



EXPEDITIONARY
LEARNING

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

End of Unit Assessment: Drafting the Wolf Narrative



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 Targets

- I can use temporal words and phrases to show the sequence of events in my Wolf Narrative.
- I can draft a narrative about a problem encountered by wolves using details and descriptions about real wolves from *Face to Face with Wolves*.

Ongoing Assessment

- End of Unit 3 Assessment: Wolf Narrative draft



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Unpacking Learning Targets and Receiving Feedback (10 minutes)2. Work Time<ol style="list-style-type: none">A. Analyzing the Wolf Narrative Model: Temporal Words and Phrases (15 minutes)B. Drafting the Wolf Narrative (30 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Paragraph Share (5 minutes)4. Homework<ol style="list-style-type: none">A. Continue reading your independent reading book.	<ul style="list-style-type: none">• In this lesson, students write drafts of their Wolf Narratives for the End of Unit 3 Assessment. Some students may require more time than the 30 minutes allocated to finish writing the narrative, so you may need to adjust the time accordingly.• In order to address W.3.3c, before they write students look at a list of temporal words and phrases and then analyze the Wolf Narrative model to determine when they have been used and why.• At the end of the lesson, collect students' End of Unit 3 Assessments to provide feedback. Use the Narrative Writing Rubric, specifically the criteria in the Organization section to assess student drafts. Be prepared to return assessments with feedback against the Organization section of the rubric in Lesson 13.• Note that in the next lesson students will need their Wolf Narrative drafts to revise. You can either return the drafts (without feedback) for the duration of the next lesson or copy the completed drafts for students to work from until you have assessed their work.• In advance:<ul style="list-style-type: none">– Review Mix and Mingle in Checking for Understanding techniques (see Appendix).– Ensure you have provided feedback on students' Mid-Unit 3 Assessments (from Lesson 8).– Post: Learning targets; Criteria of a Strong Narrative anchor chart.



Lesson Vocabulary	Materials
temporal	<ul style="list-style-type: none"> • Mid-Unit 3 Assessment: Revising Wolf Narrative plans (from Lesson 8; returned in this lesson with teacher feedback) • End of Unit 3 Assessment: Drafting the Wolf Narrative (one per student and one to display) • Narrative Writing Rubric (from Lesson 1; one to display) • Criteria of a Strong Narrative anchor chart (begun in Lesson 1; one to display) • Examples of Temporal Words and Phrases (one per student and one to display) • Wolf Narrative model (from Unit 2, Lesson 1; one per student) • Criteria of a Strong Narrative note-catcher (from Lesson 1; one per student) • Wolf Character Profile graphic organizer: Parts 1 and 2 (from Lessons 2 and 3; one per student) • Narrative Elements graphic organizer (from Lesson 5; one per student) • <i>Face to Face With Wolves</i> (book; one per student) • Lined paper (two pieces per student)

