



3RD GRADE **ELA**

Student Materials

Unit 5 ***Embracing Difference: The Hundred Dresses and Garvey's Choice***





Daily Lesson Materials

Name: _____

Date: _____

Today's reading was *The Hundred Dresses* pg. 2 – 7.

1. What description does the author include to describe Wanda?

2. Based on the details the author includes, what does the author want readers to understand about Wanda?

3. What description does the author include to describe Peggy and Maddie?

4. Based on the details the author includes, what does the author want readers to understand about Peggy and Maddie?

Name: _____

Date: _____

Today's reading was *The Hundred Dresses* pg. 8 – 18.

1. Describe Boggins Heights.

2. Describe Wanda. What do people notice about her? Why?

3. Read the quote from page 12. "She didn't have a lot of friends, but a lot of girls talked to her" (12). What do the girls talk to her about? What are their intentions?

4. How does Maddie *really* feel about the dresses game? What does this tell us about her relationship with Peggy?

Name: _____

Date: _____

Today's reading was *The Hundred Dresses* pg. 19 – 28.

1. Maddie is unable to focus when she gets to school. Explain why. What does it reveal about her?

2. What does the description "she approached the group as a **timid** animal might, ready to run if anything alarmed it" reveal about Wanda? (pp. 24–25)

Name: _____

Date: _____

1. How does Peggy respond to Wanda's comment about the dresses? How does her response influence Wanda? The other girls?

2. Maddie thinks that even though she feels uncomfortable, there is not anything she can do about it. Do you agree or disagree with this idea?

3. Why does the author most likely include this flashback? How does it help a reader better understand the text?

Adverbs Mad Libs

1) The puppies often played and ran swiftly around the yard until they fell asleep in an **inseparable** pile.

2) Jamie stared incredulously at the tower of pancakes her brother had built, before they fell everywhere.

3) Lila painting absentmindedly outside while she was thinking about her day.

Name: _____

Date: _____

Today's reading was *The Hundred Dresses* pg. 34 – 39.

1. Why does Maddie not stand up to Peggy?

2. Why does the author include the details about Wanda and her reading? What does the author want readers to understand about Maddie and Wanda by including these details?

3. Compare and contrast the way Maddie thinks about Peggy and Wanda. What does this show about Maddie?

Name: _____ Date: _____

Boxes and Bullets Graphic Organizer

- _____
- _____
- _____
- _____

- _____
- _____
- _____
- _____

Name: _____

Date: _____

Today's reading was *The Hundred Dresses* pg. 40 - 45 - (Stop at "Draw!").

1. Look at the illustrations on pages 42-43. What do you notice? Wonder?

2. How do Maddie and Peggy respond to the news that Wanda has won? Why?

3. What is the significance of the drawing contest?

4. How does the first part of the chapter build on earlier sections of the text?

Name: _____

Date: _____

Today's reading was *The Hundred Dresses* pg. 45 – 50.

1. How does Miss Mason initially respond to the letter? Why does she respond that way?

2. Explain the significance of the note. What does it reveal about Wanda and her family?

3. At the end of the chapter, Maddie says that "she had to find Wanda Petronski." (p. 50) Why? Does Peggy agree?

Name: _____ Date: _____

Single Paragraph Outline

Topic Sentence: _____

● Detail 1: _____

● Detail 2: _____

● Detail 3: _____

● Detail 4: _____

Concluding Sentence: _____

Single Paragraph Outline Sample Response

Topic Sentence: *Wanda's letter changes the way Maddie, Peggy, and Miss Mason think and act at the end of the story.* _____

- Detail 1: *Maddie feels guilty for not standing up for Wanda → realizes silence can hurt others vows to change* _____
- Detail 2: *Peggy feels uneasy and unsure → tells herself Wanda wasn't upset, doesn't fully take responsibility.* _____
- Detail 3: *Miss Mason reminds students to be kind → feels disappointed her the children were unkind* _____

Concluding Sentence: *Wanda's letter helps them all begin to think differently about how their words and actions affect others, even if some of them still have more to learn about empathy.*

Literary Analysis Exemplar 1

Wanda's letter changes the way Maddie, Peggy, and Miss Mason think and act at the end of the story. When Maddie reads the letter, she feels terrible for not standing up for Wanda and realizes that staying silent can hurt just as much as teasing. She decides she will never let something like that happen again. Peggy, on the other hand, feels uneasy but doesn't fully understand what she did wrong. She tells herself that Wanda must not have been too upset since she drew their pictures. Peggy wants to make things right, but she doesn't try very hard and quickly moves on. Miss Mason reminds them that all people deserve respect and kindness. She feels disappointed that her students and other children were unkind. Wanda's letter helps them all begin to think differently about how their words and actions affect others, even if some of them still have more to learn about empathy.

Literary Analysis Color-Coded Exemplar

Wanda's letter changes the way Maddie, Peggy, and Miss Mason think and act at the end of the story. When Maddie reads the letter, she feels terrible for not standing up for Wanda and realizes that staying silent can hurt just as much as teasing. She decides she will never let something like that happen again. Peggy, on the other hand, feels uneasy but doesn't fully understand what she did wrong. She tells herself that Wanda must not have been too upset since she drew their pictures. Peggy wants to make things right, but she doesn't try very hard and quickly moves on. Miss Mason reminds them that all people deserve respect and kindness. She feels disappointed that her students and other children were unkind. Wanda's letter helps them all begin to think differently about how their words and actions affect others, even if some of them still have more to learn about empathy.

Name: _____

Date: _____

Today's reading was *The Hundred Dresses* pg. 51 – 58.

1. Why do the girls decide to go to Wanda's house?

2. Close read the following paragraph from pages 51–52: "'Well, at least,' said Peggy gruffly, 'I never did call her a foreigner or make fun of her name. I never thought she had the sense to know we were making fun of her anyway. I thought she was too dumb. And, gee, look how she can draw! And I thought I could draw'" (pp. 51–52) What do these details reveal about Peggy? Did the letter really influence her? Explain why or why not.

