



EXPEDITIONARY
LEARNING

Grade 3: Module 3B: Unit 2: Overview



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Unit 2: Reading and Writing Informational Text about Real Wolves

In this unit, students continue their study of the wolf, this time by reading the informational text *Face to Face with Wolves*. Students use this text to research facts about real wolves for writing their performance task for this module, a realistic wolf narrative. Students focus their research on wolves' characteristics, behaviors, and habitats through a series of close readings. The close reading cycle for each section of the text follows a similar pattern—students read a section for gist, ask questions to show understanding of the text, and continue the vocabulary routine begun in

Unit 1. Students then reread the section and discuss a series of scaffolded text-dependent questions to build their understanding of the text. Finally, students write a short informational paragraph answering the focus question for the section. This process is repeated for each section of the text, helping students build their knowledge about real wolves and collect important facts for use in their wolf narratives in Unit 3.

Guiding Questions and Big Ideas

- **Who is the wolf in fact?**
- *We can learn about wolves through literature and informational texts.*

Mid-Unit 2 Assessment

Reading a New Section of *Face to Face With Wolves*: “Life in the Pack”

This assessment centers on NYSP12 ELA CCLS RI.3.1 and RI.3.4. For this assessment, students read a new section from *Face to Face with Wolves* and respond to text-dependent and short answer questions. Students are asked to explain the gist of this section, answer questions using evidence from the text, and determine the meaning of unfamiliar words.

End of Unit 2 Assessment

Reading and Writing about Wolves

This assessment centers on NYSP12 ELA CCLS RI.3.2, RI.3.4, RI.3.6, and W.3.2. Students read a new section from *Face to Face with Wolves*. In the first part of this assessment, students determine the main idea of the section and identify key details that helped them understand the main idea. Students then answer text-dependent and short answer questions focused on using evidence from the text, author's point of view, and determining the meaning of unfamiliar words. In the last part of the assessment, students plan and write a paragraph in response to a prompt to explain their own point of view about wolves.



Content Connections

This module is designed to address English Language Arts standards as students read literature and informational text about wolves. 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–4 Science Core Curriculum:

<http://www.p12.nysed.gov/ciai/mst/pub/elecoresci.pdf>

The Living Environment

3.1 Describe how the structures of plants and animals complement the environment of the plant or animal.

- **3.1a Each animal has different structures that serve different functions in growth, survival, and reproduction.**

- *Wings, legs, or fins enable some animals to seek shelter and escape predators.*
- *The mouth, including teeth, jaws, and tongue, enables some animals to eat and drink.*
- *The eyes, noses, ears, tongues, and/or skin of some animals enable them to sense their surroundings.*
- *The claws, shells, spines, feathers, fur, scales, and color(s) of body covering enable some animals to protect themselves from predators and other environmental conditions, or enable them to obtain food.*
- *Some animals have parts that are used to produce sounds and smells to help the animal meet its needs.*
- *The characteristics of some animals change as seasonal conditions change (e.g., fur grows and is shed to help regulate body heat; body fat is a form of stored energy and it changes as the seasons change).*

- **3.1c To survive in their environment, plants and animals must be adapted to that environment.**

- *Animal adaptations include coloration for warning or attraction, camouflage, defense mechanisms, movement, hibernation, or migration.*

3.2 Observe that differences within a species may give individuals an advantage in survival and reproduction.

- **3.2a Individuals within a species may compete with each other for food, mates, space, water, and shelter in their environment.**

- **3.2b All individuals have variations, and because of these variations, individuals of a species may have an advantage in survival and reproduction.**



Texts

1. Jim and Judy Brandenburg, *Face to Face with Wolves* (Washington, D.C.: National Geographic Publications, 2010), ISBN: 978-1-4263-0698-3.



