



EXPEDITIONARY  
LEARNING

# Grade 3: Module 3B: Unit 3: Overview



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.



### Unit 3: Writing Narratives: Using Factual Details to Write a Narrative about a Problem Faced by Real Wolves

In this unit, students write and illustrate a narrative about a problem faced by real wolves, based on problems they identified in Unit 2 in the informational text *Face to Face with Wolves*. Students choose a real problem to write their story about and create a character profile for their main character using the facts and details collected in Unit 2 about the appearance, behaviors, and traits of real wolves. Students then revisit *Lon Po Po* with a writer's eye to examine the structure of the story; they also analyze the illustrations to identify criteria of strong story illustrations in preparation for writing and illustrating their own narratives. Then,

through a series of focused writing lessons, students plan a narrative with a sequence of events, dialogue between characters, and a sense of closure. In the mid-unit assessment students revise their plans based on teacher feedback; they submit a completed draft of their narratives for the end of unit assessment. For the performance task, students revise their narratives based on teacher feedback and their learning about adjectives, adverbs, and different types of sentences, as well as draw illustrations for their narratives.

#### Guiding Questions and Big Ideas

- **Authors use what they know to develop fictional characters.**
- **Authors develop characters using vivid descriptions to help the reader imagine characters and bring them to life.**
- *Who is the wolf in fiction?*
- *Who is the wolf in fact?*
- *How do authors create fictional characters?*



Mid-Unit 3 Assessment	<p><b>Revising Wolf Narrative Plans</b></p> <p>This assessment centers on NYSP12 ELA CCLS W.3.3 and W.3.5. Students revise their plans for narratives about a problem faced by real wolves using teacher feedback and highlight the revisions they make.</p>
End of Unit 3 Assessment	<p><b>Draft the Wolf Narrative</b></p> <p>This assessment centers on NYSP12 ELA CCLS W.3.3. Students use their plans to draft a narrative about a problem faced by real wolves. The narrative is to include dialogue and descriptions to show the thoughts, actions and feelings of the characters.</p>
Final Performance Task	<p><b>Final Wolf Narrative</b></p> <p>In this performance task, students have an opportunity to apply what they have learned about real wolves and narrative structure to write and illustrate a story about a problem faced by real wolves. Using facts and details gathered from <i>Face to Face with Wolves</i> in Unit 2, students choose a problem faced by real wolves to write a story about and then create a character profile of their main wolf character. Students incorporate what they have learned about real wolves from the informational text to ensure their story sounds like it is about real wolves. Students then illustrate their narratives. <b>This task addresses NYSP12 ELA CCLS W.3.3, W.3.4, W.3.5, and L.3.1g, h, and i.</b></p>



### 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 Social Studies 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 Social Studies Framework:**

**<http://engageny.org/sites/default/files/resource/attachments/ss-framework-k-8.pdf>.**

### Unifying Themes

#### *Time, Continuity, and Change*

**3.8 Each community or culture has a unique history, including heroic figures, traditions, and holidays.**

- **3.8a People in world communities use legends, folktales, oral histories, biographies, and historical narratives to transmit cultural histories from one generation to the next.**
  - Students will examine legends, folktales, oral histories, biographies, and historical narratives to learn about the important individuals and events of each selected world community.
- **3.8b Arts, music, dance, and literature develop through a community's history.**
  - Students will explore the arts, music, dance, and literature for each selected world community.

**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.



Content Connections (continued)

- 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. Ed Young, *Lon Po Po: A Red-Riding Hood Story from China* (New York: Penguin Putnam Books for Young Readers, 1996), ISBN: 978-0-698-11382-4.
2. Jim and Judy Brandenburg, *Face to Face with Wolves* (Washington, D.C.: National Geographic Publications, 2010), ISBN 978-1-4263-0698-3.



**This unit is approximately 2.5 weeks or 13 sessions of instruction.**

Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
<b>Lesson 1</b>	Launching the Performance Task	<ul style="list-style-type: none"> <li>• I can craft narrative texts about real or imagined experiences or events. (W.3.3)</li> <li>• I can establish a situation. (W.3.3a)</li> <li>• I can introduce the narrator and/or characters of my narrative. (W.3.3a)</li> <li>• I can organize events in an order that makes sense in my narrative. (W.3.3a)</li> <li>• I can use dialogue to show the actions, thoughts and feelings of my characters. (W.3.3a)</li> <li>• I can use descriptive words to show the actions, thoughts and feelings of my characters. (W.3.3b)</li> <li>• I can use transitional words and expressions to show passage of time in a narrative text. (W.3.3c)</li> <li>• I can write a conclusion to my narrative. (W.3.3d)</li> </ul>	<ul style="list-style-type: none"> <li>• I can use a model to generate the criteria of a strong narrative.</li> </ul>	<ul style="list-style-type: none"> <li>• Criteria of a Strong Narrative note-catcher</li> <li>• Criteria of a Strong Narrative anchor chart</li> </ul>	<ul style="list-style-type: none"> <li>• Criteria of a Strong Narrative anchor chart</li> <li>• Who is the Wolf in Fact? anchor chart</li> </ul>
<b>Lesson 2</b>	Choosing a Problem and Creating a Wolf Character: Part 1	<ul style="list-style-type: none"> <li>• I can craft narrative texts about real or imagined experiences or events. (W.3.3)</li> <li>• I can introduce the narrator and/or characters of my narrative. (W.3.3a)</li> </ul>	<ul style="list-style-type: none"> <li>• I can choose a problem that real wolves face to write about in my Wolf Narrative.</li> </ul>	<ul style="list-style-type: none"> <li>• Wolf Character Profile graphic organizer: Part 1</li> </ul>	<ul style="list-style-type: none"> <li>• Criteria of a Strong Narrative anchor chart</li> <li>• Who is the Wolf in Fact? anchor chart</li> </ul>
<b>Lesson 3</b>	Creating a Wolf Character: Part 2	<ul style="list-style-type: none"> <li>• I can craft narrative texts about real or imagined experiences or events. (W.3.3)</li> <li>• I can introduce the narrator and/or characters of my narrative. (W.3.3a)</li> </ul>	<ul style="list-style-type: none"> <li>• I can plan the character traits, special abilities, strengths, and weaknesses of the main wolf character in my Wolf Narrative.</li> </ul>	<ul style="list-style-type: none"> <li>• Wolf Character Profile graphic organizer: Part 2</li> </ul>	<ul style="list-style-type: none"> <li>• Who is the Wolf in Fact? anchor chart</li> </ul>



