



EXPEDITIONARY
LEARNING

Grade 4: Module 2B: Unit 3: Overview



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Unit 3: Using Writing to Entertain

In this unit, students apply the research they have completed (in Unit 2) about their expert animal and its defense mechanisms in order to write a narrative about their animal. Students will write a choose-your-own-adventure narrative about their animal for their performance task for this module. Throughout the unit students work on the their narratives by writing the introduction and first choice ending. Then as an on demand end of unit assessment, they write the second choice ending for their narratives. Finally, they combine these choices to complete their performance task and publish their choose-your-own-adventure narratives. Students begin this unit by reading a mentor literary text, *Can You Survive in the*

Wilderness as a class. This text introduces them to the format of a choose-your-own-adventure. Students hone their writing skills through practicing with a class model based on the millipede. For the mid-unit assessment, students will plan for and draft the introduction to their own narratives. Then through mini-lessons and peer critique continue to revise their writing. Finally, in the end of unit assessment, students write the second choice ending of their narrative, on demand, and then combine this with their first choice ending to create their final performance task in a choose-your-own-adventure format.

Guiding Questions And Big Ideas

- **How do animals' bodies and behaviors help them survive?**
- **How can a writer use knowledge from their research to inform and entertain?**
- *To protect themselves from predators, animals use different defense mechanisms.*
- *In order to entertain and inform, writers must become researchers.*

Mid-Unit 3 Assessment

Planning for and Drafting a Narrative Introduction

This assessment centers on NYSP12 ELA CCLS W.4.3a and d, and W.4.4. Students will write a first draft beginning to their choose-your-own-adventure narrative. Students will use their narrative graphic organizers to write a beginning that establishes their narrative by introducing their character, setting, and coming events of their story. Students' use of sensory details and of facts and details from their research will also be assessed.

End of Unit 3 Assessment

Writing Choice 2 of the Choose-Your-Own-Adventure Narrative

This assessment centers on NYSP12 ELA CCLS W.4.3b, c, d, e, W.4.2a, and W.4.4. Students will write the Choice #2 narrative of their choose-your-own-adventure narrative. In this piece, students will feature another defense mechanism of their animal based on their research.



Content Connections

This module is designed to address English Language Arts standards as students read informational texts about animal defense mechanisms. However, the module intentionally incorporates Science Practices and Themes to support potential interdisciplinary connections to this compelling content. These intentional connections are described below.

Big ideas and guiding questions are informed by the New York State Common Core K–8 Science Framework:

- Next-Generation Science Standards 4L-S1-1
- From Molecules to Organisms: Structure and Processes

NYS Science Standard 4: Students will understand and apply scientific concepts, principles, and theories pertaining to the physical setting and living environment and recognize the historical development of ideas in science.

- Key Idea 2: Organisms inherit genetic information in a variety of ways that result in continuity of structure and function between parents and offspring.
- Key Idea 5: Organisms maintain a dynamic equilibrium that sustains life.
- Key Idea 6: Plants and animals depend on each other and their physical environment.

Texts

1. Matt Doeden, *Can You Survive the Wilderness?* (North Mankato, MN: Capstone Press, 2012), ISBN: 978-1-4296-7996-1.(Teacher copy only).



This unit is approximately 3 weeks or 14 sessions of instruction.

Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 1	Preparing to Write: Determining Characteristics of the Format	<ul style="list-style-type: none"> I can write for a variety of reasons. (W.4.10) I can write narrative text about real or imagined experiences or events. (W.4.3) 	<ul style="list-style-type: none"> I can determine the characteristics of a “choose-your-own-adventure” by analyzing an example. 	<ul style="list-style-type: none"> Participation in creation of Choose-Your-Own-Adventure anchor chart 	<ul style="list-style-type: none"> Guiding Questions anchor chart Performance Task anchor chart Choose-Your-Own-Adventure anchor chart
Lesson 2	Setting a Purpose for Writing: Understanding the Performance Task and Getting Started	<ul style="list-style-type: none"> I can write informative texts that convey ideas and information clearly. (W.4.2) I can use grammar conventions to send a clear message to a reader or listener. (L.4.1, L.4.2) I can express ideas using carefully chosen words. (L.4.3) 	<ul style="list-style-type: none"> I can prepare a final copy of my informative page for my choose-your-own-adventure animal defense narrative. I can collaborate with my peers to write an About Your Adventure page for my choose-your-own-adventure animal defense narrative. 	<ul style="list-style-type: none"> Students' informative pages Participation in shared writing of About Your Adventure page 	<ul style="list-style-type: none"> About Your Adventure Page anchor chart Performance Task anchor chart
Lesson 3	Planning Ideas: Developing a Character Profile	<ul style="list-style-type: none"> I can write narrative text about real or imagined experiences or events. (W.4.3) I can introduce the narrator and/or characters of my narrative. (W.4.3a) 	<ul style="list-style-type: none"> I can listen as my peers share their writing and give specific praise for their work. I can synthesize information to develop an accurate character profile supported by research. 	<ul style="list-style-type: none"> Informative page (from homework) Character Profile graphic organizer 	<ul style="list-style-type: none"> Author's Chair Celebration anchor chart Choose-Your-Own-Adventure anchor chart
Lesson 4	Planning Ideas: Developing a Plot for the Millipede-Your-Own-Adventure Narrative	<ul style="list-style-type: none"> I can establish a situation. (W.4.3a) I can develop the topic with facts, definitions, details, and quotations. (W.4.2b) 	<ul style="list-style-type: none"> I can determine the characteristics of a narrative. I can organize a plot for a narrative using events based on research of my animal and its defense mechanisms. 	<ul style="list-style-type: none"> Analyzing a Narrative note-catcher Millipede Narrative Planning graphic organizer 	<ul style="list-style-type: none"> Characteristics of Narratives anchor chart Performance Task anchor chart Steps for Planning and Drafting My Narrative anchor chart



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 5	Planning Ideas: Expert Group Animal Plot Development	<ul style="list-style-type: none"> I can establish a situation. (W.4.3a) I can develop the topic with facts, definitions, details, and quotations. (W.4.2b) 	<ul style="list-style-type: none"> I can organize a plot for a narrative using events based on research of my animal and its defense mechanisms. I can give kind, helpful, and specific feedback to my critique partner. I can critique the ideas of my writing partner's Narrative Planning graphic organizer for the characteristics of a narrative. This means I can look for a plan for the characters, setting, introduction, rising action, problem, solution, and conclusion. 	<ul style="list-style-type: none"> Narrative Planning graphic organizer 	<ul style="list-style-type: none"> Characteristics of Narratives anchor chart Performance Task anchor chart Steps for Planning and Drafting My Narrative anchor chart (from Expert) Critique Protocol anchor chart
Lesson 6	Planning Organization: Expanding the Introduction	<ul style="list-style-type: none"> I can write narrative text about real or imagined experiences or events. (W.4.3) I can organize events in an order that makes sense in my narrative (W.4.3a) I can introduce the narrator and/or characters of my narrative. (W.4.3a) 	<ul style="list-style-type: none"> I can plan and draft a compelling introduction that establishes a situation by introducing the characters, setting, and plot of my narrative. 	<ul style="list-style-type: none"> Millipede Introduction Expansion graphic organizer Millipede Introduction draft 	<ul style="list-style-type: none"> Characteristics of Narratives anchor chart Steps for Planning and Drafting My Narrative anchor chart
Lesson 7	Mid-Unit Assessment: Planning for and Drafting a Narrative Introduction	<ul style="list-style-type: none"> I can establish a situation. (W.4.3a) I can introduce the narrator and/or characters of my narrative. (W.4.3a) 	<ul style="list-style-type: none"> I can plan and draft a compelling introduction that establishes a situation by introducing the characters, setting, and plot of my narrative. 	<ul style="list-style-type: none"> Mid-Unit 3 Assessment: Planning for and Drafting a Narrative Introduction Tracking My Progress, Mid-Unit 3 recording form 	<ul style="list-style-type: none"> Characteristics of Narratives anchor chart Performance Task anchor chart Steps for Planning and Drafting My Narrative anchor chart Popcorn Read protocol



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 8	Peer Critique for Organization and Style	<ul style="list-style-type: none"> I can use the writing process to produce clear and coherent writing (with support). (W.4.5) I can effectively participate in a conversation with my peers and adults. (SL.4.1) I can use dialogue and descriptions to show the actions, thoughts, and feelings of my characters. (W.4.3b) 	<ul style="list-style-type: none"> I can give kind, helpful, and specific feedback to my critique partner. I can critique my writing partner's narrative for organization and style. I can explain how authors of narratives use dialogue strategically to show their characters' thoughts and feelings. 	<ul style="list-style-type: none"> Choose-your-own-adventure narrative (annotated first draft) Narrative Feedback recording form Participation in creation of Writing Dialogue anchor chart 	<ul style="list-style-type: none"> Characteristics of Narratives anchor chart Performance Task anchor chart Steps for Planning and Drafting My Narrative anchor chart Peer Critique Protocol anchor chart Steps for Revising My Writing anchor chart Writing Dialogue anchor chart Peer Critique protocol
Lesson 9	Revising Narrative Texts: Including Dialogue	<ul style="list-style-type: none"> I can use dialogue and descriptions to show the actions, thoughts and feelings of my characters. (W.4.3a) I can use commas and quotation marks to identify speech and quotations from a text. (L.4.2b) I can use transitional words and phrases to show the sequence of events in a narrative text. (W.4.3b) 	<ul style="list-style-type: none"> I can identify the parts of my narrative that would benefit from added dialogue. I can revise my narrative to strategically add dialogue. 	<ul style="list-style-type: none"> Choose-your-own-adventure narrative (annotated first draft) 	<ul style="list-style-type: none"> Writing Dialogue anchor chart Steps for Revising My Writing anchor chart
Lesson 10	Revising Narrative Texts: Using Sensory Details and Vocabulary	<ul style="list-style-type: none"> I can use sensory details to describe experiences and events precisely. (W.4.3c) I can express ideas using carefully chosen words. (L.4.3a) I can correctly use domain-specific vocabulary related to the topic of study. (L.4.6) 	<ul style="list-style-type: none"> I can use sensory details and vocabulary from my research to describe my animal and its defense mechanisms in my narrative. 	<ul style="list-style-type: none"> Choose-your-own-adventure narrative (annotated first draft) 	<ul style="list-style-type: none"> Steps for Revising My Writing anchor chart



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 11	Revising Narrative Texts: Exciting Endings	<ul style="list-style-type: none"> I can write a conclusion to my narrative. (W.4.3d) I can use transitional words and phrases to show the sequence of events in a narrative text. (W.4.3b) 	<ul style="list-style-type: none"> I can write an ending that resolves the problem and brings the story to a close. I can use transitional words and phrases to sequence events in my narrative. 	<ul style="list-style-type: none"> Choose-your-own-adventure narrative (annotated first draft) 	<ul style="list-style-type: none"> Characteristics of Narratives anchor chart Timely Transitions anchor chart Steps for Revising My Writing anchor chart
Lesson 12	Reviewing Conventions and Editing Peers' Work	<ul style="list-style-type: none"> I can use conventions to send a clear message to my reader. (L.4.1g, L.4.2a, b, and d, and L.4.3b) 	<ul style="list-style-type: none"> I can check my peers' work for correct capitalization. I can check my peers' work for correct spelling (including homophones and affixes). I can check my peers' work for correct punctuation at the ends of their sentences. I can check my peers' work for correct conventions when writing dialogue. 	<ul style="list-style-type: none"> Conventions anchor charts Choose-your-own-adventure narrative (second drafts annotated for edits) 	<ul style="list-style-type: none"> Conventions anchor charts Performance Task anchor chart Steps for Planning and Drafting My Narrative anchor chart Chalk Talk protocol
Lesson 13	Writing Choice #2 of the Choose-Your-Own-Adventure Narrative	<ul style="list-style-type: none"> I can write narrative text about real or imagined experiences or events. (W.4.3) I can produce writing that is appropriate to task, purpose, and audience. (W.4.4) I can use conventions to send a clear message to my reader. (L.4.1g, L.4.2a, b, and d, and L.4.3b) 	<ul style="list-style-type: none"> I can write Choice #2 for my choose-your-own-adventure animal defense mechanisms narrative. 	<ul style="list-style-type: none"> End of Unit 3 Assessment: Writing Choice #2 of the choose-your-own-adventure animal defense mechanisms narrative Tracking My Progress, End of Unit 3 recording form 	<ul style="list-style-type: none"> Characteristics of Narratives anchor chart Performance Task anchor chart Steps for Planning and Drafting My Narrative anchor chart Popcorn Read protocol



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 14	Publishing the Choose-Your-Own-Adventure Animal Defense Mechanisms Narrative	<ul style="list-style-type: none">• I can write narrative text about real or imagined experiences or events. (W.4.3)• I can use grammar conventions to send a clear message to a reader or listener. (L.4.1, L.4.2)• I can express ideas using carefully chosen words. (L.4.3)• With support, I can use technology to publish a piece of writing. (W.4.6)	<ul style="list-style-type: none">• I can publish my choose-your-own-adventure animal defense mechanisms narrative.• I can write a positive comment after reading a classmate's writing.	<ul style="list-style-type: none">• Choose-your-own-adventure animal defense mechanisms narratives (final copy)	<ul style="list-style-type: none">• Steps for Publishing My Narrative anchor chart



Optional: Experts, Fieldwork, And Service

Experts:

- Have a professional writer visit the class to discuss the writing process. Ask them to share how they research the topics they are going to write about.

Fieldwork:

- Visit the local zoo to observe the animals from the Expert Groups for additional research to inform writing.

Service:

- Share narratives with the local zoo—perhaps they can display them or use them for classes.

Optional: Extensions

- Have students create a third choice ending for their narratives.
- Have students read aloud or perform their narratives for the class.



Preparation and Materials

Animal Defenses Research Journal and Expert Group Animal Research Journal

During this unit, students will need to reference the research notes they completed during Units 1 and 2 in order to write their narrative piece about their expert animal. It will be important for students to access both research journals during these lessons in order to include their facts and details from their research in their final performance task.



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Grade 4: Module 2B: Unit 3:

Recommended Texts



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The list below includes texts with a range of Lexile® text measures about animal survival. This provides appropriate independent reading for each student to help build content knowledge about the topic. Note that districts and schools should consider their own community standards when reviewing this list. Some texts in particular units or modules address emotionally difficult content.

It is imperative that students read a high volume of texts at their reading level in order to continue to build the academic vocabulary and fluency demanded by the CCLS.

Where possible, texts in languages other than English are also provided. Texts are categorized into three Lexile measures that correspond to Common Core Bands: below grade band, within band, and above band. Note, however, that Lexile® measures are just one indicator of text complexity, and teachers must use their professional judgment and consider qualitative factors as well. For more information, see Appendix 1 of the Common Core State Standards.

Common Core Band Level Text Difficulty Ranges:

(As provided in the NYSED Passage Selection Guidelines for Assessing CCSS ELA)

- Grades 2–3: 420–820L
- Grades 4–5: 740–1010L
- Grades 6–8: 925–1185L

Title	Author and Illustrator	Text Type	Lexile Measure
Lexile measures below band level (under 740L)			
<i>Monsters of the Deep</i>	R. A. Montgomery (author)	Literature	550*
<i>Jackie's Wild Seattle</i>	Will Hobbs (author)	Literature	660
<i>Charlotte's Web</i>	E. B. White (author)	Literature	680
<i>Unlikely Friendships</i>	Jennifer Holland (author)	Informational	680*
<i>Lost on the Amazon</i>	R. A. Montgomery (author) Jason Millet (illustrator)	Literature	725

*Lexile based on a conversion from Accelerated Reading level.



Title	Author and Illustrator	Text Type	Lexile Measure
Lexile measures within band level (740L–1010L)			
<i>Into the Wild (Warrior Series #1)</i>	Erin Hunter (author)	Literature	790
<i>Two Bobbies: A True Story of Hurricane Katrina, Friendship, and Survival</i>	Kirby Larson (author)	Informational	810
<i>Aye-Aye: An Evil Omen</i>	Miriam Aronin (author)	Informational	830
<i>Tracker</i>	Gary Paulsen (author)	Literature	875*
<i>Big Al</i>	Andrew Clements (author)	Literature	880
<i>Beardance</i>	Will Hobbs (author)	Literature	890
<i>Jangles</i>	David Shannon (author)	Literature	900
<i>Journey under the Sea</i>	R. A. Montgomery (author)	Literature	900*
<i>Collared Peccary: Cactus Eater</i>	Stephen Person (author)	Informational	950
Lexile measures above band level (over 1010L)			
<i>Cougar: A Cat with Many Names</i>	Stephen Person (author)	Informational	1010
<i>The Call of the Wild</i>	Jack London (author)	Literature	1110
<i>Animal Poems</i>	Valerie Worth (author)	Poetry	NP
<i>What's for Dinner? Quirky, Squirmy Poems from the Animal World</i>	Katherine Hauth (author) David Clark (illustrator)	Poetry	NP

*Lexile based on a conversion from Accelerated Reading level.

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Grade 4: Module 2B: Unit 3: Lesson 1

Preparing to Write: Determining Characteristics of the Format



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

I can write for a variety of reasons. (W.4.10)

I can write narrative text about real or imagined experiences or events. (W.4.3)

Supporting Learning Target

- I can determine the characteristics of a “choose-your-own-adventure” by analyzing an example.

Ongoing Assessment

- Participation in creation of Choose-Your-Own-Adventure anchor chart



Agenda	Teaching Notes
<ol style="list-style-type: none"> 1. Opening <ol style="list-style-type: none"> A. Engaging the Reader: Read-aloud of <i>Can You Survive the Wilderness?</i> (15 minutes) B. Reviewing Learning Targets (5 minutes) 2. Work Time <ol style="list-style-type: none"> A. Revisiting the Performance Task Prompt (10 minutes) B. Rereading for Format: <i>Can You Survive the Wilderness?</i> (15 minutes) C. Creating a Choose-Your-Own-Adventure Anchor Chart (10 minutes) 3. Closing and Assessment <ol style="list-style-type: none"> A. Sharing (5 minutes) 4. Homework <ol style="list-style-type: none"> A. Read your independent reading book. 	<ul style="list-style-type: none"> • Students begin Unit 3 with a read-aloud from the choose-your-own-adventure mentor text, <i>Can You Survive the Wilderness?</i> This text is used throughout the unit as a model of the choose-your-own-adventure format, and in this lesson it is used as an example for students to examine when understanding and applying the components of a text written in this format. • This lesson assumes that students have some basic knowledge of the differences between fiction and nonfiction texts through additional literacy instruction that occurs alongside the module; this may include independent reading, buddy reading, or literature circles. If students are unfamiliar with either, you might wish to teach a mini lesson on fiction versus nonfiction before this lesson. • Students revisit their guiding questions and performance task from previous modules to help frame their understanding of where they are in the process of creating the final performance task. • Note: In <i>Can You Survive the Wilderness?</i>, some conclusions in the adventure end in the “death” of the reader. Be sure to read the various endings in this text to ensure that your students will be comfortable with them. If you wish to control the ending students arrive at during the read-aloud so that the reader survives, choose the following paths: <ul style="list-style-type: none"> – Read Chapter 1 and choose the forests of southeastern Australia, turning to page 41. Read pages 41–43 and choose to try to find bird eggs, turning to page 45. Read pages 45–46, choosing to move onto the branch toward the nest, turning to page 54. Read page 54 and choose to build a signal fire, turning to page 67. Read pages 67–69. – Read Chapter 1 and choose the Alaskan wilderness, turning to page 11. Read pages 11–13 and choose to strike out in search of help, turning to page 16. Read page 16 and choose to head west away from the mountains, turning to page 22. Read page 22 and choose to stand your ground, turning to page 35. Read pages 35–36. • When creating the Choose-Your-Own-Adventure anchor chart, students should mention the elements of a narrative: characters, plot, setting, description, dialogue, etc. Do not go into detail in explaining these elements; they are discussed more deeply in Lesson 4.



Agenda	Teaching Notes (continued)
	<ul style="list-style-type: none">• In advance:<ul style="list-style-type: none">– Display Guiding Questions and Performance Task anchor charts.– Prepare chart paper for the Choose-Your-Own-Adventure anchor chart.– Review Fist to Five Checking for Understanding technique (see Appendix).– Decide which version of the Performance Task template students use as they start their writing (see supporting materials). Version 1 is a template that students type into. Version 2 is a template for handwritten publication. (In this lesson, students just look at both templates. In Lesson 2, students get their own copies of whichever template you or they select).• Post: Learning targets.

Lesson Vocabulary	Materials
choose-your-own adventure book, challenges, encounters, format	<ul style="list-style-type: none">• <i>Can You Survive the Wilderness?</i> (book; one to display; for teacher read-aloud)• Guiding Questions anchor chart (from Unit 1, Lesson 1)• Equity sticks• Performance Task anchor chart (from Unit 1, Lesson 1)• Performance Task template (Version 1 for Typed Publication; one to display)• Performance Task template (Version 2 for Handwritten Publication; one to display)• Sticky notes (two per student)• Choose-Your-Own-Adventure anchor chart (new; co-created with students during Work Time C)



Opening	Meeting Students' Needs
<p>A. Engaging the Reader: Read-aloud of <i>Can You Survive the Wilderness?</i> (15 minutes)</p> <ul style="list-style-type: none">• Congratulate the class for wrapping up Unit 2. Tell students they now have a strong foundation of knowledge about their expert group animal and its defenses and about how writers use research to inform their writing.• Display the cover of <i>Can You Survive the Wilderness?</i> so all students can see. Read the title and author aloud to the class. Ask:<ul style="list-style-type: none">* “What do you notice about this book? What do you think it’s about? Is it fiction or non-fiction?”• Read the back cover of the book, then ask:<ul style="list-style-type: none">* “Now what do you think this book is about? Is it fiction or non-fiction?”• Display the Table of Contents to students. Read the chapter titles aloud. Ask:<ul style="list-style-type: none">* “What do you notice about these pages? What do you wonder about these pages?”• Listen for students to notice that the titles are different locations/settings.• Display pages 106–112 (“Real Survivors,” “Survival Quiz,” Glossary, Bibliography, Index). Ask:<ul style="list-style-type: none">* “What do you notice about these pages? What do you wonder about these pages?”• Explain to students that they will be using this book as a mentor text throughout this unit. Tell them that a mentor text is an example of good writing.• Read aloud pages 5–9, including the directions at the bottom of pages 7 and 9. Allow students to choose which path to take at the end of page 9. Continue reading the selected path, reading aloud directions and allowing students to choose the adventure while reading.• As you read aloud, ask students what they notice and wonder about the text. Listen for students to notice that the photographs and captions are factual information, while the adventure is realistic fiction.• Explain that the book is written in a format commonly called “choose-your-own-adventure.” Tell students that they will use this book throughout the unit to learn about writing this type of format for their performance task, a choose-your-own-adventure animal defense narrative.• Explain that today you will read more from this book to learn about this format and that the class will hear more read from this book in the next few lessons. Explain that although they will not have their own copy of the book, they may choose to read it on their own or with a buddy during independent reading.	<ul style="list-style-type: none">• Whole class discussions encourage respectful and active listening, as well as social construction of knowledge.• Hearing a complex text read slowly, fluently, and without interruption or explanation promotes fluency for students; they are hearing a strong reader read the text aloud with accuracy and expression, while simultaneously looking at and thinking about the words on the printed page. Set clear expectations that students read along silently in their heads as you read the text aloud.• You might wish to plan the adventure and choices you take students on through the book. If allowing students to choose, consider using equity sticks to call on one student to choose or allowing the class to vote by raising hands.



Opening (continued)	Meeting Students' Needs
<p>B. Reviewing Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Display the Guiding Questions anchor chart. Use equity sticks to call on a student to read the first question aloud:<ul style="list-style-type: none">* “How do animals’ bodies and behaviors help them survive?”• Invite students to use the Fist to Five Checking for Understanding technique to show how confident they are in answering that question, from a “fist” meaning they are completely unsure of the answer, to a “five” meaning they can give a response with many examples to support their thinking.• Use equity sticks to call on a student to read the second question aloud:<ul style="list-style-type: none">* “How can a writer use his or her knowledge on a topic to inform and entertain?”• Invite students to use the Fist to Five again to show how confident they are in answering the second question.• Explain to students that they are probably feeling pretty confident in explaining the first part of that question—how writers use their knowledge on a topic to inform—but perhaps not as confident with the second part, to entertain.• Use equity sticks to call on a student to read the learning target:<ul style="list-style-type: none">* “I can determine the characteristics of a “choose-your-own-adventure” by analyzing an example.”• Tell students they will be focusing on the second part of the second guiding question, thinking about how writers use their knowledge on a topic to entertain, by writing a narrative using the choose-your-own-adventure format.	<ul style="list-style-type: none">• Discussing and clarifying the language of learning targets helps build academic vocabulary.



Work Time	Meeting Students' Needs
<p>A. Revisiting the Performance Task Prompt (10 minutes)</p> <ul style="list-style-type: none">• Display the Performance Task anchor chart (from Unit 1, Lesson 1) and remind students that they are working toward writing a narrative during this module. Point to the second bullet point of the prompt (“an informational page ...”) and the sixth bullet point (“two sketches ...”) on the anchor chart. Remind students they have completed these parts of their performance task already.• Point to the remaining bullet points. Explain that they will be working on these parts of the performance task in this unit.• Explain to the class that before they can begin sketching and writing about the animal for their performance task, they will need to research to learn more about it.• Circle the phrase <i>choose-your-own adventure book</i>. Explain to students that they will discuss the format for this type of book later in the lesson.• Use equity sticks to call on a student to read the third, fourth, and fifth bullet points of the prompt aloud:<ul style="list-style-type: none">– “A setting-the-stage page explaining how to read the book and the possible <i>challenges</i> your animal could encounter (in question form).”– “An introduction to your narrative describing the challenge your animal <i>encounters</i> and two choices (defense mechanisms) it could make to survive.”– “A page for each choice (defense mechanism) describing the experience or events showing how your animal responds to the choice.”• Ask:<ul style="list-style-type: none">* “Based on the anchor chart, how will your writing be organized?”• Listen for responses like: “It will have a beginning, middle, and two different endings.”• Display each page of the Performance Task template. Answer any clarifying questions for each page.	



Work Time (continued)	Meeting Students' Needs
<p>B. Rereading for Format: <i>Can You Survive the Wilderness?</i> (15 minutes)</p> <ul style="list-style-type: none">• Explain to students that before they begin writing their own choose-your-own adventure narratives, they need to understand how the choose-your-own adventure format is different from other narratives.• Invite students to turn and talk:<ul style="list-style-type: none">* “What do I mean by the <i>format</i> of the book?”• Use equity sticks to call on one or two students to share their partners’ responses. Listen for responses like: “The format is how the book is organized or structured.”• Explain to students that you will reread pages 5–9 aloud, choosing the same path as earlier in the lesson. Tell students that as you read aloud, they should think about what they notice and wonder about the choose-your-own-adventure format. Distribute two sticky notes to each student and invite them to write down what they notice on one sticky note and what they wonder on the other.• Read aloud pages 5–9 and continue reading, following the path used in the opening. Pause after each paragraph so students can record their notes. If necessary, prompt by asking: “What makes this format different from other books you have read?” or “What questions do you have about the format of this book?”• Clarify the format of the text as needed. Emphasize that the book has multiple options for an ending, depending on what choice the reader makes.	<ul style="list-style-type: none">• Consider creating a visual to help students understand the format of the text. For example, a decision tree or similar diagram might be helpful for students to conceptualize the choose-your-own-adventure format.



Work Time (continued)	Meeting Students' Needs
<p>C. Creating a Choose-Your-Own-Adventure Anchor Chart (10 minutes)</p> <ul style="list-style-type: none">• Begin a new Choose-Your-Own-Adventure anchor chart. Underneath the title, write: "A text written in the choose-your-own-adventure format ..." Ask:<ul style="list-style-type: none">* "What did you notice about the format of <i>Can You Survive the Wilderness?</i>"• Give students a moment to think and review their notes. Then use equity sticks to select students to share their thinking. Record students' responses and add your own as necessary.• The chart should contain formatting points about the text—for instance, that it:<ul style="list-style-type: none">– Is written in the second-person point of view ("you")– Has the reader take on the role of the adventurer– Is interactive– Presents the protagonist (the reader) with a choice after a couple of pages, which leads to two or more paths and eventually to two or more endings– Is realistic fiction/narrative—based on facts and research; includes characters, plot, setting, problem/resolution, description, dialogue• Explain to students that their narratives will be written in this format and that they will be referring to this anchor chart throughout the unit.	