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 1	Reading about Real Wolves: Introducing <i>Face to Face with Wolves</i>	<ul style="list-style-type: none"> I can ask questions to deepen my understanding of informational text. (RI.3.1) I can answer questions using specific details from informational text. (RI.3.1) I can distinguish between my point of view and the author's point of view. (RI.3.6) 	<ul style="list-style-type: none"> I can identify the characteristics of informational texts. I can determine the gist of the section "Face to Face." I can identify the author's point of view about wolves. 	<ul style="list-style-type: none"> Participation in creation of Informational Text anchor chart Answers to Text-Dependent Questions: "Face to Face" 	<ul style="list-style-type: none"> Informational Text anchor chart Guiding Questions anchor chart Close Readers Do These Things anchor chart
Lesson 2	Reading Closely: "Face to Face"	<ul style="list-style-type: none"> I can determine the meaning of unknown words in informational text. (RI.3.4) I can answer questions using specific details from informational text. (RI.3.1) I can distinguish between my point of view and the author's point of view. (RI.3.6) 	<ul style="list-style-type: none"> I can identify specific facts and details about the appearance and behaviors of wolves from <i>Face to Face with Wolves</i>. I can actively listen and share in discussions with my peers. I can find the meanings of unfamiliar words to help me better understand <i>Face to Face with Wolves</i>. I can identify the author's point of view about wolves. 	<ul style="list-style-type: none"> Answers to Text-Dependent Questions: "Face to Face" (continued from Lesson 1) Participation in co-creating Who Is the Wolf in Fact anchor chart 	<ul style="list-style-type: none"> Close Readers Do These Things anchor chart Who Is the Wolf in Fact anchor chart Back-to-Back, Face-to-Face protocol
Lesson 3	Reading about Real Wolves: "Meet the Wolf"	<ul style="list-style-type: none"> I can ask questions to deepen my understanding of informational text. (RI.3.1) I can answer questions using specific details from informational text. (RI.3.1) I can determine the meaning of unknown words in informational text. (RI.3.4) 	<ul style="list-style-type: none"> I can determine the gist of the section "Meet the Wolf." I can actively listen and share in discussions with my peers. I can ask questions to help me better understand a section from <i>Face to Face with Wolves</i>. I can find the meanings of unfamiliar words to help me better understand <i>Face to Face with Wolves</i>. 	<ul style="list-style-type: none"> Answers to Text-Dependent Questions: "Meet the Wolf" Participation in creating the Asking Questions to Show Understanding anchor chart "Meet the Wolf" Vocabulary note-catcher Vocabulary cards 	<ul style="list-style-type: none"> Asking Questions to Show Understanding anchor chart Close Readers Do These Things anchor chart



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 4	Reading Closely: “Meet the Wolf”	<ul style="list-style-type: none"> • I can answer questions using specific details from informational text. (RI.3.1) • I can determine the meaning of unknown words in informational text. (RI.3.4) • I can write informative/explanatory texts that convey ideas and information clearly. (W.3.2) 	<ul style="list-style-type: none"> • I can identify specific facts and details about the appearance and behaviors of wolves from <i>Face to Face with Wolves</i>. • I can actively listen and share in discussions with my peers. • I can find the meanings of unfamiliar words to help me better understand <i>Face to Face with Wolves</i>. • I can plan an informative paragraph about wolves using details from <i>Face to Face with Wolves</i>. 	<ul style="list-style-type: none"> • Answers to Text-Dependent Questions: “Meet the Wolf” (continued from Lesson 3) • Paragraph Writing Accordion graphic organizer • Participation in adding to the Who Is the Wolf in Fact anchor chart 	<ul style="list-style-type: none"> • Close Readers Do These Things anchor chart • Informational Text anchor chart • Paragraph Writing Accordion anchor chart • Who Is the Wolf in fact anchor chart • Back-to-Back, Face-to-Face protocol
Lesson 5	Mid-Unit Assessment: Reading a New Section of <i>Face to Face with Wolves</i> : “Life in the Pack”	<ul style="list-style-type: none"> • I can answer questions using specific details from informational text. (RI.3.1) • I can retell key ideas from an informational text. (RI.3.2) • I can determine the meaning of unknown words in informational text. (RI.3.4) 	<ul style="list-style-type: none"> • I can determine the gist of the section “Life in the Pack.” • I can identify specific facts and details about the appearance and behaviors of wolves from <i>Face to Face with Wolves</i>. • I can find the meanings of unfamiliar words to help me better understand <i>Face to Face with Wolves</i>. 	<ul style="list-style-type: none"> • Informational paragraph (homework from Lesson 4) • Mid-Unit 2 Assessment: Reading a New Section of <i>Face to Face With Wolves</i>: “Life in the Pack” • “Life in the Pack” Vocabulary note-catchers • Tracking My Progress: Mid-Unit 2 recording form 	<ul style="list-style-type: none"> • Close Readers Do These Things anchor chart