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
<b>Lesson 4</b>	Analyzing the Structure and Organization of a Narrative	<ul style="list-style-type: none"> <li>I can describe how parts of a story build on one another. (RL.3.5)</li> <li>I can retell a story using key details from the text. (RL.3.2)</li> <li>I can identify the main message or lesson of a story using key details from the text. (RL.3.2)</li> <li>I can craft narrative texts about real or imagined experiences or events. (W.3.3)</li> <li>I can organize events in an order that makes sense in my narrative. (W.3.3a)</li> </ul>	<ul style="list-style-type: none"> <li>I can deconstruct the structure of a narrative and explain how it is organized.</li> </ul>	<ul style="list-style-type: none"> <li>Narrative Elements graphic organizer</li> </ul>	<ul style="list-style-type: none"> <li>Narrative Elements anchor chart</li> <li>Criteria of a Strong Narrative anchor chart</li> </ul>
<b>Lesson 5</b>	Planning the Wolf Narrative	<ul style="list-style-type: none"> <li>I can craft narrative texts about real or imagined experiences or events. (W.3.3)</li> <li>I can establish a situation. (W.3.3a)</li> <li>I can introduce the narrator and/or characters of my narrative. (W.3.3a)</li> <li>I can organize events in an order that makes sense in my narrative. (W.3.3a)</li> <li>I can write a conclusion to my narrative. (W.3.3d)</li> </ul>	<ul style="list-style-type: none"> <li>I can use the Narrative Elements graphic organizer to plan my Wolf Narrative.</li> </ul>	<ul style="list-style-type: none"> <li>Narrative Elements graphic organizer</li> </ul>	<ul style="list-style-type: none"> <li>Narrative Elements anchor chart</li> </ul>
<b>Lesson 6</b>	Introducing Dialogue	<ul style="list-style-type: none"> <li>I can craft narrative texts about real or imagined experiences or events. (W.3.3)</li> <li>I can use dialogue to show the actions, thoughts, and feelings of my characters. (W.3.3a)</li> </ul>	<ul style="list-style-type: none"> <li>I can use just enough dialogue to explain events in a narrative more clearly.</li> </ul>	<ul style="list-style-type: none"> <li>Wolf Narrative excerpt for dialogue</li> </ul>	<ul style="list-style-type: none"> <li>Criteria of a Strong Narrative anchor chart</li> </ul>



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
<b>Lesson 7</b>	Analyzing Illustrations	<ul style="list-style-type: none"> <li>I can explain how an illustration contributes to the narrative (e.g., mood, tone, character, setting). (RL.3.7)</li> </ul>	<ul style="list-style-type: none"> <li>I can draw pictures to illustrate more clearly a mood, tone, character, or setting in my Wolf Narrative.</li> </ul>	<ul style="list-style-type: none"> <li>Illustration Planning graphic organizer</li> </ul>	<ul style="list-style-type: none"> <li>Criteria of a Strong Narrative anchor chart</li> </ul>
<b>Lesson 8</b>	Mid-Unit Assessment: Revising Wolf Narrative Plans	<ul style="list-style-type: none"> <li>With support from peers and adults, I can use the writing process to plan, revise, and edit my writing. (W.3.5)</li> </ul>	<ul style="list-style-type: none"> <li>I can use teacher feedback to revise my Wolf Narrative plan.</li> </ul>	<ul style="list-style-type: none"> <li>Mid-Unit 3 Assessment: Revising Wolf Narrative Plans</li> </ul>	<ul style="list-style-type: none"> <li>Concentric Circles Protocol</li> </ul>
<b>Lesson 9</b>	Oral Storytelling	<ul style="list-style-type: none"> <li>I can craft narrative texts about real or imagined experiences or events. (W.3.3)</li> <li>I can establish a situation. (W.3.3a)</li> <li>I can introduce the narrator and/or characters of my narrative. (W.3.3a)</li> <li>I can organize events in an order that makes sense in my narrative. (W.3.3a)</li> <li>I can use dialogue to show the actions, thoughts and feelings of my characters. (W.3.3a)</li> <li>I can use descriptive words to show the actions, thoughts and feelings of my characters. (W.3.3b)</li> <li>I can use transitional words and expressions to show passage of time in a narrative text. (W.3.3c)</li> <li>I can write a conclusion to my narrative. (W.3.3d)</li> </ul>	<ul style="list-style-type: none"> <li>I can share my story orally.</li> </ul>		





Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
<b>Lesson 10</b>	End of Unit Assessment: Drafting the Wolf Narrative	<ul style="list-style-type: none"> <li>I can craft narrative texts about real or imagined experiences or events. (W.3.3)</li> <li>I can establish a situation. (W.3.3a)</li> <li>I can introduce the narrator and/or characters of my narrative. (W.3.3a)</li> <li>I can organize events in an order that makes sense in my narrative. (W.3.3a)</li> <li>I can use dialogue to show the actions, thoughts, and feelings of my characters. (W.3.3a)</li> <li>I can use descriptive words to show the actions, thoughts, and feelings of my characters. (W.3.3b)</li> <li>I can use transitional words and expressions to show passage of time in a narrative text. (W.3.3c)</li> <li>I can write a conclusion to my narrative. (W.3.3d)</li> </ul>	<ul style="list-style-type: none"> <li>I can use temporal words and phrases to show the sequence of events in my Wolf Narrative.</li> <li>I can draft a narrative about a problem encountered by wolves using details and descriptions about real wolves from <i>Face to Face with Wolves</i>.</li> </ul>	<ul style="list-style-type: none"> <li>End of Unit 3 Assessment: Wolf Narrative draft</li> </ul>	<ul style="list-style-type: none"> <li>Criteria of a Strong Narrative anchor chart</li> </ul>
<b>Lesson 11</b>	Revising Wolf Narrative Drafts	<ul style="list-style-type: none"> <li>I can demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (L.3.1)</li> <li>I can use coordinating and subordinating conjunctions. (L.3.1h)</li> <li>I can produce simple, compound, and complex sentences. (L.3.1i)</li> </ul>	<ul style="list-style-type: none"> <li>I can use coordinating and subordinating conjunctions in my Wolf Narrative.</li> <li>I can write simple, complex, and compound sentences in my Wolf Narrative.</li> </ul>	<ul style="list-style-type: none"> <li>Revised Wolf Narrative draft</li> </ul>	<ul style="list-style-type: none"> <li>Criteria of a Strong Narrative anchor chart</li> </ul>



