



EXPEDITIONARY
LEARNING

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

Launching the Performance Task



This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.
Exempt third-party content is indicated by the footer: © (name of copyright holder). Used by permission and not subject to Creative Commons license.



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

I can craft narrative texts about real or imagined experiences or events. (W.3.3)

- a. I can establish a situation.
- a. I can introduce the narrator and/or characters of my narrative.
- a. I can organize events in an order that makes sense in my narrative.
- a. I can use dialogue to show the actions, thoughts and feelings of my characters.
- b. I can use descriptive words to show the actions, thoughts and feelings of my characters.
- c. I can use transitional words and expressions to show passage of time in a narrative text.
- d. I can write a conclusion to my narrative.

Supporting Learning Target

- I can use a model to generate the criteria of a strong narrative.

Ongoing Assessment

- Criteria of a Strong Narrative note-catcher
- Criteria of a Strong Narrative anchor chart



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Unpacking Learning Targets (5 minutes)2. Work Time<ol style="list-style-type: none">A. Rereading <i>Lon Po Po</i> and Taking Notes (25 minutes)B. Generating the Criteria of a Strong Narrative (15 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Introducing the Rubric (15 minutes)4. Homework<ol style="list-style-type: none">A. Continue reading your independent reading book, or begin a new one.	<ul style="list-style-type: none">• This lesson launches the performance task, in which students will write and illustrate a fictional narrative that incorporates facts and details about real wolves. Students have already seen the Performance Task Prompt in Unit 2, but will revisit it in this lesson in preparation for writing their own narratives in this unit.• The model narrative used in this lesson to generate criteria is <i>Lon Po Po</i>, because it is an old story that has stood the test of time, thus it is a good example of a strong narrative that can be read and reread. Students are also familiar with the text because they read it closely in Unit 1, so they will be able to focus on the criteria that makes it a strong narrative rather than having to read and understand new content.• In this lesson, students are introduced to the Narrative Writing Rubric. They will analyze each part in more detail over the course of the unit before using it to evaluate their own writing in later lessons. If students are not familiar with using rubrics, explain the purpose of them when you hand out the Narrative Writing Rubric in this lesson.• Review the Unit 3 Recommended Texts list for this unit and work with a media specialist to locate a variety of independent reading books for students to choose from.• In advance:<ul style="list-style-type: none">– Review: Narrative Writing Rubric to understand what is expected of student writing (see supporting materials).– Post: Learning target; Criteria of a Strong Narrative anchor chart.



Lesson Vocabulary	Materials
narrative, criteria, ideas, organization, conventions	<ul style="list-style-type: none">• Performance Task Prompt: Final Wolf Narrative (from Unit 2, Lesson 1; one to display and one per student)• Equity sticks• Who is the Wolf in Fact? anchor chart (from Unit 2)• <i>Lon Po Po</i> (book; one per student)• Criteria of a Strong Narrative note-catcher (one per student and one to display)• Criteria of a Strong Narrative anchor chart (new; co-created with students during Work Time B; see supporting materials)• Criteria of a Strong Narrative anchor chart (answers, for teacher reference)• Narrative Writing Rubric (one per student and one to display)



Opening	Meeting Students' Needs
<p>A. Unpacking Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Direct students' attention to the posted learning target and read it aloud:<ul style="list-style-type: none">* "I can use a model to generate the criteria of a strong narrative."• Ask students to discuss with an elbow partner:<ul style="list-style-type: none">* "What is a narrative?"• Ask for volunteers to share. Listen for students to explain that a narrative is a story.• Ask students to discuss with an elbow partner:<ul style="list-style-type: none">* "What are <i>criteria</i> and why do we generate criteria?"• Ask for volunteers to share. Listen for students to explain that criteria are a list of standards used to guide them in their work so that when writing a narrative they have strong guidelines.• Ask students to discuss with an elbow partner:<ul style="list-style-type: none">"What is a strong narrative? What does this mean?"• Cold call students to share. Listen for students to explain that a strong narrative is one that people want to read all the way to the end and when they have finished, they want to read it again because they enjoyed it so much.• Explain to students that the model narrative they are going to be using to generate the criteria of a strong narrative is <i>Lon Po Po</i>, the story they read in Unit 1.	<ul style="list-style-type: none">• Learning targets are a research-based strategy that helps all students, especially challenged learners.• Posting learning targets allows students to reference them throughout the lesson to check their understanding. The learning targets also provide a reminder to students and teachers about the intended learning behind a given lesson or activity.