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 6	Reading about Real Wolves: "Life in the Pack"	<p>I can ask questions to deepen my understanding of informational text. (RI.3.1)</p> <p>I can determine the main idea of an informational text. (RI.3.2)</p> <p>I can retell key ideas from an informational text. (RI.3.2)</p> <p>I can determine the meaning of unknown words in informational text. (RI.3.4)</p>	<ul style="list-style-type: none"> I can identify the main idea and supporting details of the section "Life in the Pack." I can actively listen and share in discussions with my peers. I can ask questions to help me better understand a section from <i>Face to Face with Wolves</i>. I can find the meanings of unfamiliar words to help me better understand <i>Face to Face with Wolves</i>. 	<ul style="list-style-type: none"> Answers to Text-Dependent Questions: "Life in the Pack" Participation in adding to the Asking Questions to Show Understanding anchor chart "Life in the Pack" Vocabulary note-catcher Vocabulary cards 	<ul style="list-style-type: none"> Close Readers Do These Things anchor chart Asking Questions to Show Understanding anchor chart
Lesson 7	Reading Closely: "Life in the Pack"	<ul style="list-style-type: none"> I can answer questions using specific details from informational text. (RI.3.1) I can determine the meaning of unknown words in informational text. (RI.3.4) I can write informative/explanatory texts that convey ideas and information clearly. (W.3.2) I can conduct a research project to become knowledgeable about a topic. (W.3.7) I can document what I learn about a topic by taking notes. (W.3.8) I can sort evidence into provided categories. (W.3.8) 	<ul style="list-style-type: none"> I can identify specific facts and details about the appearance and behaviors of wolves from <i>Face to Face with Wolves</i>. I can actively listen and share in discussions with my peers. I can find the meanings of unfamiliar words to help me better understand <i>Face to Face with Wolves</i>. I can plan an informative paragraph about wolves using details from <i>Face to Face with Wolves</i>. 	<ul style="list-style-type: none"> Answers to Text-Dependent Questions: "Life in the Pack" (continued from Lesson 6) Paragraph Writing Accordion graphic organizer Participation in adding to the Who Is the Wolf in Fact anchor chart 	<ul style="list-style-type: none"> Paragraph Writing Accordion anchor chart Close Readers Do These Things anchor chart Informational Text anchor chart Who Is the Wolf in Fact anchor chart Back-to-Back, Face-to-Face protocol



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 8	Writing about Real Wolves: Drafting an Informative Paragraph	<ul style="list-style-type: none"> I can write informative/explanatory texts that convey ideas and information clearly. (W.3.2) I can write an informative/explanatory text that has a clear topic. (W.3.2a) I can write for a variety of reasons. (W.3.10) I can use conventions to send a clear message to my reader. (L.3.2) 	<ul style="list-style-type: none"> I can write a focus statement that states the topic of my informative paragraph. I can write an informative paragraph about wolves using details from <i>Face to Face with Wolves</i>. 	<ul style="list-style-type: none"> Informative paragraph draft 	<ul style="list-style-type: none"> Informational Text anchor chart Praise-Question-Suggest protocol
Lesson 9	Reading about Real Wolves: "Making a Comeback"	<ul style="list-style-type: none"> I can ask questions to deepen my understanding of informational text. (RI.3.1) I can determine the main idea of an informational text. (RI.3.2) I can retell key ideas from an informational text. (RI.3.2) I can determine the meaning of unknown words in informational text. (RI.3.4) 	<ul style="list-style-type: none"> I can identify the main idea and supporting details of the section "Making a Comeback." I can actively listen and share in discussions with my peers. I can ask questions to help me better understand a section from <i>Face to Face with Wolves</i>. I can find the meanings of unfamiliar words to help me better understand <i>Face to Face with Wolves</i>. 	<ul style="list-style-type: none"> Answers to Text-Dependent Questions: "Making a Comeback" Participation in adding to the Asking Questions to Show Understanding anchor chart "Making a Comeback" Vocabulary note-catcher Vocabulary cards 	<ul style="list-style-type: none"> Close Readers Do These Things anchor chart Asking Questions to Show Understanding anchor chart