Opening	Meeting Students' Needs
<p>A. Unpacking Learning Targets and Receiving Feedback (10 minutes)</p> <ul style="list-style-type: none"> • Direct students' attention to the posted learning targets and read them aloud: <ul style="list-style-type: none"> * "I can use temporal words and phrases to show the sequence of events in my Wolf Narrative." * "I can draft a narrative about a problem encountered by real wolves using details and descriptions about real wolves from <i>Face to Face with Wolves</i>." • Tell students that this in this lesson they will begin drafting their Wolf Narratives for the End of Unit 3 Assessment. Tell students that that they will explore the language in the first learning target in detail in the next part of the lesson. • Return students' Mid-Unit 3 Assessments: Revising Wolf Narrative plans. • Invite students to spend 2 or 3 minutes reading through your feedback. Invite students to write their names on the board if they have questions so you can circulate later in the lesson to answer those questions. 	<ul style="list-style-type: none"> • 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. Analyzing the Wolf Narrative Model: Temporal Words and Phrases (15 minutes)</p> <ul style="list-style-type: none"> • Display and distribute the End of Unit 3 Assessment: Drafting the Wolf Narrative. • Ask students to follow along silently as you read the directions aloud. Invite students to ask questions about anything they don't understand. • Display the Narrative Writing Rubric. • Invite a volunteer to help you read aloud the criteria in the Ideas section of the rubric for the rest of the group. • Remind students that they have already created a main character using facts and details from their research in Unit 2, so they need to make sure they include those facts and details in the narrative. • Ask students to discuss with an elbow partner: <ul style="list-style-type: none"> * "What is dialogue?" • Select volunteers to share their responses. Listen for answers like: "Dialogue is a conversation between two or more characters." • Focus students on the dialogue criteria listed on the Criteria of a Strong Narrative anchor chart and remind them of the dialogue work they did in Lesson 6. • Refocus students' attention on the Narrative Writing Rubric. • Invite a volunteer to help you read aloud the Organization section of the Narrative Writing Rubric to the whole group. • Remind students that they have already been working toward each of these things in their planning—they have planned a setting and main character to use in the introduction; they have planned the order of events to lead to a central problem; and they have planned a solution to the problem, which will help them to bring the story to close. • Tell students to ignore the Conventions section of the rubric for now, as they will learn more about each of these criteria in later lessons and revise their drafts. • Invite a volunteer to help you read aloud the Word Choice section of the Narrative Writing Rubric to the whole group. Remind students that this is the same as the first learning target. • Invite a student to look up the word <i>temporal</i> in a dictionary and to share the definition with the whole group. Listen for and guide students to understand that "temporal" means words about time. • Display and distribute the Examples of Temporal Words and Phrases handout. 	<ul style="list-style-type: none"> • Reminding students to refer to the anchor chart provides them with a familiar visual reference of the expectations of their work. • Referring students back to the rubric provides them with a purpose for their learning and also reminds them of what is expected of their final piece of work. • The handout of examples should provide struggling learners with words and phrases they can use in their writing. More able learners may wish to choose their own temporal words and phrases rather than relying on the handout.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> • Invite students to follow along silently as you read the words and phrases aloud. Explain that these are examples of words and phrases used to show in which order things happen in the story. • Invite students to retrieve their Wolf Narrative models. • Tell students that in pairs they are going to whisper read through the model, looking for temporal words and phrases. Invite them to circle the temporal words and phrases that they find. • Ask students to begin working and circulate to support as needed. • After about 10 minutes, refocus whole group. Select volunteers to share the temporal words and phrases they found with the whole group. Listen for students to list: “suddenly,” “after a long chase,” “meanwhile,” and “finally.” • Ask students to discuss with their partners: <ul style="list-style-type: none"> * “Where have temporal words and phrases been used in this model? Why?” • Cold call students to share their responses. Listen for students to explain that they have mostly been used at the beginning of new paragraphs to show the order of the events. Focus students particularly on the use of the temporal word meanwhile and explain that it shows that these two events were going on at the same time. • Remind students that the rubric requires them to use temporal words and phrases in their narrative to clearly show the sequence of events. • On the Criteria of a Strong Narrative anchor chart, write: “Uses temporal words and phrases to show the sequence of events.” 	
<p>B. Drafting the Wolf Narrative (30 minutes)</p> <ul style="list-style-type: none"> • Invite students to retrieve the following materials to help them write their narratives: <ul style="list-style-type: none"> – Criteria of a Strong Narrative note-catcher (from Lesson 1) – Wolf Character Profile graphic organizers: Parts 1 and 2 (from Lessons 2 and 3) – Narrative Elements graphic organizer (from Lesson 5) – Mid-Unit 3 Assessment: Revising Wolf Narrative plans (from Lesson 8) – Face to Face with Wolves 	<ul style="list-style-type: none"> • If students receive accommodations for assessments, communicate with the cooperating service providers regarding the practices of instruction in use during this study as well as the goals of the assessment.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Distribute two pieces of lined paper to each student. Remind students that because this is an assessment, they should work independently and explain that when they finish, they are to read through their writing multiple times, making improvements to make sure that it is as good as it can be.• Invite students to begin. Remind them to refer to the Criteria of a Strong Narrative anchor chart and their organizers as they write.• Circulate to answer students' questions about their Mid-Unit 3 Assessment feedback.	
Closing and Assessment	Meeting Students' Needs
<p>A. Paragraph Share (5 minutes)</p> <ul style="list-style-type: none">• Invite students to select their favorite paragraph from their narratives.• Let students know that they are going to use Mix and Mingle to share their paragraphs:<ol style="list-style-type: none">1. Play music.2. Invite students to move around the room with their narratives.3. Stop the music after 15 seconds.4. Invite students to share their favorite paragraph from their narrative with the person standing closest to them.5. Repeat until students have shared their favorite paragraphs with at least two other students.• Collect students' End of Unit 3 Assessments: Drafting the Wolf Narrative.	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Continue reading your independent reading book.	



EXPEDITIONARY
LEARNING

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

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.



End of Unit 3 Assessment:
Drafting the Wolf Narrative

Long-Term Learning Targets Assessed:

- 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.

Directions:

You are now going to use the plans that you have made to write a draft of your Wolf Narrative. You are only drafting the *writing* of your narrative; you will add the illustrations to the final version of your narrative.

When drafting your narrative you will need to refer to:

- Criteria of a Strong Narrative anchor chart
- Narrative Writing Rubric
- Your Mid-Unit 3 Assessment: Revising Wolf Narrative plans
- Your Character Profile graphic organizers: Parts 1 and 2
- Your Wolf Narrative board completed for homework
- *Face to Face with Wolves* by Jim and Judy Brandenburg



Examples of Temporal Words and Phrases

Next	Then
First	Shortly after
After that	Meanwhile
Suddenly	During
Earlier	Eventually
In the end	Finally
From then on	Suddenly
In the meantime	Not a moment too soon