Closing and Assessment	Meeting Students' Needs
A. Sharing (5 minutes) <ul style="list-style-type: none">Tell students that in a moment you would like them to share with a partner to discuss the performance task, using the following prompt:<ul style="list-style-type: none">* "What is one idea you have for your narrative, or one thing you are excited about for this performance task?"	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">Read your independent reading book.	



EXPEDITIONARY
LEARNING

Grade 4: Module 2B: Unit 3: Lesson 1

Supporting Materials



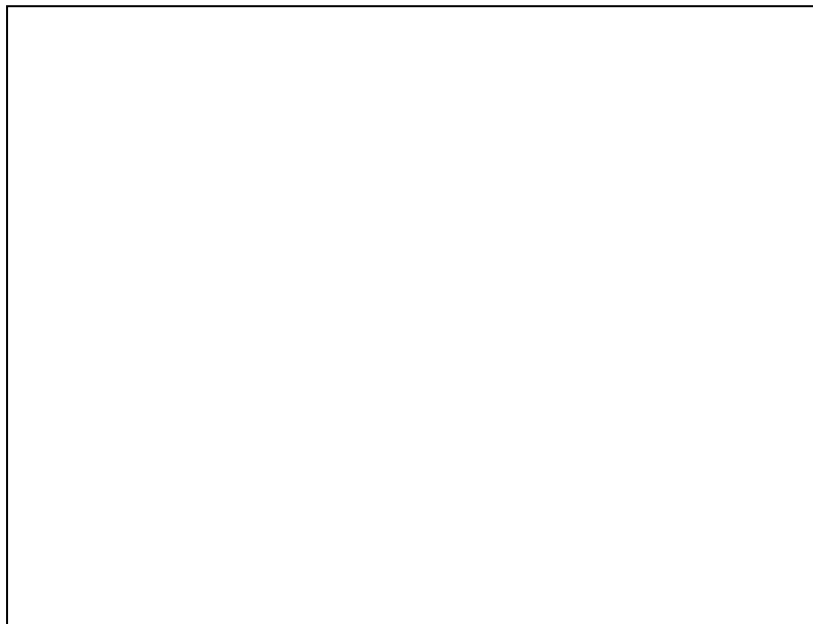
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Performance Task Template
(Version 1 for Typed Publication)

Delete and Insert Your Title



By Delete this underlined text and insert your name here



Performance Task Template
(Version 1 for Typed Publication)

All about Delete this underlined type and insert the name of your animal

Type your text here—delete this line



Performance Task Template
(Version 1 for Typed Publication)

About the Adventure

Type your text here—delete this line



Performance Task Template
(Version 1 for Typed Publication)

Introduction

Type your introduction here—delete this line

Choice #1	Choice #2
Type defense choice #1 here—delete this line. Turn to page 4	Type defense choice #2 here—delete this line Turn to page 5



Performance Task Template
(Version 1 for Typed Publication)

Choice #1

Insert caption here. Draw your sketch above—delete this line.

Begin typing Choice #1 here—delete this line



Performance Task Template
(Version 1 for Typed Publication)

Choice #2

Insert caption here. Draw your sketch above—delete this line.

Begin typing Choice #1 here—delete this line



Performance Task Template
(Version 2 for Handwritten Publication)

A large, empty rectangular box with a black border, intended for a handwritten response or drawing.

By _____



All about _____

[illegible]

[illegible]



Introduction

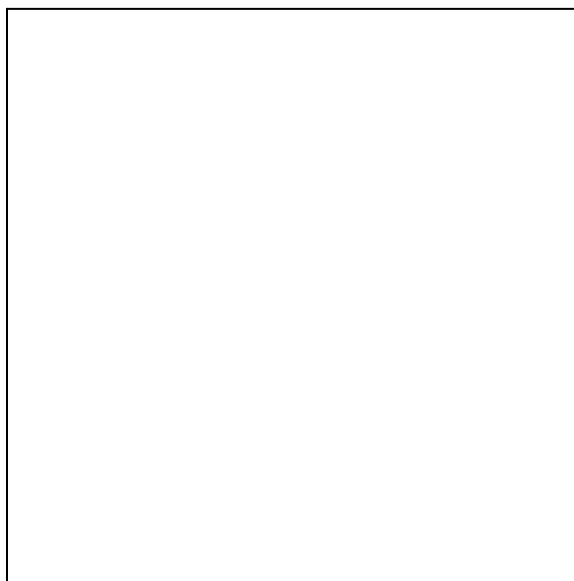
[illegible]

_____ Turn to page 4

_____ Turn to page 5

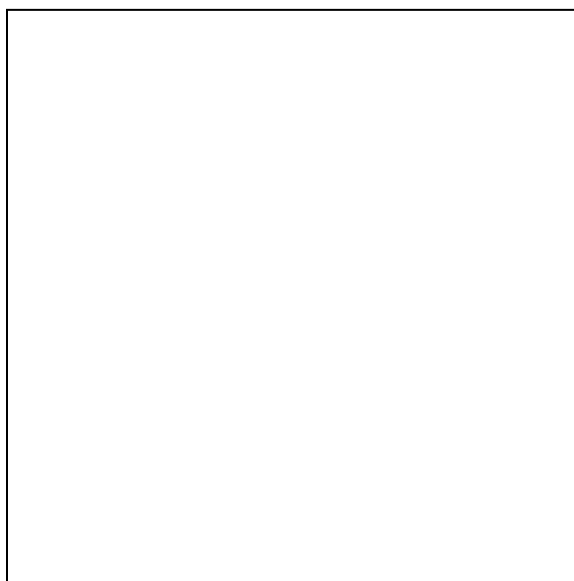


This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.





This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



Choose-Your-Own-Adventure Anchor Chart
(For Teacher Reference)

Teacher Directions: Write the following on chart paper to create this anchor chart.

Choose-Your-Own-Adventure

A text written in the choose-your-own-adventure format ...

- * Is written in the second-person point of view (“you”)
- * Has the reader take on the role of the adventurer
- * Is interactive
- * Presents the protagonist (the reader) with a choice after a couple of pages, which leads to two or more paths and eventually two or more endings
- * Is realistic fiction/narrative—based on facts and research; includes characters, plot, setting, problem/resolution, description, dialogue



EXPEDITIONARY
LEARNING

Grade 4: Module 2B: Unit 3: Lesson 2

Setting a Purpose for Writing: Understanding the Performance Task and Getting Started



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
<p>I can write informative texts that convey ideas and information clearly. (W.4.2)</p> <p>I can use grammar conventions to send a clear message to a reader or listener. (L.4.1, L.4.2)</p> <p>I can express ideas using carefully chosen words. (L.4.3)</p>	
Supporting Learning Targets	Ongoing Assessment
<ul style="list-style-type: none">• I can prepare a final copy of my informative page for my choose-your-own-adventure animal defense narrative.• I can collaborate with my peers to write an About Your Adventure page for my choose-your-own-adventure animal defense narrative.	<ul style="list-style-type: none">• Students' informative pages• Participation in shared writing of About Your Adventure page

Agenda	Teaching Notes
<ol style="list-style-type: none"> 1. Opening <ol style="list-style-type: none"> A. Engaging the Writer: Read-aloud of <i>Can You Survive the Wilderness?</i> (10 minutes) B. Reviewing Learning Targets (5 minutes) 2. Work Time <ol style="list-style-type: none"> A. Shared Writing: About Your Adventure Page (25 minutes) B. Modeling: Preparing the Informative Page (10 minutes) 3. Closing and Assessment <ol style="list-style-type: none"> A. Concentric Circles (8 minutes) B. Reviewing Homework (2 minutes) 4. Homework <ol style="list-style-type: none"> A. Revise and add your informative page into your Performance Task template. 	<ul style="list-style-type: none"> • This lesson begins with a read-aloud of the About Your Adventure page in <i>Can You Survive the Wilderness?</i> Students record what they notice and wonder about the structure and information shared on this page to create an About Your Adventure anchor chart. This anchor chart is referred to during the Shared Writing in Work Time A. • Students work together to write a Class About Your Adventure page for their narratives. Because this page is not specific to their expert group animals, all students will be using this page in their final narratives. • In shared writing, the teacher and students compose text together, both contributing their thoughts and ideas to the process, while the teacher acts as scribe, writing the text as it is composed. Shared writing enables teachers to make the writing process concrete and visible to students. This allows students to focus exclusively on the thinking involved in writing, not the process. • Shared writing is also a powerful way to model and guide key skills and concepts related to the writing process (e.g., organizing, drafting, revision, mechanics, and conventions). Students gain competence and confidence in their writing skills as the teacher models and guides the thinking process writers go through. Consider modeling revising or editing the completed Class About Your Adventure page for specific areas you have noticed your students struggling with. For homework in this lesson, students copy their informative page drafts from Unit 2 into their Performance Task template. Be sure to have read through their drafts and given feedback on the revision and editing mini lessons from Unit 2, Lessons 10 and 11 before this lesson. If your students are using Performance Task Template (Version 1 for typed publication), be sure students either have a digital copy of the template to take and use at home, or have additional time to type this page into the template during the school day. • If there is time remaining after modeling, have students begin their writing homework. • In advance: <ul style="list-style-type: none"> – Display Performance Task anchor charts. – Prepare chart paper for About Your Adventure anchor chart. – Read and give feedback to students on their informative page drafts from Unit 2. – Review Concentric Circles protocol.



Lesson Vocabulary	Materials
purpose	<ul style="list-style-type: none">• <i>Can You Survive the Wilderness?</i> (book; one to display; use for read-aloud)• Sticky notes (two per student)• About Your Adventure Page anchor chart (new; co-created in Opening A)• Equity sticks• Performance Task anchor chart (from Unit 1, Lesson 1)• Document camera (optional)• Class About Your Adventure page (new; co-written in Work Time B; see sample in supporting materials)• Performance Task template (Version 1 for Typed Publication or Version 2 for Handwritten Publication; one to display)• Millipede informative page draft (from Unit 2)• Informative page drafts (from Unit 2; one per student, with teacher feedback)

Opening	Meeting Students' Needs
<p>A. Engaging the Writer: Read-aloud of <i>Can You Survive the Wilderness?</i> (10 minutes)</p> <ul style="list-style-type: none"> • Display the cover of <i>Can You Survive the Wilderness?</i> so all students can see. Explain to the class you will be rereading page 5, “About Your Adventure,” aloud. • Distribute sticky notes to students. Explain to the class that you will be reading this page twice. The first time, they should record what they notice about the text on one of the sticky notes. The second time, they should record what they wonder on the other sticky note. • Explain to students that they should listen while you read aloud page 5 and record what they notice about the structure of the text and the kind of information the author shares. Read aloud page 5. • Read aloud page 5 a second time. Remind students that this time, they should record what they wonder on their other sticky note. • Begin a new About Your Adventure Page anchor chart. Underneath the title write: “The About Your Adventure page of a choose-your-own-adventure text ...” Ask: <ul style="list-style-type: none"> * “What did you notice about this page in <i>Can You Survive the Wilderness?</i>” • Give students a moment to think and review their notes. Then use equity sticks to select students to share their thinking. Record students’ responses and add your own as necessary. • The chart should contain points such as: <ul style="list-style-type: none"> – Gives a general overview of the problem in the book – Asks questions – Explains how the book is set up – Explains how to use the book – The first paragraph sets up the situation of the book. – The second paragraph explains how to use the book. 	<ul style="list-style-type: none"> • Anchor charts provide a visual cue to students about what to do when you ask them to work independently. They also serve as note-catchers when the class is co-constructing ideas. • Adding visuals or graphics to anchor charts can aid students in remembering or understanding key ideas or directions.



Opening (continued)	Meeting Students' Needs
<p>B. Reviewing Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Invite students to read the learning targets to themselves:<ul style="list-style-type: none">* I can prepare a final copy of my informative page about my expert group animal for my choose-your-own adventure animal defense narrative.* I can collaborate with my peers to write an About Your Adventure page for my choose-your-own-adventure animal defense narrative.• Display the Performance Task anchor chart.• Use equity sticks to call on a student to read the third bullet point of the prompt aloud:<ul style="list-style-type: none">* “An About the Adventure page explaining how to read the book and the possible <i>challenges</i> your animal could encounter (in question form)”• Explain to students that because their narratives will be written in the choose-your-own-adventure format, they will need to include an About Your Adventure page. Tell students they will create one as a class later in the lesson.• Tell students that after they write that page, they will learn how to prepare their informative page about their expert group animal from Unit 2 to become a part of their narrative.	<ul style="list-style-type: none">• Discussing and clarifying the language of learning targets helps build academic vocabulary.

Work Time (continued)	Meeting Students' Needs
<p>A. Shared Writing: About Your Adventure Page (25 minutes)</p> <ul style="list-style-type: none"> • Begin a shared writing experience in order to write the Setting the Stage page by gathering students so they can all see a piece of posted chart paper or a piece of paper projected through a document camera for the Class “About Your Adventure” page. Be sure that the class can see the About Your Adventure anchor chart. • Review the <i>purposes</i> of each part of the performance task. Ask: <ul style="list-style-type: none"> * “What is the purpose of the informative page?” • Listen for responses like: “To teach our reader about our expert group animal’s defense mechanisms.” <ul style="list-style-type: none"> * “What is the purpose of the About Your Adventure page?” • Listen for responses like: “To explain how to read the choose-your-own-adventure narrative.” <ul style="list-style-type: none"> * “What is the purpose of the narrative?” • Listen for responses like: “To entertain the reader.” • Say something like: “We will now begin writing the About Your Adventure page for our narratives.” Ask: <ul style="list-style-type: none"> * “What kind of information will be on our About Your Adventure page?” Listen for responses like: “General information about animal defense mechanisms and directions to the reader about how to use the book.” • Say something like: “Since the information on this page is about general animal defense mechanisms and directions for the reader, and that information is the same regardless of the expert group animal you have been researching, we will all be using the same page in our narratives.” • Ask students to help you begin the About Your Adventure page by choosing a student to come up to the paper and write “About Your Adventure” in the center of the first line on the page (see example in supporting materials). • Remind students that they are using <i>Can You Survive the Wilderness?</i> as a mentor text to write their own choose-your-own-adventure narratives. • Invite students to turn and talk to a partner. Ask: <ul style="list-style-type: none"> * “If the first paragraph of an About Your Adventure page sets up the situation in the book, what should our first paragraph be about? What situation are we setting up?” • Use equity sticks to call on students to share what they talked about with their partner. Listen for responses like: “The first paragraph should be about animals using their defense mechanisms.” 	<ul style="list-style-type: none"> • Whole class discussions encourage respectful and active listening, as well as social construction of knowledge.

Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> • Reread the first paragraph on page 5 of <i>Can You Survive the Wilderness?</i> aloud. Invite students to turn and talk to a partner about what the first sentence of the Class About Your Adventure page should be. Ask a student to share what they talked about with their partner and have them come write it on the letter on the next line. • Listen for the student to share something like: “Animals are out searching for food.” • Drawing from the ideas the students shared, craft and write a sentence that introduces the situation of the book and uses <i>Can You Survive the Wilderness?</i> as a model. (See the example in supporting materials.) Continue this process to write the rest of the first paragraph, being sure to model it after the first paragraph on page 5. • Invite students to turn and talk to a partner. Ask: <ul style="list-style-type: none"> * “If we’re modeling our page after our mentor text, how should the first sentence of the second paragraph begin?” • Use equity sticks to call on students to share what they talked about with their partner. Listen for responses like: “The second paragraph should start with a question.” • Drawing from the ideas the class shared, craft and write a question that hooks the reader and uses <i>Can You Survive the Wilderness?</i> as a model (see the example in supporting materials). Continue this process to write the rest of the second paragraph, being sure to model it after the second paragraph on page 5. • Invite students to choral read the finished About Your Adventure page they wrote as a class. • Based on which Performance Task template your class is using, do the following: <ul style="list-style-type: none"> – If using Performance Task template (Version 1 for Typed Publication), type and save the class version of the About Your Adventure Page into the template so that all students have this page completed in their templates. – If students are hand-writing the performance task, distribute Performance Task template (Version 2 for Handwritten Publication) and ask students to turn to the About Your Adventure page. • Explain to students that they should now copy the Class About Your Adventure page onto their page in the Performance Task template. • Give students 10 minutes to copy the Class About Your Adventure page, then invite students to put their materials to the side. 	<ul style="list-style-type: none"> • An alternative to having students copy the shared writing of the class’ About the Adventure page is to type it up and distribute it to students to include in their performance task after this lesson.



Work Time (continued)	Meeting Students' Needs
<p>B. Modeling: Preparing the Informative Page (10 minutes)</p> <ul style="list-style-type: none">• Explain to students that for homework, they will be preparing their informative pieces from Unit 2 to become the informative page in their narratives.• Set purpose: Remind students that they will be including this informative piece in their performance task as a way to introduce the animal that their narratives will be about.• Tell them that in order to prepare their informative page, they need to be sure all the information is complete and correct and reflects changes made based on teacher feedback. For homework, they will polish their writing. Remind them that they now have an edited draft complete with their revisions for supporting details and word choice.• Using the revised and edited Millipede informative page draft, demonstrate how to copy over a draft onto the “All About _____” page of the Performance Task template.• Answer any clarifying questions.• Distribute students’ informative page drafts with teacher feedback and invite them to put their drafts and Performance Task templates into a folder to take home.	



Closing and Assessment	Meeting Students' Needs
A. Concentric Circles (8 minutes) <ul style="list-style-type: none">• Tell students that in a moment you would like them to gather in two circles, one facing in and the other facing out, for Concentric Circles (see Appendix) to discuss the performance task.• For the first round of Concentric Circles, ask students to share a contribution they made in writing the Class About Your Adventure page. Give students 2 minutes to share before moving to their next partner.• Next, ask students in the inside circle to move two people to their right and ask students to share what the purpose of each part of the performance task is. Give students 2 minutes to share.	<ul style="list-style-type: none">• Use of protocols such as Concentric Circles allows for total participation of students. It encourages critical thinking, collaboration, and social construction of knowledge. It also helps students to practice their speaking and listening skills.
B. Reviewing Homework (2 minutes) <ul style="list-style-type: none">• Remind students that their homework is to revise and add their informative page drafts onto the appropriate page of their Performance Task templates. Answer any clarifying questions students may have about this process.	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Revise and add your informative page into your Performance Task template.	



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Grade 4: Module 2B: Unit 3: Lesson 2

Supporting Materials



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Choose-Your-Own-Adventure Anchor Chart
(For Teacher Reference)

Teacher Directions: Write the following on chart paper to create this anchor chart:

Choose-Your-Own-Adventure

A text written in the choose-your-own-adventure format ...

- * is written in the second-person point of view (“you”)
- * has the reader take on the role of the adventurer
- * is interactive
- * after a couple of pages, presents the protagonist (reader) with a choice, which leads to two or more options and eventually to two or more endings
- * is realistic fiction/narrative—based on facts and research; includes characters, plot, setting, description, dialogue



Class “About Your Adventure” Page
(Sample, For Teacher Reference)

Animals are out searching for food. Predators can be anywhere around them, waiting for their turn to eat. The prey has to be ready to defend itself in a moment's notice.

How will the animal defend itself? In this book you will read about a specific animal and its encounters with its predators. Chapter 1 sets the scene. Then you choose which path to read. The choice you make can change the story entirely. After you finish one path, go back and read the other choice for a new story and adventure.

YOU CHOOSE the path the animal takes through its adventure.



EXPEDITIONARY
LEARNING

Grade 4: Module 2B: Unit 3: Lesson 3

Planning Ideas: Developing a Character Profile



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
I can write narrative text about real or imagined experiences or events. (W.4.3)I can introduce the narrator and/or characters of my narrative. (W.4.3a)	
Supporting Learning Targets	Ongoing Assessment
<ul style="list-style-type: none">• I can listen as my peers share their writing and give specific praise for their work.• I can synthesize information to develop an accurate character profile supported by research.	<ul style="list-style-type: none">• Informative page (from homework)• Character Profile graphic organizer



Agenda	Teaching Notes
<ol style="list-style-type: none">Opening<ol style="list-style-type: none">Engaging the Writer: Sharing (15 minutes)Reviewing Learning Targets (5 minutes)Work Time<ol style="list-style-type: none">Developing a Character Profile for the Millipede (10 minutes)Partner Practice: Developing a Character Profile for the Millipede (5 minutes)Independent Practice: Developing a Character Profile for the Expert Group Animal (20 minutes)Closing and Assessment<ol style="list-style-type: none">Sharing (5 minutes)Homework<ol style="list-style-type: none">Read “Powerful Polly” for the gist.	<ul style="list-style-type: none">In the opening of the lesson, students celebrate their hard work writing informative texts by sharing and reflecting in small groups on their informative page for the performance task (completed in Unit 2 and revised for homework).The Author’s Chair Celebration anchor chart (see supporting materials) provides steps and guidelines for students as they share their work. Grouping for this is flexible; however, the more students share in a group, the longer this portion of the lesson will be. The timing of the lesson is based on groups of three with a mix of expert group animals represented in each group. Adjust as needed given your preferences and the needs of your students.Be sure students have prepared their informative pages (assigned for homework in Lesson 2) so they can share them during the Author’s Chair Celebration. If students have not finished revising their work, find time in class for them to do so prior to the lesson.The rubric provided in the supporting materials of this lesson is based on the PARCC Draft of Expanded Scoring Rubric for Analytic and Narrative Writing (also included in supporting materials). The learning targets on the Choose-Your-Own-Adventure Narrative Rubric are aligned with the PARCC rubric but have been modified to fit this module’s specific content focus and to be in more student-friendly language. (This unit does not include a New York State writing rubric since there is not currently a narrative writing version of the NYS rubric).To succeed in this lesson, and in the writing of their narratives, students have to manage their materials well. Consider asking students to organize their Animal Defenses research folders before this lesson.In advance:<ul style="list-style-type: none">Review, prepare, and display Author’s Chair Celebration anchor chart.Create groups of three to four students for sharing in the Author’s Chair Celebration. Be sure that these groups represent different expert group animals.Display Choose-Your-Own-Adventure anchor chart.Collect Unit 1 and Unit 2 research materials for modeling.



Lesson Vocabulary	Materials
facts, details, character profile, physical description, personality traits, daily life, behavior, family, habitat description	<ul style="list-style-type: none">• Author's Chair Celebration anchor chart (new; teacher-created)• Document camera• Sticky notes (three or four per student)• Choose-Your-Own-Adventure Narrative Rubric (one per student and one to display)• Choose-Your-Own-Adventure anchor chart (from Lesson 1)• Research texts (from Units 1 and 2; one per student and one to display)<ul style="list-style-type: none">– <i>Venom</i> (book; from Unit 1, Lesson 1; one for the class, for students to refer to as needed)– “Award-Winning Survival Skills” (from Unit 1, Lesson 2; one per student)– <i>Animal Behaviors: Animal Defenses</i> (book; distributed in Unit 1, Lesson 5; one per student)• Animal Defenses Research Journal (from Unit 1; one per student and one to display)• Expert Group Animal Research Journal (from Unit 2; one per student and one to display)• Character Profile graphic organizer (one per student and one to display)• Millipede Character Profile graphic organizer (completed, for teacher reference)• “Powerful Polly” pufferfish narrative (one per student)



Opening	Meeting Students' Needs
<p>A. Engaging the Writer: Sharing (15 minutes)</p> <ul style="list-style-type: none">• Tell students that they have come a long way as writers. Remind them that at the beginning of the year they were working on writing strong paragraphs about the Iroquois (Module 1). Now they have also built expertise as writers of informative texts. Tell students that you are proud of the progress they have made as writers and would like to celebrate with them by holding an “Author’s Chair Celebration.”• Post the Author’s Chair Celebration anchor chart or copy and display the steps below using a document camera. Explain that an Author’s Chair Celebration is an event similar to a book signing that authors sometimes hold at bookstores to celebrate publishing their work. Tell students that at these events, the author reads their work to an audience and signs copies.• Explain that at the end of the module students have an opportunity to celebrate with a small audience at their own Author’s Chair Celebration to read their finished choose-your-own-adventure animal defense narratives.• Go on to explain that today, they will practice this type of sharing by sharing the informative page they prepared for homework with a small group.• Review the steps on the Author’s Chair Celebration anchor chart and revisit the following learning target: “I can listen as my peers share their writing and give specific praise for their work.”• Explain that as they share their informative pages (from homework) about their expert group animals, they should focus on the strengths of their group members’ work. They will write this praise on a sticky note for their group member after each share. Clarify or model kind praise as needed.• Split students into their groups (three or four, with a mix of informative pages on different expert group animals). Tell students that they will have about 5 minutes for each person in their group to read, reflect, and receive praise.• Circulate as students share their work, reflect, and give each other praise. Make sure students are taking turns about every 5 minutes. Write the following prompt on the board, and if a group finishes early have members discuss it: * “How have we grown as writers since the beginning of the year?”	<ul style="list-style-type: none">• As an alternative to an Author’s Chair Celebration anchor chart, you can copy the steps below for each group and display them using a document camera. This may be better for students with visual impairments or ELL students.



Opening (continued)	Meeting Students' Needs
<p>B. Reviewing Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Display and distribute the Choose-Your-Own-Adventure Narrative Rubric and invite students to read the first criteria box for Ideas to themselves:<ul style="list-style-type: none">* “I can create a narrative based on facts and details from my research.”• Review vocabulary from this criterion by asking:<ul style="list-style-type: none">* “What do we mean by the term <i>based on</i> in this learning target?”• Listen for responses such as:<ul style="list-style-type: none">– “The narrative has to have facts and details from our research in it.”• Ask:<ul style="list-style-type: none">* “What do we mean by <i>facts</i> and <i>details</i>?”• Listen for responses such as:<ul style="list-style-type: none">– “Facts are information that is true and accurate—things that actually happen.”– “Details are information that describe or give more information about something.”• Refer to the last bullet point on the Choose-Your-Own-Adventure anchor chart: “Is realistic fiction/narrative—based on facts and research; includes characters, plot, setting, description, dialogue.”• Underline “characters, plot, setting, description, dialogue” and tell students these must be based on facts and details from their research to meet this target on the rubric.• Invite the class to read the Meets, Partially Meets, and Does Not Meet descriptions for this target:<ul style="list-style-type: none">– Meets: Incorporates many facts and details from research on my animal and its defense mechanisms.– Partially Meets: Incorporates some facts and details from research on my animal and its defense mechanisms.– Does Not Meet: Incorporates few facts and details from research on my animal and its defense mechanisms.• Clarify for students that although this narrative is based on research, it is still fiction, so students will also include many details from their imagination. Explain that students will be reading a model of a narrative based on research for their homework and that the class will talk more about the balance between facts and fiction in their stories after examining this model.	<ul style="list-style-type: none">• Discussing and clarifying the language of learning targets helps build academic vocabulary.



Opening (continued)	Meeting Students' Needs
<ul style="list-style-type: none">Post the learning target: "I can synthesize information to develop an accurate character profile supported by research." Explain to students that today they will take the first steps toward meeting these criteria by developing an animal character based on their research from Units 1 and 2.	

Work Time	Meeting Students' Needs
<p>A. Developing a Character Profile for the Millipede (10 minutes)</p> <ul style="list-style-type: none">Have your Animal Defenses Research Journal and Expert Group Animal Research Journal with your modeled notes on the millipede close at hand.Tell students that the main character is one of the most important elements of a fictional story, so today they will start planning their narratives by thinking about who their characters will be.Ask them to watch as you begin to develop a research-based character of a millipede. Students then do the same with their own character for their expert group animal.Explain that you know that using their research notes will be really important in helping them do this. Display the Character Profile graphic organizer. (Do not distribute it yet to students.)Think aloud and model recording in the Physical Description box of the Character Profile graphic organizer using your research notes. Explain that this section will help you to better describe your character when writing. Explain that this section will also be based on your research, but because this is for a fictional story you will have to do some imagining as well. For example, you might say something like: "After reviewing my research notes (display notes), I am beginning to get a picture of my character in my mind. I see a millipede that is long and skinny. He has a hard exoskeleton and 60 segments. I also know that millipedes have two legs on each segment, so that means my character will have 120 legs." Model recording the information and citing the sources.Next, tell students that you would like them to imagine your character's personality. Have them turn to a partner and share their thoughts about what traits this millipede may have. Have a few more pairs share out.Encourage students, as they move into developing their own character, to think about who their character might have been had they been a real animal in this situation. Ask:	<ul style="list-style-type: none">To further support some students, you might consider using a sentence frame such as: "I think this character acted _____, because _____."