3. How does Maddie respond to Peggy's comment? Why?

4. Describe what the girls find at the Petronski house.

5. What evidence does the author include to show how Peggy feels about her visit to the house? How Maddie feels? Do they feel the same way? Why or why not?

Name: _____

Date: _____

1. Close read the following sentences: "Nothing would ever seem good to her again, because just when she was about to enjoy something—like going for a hike with Peggy to look for bayberries or sliding down Barley Hill—she'd bump right smack into the thought that she had made Wanda Petronski move away" (pp. 61–62). What does this reveal about Maddie? Is this the same or different from earlier in the story?

2. How does Peggy respond when they can't find Wanda? What does this reveal about Peggy?

3. After visiting the Petronski house, Maddie can't sleep at night. Why?

4. How has Maddie changed from the beginning of the story? Why has she changed?

5. Maddie thinks that she will speak up for others, even if it means losing Peggy's friendship. Do you believe Maddie? Why or why not?

Name: _____

Date: _____

Today's reading was *The Hundred Dresses* pg. 64 – 70.

1. Close read the following sentence: "They had meant to say they were sorry, but it ended up with them just writing a friendly letter, the kind they would have written to any good friend, and they signed it with lots of X's for love" (p. 65). Why does the author include this sentence? What does it reveal about Maddie and Peggy?

2. Maddie and Peggy have different reactions to the fact that Wanda does not reply right away. Describe their reactions.

3. Maddie starts to imagine different situations with Wanda. Why? What does this help you to better understand about Maddie?

Name: _____

Date: _____

Today's reading was *The Hundred Dresses* pg. 71 – 80.

1. Summarize Wanda's letter. What does the letter reveal about Wanda?

2. "And boy! This shows she really liked us. It shows she got our letter and this is her way of saying that everything's all right. And that's that, [Peggy] said with finality" (p. 76). Do you agree with Peggy? Why or why not?

3. Read the quote from page 76. "She had stood by and said nothing, but Wanda had been nice to her anyway." Why is this idea troubling for Maddie? What does it reveal about Wanda?

4. What do Maddie and Peggy notice about the dresses that Wanda had drawn? What does it reveal about Wanda?

Name: _____ Date: _____

Single Paragraph Outline

Topic Sentence: _____

● Detail 1: _____

● Detail 2: _____

● Detail 3: _____

● Detail 4: _____

Concluding Sentence: _____

Literary Analysis Exemplar 2

At the start of *The Hundred Dresses*, Peggy, Maddie, and Wanda each have different roles in the "dresses game," but by the end, their roles change in important ways. At first, Peggy leads the teasing because she thinks it is just a harmless joke. However, after Wanda's letter, Peggy starts to feel unsure about whether what she did was right, showing she is beginning to understand kindness. Maddie's role changes even more. She begins as a silent follower who feels uncomfortable but says nothing. When she hears Wanda's letter, Maddie feels deep regret and promises to never stand by when someone is being treated unfairly, showing she has grown the most. Wanda also changes by forgiving the girls. In the beginning she is an insecure target of bullying, but by the end she shows empathy and strength. In the end, all three characters learn something about kindness and empathy, but Maddie grows the most because she turns her guilt into a decision to act differently in the future.

Literary Analysis Color-Coded Exemplar

At the start of *The Hundred Dresses*, Peggy, Maddie, and Wanda each have different roles in the "dresses game," but by the end, their roles change in important ways. At first, Peggy leads the teasing because she thinks it is just a harmless joke. However, after Wanda's letter, Peggy starts to feel unsure about whether what she did was right, showing she is beginning to understand kindness. Maddie's role changes even more. She begins as a silent follower who feels uncomfortable but says nothing. When she hears Wanda's letter, Maddie feels deep regret and promises to never stand by when someone is being treated unfairly, showing she has grown the most. Wanda also changes by forgiving the girls. In the beginning she is an insecure target of bullying, but by the end she shows empathy and strength. In the end, all three characters learn something about kindness and empathy, but Maddie grows the most because she turns her guilt into a decision to act differently in the future.

Name: _____ Date: _____

Discussion Notes And Ideas

Initial Ideas	Notes from Discussion	Revised Ideas

Name: _____ Date: _____

Taking a Stand Against Bullying Brainstorm

Why Bullying Is Wrong	What I Can Do to Prevent It

Name: _____ Date: _____

Taking a Stand Against Bullying

Brainstorm Sample

Why Bullying Is Wrong	What I Can Do to Prevent It
<p>Deeply hurtful to people</p> <p>Make people feel scared/alone</p> <p>Spreads meanness and fear</p> <p>Everyone deserves respect</p> <p>Keeps kids from learning</p> <p>Ends friendships</p> <p>Feels unsafe</p> <p>People don't want to be a school</p> <p>Self-esteem is decreased</p> <p>People can't be true to themselves</p> <p>Creates problems doesn't solve them</p> <p>Can lead to fights or arguments</p>	<p>Include others who are left out</p> <p>Speak up if I see teasing</p> <p>Get help from a trusted adult</p> <p>Use kind words, or don't say anything</p> <p>Write a kind note of encouragement</p> <p>Use small gestures like waving/smiling</p> <p>Remind friends to be respectful</p> <p>Help a classmate tell an adult</p> <p>Encourage others to do the right thing</p> <p>Share materials in class or at recess</p> <p>Walk away from mean talk</p> <p>Ask if someone is "OK" if someone is upset</p>

Name: _____ Date: _____

Two Paragraph Outline

Topic: _____

Paragraph 1

Topic Sentence: _____

- Detail: _____
- Detail: _____
- Detail: _____

Concluding Sentence: _____

Paragraph 2

Topic Sentence: _____

- Detail: _____
- Detail: _____
- Detail: _____

Concluding Sentence: _____

Two Paragraph Outline Sample

Paragraph 1

Topic Sentence: Bullying is wrong because it hurts people and makes school an unsafe place.