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
<b>Lesson 12</b>	Drawing Illustrations	<ul style="list-style-type: none"><li>• I can demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (L.3.1)</li><li>• I can form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. (L.3.1g)</li><li>• I can explain how an illustration contributes to the story (e.g., mood, tone, character, setting). (RL.3.7)</li></ul>	<ul style="list-style-type: none"><li>• I can use adjectives to describe nouns in my Wolf Narrative.</li><li>• I can use adverbs to describe actions in my Wolf Narrative.</li><li>• I can illustrate my Wolf Narrative and explain how the illustrations contribute to my narrative.</li></ul>	<ul style="list-style-type: none"><li>• Three illustrations for Wolf Narrative</li></ul>	<ul style="list-style-type: none"><li>• Criteria of a Strong Narrative anchor chart</li></ul>



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
<b>Lesson 13</b>	Performance Task: Final Wolf Narrative	<ul style="list-style-type: none"> <li>• I can craft narrative texts about real or imagined experiences or events. (W.3.3)</li> <li>• I can establish a situation. (W.3.3a)</li> <li>• I can introduce the narrator and/or characters of my narrative. (W.3.3a)</li> <li>• I can organize events in an order that makes sense in my narrative. (W.3.3a)</li> <li>• I can use dialogue to show the actions, thoughts, and feelings of my characters. (W.3.3a)</li> <li>• I can use descriptive words to show the actions, thoughts, and feelings of my characters. (W.3.3b)</li> <li>• I can use transitional words and expressions to show passage of time in a narrative text. (W.3.3c)</li> <li>• I can write a conclusion to my narrative. (W.3.3d)</li> <li>• 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)</li> <li>• With support from peers and adults, I can use the writing process to plan, revise, and edit my writing. (W.3.5)</li> </ul>	<ul style="list-style-type: none"> <li>• I can write my final Wolf Narrative.</li> </ul>	<ul style="list-style-type: none"> <li>• Performance Task: Final Wolf Narrative</li> </ul>	<ul style="list-style-type: none"> <li>• Criteria of a Strong Narrative anchor chart</li> </ul>



**Optional: Experts, Fieldwork, and Service**

**Experts:**

- Invite a wildlife biologist to the classroom to discuss wolves.
- Invite a narrative author to the classroom to discuss writing narratives.
- Invite an illustrator to the classroom to discuss illustrating narratives.

**Fieldwork:**

- Visit a wolf sanctuary or local zoo.

**Service:**

- Conduct a fundraiser for the International Wolf Center ([www.wolf.org](http://www.wolf.org)).

**Optional: Extensions**

- Host an “Anthology of Stories about Wolves” author’s evening in which students read aloud from their stories and share with parents, teachers, and community members how they used their knowledge about wolves to create their wolf characters.



EXPEDITIONARY  
LEARNING

# Grade 3: Module 3B: Unit 3:

## Recommended Texts



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.



The list below includes texts with a range of Lexile® text measures about wolves from a variety of perspectives. This provides appropriate independent reading for each student to help build content knowledge about the topic. Note that districts and schools should consider their own community standards when reviewing this list. Some texts in particular units or modules address emotionally difficult content.

It is imperative that students read a high volume of texts at their reading level in order to continue to build the academic vocabulary and fluency demanded by the CCLS.

Where possible, texts in languages other than English are also provided. Texts are categorized into three Lexile measures that correspond to Common Core Bands: below grade band, within band, and above band. Note, however, that Lexile® measures are just one indicator of text complexity, and teachers must use their professional judgment and consider qualitative factors as well. For more information, see Appendix 1 of the Common Core State Standards.

**Common Core Band Level Text Difficulty Ranges:**

(As provided in the NYSED Passage Selection Guidelines for Assessing CCSS ELA)

- Grades 2–3: 420–820L
- Grades 4–5: 740–1010L

Title	Author and Illustrator	Text Type	Lexile Measure
<b>Lexile text measures below band level (under 420L)</b>			
<i>Honestly, Little Red Riding Hood Was Rotten!: The Story of Little Red Riding Hood as Told by the Wolf</i>	Trisha Speed Shaskan (author) Gerald Claude Guerlais (illustrator)	Literature	220
<i>The Big Bad Wolf and Me</i>	Delphine Perret (author)	Literature	350*
<i>What's the Time, Mr. Wolf?</i>	Debi Gliori (author)	Literature	375*
<i>¡La Verdadera Historia de los Tres Cerditos!</i>	Jon Scieszka (author) Lane Smith (illustrator)	Literature (Spanish)	400

\*Lexile based on a conversion from Accelerated Reading level.



Title	Author and Illustrator	Text Type	Lexile Measure
<b>Lexile text measures within band level (420–820L)</b>			
<i>The Wolves in the Walls</i>	Neil Gaiman (author) Dave McKean (illustrator)	Literature	500
<i>Tell the Truth, B.B. Wolf</i>	Judy Sierra (author) J. Otto Seibold (illustrator)	Literature	500
<i>Winston the Book Wolf</i>	Marni McGee (author) Ian Beck (illustrator)	Literature	500
<i>Wolves</i>	Emily Gravett (author)	Literature	550*
<i>The True Story of the Three Little Pigs</i>	Jon Scieszka (author) Lane Smith (illustrator)	Literature	570
<i>Look to the North: A Wolf Pup Diary</i>	Jean Craighead George (author) Lucia Washburn (illustrator)	Literature	580
<i>Little Wolf's Book of Badness</i>	Ian Whybrow (author) Tony Ross (illustrator)	Literature	600
<i>The Three Little Wolves and the Big Bad Pig</i>	Eugene Trivizas (author) Helen Oxenbury (illustrator)	Literature	700
<i>Walk with a Wolf: Read and Wonder</i>	Janni Howker (author) Sarah Fox-Davies (illustrator)	Literature	770

\*Lexile based on a conversion from Accelerated Reading level.



