



EXPEDITIONARY
LEARNING

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

Performance Task: Final Wolf Narrative



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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.

With guidance and support from adults, I can produce writing in which the development and organization are appropriate to task and purpose. (W.3.4)

With support from peers and adults, I can use the writing process to plan, revise, and edit my writing. (W.3.5)

Supporting Learning Target

- I can write my final Wolf Narrative.

Ongoing Assessment

- Performance Task: Final Wolf Narrative



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. Writing the Final Wolf Narrative (35 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Assembling the Final Wolf Narrative and Illustrations (15 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 their final drafts of their Wolf Narratives, incorporating teacher feedback from their End of Unit 3 Assessments. They then assemble the writing and the illustrations into one complete piece of work.• There are many options for “publishing” the final drafts once they have been completed. Suggestions include:<ul style="list-style-type: none">– Stick the parts onto pieces of letter-sized card paper that can be stapled together to look like a book.– Stick the parts into a notebook or journal.– Stick the parts into a big class book.– Stick the parts onto a large sheet of paper for display.– Laminate the final versions for display.• Collect the finished work at the end of the lesson. Finish assessing the pieces against the Narrative Writing Rubric, focusing on the Conventions section.• In advance:<ul style="list-style-type: none">– Trim the lined paper to fit your final publishing choice.– Ensure that you have provided feedback on the End of Unit 3 Assessments (from Lesson 10).• Post: Learning targets; Criteria of a Strong Narrative anchor chart.



Lesson Vocabulary	Materials
	<ul style="list-style-type: none">• End of Unit 3 Assessments: Drafting the Wolf Narrative (from Lesson 10; returned in this lesson with teacher feedback)• Revised Wolf Narratives (from Lesson 11; students' own)• Three illustrations (from Lesson 12; students' own)• Performance Task Prompt: Final Wolf Narrative (from Unit 2, Lesson 1; one per student)• Criteria of a Strong Narrative anchor chart (begun in Lesson 1)• Lined paper (two pieces per student)• Narrative Writing Rubric (from Lesson 1; one per student)• Paper or card stock (one sheet per student)• Glue stick (one 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 target and read it aloud:<ul style="list-style-type: none">* "I can write my final Wolf Narrative."• Tell students that in this lesson, they will finish their Wolf Narratives. They write a final draft, make revisions based on teacher feedback, and add the illustrations.• Return students' End of Unit 3 Assessments: Drafting the Wolf Narrative.• Invite students to spend 5 minutes reading through the feedback, considering how this will impact their final drafts.• Invite students to write their names on the board if they have questions for you to address. Use this list as you circulate later in the lesson to help students revise their work and create their final drafts.	<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. Writing the Final Wolf Narrative (35 minutes)</p> <ul style="list-style-type: none">• Invite students to retrieve their revised Wolf Narratives and three illustrations.• Ask students to read through their narratives and look over their illustrations to remember what they are about.• Remind students that the Wolf Narrative model has the title “Little Foot and the Trap.” Tell students that they need to think of short, catchy titles for their narratives that give the reader an idea of what the story is about without giving too much detail away.• Give students a couple of minutes to think in silence about a title for their narratives.• Pair students up.• Invite them to share their titles and their reasoning for choosing those titles based on the content of their narratives with their partners. Invite students to listen to check that his or her partner’s title:<ol style="list-style-type: none">1. Reflects the content of his or her narrative2. Is short and catchy• Invite students to write their titles at the top of their revised Wolf Narratives.• Direct students to retrieve their Performance Task Prompt: Final Wolf Narrative.• Ask pairs to whisper read the Performance Task Prompt with their partners as a reminder of what is expected in this final draft.• Focus students’ attention on the Criteria of a Strong Narrative anchor chart. Ask students to read the criteria silently to themselves.• Show students the “publishing” format (see Teaching Notes). Explain that students are going to write up their final Wolf Narratives on pieces of lined paper that have been cut to size. Emphasize that they are not to write on both sides of the paper, as the back of the page will be glued to the book.• Distribute lined paper.• Invite students to use your feedback on their End of Unit 3 Assessments to revise their Wolf Narratives one more time. Remind students that this needs to be done independently. Remind them to refer to the Performance Task Prompt and the Narrative Writing Rubric as necessary.• Circulate to support students and answer their questions about your feedback.	<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.



Closing and Assessment	Meeting Students' Needs
<p>A. Assembling the Final Wolf Narrative and Illustrations (15 minutes)</p> <ul style="list-style-type: none">• Distribute the paper or card stock that you would like students to mount their final Wolf Narratives and illustrations on.• Remind students that the illustrations need to be positioned at the appropriate points in the narrative.• Have students organize their narratives and illustrations on the paper or card stock. Do not give them glue just yet—they need to organize their work logically first.• As students begin to finish, briefly check their work.• Then, distribute the glue sticks and allow them to glue down the text and illustrations.• Invite students to leave their completed work on their desks and to circulate to look at the work of others. Remind students to be careful as they look at each other's work.• Congratulate students on their hard work in this module.• Collect the final copies. If possible, try to schedule a time for students to read their narratives to an audience. Students may read to each other, share their narratives with younger students, or read to volunteers or other adults in your school.	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Continue reading your independent reading book.	

There are no new supporting materials for this lesson.