- Detail: feel alone/scared → teasing/being left makes you feel like you don't belong
- Detail: everyone deserves respect → if picked on for how they look or talk, that person feels embarrassed
- Detail: creates fear instead of friendship → stop trusting each other

Concluding Sentence: That is why bullying is never okay, and everyone should feel safe at school.

Paragraph 2

Topic Sentence: Next year in fourth grade, I will take action to prevent bullying and be an upstander.

- Detail: Speak up → Telling the truth and getting help
- Detail: Include kids who are left out → Inviting someone to play or sit with me shows that everyone belongs
- Detail: Use kind words every day → Saying nice things/remind others to be kind

Concluding Sentence: By speaking up, including others, and using kind words, I can help make my school a safer and friendlier place for everyone.

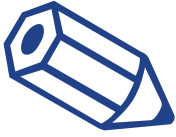
Name: _____ Date: _____

Revision Practice Handout

Next year in fourth grade, I will take action to prevent bullying and be an upstander so school is a place everyone wants to be. First, I will speak up if I see someone being teased. Telling the truth and getting help from a teacher can stop the bullying before it gets worse. Second, I will include kids who are left out. Inviting someone to play or sit with me shows that everyone belongs. Third, I will use kind words every day. Saying nice things can make people feel happy and remind others to be kind too. By speaking up, including others, and using kind words, I can help make my school a safer and friendlier place for everyone.

Revised Sentence:

Revision Strategy Menu



Add

Ask yourself: "What can I add to make my writing clearer or more complete?"

When to use:

- Writing needs more explanation
- Missing information or a linking word (like *because* or *also*)

Example: Bullying is wrong because it hurts people *by making them feel sad and alone.*



Delete

Ask yourself: "Is there anything extra or off-topic?"

When to use:

- Repetition of the same words, phrases, or ideas
- Writing goes off topic

Example: Bullying is wrong because it makes people feel bad. ~~It is wrong because it makes people feel bad and sad.~~
Everyone should be kind.



Change

Ask yourself: "Can I say this in a better way?"

When to use:

- A word or phrase is not clear
- Make the message stronger by using different words

Example: Bullying is not nice. → Bullying is harmful because it makes others feel embarrassed or unwelcome.



Rearrange

Ask yourself: "Would my writing make more sense in a different order?"

When to use:

- Important details are out of order
- Words, phrases, sentences, or ideas are confusing

Example: Next year I will stand up to bullying. I want everyone to feel included. I will speak up if someone is teased. → Next year I will stand up to bullying by speaking up if someone is teased. I want everyone to feel included.

Name: _____ Date: _____

Taking a Stand Against Bullying Brainstorm

Why Bullying Is Wrong	What I Can Do to Prevent It

Name: _____ Date: _____

Taking a Stand Against Bullying

Brainstorm Sample

Why Bullying Is Wrong	What I Can Do to Prevent It
<p>Deeply hurtful to people</p> <p>Make people feel scared/alone</p> <p>Spreads meanness and fear</p> <p>Everyone deserves respect</p> <p>Keeps kids from learning</p> <p>Ends friendships</p> <p>Feels unsafe</p> <p>People don't want to be a school</p> <p>Self-esteem is decreased</p> <p>People can't be true to themselves</p> <p>Creates problems doesn't solve them</p> <p>Can lead to fights or arguments</p>	<p>Include others who are left out</p> <p>Speak up if I see teasing</p> <p>Get help from a trusted adult</p> <p>Use kind words, or don't say anything</p> <p>Write a kind note of encouragement</p> <p>Use small gestures like waving/smiling</p> <p>Remind friends to be respectful</p> <p>Help a classmate tell an adult</p> <p>Encourage others to do the right thing</p> <p>Share materials in class or at recess</p> <p>Walk away from mean talk</p> <p>Ask if someone is "OK" if someone is upset</p>

Name: _____ Date: _____

Two Paragraph Outline

Topic: _____

Paragraph 1

Topic Sentence: _____

- Detail: _____
- Detail: _____
- Detail: _____

Concluding Sentence: _____

Paragraph 2

Topic Sentence: _____

- Detail: _____
- Detail: _____
- Detail: _____

Concluding Sentence: _____

Two Paragraph Outline Sample

Paragraph 1

Topic Sentence: Bullying is wrong because it hurts people and makes school an unsafe place.

- Detail: feel alone/scared → teasing/being left makes you feel like you don't belong
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Concluding Sentence: That is why bullying is never okay, and everyone should feel safe at school.

Paragraph 2

Topic Sentence: Next year in fourth grade, I will take action to prevent bullying and be an upstander.

- Detail: Speak up → Telling the truth and getting help
- Detail: Include kids who are left out → Inviting someone to play or sit with me shows that everyone belongs
- Detail: Use kind words every day → Saying nice things/remind others to be kind

Concluding Sentence: By speaking up, including others, and using kind words, I can help make my school a safer and friendlier place for everyone.

Name: _____

Date: _____

Writing Prompt

Brainstorm and plan your opinion letter about bullying. Think about what you believe about bullying, why it is wrong, and how you can help prevent it at school.

Use the brainstorming chart to list your ideas:

Why Bullying Is Wrong	What I Can Do to Prevent It

Then, complete your [Two Paragraph Outline](#) for each paragraph:

- Paragraph 1: What you believe about bullying and three reasons why it is wrong
- Paragraph 2: The actions you will take next year to be an upstander and make your school kinder and safer



Name: _____ Date: _____

Two Paragraph Outline

Topic: _____

Paragraph 1

Topic Sentence: _____

- Detail: _____
- Detail: _____
- Detail: _____

Concluding Sentence: _____

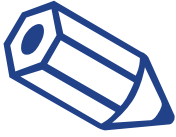
Paragraph 2

Topic Sentence: _____

- Detail: _____
- Detail: _____
- Detail: _____

Concluding Sentence: _____

Revision Strategy Menu



Add

Ask yourself: "What can I add to make my writing clearer or more complete?"

When to use:

- Writing needs more explanation
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Example: Bullying is wrong because it hurts people *by making them feel sad and alone.*



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Everyone should be kind.