Title	Author and Illustrator	Text Type	Lexile Measure
<b>Lexile text measures above band level (over 820L)</b>			
<i>A Mystery of Wolves</i>	Isobelle Carmody (author)	Literature	880
<i>Lone Wolf</i>	Kathryn Lasky (author)	Literature	890
<i>Wolves of the Beyond</i>	Kathryn Lasky (author)	Literature	890





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"><li>1. Opening<ol style="list-style-type: none"><li>A. Unpacking Learning Targets (5 minutes)</li></ol></li><li>2. Work Time<ol style="list-style-type: none"><li>A. Rereading <i>Lon Po Po</i> and Taking Notes (25 minutes)</li><li>B. Generating the Criteria of a Strong Narrative (15 minutes)</li></ol></li><li>3. Closing and Assessment<ol style="list-style-type: none"><li>A. Introducing the Rubric (15 minutes)</li></ol></li><li>4. Homework<ol style="list-style-type: none"><li>A. Continue reading your independent reading book, or begin a new one.</li></ol></li></ol>	<ul style="list-style-type: none"><li>• 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.</li><li>• 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.</li><li>• 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.</li><li>• 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.</li><li>• In advance:<ul style="list-style-type: none"><li>– Review: Narrative Writing Rubric to understand what is expected of student writing (see supporting materials).</li><li>– Post: Learning target; Criteria of a Strong Narrative anchor chart.</li></ul></li></ul>



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



Opening	Meeting Students' Needs
<p><b>A. Unpacking Learning Targets (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Direct students' attention to the posted learning target and read it aloud:<ul style="list-style-type: none"><li>* "I can use a model to generate the criteria of a strong narrative."</li></ul></li><li>• Ask students to discuss with an elbow partner:<ul style="list-style-type: none"><li>* "What is a narrative?"</li></ul></li><li>• Ask for volunteers to share. Listen for students to explain that a narrative is a story.</li><li>• Ask students to discuss with an elbow partner:<ul style="list-style-type: none"><li>* "What are <i>criteria</i> and why do we generate criteria?"</li></ul></li><li>• 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.</li><li>• Ask students to discuss with an elbow partner:<ul style="list-style-type: none"><li>"What is a strong narrative? What does this mean?"</li></ul></li><li>• 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.</li><li>• 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.</li></ul>	<ul style="list-style-type: none"><li>• Learning targets are a research-based strategy that helps all students, especially challenged learners.</li><li>• 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.</li></ul>



Work Time	Meeting Students' Needs
<p><b>A. Rereading <i>Lon Po Po</i> and Taking Notes (25 minutes)</b></p> <ul style="list-style-type: none"> <li>• Display and distribute the <b>Performance Task Prompt: Final Wolf Narrative</b>. Invite students to read along silently in their heads as you read the prompt aloud.</li> <li>• Ask students to discuss with an elbow partner: <ul style="list-style-type: none"> <li>* “What is the Performance Task Prompt asking you to do?”</li> <li>* “What will your writing have to include?”</li> </ul> </li> <li>• Circulate and listen for students to list each of the bullet points on the prompt when describing what their writing should include.</li> <li>• Ask students to discuss with an elbow partner: <ul style="list-style-type: none"> <li>* “What can you remember about how real wolves look?”</li> <li>* “What can you remember about the actions and behaviors of real wolves?”</li> <li>* “Where can you find that information?”</li> </ul> </li> <li>• Consider using <b>equity sticks</b> 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 <b>Who is the Wolf in Fact? anchor chart</b> they completed as they read <i>Face to Face with Wolves</i> in Unit 2.</li> <li>• Ask students to discuss with an elbow partner: <ul style="list-style-type: none"> <li>* “How can we figure out the criteria of a strong narrative? How can we figure out what a strong narrative should include?”</li> </ul> </li> <li>• 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.</li> <li>• 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>.</li> <li>• Distribute copies of <b><i>Lon Po Po</i></b>.</li> <li>• 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.</li> <li>• After the read-aloud, divide students into pairs.</li> <li>• Distribute and display the <b>Criteria of a Strong Narrative note-catcher</b>.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> </ul>



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Ask students the question at the top of the note-catcher:<ul style="list-style-type: none"><li>* “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?”</li></ul></li><li>• Invite students to work with their partners to discuss the answer to this question and record their ideas on their note-catchers.</li><li>• Circulate to support students as they work. Ask guiding questions:<ul style="list-style-type: none"><li>* “What do you like about <i>Lon Po Po</i>?”</li><li>* “Why do you think people want to read it again?”</li></ul></li><li>• “Why do you think it is a story that has been read and enjoyed for many years?”</li></ul>	
<p><b>B. Generating the Criteria of a Strong Narrative (15 minutes)</b></p> <ul style="list-style-type: none"><li>• Focus students’ attention on the <b>Criteria of a Strong Narrative anchor chart</b>.</li><li>• 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 <b>Criteria of a Strong Narrative anchor chart (answers, for teacher reference)</b> as necessary.</li></ul>	<ul style="list-style-type: none"><li>• Coming together whole group to share learning promotes equity because it ensures that all students have the same take away.</li><li>• 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.</li></ul>



Closing and Assessment	Meeting Students' Needs
<p><b>A. Introducing the Rubric (15 minutes)</b></p> <ul style="list-style-type: none"><li>• Distribute and display the <b>Narrative Writing Rubric</b>.</li><li>• 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"><li>* “What do you notice?”</li><li>* “What do you wonder?”</li></ul></li><li>• Cold call students to share out their responses.</li><li>• 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"><li>* “What does it mean by <i>ideas</i>? What is this part of the rubric assessing?”</li></ul></li><li>• 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"><li>* “What does it mean by ‘word choice’? What is this part of the rubric assessing?”</li></ul></li><li>• 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"><li>* “What does it mean by <i>organization</i>? What is this part of the rubric assessing?”</li></ul></li><li>• 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"><li>* “What does it mean by <i>conventions</i>? What is this part of the rubric assessing?”</li></ul></li><li>• Select volunteers to share their responses. Listen for students to explain that it means the use of language rules like spelling, punctuation, and grammar.</li><li>• 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.</li></ul>	<ul style="list-style-type: none"><li>• 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.</li></ul>
Homework	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Continue reading your independent reading book, or begin a new one.</li></ul>	





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
<b>Ideas</b>			
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
<b>Word Choice</b>			
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.
<b>Organization</b>			
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
<b>Conventions</b>			
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.



EXPEDITIONARY  
LEARNING

# **Grade 3: Module 3B: Unit 3: Lesson 2**

## **Choosing a Problem and Creating a Wolf Character: Part 1**



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 introduce the narrator and/or characters of my narrative.	
Supporting Learning Target	Ongoing Assessment
<ul style="list-style-type: none"><li>I can choose a problem that real wolves face to write about in my Wolf Narrative.</li></ul>	<ul style="list-style-type: none"><li>Wolf Character Profile graphic organizer: Part 1</li></ul>





