



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) 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)</p>	
Supporting Learning Targets	Ongoing Assessment
<ul style="list-style-type: none"><li>• I can prepare a final copy of my informative page for my choose-your-own-adventure animal defense narrative.</li><li>• I can collaborate with my peers to write an About Your Adventure page for my choose-your-own-adventure animal defense narrative.</li></ul>	<ul style="list-style-type: none"><li>• Students' informative pages</li><li>• Participation in shared writing of About Your Adventure page</li></ul>



Agenda	Teaching Notes
<p>1. Opening</p> <p>A. Engaging the Writer: Read-aloud of <i>Can You Survive the Wilderness?</i> (10 minutes)</p> <p>B. Reviewing Learning Targets (5 minutes)</p> <p>2. Work Time</p> <p>A. Shared Writing: About Your Adventure Page (25 minutes)</p> <p>B. Modeling: Preparing the Informative Page (10 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Concentric Circles (8 minutes)</p> <p>B. Reviewing Homework (2 minutes)</p> <p>4. Homework</p> <p>A. Revise and add your informative page into your Performance Task template.</p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• If there is time remaining after modeling, have students begin their writing homework.</li> <li>• In advance:             <ul style="list-style-type: none"> <li>– Display Performance Task anchor charts.</li> <li>– Prepare chart paper for About Your Adventure anchor chart.</li> <li>– Read and give feedback to students on their informative page drafts from Unit 2.</li> <li>– Review Concentric Circles protocol.</li> </ul> </li> </ul>



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



Opening	Meeting Students' Needs
<p><b>A. Engaging the Writer: Read-aloud of <i>Can You Survive the Wilderness?</i> (10 minutes)</b></p> <ul style="list-style-type: none"><li>• 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.</li><li>• Distribute <b>sticky notes</b> 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.</li><li>• 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.</li><li>• Read aloud page 5 a second time. Remind students that this time, they should record what they wonder on their other sticky note.</li><li>• Begin a new <b>About Your Adventure Page anchor chart</b>. Underneath the title write: “The About Your Adventure page of a choose-your-own-adventure text ...” Ask:<ul style="list-style-type: none"><li>* “What did you notice about this page in <i>Can You Survive the Wilderness?</i>”</li></ul></li><li>• Give students a moment to think and review their notes. Then use <b>equity sticks</b> to select students to share their thinking. Record students’ responses and add your own as necessary.</li><li>• The chart should contain points such as:<ul style="list-style-type: none"><li>– Gives a general overview of the problem in the book</li><li>– Asks questions</li><li>– Explains how the book is set up</li><li>– Explains how to use the book</li><li>– The first paragraph sets up the situation of the book.</li><li>– The second paragraph explains how to use the book.</li></ul></li></ul>	<ul style="list-style-type: none"><li>• 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.</li><li>• Adding visuals or graphics to anchor charts can aid students in remembering or understanding key ideas or directions.</li></ul>



Opening (continued)	Meeting Students' Needs
<p><b>B. Reviewing Learning Targets (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Invite students to read the learning targets to themselves:<ul style="list-style-type: none"><li>* I can prepare a final copy of my informative page about my expert group animal for my choose-your-own adventure animal defense narrative.</li><li>* I can collaborate with my peers to write an About Your Adventure page for my choose-your-own-adventure animal defense narrative.</li></ul></li><li>• Display the <b>Performance Task anchor chart</b>.</li><li>• Use equity sticks to call on a student to read the third bullet point of the prompt aloud:<ul style="list-style-type: none"><li>* “An About the Adventure page explaining how to read the book and the possible <i>challenges</i> your animal could encounter (in question form)”</li></ul></li><li>• 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.</li><li>• 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.</li></ul>	<ul style="list-style-type: none"><li>• Discussing and clarifying the language of learning targets helps build academic vocabulary.</li></ul>



Work Time (continued)	Meeting Students' Needs
<p><b>A. Shared Writing: About Your Adventure Page (25 minutes)</b></p> <ul style="list-style-type: none"> <li>• 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 <b>Class “About Your Adventure” page</b>. Be sure that the class can see the About Your Adventure anchor chart.</li> <li>• Review the <i>purposes</i> of each part of the performance task. Ask:             <ul style="list-style-type: none"> <li>* “What is the purpose of the informative page?”</li> </ul> </li> <li>• Listen for responses like: “To teach our reader about our expert group animal’s defense mechanisms.”             <ul style="list-style-type: none"> <li>* “What is the purpose of the About Your Adventure page?”</li> </ul> </li> <li>• Listen for responses like: “To explain how to read the choose-your-own-adventure narrative.”             <ul style="list-style-type: none"> <li>* “What is the purpose of the narrative?”</li> </ul> </li> <li>• Listen for responses like: “To entertain the reader.”</li> <li>• Say something like: “We will now begin writing the About Your Adventure page for our narratives.” Ask:             <ul style="list-style-type: none"> <li>* “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.”</li> </ul> </li> <li>• 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.”</li> <li>• 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).</li> <li>• 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.</li> <li>• Invite students to turn and talk to a partner. Ask:             <ul style="list-style-type: none"> <li>* “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?”</li> </ul> </li> <li>• 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.”</li> </ul>	<ul style="list-style-type: none"> <li>• Whole class discussions encourage respectful and active listening, as well as social construction of knowledge.</li> </ul>



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> <li>• 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.</li> <li>• Listen for the student to share something like: “Animals are out searching for food.”</li> <li>• 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.</li> <li>• Invite students to turn and talk to a partner. Ask:             <ul style="list-style-type: none"> <li>* “If we’re modeling our page after our mentor text, how should the first sentence of the second paragraph begin?”</li> </ul> </li> <li>• 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.”</li> <li>• 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.</li> <li>• Invite students to choral read the finished About Your Adventure page they wrote as a class.</li> <li>• Based on which Performance Task template your class is using, do the following:             <ul style="list-style-type: none"> <li>– If using <b>Performance Task template (Version 1 for Typed Publication)</b>, 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.</li> <li>– If students are hand-writing the performance task, distribute <b>Performance Task template (Version 2 for Handwritten Publication)</b> and ask students to turn to the About Your Adventure page.</li> </ul> </li> <li>• Explain to students that they should now copy the Class About Your Adventure page onto their page in the Performance Task template.</li> <li>• Give students 10 minutes to copy the Class About Your Adventure page, then invite students to put their materials to the side.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> </ul>



Work Time (continued)	Meeting Students' Needs
<p><b>B. Modeling: Preparing the Informative Page (10 minutes)</b></p> <ul style="list-style-type: none"><li>• Explain to students that for homework, they will be preparing their informative pieces from Unit 2 to become the informative page in their narratives.</li><li>• 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.</li><li>• 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.</li><li>• Using the revised and edited <b>Millipede informative page draft</b>, demonstrate how to copy over a draft onto the “All About _____” page of the Performance Task template.</li><li>• Answer any clarifying questions.</li><li>• Distribute students’ <b>informative page drafts</b> with teacher feedback and invite them to put their drafts and Performance Task templates into a folder to take home.</li></ul>	



Closing and Assessment	Meeting Students' Needs
<p><b>A. Concentric Circles (8 minutes)</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> </ul>
<p><b>B. Reviewing Homework (2 minutes)</b></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>	
Homework	Meeting Students' Needs
<ul style="list-style-type: none"> <li>• Revise and add your informative page into your Performance Task template.</li> </ul>	



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## 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.**