Change

Ask yourself: "Can I say this in a better way?"

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- Make the message stronger by using different words

Example: Bullying is not nice. → Bullying is harmful because it makes others feel embarrassed or unwelcome.



Rearrange

Ask yourself: "Would my writing make more sense in a different order?"

When to use:

- Important details are out of order
- Words, phrases, sentences, or ideas are confusing

Example: Next year I will stand up to bullying. I want everyone to feel included. I will speak up if someone is teased. → Next year I will stand up to bullying by speaking up if someone is teased. I want everyone to feel included.

Name: _____ Date: _____

Revision Practice Handout

Next year in fourth grade, I will take action to prevent bullying and be an upstander so school is a place everyone wants to be. First, I will speak up if I see someone being teased. Telling the truth and getting help from a teacher can stop the bullying before it gets worse. Second, I will include kids who are left out. Inviting someone to play or sit with me shows that everyone belongs. Third, I will use kind words every day. Saying nice things can make people feel happy and remind others to be kind too. By speaking up, including others, and using kind words, I can help make my school a safer and friendlier place for everyone.

Revised Sentence:

Name: _____ Date: _____

Tableau Planning Handout

Possessive Practice

_____ claim of having a hundred dresses at home catches
belonging to Wanda

_____ attention. It's what makes the teasing begin. **Mocking**
belonging to Peggy

Wanda quickly turns into the _____ favorite morning game. Each
belonging to the girls

day, they laugh at _____ claim and ask more questions about
belonging to Wanda

the _____ colors and patterns. _____ quiet answers
belonging to the dresses belonging to Wanda

and the _____ laughter show the difference between
belonging to the crowd

_____ world and the other _____ careless fun.
belonging to Wanda belonging to the girls

Name: _____ Date: _____

Roles of Bullying

<p>Bully Who is the bully in this scene? What is the bully doing or saying?</p>	<p>Target Who is being treated unkindly? What is the target feeling or thinking?</p>
<p>Bystander Who sees the bullying but doesn't act at first? What do they notice or feel before they act?</p>	<p>Upstander Who chooses to speak up or help? What do they say or do to stop the bullying?</p>

My role in the tableau is _____

Tableau Narration

Name: _____

Date: _____

Today's reading was [Garvey's Choice](#) pg. 1 – 18.

1. How does each poem help readers build a deeper understanding of Garvey?

2. How do the poem titles support readers' understanding of each poem?

Name: _____

Date: _____

Today's reading was [Garvey's Choice](#) pg. 19 – 32.

1. How do the first few poems help readers build a deeper understanding of Garvey's relationship with his family?

2. How do the poems help readers build a deeper understanding of Garvey's experiences at school?

3. What is Garvey struggling with in the poem "Day Two" (p. 29)?

4. How does Garvey feel when he is with Joe? Why does he feel that way?

Name: _____

Date: _____

Today's reading was [Garvey's Choice](#) pg. 33 – 43.

1. How does each poem help readers build a deeper understanding of Garvey's **self-image**?

2. How do the poems begin to reveal the importance of music to Garvey? Explain.

Name: _____

Date: _____

Today's reading was [Garvey's Choice](#) pg. 44 - 56.

1. What does Garvey realize in the poem "Photo Album" (p. 44)?

2. What advice does Joe give Garvey? Why is it important?

3. What is the significance of the poems "Turtle" (p. 50) and "Busted" (p. 51)?

4. Why is the poem on page 54 titled "Garvey's Choice"? What choice does Garvey make?

5. Why does Garvey tell Angela, but not his mom and dad?

Name: _____

Date: _____

Today's reading was [Garvey's Choice](#) pg. 57 - 69.

1. What does Garvey learn from his friendship with Manny?

Name: _____

Date: _____

1. In the poem "Rehearsal," Garvey says, "I dance in the pool they make" (p. 72). What pool is Garvey dancing in? Is Garvey really dancing? What does this line reveal about his feelings?

2. In the poem "Natasha Bedingfield Sings My Song," Garvey says, "I'm starting to like what I see" (p. 74). What is Garvey seeing? What does this line reveal about Garvey's feelings?

3. In the poem "High School Half Day" (p. 74), what impact do Angela's words have on Garvey?

4. What does Garvey's dad do in the poem "Announcement" (p. 78)? What impact does this have on Garvey?

Name: _____

Date: _____

Today's reading was [Garvey's Choice](#) pg. 79 – 90.

1. Read the poem "Preparation" (p. 82). How is Garvey's relationship with his dad changing? Why?

2. Read the final line of the poem "Insult" (p. 85). Why does the author repeat the word "almost"? What does this show about Garvey?

3. The poem on page 87 is titled "Facing the Mirror." Why? What does this poem reveal about Garvey?

4. What influence does the assembly have on Garvey? His father? Why is this important?

Name: _____

Date: _____

Today's reading was [Garvey's Choice](#) pg. 91 - 105.

1. What is the significance of the title "Thanks for the Push" on page 91?

2. How does everyone respond to Garvey's performance? How does it make Garvey feel?

3. On page 99, Garvey says, "The perfect size is happy." What does he mean by this?

4. What is the significance of the poems "The Talk" (p. 104) and "Summer Duet" (p. 105)? Why does the author choose to end with these poems?

Detail Cards

Look down and fidget with your sleeve.	Take one small step toward a group, then step back.
Hide something quickly behind your back.	Walk slowly with your eyes on the floor.
Clutch a notebook or book tightly to your chest.	Raise your hand halfway, then lower it before speaking.
Turn your body away slightly when someone approaches.	Look around nervously and shuffle your feet.
Give a tiny smile but then look away quickly.	Hold something carefully, as if it is very important to you.