Agenda	Teaching Notes
<ol style="list-style-type: none"><li>1. Opening<ol style="list-style-type: none"><li>A. Unpacking Learning Targets (5 minutes)</li></ol></li><li>2. Work Time<ol style="list-style-type: none"><li>A. Truth or Fiction (15 minutes)</li><li>B. Choosing a Problem Faced by Real Wolves (15 minutes)</li><li>C. Character Profile: Part 1 (20 minutes)</li></ol></li><li>3. Closing and Assessment<ol style="list-style-type: none"><li>A. Partner Share (5 minutes)</li></ol></li><li>4. Homework<ol style="list-style-type: none"><li>A. Draw and label your wolf using the illustrations and descriptions in <i>Face to Face with Wolves</i> and the features you have listed on your graphic organizer.</li><li>B. Continue reading your independent reading book.</li></ol></li></ol>	<ul style="list-style-type: none"><li>• In this lesson, students choose the problem they are going to write their Wolf Narratives about and then begin to build a character profile of the main wolf character. Students choose their problem first because this could impact the strengths and/or weaknesses their character has. Then they plan the appearance of the character, based on facts and details they gathered on an idea-catcher in Unit 2.</li><li>• In this lesson, you model filling out the Wolf Character Profile graphic organizer. As students analyze the Wolf Narrative model for elements listed on the graphic organizer, feedback is solicited from the whole group and the organizer is filled out with their responses.</li><li>• The aim of the truth or fiction activity in Work Time A is to get students thinking about the reading they did in Units 1 and 2. The quotes all come from texts they read in those units.</li><li>• In advance:</li><li>• Prepare the Truth or Fiction strips for each pair and make sure they are thoroughly mixed up before giving them to students.</li><li>• Post: Learning target.</li></ul>



Lesson Vocabulary	Materials
	<ul style="list-style-type: none"> <li>• Truth or Fiction strips (one set per pair)</li> <li>• Truth or Fiction strips (answers, for teacher reference)</li> <li>• Criteria of a Strong Narrative anchor chart (begun in Lesson 1)</li> <li>• Wolf Character Profile graphic organizer: Part 1 (one per student and one to display)</li> <li>• Wolf Narrative model (from Unit 2, Lesson 1; one per student)</li> <li>• Who is the Wolf in Fact? anchor chart (from Unit 2)</li> <li>• Wolf Character Profile graphic organizer: Part 1 (answers, for teacher reference)</li> <li>• <i>Face to Face with Wolves</i> (book; one per student)</li> </ul>

Opening	Meeting Students' Needs
<p><b>A. Unpacking Learning Targets (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• Direct students' attention to the posted learning target and read it aloud:             <ul style="list-style-type: none"> <li>* "I can choose a problem that real wolves face to write about in my Wolf Narrative."</li> </ul> </li> <li>• Ask students to discuss with an elbow partner:             <ul style="list-style-type: none"> <li>* "Where can you find a problem that real wolves face?"</li> </ul> </li> <li>• Cold call students to share their responses. Listen for students to explain that they have already gathered facts and details about real wolves that could be used in a narrative in Unit 2 and recorded them on the <b>Who is the Wolf in Fact? anchor chart</b></li> <li>• Tell students they are going to revisit <i>Face to Face with Wolves</i> and the facts and details they collected in Unit 2 to choose a problem.</li> </ul>	<ul style="list-style-type: none"> <li>• Learning targets are a research-based strategy that helps all students, especially challenged learners.</li> <li>• 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.</li> </ul>



Work Time	Meeting Students' Needs
<p><b>A. Truth or Fiction (15 minutes)</b></p> <ul style="list-style-type: none"> <li>• Pair students up.</li> <li>• Distribute a set of <b>Truth or Fiction strips</b> to each pair.</li> <li>• Tell students that some of the strips they have been given contain quotes about wolves from fiction and that some contain quotes from informational texts.</li> <li>• Explain that with their partners, students should read each strip aloud. Once they have read all of the strips, they should sort them into two piles. One pile is for quotes about wolves from fiction and one pile for quotes from informational texts.</li> <li>• Invite students to begin. Circulate to support students by asking the guiding question: "What makes you think this quote is from fiction/informational text?"</li> <li>• As students begin to finish sorting the quote strips, refocus the whole group.</li> <li>• Read a quote strip aloud to the whole group and cold call students to tell you which pile it should belong in. Repeat with each of the quote strips. Refer to the <b>Truth or Fiction strips (answers, for teacher reference)</b> as needed.</li> <li>• Remind students that there is a clear difference between fact and fiction and that while they are going to write a narrative about wolves using facts and details about real wolves, it is still a fictional narrative. .</li> </ul>	<ul style="list-style-type: none"> <li>• Consider heterogeneous groupings of students for this activity to ensure there is at least one student in the pair who is able to read the strips.</li> </ul>
<p><b>B. Choosing a Problem Faced by Real Wolves (15 minutes)</b></p> <ul style="list-style-type: none"> <li>• Focus students' attention on the posted <b>Criteria of a Strong Narrative anchor chart</b>.</li> <li>• Reread the criteria students identified in Lesson 1.</li> <li>• Focus students on the idea that a narrative has a problem to be solved and in solving the problem there is a satisfying ending.</li> <li>• Distribute and display the <b>Wolf Character Profile graphic organizer: Part 1</b>.</li> <li>• Read through each section on the organizer aloud and invite students to read along silently with you.</li> <li>• Invite students to ask questions about anything they don't understand.</li> <li>• Focus students' attention on the first box, which asks about the problem.</li> <li>• Display and distribute the <b>Wolf Narrative model</b>, first shown to students in Unit 2, Lesson 1.</li> <li>• Reread it for the whole group as they read along silently in their heads.</li> </ul>	<ul style="list-style-type: none"> <li>• Consider grouping students who may need support writing on their graphic organizers in an area of the room to work with you. Encourage these students to say their chosen problem aloud either to their partner or to you before writing it down.</li> </ul>



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Ask students to discuss with their partner:<ul style="list-style-type: none"><li>* “What is the problem in the Wolf Narrative model?”</li></ul></li><li>• Cold call students to share their responses. Listen for students to explain that the problem is a metal trap set by humans to catch small animals like rabbits and squirrels, as this is what Little Foot gets caught in.</li><li>• Record this in the “Problem faced by real wolves?” box on the displayed Wolf Character Profile graphic organizer: Part 1.</li><li>• Remind students that in Unit 2 they read the informational text <i>Face to Face with Wolves</i> and recorded problems faced by real wolves that they could use in a narrative about real wolves on the <b>Who is the Wolf in Fact? anchor chart</b>.</li><li>• Give students a couple of minutes to whisper read with their partners from Work Time A through the problems recorded on the Who is the Wolf in Fact? anchor chart.</li><li>• Select volunteers to share out whole group. Record all the problems mentioned in a list on the board.</li><li>• Tell students that they are going to choose one of the problems to write about in their Wolf Narratives.</li><li>• Focus students’ attention on the criteria on the anchor chart that say the problem needs to be solved and the narrative needs to have a satisfying ending. Tell students that it also needs to be a problem that will make their narratives interesting to read and focus their attention on the criteria that suggests a narrative needs to have an exciting plot.</li><li>• Write the questions on the board:<ul style="list-style-type: none"><li>– “How could this problem be exciting?”</li><li>– “How could solving this problem result in a satisfying ending?”</li></ul></li><li>• Model answering the questions about one of the problems listed. For example: “One problem facing wolves, particularly the pups, is starvation. That problem could be exciting because I could write about how the wolf pack goes out hunting, but is so weak that they almost don’t catch anything. It could result in a satisfying ending because they are able to catch something and avoid starvation.”</li><li>• Invite students to discuss the answers to the questions for each of the problems listed on the board with a partner.</li><li>• Circulate to support students in their discussions. Keep referring students back to the two questions.</li><li>• As students finish answering the questions for each of the problems, refocus the whole group.</li></ul>	