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 10	Reading Closely: “Making a Comeback”	<ul style="list-style-type: none"> I can answer questions using specific details from informational text. (RI.3.1) I can determine the meaning of unknown words in informational text. (RI.3.4) I can write informative/explanatory texts that convey ideas and information clearly. (W.3.2) I can conduct a research project to become knowledgeable about a topic. (W.3.7) I can document what I learn about a topic by taking notes. (W.3.8) I can sort evidence into provided categories. (W.3.8) 	<ul style="list-style-type: none"> I can identify specific facts and details about the appearance and behaviors of wolves from <i>Face to Face with Wolves</i>. I can actively listen and share in discussions with my peers. I can find the meanings of unfamiliar words to help me better understand <i>Face to Face with Wolves</i>. I can plan an informative paragraph about wolves using details from <i>Face to Face with Wolves</i>. 	<ul style="list-style-type: none"> Answers to Text-Dependent Questions: “Making a Comeback” (continued from Lesson 9) Paragraph Writing Accordion graphic organizer Participation in adding to the Who Is the Wolf in Fact anchor chart 	<ul style="list-style-type: none"> Close Readers Do These Things anchor chart Informational Text anchor chart Paragraph Writing Accordion anchor chart Who Is the Wolf in Fact anchor chart Back-to-Back, Face-to-Face protocol
Lesson 11	Writing about Real Wolves: Drafting an Informative Paragraph	<ul style="list-style-type: none"> I can write informative/explanatory texts that convey ideas and information clearly. (W.3.2) I can write an informative/explanatory text that has a clear topic. (W.3.2a) I can group supporting facts together about a topic in an informative/explanatory text using both text and illustrations. (W.3.2a) I can develop the topic with facts, definitions, and details. (W.3.2b) I can write for a variety of reasons. (W.3.10) I can use conventions to send a clear message to my reader. (L.3.2) 	<ul style="list-style-type: none"> I can write an informative paragraph about wolves using details from <i>Face to Face with Wolves</i>. I can group supporting facts about a topic together in an informative paragraph. I can develop my topic with relevant facts, definitions, and details from my research in an informative paragraph. 	<ul style="list-style-type: none"> Informative paragraph draft 	<ul style="list-style-type: none"> Informational Text anchor chart Praise-Question-Suggest protocol



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 12	End of Unit 2 Assessment: Reading and Answering Questions about <i>Face to Face with Wolves</i>	<ul style="list-style-type: none"> • I can determine the main idea of an informational text. (RI.3.2) • I can retell key ideas from an informational text. (RI.3.2) • I can determine the meaning of unknown words in informational text. (RI.3.4) • I can distinguish between my point of view and the author's point of view. (RI.3.6) • I can write informative/explanatory texts that convey ideas and information clearly. (W.3.2) • I can write for a variety of reasons. (W.3.10) 	<ul style="list-style-type: none"> • I can determine the main idea of "How YOU Can Help." • I can identify specific facts and details about the appearance and behaviors of wolves from <i>Face to Face with Wolves</i>. • I can find the meanings of unfamiliar words to help me better understand <i>Face to Face with Wolves</i>. • I can identify the author's point of view about wolves. • I can write an informative paragraph about wolves using details from <i>Face to Face with Wolves</i>. 	<ul style="list-style-type: none"> • Informational Paragraph • End of Unit 2 Assessment: Reading and Answering Questions about <i>Face to Face with Wolves</i> • Tracking My Progress: End of Unit 2 recording form 	<ul style="list-style-type: none"> • Close Readers Do These Things anchor chart



Optional: Experts, Fieldwork, and Service

Experts:

- Invite a wildlife biologist to the classroom to discuss wolves.

Fieldwork:

- Visit a wolf sanctuary or local zoo.

Service:

- Conduct a fundraiser for the International Wolf Center (www.wolf.org).

Optional: Extensions

- Listen to wolf howls by visiting <http://www.pbs.org/wgbh/nova/wolves/howl.html> or <http://wolfpark.org/animals/sounds/>.
- Allow students to further research wolves using the sources listed in the “Find Out More” section of *Face to Face with Wolves*.
- Using the paragraphs written for the end of unit assessment, have students engage in a debate, discussing their points of view regarding the prompt—whether it is important for people to work to protect wolves.



Preparation and Materials

- Each student will need a research folder to hold his or her note-catchers and graphic organizers for this unit. Students will need these materials for their performance task writing throughout Unit 3. Students can continue to use this folder to hold their writing materials during Unit 3.
- Review the 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 Lesson 1.