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">* “How would she/he have reacted to different situations in his/her world?”* “How would he/she have reacted to noticing a predator is approaching?”* “Would he/she have been brave, scared, or nervous?”• Tell students that these thinking questions help them develop a more realistic and complex character.• Next, model recording in the Personality Traits box of the Character Profile. For example, you might say: “After reviewing my research notes, I imagine him to be curious but also cautious because he avoids predators. He’s also hard-working, always looking around for food to eat.” (Jot notes about his personality: curious, hard-working, cautious.) Be sure to cite sources for factual details.• Next, model recording in the Daily Life box of the Character Profile. For example, you might say: “After reviewing my research notes, I imagine him to be walking around the forest looking for food to eat, but being careful to stay away from predators while he does that.” (Jot notes about his daily life/behaviors: looks for food, walks around.) Be sure to cite sources for factual information.	
<p>B. Partner Practice: Developing a Character Profile for the Millipede (5 minutes)</p> <ul style="list-style-type: none">• Point to the final three boxes of the graphic organizer: Family/Habitat Description, Fun Facts, and Other. Tell students that you would like them to give it a try. Give students a few minutes to brainstorm:<ul style="list-style-type: none">* “What could we add to these final boxes?”• Remind students to refer to the research that supports their thinking. Call on a few pairs to share. Add their comments to complete the final boxes of the graphic organizer. Notes might look like:<ul style="list-style-type: none">– Lives outdoors on the damp forest floor– Lives by a stream– Favorite sound is birds chirping– Favorite color is brown– Scared of ants and toads– Often mistaken for a centipede	



Work Time (continued)	Meeting Students' Needs
<p>C. Independent Practice: Developing a Character Profile for the Expert Group Animal (20 minutes)</p> <ul style="list-style-type: none">• Ask students to take a moment to get their materials organized:<ul style="list-style-type: none">– Animal Defenses research journal (from Unit 1)– Expert Group Animal research journal (from Unit 2)– research texts.• Distribute the Character Profile graphic organizer to each student.• Remind students to read through their research before they complete their profiles.• Circulate to support students and helping them to cite their sources. If some students finish early, consider these options:<ul style="list-style-type: none">– Encourage them to reread their texts or notes to add details.– Ask them to pair up to share and give informal feedback.– Ask them to draw a character sketch to help them visualize their character.	<ul style="list-style-type: none">• To further support students, you might have them work in their small expert groups or with a partner. You may also pull a small group for more direct instruction and support.• Drawing can help support visual learners.



Closing and Assessment	Meeting Students' Needs
<p>A. Sharing (5 minutes)</p> <ul style="list-style-type: none">• Have students meet with a partner from a different expert group and share their profiles. Ask students to give each other one specific piece of praise:<ul style="list-style-type: none">* “What do you think is most interesting about your partner’s character? Why?”• Have students share their thought on the following questions with a partner:<ul style="list-style-type: none">* “What helped you create your character?”* “What was difficult about creating your character?”• Cold call a few students to share.• Distribute “Powerful Polly” and preview the homework as needed.	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Read “Powerful Polly” for the gist.	



EXPEDITIONARY
LEARNING

Grade 4: Module 2B: Unit 3: Lesson 3

Supporting Materials



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Author's Chair Celebration Anchor Chart
(For Teacher Reference)

Teacher Directions: Write the following on chart paper to create this anchor chart.

Author's Chair Celebration

In groups of three or four:

1. Find a space where your group can sit in a circle.
2. Select an author to read and reflect first.
3. Authors should read their piece to the group and share their thinking on the following questions:
 - * "What are you most proud of in this piece?"
 - * "What was your biggest challenge and how did you handle it?"
4. Group members should listen as the author reads and reflects and then take a moment to write the author's name and one piece of specific praise on a sticky note. (Hold on to your sticky notes until everyone has read their pieces.)
5. Take turns so that each author has a chance to read and reflect and listeners have written praise for each author.
6. Exchange sticky notes with praise so that authors can read.
7. Congratulate each other on the publication of your work.



Choose-Your-Own-Adventure Narrative Rubric

Learning Target:

I can write a choose-your-own-adventure narrative about animal defense mechanisms. (W.4.3)

Criteria	Meets	Partially Meets	Does Not Meet
Ideas			
I can create a narrative based on facts and details from my research about how my animal defends itself.	Incorporates many facts and details from research on my animal and its defense mechanisms.	Incorporates some facts and details from research on my animal and its defense mechanisms.	Incorporates few facts and details from research on my animal and its defense mechanisms.
I can use dialogue and descriptions to show the actions, thoughts, and feelings of my characters.	I strategically use dialogue and descriptions to show what a character is feeling, thinking, and how they interact with others.	I use dialogue and descriptions to show what a character is feeling, thinking, or how they interact with others.	I use little or no dialogue in my narrative.



Choose-Your-Own-Adventure Narrative Rubric

Criteria	Meets	Partially Meets	Does Not Meet
Word Choice			
I can use sensory details and vocabulary from my research to describe my animal and its defense mechanisms in my narrative.	<p>I use at least four words from my research in my descriptions.</p> <p>I use at least three sensory details in my descriptions.</p>	<p>I use at least three words from my research in my descriptions.</p> <p>I use one or two sensory details in my descriptions.</p>	<p>I use two or fewer words from my research in my descriptions.</p> <p>I did not use sensory details in my descriptions.</p>
I can use temporal words and phrases to show the sequence of events in my narrative.	I include at least three temporal words or phrases to show the sequence of events in my narrative.	I include two temporal words or phrases to show the sequence of events in my narrative.	I include one or no temporal words or phrases to show the sequence of events in my narrative.



Choose-Your-Own-Adventure Narrative Rubric

Criteria	Meets	Partially Meets	Does Not Meet
Organization			
I can organize events in an order that makes sense in my narrative.	<p>My narrative includes an introduction, rising action, problem, solution, and conclusion.</p> <p>The events of my narrative unfold in a logical order that makes sense to the reader.</p>	<p>My narrative may be missing one or two of the following: an introduction, rising action, problem, solution, and conclusion.</p> <p>The events of my narrative are in an order that somewhat makes sense to the reader.</p>	<p>My narrative is missing three or more of the following: an introduction, rising action, problem, solution, and conclusion.</p> <p>The events of my narrative are not in a logical order and do not make sense to the reader.</p>
I can write an introduction that establishes a situation by introducing the characters, setting, and plot of my narrative.	My introduction establishes a situation by introducing the characters, setting, and plot of my narrative.	My introduction somewhat establishes a situation by introducing one or two of the following: characters, setting, or plot of my narrative.	My introduction does not establish a situation or introduce the characters, setting, or plot of my narrative.
I can write a conclusion that resolves the problem and brings the story to a close.	My conclusion resolves the problem and brings the story to a close.	My conclusion somewhat resolves the problem and brings the story to a close.	My conclusion does not resolve the problem or bring the story to a close.



Choose-Your-Own-Adventure Narrative Rubric

Criteria	Meets	Partially Meets	Does Not Meet
Conventions			
I can use correct spelling in my writing.	I have no misspelled words in my writing. This includes homophones and common affixes.	I have misspelled some words.	I have many misspelled words.
I can use correct conventions in my writing.	I correctly use capitalization in my writing. I correctly use commas and quotation marks to identify speech and quotations from a text. I can choose correct punctuation for ending my sentences.	I have some mistakes with my capitalization and punctuation.	I have many mistakes in capitalization and punctuation.



Character Profile Graphic Organizer

Name:

Date:

Physical Description

(Basic features—ex., size, color, number of legs, tail, etc. and special features—ex., sticky tongue, double-jointed legs, etc.)

Personality Traits

(Character traits—ex., serious, humorous, rebellious, follower, leader, etc. How does your animal deal with problems?)

Daily Life / Behaviors

(What does your animal do every day? What is its “role” in its group? Ex., gathers food, builds shelter, cares for young, protects others, etc.)

Family / Habitat Description

(Who does your animal live with? Where does it live?)

Fun Facts

(Favorites, etc.)

Other



Millipede Character Profile Graphic Organizer
(Completed, for Teacher Reference)

Name:

Date:

<p><u>Physical Description</u></p> <p>(Basic features—ex., size, color, number of legs, tail, etc. and special features—ex., sticky tongue, double-jointed legs, etc.)</p> <ul style="list-style-type: none">– 60 body segments– 120 legs– hard exoskeleton– long and skinny	<p><u>Personality Traits</u></p> <p>(Character traits—ex., serious, humorous, rebellious, follower, leader, etc. How does your animal deal with problems?)</p> <ul style="list-style-type: none">– curious– hard-working– cautious
<p><u>Daily Life/Behaviors</u></p> <p>(What does your animal do every day? What is its “role” in its group? Ex., gathers food, builds shelter, cares for young, protects others, etc.)</p> <ul style="list-style-type: none">– looks for food—leaves– walks around	<p><u>Family/Habitat Description</u></p> <p>(Who does your animal live with? Where does it live?)</p> <ul style="list-style-type: none">– lives outdoors on the damp forest floor– lives by a stream
<p><u>Fun Facts</u></p> <p>(Favorites, etc.)</p> <ul style="list-style-type: none">– favorite sound is birds chirping– favorite color is brown	<p><u>Other</u></p> <ul style="list-style-type: none">– scared of ants and toads– often mistaken for a centipede
<p><u>Sources</u></p> <p><i>Venom</i> <i>Animal Behavior: Animal Defenses</i></p>	



Powerful Polly

It was a warm tropical morning. Polly the pufferfish swam slowly along in her underwater home near a colorful coral reef. She watched as a sea anemone gently waved in the current, then glanced around looking for a spot to rest. The salty ocean water warmed her round body and small fins. She began to relax.

On the other side of the reef, a tiger shark also watched the sea anemone and the floating pufferfish. “That fish looks like tasty prey,” the predator thought to himself. “It’s just floating along, and I don’t think it even notices I’m here. I’m going to sneak up and eat it.” The shark swam a little closer.

A moment later, Polly floated by the waving sea anemone. Suddenly, she noticed something striped on the other side, moving her way. “A tiger shark!” she thought. Her spines trembled with fear. That was her worst enemy! She had to do something to protect herself from being eaten, and fast!

At first, she considered trying to swim away, but she knew the shark was much too fast. In a panic she thought, “What should I do? How can I defend myself?”

What should Polly do?

Choice #1

If Polly inflates her body,
turn to page 4

Choice #2

If Polly uses her spines,
turn to page 5

This text was written for instructional purpose by Expeditionary Learning using the following sources:

Animal Behavior: Animal Defenses by Christina Wilsdon. 2009. Chelsea House. New York, NY.

“Award-Winning Survival Skills: How Animals Elude Predators” by Lea Winerman. Science World. November 8, 2002. Scholastic, Inc.

Venom by Marilyn Singer. 2007. Darby Creek Publishing. Plain City, OH.



Powerful Polly

Choice #1

Then the tiger shark swam closer. Thinking quickly, Polly swallowed the ocean water into her stomach until it was completely full. Her stretchy skin and stomach inflated until she was huge—three times her normal size!

“What IS that?” the tiger shark thought. “What happened to that fish? How did it get so big?”

Polly knew she looked frightening to the tiger shark now that she was so much bigger. She also knew she was way too big for the shark to swallow her, and the shark knew it too.

“There’s no way I can eat a fish that big. It won’t fit down my throat!” the shark thought. He turned back around, swimming away from Polly and looking for something else to eat.

Polly was safe!

This text was written for instructional purpose by Expeditionary Learning using the following sources:

Animal Behavior: Animal Defenses by Christina Wilsdon. 2009. Chelsea House. New York, NY.

“Award-Winning Survival Skills: How Animals Elude Predators” by Lea Winerman. *Science World*. November 8, 2002. Scholastic, Inc.

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Powerful Polly

Choice #2

The tiger shark swam closer. Polly inflated her body quickly, and her prickly spines shined in the water.

“What IS that?” the tiger shark thought. “What is all over its body?”

Polly knew she looked intimidating to the tiger shark with her prickly spines.

Still the shark came closer. One of Polly’s spines pricked the shark’s nose.

“Ouch! That hurt! I don’t want to eat that thing,” the shark thought to himself. The shark turned around, looking back at the coral reef for something else to eat.

Polly was safe!

This text was written for instructional purpose by Expeditionary Learning using the following sources:

Animal Behavior: Animal Defenses by Christina Wilsdon. 2009. Chelsea House. New York, NY.

“Award-Winning Survival Skills: How Animals Elude Predators” by Lea Winerman. Science World. November 8, 2002. Scholastic, Inc.

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EXPEDITIONARY
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Grade 4: Module 2B: Unit 3: Lesson 4

Planning Ideas: Developing a Plot for the Millipede Choose-Your-Own-Adventure Narrative



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
I can establish a situation. (W.4.3a) I can develop the topic with facts, definitions, details, and quotations. (W.4.2b)	
Supporting Learning Targets	Ongoing Assessment
<ul style="list-style-type: none">I can determine the characteristics of a narrative.I can organize a plot for a narrative using events based on research of my animal and its defense mechanisms.	<ul style="list-style-type: none">Analyzing a Narrative note-catcherMillipede Narrative Planning graphic organizer

Agenda	Teaching Notes
<ol style="list-style-type: none"> 1. Opening <ol style="list-style-type: none"> A. Engaging the Writer: Sketching (5 minutes) B. Reviewing Learning Targets (5 minutes) 2. Work Time <ol style="list-style-type: none"> A. Examining Organization of Narratives (20 minutes) B. Modeling: Planning the Millipede Narrative (10 minutes) C. Partner Work: Planning the Millipede Narrative (15 minutes) 3. Closing and Assessment <ol style="list-style-type: none"> A. Sharing (5 minutes) 4. Homework <ol style="list-style-type: none"> A. Continue reading your independent reading book for this unit. 	<ul style="list-style-type: none"> • Students start the lesson by revisiting their sketches of their expert group animal from Unit 2 using one of its defense mechanisms. In this unit, they create a new sketch highlighting a different defense mechanism of their expert group animal. Students include both sketches in the final performance task, so the defense mechanisms highlighted should be the ones written about for the informative page in Unit 2 and the two choices of the choose-your-own-adventure narrative in this unit. • In this lesson, students reread “Powerful Polly” and study it as a mentor text: as an example of a choose-your-own-adventure narrative that students can use as a model as they write their own research-based narratives. • In this lesson, students practice planning a narrative about the millipede by using a Narrative Planning graphic organizer. Then in Lesson 5, they practice the same process for their narratives about their expert group animals. In Lesson 6, they practice writing a narrative about the millipede based on their plans. These lessons provide guided practice to prepare students to write a narrative about their own expert group animal for the mid-unit assessment. • The Narrative Planning graphic organizer is similar to the Planning graphic organizer used in Module 1, which helps students write strong paragraphs, and to the graphic organizer used in Unit 2 to write their informative pages. Students will be familiar with the format of the graphic organizer, but it has been modified to support students in writing multiple paragraphs to form a narrative. This new use will be explicitly taught in this lesson. • Only Choice #1 on the planning organizer has a suggested answer key for teacher reference because this is the only one filled out as a whole group. Choice #2 is filled out by students independently, so there is no answer key for teacher reference. • In advance: <ul style="list-style-type: none"> – Display Performance Task anchor chart. – Prepare chart paper for Characteristics of Narratives and Steps for Planning and Drafting My Narrative anchor charts (see supporting materials). – Organize Unit 1 and Unit 2 research materials and modeled notes for use in modeling with the Millipede Character Profile graphic organizer in this lesson.





Lesson Vocabulary	Materials
organize, characters, setting, description, dialogue, plot, introduction, rising action, problem, solution, conclusion	<ul style="list-style-type: none">• Expert Group Animal research journals (from Unit 2, Lesson 2; one per student and one to display)• Sketch page (page 12 of Expert Group Animal research journal; one per student and one to display)• New Sketch page (one per student and one to display; included in supporting materials of this lesson)• Analyzing a Narrative note-catcher (one per student and one to display)• “Powerful Polly” pufferfish narrative (from Lesson 3; one per student and one to display)• Equity sticks• Characteristics of Narratives anchor chart (new; co-created during Work Time A)• Performance Task anchor chart (from Unit 1, Lesson 1)• Millipede Narrative Planning graphic organizer (one per student and one to display)• Millipede Narrative Planning graphic organizers (completed, for teacher reference)• Millipede Character Profile graphic organizer (from Lesson 3)• Document camera• Steps for Planning and Drafting My Narrative anchor chart (new; co-created during Closing)



Opening	Meeting Students' Needs
<p>A. Engaging the Writer: Sketching (5 minutes)</p> <ul style="list-style-type: none">• Ask students to turn to the Sketch page from Unit 2 on page 12 of their Expert Group Animal research journals. Remind students that this sketch shows their expert group animal using one of its defense mechanisms. Tell students they will include this sketch in their final performance task.• Explain to students that during this unit, they will work on a new sketch showing their expert group animal using a different defense mechanism. Tell students that each of these defense mechanisms will be the choices presented to their reader in their choose-your-own-adventure narrative.• Distribute a new Sketch page to each student. Tell students to create a new sketch in the First Draft box of their animal using another one of its defense mechanisms.• Circulate and support as needed. If necessary, prompt students by asking: “What defense mechanism are you highlighting in this sketch?” or “How can you show a defense mechanism of your animal in a sketch?”• Remind students that they will be sketching, revising their sketches, and adding labels and captions throughout the unit.	
<p>B. Reviewing Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Read the learning targets:<ul style="list-style-type: none">* “I can determine the characteristics of a narrative.”* “I can organize a plot for a narrative using events based on research of my animal and its defense mechanisms.”• Have students turn to a partner and explain in their own words what the phrase <i>based on research</i> means. Have pairs share and clarify as necessary.• Explain that they will hear the phrase <i>based on research</i> a lot over the next few days. In the previous lesson they learned about creating characters based on their research. For the next few lessons, they will focus on the following learning targets: “I can organize a plot for a narrative using events based on research of my animal and its defense mechanisms,” and “I can create a narrative based on facts and details from my research.”• Discuss the meaning of the word <i>organize</i> and explain that today students will learn to plan events that will help them to create plots and descriptions for their stories based on their research of their expert group animal.	<ul style="list-style-type: none">• Discussing and clarifying the language of learning targets helps build academic vocabulary.

Work Time	Meeting Students' Needs
<p>A. Examining Organization of Narratives (20 minutes)</p> <ul style="list-style-type: none"> • Display and distribute the Analyzing a Narrative note-catcher. Tell students that you are going to read a text aloud to them and that you would like them to analyze the <i>narrative</i> using this note-catcher. Remind them that a narrative is another word for a story. • Explain that this narrative is an example of a story told in the choose-your-own-adventure format, but they will focus on reading just the first choice so they can determine the elements of narratives in general. Go on to explain that to do this, they will listen and take notes on their note-catchers, noting what they notice and wonder about the elements of a narrative. • Tell students that they will listen as you read aloud the narrative “Powerful Polly” the first time. Remind them that they read it for homework, so they should be familiar with it. Explain that using this model will help them to determine what to include in their own narratives and how to organize them. Read the text aloud using Choice #1. This will help students to focus on the general component parts of a narrative and not to be confused by the unique structure of the choose-your-own-adventure format. • Next, invite students to take notes on what they notice and wonder about this narrative in their note-catchers. Remind them that listening and taking notes is something they have done before when learning about animal defense mechanisms in Units 1 and 2. • At this point, suggest all student suggestions that are logical “notices” or “wonders.” They will get more precise later. • Read the text aloud a second time. Pause briefly after reading the first paragraph to model how students might take notes: “I notice that we meet the character, Polly the pufferfish, in the first part of the story. I wonder if this is where narratives typically introduce a main character?” • Next ask students whether they notice anything else about the beginning as you reread the first paragraph aloud to them. Ask for a few volunteers to share their notes. Listen for students to notice that the reader also learns where the story is happening and what the character is doing. • Continue reading, pausing at the end of each paragraph so students can take notes. • Have students share with a partner the notes they captured for each section. Use equity sticks to call on students to share. • Begin the Characteristics of Narratives anchor chart. Underneath the title, write, “A narrative usually has ...” Ask: <ul style="list-style-type: none"> * “What did you notice about narratives after listening to the example?” • Give students a moment to think and review their notes. Then use equity sticks to select students to share their thinking. 	<ul style="list-style-type: none"> • To support ELL students in this lesson, consider having them take out a copy of this text from their writing folders and read along. Another support could be to have them discuss their thinking with a partner after listening to the text, then record their notes. • Consider adding visuals to the Characteristics of Narratives anchor chart to help students understand the different components. This will be especially helpful when recording information about the structure of a typical plot (e.g., a story line diagram showing rising action, problem, solution and conclusion).



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Help students to generalize what they noticed and took notes about by giving them the vocabulary associated with narrative components listed below.• Students may notice the main features of narratives. Record each of these on the chart and define as you go:<ul style="list-style-type: none">– <i>Characters</i>: the individuals in a story– <i>Setting</i>: place and time of a story– <i>Plot</i>: the events in the story, what happens to the characters• Note: Do NOT elaborate on the parts of the plot, as that is discussed in depth next. DO leave space under this term and its definition, so the class can add more information about plot in the next portion of the lesson (see the anchor chart example in the supporting materials of this lesson).• Then add additional features students may not have noticed, defining these as well:<ul style="list-style-type: none">– <i>Dialogue</i>: the speech and conversation of characters in a story– <i>Sensory details</i>: words authors use in a story to create mental images in their readers' minds– <i>Transitional words</i>: words used by authors to show the order of events and passage of time• Tell students that you are going to read the text aloud to them a third time and this time you would like them to analyze the <i>plot</i>. Ask:<ul style="list-style-type: none">* “What is the plot of a narrative?”• Listen for responses such as: “The plot is the problem in the story,” or “The events of the story make up the plot.” Clarify if necessary so students know the definition to be the sequence of events in a story, including a problem faced by the character and how it is solved.• Ask students to flip their note-catchers over and point out the word “plot” and its definition on the top of their note-catcher, and clarify the meaning of this word if necessary.• Explain that they will be listening to the example narrative again and that this time they will listen for how the events of the narrative are organized from beginning to end to analyze the plot. To do this they will listen and take notes in the four categories of their note-catchers. Review each category and clarify as needed.• Read “Powerful Polly” a third time, again reading only the first choice. This will help students to focus on the general structure of a plot and not to become confused by the unique structure of the choose-your-own-adventure format.• Pause briefly at the end of each paragraph so students can take notes.	



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Have students share with a partner the notes they captured for each section. Use equity sticks to call on students to share. Complete the note-catcher with the class. Explain the basic plot structure of most narratives:<ul style="list-style-type: none">* “Plots of most basic stories follow this pattern: <i>introduction, rising action, problem, solution, and conclusion.</i>”• Add these terms with brief descriptors to the Characteristics of Narratives anchor chart under “plot,” similar to the following:<ul style="list-style-type: none">– Introduction: sets the stage for the reader– Rising action: establishes a situation– Problem: what the characters are trying to solve– Solution: how the characters solve the problem– Conclusion: how the narrative is wrapped up• Go on to explain that the choose-your-own-adventure format follows this same pattern but has more than one solution and conclusion.	



Work Time (continued)	Meeting Students' Needs
<p>B. Modeling: Planning the Millipede Narrative (10 minutes)</p> <ul style="list-style-type: none">• Tell students that now that they have a clearer picture of how the plot of a narrative is organized, they will practice planning a plot using the millipede. Explain that first they will focus on planning the rising action and problem as a class, and then they will practice planning the solution and conclusion with a partner.• Display the Performance Task anchor chart. Display and distribute the Millipede Narrative Planning graphic organizer to each student. Remind students that they worked with a similar graphic organizer during Module 1,, and in Unit 2 when they wrote their informative pages. Reassure them that today they will be able to practice using this graphic organizer to write multiple paragraphs by first helping them plan a narrative about the millipede.• Tell students that the first step is to collect information for each part of the graphic organizer. Explain that students will draw information from four different places: the prompt, their research notes, their character profiles, and their imaginations.• Model reading the prompt and the Millipede Character Profile graphic organizer (from Lesson 3) and completing the first two boxes of the Millipede Narrative Planning graphic organizer (the Introductory Paragraph and the Problem Paragraphs). Explain that these paragraphs introduce the character, the situation/rising action, and the problem in the story.• Show students where to list their sources and model this as well. See the Millipede Narrative Planning graphic organizer (completed; for teacher reference).. Ask students to record notes along with you.	



Work Time	Meeting Students' Needs
<p>C. Partner Work: Planning the Millipede Narrative (15 minutes)</p> <ul style="list-style-type: none">• Display your research notes using the document camera. Tell students that you would like them to work with a partner to complete the next part of the graphic organizer.• Explain to students that first they will need to think about the two choices for the reader to choose from in the adventure. Remind students that the <i>reader</i> chooses which defense mechanism the millipede will use. Remind students that they can use their imaginations but that the choices must also be based on their research. Give students several minutes to discuss with their partners the two choices they will use for the millipede. Use equity sticks to call on students to share out their choices.• Invite students to record their choices in the Resolution Paragraph box for each choice, after the questions “How does my character solve the problem? What defense mechanism is used?”• Next, explain to students that they will plan the details of the Resolution and Concluding Paragraphs for Choice #1 only. Tell students to leave the Choice #2 and Vocabulary boxes empty for now. The result will be partners creating variations on the same story.• Tell student to use your research notes and their imaginations to plan the last two paragraphs.<ul style="list-style-type: none">* “What will the millipede do when he notices a predator approaching?”* “What will be the result of his actions?”* “How will the story end?”• Encourage students to be creative but to keep their plans based on facts and details from their research. Tell them you are excited to see how many different endings this story will have.• Be sure students know that they get to think and talk in pairs but that each student must complete his or her own graphic organizer about the millipede.• Give students 10 minutes to work. Circulate to confer and support as needed.	<ul style="list-style-type: none">• To further support some students, you may decide to make copies of your model research notes so they can have a copy in front of them as they work.• Depending on the needs of your students, you may consider allowing students more choice for how they work during this time. Some students may prefer to work alone. You might decide to assign certain partners or allow students to choose.



Closing and Assessment	Meeting Students' Needs
<p>A. Share (5 minutes)</p> <ul style="list-style-type: none">• Gather students whole group. Post the Steps for Planning and Drafting My Narrative anchor chart. Ask students to help you recall the steps they took when planning the narrative about the millipede. Record for students to reference when they plan their own narratives. Leave space at the bottom to add more steps in the next lesson. Steps for planning should include some version of the following:<ul style="list-style-type: none">– Gather resources: Performance Task Prompt, research journals, and Character Profile graphic organizer.– Plan: Use above resources and your imagination to write notes planning each component of the Narrative Planning graphic organizer.• Collect students' Millipede Narrative Planning graphic organizers.	<ul style="list-style-type: none">• This Steps for Planning and Drafting My Narrative anchor chart will be used to help guide students during the mid-unit assessment when they draft their narratives.• Reviewing students' narrative planning provides an opportunity to identify students who might need further help.
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Continue reading your independent reading book for this unit.	



EXPEDITIONARY
LEARNING

Grade 4: Module 2B: Unit 3: Lesson 4

Supporting Materials



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Date:

It is based on your research this means...

- It has realistic coloring, shape, size, and habitat
- It has a descriptive and accurate caption that uses vocabulary from your research

First Draft	Second Draft:
Caption:	Caption:
Third Draft	Fourth Draft
Caption:	Caption:



Analyzing a Narrative Note-catcher

.....
Name:

.....
Date:

What do you notice and wonder about narratives?

I notice ...	I wonder ...



Analyzing a Narrative Note-catcher

How are the events of a narrative organized from beginning to end?

Plot: The sequence of events in a story.

<p>Introduction and Rising Action</p> <p>Introducing the character, setting, and major event:</p> <p>Details:</p> <ul style="list-style-type: none">▪ Who is the character?▪ Where is the story set?▪ What is happening?	<p>The Problem</p> <p>What problem does the character face?</p> <p>Details:</p> <ul style="list-style-type: none">▪▪▪
<p>The Solution</p> <p>How does the character solve the problem?</p> <p>Details:</p> <ul style="list-style-type: none">▪▪▪	<p>The Conclusion</p> <p>What is the result of the character's actions?</p> <p>How does it end?</p>

Analyzing a Narrative Note-catcher
(For Teacher Reference)

How are the events of a narrative organized from beginning to end?

Plot: The sequence of events in a story.