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Ask students to consider the ideas they have just discussed and choose one of the problems to write about in their Wolf Narratives.</li><li>• Invite students to write their chosen problem in the box at the top of their graphic organizers. Encourage students to write the problem just as it is listed on the board and not to add detail yet, as they will have a chance to refine their thinking about how the problem will work in the narrative later on.</li></ul>	
<p><b>C. Character Profile: Part 1 (20 minutes)</b></p> <ul style="list-style-type: none"><li>• Emphasize that the rest of the Wolf Character Profile graphic organizer: Part 1 is for students' main wolf character—the wolf that is going to be at the center of the narrative.</li><li>• Tell students that they needed to choose a problem before they create a main character because the problem might have an impact on who the main character should be. For example, the problem might influence the strengths the character needs to solve the problem or the weaknesses that may have that caused the problem in the first place.</li><li>• Invite students to help you fill out the boxes at the top of the displayed graphic organizer to analyze the main character of the Wolf Narrative model, Little Foot. Refer to the <b>Wolf Character Profile graphic organizer: Part 1 (answers, for teacher reference)</b> as necessary.</li><li>• Focus students' attention on the Appearance box and pose the question:<ul style="list-style-type: none"><li>* "What does Little Foot look like?"</li></ul></li><li>• Tell students that in pairs they are going to reread the Wolf Narrative model to identify anything the narrative reveals about how Little Foot looks. Encourage them to underline any details that describe his appearance.</li><li>• Invite students to begin.</li><li>• After about 15 minutes, refocus the whole group.</li><li>• Select volunteers to share what they underlined with the whole group and record appropriate details about Little Foot's appearance on the displayed graphic organizer. Refer to the Wolf Character Profile graphic organizer: Part 1 (answers, for teacher reference) as necessary.</li><li>• Explain to students that while there weren't many details about Little Foot's appearance in the narrative, the author still built a picture of Little Foot in his or her mind before writing to bring the character to life and make it easier to write about him. Tell students that this graphic organizer is to going to help them organize their ideas about how their wolf characters should look to bring them to life in their own minds before students begin to write.</li></ul>	



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Remind students that in Unit 2 they read the informational text <i>Face to Face with Wolves</i> and recorded facts and details about how wolves look that they could use in a narrative about real wolves on the Who is the Wolf in Fact? anchor chart.</li><li>• Give students a few minutes to whisper read the facts and details about how real wolves look with a partner.</li><li>• Make it clear that in this lesson they are <b>not</b> going to draw the picture of their wolf. They will be doing this for homework.</li><li>• Encourage students to think carefully about the problem they have chosen and the role that their characters will play in the problem. When students are creating a character, this may affect some of the decisions they make. For example, if they choose to make the character a very young pup, but also chose the problem of wolves wandering into another territory, it wouldn't work very well because we know from our research that pups tend to stay in the den when they are very young.</li><li>• Ask students to take out their copy of <b><i>Face to Face with Wolves</i></b>. Remind them to refer to the facts and details they gathered about how wolves look in Unit 2. Emphasize that the appearance of their wolf characters should be based on real wolves.</li><li>• Encourage students to talk to their partners about ideas before recording anything on their organizers. Once again remind students that they are not to draw the picture of the wolf, as they will be doing this for homework.</li><li>• Circulate to support students in filling out their organizers. Ask guiding questions:<ul style="list-style-type: none"><li>* "How do these features work with the problem you have chosen?"</li></ul></li><li>• "Why have you decided to make your main character _____?"</li></ul>	



Closing and Assessment	Meeting Students' Needs
<p><b>A. Partner Share (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Invite students to pair up with someone else they haven't been working with to share the ideas they have recorded on their graphic organizers.</li></ul>	<ul style="list-style-type: none"><li>• Sharing work can enable students to learn from each other and can support those students who are still struggling by giving them ideas.</li></ul>
Homework	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Draw and label your wolf using the illustrations and descriptions in <i>Face to Face with Wolves</i> and the features you have listed on your graphic organizer.</li><li>• Continue reading your independent reading book.</li></ul>	



EXPEDITIONARY  
LEARNING

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

## 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.





Truth or Fiction Strips  
For Teacher Reference

**Teacher Directions:**

Cut out the strips and mix them up before distributing them to each pair.

<p>“They can run very fast, from 25 to 40 mph (40 to 65 kph) for short distances.”</p>	<p>“But an old wolf lived nearby and saw the good mother leave.”</p>
<p>“This leaves the pups vulnerable to other predators, such as bears.”</p>	<p>“The wolf gave a sigh. “Oh, dear. Po Po is old, her bones have become brittle. No longer can she climb trees.”</p>
<p>“The alpha pair always eats first, then the subordinates eat.”</p>	<p>“A wolf who lived in the forest fell on hard times, and could barely catch enough food to keep from starving.”</p>
<p>“Born with black fuzzy fur, pups nurse until they are about six weeks old.”</p>	<p>“The wolf came outside and paced back and forth under the tree...”</p>
<p>“They tend to prey on the sick, weak, injured, old, or young.”</p>	<p>“The wolf’s mouth began to water for a taste.”</p>
<p>“Wolves are territorial. They will travel great distances, about 30 miles (48km) a day, to patrol their boundaries and to find food.”</p>	<p>“But, wary of his sharp fangs, none dared to come near.”</p>



Truth or Fiction Strips  
For Teacher Reference

<p><b>“Wolves howl at different pitches to create discord. The pack then appears much larger to other wolf packs in the area.”</b></p>	<p><b>“The wolf had only one thought in his mind: to taste a ginkgo nut.”</b></p>
<p><b>“They can be killed if they wander into another pack’s territory.”</b></p>	<p><b>“The wolf slunk into the fold one night, covered in a sheepskin disguise.”</b></p>
<p><b>“Wolf pups weigh one pound at birth and are blind, deaf and completely dependent on their mother.”</b></p>	<p><b>“The wolf was furious. He growled and cursed.”</b></p>



