



BOE Approved 8/18

## Cliffside Park Public Schools

### Writing: Grade 3

**Unit Name:** Patricia Polacco Author Study

**Resource:** Writer's Workshop, Schoolwide

**Duration:** 4-6 Weeks

#### Enduring Understandings

- Writers have a purpose for writing.
- Writing is a multi-stage process.
- Writing is a reflective process.

#### Essential Question

- How can I emulate Patricia Polacco's mentor texts into my fiction writing?

**Focus of Standards**

Student Outcomes	Skills	Assessments	Resources
<p><b>Immersion: Interactive Read Aloud Lessons</b></p> <p><b>1</b></p> <ul style="list-style-type: none"> <li>I can participate in discussions about Patricia Polacco’s books, including word choices, characters and illustrations.</li> </ul> <p><b>2</b></p> <ul style="list-style-type: none"> <li>I can understand the main idea and theme of the text.</li> <li>I can discuss where Polacco finds inspiration for her stories.</li> </ul> <p><b>3</b></p> <ul style="list-style-type: none"> <li>I can discover how Polacco writes stories about people from various cultures around the world.</li> </ul> <p><b>4</b></p> <ul style="list-style-type: none"> <li>I can discuss an important time in my life and the important people in my life.</li> </ul> <p><b>5</b></p> <ul style="list-style-type: none"> <li>I can observe how Polacco’s detailed illustrations help develop the story.</li> </ul> <p><b>Mini Lessons</b></p> <p><b>1</b></p> <ul style="list-style-type: none"> <li>I can generate ideas in my Writer’s Notebook and consider special people in my life.</li> </ul> <p><b>2</b></p> <ul style="list-style-type: none"> <li>I can explore important people and relationships I have in my life that I can write about.</li> </ul> <p><b>3</b></p> <ul style="list-style-type: none"> <li>I can develop imagined experiences or events using descriptive details.</li> </ul> <p><b>4</b></p> <ul style="list-style-type: none"> <li>I can create fantasy stories from memories and</li> </ul>	<ul style="list-style-type: none"> <li>Organizing ideas</li> <li>Writing with independence</li> <li>Writing with stamina</li> <li>Writing with focus and organization</li> <li>Elaborating</li> <li>Revising and editing</li> <li>Demonstrating meaningful word choices.</li> </ul>	<p><b>Formative</b></p> <ul style="list-style-type: none"> <li>Where Are My Students in the Writing Process?</li> <li>Conference Questions from unit lessons in Patricia Polacco unit of study</li> <li>Illustrating Like Patricia Polacco</li> <li>The Stories of Our Life: Interview</li> <li>Listening to My Inner Writing Voice</li> <li>Determining What is Important</li> <li>Happy Endings</li> <li>Where Did all the Punctuation Go?</li> <li>Do you Hear What I Hear?</li> <li>Dedication and Authors Note Page</li> <li>See <b>Student Forms</b> for additional assessment opportunities</li> </ul>	<p><b>Mentor Texts</b></p> <ul style="list-style-type: none"> <li><i>Babushka’s Doll</i></li> <li><i>Chicken Sunday</i></li> <li><i>Emma Kate</i></li> <li><i>John Philip Duck</i></li> <li><i>Just Plain and Fancy</i></li> <li><i>Richie and the Ultimate Dare</i></li> <li><i>Something About Hensley’s</i></li> <li><i>Thank you, Mr. Faulkner</i></li> <li><i>Thunder Cake</i></li> <li><i>When Lightning Comes in a Jar</i></li> </ul> <p><b>Digital Texts</b></p> <ul style="list-style-type: none"> <li><i>RAZ Kids</i></li> </ul> <p><b>Student Forms</b></p> <ul style="list-style-type: none"> <li>Patricia Polacco Quotes</li> <li>Biography of Patricia Polacco</li> <li>Illustrating Like Patricia Polacco</li> <li>Family Member Interview Questions</li> <li>The Stories of Our Lives Interview</li> <li>Listening to My Inner Voice</li> <li>Listening to My</li> </ul>