<p>Introduction and Rising Action</p> <p>Introducing the character, setting, and major event:</p> <p>Details:</p> <ul style="list-style-type: none"> Who is the character? Polly the pufferfish Where is the story set? A tropical coral reef What is happening? Polly is relaxing by the coral. 	<p>The Problem</p> <p>What problem does the character face?</p> <p>A tiger shark sees Polly and wants to eat her.</p> <p>Details:</p> <ul style="list-style-type: none"> The shark swims closer. Polly notices the shark. Polly panics, because she doesn't know what to do.
<p>The Solution</p> <p>How does the character solve the problem? Polly inflates to three times her size.</p> <p>Details:</p> <ul style="list-style-type: none"> Polly swallows water. Her skin stretches and she grows bigger. The shark wonders how she got so big. 	<p>The Conclusion</p> <p>What is the result of the character's actions?</p> <p>The shark decides to swim away.</p> <p>How does it end?</p> <p>Polly is safe.</p>



Characteristics of Narratives Anchor Chart
(For Teacher Reference)

Teacher Directions: Write the following on chart paper to create this anchor chart.

Characteristics of Narratives

A narrative usually has ...

characters: the individuals in a story

setting: place and time of a story

plot: the events in the story, what happens to the characters

- introduction: sets the stage for the reader
- rising action: establishes a situation
- problem: what that the characters are trying to solve
- solution: how the characters solve the problem
- conclusion: how the narrative is wrapped up

dialogue: the speech and conversation of characters in a story

sensory details: words authors use in a story to create mental images in their readers' minds

transitional words: words used by authors to show the order of events and passage of time

**Date:**

1000000



Millipede Narrative Planning Graphic Organizer

CHOICE #1	
Resolution Paragraph How does my character solve the problem? What defense mechanism is used? Details: <ul style="list-style-type: none">▪▪▪	Concluding Paragraph What is the result of my character's actions? How does it end?
CHOICE #2	
Resolution Paragraph How does my character solve the problem? What defense mechanism is used? Details: <ul style="list-style-type: none">▪▪▪	Concluding Paragraph What is the result of my character's actions? How does it end?
My Sources: List any sources you used in planning your informative piece.	Vocabulary from my research to be used:



Millipede Narrative Planning Graphic Organizer
(Completed, for Teacher Reference)

How will the events of my narrative be organized from beginning to end?

<p>Introductory Paragraphs Introduce the character, situation, and setting:</p> <p>Details:</p> <ul style="list-style-type: none">Who is my character? What is he or she like?<ul style="list-style-type: none">Marty the millipedecurious, hard-working, and cautioushard exoskeletonlong and skinny60 body segments and 120 legsfavorite sound is birds chirping and favorite color is brownscared of ants and toadsoften mistaken for a centipedeWhere is the story set?<ul style="list-style-type: none">the forest floorby a streamWhat is happening?<ul style="list-style-type: none">The millipede is eating a leaf.	<p>Problem Paragraph(s) What problem arises?</p> <p>Details:</p> <ul style="list-style-type: none">The toad spots the millipede from across the stream.He hops closer to the millipede.He makes a loud “ribbit” noise.
CHOICE #1	
<p>Resolution Paragraph How does my character solve the problem? What defense mechanism is used?<ul style="list-style-type: none">He rolls into a ball.</p> <p>Details:</p> <ul style="list-style-type: none">Hears the frog firstThen sees how close it isGets scaredRolls into a ballThe ball looks like a pebble by the stream.	<p>Concluding Paragraph What is the result of my character’s actions?<ul style="list-style-type: none">The frog gets confused. Where did the millipede go? All he sees are a bunch of rocks.</p> <p>How does it end?<ul style="list-style-type: none">The frog gives up and goes looking for something else to eat. Marty is safe!</p>



Steps for Planning and Drafting My Narrative Anchor Chart (For Teacher Reference)

Teacher Directions: Ask students to help you recall the steps they took when planning the narrative about the millipede. Record for students to reference when they plan their own narratives. Leave space at the bottom to add more steps in the next lesson. Steps for planning should include some version of the following:

Steps for Planning and Drafting My Narrative

- 1) Gather resources: Performance Task Prompt, research journals, and Character Profile graphic organizer.
- 2) Plan: Use above resources and your imagination to write notes planning each component of the Narrative Planning graphic organizer.



EXPEDITIONARY
LEARNING

Grade 4: Module 2B: Unit 3: Lesson 5

Planning Ideas: Expert Group Animal Plot Development



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
I can establish a situation. (W.4.3a) I can develop the topic with facts, definitions, details, and quotations. (W.4.2b)	
Supporting Learning Targets	Ongoing Assessment
<ul style="list-style-type: none">• I can organize a plot for a narrative using events based on research of my animal and its defense mechanisms.• I can give kind, helpful, and specific feedback to my critique partner.• I can critique the ideas of my writing partner's Narrative Planning graphic organizer for the characteristics of a narrative. This means I can look for a plan for the characters, setting, introduction, rising action, problem, solution, and conclusion.	<ul style="list-style-type: none">• Narrative Planning graphic organizer



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Engaging the Writer: Sketching (5 minutes)B. Reviewing Learning Targets (5 minutes)2. Work Time<ol style="list-style-type: none">A. Reviewing Organization of Narratives (10 minutes)B. Independent Practice: Reviewing Research and Planning the Expert Group Animal Narrative (20 minutes)C. Peer Critique (15 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Annotating Plans for Revision (5 minutes)4. Homework<ol style="list-style-type: none">A. Revise your Narrative Planning graphic organizer based on your revision notes and feedback from your partner.	<ul style="list-style-type: none">• This lesson follows a similar flow to Lesson 4; students review the characteristics and organization of narratives and then plan their own narratives using the Narrative Planning graphic organizer. In Lesson 4, students looked at the Millipede Narrative Planning graphic organizer. Now, they use a new blank version of the Narrative Planning graphic organizer to plan their writing about their expert group animal.• Students identify what the two choices are for their reader but only flesh out Choice #1 in this lesson. They will create the Choice #2 plan in Lesson 12, the lesson before the end of unit assessment. In the end of unit assessment, they will draft, revise, and edit Choice #2.• Students use the Praise-Question-Suggest protocol to provide feedback to a partner on their plans. The focus of the critique is on the characteristics of narratives and organization of plot. This protocol was used in Module 1 and should be familiar to students.• In advance:<ul style="list-style-type: none">– Display Characteristics of Narratives, Performance Task, Steps for Planning and Drafting My Narrative, Critique Protocol and Steps for Revising My Writing anchor charts.– Prepare chart paper for Questions for Critique anchor chart (see supporting materials).– Organize students in pairs to critique each other's writing.– Review the Praise-Question-Suggest protocol (Appendix 1). Students will have used this protocol before but will need support today focusing specifically on the Question step in the process.– Ask a student if he or she would be willing to share his or her writing to help model the Praise-Question- Suggest protocol.• Post: Learning targets.



Lesson Vocabulary	Materials
critique, specific, feedback	<ul style="list-style-type: none">• New Sketch page (from Lesson 4; one per student and one to display;)• Document camera• Equity sticks• Characteristics of Narratives anchor chart (from Lesson 4)• “Powerful Polly” pufferfish narrative (from Lesson 3; one per student and one to display)• Performance Task anchor chart (from Unit 1, Lesson 1)• Steps for Planning and Drafting My Narrative anchor chart (from Lesson 4)• Expert Group Animal research journals (from Unit 2, Lesson 2; one per student and one to display)• Web Page Research Guide (page 2-8 of Expert Group Animal research journals; used in Unit 2, Lessons 2 and 3)• Research note-catchers (page 9-11 of Expert Group Animal research journals; used in Unit 2, Lessons 4 and 5)• Narrative Planning graphic organizer (one per student and one to display)• Critique Protocol anchor chart (from Module 1, Unit 1, Lesson 7)• Questions for Critique anchor chart (new; co-created during Work Time C)• Millipede Narrative Planning graphic organizer (from Lesson 4; one to display; see Teaching Notes)• Sticky notes (several per student)• Green colored pencils (one per student)• Steps for Revising My Writing anchor chart (from Unit 2, Lesson 10)



Opening	Meeting Students' Needs
<p>A. Engaging the Writer: Sketching (5 minutes)</p> <ul style="list-style-type: none">• Invite students to locate their New Sketch page (from Lesson 4). Explain to students that they will be revising their sketches from Lesson 4 to add detail and labels.• Tell students to draw at least one detail and three labels for their sketch to make it clearer to the viewer what they are looking at.• Circulate and support as needed. If necessary, prompt students by asking: “What detail can you add to make your sketch clearer?” or “What labels can you add to help your reader better understand the sketch?”• Remind students that they will be sketching, revising their sketches, and adding labels and captions throughout the unit.	
<p>B. Reviewing Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Review the following learning target:<ul style="list-style-type: none">* “I can organize a plot for a narrative using events based on research of my animal and its defense mechanisms.”• Tell students that they have practiced planning a narrative using the millipede, and now they will be using their own expert group animal. Tell them that today they will focus on creating a plan for their narratives based on their research.• Post and read aloud the following learning targets:<ul style="list-style-type: none">* “I can give kind, helpful, and specific feedback to my critique partner.”* “I can critique the ideas of my writing partner’s Narrative Planning graphic organizer for the characteristics of a narrative. This means I can look for a plan for the characters, setting, introduction, rising action, problem, solution, and conclusion.”• Ask students what they know already about these targets. Give students a chance to talk with a partner about their thinking and then cold call students using the equity sticks. Students may recall the critique process from Module 1. Have them share what they recall.• Then ask students to identify parts of the learning targets that are unfamiliar or confusing. Pay particular attention to the meanings of the words <i>specific</i> and <i>critique</i> as you clarify the meaning of the targets with students.	<ul style="list-style-type: none">• Discussing and clarifying the language of learning targets helps build academic vocabulary.



Work Time	Meeting Students' Needs
<p>A. Reviewing Organization of Narratives (10 minutes)</p> <ul style="list-style-type: none">• Display the Characteristics of Narratives anchor chart.• Invite students to Think-Pair-Share to review the elements of a narrative. Ask:<ul style="list-style-type: none">* “Who are the characters in a narrative?”• Listen for responses such as: “The characters are the individuals in a story.”• Ask:<ul style="list-style-type: none">* “What is the setting of a narrative?”• Listen for responses such as: “The setting is the place and time of a story.”• Ask:<ul style="list-style-type: none">* “What is the plot of a narrative?”• Listen for responses such as: “The plot is the series of events of a story.”• Ask:<ul style="list-style-type: none">* “How are the introduction, rising action, problem, solution, and conclusion connected?”• Listen for responses such as: “The introduction sets the stage for the reader and the rising action establishes a situation. The problem is what the characters are trying to solve. The solution is how the characters solve it, and the conclusion is how the narrative is wrapped up.”• Use equity sticks to call on students to share their responses.• If necessary, use “Powerful Polly” as an example and invite students to identify the parts of the plot in this narrative.• Ask the class to think about stories they have read or heard to see if they can identify these categories and share them with a partner. Have a few pairs share out.	



Work Time (continued)	Meeting Students' Needs
<p>B. Independent Practice: Reviewing Research and Planning the Expert Group Animal Narrative (20 minutes)</p> <ul style="list-style-type: none"> • Tell students that today they will plan the plot of their expert group animal narrative. Remind them that the conflict in their plot is the predator approaching the animal. Remind them that the conflict will keep the reader interested and wondering what will happen next. Remind them that the conflict will be resolved when they write the conclusion to their narratives later in this unit. • Display and review the Performance Task anchor chart. Post the Steps for Planning and Drafting My Narrative Writing anchor chart from Lesson 4. Review the steps with students. • Help students organize their materials. Ask students to get out their Expert Group Animal research journals. Tell students that the main documents they will need will be the Close Reading Guide (from Unit 2, Lessons 2 and 3) and Research note-catchers (from Unit 2, Lessons 4 and 5). Tell students that they may use any research in their journals but that you would like them to place these documents on top of their desks. Give students a few minutes to organize their materials. • Distribute a blank copy of the Narrative Planning graphic organizer to each student. Remind them that they should leave the Choice #2 and Vocabulary boxes empty for now, but they should note what they are using for Choice #2 after the question, "How does my character solve the problem? What defense mechanism is used?" in the Resolution Paragraph box for Choice #2. • Next ask students to review the graphic organizer and think about what information they may need to review from their notes to help them plan a narrative that is based on their research. Have them turn to a partner and share their next steps. You may consider giving them a sentence frame such as: "I need to write about _____, so I will look in my research for _____." You could also provide students with a model: "I need to write about how my character uses one of its defense mechanisms, so I will look in my research for information about how it rolls into a ball to protect itself." Circulate and listen for students who might need additional support when planning their narratives. • Once students have shared their next step with a partner, tell them that they will have the next 20 minutes to plan their narratives. Tell them that you will be available to confer with them and support their planning. • Direct their attention to the planning steps on the Steps for Planning and Drafting My Narrative anchor chart. Remind them to follow these steps to plan. Remind students to be creative but to remember that their narratives should be based on research about their animal and its defense mechanisms. If necessary, prompt by asking questions such as: 	<ul style="list-style-type: none"> • For students who need support in the planning process, consider one-on-one conferencing, pulling a small group, or having them work with a partner of a different expert group.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> * "What will your animal do when he notices a predator approaching?" * "What will be the result of his actions?" * "How will the story end?" 	
<p>C. Peer Critique (15 minutes)</p> <ul style="list-style-type: none"> • Tell students that they will be using the Praise-Question-Suggest protocol to give <i>feedback</i> to each other on their Narrative Planning graphic organizers. Remind students that they used this protocol in Module 1. • Before the critique begins, review the main components of a successful critique on the Critique Protocol anchor chart. Remind the students that the following four points are crucial for success: <ul style="list-style-type: none"> – Be kind: Always treat others with dignity and respect. This means we never use words that are hurtful, including sarcasm. – Be specific: Focus on particular strengths and weaknesses, rather than making general comments like "It's good" or "I like it." Provide insight into <i>why</i> it is good or what specifically you like about it. – Be helpful: The goal is to positively contribute to the individual or the group, not to simply be heard. Echoing the thoughts of others or cleverly pointing out irrelevant details wastes time. – Participate: Peer critique is a process to support each other, and your feedback is valued! • Briefly review the steps of that protocol: <ul style="list-style-type: none"> – Pair students. Tell them they are going to listen to their partners read their draft paragraph. Tell them to give feedback that is specific and kind. – Remind students that they can give feedback about the actual information their partner included or about how the draft paragraph sounds. – Point out two conversation stems on the Critique protocol anchor chart: "I like how you____," and "Would you consider_____?" – The author reads the paragraph. The listener gives one positive comment based on the requested area using the language, "I like how you...." The listener gives feedback based on the requested area: "Would you consider...?" The author responds: "Thank you [for] ... My next step will be...." Students then switch roles. Students should make corrections based on the feedback. If time allows, students should continue working or begin to revise their graphic organizers. • Tell students that today, they are going to focus mostly on the Question step in the protocol. As a whole group, create a list of revision questions based on the characteristics of a narrative. 	<ul style="list-style-type: none"> • Critiques simulate the experiences students will have in the workplace and help build a culture of achievement in your classroom.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Model by sharing a revision question yourself, such as: “Is there a plan for the plot that includes an introduction, rising action, problem, solution, and conclusion?” or “This setting doesn’t seem based on research. What research notes do you have that support it?” and add it to the new Questions for Critique anchor chart. Then invite students to share more questions they might ask.• As a whole group, model the protocol process with the Millipede Narrative Planning graphic organizer. (Use a student’s actual graphic organizer if possible. If not, model using a graphic organizer of your own.)• Ask the student volunteer to read his or her plan aloud, slowly, to the class. Ask the students to think about, but not say out loud, questions they might have.• Direct students’ attention to the list of questions (Questions for Critique anchor chart) they generated. Ask the volunteer to read the plan out loud again.• Invite students to ask the volunteer questions from the list. Then the volunteer writer responds or makes revisions while the class watches. Continue this question-and-answer process several times, until all students are clear on the process.• Tell students that they will now do the same process in pairs. List the following instructions:• Listen to your partner read his or her draft paragraph. Give feedback that is specific and kind. (For example: “I like how you____,” and “Would you consider_____?”)• The author responds: “Thank you [for] ... My next step will be....”• Students then switch roles.• Students should make corrections based on feedback.• If time allows, students should continue working or begin to revise their graphic organizers.• Students will then break into pairs. Students take turns. The first student reads her or his plan, perhaps asking the partner to focus on a particular revision question or two they are struggling with. The listening student will document feedback on sticky notes and give to the presenter. Praise needs to be specific.• Next, ask questions and offer helpful suggestions. Feedback should relate to the revision questions created by the whole class.• Pairs continue this process until both students have shared their plans and received feedback/suggestions. Students thank each other.	<ul style="list-style-type: none">•



Closing and Assessment	Meeting Students' Needs
<p>A. Annotating Plans for Revision (5 minutes)</p> <ul style="list-style-type: none">• Have students thank their partners and move to their own workspace. Be sure that every student has a green colored pencil. Post the new Steps for Revising My Writing anchor chart:<ol style="list-style-type: none">1. Choose the correct colored pencil. Today's color is _____.2. Decide where you are going to add a revision note based on feedback or new learning.3. Write your revision note in the space above the notes you want to change.4. Read through your entire plan and continue to record your revision notes.5. Review your revision notes to be sure they make sense.• Tell them that you would like them to add notes to their Narrative Planning graphic organizers using the green colored pencils today.• Give students 5 minutes to add revision notes to their plans. Circulate to confer and support students as needed.• Explain to students that for homework, they should revise their plans based on their revision notes and their feedback from their partners during the critique in Work Time C.	<ul style="list-style-type: none">• Use a different colored pencil to annotate each revision of students' drafts in this unit. This will allow students to keep track of the focus of each revision. A different color will be used in subsequent lessons for each type of revision (e.g., ideas, organization).
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Revise your Narrative Planning graphic organizer based on your revision notes and feedback from your partner.	



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Grade 4: Module 2B: Unit 3: Lesson 5

Supporting Materials



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Date:

■



Narrative Planning Graphic Organizer

CHOICE #1	
Resolution Paragraph How does my character solve the problem? What defense mechanism is used? Details: <ul style="list-style-type: none">▪▪▪	Concluding Paragraph What is the result of my character's actions? How does it end?
CHOICE #2	
Resolution Paragraph How does my character solve the problem? What defense mechanism is used? Details: <ul style="list-style-type: none">▪▪▪	Concluding Paragraph What is the result of my character's actions? How does it end?
My Sources: List any sources you used in planning your informative piece.	Vocabulary from my research to be used:



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Grade 4: Module 2B: Unit 3: Lesson 6

Planning Organization: Expanding the Introduction



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
<p>I can write narrative text about real or imagined experiences or events. (W.4.3)</p> <p>I can organize events in an order that makes sense in my narrative (W.4.3a)</p> <p>I can introduce the narrator and/or characters of my narrative. (W.4.3a)</p>	
Supporting Learning Target	Ongoing Assessment
<ul style="list-style-type: none">I can plan and draft a compelling introduction that establishes a situation by introducing the characters, setting, and plot of my narrative.	<ul style="list-style-type: none">Millipede Introduction Expansion graphic organizerMillipede Introduction draft

Agenda	Teaching Notes
<ol style="list-style-type: none"> 1. Opening <ol style="list-style-type: none"> A. Reviewing Learning Targets and Engaging the Writer: Examining a Rubric: Understanding Criteria for Choose-Your-Own-Adventure Narratives (10 minutes) 2. Work Time <ol style="list-style-type: none"> A. Examining a Model: An Introductory Paragraph for the Pufferfish Narrative (10 minutes) B. Modeling: Planning the Millipede Narrative Introduction (15 minutes) C. Partner Work: Planning the Millipede Narrative Introduction (10 minutes) D. Guided Writing: Drafting the Introduction for the Millipede Narrative (10 minutes) 3. Closing and Assessment <ol style="list-style-type: none"> A. Debriefing (5 minutes) 4. Homework <ol style="list-style-type: none"> A. Create a short comic strip based on the plans for Choice #1 of your story. 	<ul style="list-style-type: none"> • This lesson follows a similar flow to Lessons 4 and 5; students review the characteristics and organization of the beginning of two narratives and then expand their plan for the millipede narratives using an Introduction Expansion graphic organizer. Students then use this graphic organizer to write a draft as a class of the beginning paragraphs of the millipede narrative. • This lesson uses the terms <i>introduction</i> and <i>beginning</i> interchangeably. This is intentional. This will help students to make meaning of the academic vocabulary word introduction and become used to hearing these two terms used together and interchangeably. • The most important aspect of this lesson is for students to practice using the Narrative Planning graphic organizer and Introduction Expansion graphic organizer. As in Lesson 4, they practice writing about the millipede to prepare for planning and writing narratives based on their expert group animals on the mid-unit assessment and in the lessons that follow. • The completed Practice Narrative Writing sheet (The Millipede) in the supporting materials has intentional mistakes that will be used to model revision and editing skills in later lessons. If you decide to write your own example, be sure to include similar mistakes so revisions can be made for word choice and supporting details and so edits can be made for spelling, capitalization, and punctuation of dialogue. • Students will follow this same process—expanding their introductions and writing a draft—for the mid-unit assessment in the next lesson. • In advance: <ul style="list-style-type: none"> – Display Characteristics of Narratives and Steps for Planning and Drafting My Narrative anchor charts. – Review Millipede Narrative draft introduction (see supporting materials) or write your own introduction for the Millipede draft.



Lesson Vocabulary	Materials
introduction, characters, setting, plot, informative, narrative, expansion	<ul style="list-style-type: none"> • Choose-Your-Own-Adventure Narrative Rubric (from Lesson 3; one per student and one to display) • “Powerful Polly” pufferfish narrative (from Lesson 3; one per student and one to display) • Sticky notes (two per student) • Equity sticks • Characteristics of Narratives anchor chart (begun in Lesson 4; added to in this lesson) • <i>Can You Survive the Wilderness?</i> (book; one to display for teacher read-aloud) • Introduction Expansion graphic organizer (one per student and one to display) • Millipede Narrative Planning graphic organizer (from Lesson 4; one per student and one to display) • Animal Defenses research journals (from Unit 1, one per student and one to display) • Expert Group Animal research journals (from Unit 2, Lesson 2; one per student and one to display) • Glossaries (from Animal Defenses and Expert Group Animal research journals; one per student and one to display) • Practice Narrative Writing Sheet: The Millipede (one per student and one to display) • Practice Narrative Writing Sheet: The Millipede (completed, for teacher reference) • Steps for Planning and Drafting My Narrative anchor chart (from Lesson 4) • Comic strip homework (one per student and one to display)

Opening	Meeting Students’ Needs
<p>A. Reviewing Learning Targets and Engaging the Writer: Examining a Rubric: Understanding Criteria for Choose-Your-Own-Adventure Narratives (10 minutes)</p> <ul style="list-style-type: none"> • Invite students to take out their copies of the Choose-Your-Own-Adventure Narrative Rubric and read the second criteria box for Organization to themselves: <ul style="list-style-type: none"> * “I can write an introduction that establishes a situation by introducing the characters, setting, and plot of my narrative.” • Review vocabulary from this criterion by asking: <ul style="list-style-type: none"> * “What do we mean by <i>introduction</i>?” 	<ul style="list-style-type: none"> • Reviewing the rubric based on the learning targets outlined from the standards allows students to get a clear picture of what meeting these targets will look like as they write their narratives.

Opening (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> • Listen for responses such as: “The beginning or the first part of the narrative.” • Ask: <ul style="list-style-type: none"> * “What do we mean by <i>characters</i>?” • Listen for responses such as: “The individuals in a story.” • Ask: <ul style="list-style-type: none"> * “What do we mean by <i>setting</i>?” • Listen for responses such as: “The place and time of a story.” • Ask: <ul style="list-style-type: none"> * “What do we mean by <i>plot</i>?” • Listen for responses such as: “The problem and events of the story.” • Explain that by introducing the characters, setting, and plot in the beginning of a narrative, the writer establishes a situation. • Invite students to read the Meets, Partially Meets, and Does Not Meet descriptions for this target: <ul style="list-style-type: none"> – Meets: My introduction establishes a situation by introducing the characters, setting, and plot of my narrative. – Partially Meets: My introduction somewhat establishes a situation by introducing one or two of the following: characters, setting, or plot of my narrative. – Does Not Meet: My introduction does not establish a situation or introduce the characters, setting, or plot of my narrative. • Answer any clarifying questions students have about these descriptions. • Post the learning target: “I can plan a compelling introduction that establishes a situation by introducing the characters, setting, and plot of my narrative.” Explain to students that today they will take the first steps toward meeting these criteria by developing a plan for and writing the introduction to the millipede narrative. 	

Work Time	Meeting Students' Needs
<p>A. Examining a Model: An Introductory Paragraph for the Pufferfish Narrative (10 minutes)</p> <ul style="list-style-type: none"> • Display “Powerful Polly” and invite students to take out their copies. Explain that you will be reading the beginning aloud to them. Tell students they will be listening to see what makes up a narrative. To do this, they will listen and take notes on sticky notes, noting what they notice and wonder about the introduction of a narrative. • Clarify that in Module 1 and the first parts of this module, they have been practicing writing <i>informative</i> paragraphs—to summarize or explain—but for this part of the performance task, they will be writing <i>narrative</i> paragraphs. Explain that when writing a narrative paragraph, they will also have to be sure that the events they are describing are in an order the reader can understand. • Their narrative paragraphs should have the same characteristics as other paragraphs: topic sentence, supporting details, and concluding sentence. Review these characteristics if necessary. • Tell students that the first time you read the beginning of the narrative, you would like them to just listen. Remind them that using this model will help them to determine what to include in their own narratives and how to organize it. Read the text aloud, stopping at: “In a panic she thought, “What should I do? How can I defend myself?” • Next, invite students to take notes on what they notice and wonder about the introduction of a narrative. • Read the beginning of the text aloud again. Pause briefly at the end of each paragraph so students can take notes. • Have students share with a partner the notes they captured. Use equity sticks to call on students to share. • Display the Characteristics of Narratives anchor chart. Ask: <ul style="list-style-type: none"> * “What did you notice about the beginning of a narrative after listening to the example?” • Give students a moment to think and review their notes. Then use equity sticks to select students to share their thinking. Add students’ responses by the bullet points about introductions and add your own as necessary. • Add notes to the bottom of the anchor chart that contain something such as: “A narrative’s introduction (beginning) ...” <ul style="list-style-type: none"> – Starts in an engaging way – Leads into the rest of the story in an engaging way – Describes the character, setting, and problem • Repeat this process, reading aloud Chapter 2 of <i>Can You Survive the Wilderness?</i> and adding any notes for introductions to the Characteristics of Narratives anchor chart. 	<ul style="list-style-type: none"> • Providing models of expected work supports all students, especially challenged learners.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">Explain to students that they will now have an opportunity to expand their plans for the introductions of the millipede narrative.	
<p>B. Modeling: Planning the Millipede Narrative Introduction (15 minutes)</p> <ul style="list-style-type: none">Tell students that now that they have a clearer picture of how the introduction of a narrative is developed, they will practice planning the introduction using the millipede.Display and distribute Introduction Expansion graphic organizers to each student. Tell students they will be using this graphic organizer to record their ideas for the introduction of the millipede narrative.Point out the word <i>expansion</i> in the title of this graphic organizer and explain that the organizer will help them expand, or add to, their current narrative plans for their introduction.Tell students that the first step will be to review their plan on their Millipede Narrative Planning graphic organizer. Display the teacher copy and distribute students' graphic organizers from Lesson 4.Model reading the notes for the Introductory Paragraphs and Problem Paragraph(s), completing the Setting the Stage: Engaging Way to Start Your Narrative, Introducing the Character, and Introducing the Setting boxes of the Introduction Expansion graphic organizer.Remind students that they should also be thinking about important vocabulary words they should include in their writing. Model using the glossaries of the Animal Defenses and Expert Group Animal research journals to find vocabulary words, recording them in the Important Words to Use box on the Introduction Expansion graphic organizer. See the supporting materials in this lesson for a model of the Introduction Expansion graphic organizer for the millipede narrative. Ask students to record notes along with you.	

