



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



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



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



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



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





**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.