



THE WRITING ACADEMY, LLC®



# Module 3

**PEOPLE — Choices, Service, and Memory**



**Grade 3 • Cluster 8**



**Research: Synthesizing Poetry, Fiction & Nonfiction Evidence**

# ★ Our Learning Destination

★ Daily Deck

Module Slide 2 • Module 3

## I Will...

- Distinguish direct quotations (Q) from paraphrases (P).
- Credit borrowed information to its source.
- Write E2 explanations that show what my evidence proves.

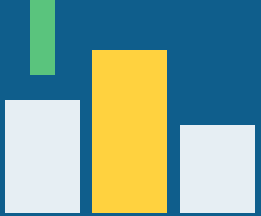
## I Can...

- Answer the module question using evidence from more than one source.
- Complete a third body paragraph proving how responsible choices, service, voice, art, and stories help communities grow and remember.
- **Name each source's form** — poem, fiction, or nonfiction.

Our Question: How do people use choices, voices, talents, stories, and service to strengthen a community?

# ★ The Beautiful Empty Town

Day 1 • Gather & Reveal



## Look at This Town

A perfect town: roads, homes, schools, stores, and parks  
— but no people.

Is this already a strong community?

First Prediction: What do you think, before the background is revealed?



# People Make the Difference

Day 1 • Anchor Chart

**Core Source Claim — Passage 16**

**Roads, buildings, stores, schools, parks, and homes do not make a community strong by themselves — people do.**

**Our Week's Reason: People grow strong communities when they make responsible choices, serve others, and preserve important stories and traditions.**



# Every Source Has a Job

Day 1 • Reveal (cont.)

## POETRY

Best job: theme & significance.

"What Will You Give?" shows a theme of ordinary hands contributing.

## FICTION

Best job: an example of a decision.

"The Good Citizen" illustrates dependable service.

## NONFICTION

Best job: factual support.

Passage 16 gives a factual synthesis about citizenship.



# Watch Me Compare Sources

Day 1 • Teacher Model

## Three Sources, One Reason

"What Will You Give?" = theme of ordinary hands helping.

"The Good Citizen" = fiction example of service.

Passage 16 = factual synthesis about contribution.

## Check for Understanding

Which source is strongest for a poetic theme about service?

**Answer: "What Will You Give?"**



# Community Contribution Museum Match

★ Daily Deck

Day 2 • Attempt

## Roles

Curator • Source-Type Specialist •  
Evidence Label Writer • Docent

## Game Pieces

7 exhibit mats • 28 contribution cards •  
source-form badges (POEM, FICTION,  
NONFICTION, SIMULATED) • Use-It-As  
labels (FACT, EXAMPLE, THEME,  
SIGNIFICANCE)

The Docent explains how each contribution strengthens or preserves the community.

# ★ Three Game Rounds

Day 2 • Answer Key & Debrief

## Hope & Voice

MLK poem • POEM •  
THEME/SIGNIFICANCE

## Service

"What Will You Give?" •  
POEM •  
THEME/SIGNIFICANCE

## Art & Culture

Garza • NONFICTION •  
FACT/SIGNIFICANCE

A student who changes a placement because the evidence no longer fits is showing research growth, not failure.

# ★ Talk It Over!

Day 3 • Discuss

**Why can a poem support theme without proving every historical detail?**

How can fiction help research thinking?

Why are Garza and Wilder important to community memory?

**If Students List Instead of Prove**

"You named information. Now point to the R. Add *This means, This matters because,* and *This helps prove.*"

# ≡ Try It On Your Own!

Day 3 • Use (Independent) — Body Paragraph 3

Begin with the assigned R. Use one short quotation from Passage 13 or 14 and one paraphrase from Passage 16, 3, 4, 11, 12, or A.

Identify each source form accurately — poem, fiction, or nonfiction.

Explain how the choices, service, voice, art, or stories strengthen or preserve a community.

You may use your sources and organizer — but the decisions on the paper belong to you.

# © Award & Target

Day 4 • Award & Target

## Award

I award myself for \_\_\_\_\_. The evidence on my paper is \_\_\_\_\_. This improved my research because \_\_\_\_\_.

## Target

My target is \_\_\_\_\_. I will make this change in \_\_\_\_\_ by \_\_\_\_\_.

# Exit Ticket

Day 5 • Educate & Explain to Others

**How do people use choices, voices, talents, stories, and service to strengthen a community?**

Match poem, fiction, and nonfiction to the best evidence job, then answer the module question in one complete sentence.

# ★ Source Form Freeze

Small-Group Support • Tiny Time

## POEM

Arms up.

## FICTION

Open-book hands.

## NONFICTION

Flat palms.

I name a source. Freeze and show the source form, then whisper what job it can do: theme, example, or fact.

# ② Community Contributors: Expert Reflection

Enrichment • Write in your notebook

**Why does a strong community need many different talents, not one kind of hero?**

**Which contribution in this module was hardest to prove without proper source credit?**

**What new curiosity did this research create for you?**

# ✓ My Progress Tracker

## Directions

This tracker is for YOU! As you practice using evidence from different source forms, look at each skill. If you can do it all by yourself, color in or check the box that matches how you feel.

**Be honest with yourself — this helps you see how much you are growing!**

# Let's Look at an Answer!

Prompt: Write Body Paragraph 3 proving how choices, service, voice, art, or stories strengthen a community.

**LOW**

**"People make communities strong. MLK had a dream. People should help. Garza painted. This proves people are important."**

**What's working:** Names the people theme and two examples.

**What's missing:** No source forms named, no exact quote or true paraphrase, no source credit, and no explanation of how each contribution strengthens or preserves a community.

# Let's Look at Another Answer!

Prompt: Write Body Paragraph 3 proving how choices, service, voice, art, or stories strengthen a community.

## MEDIUM

"A third way communities grow strong is when people help and remember important things. The poem *What Will You Give?* asks, "What will I give?" This means people should serve. Passage 16 says Carmen Lomas Garza painted family life. Her paintings helped people remember culture. Different people can help in different ways."

**What's working:** Clear R, a suitable poetic quotation, a factual example, basic significance.

**What's missing:** Stronger source attribution, more precise paraphrasing, multiple E2 sentences after each piece of evidence, and a deeper synthesis of service and preservation.

# Our Strongest Answer!

Prompt: Write Body Paragraph 3 proving how choices, service, voice, art, or stories strengthen a community.

## HIGH

"A third way communities grow strong is when people make responsible choices, serve others, and preserve important stories and traditions. In the poem *What Will You Give?*, the speaker asks, "What will I give?" Because this is a poem, the question works as a theme rather than a list of historical facts. It turns citizenship into a personal decision and reminds readers that useful service can begin with ordinary hands, time, listening, and care. Passage 16 explains that Carmen Lomas Garza's paintings preserve Mexican-American family and community life, including celebrations, foods, games, and everyday gatherings. Her art strengthens community memory because later viewers can study details that might otherwise be forgotten. *The Good Citizen* adds a fictional example of dependability: a community can trust people who complete needed work. Together, the poem, nonfiction passage, and fictional example prove that communities need many kinds of contributors. Some people speak, some create, some remember, and some quietly help."

**What's working:** Names each source form, uses poetry for theme, nonfiction for factual support, and fiction as an example. Sustained E2 synthesizes different talents under one R. This is our Module 3 target!