Work Time (continued)	Meeting Students' Needs
<p>C. Partner Work: Planning the Millipede Narrative Introduction (10 minutes)</p> <ul style="list-style-type: none"> • Display your Millipede Narrative Planning graphic organizer. Tell students that you would like them to work with a partner to complete the next part of the Introduction Expansion graphic organizer. • Explain to students that first, they will need to think about how they will introduce the problem of this narrative. Ask: <ul style="list-style-type: none"> * “What is the problem in all of our narratives?” • Listen for responses such as: “A predator is coming close to the animal.” • Next, explain to students that they will plan how they will lead the reader into the rest of the story. Explain to students that this is also where they will have to mention the two choices the reader has. • Tell students to use your research notes and their imaginations to plan and record notes in these two boxes. Ask: <ul style="list-style-type: none"> * “How will you introduce the problem to the reader?” * “How will you make the reader want to keep reading?” • Tell students to be creative but to remember to base their narratives on details and facts from their research. Tell them you are excited to see how many different introductions this story will have. • Be sure students know that they get to think and talk in pairs but that each student must complete his or her own graphic organizer about the millipede. • Give students 10 minutes to work. Circulate to confer and support as needed. 	
<p>D. Guided Writing: Drafting the Introduction for the Millipede Narrative (10 minutes)</p> <ul style="list-style-type: none"> • Tell students that you have already begun to draft your narrative and would like them to help you complete the introduction. • Using your Millipede Narrative Planning graphic organizer, point out that your draft will be several paragraphs long. Remind students that they learned the characteristics of a strong paragraph in Module 1. Ask them to help you recall: <ul style="list-style-type: none"> * “What are the characteristics of a strong paragraph?” • Listen for students to mention the topic sentence, detail sentences, and concluding sentence. • Display and distribute the Practice Narrative Writing Sheet: The Millipede. Read the paragraph aloud. Ask: <ul style="list-style-type: none"> * “What facts and details from our research do you notice in the first paragraph of this narrative?” Have students turn to a partner and share one thing they heard that was based on your research about the millipede. Have a few pairs share out and underline parts of the text that are based on your research. 	



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Ask them to look at your plans on your Introduction Expansion graphic organizer in the first box of the graphic organizer and see if they can identify the sentences in your paragraph that are connected to your plans. (They should notice that the character and setting are introduced.)• Point out the sequence of events in your paragraph: First we hear the sounds of the forest, then our character is walking along looking for a leaf, and then he finds one and starts eating it.• Explain that this sequence of events makes sense to the reader. If the character was eating a leaf and then looking for a leaf, readers would be confused. Tell students that this is something you would like them to keep in mind as they write their paragraphs today.• Ask students to help you continue the introduction. Remind students that they are using “Powerful Polly” and <i>Can You Survive the Wilderness?</i> as mentor texts to write their own choose-your-own-adventure narratives.• Invite students to turn and talk to a partner. Ask them to reread the beginning paragraph together. Ask:<ul style="list-style-type: none">* “Think about your ideas: What will happen and be described in this next paragraph?”• Use equity sticks to call on students to share what they talked about with their partners. Listen for responses such as: “The problem needs to be introduced,” or “The toad sees the millipede and hops closer.”• Drawing from the ideas the students shared, craft and write a sentence that develops the plot and events (see the example in the supporting materials). Continue this process in order to write the rest of the introductory and problem paragraphs.• Invite students to choral read the finished introduction of the Millipede Narrative draft they wrote as a class.	



Closing and Assessment	Meeting Students' Needs
<p>A. Debriefing (5 minutes)</p> <ul style="list-style-type: none">• Post the Steps for Planning and Drafting My Narrative anchor chart begun in Lesson 4. Have students add the steps for their work from this lesson. They should now include some version of the following:<ul style="list-style-type: none">– Gather resources: Performance Task Prompt, research journals, and Character Profile graphic organizer.– Plan: Use above resources and your imagination to write notes planning each component of the Narrative Planning graphic organizer and Introduction Expansion graphic organizer.– Write: Use your Narrative Planning graphic organizer and Introduction Expansion graphic organizer to write each paragraph for your narrative. Be sure to include all the information from your notes in your paragraphs.– Each time you finish a paragraph, reread the narrative from the start to make sure your sequence of events makes sense.• Distribute the comic strip homework to students and explain the assignment.	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Create a short comic strip based on the plans for Choice #1 of your story by drawing a picture for each section of your Narrative Planning graphic organizer. Add a sentence describing each picture at the bottom. Do not worry about how beautiful your pictures are. The purpose is just to visualize the sequence of events that you want to write about. <p><i>Note: Students will need to have their Narrative Planning graphic organizer for the next lesson, the mid-unit assessment. If you are worried about these plans coming back to school after homework, you may consider collecting the graphic organizer and asking students to complete the homework from memory.</i></p>	<ul style="list-style-type: none">• Consider giving students a quick mini lesson modeling how to create a simple comic strip or showing them an example of this format.



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Grade 4: Module 2B: Unit 3: Lesson 6

Supporting Materials



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Characteristics of Narratives Anchor Chart
(Begun in Lesson 4, For Teacher Reference)

Teacher Directions: Write the following additions (in bold) underneath on chart paper to create this anchor chart.

Characteristics of Narratives

A narrative usually has ...

characters: the individuals in a story

setting: place and time of a story

plot: the events in the story, what happens to the characters

- Introduction: sets the stage for the reader
- Rising action: establishes a situation
- Problem: what the characters are trying to solve
- Solution: how the characters solve the problem
- Conclusion: how the narrative is wrapped up

dialogue: the speech and conversation of characters in a story

sensory details: words authors use in a story to create mental images in their readers' minds

transitional words: words used by authors to show the order of events and passage of time

A narrative's introduction (beginning) ...

- **Starts in an engaging way**
- **Leads into the rest of the story in an engaging way**
- **Describes the character, setting, and problem**



Introduction Expansion Graphic Organizer

Name: _____

Date: _____

How will my beginning set the stage for my reader?

The diagram is a graphic organizer for writing an introduction. It features a central column of three boxes: 'Introducing the Character:', 'Introducing the Setting:', and 'Introducing the Problem:'. To the left of these boxes is a large box labeled 'Setting the Stage: Engaging Way to Start Your Narrative'. To the right is a large box labeled 'Leading the Reader On: Engaging Way to Lead Into the Rest of the Story'. Lines connect the central boxes to the side boxes: a diagonal line from the top of the 'Character' box to the top of the 'Setting' box, a horizontal line from the middle of the 'Character' box to the middle of the 'Setting' box, a diagonal line from the bottom of the 'Character' box to the bottom of the 'Setting' box, a diagonal line from the top of the 'Setting' box to the top of the 'Problem' box, a horizontal line from the middle of the 'Setting' box to the middle of the 'Problem' box, and a diagonal line from the bottom of the 'Setting' box to the bottom of the 'Problem' box. Below the central column is a wide box labeled 'Important Words to Use:'.

Setting the Stage:
Engaging Way to Start
Your Narrative

Introducing the Character:

Introducing the Setting:

Introducing the Problem:

Leading the Reader On:
Engaging Way to Lead
Into the Rest of the
Story

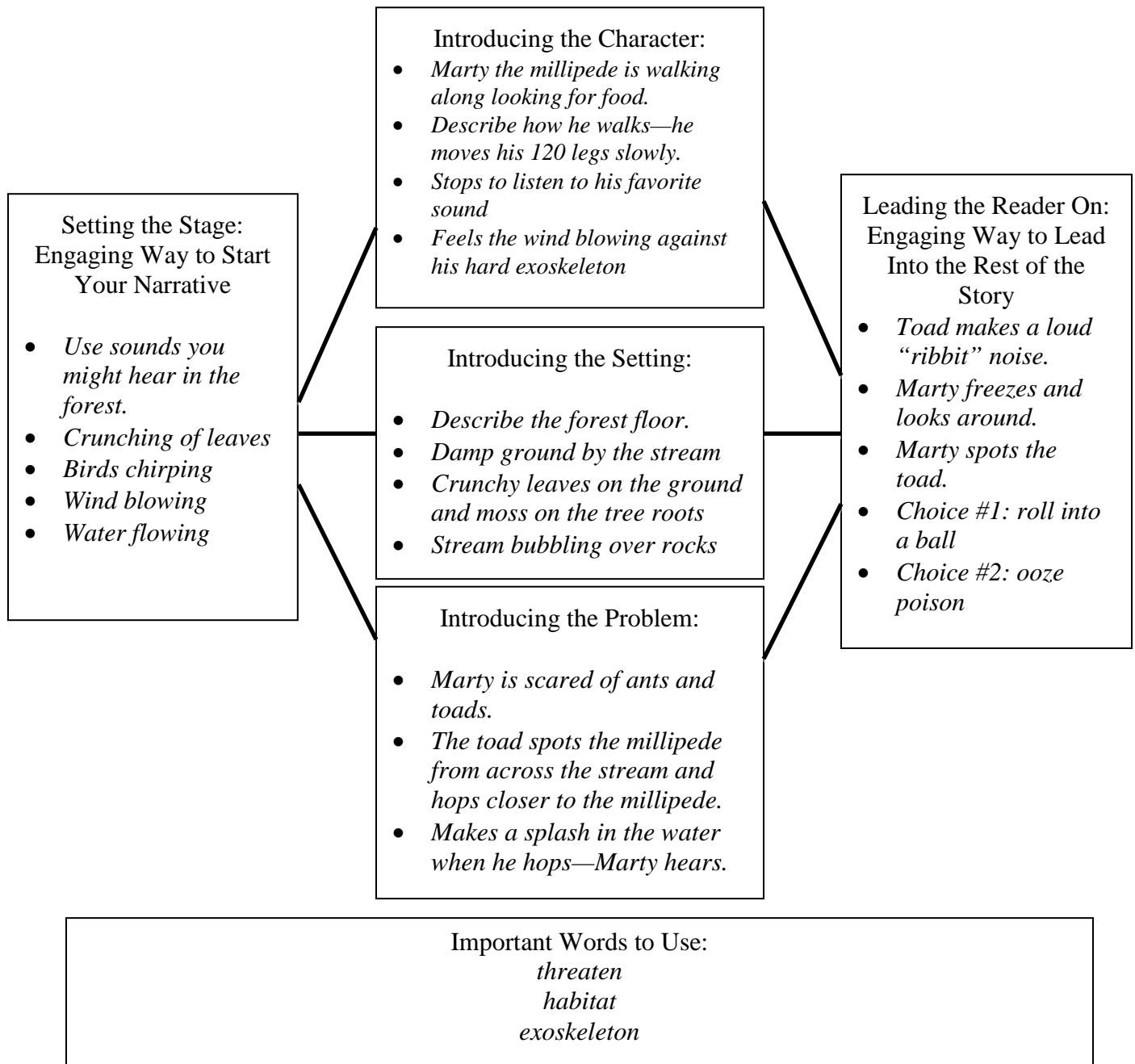
Important Words to Use:



Introduction Expansion Graphic Organizer
(Completed, for Teacher Reference)

Name: _____

Date: _____





Practice Narrative Writing Sheet:
The Millipede

.....
Name:

.....
Date:

Whoosh!

Crunch crunch!

Chirp! Chirp! Tweet! Chirp!

Marty the millipede listened to the sounds of his habitat as he inched along the forest floor. He was searching for a good, crunchy leaf to eat. His 120 legs marched slowly as his segmented body moved across the ground. He heard the rustling of the leaves in the trees around him, and the water of the stream tumbling by. A squirrel sniffed some moss on the root of a nearby maple tree before scampering up. Marty noticed a leaf on the ground by its trunk and started nibbling it.

.....

.....

.....

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.....

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Choice #2



Practice Narrative Writing Sheet:
The Millipede
(Completed, for Teacher Reference)

Whoosh!

Crunch crunch!

Chirp! Chirp! Tweet! Chirp!

Marty the millipede listened to the sounds of his habitat as he inched along the forest floor. He was searching for a good, crunchy leaf to eat. His 120 legs marched slowly as his segmented body moved across the ground. He heard the rustling of the leaves in the trees around him, and the water of the stream tumbling by. A squirrel sniffed some moss on the root of a nearby maple tree before scampering up. Marty noticed a leaf on the ground by its trunk and started nibbling it.

Across the stream, a warty Toad spotted marty. The toad was searching for his lunch and thought Marty would make a delicious meal. He hopped across the stream, making a little splash.

Marty looked up nervouslee. He was used to the sound of the bubbling stream, but a splash meant something different—something was coming closer to him.

Once on the other side of the stream, the toad croaked a little ribbit sound.

Marty froze. A ribbit could only mean one thing—a hungry toad was close! He looked around. There it was by the stream! He knew he had to do something, and quick, or else the threatenin toad would gobble him up for lunch!

Choice #1

If Marty rolls into a ball,
turn to page 4.

Choice #2

If Marty oozes poison,
turn to page 5.



Comic Strip Homework

Name: _____

Date: _____

Directions: Create a comic strip based on the plans for Choice #1 of your expert group animal's choose-your-own-adventure narrative. Your strip should have an illustration and caption for each part of your story. Add a sentence describing each picture at the bottom. Do not worry about how beautiful your pictures are. The purpose is just to visualize the sequence of events that you want to write about.



EXPEDITIONARY
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Grade 4: Module 2B: Unit 3: Lesson 7

Mid-Unit Assessment: Planning for and Drafting a Narrative Introduction



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
I can establish a situation. (W.4.3a) I can introduce the narrator and/or characters of my narrative. (W.4.3a)	
Supporting Learning Target	Ongoing Assessment
<ul style="list-style-type: none">I can plan and draft a compelling introduction that establishes a situation by introducing the characters, setting, and plot of my narrative.	<ul style="list-style-type: none">Mid-Unit 3 Assessment: Planning for and Drafting a Narrative IntroductionTracking My Progress, Mid-Unit 3 recording form

Agenda	Teaching Notes
<ol style="list-style-type: none"> 1. Opening <ol style="list-style-type: none"> A. Engaging the Writer: Popcorn Read (5 minutes) B. Reviewing Learning Targets (5 minutes) 2. Work Time <ol style="list-style-type: none"> A. Mid-Unit 3 Assessment, Part 1: Planning the Expert Group Animal Narrative Introduction (15 minutes) B. Mid-Unit 3 Assessment, Part 2: Drafting the Introduction for the Expert Group Animal Narrative (30 minutes) 3. Closing and Assessment <ol style="list-style-type: none"> A. Reflecting on Learning Targets: Tracking My Progress (5 minutes) 4. Homework <ol style="list-style-type: none"> A. Continue reading from your independent reading book for this unit. 	<ul style="list-style-type: none"> • In this assessment, students plan for and draft their introductions to their expert group animal choose-your-own-adventure narratives. • This assessment is broken into two parts, to help pace students. Both parts occur during this lesson. The first part is the planning of narrative introductions and the second part is the drafting of the narrative introductions. structure can also allow the assessment to be completed over two days if students need more time. • Be sure students have access to their research journals and planning graphic organizers. • Read students' drafts and Tracking My Progress reflections side by side to determine next steps for instruction for individual students during the second half of this unit. Have feedback to students on these drafts completed for Lesson 9 so students can begin making revisions. • When assessing and providing feedback to students on their drafts, use only the two rows on the rubric that have been reviewed with students thus far. Note that there is no answer key for this assessment, since students' planning and drafts will vary widely. Use the following criteria from the rubric to evaluate their work: <ul style="list-style-type: none"> – I can create a narrative based on facts and details from my research about how my animal defends itself. (W.4.2a, W.4.2b, W.4.3a, W.4.3b) – I can write an introduction that establishes a situation by introducing the characters, setting, and plot of my narrative. (W.4.3a) • In advance: <ul style="list-style-type: none"> – Display the Performance Task, Characteristics of Narratives, and Steps for Planning and Drafting My Narrative anchor charts so students can refer to them. – Review Popcorn Read protocol (see Appendix).



Lesson Vocabulary	Materials
Do not preview vocabulary for this assessment lesson.	<ul style="list-style-type: none">• Choose-Your-Own-Adventure Narrative Rubric (from Lesson 3; one per student and one to display)• Characteristics of Narratives anchor chart (begun in Lesson 4)• Performance Task anchor chart (from Unit 1, Lesson 1)• Steps for Planning and Drafting My Narrative anchor chart (from Lesson 4)• Mid-Unit 3 Assessment: Planning for and Drafting a Narrative Introduction (one per student)• Character Profile graphic organizer (from Lesson 3; one per student)• Narrative Planning graphic organizer (from Lesson 5; one per student)• Tracking My Progress, Mid-Unit 3 recording form (one per student)

Opening	Meeting Students' Needs
<p>A. Engaging the Reader: Popcorn Read (5 minutes)</p> <ul style="list-style-type: none"> • Invite students to take out their Choose-Your-Own-Adventure Narrative Rubrics. Explain to students that they will use the Popcorn Read protocol to help synthesize their understanding of the rubric discussed thus far. • Before students begin their Popcorn Read, post and discuss the criteria: <ul style="list-style-type: none"> – Read short phrases or words only (not sentences). – Give no commentary or opinions. – Try to connect with what was just read (listen carefully to others). – Give all voices a chance. – Pauses can be powerful. – Repeating phrases is allowed (shows where a group collectively agrees). • Invite students to form a circle. Explain that they should only be reading from the criteria in the first Ideas row and second Organization row: <ul style="list-style-type: none"> * “I can create a narrative based on facts and details from my research about how my animal defends itself.” * “I can write an introduction that establishes a situation by introducing the characters, setting, and plot of my narrative.” • Give students a minute to reread these rows on the rubric and underline a word or phrase that stands out to them. • Invite students to begin the protocol. Remind students that when one person reads a word or phrase, the other students should look for a phrase they’ve underlined that matches or connects in some way with the phrase they’ve just heard. This process continues until there are no more phrases students want to share aloud (until there are no more “kernels left to pop.”). 	<ul style="list-style-type: none"> • Reviewing the rubric based on the learning targets outlined from the standards allows students to get a clear picture of how they can meet these targets as they write their narratives.

Opening (continued)	Meeting Students' Needs
<p>B. Review Learning Targets (5 minutes)</p> <ul style="list-style-type: none"> Post the learning target: “I can plan and draft a compelling introduction that establishes a situation by introducing the characters, setting, and plot of my narrative.” Circle the words <i>plan</i>, <i>draft</i>, <i>introduction</i>, <i>characters</i>, <i>events</i>, <i>setting</i>, and <i>plot</i>. Explain that this learning target connects the directions to the criteria on the rubric they have reviewed thus far. Post the Characteristics of Narratives anchor chart (from Lesson 4), Performance Task anchor chart (from Unit 1, Lesson 1) and the Steps for Planning and Drafting My Narrative anchor chart (from Lesson 4) and clarify the learning targets further as needed. 	<ul style="list-style-type: none"> Discussing and clarifying the language of learning targets helps build academic vocabulary.
Work Time	Meeting Students' Needs
<p>A. Mid-Unit 3 Assessment, Part 1: Planning the Expert Group Animal Narrative Introduction (15 minutes)</p> <ul style="list-style-type: none"> Tell students that in a moment, they will begin the Mid-Unit 3 Assessment. Tell them that this assessment focuses only on the parts of the rubric that they have reviewed so far. Tell students to try their best on spelling and handwriting but that these will not be assessed on their draft writing. Therefore, they should focus on their ideas and the story. They will have time to revise for conventions in future lessons. Distribute the Mid-Unit 3 Assessment: Planning for and Drafting a Narrative Introduction. Explain to students that this assessment is broken up into two parts: First, they must complete a graphic organizer to plan their introduction paragraphs, and then they will use this plan to write a draft of the introduction and problem paragraphs. Invite students to take out their expert group animal Character Profile and Narrative Planning graphic organizers. Remind them to use their plans, the prompt, and the anchor charts at the front of the classroom as resources while they plan and write their drafts. Tell students to begin Part 1 of the assessment. While students are taking the assessment, circulate to monitor their test-taking skills. This is an opportunity to analyze students' behaviors while taking an assessment. Document strategies class members use during the assessment. For example, look for students annotating their text, using their graphic organizer to take notes before answering questions, and students going back to the text as they answer questions. After 15 minutes, bring students back together whole group. 	<ul style="list-style-type: none"> If students receive accommodations for assessment, communicate with the cooperating service providers about the practices of instruction in use during this study as well as the goals of the assessment. For some students, this assessment might require more than the 45 minutes allotted. Consider giving students time over multiple days if necessary.



Work Time (continued)	Meeting Students' Needs
<p>B. Mid-Unit 3 Assessment, Part 2: Drafting the Introduction for the Expert Group Animal Narrative (30 minutes)</p> <ul style="list-style-type: none">• Explain to students that now, they should begin drafting their introduction and problem paragraphs of their narratives. Remind them that it is important to skip lines as they write their drafts so they have space to make revisions later on. Continue circulating to monitor and support students as necessary. Provide minimal support because this is an assessment.• After 25 minutes, remind class members that they have 5 minutes left. Have students who finish early reread their narratives before they turn them in. On a separate piece of paper, these students can revise their sketches or list details they may add in a second draft.	<ul style="list-style-type: none">• Providing paragraph frames and word banks that allow students to write about what they know will support learners who struggle with language.• Depending on the availability of technology and your students' ability to type, you might wish to have some or all students complete their drafts on the computer. If you choose to do this, make sure their work is double-spaced and printed so they can make annotations in the following lessons.



Closing and Assessment	Meeting Students' Needs
<p>A. Reflecting on Learning Targets: Tracking My Progress (5 minutes)</p> <ul style="list-style-type: none">• Congratulate students on their hard work on the mid-unit assessment. Distribute Tracking My Progress, Mid-Unit 3 recording forms to students. Remind students that successful learners keep track and reflect on their own learning. Point out that students have been doing this informally all year, during debriefs when they consider how well they are making progress toward the learning targets.• Review Step 1 in the self-assessment and remind students that this is where you would like them to explain what the target means to them. For example, the target uses the phrase “establishes a situation.” They should write what the target means “in their own words” by explaining what it means to set the stage of their narrative.• Point out the second step and explain that this is similar to the thumbs-up, -sideways, or -down method that they have used in previous lessons. Students should also explain why they think they “need more help,” “understand some,” or are “on the way,” and give examples. Consider giving students an example such as: “I circled that I need more help, because I don’t remember what the setting of a narrative is, so I don’t know how to introduce it in my own writing.”• Collect students’ self-assessments to use as formative assessment to guide instructional decisions during the remainder of this unit.	<ul style="list-style-type: none">• Developing self-assessment and reflection supports all students, but research shows it supports struggling learners most.
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Continue reading from your independent reading book for this unit. <p><i>Note: Make copies of each student’s draft introductions for assessment purposes. They will need their originals back in Lesson 8 to revise.</i></p>	



EXPEDITIONARY
LEARNING

Grade 4: Module 2B: Unit 3: Lesson 7

Supporting Materials



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Mid-Unit 3 Assessment:
Planning for and Drafting a Narrative Introduction

Name: _____

Date: _____

Part 1: Introduction Expansion

Directions: Use your Expert Group Animal character profile and Narrative Planning graphic organizer to complete the graphic organizer below.

The diagram is a narrative planning graphic organizer. It consists of five rectangular boxes arranged in a central column, with two additional boxes on the left and right sides, and a wide box at the bottom. The central column contains three boxes: 'Introducing the Character:', 'Introducing the Setting:', and 'Introducing the Problem:'. To the left of these is a box labeled 'Setting the Stage: Engaging Way to Start Your Narrative'. To the right is a box labeled 'Leading the Reader On: Engaging Way to Lead into the Rest of the Story'. At the bottom is a wide box labeled 'Important Words to Use:'. Lines connect the boxes: a line from the top of the left box to the top of the 'Introducing the Character:' box; a line from the bottom of the left box to the bottom of the 'Introducing the Problem:' box; a line from the top of the 'Introducing the Problem:' box to the bottom of the 'Introducing the Character:' box; a line from the top of the 'Introducing the Setting:' box to the bottom of the 'Introducing the Character:' box; a line from the bottom of the 'Introducing the Setting:' box to the top of the 'Introducing the Problem:' box; a line from the top of the 'Introducing the Character:' box to the top of the right box; a line from the bottom of the 'Introducing the Problem:' box to the bottom of the right box; a line from the top of the right box to the bottom of the 'Introducing the Setting:' box; and a line from the bottom of the right box to the top of the 'Introducing the Problem:' box.

Introducing the Character:

Setting the Stage:
Engaging Way to Start
Your Narrative

Introducing the Setting:

Introducing the Problem:

Leading the Reader On:
Engaging Way to Lead
into the Rest of the
Story

Important Words to Use:



Mid-Unit 3 Assessment:

Planning for and Drafting a Narrative Introduction

Part 2: Drafting

Directions: Use the lines below to write a draft of the Introductory and Problem paragraphs of your expert group animal choose-your-own-adventure narrative.



<div style="border-bottom: 1px solid black; margin-bottom: 10px;"></div> <div style="border-bottom: 1px solid black; margin-bottom: 10px;"></div>	
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Tracking My Progress, Mid-Unit 3

Name: _____

Date: _____

Learning Target: I can plan and draft a compelling introduction that establishes a situation by introducing the characters, setting, and plot of my narrative.

1. The target in my own words is:

2. How am I doing? Circle one.

**I need more help
to learn this.**



**I understand
some of this.**



I am on my way!



3. The evidence to support my self-assessment is:



EXPEDITIONARY
LEARNING

Grade 4: Module 2B: Unit 3: Lesson 8

Peer Critique for Organization and Style



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

I can use the writing process to produce clear and coherent writing (with support). (W.4.5)
I can effectively participate in a conversation with my peers and adults. (SL.4.1)
I can use dialogue and descriptions to show the actions, thoughts, and feelings of my characters. (W.4.3b)

Supporting Learning Target

- I can give kind, helpful, and specific feedback to my critique partner.
- I can critique my writing partner's narrative for organization and style.
- I can explain how authors of narratives use dialogue strategically to show their characters' thoughts and feelings.

Ongoing Assessment

- Choose-your-own-adventure narrative (annotated first draft)
- Narrative Feedback recording form
- Participation in creation of Writing Dialogue anchor chart



Agenda	Teaching Notes
<ol style="list-style-type: none"> 1. Opening <ol style="list-style-type: none"> A. Reviewing Learning Targets (5 minutes) 2. Work Time <ol style="list-style-type: none"> A. Reviewing Peer Critique Protocol (5 minutes) B. Peer Critique of Drafts: Introductions (15 minutes) C. Annotating Drafts for Revision (10 minutes) D. Examining Models of Dialogue (20 minutes) 3. Closing and Assessment <ol style="list-style-type: none"> A. Exit Ticket (5 minutes) 4. Homework <ol style="list-style-type: none"> A. Continue reading in your independent reading book for this unit. 	<ul style="list-style-type: none"> • For this lesson, students will need their draft narratives from the mid-unit assessment (Lesson 7). Be sure to make copies to evaluate the assessment before handing back students' original drafts. • Each day starting with this lesson, students edit their work using a different colored pencil for each different focus. See supporting materials and Work Time C. • Read students' drafts and Tracking My Progress reflections from Lesson 7 side by side to determine next steps for instruction for individual students during the second half of this unit. Have feedback to students on these drafts completed for Lesson 9 so students can begin making revisions. • When assessing and providing feedback to students on their drafts, use <i>only</i> the two rows on the rubric reviewed with students thus far: <ul style="list-style-type: none"> – I can create a narrative based on facts and details from my research about how my animal defends itself. – I can write an introduction that establishes a situation by introducing the characters, setting, and plot of my narrative. • The second part of this lesson helps students identify how authors of narrative text strategically use dialogue to show their characters' thoughts and feelings. Students examine dialogue in two narratives and discuss why the author chose to use dialogue in a particular part of the story. In Lesson 9, they will plan where to add dialogue for their narratives, learn the conventions of using dialogue (indenting, quotation marks, etc.) and add dialogue with proper conventions. To further support students, you may consider providing additional models from other texts students have read as a class. Students will benefit from seeing multiple models of how authors use dialogue in narrative texts. • In advance: <ul style="list-style-type: none"> – Display anchor charts (see materials below). – Organize students in pairs to critique each other's writing. – Review Peer Critique protocol (see Appendix). – Prepare Writing Dialogue anchor chart (see supporting materials).