Work Time	Meeting Students' Needs
<p>A. Rereading <i>Lon Po Po</i> and Taking Notes (25 minutes)</p> <ul style="list-style-type: none"> • Display and distribute the Performance Task Prompt: Final Wolf Narrative. Invite students to read along silently in their heads as you read the prompt aloud. • Ask students to discuss with an elbow partner: <ul style="list-style-type: none"> * “What is the Performance Task Prompt asking you to do?” * “What will your writing have to include?” • Circulate and listen for students to list each of the bullet points on the prompt when describing what their writing should include. • Ask students to discuss with an elbow partner: <ul style="list-style-type: none"> * “What can you remember about how real wolves look?” * “What can you remember about the actions and behaviors of real wolves?” * “Where can you find that information?” • Consider using equity sticks to select students to share out their responses. Listen for students to explain that they can find the information they need in <i>Face to Face with Wolves</i> and on the Who is the Wolf in Fact? anchor chart they completed as they read <i>Face to Face with Wolves</i> in Unit 2. • Ask students to discuss with an elbow partner: <ul style="list-style-type: none"> * “How can we figure out the criteria of a strong narrative? How can we figure out what a strong narrative should include?” • Cold call students to share their responses and listen for them to explain that you can get a good idea of what a strong narrative should include by reading a strong narrative. • Explain that <i>Lon Po Po</i> is a strong narrative because it is one that people have been reading and enjoying for a very long time in China, just like <i>Little Red Riding Hood</i>. • Distribute copies of <i>Lon Po Po</i>. • Invite volunteers to help you reread the story aloud for the whole group. Invite the rest of the students to read along silently in their heads. • After the read-aloud, divide students into pairs. • Distribute and display the Criteria of a Strong Narrative note-catcher. 	<ul style="list-style-type: none"> • 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, and are simultaneously looking at and thinking about the words on the printed page. Be sure to set clear expectations that students read along silently in their heads as you read the text aloud.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Ask students the question at the top of the note-catcher:<ul style="list-style-type: none">* “Why is <i>Lon Po Po</i> a story that people have wanted to read and reread for many years? Why is it a strong narrative?”• Invite students to work with their partners to discuss the answer to this question and record their ideas on their note-catchers.• Circulate to support students as they work. Ask guiding questions:<ul style="list-style-type: none">* “What do you like about <i>Lon Po Po</i>?”* “Why do you think people want to read it again?”• “Why do you think it is a story that has been read and enjoyed for many years?”	
<p>B. Generating the Criteria of a Strong Narrative (15 minutes)</p> <ul style="list-style-type: none">• Focus students’ attention on the Criteria of a Strong Narrative anchor chart.• Cold call students to share the ideas they recorded on their note-catchers with the whole group. Discuss the ideas that students suggest and record appropriate suggestions on the anchor chart. Refer to the Criteria of a Strong Narrative anchor chart (answers, for teacher reference) as necessary.	<ul style="list-style-type: none">• Coming together whole group to share learning promotes equity because it ensures that all students have the same take away.• Capturing student ideas on an anchor chart ensures quick reference in later lessons. It also promotes a cumulative learning process in which new learning is added in each lesson to build a bigger picture.



Closing and Assessment	Meeting Students' Needs
<p>A. Introducing the Rubric (15 minutes)</p> <ul style="list-style-type: none">• Distribute and display the Narrative Writing Rubric.• Give students 1 or 2 minutes to look over the rubric. Ask students to discuss with an elbow partner:<ul style="list-style-type: none">* “What do you notice?”* “What do you wonder?”• Cold call students to share out their responses.• Point out to students the main sections of the rubric: Ideas, Word Choice, Organization, and Conventions. Ask students to discuss with an elbow partner:<ul style="list-style-type: none">* “What does it mean by <i>ideas</i>? What is this part of the rubric assessing?”• Select volunteers to share their responses. Listen for students to explain that it means the ideas in the narrative, like the plot, and this part of the rubric is assessing the content of the narrative. Ask students to discuss with an elbow partner:<ul style="list-style-type: none">* “What does it mean by ‘word choice’? What is this part of the rubric assessing?”• Cold call students to share their responses. Listen for students to explain that this part of the rubric is assessing the words they use to show the sequence of events in their narratives. Ask students to discuss with an elbow partner:<ul style="list-style-type: none">* “What does it mean by <i>organization</i>? What is this part of the rubric assessing?”• Consider using equity sticks to select students to share their responses. Listen for students to explain that organization is about the structure of their narrative and how the events are organized. Ask students to discuss with an elbow partner:<ul style="list-style-type: none">* “What does it mean by <i>conventions</i>? What is this part of the rubric assessing?”• Select volunteers to share their responses. Listen for students to explain that it means the use of language rules like spelling, punctuation, and grammar.• Explain to students that they are going to read the content of this rubric in more detail, but for now you would like them to understand that the first column lists the criteria—the standards students need to meet to be successful in their writing. The other columns are used to measure how well students have met each standard.	<ul style="list-style-type: none">• Rubrics ensure that students of all abilities are aware of what is expected of their work and provides them with a clear point of reference as they work.
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Continue reading your independent reading book, or begin a new one.	