Name: _____ Date: _____

Character Brainstorm

Character name: _____

<p>Wishes and Motivations What does your character really want? How do they show it?</p>	<p>Doubts What might your character feel unsure or nervous about? How do they show it?</p>
<p>Challenges They Face What real-life problems get in the character's way?</p>	<p>Causes for Change What might help your character begin to feel proud of who they are?</p>

Name: _____ Date: _____

Story Mountain

Climax (Middle):

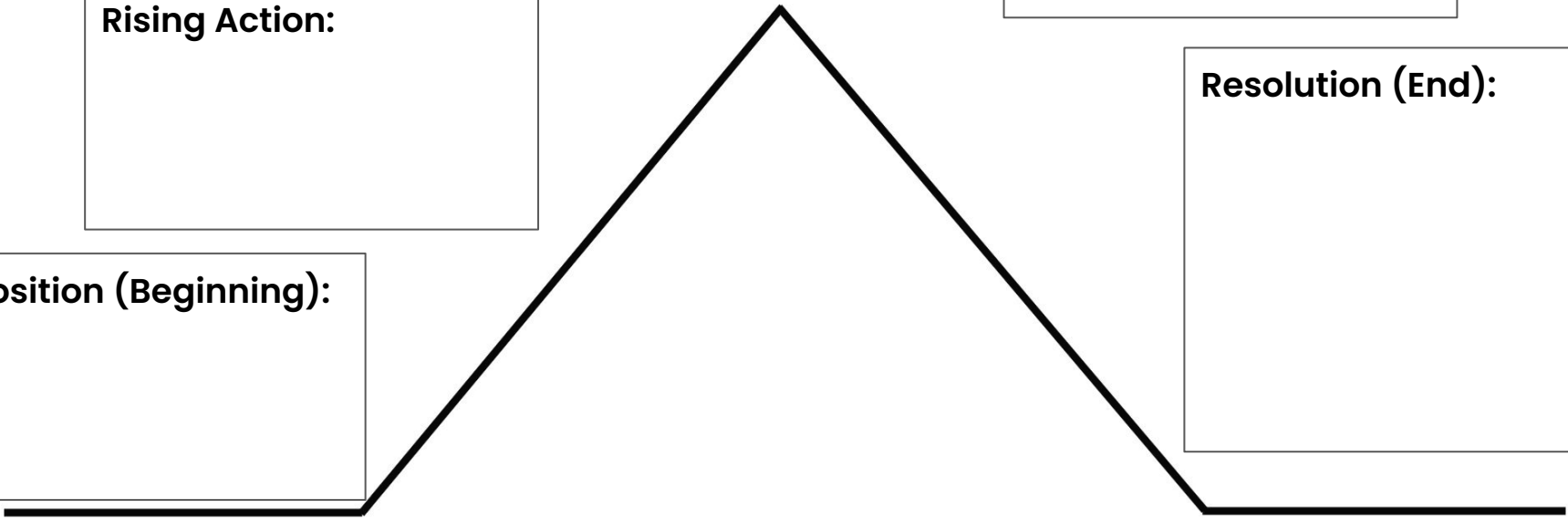
Rising Action:

Falling Action:

Rising Action:

Resolution (End):

Exposition (Beginning):



Revision Strategy Menu



Add

Ask yourself: "What can I add to make my writing clearer or more complete?"

When to use:

- A poem needs a clearer image.
- A feeling is named but not shown yet.
- A small action or sensory detail is missing.

Example: I try to join, hoping they'll make room



Delete

Ask yourself: "Is there anything extra or off-topic?"

When to use:

- A line repeats an idea already shown.
- A word or phrase is unnecessary.
- A detail distracts from the focus of the poem.

Example: Whispers swirl around me, swirling everywhere.



Change

Ask yourself: "Can I say this in a better way?"

When to use:

- A word feels vague.
- A phrase doesn't clearly show the feeling or image.
- The moment could be more powerful.

Example: I felt bad inside. → My stomach twisted like a tight knot.



Rearrange

Ask yourself: "Would my poem make more sense in a different order?"

When to use:

- Important details or emotions are out of order.
- The poem feels confusing or jumps around.

Example: I stare into my hands, Whispers sting. → Whispers sting, I stare into my hands.

Detail Cards

Look down and fidget with your sleeve.	Take one small step toward a group, then step back.
Hide something quickly behind your back.	Walk slowly with your eyes on the floor.
Clutch a notebook or book tightly to your chest.	Raise your hand halfway, then lower it before speaking.
Turn your body away slightly when someone approaches.	Look around nervously and shuffle your feet.
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Name: _____ Date: _____

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Name: _____ Date: _____

Story Mountain

Climax (Middle):

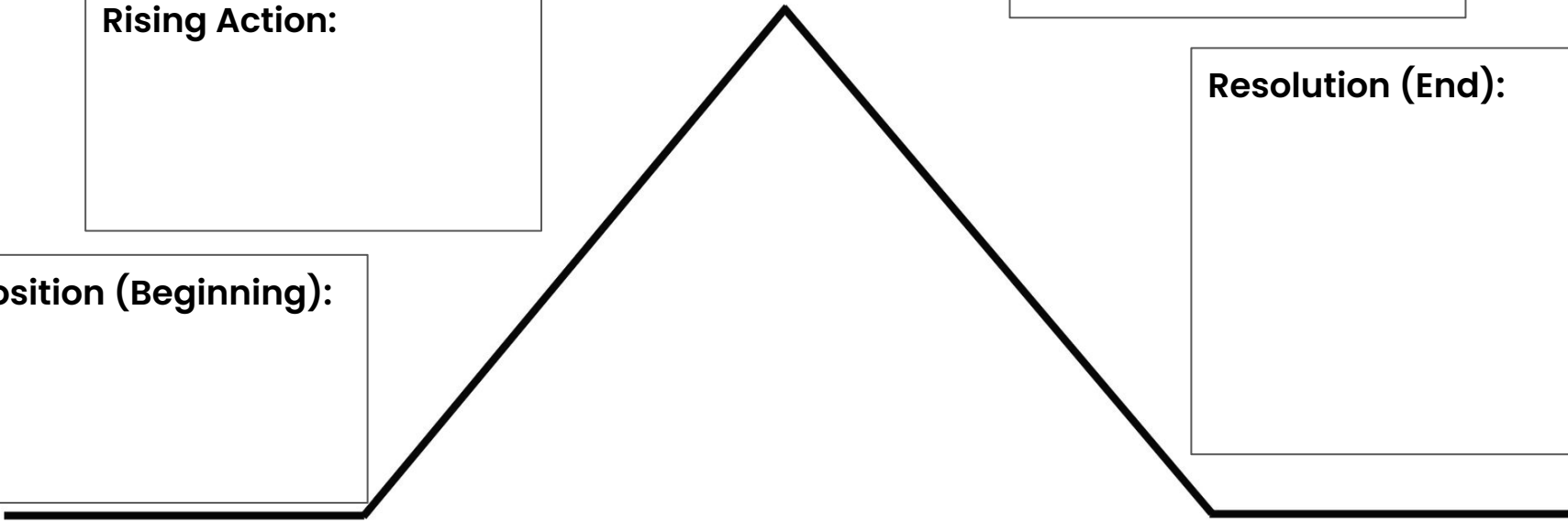
Rising Action:

Falling Action:

Rising Action:

Resolution (End):

Exposition (Beginning):



Revision Strategy Menu



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Delete

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- A line repeats an idea already shown.
- A word or phrase is unnecessary.
- A detail distracts from the focus of the poem.

Example: Whispers ~~swirl around me~~, swirling everywhere.



Change

Ask yourself: "Can I say this in a better way?"

When to use:

- A word feels vague.
- A phrase doesn't clearly show the feeling or image.
- The moment could be more powerful.

Example: I felt bad inside. → My stomach twisted like a tight knot.



Rearrange

Ask yourself: "Would my poem make more sense in a different order?"

When to use:

- Important details or emotions are out of order.
- The poem feels confusing or jumps around.

Example: I stare into my hands, Whispers sting. → Whispers sting, I stare into my hands.



Vocabulary

Word	Part of Speech	Definition
absentmindedly	adv.	doing something without thought
casualness	n.	lack of interest
consoled	v.	helped someone feel less sad or disappointed
coward	n.	a person who is not brave
deliberately	adv.	doing or saying something on purpose
dis-	prefix	not, opposite of
disgracefully	adv.	when something is done in a way that brings shame or disgrace
en-	prefix	
exquisite	adj.	finely done or made
forbidding	adj.	not friendly or appealing, often in a frightening way
-ful	suffix	full of
impulsively	adv.	doing something suddenly without thought

Word	Part of Speech	Definition
in-	prefix	not
incredulously	adv.	doing something with lack of belief
inseparable	adj.	not able to be separated
lavish	adj.	having a very rich and expensive quality, fancy
-ly	suffix	
mock	adj.	not real or true
-ness	suffix	state of
relieved	adj.	felt relaxed and happy because something difficult did not happen
self-image	n.	the way you see and think of yourself
swiftly	adv.	doing something quickly and easily
timid	adj.	a lack of courage or confidence
un-	prefix	not

Word	Part of Speech	Definition
unintelligible	adj.	really hard to understand because it doesn't make sense
vividly	adv.	in a way that is clear and detailed



Unit Rubrics & Assessments

Opinion Writing Rubric

3rd Grade English Language Arts

Rubric Scoring Key	Fully meets (4) All criteria present in the writing	Mostly meets (3) Most criteria present, with some misunderstandings	Partially meets (2) Criteria attempted, but major misunderstandings	Does not meet yet (1) Criteria are not attempted or not enough evidence to rate
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Structure	Rubric Score	Notes
Organizational Structure 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	
Introduction 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	
Conclusion Includes a concluding sentence that restates the opinion; Concluding sentence(s) may ask a question or make a suggestion	4 3 2 1	

Development	Rubric Score	Notes
Reasons 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	
Linking Words and Phrases Effectively and consistently uses linking words or phrases to connect opinion and reasons	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	

Narrative Writing Rubric

3rd Grade English Language Arts

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

Structure	Rubric Score	Notes
Event Sequence Includes all the key components of the narrative arc: exposition, rising action, climax, falling action, resolution	4 3 2 1	
Point of View Point of view is clear and consistent throughout the story; Clear understanding of the task's audience and purpose	4 3 2 1	
Setting Includes many details to describe the place and time of the story; Describes the setting using multiple sensory details and character actions and dialogue	4 3 2 1	

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

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

Name: _____ Date: _____

Single Point Opinion Writing Rubric

3rd Grade English Language Arts

	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?
Structure		I include a topic sentence that clearly states my opinion, three or more reasons that support the opinion, and a concluding statement.	
		I can state my opinion in third person, without using 'I'.	
Topic Sentence		I clearly state a topic and opinion and include a lead that captures the reader's interest.	
Concluding Sentence		I include a concluding sentence that restates my opinion.	
Reasons		I include three or more relevant reasons from personal experience, facts, or details.	
		I put my most convincing reason first.	

Linking Words		I use linking words or phrases (such as <i>because, also, for example, in addition</i>) to connect the opinion and reasons clearly.	
Letter		My letter includes the date, a greeting, the body, and a closing.	
		I have appropriately addressed an envelope including my name, street, city, state, and ZIP code.	