Lesson Vocabulary	Materials
organize, events, makes sense, critique, specific, feedback, revision, strategically	<ul style="list-style-type: none">• Characteristics of Narratives anchor chart (from Lesson 4)• Performance Task anchor chart (from Lesson 1)• Steps for Planning and Drafting My Narrative anchor chart (from Lesson 4)• Choose-Your-Own-Adventure Narrative Rubric (from Lesson 3; one per student and one to display)• Equity sticks• Peer Critique Protocol anchor chart (from Module 1, Unit 1, Lesson 7)• Choose-your-own-adventure narrative (first draft) (from Lesson 7; one per student)• Expert Group Animal Narrative Planning graphic organizer (from Lesson 5; one per student)• Introduction Expansion graphic organizer (from Lesson 7; one per student)• Narrative Feedback recording form (one per student and one to display)• Green colored pencils (one per student)• Document camera• Steps for Revising My Writing anchor chart (from Unit 2, Lesson 10)• Photocopies of pages 57–59 of <i>Can You Survive the Wilderness?</i> (one per student, created with permission, Doeden, Matt. <i>Can You Survive the Wilderness?: An Interactive Survival Adventure</i>. North Mankato, MN: Capstone, 2012. Print)• <i>Can You Survive the Wilderness?</i> (book; one for display/teacher read-aloud)• Highlighter (one per student)• “Powerful Polly” pufferfish narrative (from Lesson 3; one per student and one to display)• Writing Dialogue anchor chart (new; co-created during Work Time D)• Index cards (one per student)



Opening	Meeting Students' Needs
<p>A. Reviewing Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Be sure the following anchor charts are posted: Characteristics of Narratives anchor chart, Performance Task anchor chart, and Steps for Planning and Drafting My Narrative anchor chart.• Invite students to take out their copies of the Choose-Your-Own-Adventure Narrative Rubric and read the first criteria box for “Organization” to themselves:<ul style="list-style-type: none">* “I can organize events in an order that makes sense in my narrative.”• Review vocabulary from this criterion by asking:<ul style="list-style-type: none">* “What do we mean by <i>organize</i>?”• Listen for responses such as: “How a piece of writing is ordered.”• Ask:<ul style="list-style-type: none">* “What do we mean by <i>events</i>?”• Listen for responses such as: “The action of the story,” or “The parts of the plot—the introduction, rising action, problem, solution, and conclusion.”• Ask:<ul style="list-style-type: none">* “What do we mean by <i>makes sense</i>?”• Listen for responses such as: “It is not confusing to the reader.”• Remind students that they have been talking about this already when planning the different parts of their narratives.• Invite students to read the “Meets,” “Partially Meets,” and “Does Not Meet” descriptions for this target:<ul style="list-style-type: none">– Meets: My narrative includes an introduction, rising action, problem, solution, and conclusion. The events of my narrative unfold in a logical order that makes sense to the reader.– Partially Meets: My narrative may be missing one or two of the following: an introduction, rising action, problem, solution, and conclusion. The events of my narrative are in an order that somewhat makes sense to the reader.– Does Not Meet: My narrative is missing three or more of the following: an introduction, rising action, problem, solution, and conclusion. The events of my narrative are not in a logical order and do not make sense to the reader.• Answer any clarifying questions students have about these descriptions.	<ul style="list-style-type: none">• Reviewing the rubric based on the learning targets outlined from the standards allows students to get a clear picture of how they can meet these targets as they write their narratives.• Discussing and clarifying the language of learning targets helps build academic vocabulary.



Opening (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Read aloud the learning targets:<ul style="list-style-type: none">* "I can give kind, helpful, and specific feedback to my critique partner."* "I can critique my writing partner's narrative for organization and style."* "I can explain how authors of narratives use dialogue strategically to show their characters' thoughts and feelings."• Ask students what they know already about these targets. Give students a chance to talk with a partner about their thinking and then cold call students using equity sticks. Students might recall the critique process from Module 1 and Lesson 5 of this unit. Have them share what they recall.• Then ask students to identify parts of the learning targets that are unfamiliar or confusing. Pay particular attention to the meanings of the words <i>specific</i>, <i>critique</i>, and <i>dialogue</i> as you clarify the meaning of the targets with students.	



Work Time	Meeting Students' Needs
<p>A. Reviewing the Peer Critique Protocol (5 minutes)</p> <ul style="list-style-type: none"> Review the main components of a successful <i>critique</i> on the Peer Critique Protocol anchor chart. Remind students that giving and receiving critique and feedback is something they practiced in Module 1. Set up nonnegotiables for the students before they begin this process. The following four points are crucial for success: <ul style="list-style-type: none"> <u>Be kind</u>: Always treat others with dignity and respect. This means we never use words that are hurtful, including sarcasm. <u>Be specific</u>: Focus on particular strengths and weaknesses, rather than making general comments such as: "It's good" or "I like it." Provide insight into why it is good or what specifically you like about it. <u>Be helpful</u>: The goal is to contribute positively to the individual or the group, not simply to be heard. Echoing the thoughts of others or cleverly pointing out irrelevant details wastes time. <u>Participate</u>: Peer critique is a process to support each other, and your feedback is valued! Tell students that today they are going to listen to their partners read their choose-your-own-adventure narrative drafts. Tell them they will focus their <i>feedback</i> using the Choose-Your-Own-Adventure Narrative Rubric. Explain that today their feedback will focus only on the portions of the rubric reviewed thus far—the first row of the "Ideas" section, and the first two rows of the "Organization" section. Review the criteria for "Meets" on the rubric. Students will focus mainly on whether characters and events are research-based and the organization of their drafts. Remind students that for this feedback to be helpful they should only focus on these specific areas. Pointing out misspelled words or incorrect punctuation will not be helpful at this point in the writing process. That will be saved for the final editing. Explain to students that they will share their plans and their drafts with their partners. Tell students they should be looking to see that everything from the writer's plan is in the draft, that the order is logical and makes sense, and that the characters and details are based on their research. 	<ul style="list-style-type: none"> Critiques simulate the experiences students will have in the workplace and help build a culture of achievement in your classroom. Consider modeling with the model paragraph from the millipede narrative, if you feel that your students need more practice with peer critique before working with a partner.
<p>B. Peer Critique of Drafts: Introductions (15 minutes)</p> <ul style="list-style-type: none"> Partner students with a student from their same expert group (monarch butterfly with monarch butterfly, gazelle with gazelle, etc.) if possible. 	<ul style="list-style-type: none"> To help students keep their writing organized, consider keeping a class accordion folder labeled with names or individual writing folders to keep graphic organizers, drafts, and feedback recording forms.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">Return students' original copies of their choose-your-own-adventure narrative (first drafts) from the mid-unit assessment. Invite students to take out their Expert Group Animal Narrative Planning and Introduction Expansion graphic organizers. Distribute the Narrative Feedback recording forms. Explain to students that this is where they will record their partner's feedback on their work and their next steps.Have students read the directions and then restate in their own words to their partner:<ol style="list-style-type: none">Author and Listener: Review area of critique focus from rubric.Author: Reads his or her piece.Listener: Gives feedback based on rubric criteria: "I like how you _____. "You might consider _____."Author: Records feedback.Author: Says: "Thank you for _____. "My next step will be _____."Switch roles and repeat.Address any clarifying questions and then have students begin.Circulate to support students with the critique process, helping them to follow the protocol and focus their feedback using the rubric's "Ideas" and "Organization" sections.	



Work Time (continued)	Meeting Students' Needs
<p>C. Annotating Drafts for Revision (10 minutes)</p> <ul style="list-style-type: none">• Have students thank their partners and move to their own workspaces. Explain that they will now use their partner's feedback to make <i>revision</i> notes to their drafts.• Be sure that every student has a green colored pencil. Post the Steps for Revising My Writing anchor chart:<ol style="list-style-type: none">1. Choose the correct colored pencil. Today's color is _____.2. Decide where you are going to add a revision note based on feedback or new learning.3. Write your revision note in the space above the sentence you want to change.4. Read through your entire narrative and continue to record your revision notes.5. Review your revision notes to be sure they make sense.• Tell them that you would like them to add notes to their drafts using the green colored pencils today. (This step in the anchor chart will vary from day to day depending on the color used for revisions. See the teaching notes of each subsequent lesson.)• Explain to students that since they skipped lines when they wrote the drafts, you would like them to write notes telling what they will add or change in a given part of their narrative on these blank lines. When they have a sentence they would like to add to or change, they can make a note on the blank line above it. Explain that this will allow them to read and easily reread their drafts and note changes at the same time without erasing or crossing things out.• Give students 15 minutes to add revision notes to their drafts. Circulate to confer and support students as needed.• Once students have recorded their revisions, have them organize their writing materials. Explain that they will use these and will need to keep them with their drafts and recording forms as they continue to move through the writing process during the next several lessons.	<ul style="list-style-type: none">• If students are using a computer for word processing, they will still make revisions on a printed copy of their drafts until they are ready to complete a second draft later in the unit.• Students annotate each type of revision of their drafts (e.g., ideas, organization) with a different colored pencil. This will allow students to keep track of the focus of each revision.• To support visual learners, consider using a document camera with a few sentences written with skipped lines to demonstrate this note-taking technique for students.



Work Time (continued)	Meeting Students' Needs
<p>D. Examining Models of Dialogue (20 minutes)</p> <ul style="list-style-type: none"> Briefly review how to punctuate dialogue. Ask: "How does a writer show you when a character is speaking?" Listen for students to mention quotation marks. Demonstrate briefly by writing the following sentence on the board: <ul style="list-style-type: none"> – "I am glad to see you today, Joe," said the teacher. Explain that this sentence shows that someone is talking. Ask students what they notice about the sentence. They should notice the quotation marks and the word "said." Ask students: <ul style="list-style-type: none"> * "Are the words 'said the teacher' what the character said? How do we know?" Explain that when authors want to show that a character is speaking, they use quotation marks to show the words spoken by the character. Tell students that you will read a short excerpt of a narrative aloud as they follow along. When you read it the first time, you would like them to listen for the gist of the text. Display and distribute photocopies of pages 57–59 of <i>Can You Survive the Wilderness?</i> Remind them to look for quotation marks. Display and read aloud from pages 57–59 of <i>Can You Survive the Wilderness?</i> After reading the text once, ask students to turn to a partner and share what they think this ending is about. Have a few pairs share out and be sure students understand that the main character is lost in the woods and trying to climb down a cliff. The character is scared because the character is alone, but then finds two people on a hike. Before you read the text a second time, tell students that their job during this read is to underline or highlight any dialogue they notice in the text. Ask student to get out a pencil or highlighter. As they identify dialogue in the text and discuss how it is used, draw their attention to how dialogue looks. Do they notice anything else about how dialogue looks in this text that they didn't notice in the example sentence? Listen for responses such as: "It is set apart with quotation marks," or "It is indented when a new person speaks," or "The word 'says' is not the only way a writer indicates that someone is speaking." Ask students to turn and discuss the following with a neighbor: <ul style="list-style-type: none"> * "How did the author use dialogue strategically in this text?" 	<ul style="list-style-type: none"> To further support students in understanding how authors use dialogue in narrative texts, consider providing additional examples during or after this lesson from narrative texts that are familiar to the class.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Cold call students to share something their partner said. Students should notice the following dialogue: “Hello!” they shout. “Are you OK?” “I’m so glad you spotted me,” you say, suddenly feeling exhausted. “I don’t know how much longer I could have survived out here.”• They also should notice the following in terms of using dialogue strategically:<ul style="list-style-type: none">– There were only three sections of dialogue.– The dialogue helped to show readers that the characters were rescuing the main character.• Next ask students: “Besides giving you information about the characters and their feelings, what did this dialogue do for you as a reader?” They might notice that dialogue engages readers: it causes the reader to be interested in how the story ends (i.e., “Why is the main character so glad to be spotted?”)• Tell students they will now look at a second example of dialogue, this time from a text they’ve already read. Ask students to repeat the process above with a partner:<ol style="list-style-type: none">1. Read the text and underline any examples of dialogue they notice.2. Discuss with your partner: “How did the author use dialogue strategically in this text?”• Ask students to get out their copies of “Powerful Polly.” Ask them to read only the first page. Give pairs 10 minutes to work.• Focus students whole group. Ask student to share what they noticed about the strategic use of dialogue in this story. They might notice the following:<ul style="list-style-type: none">– “The character was usually talking out loud to herself.”– “The dialogue helped the readers to understand how she was feeling about seeing the shark and what her thoughts were about what to do next.”• Title and post a new Writing Dialogue anchor chart. Underneath the title, write: “Why do authors use dialogue?” Capture students’ thoughts on this question. The list might include:<ul style="list-style-type: none">– To show what a character is feeling– To show what a character is thinking	



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">– To show how they interact with others• Still on the anchor chart, write: “How do authors use dialogue strategically?” This list might include:<ul style="list-style-type: none">– When they need to show a character’s thoughts or feelings about something happening in the story– Dialogue should be used only in a few places, not every sentence or paragraph.• Tell students they will come back to this chart during the next lesson.	
Closing and Assessment	Meeting Students' Needs
<p>A. Exit Ticket (5 minutes)</p> <ul style="list-style-type: none">• Gather students. Ask them to assess themselves and the class on the learning targets: “I can give kind, helpful, and specific feedback to my critique partner,” and “I can critique my writing partner’s narrative for organization and style.”• Distribute index cards and have them record their name and reflect and respond to the following:<ul style="list-style-type: none">– Front: “Did you meet the learning targets? What is your evidence?”– Back: “How do you think the class did with giving kind, helpful, and specific feedback? What is your evidence?”	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Continue reading in your independent reading book for this unit.	



EXPEDITIONARY
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Grade 4: Module 2B: Unit 3: Lesson 8

Supporting Materials



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Narrative Feedback Recording Form
(Front)

Name: _____

Date: _____

Date:	Partner:
Focus of critique:	
My partner liked ...	
My partner suggested ...	
My next step(s) ...	

Date:	Partner:
Focus of critique:	
My partner liked ...	
My partner suggested ...	
My next step(s) ...	



Narrative Feedback Recording Form
(Back)

.....
Name:
.....

Date:	Partner:
Focus of critique:	
My partner liked ...	
My partner suggested ...	
My next step(s) ...	

Date:	Partner:
Focus of critique:	
My partner liked ...	
My partner suggested ...	
My next step(s) ...	



Writing Dialogue Anchor Chart
(For Teacher Reference)

Teacher Directions: Write the following on chart paper to create this anchor chart.

Writing Dialogue

“Why do authors use dialogue?” *Capture students’ thoughts on this question. The list might include:*

- * To show what a character is feeling
- * To show what a character is thinking
- * To show how they interact with others

“How do authors use dialogue strategically?” *Capture students’ thoughts on this question. The list might include:*

- * When they need to show a character’s thoughts or feelings about something happening in the story
- * Dialogue should be used only in a few places, not every sentence or paragraph.



EXPEDITIONARY
LEARNING

Grade 4: Module 2B: Unit 3: Lesson 9

Revising Narrative Texts: Including Dialogue



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

I can use dialogue and descriptions to show the actions, thoughts and feelings of my characters. (W.4.3a)

I can use commas and quotation marks to identify speech and quotations from a text. (L.4.2b)

I can use transitional words and phrases to show the sequence of events in a narrative text. (W.4.3b)

Supporting Learning Targets

- I can identify the parts of my narrative that would benefit from added dialogue.
- I can revise my narrative to strategically add dialogue.

Ongoing Assessment

- Choose-your-own-adventure narrative (annotated first draft)

Agenda	Teaching Notes
<ol style="list-style-type: none"> 1. Opening <ol style="list-style-type: none"> A. Reviewing Learning Targets (10 minutes) 2. Work Time <ol style="list-style-type: none"> A. Guided Practice: Annotating Millipede Draft for Use of Dialogue (10 minutes) B. Partner Work: Identifying Where to Add Dialogue to Narratives (10 minutes) C. Modeling: Writing Dialogue for the Millipede Narrative (10 minutes) D. Independent Practice: Writing Dialogue (15 minutes) 3. Closing and Assessment <ol style="list-style-type: none"> A. Sharing and Debriefing (5 minutes) 4. Homework <ol style="list-style-type: none"> A. Finish revising for dialogue. 	<ul style="list-style-type: none"> • In this lesson, students record notes for their ideas for dialogue in Work Times A and B. In Work Time C and D, they add the dialogue using correct conventions. • Consider a quick pre-assessment to gauge whether your students already know how to use quotation marks effectively. If so, consider accelerating Work Time C. • Consider giving students their own copy of the Writing Dialogue anchor chart to refer to and keep in their writing folders. • Teaching and learning to write dialogue is challenging. A possible extension to this lesson might be for students to have a conversation in groups and practice writing that dialogue together. • If your district has printed lessons for you in black and white, it may be helpful to view this lesson in color, and print colored some copies. Go to EngageNY.org or commoncoresuccess.elschools.org and search for 4th grade, Module 2B, Unit 3 lessons. • In advance: <ul style="list-style-type: none"> – Prepare the Millipede Narrative draft with purple annotations to model where you would include dialogue and why. – Display Writing Dialogue and Steps for Revising My Writing anchor charts (from Unit 2, Lesson 10).



Lesson Vocabulary	Materials
dialogue, speech, quotations, strategically	<ul style="list-style-type: none">• Choose-Your-Own-Adventure Narrative Rubric (from Lesson 3; one per student and one to display)• Equity sticks• Document camera• Writing Dialogue anchor chart (from Lesson 8)• Millipede Narrative draft (from Lesson 6)• Steps for Revising My Writing anchor chart (from Unit 2, Lesson 10)• Purple colored pencils (one per student)• Millipede Narrative Draft (Revised; For Teacher Reference)• Choose-Your-Own-Adventure narrative (first draft) (from Lesson 7; one per student)• <i>Can You Survive the Wilderness?</i> (book; one for display and teacher read-aloud)• Photocopies of pages 57–59 of <i>Can You Survive the Wilderness?</i> (from Lesson 9)• Sticky notes (several per student)

Opening	Meeting Students' Needs
<p>A. Reviewing Learning Targets (10 minutes)</p> <ul style="list-style-type: none"> • Invite students to take out their copies of the Choose-Your-Own-Adventure Narrative Rubric and read the second criteria box for “Ideas” to themselves: <ul style="list-style-type: none"> * “I can use dialogue and descriptions to show the actions, thoughts, and feelings of my characters.” • Review vocabulary from this criterion by asking: <ul style="list-style-type: none"> * “What do we mean by <i>dialogue</i>?” • Listen for responses such as: “Dialogue is what characters say or think in a story.” • Remind students that they started talking about this in the previous lesson. • Invite students to read the “Meets,” “Partially Meets,” and “Does Not Meet” descriptions for this target and answer any clarifying questions students may have. • Invite students to read the second criteria box for “Conventions” to themselves: <ul style="list-style-type: none"> * “I can use correct conventions in my writing.” • Review vocabulary from this criterion by asking: <ul style="list-style-type: none"> * “What do we mean by <i>conventions</i>?” • Listen for responses such as: “These are the rules of writing for punctuation and capitalization.” • Ask: <ul style="list-style-type: none"> * “What do we mean by <i>speech</i> and <i>quotations</i>?” • Listen for responses such as: “Speech is what the characters say or think, and quotations are phrases or sentences copied directly from our research.” • Read the second criterion for “Meets” for this target: <ul style="list-style-type: none"> * “I correctly use commas and quotation marks to identify speech and quotations from a text.” • Tell students that there is a specific way to punctuate dialogue in texts and that they will need to learn these conventions in order to include dialogue in their narratives. • Post and read aloud the learning targets: <ul style="list-style-type: none"> * “I can identify the parts of my narrative that would benefit from added dialogue. * “I can revise my narrative to strategically add dialogue.” 	<ul style="list-style-type: none"> • Reviewing the rubric based on the learning targets outlined from the standards allows students to get a clear picture of how they can meet these targets as they write their narratives. • Discussing and clarifying the language of learning targets helps build academic vocabulary. • In Lesson 8, students examined an excerpt from the text <i>Can You Survive in the Wilderness?</i> for models of dialogue. Consider providing additional models from other texts students have read as a class. Students will benefit from seeing multiple models of how authors use dialogue in narrative texts.



Opening (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Ask students what they know already about these targets. Give students a chance to talk with a partner about their thinking and then cold call students using equity sticks.• Ask the class to identify parts of the learning targets that are unfamiliar or confusing. Pay particular attention to the meaning of the word <i>strategically</i> as you clarify the meaning of the targets with students.	

Work Time	Meeting Students' Needs
<p>A. Guided Practice: Annotating Millipede Draft for Use of Dialogue (10 minutes)</p> <ul style="list-style-type: none">• Display the Writing Dialogue anchor chart (started in Lesson 8) and review why authors use dialogue and how they use it strategically. Explain to students that today they will have a chance to decide where to include dialogue into their narratives.• Display the Millipede Narrative draft from Lesson 6. Tell students that now that they have a good understanding for how authors use dialogue strategically, that you would like them to help you plan for adding dialogue to the millipede narrative. Review the Steps for Revising My Writing anchor chart:<ol style="list-style-type: none">1. Choose the correct colored pencil. Today's color is _____.2. Decide where you are going to add a revision note based on feedback or new learning.3. Write your revision note in the space above the sentence you want to change.4. Read through your entire narrative and continue to record your revision notes.5. Review your revision notes to be sure they make sense.• Tell students that today they will be adding revision notes using purple colored pencils. Tell students that first you will read them your draft so they can help you decide where dialogue might be used strategically.• Read the draft aloud to students. Ask them to turn to a neighbor and share where they think dialogue could be added and why it should be added right there. Use equity sticks to call on students to share their thinking.	<ul style="list-style-type: none">• The Millipede Narrative draft is the same draft written in Lesson 6. See teaching note at the beginning of this lesson and supporting materials.

Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> After several students have shared their suggestions, demonstrate how you would annotate your paragraph using a colored pencil. Use an asterisk in the space above a sentence where dialogue will be added to describe what will be added (and add the dialogue later). For example, above the sentence “He was used to the sound of the bubbling stream, but a splash meant something different—something was coming closer to him,” you might add: “The millipede will wonder to himself what made that noise.” See the Millipede Narrative Draft (Revised; For Teacher Reference) in the supporting materials of this lesson for possible revisions. Remind students that they won’t actually write dialogue yet. Their purpose is just to find places where including dialogue might make their narrative stronger. 	
<p>B. Partner Work: Identifying Where to Add Dialogue to Narratives (10 minutes)</p> <ul style="list-style-type: none"> Have students take out their choose-your-own-adventure narrative (first draft). Partner them with a student from a different expert group and post the following directions on the board: <ol style="list-style-type: none"> Read your narrative to your partner. Partner listens for areas where dialogue might be added. Partner shares suggestions based on the Writing Dialogue anchor chart. Switch roles and repeat. Follow the Steps for Revising My Writing anchor chart to record revision notes for adding dialogue to your narrative. Tell them to use the Writing Dialogue anchor chart as a guide when deciding where to add dialogue to their drafts and for what purpose. Circulate and support students as needed in recording their ideas on their drafts. 	<ul style="list-style-type: none"> ELL students might need extra support in deciding where to add dialogue. Consider partnering ELL1s with ELL2s who speak the same home language or scheduling conferences with these students.
<p>C. Modeling: Writing Dialogue for the Millipede Narrative (10 minutes)</p> <ul style="list-style-type: none"> Bring students back together and refer to the Writing Dialogue anchor chart. Remind them that in the last lesson, they used models of narratives to see how authors used dialogue strategically. Tell them that now they will examine the mentor texts to look at the conventions for writing dialogue. Display page 58 of <i>Can You Survive the Wilderness?</i> and have students take out their photocopies of the same page. Focus students on the fourth paragraph (starting with: “Hello!” they shout. “Are you OK?”) through the end of page 59. Read this section aloud to students as they follow along. Ask them to look closely at the text. Ask them to turn to a partner and share what they notice about the dialogue in this section of the text. 	<ul style="list-style-type: none"> You may choose to have students do this individually or with a partner for added support. If you do not have enough sticky notes for students, consider having them use index cards or a separate sheet of writing paper.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Have pairs share out. Help them to see the following conventions and add to the Writing Dialogue anchor chart:<ul style="list-style-type: none">– The words spoken by characters begin and end with quotation marks.– Dialogue can be a whole sentence or just a part at the beginning, middle, or end.– New paragraphs are started when a different character is speaking.– Sentences with dialogue often contain words such as <i>shouted</i> and <i>said</i>.• Next, display the Millipede Narrative draft with your annotations for where to add dialogue. Explain that now you would like them to write the dialogue they just planned for using correct conventions.• Tell students that now you would like to model how to you would like them to do this. Think aloud about how you will use your annotated notes to write dialogue. For example: “If I look at my notes here, I know I want to have the millipede wonder to himself what made that noise. So I think I will have him think something like ‘What was that?’” Using a sticky note, write your dialogue (“What was that?” he thought to himself.) Be sure to point out the conventions used specific to writing dialogue—the quotation marks, the question mark, and the lowercase “h” in “he.”• Ask students to point out which conventions you used when writing this dialogue.• Point out that the dialogue you have written sounds authentic. Your character did not use any modern slang such as “Huh?” He also used language that showed he was alert because most animals pay close attention to their surroundings. Explain that as they write their dialogue today, they need to pay attention to the conventions and to scientific accuracy whenever they are adding to their writing.• Ask student to recall the steps you took to write your dialogue and record these steps on the board. Students should observe the following steps in your modeling:<ol style="list-style-type: none">1. Read all your revision notes for adding dialogue (in purple).2. Locate the first place you plan to add dialogue marked with a purple asterisks.3. On a sticky note, write the dialogue you want to add to that place using correct conventions (and scientific accuracy).4. Continue to write dialogue for each place you have planned to add it.	



Work Time (continued)	Meeting Students' Needs
<p>D. Independent Practice: Writing Dialogue (15 minutes)</p> <ul style="list-style-type: none">• Tell students that now they are ready to write the dialogue they want to add to their narratives using correct conventions.• Distribute sticky notes and have students go back to their choose-your-own-adventure narrative (first draft). Remind them to follow the steps you modeled using their sticky notes. Remind them also to refer to their research if needed to ensure their dialogue is based on that research.• Confer with students as they write dialogue.	<ul style="list-style-type: none">• Consider having students check the conventions of their dialogue with you or a partner if they finish early.
Closing and Assessment	Meeting Students' Needs
<p>A. Sharing and Debriefing (5 minutes)</p> <ul style="list-style-type: none">• Have students select one piece of dialogue they added to their narratives to share with a partner. Once students have shared, ask them to discuss:<ul style="list-style-type: none">* “How did adding dialogue improve your narrative?”	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Finish revising for dialogue.	



EXPEDITIONARY
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Grade 4: Module 2B: Unit 3: Lesson 9

Supporting Materials



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Millipede Narrative Draft
(Revised, for Teacher Reference)

Name: _____

Date: _____

Whoosh!

Crunch crunch!

Chirp! Chirp! Tweet! Chirp!

Marty the millipede listened to the sounds of his habitat as he inched along the forest floor. He was searching for a good, crunchy leaf to eat. His 120 legs marched slowly as his segmented body moved across the ground. He heard the rustling of the leaves in the trees around him, and the water of the stream tumbling by. A squirrel sniffed some moss on the root of a nearby maple tree before scampering up. Marty noticed a leaf on the ground by its trunk and started nibbling it.

Across the stream, a warty Toad spotted marty. The toad was searching for his lunch and thought Marty would make a delicious meal. He hopped across the stream, making a little splash.

Marty looked up nervouslee. *** please make new paragraph about this - "What was that?" he thought to himself.* He was used to the sound of the bubbling stream, but a splash meant something different—something was coming closer to him.

Once on the other side of the stream, the toad croaked a little ribbit sound.

"Ribbit! Ribbit!"

Marty froze. A ribbit could only mean one thing—a hungry toad was close! He looked around. There it was by the stream! He knew he had to do something, and quick, or else the threatenin toad would gobble him up for lunch!

Choice #1

If Marty rolls into a ball,
turn to page 4.

Choice #2

If Marty oozes poison,
turn to page 5.