EXPEDITIONARY
LEARNING

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

Supporting Materials



This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.

Exempt third-party content is indicated by the footer: © (name of copyright holder). Used by permission and not subject to Creative Commons license.



Criteria of a Strong Narrative Note-catcher

.....
Name:

.....
Date:

**Why is *Lon Po Po* a story that people want to read?
Why is it a strong narrative?**



Criteria of a Strong Narrative Anchor Chart
Answers For Teacher Reference

**Why is *Lon Po Po* a story that people want to read?
Why is it a strong narrative?**

- The introduction clearly introduces the characters and sets up the rest of the story by providing a reason for the children to be in the house on their own.
- The suspense builds gradually—the children let the wolf in and gradually notice things about him that aren't quite right.
- It has an exciting plot—we don't know whether the wolf is going to succeed in eating the children or not.
- There is a problem to be solved—the children realize the wolf is not their grandmother and have to find a way to get rid of the wolf without getting hurt.
- It has a satisfying ending—the bad character gets what he deserves and the children are safe.
- The descriptive language helps to paint pictures in our minds.



Narrative Writing Rubric

Name: _____

Date: _____

Criteria	Meets	Partially Meets	Does Not Meet
Ideas			
I can create a wolf character using facts and details from my research. (W.3.2b, W.3.3a)	I have used at least two facts and details from my research to create my wolf character.	I have used one fact or detail from my research to create my wolf character.	I have not used any facts or details from my research to create my wolf character.
I can use dialogue and descriptions to show the actions, thoughts, and feelings of my characters. (W.3.3b)	I strategically use dialogue and descriptions to show what a character is feeling and thinking, and how they interact with others.	I use dialogue and descriptions to show what a character is feeling and thinking, and how they interact with others.	I use little or no dialogue and description in my narrative.



Narrative Writing Rubric

Criteria	Meets	Partially Meets	Does Not Meet
Word Choice			
I can use temporal words and phrases to show the sequence of events in my narrative. (W.3.3c)	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.
Organization			
I can organize events in an order that makes sense in my narrative. (W.3.3a)	The events of my narrative unfold in a logical order that makes sense to the reader.	The events of my narrative are in an order that mostly makes sense, but can sometimes be confusing to the reader.	The events of my narrative are not in a logical order and do not make sense to the reader.
I can write a beginning that introduces the characters, setting, and events of my narrative. (W.3.3a)	The beginning of my narrative clearly introduces the characters, setting, and events.	The beginning of my narrative introduces either the characters, setting, or events.	The beginning of my narrative does not introduce the characters, setting, or events.
I can write an ending that brings the narrative to a close. (W.3.3d)	The ending of my narrative brings it to a clear close.	The ending of my narrative brings it to some sort of close.	The ending of my narrative does not bring it to a close. It leaves the reader hanging.



Narrative Writing Rubric

Criteria	Meets	Partially Meets	Does Not Meet
Conventions			
I can use adjectives to describe nouns. (L.3.1g) I can use adverbs to describe actions. (L.3.1g)	My narrative contains well-chosen adjectives and adverbs to describe nouns and actions.	My narrative contains some adjectives or adverbs to describe nouns or actions.	My narrative does not contain adjectives or adverbs.
I can write simple, complex, and compound sentences. (L.3.1i)	I have used simple, complex, and compound sentences in my narrative.	I have used simple and complex or compound sentences in my narrative.	I have only used simple sentences in my narrative.