Name: _____ Date: _____

Single Point Narrative Writing Rubric

3rd Grade English Language Arts

	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?
Event Sequence		I included all of the key components of the narrative arc: <ul style="list-style-type: none"> ● Exposition ● Rising action ● Climax ● Falling action ● Resolution 	
Point of View		I write from the point of view of my chosen character, using the first-person point of view throughout.	
Characters		I have included one or two major characters.	
		I develop the major characters by: <ul style="list-style-type: none"> ● Describing and showing character feelings ● Including what the character says and how they say it ● Including details about what character does throughout the story 	

	<p>Areas for Growth What could I do to make my writing even stronger? How can I improve?</p>	<p>Criteria Expectations for my writing assignment:</p>	<p>Strengths What am I doing well already? What am I proud of?</p>
<p>Plot</p>		<p>I begin with details that hook the reader.</p>	
		<p>I include three to four details to describe the problem in the middle of the story.</p>	
		<p>I include an ending that shows a clear resolution.</p>	

Name: _____ Date: _____


Editing Checklist 1

Language and Conventions Focus Area	✓
I correctly use regular and irregular verbs in my writing.	
I use adverbs to describe verbs, adjectives, and other adverbs to make their writing clearer	

My writing goal:

Name: _____ Date: _____

Editing Checklist 2

Language and Conventions Focus Area	
I correctly use regular and irregular verbs in my writing.	
I use adverbs to describe verbs, adjectives, and other adverbs to make their writing clearer.	
I show that something belongs to one person, place, or thing by using an apostrophe + -s to a singular noun.	
I show that something belongs to more than one person, place, or thing with an apostrophe after the s in a plural noun.	

My writing goal:

Name: _____ Date: _____

Directions: Read the poems from *Words with Wings* by Nikki Grimes. Then answer the questions that follow.

Text Set 1

<p>Gabby One week in, and already my new teacher complains about how much I daydream. “Gabriella!” he’ll say, “Where have you gone off to this time?” I try to tell Mr. Spicer it’s not my fault. Blame it on the words.</p>	<p>Words with Wings Some words sit still on the page holding a story steady. Those words never get me into trouble. But other words have wings that wake my daydreams. They fly in, silent as sunrise, tickle my imagination, and carry my thoughts away. I can’t help but buckle up for the ride!</p>	<p>Nothing New One or two hellos greet me at the classroom door. I know not to expect more. No one wants to be friends with the weird girl. I pass by rows of desk, a make-believe grin hiding my hurt. Most days, I’m an A+ pretender. When I’m not, I just crawl Into my daydreams and disappear.</p>
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<p>Mom’s Complaint Mom calls me to the kitchen, a note from school waving from one hand. I stand in the doorjamb, jumpy as a cat. “Gabriella,” she begins, “what am I going to do with you? You have to start paying attention in school.” I gulp, search my pockets for some promise I can offer, but only find the seashell Cheri gave me when we said good-bye. “Did you hear me?” Mom asks. I nod, finally breathing easy when she sends me to my room.</p>	<p>Teased My week doesn’t get any better. Jerome, a bully-boy from my class, bumps me, sends my books sailing. “Oops! Sorry!” he lies. “Guess you were daydreaming, again. Next time, watch where you’re going.” I clench my teeth, feel fire in my cheeks, then tears come to smother the flames.</p>
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Text from *Words with Wings*. Text copyright © 2013 by Nikki Grimes. Published by Wordsong, a division of Astra Publishing House, New York, USA. All rights reserved.

1. Which statement **best** describes Gabby's main problem?
 - a. She is worried that she won't be able to make new friends at her new school.
 - b. She is frustrated by how her daydreaming influences the way people treat her.
 - c. She wishes her mother would be more understanding of her daydreaming.
 - d. She wants to be more confident so that she can stand up to bullies at her new school.

2. Read the sentence from the poem "Teased."

*I clench my teeth,
feel fire in my cheeks,
then tears come
to smother the flames.*

What does the description reveal about Gabby?

- a. Bullying makes Gabby's face light on fire.
 - b. Crying helps Gabby process her frustration with being bullied.
 - c. When Gabby cries her face stops turning red.
 - d. Clenching her teeth makes Gabby cry.
-
3. This question has two parts. First, answer Part A. Then, answer Part B.

Part A: What do the poems show about how daydreaming influences Gabby?

- a. Daydreaming helps Gabby focus better in school and make more friends.
- b. Daydreaming causes Gabby problems, but it also helps her cope with difficult feelings.
- c. Daydreaming makes Gabby want to stop listening to her teacher, so she gets in trouble at school.
- d. Daydreaming keeps Gabby from thinking about anything at all.

Part B: How does the structure of the poems support your answer in Part A?

- a. Each poem shows how daydreaming affects her in different parts of her life.
- b. Each poem repeats the same lines to show that Gabby cannot stop daydreaming.
- c. Each poem is written as a conversation to show what others say about Gabby.
- d. Each poem is written in one long paragraph to explain why Gabby gets in trouble.

Directions: Read the excerpt from *Speed-Math Champ of 4B* and answer the questions that follow.

Text 2

Excerpt from *Speed-Math Champ of 4B*

By Sara Matson

- 1 After Ms. Evans collected the papers, she made an announcement. “We have a new speed-math champion this week.” She smiled at the new girl, who’d been in the class for only three days. “Congratulations, Caroline. As for the rest of you, keep practicing.”
- 2 Raj shook his head. He didn’t need to practice. Next Friday, he’d sharpen two pencils. Then the title would be his again.
- 3 During the next week, Raj couldn’t help noticing that Caroline was good at math. She raised her hand a lot, and her answers were always right. Once, when Ms. Evans demonstrated a new kind of division, Caroline already knew how to do it.
- 4 *But that doesn’t mean she’ll beat me again*, Raj told himself.
- 5 On Friday afternoon, he was ready.
- 6 “Begin!” Ms. Evans said.
- 7 Raj’s answers rushed out like water from a faucet.
- 8 $9+8 = 17$
 $16-8 = 8$
 $4 \times 9 = 36$
- 9 As he neared the bottom of the paper, his heart beat faster. Maybe he would even finish early!
- 10 He groaned when his teacher called time. *I had just five problems left*, he thought.
- 11 It seemed to take forever for Ms. Evans to read off the answers. Finally, he got his paper back. At the top: a big purple 70 – his best score ever.
- 12 He nudged Joel. “Watch out, Caroline,” he whispered, pointing at his quiz. “Here comes the new champ.”
- 13 But for the second week in a row, Raj wasn’t the winner.
- 14 “Good job, Caroline,” Ms. Evans said, smiling. “A 75! Looks as if the others are going to have to work harder to beat you.”
- 15 After the bell rang, Raj crumpled up his quiz and shoved it into his desk. That Caroline! Barging into 4B and taking over the speed-math quiz. Well, she’d better watch out, because from now on, he was going to practice his math like crazy. Then he’d reign as champion again.
- 16 He started Monday. Addition problems during breakfast. Subtraction while he brushed his teeth. Multiplication on the bus, and division during his after-school snack. Plus, every night before he

went to bed, he took a practice quiz. As the week went on, he did better and better.