<p>imagination.</p> <p><b>5</b></p> <ul style="list-style-type: none"> <li>• I can write a story about a special important older person in my life.</li> </ul> <p><b>6</b></p> <ul style="list-style-type: none"> <li>• I can reread my notebook entries to find one I want to write more about.</li> </ul> <p><b>7</b></p> <ul style="list-style-type: none"> <li>• I can zoom in and focus on a moment from my story and record the descriptive details.</li> </ul> <p><b>8</b></p> <ul style="list-style-type: none"> <li>• I can generate a list of questions to interview a person who can give me more information about my story.</li> </ul> <p><b>9</b></p> <ul style="list-style-type: none"> <li>• I can explore the point of view of the characters.</li> <li>• I can explore different character's perspectives and write entries from their point of view.</li> </ul> <p><b>10</b></p> <ul style="list-style-type: none"> <li>• I can sketch images that go along with my story.</li> </ul> <p><b>11</b></p> <ul style="list-style-type: none"> <li>• I can reread my story and pick out important details to share with the reader.</li> <li>• I can recognize how Polacco leaves out details that might slow the story down.</li> </ul> <p><b>12</b></p> <ul style="list-style-type: none"> <li>• I can use a timeline or temporal words to show a sequence of events in the story.</li> </ul> <p><b>13</b></p> <ul style="list-style-type: none"> <li>• I can consider how to construct my ending to create a sense of closure in the story.</li> </ul> <p><b>14</b></p> <ul style="list-style-type: none"> <li>• I can revise my introduction to introduce the characters and narrator.</li> </ul> <p><b>15</b></p> <ul style="list-style-type: none"> <li>• I can reread my draft and look for places to add descriptive details, actions, thoughts and</li> </ul>		<p><b>Summative</b></p> <ul style="list-style-type: none"> <li>• Standards-Based Writing Rubric Text Type: Narrative Grade 3</li> <li>• Patricia Polacco Author Study Grade 3 Student Performance Checklist</li> <li>• Reflecting on My Work - Patricia Polacco Author Study</li> </ul> <p><b>Benchmarks</b></p> <ul style="list-style-type: none"> <li>• Editing Checklist</li> <li>• Draft</li> <li>• Final piece</li> </ul> <p><b>Alternative</b></p> <ul style="list-style-type: none"> <li>• Use of Formative Assessment Graphic Organizers</li> <li>• Oral responses and graphic organizers pertaining to the Patricia Polacco Grade 3 Unit of Study,</li> </ul>	<p>Inner Voice (ELL Support)</p> <ul style="list-style-type: none"> <li>• Framing a Moment!</li> <li>• Sketching Memories</li> <li>• Determining What's Important</li> <li>• Happy Endings</li> <li>• My Potently Powerful Leads</li> <li>• Feeling Words (ELL Support)</li> <li>• Revising My Sentences</li> <li>• Finding the Heart of My Story</li> <li>• Coloring the World of My Story</li> <li>• Where Did All the Punctuation Go?</li> <li>• Do You Hear What I Hear?</li> <li>• Dedication and Author's Note Page</li> <li>• Reflecting on My Work</li> </ul> <p><b>Classroom Library Materials</b></p> <ul style="list-style-type: none"> <li>• Writer's Notebooks or Folders</li> <li>• Dictionaries</li> <li>• Publishing Materials</li> <li>• Pens/Pencils (for writing, revising and editing)</li> <li>• Paper</li> </ul>
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<p>feelings.</p> <p><b>16</b></p> <ul style="list-style-type: none"> <li>• I can use “white space” to enhance my writing by creating illustrations.</li> </ul> <p><b>17</b></p> <ul style="list-style-type: none"> <li>• I can edit my pieces for spelling, punctuation and clarity.</li> </ul> <p><b>18</b></p> <ul style="list-style-type: none"> <li>• I will reread my piece and ensure that the pictures clearly match the words and placement in the story.</li> </ul> <p><b>19</b></p> <ul style="list-style-type: none"> <li>• I can complete my piece by adding a dedication and Author’s Note.</li> </ul> <p><b>20</b></p> <ul style="list-style-type: none"> <li>• I can reflect on my newly gained knowledge and my growth as a writer.</li> </ul>			<ul style="list-style-type: none"> <li>• Chart Paper</li> <li>• Scissors/Tape</li> <li>• Lined Paper</li> </ul> <p><b>Additional Materials</b></p> <ul style="list-style-type: none"> <li>• Of the ten Polacco books in this study, share the ones your students love best.</li> <li>• One of your own drafts or a student’s draft (with the student’s permission)</li> <li>• Students’ Drafts and Illustrations</li> <li>• Teacher’s (or a Student Volunteer’s) Published Writing</li> </ul> <p><b>Word Study/Spelling/ Vocabulary</b></p> <ul style="list-style-type: none"> <li>• Flocabulary.com</li> </ul>
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**NJ Student Learning Standards (2016)**

