of their shoulders, they turned back and returned home to their still sleeping sister.
- 19 Meanwhile, Coyote told all the people to stand in a circle around Wood. He gathered branches and leaves and piled them high. Then he began rubbing two pieces of Wood together.
- 20 Minutes passed. The people watched. Suddenly sparks flew up. Coyote blew and blew as Fire slipped out of Wood. The flames danced higher and higher, and the people came closer and closer, smiling when they felt Fire's warmth. Now they could warm their homes.

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1. What is the meaning of the word **trudged** as it is used in paragraph 10?
  - a. leaped high
  - b. curled tightly
  - c. walked slowly
  - d. floated around
  
2. This question has two parts. First, answer Part A. Then, answer Part B.

**Part A:** What does Coyote do first in order to steal Fire from the skookums?

- a. He learns how to outrun them.
- b. He waits until they are asleep inside the house.
- c. He tricks the other animals into getting Fire for him.
- d. He asks his wise sisters to help him create a successful plan.

**Part B:** Which detail from "Coyote and Fire" supports the answer to Part A?

- a. "Carefully, Coyote listened..." (paragraph 9)
- b. "... called together all the animals to tell them what they must do." (paragraph 9)
- c. "... yawns and groans drifted outside." (paragraph 10)
- d. "Quick as an arrow, Coyote raced..." (paragraph 1)

3. What word best describes Coyote in the story?
  - a. Selfish
  - b. Brave
  - c. Careless
  - d. Lazy
  
4. Which statement explains why Coyote steals Fire from the skookums?
  - a. The skookums are evil, and Coyote wants to trick them.
  - b. Coyote seeks power and wants to rule all the people and animals.
  - c. The people are cold, and Coyote agrees to help them.
  - d. Coyote enjoys challenges and can do things that no one else can do.
  
5. What is the central message of "Coyote and Fire"?
  - a. Stealing is never the right thing to do.
  - b. People will fight to protect what is theirs, even if they should share it.
  - c. Working together makes completing a task easier.
  - d. Working hard to complete a task will be rewarded.



Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Part One: Vocabulary**

1. What does it mean to **outsmart** someone? Give an example of a character that **outsmarted** someone.

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2. What does it mean if a person is feeling **unfulfilled**?
- a. They aren't feeling satisfied.
  - b. They are worried about what might happen.
  - c. They don't want to believe something.
  - d. They are feeling content.
3. What is an example of being **diligent**?
- a. Practicing reading every day to get better
  - b. Giving up on homework when it gets hard
  - c. Playing video games instead of studying for a test
  - d. Rushing through work and finishing first
4. Why is it important not to **judge** others?
- a. Because it helps you become more popular
  - b. Because it makes your day go faster
  - c. Because you might be wrong about them
  - d. Because it helps you win games

5. What does it mean to be **humble**? Describe an example of someone being **humble**.

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

### Excerpt from "The Goat from the Hills and Mountains"

The girl looked at the ant in wonder, the woman looked at the ant with hope, the	17
husband with surprise, and the soldier with anger. "How dare you claim you can	31
succeed when we cannot?" the soldier shouted.	38
The ant replied, "Well, I was going to do it out of kindness. But since you've spoken	55
to me so rudely, now I'll have to be paid."	65
"What do you want as payment?" asked the woman.	74
"Some wheat would do," answered the ant.	81
"I'll give you two sacks full," said the woman.	90
"Oh, I can't handle that much," said the ant. "It won't fit in my basket."	105
"One sack, then," said the woman.	111
"Oh, I can't handle that much," said the ant. "It still won't fit in my basket."	127
"Half a sack?" asked the woman.	133
"Still too much," said the ant. "Two grains would do. One for me and one for my	150
grandmother."	151
Once that was settled, the ant crawled to the goat, who had been so busy devouring	167
the vegetable garden that he had not paid any attention to the conversation. The	181
ant climbed up one leg of the unsuspecting goat and bit him hard—so hard that the	197
goat leaped up and down and finally left the vegetable garden to return to the hills	213
and the mountains.	216

Campoy, F. Isabel, and Alma Flor Ada. *Tales our Abuelitas Told: A Hispanic Folktale Collection*. Atheneum Books for Young Readers, 2006. Print. Pages 56-58.

### **Excerpt from "The Goat from the Hills and Mountains"**

The girl looked at the ant in wonder, the woman looked at the ant with hope, the husband with surprise, and the soldier with anger. "How dare you claim you can succeed when we cannot?" the soldier shouted.

The ant replied, "Well, I was going to do it out of kindness. But since you've spoken to me so rudely, now I'll have to be paid."

"What do you want as payment?" asked the woman.

"Some wheat would do," answered the ant.

"I'll give you two sacks full," said the woman.

"Oh, I can't handle that much," said the ant. "It won't fit in my basket."

"One sack, then," said the woman.

"Oh, I can't handle that much," said the ant. "It still won't fit in my basket."

"Half a sack?" asked the woman.

"Still too much," said the ant. "Two grains would do. One for me and one for my grandmother."

Once that was settled, the ant crawled to the goat, who had been so busy devouring the vegetable garden that he had not paid any attention to the conversation. The ant climbed up one leg of the unsuspecting goat and bit him hard—so hard that the goat leaped up and down and finally left the vegetable garden to return to the hills and the mountains.

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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:

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