- 17 Even so, when he saw his score in class on Friday—a79—he didn’t feel as sure of winning as he had before. Maybe Caroline had gotten an 80.
- 18 While Ms. Evans paged through the corrected papers, Raj watched her face. Had his work paid off?
- 19 “Our champion has changed this week,” she said at last. She looked at Raj and smiled. “Congratulations, Raj. You’ve really improved.”
- 20 The bell rang, and Joel slapped him on the back. “You sure showed Caroline, didn’t you?” he whispered. “I’ll bet she...”
- 21 He trailed off. Caroline was standing right in front of Raj’s desk. “Good job on the quiz,” she said.
- 22 “Thanks,” Raj replied. Then he added, “You, too—I mean, winning the past two weeks. I thought you were going to beat me again today.”
- 23 Caroline shrugged. “At my old school, I was the best at math, so I always won. It’s fun to have some competition here. It makes math more exciting.”
- 24 Fun? Exciting? Raj stared at her. What was fun about losing?
- 25 “Are you going to try to win the title back next Friday?” he asked.
- 26 “Of course.” She patted her backpack and smiled. “I’ve got my flashcards right here.”
- 27 “I’ve got mine, too,” he said quickly, pulling them out of his desk.
- 28 “Great!” she said. “Well, see you Monday. And good luck, Champ.”
- 29 Raj grinned at the teasing. Maybe math *was* more fun this way. “Yeah. See you Monday, Caroline.”

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4. Based on details from paragraphs 1-7, which word best describes Raj?
 - a. anxious
 - b. shocked
 - c. confident
 - d. frustrated
5. How do paragraphs 15–16 help develop the story?
 - a. They explain why Raj does not like math anymore
 - b. They show the problem getting worse for Raj
 - c. They show the actions Raj takes to try to solve his problem
 - d. They introduce a new character who helps Raj

Name: _____ Date: _____

Part One: Vocabulary

1. Which word best completes the sentence?

Without thinking, the girl _____ grabbed the cookie from the jar.

- a. deliberately
 - b. disgracefully
 - c. impulsively
 - d. vividly
2. Which of the below is an example of being **relieved**?
- a. Opening presents at a birthday party
 - b. Sitting down to take a big test
 - c. Finding a lost dog after searching all day
 - d. Seeing a toy break into pieces

3. Which word best completes the following sentence?

The new girl at school was _____ because everything was unfamiliar.

- a. coward
 - b. exquisite
 - c. lavish
 - d. timid
4. What does it mean if something is **unintelligible**? Give an example.
- a. It is easy to understand.
 - b. It is impossible to hear clearly.
 - c. It is difficult to understand.
 - d. It is very loud and clear.
5. What does it mean to be **inseparable**?
- a. Always wanting to be alone
 - b. Never wanting to leave each other
 - c. Having many different friends
 - d. Getting into arguments often

Student: _____ Examiner: _____ Date: _____

Words Read Correctly: _____ Errors: _____

Excerpt from *The Hundred Dresses*

She went home and she pinned her drawing over a torn place in the pink-flowered	15
wallpaper in the bedroom. The shabby room came alive from the brilliancy of	28
the colors. Maddie sat down on the edge of her bed and looked at the drawing.	44
She had stood by and said nothing, but Wanda had been nice to her anyway.	59
Tears blurred her eyes and she gazed for a long time at the picture. Then hastily	75
she rubbed her eyes and studied it intently. The colors in the dress were so vivid	91
she had scarcely noticed the face and head of the drawing. But it looked like her,	107
Maddie! It really did. The same short blond hair, blue eyes, and wide straight mouth.	122
Why, it really looked like her own self! Wanda had really drawn this for her. Wanda	138
had drawn her! In excitement she ran over to Peggy's.	148
"Peg!" she said. "Let me see your picture."	156
"What's the matter?" asked Peggy as they clattered up the stairs to her room, where	171
Wanda's drawing was lying facedown on the bed. Maddie carefully lifted it up.	184
"Look! She drew you. That's you!" she exclaimed. And the head and face of this	199
picture did look like the auburn-haired Peggy.	206
"What did I say!" said Peggy. "She must have really liked us anyway."	219
"Yes, she must have," agreed Maddie.	225

Estes, Eleanor. *The Hundred Dresses*. HMH Books for Young Readers, 2004. Print. Pages 76-80.

Excerpt from *The Hundred Dresses*

She went home and she pinned her drawing over a torn place in the pink-flowered wallpaper in the bedroom. The shabby room came alive from the brilliancy of the colors. Maddie sat down on the edge of her bed and looked at the drawing. She had stood by and said nothing, but Wanda had been nice to her anyway. Tears blurred her eyes and she gazed for a long time at the picture. Then hastily she rubbed her eyes and studied it intently. The colors in the dress were so vivid she had scarcely noticed the face and head of the drawing. But it looked like her, Maddie! It really did. The same short blond hair, blue eyes, and wide straight mouth. Why, it really looked like her own self! Wanda had really drawn this for her. Wanda had drawn her! In excitement she ran over to Peggy's.

"Peg!" she said. "Let me see your picture."

"What's the matter?" asked Peggy as they clattered up the stairs to her room, where Wanda's drawing was lying facedown on the bed. Maddie carefully lifted it up.

"Look! She drew you. That's you!" she exclaimed. And the head and face of this picture did look like the auburn-haired Peggy.

"What did I say!" said Peggy. "She must have really liked us anyway."

"Yes, she must have," agreed Maddie.

Estes, Eleanor. *The Hundred Dresses*. HMH Books for Young Readers, 2004. Print. Pages 76-80.



Texts & Supporting Readings



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

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