EXPEDITIONARY
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Grade 4: Module 2B: Unit 3: Lesson 10

Revising Narrative Texts: Using Sensory Details and Vocabulary



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
<p>I can use sensory details to describe experiences and events precisely. (W.4.3c)</p> <p>I can express ideas using carefully chosen words. (L.4.3a)</p> <p>I can correctly use domain-specific vocabulary related to the topic of study. (L.4.6)</p>	
Supporting Learning Targets	Ongoing Assessment
<ul style="list-style-type: none">I can use sensory details and vocabulary from my research to describe my animal and its defense mechanisms in my narrative.	<ul style="list-style-type: none">Choose-your-own-adventure narrative (annotated first draft)



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Reviewing Learning Targets: Examining a Rubric to Understand Criteria for Choose-Your-Own Adventure Narratives (10 minutes)2. Work Time<ol style="list-style-type: none">A. Examining Models for Sensory Details and Vocabulary (15 minutes)B. Guided Practice: Revising for Sensory Details/ Vocabulary from Research (15 minutes)C. Independent Practice: Revising for Sensory Details and Vocabulary from Research (15 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Setting a Revision Goal (5 minutes)4. Homework<ol style="list-style-type: none">A. Finish revising for sensory details.	<ul style="list-style-type: none">• This is the second of a sequence of three lessons focused on revising the choose-your-own-adventure narratives. Students again use colored pencils to make revision notes and revisions. As homework for Lesson 11, they will write a clean second draft incorporating their revisions for dialogue (from Lesson 9), word choice (from this lesson), and conclusion (from Lesson 11).• If your district has printed lessons for you in black and white, it may be helpful to view this lesson in color, and print colored some copies. Go to EngageNY.org or commoncoresuccess.elschools.org and search for 4th grade, Module 2B, Unit 3 lessons.• In advance:<ul style="list-style-type: none">– Gather Millipede Narrative planning resources: Introduction Expansion graphic organizer, Millipede Narrative Planning graphic organizer, and the glossaries from the Animal Defenses and Expert Group Animal research journals.– Post: Steps for Revising My Writing anchor chart (from Unit 2, Lesson 10).



Lesson Vocabulary	Materials
sensory details, precise, accurate, descriptions	<ul style="list-style-type: none">• Choose-Your-Own-Adventure Narrative Rubric (from Lesson 3; one per student and one to display)• <i>Can You Survive the Wilderness?</i> (text; one for display and teacher read-aloud)• Photocopies of pages 57–59 of <i>Can You Survive the Wilderness?</i> (from Lesson 8)• “Powerful Polly” pufferfish narrative (from Lesson 3; one per student and one to display)• Millipede Narrative draft (from Lesson 6)• Steps for Revising My Writing anchor chart (from Unit 2, Lesson 10)• Red colored pencils (one per student)• Equity sticks• Millipede Narrative Draft (Revised; For Teacher Reference)• Sticky notes (several per student)• Introduction Expansion graphic organizer (from Mid-Unit 3 assessment; one per student)• Expert Group Animal Narrative Planning graphic organizer (from Lesson 5; one per student)• Animal Defenses research journals (from Unit 1; one per student and one to display)• Expert Group Animal research journals (from Unit 2; Lesson 2; one per student and one to display)• Glossaries (from pages 13-14 of Animal Defenses and Expert Group Animal research journals; one per student and one to display)• Choose-your-own-adventure narrative (first draft) (from Lesson 7; one per student)



Opening	Meeting Students' Needs
<p>A. Reviewing Learning Targets: Examining a Rubric to Understand Criteria for Choose-Your-Own-Adventure Narratives (10 minutes)</p> <ul style="list-style-type: none">• Invite students to take out their copies of the Choose-Your-Own-Adventure Narrative Rubric and read the first criteria box for Word Choice to themselves:<ul style="list-style-type: none">* “I can use sensory details and vocabulary from my research to describe my animal and its defense mechanisms in my narrative.”• Review vocabulary from this criterion by asking:<ul style="list-style-type: none">* “What do we mean by <i>sensory details</i>?”• Listen for responses such as: “They are details involving the five senses—sight, hearing, touch, smell, and taste.”• Ask:<ul style="list-style-type: none">* “What do we mean by <i>descriptions</i>?”• Listen for responses such as: “An explanation of something.”• Invite students to read the “Meets,” “Partially Meets,” and “Does Not Meet” descriptions for this target and answer any clarifying questions students may have.• Explain to students that in today’s lesson they will revise their narratives by adding sensory details and vocabulary to make sure their writing is descriptive and based on their research.	



Work Time	Meeting Students' Needs
<p>A. Examining Models for Sensory Details and Vocabulary (15 minutes)</p> <ul style="list-style-type: none">• Tell students that you will read a short excerpt of a <i>Can You Survive the Wilderness?</i> aloud. Display and ask students to get out their photocopies of pages 57–59 (from Lesson 8).• Before you read the text aloud, tell students that their job during this read is to circle sensory words or phrases they notice in the text. Ask student to get out a pencil and read pages 57–59 aloud.• Ask students to turn and discuss with a neighbor:<ul style="list-style-type: none">* “How did the author use sensory words or phrases in this text?”• Cold call students to share something their partner said. Listen for responses such as:<ul style="list-style-type: none">– “You can see exposed tree roots sticking out of it.”– “The sound of the crashing water below is deafening.”• Next ask:<ul style="list-style-type: none">* “What did these details do for you as a reader?”• Listen for responses such as: “The details helped me visualize the setting,” or “The details made me feel like I was right there with the main character.”• Tell students they will now look at a second text for examples of descriptions that use vocabulary related to animal defense mechanisms. Ask students to repeat the process above with a partner:<ol style="list-style-type: none">1. Read the text and circle any examples of descriptions with vocabulary from their research on animal defense mechanism that they notice.2. Discuss with your partner: What did these descriptions do for you as a reader?• Ask students to get out their copies of “Powerful Polly.” Ask them to read the first page only. Give pairs 10 minutes to work.• Focus students whole group. Ask student to share what they noticed about the descriptions in this story. They might notice the following vocabulary in the text: <i>prey</i>, <i>predator</i>, <i>spines</i>, <i>defend</i>. Point out vocabulary related to descriptions of the habitat and the animals if students miss identifying these words: “coral reef,” “tropical ocean,” “tiger shark,” “pufferfish,” “fins.”• Invite students to Think-Pair-Share:<ul style="list-style-type: none">* “How do authors write descriptions based on research?”	



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> Listen for responses such as: “By using sensory details that help readers feel as if they are there with the main character,” “By using sensory details to help the reader visualize what is going on,” or “By using vocabulary from their research.” 	
<p>B. Guided Practice: Revising for Sensory Details/Vocabulary from Research (15 minutes)</p> <ul style="list-style-type: none"> Display the Millipede Narrative draft from Lesson 6. Tell students that now that you would like them to help you revise the millipede narrative to add descriptions that use sensory details and vocabulary from your research on millipedes. Review the Steps for Revising My Writing anchor chart: <ol style="list-style-type: none"> Choose the correct colored pencil. Today’s color is _____. Decide where you are going to add a revision note based on feedback or new learning. Write your revision note in the space above the sentence you want to change. Read through your entire narrative and continue to record your revision notes. Review your revision notes to be sure they make sense. Tell students that today they will be adding revision notes using red colored pencils and that first you will read them your draft so they can help you decide where to add descriptions. Read the draft aloud to the class. Ask students to turn to a neighbor and share where they think descriptions could be added and why it should be added there. Use equity sticks to call on students to share their thinking. After several students have shared their suggestions, demonstrate how you would annotate your paragraph using a colored pencil. Use an asterisk in the space above a sentence where a description will be added to describe <i>what</i> will be added (and add the description later). For example, for adding sensory details, above the sentence “He heard the rustling of the leaves in the trees around him, and the water of the stream tumbling by,” you might add: “Add a description of what Marty is doing to help the reader visualize him. Add a sensory detail like touch/feeling to help the readers feel like they are there with Marty.” An example for adding vocabulary may be as follows: above the sentence “He was used to the sound of the bubbling stream, but a splash meant something different—something was coming closer to him,” you might say, “Add the word ‘predator’ because that is what Marty is worried is approaching.” See the Millipede Narrative Draft (Revised; For Teacher Reference) in the supporting materials of this lesson for possible revisions. Explain that now you would like to write the descriptions they just helped to plan for the Millipede narrative. 	<ul style="list-style-type: none"> The Millipede Narrative draft is the same draft written in Lesson 6 and revised in Lesson 9. See the teaching note at the beginning of this lesson and supporting materials.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Tell students that now you would like to model how you would like them to do this. Think aloud about how you will use your annotated notes to write descriptions. For example: “So if I look at my notes here, I know I want to add a description of what Marty is doing and some sensory details to help readers visualize him and feel like they are there with him. So I think I will add something like, ‘Marty tilted his head up towards the sky, listening for his favorite sound. He soon heard the birds singing a happy tune as a breeze whistled over his hard exoskeleton.’” Using a sticky note, write your description (“Marty tilted his head up towards the sky, listening for his favorite sound. He soon heard the birds singing a happy tune as a breeze whistled over his hard exoskeleton.”).• Repeat for adding vocabulary using the word “predator.”• Ask:<ul style="list-style-type: none">* “What resources can you look at when thinking about what vocabulary words from your research you want to include?”• Listen for responses such as looking at their Introduction Expansion graphic organizers, Expert Group Animal Narrative Planning graphic organizers, and glossaries from the Animal Defenses research journal and Expert Group Animal research journal.• Ask students to recall the steps you took to write your descriptions and record these steps on the board. Students should observe the following steps in your modeling:<ol style="list-style-type: none">1. Use the Steps for Revising My Writing to make revision notes for adding descriptions (in red).2. Locate the first place you plan to add description marked with a red asterisk.3. On a sticky note, write the description you want to add to that place.	
<p>C. Independent Practice: Revising for Sensory Details and Vocabulary from Research (15 minutes)</p> <ul style="list-style-type: none">• Tell students that now they are ready to write the descriptions they want to add to their narratives.• Distribute sticky notes and have students take out their choose-your-own-adventure narrative (first draft). Remind them to follow the steps you modeled using their sticky notes. Remind them also to refer to their research journals if needed to ensure their descriptions include vocabulary from their research.• Confer with students as they revise.	<ul style="list-style-type: none">• If you do not have enough sticky notes for students, consider having them use index cards or a separate sheet of writing paper.• You may choose to have students do this individually or with a partner for added support.



Closing and Assessment	Meeting Students' Needs
<p>A. Setting a Revision Goal (5 minutes)</p> <ul style="list-style-type: none">• Invite students to take out their Choose-Your-Own-Adventure Narrative Rubrics.• Explain that they will now set a goal for revision based on the rubric. Tell students they will use these goals when revising their narratives for homework.• Allow the class 5 minutes to write one or two goals for revisions. Tell students to write their goal(s) at the top of their draft.• If necessary, model briefly: "I included only two sensory details, so my goal will be to add two more details to my narrative."	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Finish revising for sensory details.	



EXPEDITIONARY
LEARNING

Grade 4: Module 2B: Unit 3: Lesson 10

Supporting Materials



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Millipede Narrative Draft
(Revised, for Teacher Reference)

Name: _____

Date: _____

Whoosh!

Crunch crunch!

Chirp! Chirp! Tweet! Chirp!

Marty the millipede listened to the sounds of his habitat as he inched along the forest floor. He was searching for a good, crunchy leaf to eat. His 120 legs marched slowly as his segmented body moved across the ground. He heard the rustling of the leaves in the trees around him, and the water of the stream tumbling by. *Marty tilted his head up towards the sky, listening for his favorite sound. He soon heard the birds singing a happy tune as a breeze whistled over his hard exoskeleton.* A squirrel sniffed some moss on the root of a nearby maple tree before scampering up. Marty noticed a leaf on the ground by its trunk and started nibbling it.

Across the stream, a warty Toad spotted marty. The toad was searching for his lunch and thought Marty would make a delicious meal. He hopped across the stream, making a little splash.

Marty looked up nervouslee.

"What was that?" he thought to himself.

He was used to the sound of the bubbling stream, but a splash meant something different—something was coming closer to him. *He hoped it wasn't a predator like an ant or a toad.*

Once on the other side of the stream, the toad croaked a little ribbit sound.

"Ribbit! Ribbit!"

Marty froze. A ribbit could only mean one thing—a hungry toad was close! He looked around. There it was by the stream! He knew he had to do something, and quick, or else the threatenin toad would gobble him up for lunch!

Choice #1

If Marty rolls into a ball,
turn to page 4.

Choice #2

If Marty oozes poison,
turn to page 5.



EXPEDITIONARY
LEARNING

Grade 4: Module 2B: Unit 3: Lesson 11

Revising Narrative Texts: Exciting Endings



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

I can write a conclusion to my narrative. (W.4.3d)

I can use transitional words and phrases to show the sequence of events in a narrative text. (W.4.3b)

Supporting Learning Targets

- I can write an ending that resolves the problem and brings the story to a close.
- I can use transitional words and phrases to sequence events in my narrative.

Ongoing Assessment

- Choose-your-own-adventure narrative (annotated first draft)



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Reviewing Learning Targets (5 minutes)2. Work Time<ol style="list-style-type: none">A. Examining a Rubric: Understanding Criteria for Choose-Your-Own-Adventure Narratives (15 minutes)B. Guided Practice: Writing an Exciting Ending for the Millipede Draft (5 minutes)C. Guided Practice: Adding Transitional Words and Phrases to the Millipede Draft (15 minutes)D. Independent Practice: Writing a Conclusion and Adding Transitional Words/Phrases (15 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Sharing (5 minutes)4. Homework<ol style="list-style-type: none">A. Revise your choose-your-own-adventure narrative based on your revision notes to create a second draft of your story.	<ul style="list-style-type: none">• This is the third of a sequence of three lessons focused on revising the choose-your-own-adventure narratives. In this lesson students examine a mentor text to identify characteristics of narrative conclusions and transitional words. This lesson takes place in two parts, with Work Times A and B focusing on narrative conclusions and Work Times C and D focusing on transitional words. If you anticipate students needing additional modeling or practice in either of these areas, consider splitting this lesson into two days.• This lesson uses the terms “conclusion” and “ending” interchangeably. This is intentional. This will help students to make meaning of the academic vocabulary word conclusion and become used to hearing these two terms used together and interchangeably.• Students again use colored pencils to make revision notes for transitions. As homework, they will write a clean second draft incorporating their revisions for dialogue (from Lesson 9), word choice (from Lesson 10), and conclusion/transition words (from Lesson 11).• If your district has printed lessons for you in black and white, it may be helpful to view this lesson in color, and print colored some copies. Go to EngageNY.org or commoncoresuccess.elschools.org and search for 4th grade, Module 2B, Unit 3 lessons.• In advance:<ul style="list-style-type: none">– Gather Millipede Narrative Planning graphic organizer and draft.– Prepare Timely Transitions anchor chart.– Post: Steps for Revising My Writing anchor chart (from Unit 2, Lesson 10).



Lesson Vocabulary	Materials
conclusion, ending, transitional words and phrases, transition, temporal words	<ul style="list-style-type: none">• Characteristics of Narratives anchor chart (begun in Lesson 4; added to in this lesson)• “Powerful Polly” pufferfish narrative (from Lesson 3; one per student and one to display)• Sticky notes (two per student)• Equity sticks• <i>Can You Survive the Wilderness?</i> (book; one for display and teacher read-aloud)• Choose-Your-Own-Adventure Narrative Rubric (from Lesson 3; one per student and one to display)• Document camera• Millipede Planning graphic organizer (from Lesson 4; for display)• Millipede Narrative draft (from Lesson 6; for display)• Timely Transitions anchor chart (new; co-created during Work Time C)• Choose-your-own-adventure narrative (first draft) (from Lesson 7; one per student)• Expert Group Animal Narrative Planning graphic organizer (from Lesson 5; one per student)• Red colored pencils (one per student)• Steps for Revising My Writing anchor chart (from Unit 2, Lesson 10)



Opening	Meeting Students' Needs
<p>A. Review Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Invite students to read the learning targets to themselves:<ul style="list-style-type: none">* “I can write a conclusion that resolves the problem and brings the story to a close.”* “I can use transitional words and phrases to sequence events in my narrative.”• Display the Characteristics of Narratives anchor chart and remind students that they are working toward writing a narrative during this module.• Explain that they are almost finished revising their drafts, but that their narratives are missing two important elements—transition words and conclusions. Point to these bullet points on the anchor chart.• Invite students to turn and talk to review vocabulary from this targets by asking:<ul style="list-style-type: none">* “What do we mean by <i>conclusion</i>?”• Listen for responses such as: “It is the ending of the story.”• Ask:<ul style="list-style-type: none">* “What do we mean by <i>transitional words and phrases</i>?”• Listen for responses such as: “These are words that help move a story from one part to another.”• If students are unsure of the meanings of these terms, reassure them that they will discuss them in depth later in the lesson.	<ul style="list-style-type: none">• Discussing and clarifying the language of learning targets helps build academic vocabulary.



Work Time	Meeting Students' Needs
<p>A. Examining a Rubric: Understanding Criteria for “Choose-Your-Own-Adventure” Narratives (10 minutes)</p> <ul style="list-style-type: none">• Display “Powerful Polly” and invite students to take out their copies. Explain that you will be reading the conclusions of this narrative aloud to them. Tell students they will be listening to see what makes an ending to a narrative. To do this, they will listen and take notes on sticky notes, writing what they notice and wonder about the conclusion of a narrative.• Read aloud the ending for Choice 1 first, starting with, “Then the tiger shark swam closer.” Invite students to take notes on what they notice and wonder about the ending of a narrative. Pause briefly at the end of each paragraph so students can take notes.• Have students share with a partner the notes they captured. Use equity sticks to call on students to share.• Ask:<ul style="list-style-type: none">* “What did you notice about the conclusion of this narrative?”• Give students a moment to think and review their notes. Then use equity sticks to select students to share their thinking. Students should notice that the problem is solved and the story is brought to a close.• Explain to students that the choose-your-own-adventure format is different from most narratives because it has more than one ending. Tell students that you would like to read the second choice ending for this narrative to see if they can notice what the two conclusions have in common. This will help them to determine the characteristics of narrative conclusions in general.• Repeat this process, reading aloud Choice #2, having students take notes, and then discussing what they notice about this conclusion.• Refer to the Characteristics of Narratives anchor chart. Ask:<ul style="list-style-type: none">* “What did these endings have in common?”• Add to the anchor chart with bullet points about endings similar to the following:<ul style="list-style-type: none">– A narrative’s conclusion (ending) ...<ul style="list-style-type: none">• Resolves the problem• Brings the story to a close• Explain to students that they have written conclusions in the past, but they have been conclusions to informational writing, such as the informational page about their expert group animal. Help students to understand the difference between narrative and information conclusions by asking and elaborating on the following questions:	<ul style="list-style-type: none">• If you feel that your students need another example, repeat the process in Work Time A for a third time, reading pages 57–59 of <i>Can You Survive the Wilderness?</i> Then add any additional notes about conclusions to the Characteristics of Narratives anchor chart.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> * “How is the ending of a narrative like an ending of an informative text?” • Listen for responses such as: “It brings the piece to a close and reminds the reader of the main topic of the piece.” • Ask: <ul style="list-style-type: none"> * “How is the ending of a narrative different from an ending of an informative text?” • Listen for responses such as: “It doesn’t restate a topic sentence.” • Invite students to take out their copies of the Choose-Your-Own-Adventure Narrative Rubric and read the third criteria box for “Organization” to themselves: <ul style="list-style-type: none"> * “I can write a conclusion that resolves the problem and brings the story to a close.” • Invite students to read the “Meets,” “Partially Meets,” and “Does Not Meet” descriptions for this target and answer any clarifying questions they may have. • Explain to students that they will now have an opportunity to write one of the endings for the Millipede narrative. 	
<p>B. Guided Practice: Writing an Exciting Ending for the Millipede Draft (10 minutes)</p> <ul style="list-style-type: none"> • Display the Millipede Narrative Planning graphic organizer and remind students that they have already planned the ending for this narrative. • Ask them to take a look at your plans on your Millipede Narrative Planning graphic organizer in the Choice #1 boxes of the graphic organizer to remind themselves of what was planned for this choice. • Display the Millipede Narrative draft and point out the sequence of events in your draft: First we hear the sounds of the forest, then our character is walking along looking for a leaf, and then he finds one and starts eating it when he hears a frog. • Remind them that this sequence of events makes sense to the reader. If the character was eating a leaf and then looking for a leaf, readers would be confused. Tell students that this is something you would like them to keep in mind as they write their endings today. • Ask students to help you continue the narrative to write the ending. Remind students that they are using “Powerful Polly” as a mentor text to write their own choose-your-own-adventure narratives. • Invite students to turn and talk to a partner. Ask them to reread the draft together. Ask: <ul style="list-style-type: none"> * “Think about your ideas: What will happen and be described in the ending?” 	<ul style="list-style-type: none"> • The Millipede Narrative draft is the same draft written in Lesson 6 and revised in Lessons 9 and 10. See the teaching note at the beginning of this lesson and supporting materials.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> • Use equity sticks to call on students to share what they talked about with their partner. Listen for responses such as: “The problem will be resolved,” or “The millipede will protect himself by rolling into a ball.” • Drawing from the ideas the students shared, craft and write a sentence that begins to resolve the problem (see the example in the supporting materials). Continue this process in order to write the rest of the resolution and concluding paragraphs. • Invite students to choral read the finished ending of the Millipede Narrative draft they wrote as a class. 	
<p>C. Guided Practice: Adding Transitional Words and Phrases to the Millipede Draft (15 minutes)</p> <ul style="list-style-type: none"> • Remind students that they will need to include transitional words and phrases in their narratives. • Ask the students to turn and talk to a partner: <ul style="list-style-type: none"> * “What does the word <i>transition</i> mean?” • Listen for responses such as: “They help move from one thing to another,” or “the time between things happening.” • Ask: <ul style="list-style-type: none"> * “What are some examples of when we have transitions during the day?” (i.e., getting out of bed and getting dressed for school, going back to class after lunch). Point out other words students may know with this same root, such as <i>transfer</i>. • Remind students that even though they are writing a “research-based narrative” and they are putting in a lot of information, they are actually telling a story. • Ask students to turn and talk with a partner, and then share out: <ul style="list-style-type: none"> * “What are some key features of narrative writing? How is it different from expository/informational writing?” • Listen for students to mention that a narrative: <ul style="list-style-type: none"> – Has story elements: characters, setting, plot, and theme – Often includes dialogue – Can show passage of time, with things happening over hours, days, months, or years • Point out that transition words can help readers in lots of ways. Informative writing also includes transition words. But in narratives, one common and important type of transition are words or phrases that indicate that time has passed, or <i>temporal words</i>. • Show the students the Timely Transitions anchor chart. Read the student-friendly definition aloud: “Timely transitions help the reader know the order of events in a narrative.” 	<ul style="list-style-type: none"> • To support visual learners, consider using a document camera with a few sentences written double-spaced to demonstrate this revision technique for students. • Co-constructed anchor charts help students understand abstract concepts. As anchor charts are created, ask students to record the charts in their research notebooks so they can easily refer to them.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Ask students to look back at “Powerful Polly.” Tell them that in a moment, you would like them to follow along as you read the first section aloud (stopping at “How can I defend myself?”). Ask them to raise their hands if they see a transitional word or phrase that is either on the anchor chart already or could be added.• Begin reading. Watch for students to raise their hands at the phrases “It was a warm tropical morning” or “a moment later.” As students identify possible transitions, add these phrases to the class anchor chart at the top and add the full exact quote from the text at the bottom.• Invite students to read the second criteria box for “Word Choice” to themselves:<ul style="list-style-type: none">* “I can use temporal words and phrases to show the sequence of events in my narrative.”• Invite students to read the “Meets,” “Partially Meets,” and “Does Not Meet” descriptions for this target and answer any clarifying questions.• Display the Millipede Narrative draft again. Tell them that in a moment you will read it aloud and that you want them to listen for places transitions could be added to show the passage of time.• Read the draft aloud as students follow along.• Ask the class to think, then talk with a partner:<ul style="list-style-type: none">* “Where else might I add a transition to help the reader know that time has passed?”* “What transition might I use?”• Use equity sticks to call on one or two students to share what they and their partner suggest. On the model paragraph, show how to annotate the draft by adding their suggested transitions in red colored pencil.	
<p>D. Independent Practice: Writing a Conclusion and Adding Transitional Words/Phrases (15 minutes)</p> <ul style="list-style-type: none">• Invite students to take out their choose-your-own-adventure narrative (first draft) and Expert Group Animal Narrative Planning graphic organizer. Tell students that they will be drafting their ending paragraphs for Choice #1 and revising their own drafts by adding transitions that help show the passage of time. Tell them that you would like them to add notes to their drafts using the red colored pencils.• Explain to students that they will plan and write the ending for the Choice #2 ending in Lesson 12 for the end of unit assessment in Lesson 13.	<ul style="list-style-type: none">• Simplifying task directions and/or creating checklists from them are important steps in helping students learn to self-monitor their progress.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Post the Steps for Revising My Writing anchor chart:<ol style="list-style-type: none">1. Choose the correct colored pencil. Today's color is_____.2. Decide where you are going to add a revision note based on feedback or new learning.3. Write your revision note in the space above the sentence you want to change.4. Read through your entire narrative and continue to record your revision notes.5. Review your revision notes to be sure they make sense.• Remind students that they skipped lines when they wrote their drafts and to skip lines when writing their endings. They should write their transitions on the blank lines. Explain that this will make it easy for them to reread their drafts and make changes without having to erase or cross out phrases.• Have students move to their own workspace. Give them 15 minutes to write their endings and add transitions to their drafts. Circulate to confer and support students as needed.	<ul style="list-style-type: none">• Students might require additional time for drafting their ending and revising for transitional words. Consider allowing students to continue drafting their writing during your additional literacy block. Alternatively, this lesson can be split over two days, allowing students more time for drafting and revising their narratives.
Closing and Assessment	Meeting Students' Needs
<p>A. Sharing (5 minutes)</p> <ul style="list-style-type: none">• Invite students to gather into their expert groups and share one transition word or phrase they added into their drafts and one sentence they are proud of from their ending.• Explain to students that for homework, you would like them to write a full second draft of their narrative, revising based on their revision notes for ideas (green), dialogue (purple and sticky notes), and word choice (red).• Ask them to once again skip lines as they write or double space if they are word processing.• If necessary, briefly model this process using the Millipede Narrative draft.	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Revise your choose-your-own-adventure narrative based on your revision notes to create a second draft of your story.	



EXPEDITIONARY
LEARNING

Grade 4: Module 2B: Unit 3: Lesson 11

Supporting Materials



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Characteristics of Narratives Anchor Chart
(Begun in Lesson 4; For Teacher Reference)

Teacher Directions: Write the following additions (in bold) on chart paper to create this anchor chart.

Characteristics of Narratives

A narrative usually has ...

characters: the individuals in a story

setting: place and time of a story

plot: the events in the story, what happens to the characters

- Introduction: sets the stage for the reader
- Rising action: establishes a situation
- Problem: what the characters are trying to solve
- Solution: how the characters solve the problem
- Conclusion: how the narrative is wrapped up

dialogue: the speech and conversation of characters in a story

sensory details: words authors use in a story to create mental images in their readers' minds

transitional words: words used by authors to show the order of events and passage of time

A narrative's introduction (beginning) ...

- Starts in an engaging way
- Leads into the rest of the story in an engaging way
- Describes the character, setting, and problem

A narrative's conclusion (ending) ...

- **Resolves the problem**
- **Brings the story to a close**



Millipede Narrative Draft
(Revised, for Teacher Reference)

Name: _____

Date: _____

Whoosh!

Crunch crunch!

Chirp! Chirp! Tweet! Chirp!

Marty the millipede listened to the sounds of his habitat as he inched along the forest floor. He was searching for a good, crunchy leaf to eat. His 120 legs marched slowly as his segmented body moved across the ground. He heard the rustling of the leaves in the trees around him, and the water of the stream tumbling by. *Marty tilted his head up toward the sky, listening for his favorite sound. He soon heard the birds singing a happy tune as a breeze whistled over his hard exoskeleton.* A squirrel sniffed some moss on the root of a nearby maple tree before scampering up. Marty noticed a leaf on the ground by its trunk and started nibbling it.

Across the stream, a warty Toad spotted marty. The toad was searching for his lunch and thought Marty would make a delicious meal. He hopped across the stream, making a little splash.

Marty looked up nervouslee.

"What was that?" he thought to himself.

He was used to the sound of the bubbling stream, but a splash meant something different—something was coming closer to him. *He hoped it wasn't a predator like an ant or a toad.*

A short while later, once on the other side of the stream, the toad croaked a little ribbit sound.

"Ribbit! Ribbit!"

Marty froze. A ribbit could only mean one thing—a hungry toad was close! He looked around. There it was by the stream! He knew he had to do something, and quick, or else the threatenin toad would gobble him up for lunch!

Choice #1

If Marty rolls into a ball,
turn to page 4.

Choice #2

If Marty oozes poison,
turn to page 5.