Truth or Fiction Strips  
Answers For Teacher Reference

Truth	Fiction
"They can run very fast, from 25 to 40 mph (40 to 65 kph) for short distances."	"But an old wolf lived nearby and saw the good mother leave."
"This leaves the pups vulnerable to other predators, such as bears."	"The wolf gave a sigh. "Oh, dear. Po Po is old, her bones have become brittle. No longer can she climb trees."
"The alpha pair always eats first, then the subordinates eat."	"A wolf who lived in the forest fell on hard times, and could barely catch enough food to keep from starving."
"Born with black fuzzy fur, pups nurse until they are about six weeks old."	"The wolf came outside and paced back and forth under the tree ..."
"They tend to prey on the sick, weak, injured, old, or young."	"The wolf's mouth began to water for a taste."
"Wolves are territorial. They will travel great distances, about 30 miles (48km) a day, to patrol their boundaries and to find food."	"But, wary of his sharp fangs, none dared to come near."
"Wolves howl at different pitches to create discord. The pack then appears much larger to other wolf packs in the area."	"The wolf had only one thought in his mind: to taste a gingko nut."



**Truth or Fiction Strips**  
Answers For Teacher Reference

Truth	Fiction
"They can be killed if they wander into another pack's territory."	"The wolf slunk into the fold one night, covered in a sheepskin disguise."
"Wolf pups weigh one pound at birth and are blind, deaf and completely dependent on their mother."	"The wolf was furious. He growled and cursed."



Wolf Character Profile Graphic Organizer: Part 1

.....  
**Name:**  
.....

.....  
**Date:**  
.....

<b>Problem faced by real wolves?</b>	A metal trap set by humans to catch small animals like rabbits and squirrels, which is what Little Foot gets caught in
--------------------------------------	--

<b>Wolf Name?</b>	
<b>Male or Female?</b>	
<b>Age? (old or young)</b>	
<b>Status in the Pack? (alpha/omega/pup/none)</b>	

<b>APPEARANCE</b> How does your wolf look? Does it have any distinct characteristics?	<b>PICTURE OF MY WOLF</b> Label your picture to show the distinct characteristics



**Wolf Character Profile Graphic Organizer: Part 1**  
Answers For Teacher Reference

<b>Problem faced by real wolves?</b>	A metal trap set by humans to catch small animals like rabbits and squirrels, which is what Little Foot gets caught in
--------------------------------------	--

<b>Wolf Name?</b>	Little Foot
<b>Male or Female?</b>	Male
<b>Age? (old or young)</b>	Young
<b>Status in the Pack? (alpha/omega/pup/none)</b>	None

<b>APPEARANCE</b> How does your wolf look? Does it have any distinct characteristics?	<b>PICTURE OF MY WOLF</b> Label your picture to show the distinct characteristics
He has unusually small feet.	



EXPEDITIONARY  
LEARNING

# **Grade 3: Module 3B: Unit 3: Lesson 3**

## **Creating a Wolf Character: Part 2**



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 introduce the narrator and/or characters of my narrative.	
Supporting Learning Target	Ongoing Assessment
<ul style="list-style-type: none"><li>I can plan the character traits, special abilities, strengths, and weaknesses of the main wolf character in my Wolf Narrative.</li></ul>	<ul style="list-style-type: none"><li>Wolf Character Profile graphic organizer: Part 2</li></ul>





Agenda	Teaching Notes
<ol style="list-style-type: none"><li>1. Opening<ol style="list-style-type: none"><li>A. Sharing Homework and Unpacking Learning Targets (10 minutes)</li></ol></li><li>2. Work Time<ol style="list-style-type: none"><li>A. Character Profile: Part 2 (20 minutes)</li><li>B. Character Profile: The Wolf Pack (20 minutes)</li></ol></li><li>3. Closing and Assessment<ol style="list-style-type: none"><li>A. Partner Share (10 minutes)</li></ol></li><li>4. Homework<ol style="list-style-type: none"><li>A. Continue reading your independent reading book.</li></ol></li></ol>	<ul style="list-style-type: none"><li>• In this lesson, students plan the character traits of their wolf characters and begin to think about the rest of their wolf packs.</li><li>• As in the previous lesson, students analyze the Wolf Narrative model and provide feedback whole group while the teacher models filling in the Wolf Character Profile graphic organizer: Part 2 with students' responses.</li><li>• In analyzing the Wolf Narrative model, students will have to infer a lot of the character traits, as they are not called out directly. Explain to students that authors build character profiles before they write so they understand how their characters will respond in certain situations, not necessarily to call out those traits directly.</li><li>• Students may find the facts and details recorded on the Who is the Wolf in Fact? anchor chart in Unit 2 useful here to determine the special abilities, strengths, and weaknesses a wolf has, but make it clear that students will have to be more creative when they are planning their main wolf character's traits. Explain that in fictional narratives, we imagine that we know what wolves are thinking and feeling. We don't actually know how wolves think and feel, so we have to make that up and we base this on the only thing we know, which is how humans think and feel. We use fiction to explain some of their behavior because we don't really know why they do things.</li><li>• In advance:<ul style="list-style-type: none"><li>– Post: Learning target.</li></ul></li></ul>



Lesson Vocabulary	Materials
	<ul style="list-style-type: none"> <li>• Wolf Character Profile graphic organizer: Part 1 (from Lesson 2; one per student)</li> <li>• Wolf Character Profile graphic organizer: Part 2 (one per student and one to display)</li> <li>• Colored pencils (four different colors per student)</li> <li>• Wolf Narrative model (from Unit 2, Lesson 1; one per student)</li> <li>• Wolf Character Profile graphic organizer: Part 2 (answers, for teacher reference)</li> <li>• Who is the Wolf in Fact? (from Unit 2)</li> <li>• <i>Face to Face with Wolves</i> (book; one per student)</li> </ul>

Opening	Meeting Students' Needs
<p><b>A. Sharing Homework and Unpacking Learning Targets (10 minutes)</b></p> <ul style="list-style-type: none"> <li>• Focus whole group and ask:             <ul style="list-style-type: none"> <li>* “Which facts and details did you use from your research in Unit 2 to draw and label your wolf?”</li> </ul> </li> <li>• Invite students to retrieve their <b>Wolf Character Profile graphic organizer: Part 1</b> and give them a couple of minutes to think about their answers.</li> <li>• Pair students up and invite them to share the labeled pictures they drew for homework with each other.</li> <li>• Direct students' attention to the posted learning target and read it aloud:             <ul style="list-style-type: none"> <li>* “I can plan the character traits, special abilities, strengths, and weaknesses of the main wolf character in my Wolf Narrative.”</li> </ul> </li> <li>• Remind students that in the previous lesson they used facts and details to create the appearance of their wolf. Tell them that in this lesson they are going to plan the character traits, special abilities, strengths, and weaknesses of their main wolf character.</li> </ul>	<ul style="list-style-type: none"> <li>• Asking students to share their homework makes them accountable for doing it and gives you the opportunity to determine who is not completing their homework. It also helps set up the thinking for the rest of the lesson.</li> <li>• 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.</li> </ul>