**WRITING**

**Text Types and Purposes**

**W.3.3:** Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.

a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.

b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

c. Use temporal words and phrases to signal event order.

d. Provide a sense of closure

### **Production and Distribution of Writing**

**W.3.4:** With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

**W.3.5:** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)

**W.3.6:** With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others.

### **Research to Build Present Knowledge**

**W.3.7:** Conduct short research projects that build knowledge about a topic.

**W.3.8:** Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

### **Range of Writing**

**W.3.10:** Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

## **SPEAKING and LISTENING**

### **Comprehension and Collaboration**

**SL.3.1:** Engage effectively in a range of collaborative discussions (one-on-one and in groups) on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

a. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion  
b. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

**SL.3.2:** Identify the main ideas and supporting details of written texts read aloud or information presented graphically, orally, visually, or multimodally.

**SL.3.3:** Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

### **Presentation of Knowledge and Ideas**

**SL.3.4:** Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

**SL.3.5:** Use multimedia to demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.

**SL.3.6:** Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See standards 1–3 in Language, pages 26–31, for specific expectations.)

## **LANGUAGE STANDARDS**

### **Conventions**

**L.3.1:** Demonstrate command of the conventions of grammar and usage when writing or speaking.

i. Produce simple, compound, and complex sentences.

**L.3.2:** Demonstrate command of the conventions of capitalization, punctuation, and spelling when writing.

c. Use commas and quotation marks in dialogue.

**Effective Language Usage**

**L.3.3:** Use language to achieve particular effects when writing or speaking.

a. Choose words and phrases for effect

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**Vocabulary Acquisition and Usage**

**L.3.4:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

a. Use sentence-level context as a clue to the meaning of a word or phrase.

**L.3.5:** Demonstrate understanding of word relationships and nuances in word meanings.

b. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).

c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).

**L.3.6:** Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific vocabulary, including words and phrases that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

**NJSLS Technology Standards**

**8.1.5.A.1** Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

**8.1.5.A.2** Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.

**8.1.5.E.1** Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

**Interdisciplinary Connections and Activities**

- Students communicate with family members about traditions and stories they have observed during their childhood. They can bring in pictures or artifacts that represent these cultures. CRP7, 6.1.4.D.13, 6.1.4.D.18, 6.1.4.D.19, 6.1.4.D.20, SL.3.4

**21st Century Life and Careers**

**9.2 Career Awareness, Exploration, and Preparation**

**CRP1.** Act as a responsible and contributing citizen and employee.

**CRP2.** Apply appropriate academic and technical skills.

**CRP4.** Communicate clearly and effectively and with reason.

**CRP6.** Demonstrate creativity and innovation.

**CRP7.** Employ valid and reliable research strategies.  
**CRP11.** Use technology to enhance productivity.

<b>Integrated Differentiation/Accommodations/Modifications for ELA/Social Studies</b> <i>(Alternate Modes of Instruction and Support)</i>		
<b>Modifications to Support Gifted and Talented Students</b>	<b>Modifications to Support English Language Learners</b>	<b>Modifications to Support Our Learners (Students with IEPs/504s and At-Risk Learners)</b>
<p>Research Patricia Polacco on how she writes and illustrates the things she has learned.</p> <p>Students write and send letters to Polacco (you can find address information on web sites). Asking her questions about her process is a sophisticated method for the students to align themselves with other published authors.</p> <p>Students can write their own personal stories that were inspired by the author and use some of Polacco's writing techniques in their entries.</p>	<p>Spring WIDA or WIDA Entry test scores will be reviewed by the teacher in order to assign appropriate language tasks &amp; provide key language uses to students.</p> <p>The illustrations in this book could be used to teach -ing verbs such as: holding, dripping, coloring, reading, walking, hugging, pointing, teaching, listening, driving, looking, crying, laughing, showing, teasing, hiding, and cleaning. Show students how to make sentences using the present and past progressive tenses during small-group conferences.</p> <p>Distribute copies of the Appendix graphic organizer "Important Memories" to help students begin to think about an important memory from their lives.</p> <p>Give students a checklist of the techniques and styles used in the illustrations throughout this unit. This could be used to facilitate note taking.</p>	<p>Review student individual educational plan and/or 504 plan for instructional, assessment, and environmental supports.</p> <p>Pre-teach Tier 2 and Tier 3 Vocabulary for the second grade Gail Gibbons unit.</p> <p><b>Supply students with Anchor Charts:</b>            Quote from Patricia About her Stories, Transition Words and Phrases, Patricia Polacco's <i>Last Line Smiles</i>, Patricia Polacco's Potently Powerful Leads, and Finding the Clues in <i>Chicken Sunday</i>,            Suggestion: Tape or staple graphic organizers into student notebooks for easy reference.</p> <p><b>Partially complete Patricia Polacco Graphic Organizers such as.</b>            Patricia Polacco Quotes, Biography by Patricia Polacco, Important Memories, Storytelling as an Art; Learning from Patricia Polacco, From Fact to Fiction Map, Tales of Family &amp; Friends, Imaginary Friend Web, and Who Can I Ask?</p> <p>Extra time completing tasks, checklists and other tasks in this writing unit.</p>