Millipede Narrative Draft
(Revised, for Teacher Reference)

Choice #1

Marty decided the best way to protect himself from the toad would be to roll into a ball. His body quickly curled up, with his hard black and yellow exoskeleton protecting it. *By the time* the toad looked over to where Marty had been eating the leaf, Marty had blended right in with the pebbles around him!

“Hey, where’d that millipede go?” the toad asked himself. “He was there just a second ago! Now, all I see are rocks and pebbles!”

The toad looked around for another second, and then noticed a fly sitting on a nearby flower. Giving up on looking for the millipede, he hopped away towards the fly instead.

Finally Marty was safe! He carefully unrolled himself and finished eating his leaf.



Timely Transitions Anchor Chart
(For Teacher Reference)

Teacher Directions: Create this on chart paper in advance. Be sure to leave space for other transition words students find during their independent reading. Leave space at the bottom to add examples from the mentor texts.

Timely Transitions

Why use timely transitions?

Timely transitions help the reader know the order of events in a narrative.

- | | |
|---|--|
| <ul style="list-style-type: none">• after• after a while• after that• afterward• a long time ago• an hour later• a short while later• as soon as• at first• at the start• before• by the time• during• finally• immediately• in just minutes• in the afternoon• in the beginning | <ul style="list-style-type: none">• in the evening• in the meantime• in the morning• late the next ...• later on• later on that day• meanwhile• never• next• right away• soon• suddenly• that night• the following day• the next day• then• when |
|---|--|

Examples:



EXPEDITIONARY
LEARNING

Grade 4: Module 2B: Unit 3: Lesson 12

Reviewing Conventions and Editing Peers' Work



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Long-Term Target Addressed (Based on NYSP12 ELA CCLS)	
I can use conventions to send a clear message to my reader. (L.4.1g, L.4.2a, b, and d, and L.4.3b)	
Supporting Learning Targets	Ongoing Assessment
<ul style="list-style-type: none">• I can check my peers' work for correct capitalization.• I can check my peers' work for correct spelling (including homophones and affixes).• I can check my peers' work for correct punctuation at the ends of their sentences.• I can check my peers' work for correct conventions when writing dialogue.	<ul style="list-style-type: none">• Conventions anchor charts• Choose-your-own-adventure narrative (second drafts annotated for edits)



Agenda	Teaching Notes
<ol style="list-style-type: none"> 1. Opening <ol style="list-style-type: none"> A. Engaging the Writer (5 minutes) B. Reviewing Learning Targets (5 minutes) 2. Work Time <ol style="list-style-type: none"> A. Chalk Talk (15 minutes) B. Modeling: Editing for Conventions (5 minutes) C. Editing Stations (25 minutes) 3. Closing and Assessment <ol style="list-style-type: none"> A. Debriefing (5 minutes) 4. Homework <ol style="list-style-type: none"> A. Complete a final sketch for the cover of your narrative on your Performance Task template. 	<ul style="list-style-type: none"> • In this lesson, students read each other's narratives to identify issues with conventions (spelling, punctuation, capitalization, and dialogue). Students just note mistakes as they edit; they do not actually correct all of the errors during this lesson. In the next lesson (Lesson 13), students will complete the End of Unit 3 Assessment, where they write Choice #2 of their choose-your-own-adventure narratives on-demand. Then in the final lesson of the module, students revise their edited drafts from this lesson and combine them with their writing from the end-of-unit assessment to publish their performance task. • Given the 1-hour time constraint, language standards are not heavily emphasized in these modules. Students need additional instruction on language conventions during other parts of the school day. This lesson is intended to review and reinforce that additional instruction and help students apply the conventions to their own authentic product. For more information on structuring an additional literacy block that gives students additional instruction and practice with language standards, see the Foundational Reading and Language Resource Package for Grades 3–5. • In advance: <ul style="list-style-type: none"> – Set up four stations with Conventions anchor charts, markers, and colored pencils. Ideally these stations will have enough room for about a quarter of your class to sit. Students should be able to see Conventions anchor charts, access materials, and have a surface to write on (table/desks or clipboards). – Students again use colored pencils. A different color is used for each different type of convention (for example, orange-colored pencils and orange markers for spelling, purple for dialogue, green for punctuation, blue for capitalization). – Having different colors at each station will help students focus on editing for one convention at a time and recall what must be corrected when revising. Place colored pencils and markers that match at each station. – Post one piece of chart paper at each station. On each chart, write the following questions in the designated color: <ul style="list-style-type: none"> • How do I make sure my SPELLING is correct? (orange) • What are the conventions for DIALOGUE? (purple) • How do I know if my ENDING PUNCTUATION is correct? (green) • How do I know if my CAPITALIZATION is correct? (blue) • Review: Chalk Talk protocol (see Appendix).



Lesson Vocabulary	Materials
conventions, capitalization, punctuation, dialogue, homophones, affixes	<ul style="list-style-type: none">• Document camera• Convention-less paragraph (for teacher modeling)• Choose-Your-Own-Adventure Narrative Rubric (from Lesson 3; one per student and one to display)• Four Conventions anchor charts (new; teacher-created; see Teaching Notes)• Markers (several each of four different colors to match each chart; see teaching notes above)• Colored pencils (four different colors with enough of each color for a quarter of your class; see teaching notes above)• Performance Task anchor chart (from Unit 1, Lesson 1)• Steps for Planning and Drafting My Narrative anchor chart (from Lesson 4)• Expert Group Animal Narrative Planning graphic organizer (from Lesson 5; one per student)• Performance Task template (students' copies from previous lessons; for homework)



Opening	Meeting Students' Needs
<p>A. Engaging the Writer (5 minutes)</p> <ul style="list-style-type: none">• Using a document camera, display your short convention-less paragraph. Ask for a volunteer to try to read it aloud.• Ask the class what made reading this paragraph difficult. Listen for students to notice that the reason your paragraph was unclear to them as readers was that there were no <i>conventions</i> used. Explain that writers use <i>conventions</i>, or writing rules, to make their message clear and understandable to readers.• Remind students that they have already focused on the conventions for writing dialogue, but today they will review other conventions and edit their writing so that it is clear and understandable to readers and ready for final publication.	<ul style="list-style-type: none">• Allow students to discover the topic of this lesson through trying to read your convention-less paragraph. This will help to engage students' interest in editing for conventions.
<p>B. Reviewing Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Invite students to take out their copies of the Choose-Your-Own-Adventure Narrative Rubric and read the criteria box for Conventions to themselves:<ul style="list-style-type: none">* "I can use correct spelling in my writing."* "I can use correct conventions in my writing."• Remind students that <i>conventions</i> are rules for writing. Go on to remind students that they recently learned the conventions, or rules for writing dialogue. Review the following with students in the "Conventions" section of the rubric:<ul style="list-style-type: none">– Meets: "I have no misspelled words in my writing. This in includes homophones and common affixes," "I correctly use capitalization in my writing, I correctly use commas and quotation marks to identify speech and quotations from a text, and I can choose correct punctuation for ending my sentences."• Ask students what they know already about these targets. Give students a chance to talk with a partner about their thinking and then cold call students using equity sticks. Students should recall revising for capitalization and spelling in their explanatory introductions in Lesson 1 of this unit, as well as learning about affixes, homophones, and dialogue in this unit and in Unit 2.• Then ask students to identify parts of the learning targets that are unfamiliar or confusing. Pay particular attention to the meanings of the words <i>homophones</i>, <i>affixes</i>, <i>capitalization</i>, <i>punctuation</i>, and <i>dialogue</i> as you clarify the meaning of the targets with students.	



Work Time	Meeting Students' Needs
<p>A. Chalk Talk (10 minutes)</p> <ul style="list-style-type: none">• Point out the four stations to students. Read the Conventions anchor chart at each station:<ul style="list-style-type: none">– How do I make sure my SPELLING is correct?– What are the conventions for DIALOGUE?– How do I know if my ENDING PUNCTUATION is correct?– How do I know if my CAPITALIZATION is correct?• Tell students that they will be doing a Chalk Talk to share their thoughts on each question. Give brief directions:<ul style="list-style-type: none">– Go to your assigned chart first.– Read the question on the chart.– Add your thoughts on the question to the chart using the markers at the station.– Visit all charts to read the questions and your classmates' answers. Decide if something is missing from a chart and, if so, add it using the markers at that station.– Once you have visited every chart, sit in your seat.• Give students time to visit each chart, read, and add their thoughts (less than 10 minutes total).• Focus students whole group. Revisit each chart with students. (Either gather all of the charts, or as a class, circulate each chart so all students can see it.)• Read a few responses from each chart and circle or add important tips for each question. Make sure to check for accuracy in punctuation and capitalization rules, and add helpful hints with spelling (remember common homophones, affixes, and root words; use a dictionary).• Tell students that they will use these Conventions anchor charts later in this lesson.	<ul style="list-style-type: none">• This protocol could be confusing for ELL students if it is their first time. Consider reviewing the protocol with these students ahead of time. Another way to support students is to give them a copy of abbreviated directions with visuals to help guide them.



Work Time (continued)	Meeting Students' Needs
<p>B. Model: Editing for Conventions (5 minutes)</p> <ul style="list-style-type: none">• Display the convention-less paragraph. Use the first few sentences of your paragraph to model. Demonstrate how to edit for each convention by circling or underlining with the correct colored pencil (see Teaching Notes above). Be sure to model referring to the Conventions anchor charts as resources (posted at each station).• For example: Read the SPELLING chart. Read aloud your convention-less paragraph. Notice a mistake and think aloud: "I notice that I have a homophone here, <i>threw</i>. I think I might have used the wrong spelling of this word." Then demonstrate editing the mistake: "So I am going to circle it with a colored pencil from this station and then I will remember to check the spelling of this word when I revise later."• Address any clarifying questions.	<ul style="list-style-type: none">• When you model editing for students, remember that you are just showing them how to identify and note mistakes, not revise them. They will have an opportunity for revising their mistakes in Lesson 14.
<p>C. Editing Stations (20 minutes)</p> <ul style="list-style-type: none">• Ask students to get out their second draft of their choose-your-own-adventure narrative (homework from Lesson 11).• Tell students that they are going to go to all four stations to get help from peers to improve their draft. Give directions:<ul style="list-style-type: none">– Count off or choose one station to begin work.– At that station, trade papers with your peer critique partner.– Read your partner's revised draft and identify any convention mistakes related to the topic of that station's chart.– When both partners are finished, move to the next station.– Be sure to get to all four stations.	<ul style="list-style-type: none">• Be sure students are editing their revised drafts from Lesson 11. The drafts should be clean with no annotations from previous lessons.



Closing and Assessment	Meeting Students' Needs
<p>A. Preparing for the End of Unit 3 Assessment (15 minutes)</p> <ul style="list-style-type: none">• Ask students to thank their partners and return to their seats.• Post the Performance Task anchor chart (from Unit 1, Lesson 1) and Steps for Planning and Drafting My Narrative anchor chart (from Lesson 4).• Review the anchor charts with students and remind them that tomorrow they will write the second choice of their narrative for the end of unit assessment.• Tell students that they will prepare for the assessment by planning this choice today.• Ask students to get out their Expert Group Animal Narrative Planning graphic organizer (from Lesson 5) and their Expert Group Animal research journals.• Remind them that they have already identified the defense mechanism their animal will use for Choice #2 in their stories, and that the main documents they will need will from their research journals will be the the Close Reading Guide (from Unit 2, Lessons 2 and 3) and Research note-catchers (from Unit 2, Lessons 4 and 5).• Give students the rest of the lesson to independently plan Choice #2 of their narratives.	<ul style="list-style-type: none">• If students need more time to plan choice two of their narratives to prepare for the assessment, consider assigning this as additional homework or allow additional time for this during the school day.
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Complete a final sketch for the cover of your narrative on your Performance Task Template. <p><i>Note: To prepare for Lesson 14, review students' edited drafts. Add additional edits as needed. Remember to add only edits that pertain to the conventions edited in class.</i></p>	



EXPEDITIONARY
LEARNING

Grade 4: Module 2B: Unit 3: Lesson 12

Supporting Materials



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Convention-less Paragraph
(Sample, for Teacher Reference)

Use this or write your own convention-less paragraph for modeling.

i am very pleesed with how my class has learned so much about animal defences when we first started we new very little about but over the last severel weeks we have come very far i have a frend named lisa and the other day she asked how do your students know so much about animal defences i said they became expert researchers threw reading and writing wow she said i bet you are happy and proud to yep i said i am



EXPEDITIONARY
LEARNING

Grade 4: Module 2B: Unit 3: Lesson 13

End of Unit Assessment: Writing Choice #2 of the
Choose-Your-Own-Adventure Narrative



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
<p>I can write narrative text about real or imagined experiences or events. (W.4.3)</p> <p>I can produce writing that is appropriate to task, purpose, and audience. (W.4.4)</p> <p>I can use conventions to send a clear message to my reader. (L.4.1g, L.4.2a, b, and d, and L.4.3b)</p>	
Supporting Learning Targets	Ongoing Assessment
<ul style="list-style-type: none">I can write Choice #2 for my choose-your-own-adventure animal defense mechanisms narrative.	<ul style="list-style-type: none">End of Unit 3 Assessment: Writing Choice #2 of the choose-your-own-adventure animal defense mechanisms narrativeTracking My Progress, End of Unit 3 recording form



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Popcorn Read (5 minutes)B. Reviewing Learning Targets (5 minutes)2. Work Time<ol style="list-style-type: none">A. End of Unit 3 Assessment: Writing Choice #2 of the Choose-Your-Own-Adventure Narrative (45 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Tracking My Progress (5 minutes)4. Homework<ol style="list-style-type: none">A. Continue reading in your independent reading book for this unit at home.	<ul style="list-style-type: none">• In this assessment students have 45 minutes to plan and write Choice #2 of their choose-your-own-adventure animal defense mechanisms narratives based on the assessment prompt.• However, keep in mind that 45 minutes may not be enough time for some students to edit and revise for conventions. Consider providing additional time in the beginning of the following lesson, before publication, for these students to edit and revise their work.• They will use the Chose-Your-Own-Adventure Narrative Rubric to guide their work and will be assessed based on that rubric.• In advance:<ul style="list-style-type: none">– Ensure that students have all of their writing materials (organized before the beginning of this assessment). This will give students more time to focus on their planning and writing.



Lesson Vocabulary	Materials
encounter, outcome	<ul style="list-style-type: none">• Choose-Your-Own-Adventure Narrative Rubric (from Lesson 3; one per student and one to display)• Characteristics of Narratives anchor chart (from Lesson 4)• Performance Task anchor chart (from Unit 1, Lesson 1)• Steps for Planning and Drafting My Narrative anchor chart (from Lesson 4)• Expert Group Animal Narrative Planning graphic organizer (from Lesson 5; added to in Lesson 12; one per student)• Lined paper• End of Unit 3 Assessment: Writing Choice #2 of Choose-Your-Own-Adventure Animal Defense Mechanisms Narrative (one per student)• Tracking My Progress, End of Unit 3 recording form (one per student)• Performance Task template (students' copies from previous lessons, for homework)



Opening	Meeting Students' Needs
<p>A. Popcorn Read (5 minutes)</p> <ul style="list-style-type: none">• Invite students to take out their Choose-Your-Own-Adventure Narrative Rubrics. Explain to students that they will use the Popcorn Read protocol to help synthesize their understanding the rubric and prepare for their End-of-Unit 3 Assessment.• Post and discuss the criteria for a good Spirit Read ahead of time:<ul style="list-style-type: none">– Read short phrases or words only, not sentences.– Give no commentary or opinions.– Try to connect with what was just read (listen carefully to others).– Give all voices a chance.– Pauses can be powerful.– Repeating phrases is allowed (shows where a group collectively agrees).• Invite students to form a circle.• Have students count off one to four. Tell students that ones will focus on the “Ideas” portion of the rubric, twos “Word Choice,” threes “Organization,” and fours “Conventions.”• Give students a minute to reread their assigned rows of the rubric and underline a word or phrase that stands out to them.• Invite students to begin the protocol. Remind students that when one person reads a word or phrase, the other students should look for a phrase they’ve underlined that matches or connects in some way with the phrase they’ve just heard. This process continues until there are no more phrases students want to share aloud (until there are no more “kernels left to pop.”)	<ul style="list-style-type: none">• Reviewing the rubric based on the learning targets outlined from the standards allows students to envision a clear picture of what meeting these targets will look like as they write their narratives.
<p>B. Review Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Introduce the learning target for this lesson:<ul style="list-style-type: none">* “I can write Choice #2 for my choose-your-own-adventure animal defense mechanisms narrative.”• Remind students that they have learned much about animal defense mechanisms, researched their own animal, studied the structure of good narratives, and practiced writing their own narratives, so they are well prepared for today’s assessment.	



Opening (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Ask students to Think-Pair-Share for a moment about the steps they took in crafting the first choice of their narrative. Call on a few students to share the steps they took. Listen for students to recall the following steps:<ul style="list-style-type: none">– Planning based on research– Drafting– Critique and feedback– Revising– Editing• Tell students that they will complete these steps again in one sitting for this assessment, but they will not receive critique and feedback this time around. Explain that they should instead review the feedback given by you and their partners on the drafts of Choice #1 of their narratives.	

Work Time	Meeting Students' Needs
<p>A. End of Unit 3 Assessment: Writing Choice #2 of the Choose-Your-Own-Adventure Narrative (45 minutes)</p> <ul style="list-style-type: none">• Have students gather their materials:<ul style="list-style-type: none">– Choose-Your-Own-Adventure Narrative Rubric– Expert Group Animal Narrative Planning graphic organizer (added to in Lesson 12)– Lined paper• Explain that they should also use the Choose-Your-Own-Adventure Narrative Rubric as a guide for their writing.• Distribute the End of Unit 3 Assessment: Writing Choice #2 of the Choose-Your-Own-Adventure Animal Defense Mechanisms Narrative. Read it aloud to the class as students read along in on their copy. Address any clarifying questions (you may wish to confirm that students know the meaning of the word <i>encounter</i> and <i>outcome</i> in the prompt).• Prompt students to begin by reviewing or adding to their Expert Group Animal Narrative Planning graphic organizers.• After 15 minutes, remind them to reread their drafts and check them against the rubrics as they continue to write.	<ul style="list-style-type: none">• Forty-five minutes might not be enough time for some students to edit and revise for conventions. Consider providing additional time in the beginning of the following lesson before publication for these students to edit and revise their work.



Closing and Assessment	Meeting Students' Needs
<p>A. Tracking My Progress (5 minutes)</p> <ul style="list-style-type: none">Distribute Tracking My Progress, End of Unit 3 recording form. Explain to students that, as usual after assessments, they will reflect on their learning. Remind them that they have lots to reflect on: They have spent several weeks reading, researching, and writing about animal defense mechanisms.	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">Add sketches for both Choice #1 and Choice #2 of your narrative to your Performance Task template showing the defense mechanism your animal uses in each choice. In your captions, describe the defense mechanism your animal uses and how it can help your animal to survive. <p><i>Note: Make photocopies of students' End of Unit 3 Assessment writing so that you can score them. Then in Lesson 14 give students back their original writing from this assessment. This will allow students to publish the entire narrative for their performance task while you continue to read and score this assessment.</i></p> <p><i>The PARCC Draft of Extended Rubric for Analytic and Narrative Writing is included in the supporting materials for this lesson for your reference. It has been modified to fit this module's specific content focus and to be in more student-friendly language.</i></p>	



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Grade 4: Module 2B: Unit 3: Lesson 13

Supporting Materials



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End of Unit 3 Assessment:

Writing Choice #2 of the Choose-Your-Own-Adventure Narrative

.....
Name:

.....
Date:

Directions:

1. Read the prompt below.
2. Review your research.
3. Review the Choose-Your-Own-Adventure Narrative Rubric.
4. Plan Choice #2 of your narrative using the graphic organizer.
5. Write Choice #2 of your narrative on a separate sheet of lined paper.
6. Reread your narrative and make any needed revisions based on the rubric.

Prompt:

Write Choice #2 for your choose-your-own-adventure animal defense mechanisms narrative. Describe how your animal uses another defense mechanism (different from Choice #1) during an encounter with a predator and the outcome. Use details and examples from your research to develop your narrative, including concrete words, phrases, and sensory details to convey your animal's experiences.



Tracking My Progress, End of Unit 3

Name: _____

Date: _____

Learning Target: I can write Choice #2 for my choose-your-own-adventure animal defense mechanisms narrative.

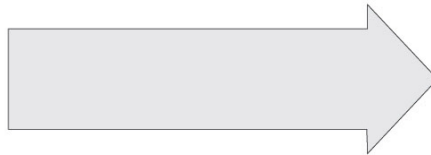
1. The target in my own words is:

2. How am I doing? Circle one.

**I need more help
to learn this.**



**I understand
some of this.**



I am on my way!



3. The evidence to support my self-assessment is:



EXPEDITIONARY
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Grade 4: Module 2B: Unit 3: Lesson 14

Publishing the Choose-Your-Own Adventure Animal Defense Mechanisms Narrative



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

I can write narrative text about real or imagined experiences or events. (W.4.3)
I can use grammar conventions to send a clear message to a reader or listener. (L.4.1, L.4.2)
I can express ideas using carefully chosen words. (L.4.3)
With support, I can use technology to publish a piece of writing. (W.4.6)

Supporting Learning Targets

- I can publish my choose-your-own-adventure animal defense mechanisms narrative.
- I can write a positive comment after reading a classmate's writing.

Ongoing Assessment

- Choose-your-own-adventure animal defense mechanisms narratives (final copy)

Agenda

1. Opening
 - A. Reviewing Learning Targets (5 minutes)
2. Work Time
 - A. Modeling: Using Technology to Publish (5 minutes)
 - B. Independent Work and Conferring (35 minutes)
3. Closing and Assessment
 - A. Writer's Gallery (15 minutes)

Teaching Notes

- This lesson is largely dependent upon students having access to a computer, an online dictionary, and a printer. If students have already had time to word process their second draft on a computer, the timing of this lesson will work well. If students have not yet started word-processing, consider giving students additional time to type their final copies.
- If technology is not available in sufficient numbers for your class, consider modifying this lesson to use standard print dictionaries and focus on students using neat handwriting to create a published copy of their narratives, using the Performance Task template (version 1 in Lesson 1).
- Depending on pace, students may need additional time for publishing. To provide this time, you may wish to move the Writer's Gallery in the closing of this lesson to another day.
- In advance:
 - Prepare the Steps for Publishing My Narrative chart (see supporting materials).
 - To celebrate students' learning during the Writer's Gallery in the closing of this lesson, consider creating a festive mood in the classroom: soft music, maybe some sparkling cider, perhaps a banner congratulating the writers on their publication. You may consider inviting parents or other adults from the school to share in the celebration of students' learning.



Lesson Vocabulary	Materials
publish, positive, comment	<ul style="list-style-type: none">• The technology to allow students access to a computer screen, word-processing software, the internet, and printer• LCD projector• Computers for students• Printer and paper• Choose-Your-Own-Adventure Narrative Rubric (from Lesson 3)• Steps for Publishing My Narrative anchor chart (new; teacher-created; see supporting materials)

Opening	Meeting Students' Needs
<p>A. Reviewing Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Introduce the first learning target only: "I can publish my choose-your-own-adventure animal defense mechanisms narrative."• Circle the word <i>publish</i> and ask students to turn to a partner and share what they think this word means. Call on a few students to share their partners' thinking. Ask students:<ul style="list-style-type: none">* "What reference resources can you use to check your thinking?"• Some answers might be: a dictionary, Google, peers, or the teacher. Tell them that today they will be using a computer both as a reference source and to publish their narratives.	



Work Time	Meeting Students' Needs
<p>A. Modeling: Using Technology to Publish (5 minutes)</p> <ul style="list-style-type: none"> • Ask students to sit where they can see the projection of your computer. Let students know that today is the day they prepare their work to make it public—in other words, “publish” it. • Project a Web site such as www.dictionary.com or www.wordcentral.com. Tell students that you are going to use this online resource to check their thinking about the word <i>publish</i>. Type the word “publish” into one of the online dictionaries and read the definitions. Have students turn to a partner and explain what it means to <i>publish</i> their writing. Have a few pairs share their thinking. • Please bear in mind that Youtube, social media video sites, and other website links may incorporate inappropriate content via comment banks and ads. While some lessons include these links as the most efficient means to view content in preparation for the lesson, be sure to preview links, and/or use a filter service, such as www.safeshare.tv, for actually viewing these links in the classroom. • Set purpose: Remind students that they will be sharing their published narratives with an audience—their classmates. Tell them that in order to publish their choose-your-own-adventure narratives, they need to be sure everything is complete and correct. Today they will have time to polish their writing, including both Choice #1 and Choice #2 from the End of Unit 3 Assessment in Lesson 13. • Demonstrate how to use the online dictionary to identify misspellings. Show students how to scroll down and check for possible correct spellings by checking the definitions. • Ask students to get out their Choose-Your-Own-Adventure Narrative Rubrics. • Post the Steps for Publishing My Narrative chart: <ul style="list-style-type: none"> – Read your draft and correct conventions based on editing notes. – Check your narratives one last time using the Choose-Your-Own-Adventure Narrative Rubric. – Rewrite your draft to include the corrections and revisions. 	<ul style="list-style-type: none"> • If using a conventional printed dictionary, you might want to review searching for a word using alphabetical order. • If possible, expand the audience to include others who are not a part of the class (e.g., teachers, principal, parents, other classes). This can be motivating and exciting for students. See recommendations for the Writer’s Gallery Teaching Notes. • Some students who have difficulty spelling might have a hard time finding the correct spellings for severely misspelled words. Keep these students in mind for conferencing during this time.
<p>B. Independent Work and Conferencing (35 minutes)</p> <ul style="list-style-type: none"> • Have students move to a computer to begin work following the Steps for Publishing My Narrative chart. • Confer with students as needed and when they decide they are finished. • When students indicate they are finished, ask them to add a footer to their paper with their full name. This avoids confusion when students print their papers. 	<ul style="list-style-type: none"> • Depending on pace, students might need additional time for publishing. If this is the case, consider extending this portion of the agenda and move the Writer’s Gallery in closing to another day.



- | | |
|--|--|
| <ul style="list-style-type: none">• Help them to assemble their narratives and to include their cover and sketches from the Performance Task Template (version 1, from Lesson 1) to prepare for the Writer's Gallery. | |
|--|--|



Closing and Assessment	Meeting Students' Needs
<p>A. Writer's Gallery (15 minutes)</p> <ul style="list-style-type: none">• Introduce the second learning target for this lesson, "I can write a positive comment after reading a classmate's writing."• Tell students that today they will celebrate their work as writers of choose-your-own-adventure narratives with a Writer's Gallery. Praise all the reading, research, and writing they have done to learn about animal defense mechanisms and publish their narratives. Congratulate them on their perseverance and creativity.• Explain to students that during the Writer's Gallery, they will have an opportunity to read another classmate's narrative and leave a positive comment about that work. Share the first learning target: "I can write a positive comment after reading a classmate's writing." Remind students that they have been practicing giving kind and helpful feedback to their writing partners, but today they will focus only on what they think the writer did well in the work they read.• Explain the meaning of the phrase <i>positive comment</i> and remind them that comments that are specific and kind will be more meaningful than comments such as "This is good." Tell students that once they have read another's work, they will write the positive comment on a sticky note and leave it on their desk.• Assign each student another student's work to read. Post the following directions for students to follow for the Writer's Gallery:<ol style="list-style-type: none">1. Clear your desk and put your narrative on top.2. Go to your assigned author's desk.3. Read his or her narrative.4. Leave a positive comment.5. Go to an open desk and repeat Steps 3–5.• Explain that they will not get to read all the stories in the class but should have time to read at least one, if not two or three.• Let them know that the Writer's Gallery is silent so everyone can read without distraction.• Once time is up, ask students to go back to their desks and read their positive comment(s).• Congratulate them on a job well done.	<ul style="list-style-type: none">• Another variation on this type of sharing is to have students form small groups and take turns reading their work out loud. The group can record one comment after each reading and feedback can be given once all students have shared. Then students can read the comments written for them by their group members. This variation gives students an opportunity to practice reading their own writing aloud but is not as efficient.
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• None.	



EXPEDITIONARY
LEARNING

Grade 4: Module 2B: Unit 3: Lesson 14

Supporting Materials



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Steps for Publishing My Narrative Chart

Teacher Directions: Prepare a chart paper with the following directions for students.

Steps for Publishing My Narrative:

1. Read your draft and correct conventions based on editing notes.
2. Check your narratives one last time using the Choose-Your-Own-Adventure Narrative Rubric.
3. Rewrite your draft to include the corrections and revisions.