Teach the difference between fact and fiction. If this is the first time students are hearing *John Philip Duck*, build background knowledge by displaying a picture of a duck and asking students to share where they normally see ducks. Pre-teach the following words: lobby, pantry, hunting, fountain, tricks, and hotel.

Listening to My Inner Writing Voice (ELL Support form)

Pre-teach the following words: honor, influence, interact, memory, thunder, and appreciate.

Teach students how to formulate a question. Discuss when and why to use each of the question words (who, what, when, where, why, and how) during small-group work. You could also allow students to write their interview questions in their native language, especially since the person they are going to interview might not speak English.

When working with students individually, help them determine which details to include. You could provide this sentence frame to encourage oral language development: I am including this detail because \_\_\_. I think my readers will feel \_\_\_.

**Native Language Supports** (peer, online assistive technology,

Use multi-sensory methods such as hand-over-hand when writing, larger print materials and paper line options in the Patricia Polacco's unit of study.

Provide samples and model each step of the writing process as needed.

Use sticky notes to annotate.

Read aloud various sentences that include the use of different forms of end mark punctuation from Polacco's books. Have students write the kind of punctuation mark they think she used on a small whiteboard or on a sheet of paper. Students can flip the board and show their answer while explaining their thinking.

Oral response options to be provided for assignments calling for students to produce written responses connected to Patricia Polacco.

Allow for Student Choice: Students should be permitted to demonstrate understanding of the Patricia Polacco unit through drawings, computer projects, oral response, creating songs, creating videos, demonstration, presentation, etc.

Access to word/picture banks to reference in tasks that require writing.

Provide wait time to allow students to process orally presented information and questions relating Patricia Polacco.

Use different colors to edit for each item that you are editing for to make the editing work stand out.

Meet with your students and edit one of their drafts together. As you edit the piece, chart the type of punctuation used and give an example.



	<p>translation device, bilingual dictionary)</p> <p>Ask students to remember some favorite endings of familiar books, or even movies, guiding them to see how the ending often resolves the problem and leaves the readers or viewers feeling happy or satisfied. Some of the endings in Polacco's books may be easier for students to emulate. The ending of <i>Babushka's Doll</i> tells how the main character changes at the end. The ending in <i>Thank you, Mr. Falker</i> repeats the title and the big idea or message of the story. Students can also use a reflective ending by using some of Polacco's phrases, such as "To this day . . ." or "She knew someday . .</p> <p>Feeling Words (ELL Support)</p> <p>Listening to My Inner Voice (ELL Support)</p> <p>Meet with your students and edit one of their drafts together. As you edit the piece, chart the type of punctuation used and give an example.</p> <p>Students will also benefit from editing with a peer.</p> <p>*See also Modifications to Support Students with IEPs/504s and At-Risk Learners</p>	<p>Students will also benefit from editing with a peer.</p> <p>*See also Modifications to Support English Language Learners</p>
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**Sources:**

**New Jersey Student Learning Standards (2016)** <http://www.state.nj.us/education/cccs/2016/ela/k.pdf>

**New Jersey Student Learning Standards: Technology (2014)** <http://www.state.nj.us/education/cccs/2014/tech/8.pdf>

**Career Ready Practices (2014)** <http://www.state.nj.us/education/cccs/2014/career/CareerReadyPractices.pdf>

**Schoolwide Inc. (2013)** <http://www.schoolwide.com/>

**Wilson Foundations (2015)** <http://www.wilsonlanguage.com>