Work Time	Meeting Students' Needs
<p><b>A. Character Profile: Part 2 (20 minutes)</b></p> <ul style="list-style-type: none"><li>• Distribute and display the <b>Wolf Character Profile graphic organizer: Part 2</b>.</li><li>• Distribute three different <b>colored pencils</b> to each student.</li><li>• Invite students to read along silently as you read each section of the graphic organizer aloud.</li><li>• Encourage students to ask questions about anything they don't understand.</li><li>• Explain that students are going to use this Part 2 organizer to finish planning their main wolf characters and begin planning other characters in their narratives.</li><li>• Tell students that the Character Traits column will give them a chance to plan what their wolf is going to be like—the personality it will have and the behavior and actions it demonstrates. Provide some examples: "He might be an angry wolf who gets into trouble with the alpha male because he loses his temper with the other wolves; he might be a kind wolf who always looks after the old, sick, and injured wolves in the pack; or she might be a very clever wolf who is able to solve problems quickly."</li><li>• Direct students to take out their <b>Wolf Narrative model</b>. Reread the model aloud as students follow along silently.</li><li>• Invite students to work in pairs to identify the details in the model that suggest Little Foot's personality, actions, and behaviors. Encourage them to underline those behaviors using one of the colored pencils.</li><li>• Ask students to discuss in pairs:<ul style="list-style-type: none"><li>* "How would you describe Little Foot's character traits in the Wolf Narrative model? What in the text makes you think that?"</li></ul></li><li>• Select volunteers to share their responses. Refer to the <b>Wolf Character Profile graphic organizer: Part 2 (answers, for teacher reference)</b> as needed.</li><li>• Record student responses on the displayed Wolf Character Profile graphic organizer: Part 2 in the Character Traits column. Many of Little Foot's traits have to be inferred from his responses to situations in the narrative.</li><li>• Remind students that although the model doesn't directly tell us much about Little Foot's character, the author will have followed a process like this to map out his character traits. Explain that this process helps authors understand their characters so they are able write about those characters and their actions in response to certain situations.</li></ul>	<ul style="list-style-type: none"><li>• Modeling how to fill in the graphic organizer will ensure that all students know what is expected of their work when they have to fill it in themselves.</li><li>• Annotating the model by underlining in different colors enables students to quickly identify the information they are looking for when they come together to share what they found with the whole group.</li><li>• Consider inviting students who will require support to write their ideas in one area of the room so you can work with many students at once. Encourage those students to say their ideas aloud to either a peer or yourself before recording them on their organizer. You may also consider scribing for particularly struggling students.</li></ul>



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> <li>• Invite students to work in pairs to identify any details in the model that suggest Little Foot's strengths, special abilities, and/or weaknesses. Encourage students to use their colored pencils to underline strengths in one color, special abilities in another, and weaknesses in a third.</li> <li>• Ask students to discuss in pairs:             <ul style="list-style-type: none"> <li>* "How would you describe Little Foot's strengths, weaknesses, and special abilities in the Wolf Narrative model? What in the text makes you think that?"</li> </ul> </li> <li>• Select volunteers to share their responses. Refer to the Wolf Character Profile graphic organizer: Part 2 (answers, for teacher reference) as needed. Record student responses on the displayed graphic organizer in the Strengths, Special Abilities, or Weaknesses column.</li> <li>• Invite students to reread the Wolf Character Profile graphic organizers: Part 1 they completed in the previous lesson and for homework, and to reconnect with the problem they have chosen before they start making decisions about the wolf character. Remind students that the problem could impact the choices made for the wolf's character, particularly for things like strengths, special abilities, and weaknesses.</li> <li>• Remind students that in Unit 2 they recorded facts and details about wolves' actions and behaviors that could help them think of particular strengths or weaknesses that could be used in a narrative.</li> <li>• Emphasize here that while students may find inspiration in their facts and details about wolf actions and behaviors for the special abilities, strengths, and weaknesses, they will have to be more creative when they are planning their main wolf character's traits. Explain that in fictional narratives, we imagine that we know what wolves are thinking and feeling. We don't actually know how wolves think and feel, so we have to make that up and we base this on the only thing we know, which is how humans think and feel. Provide the example that if a student decides that his or her main wolf character is going to be angry and get into fights with other wolves, we don't actually know if wolves feel anger or if the fights they get into are because one wolf is angry with another. We have use fiction to explain it.</li> <li>• Encourage students to talk to their partners about their ideas before recording anything on their organizers.</li> <li>• Circulate to support students in filling in their organizers. Ask guiding questions:             <ul style="list-style-type: none"> <li>* "What is your wolf like? What character traits does he or she have?"</li> <li>* "What strengths or special abilities does he or she have?"</li> <li>* "What weaknesses does he or she have?"</li> <li>* "How do these features work with the problem you have chosen?"</li> </ul> </li> </ul>	



Work Time (continued)	Meeting Students' Needs
<p><b>B. Character Profile: The Wolf Pack (20 minutes)</b></p> <ul style="list-style-type: none"><li>• Focus students on page 2 of the Wolf Character Profile graphic organizer: Part 2.</li><li>• Invite students to work in pairs to identify any details in the Wolf Narrative model about the other wolf characters. Encourage them to underline details about other wolf characters in a fourth color.</li><li>• Ask students to discuss in pairs:<ul style="list-style-type: none"><li>* “Who are the other wolves in the pack? Where in the text does it say that?”</li><li>* “What are they like? Do they have any distinguishing features? Or any special strengths or weaknesses?”</li></ul></li><li>• Select volunteers to share their responses. Refer to the Wolf Character Profile graphic organizer: Part 2 (answers, for teacher reference) as needed. Record student responses on the displayed graphic organizer in the Strengths, Special Abilities, or Weaknesses column.</li><li>• Again, remind students that we have to infer what the members of the pack are like because the author hasn’t stated it directly. The author will have built character profiles for the pack to know how they would each react in different situations and to know who plays what role.</li><li>• Invite students to look at the traits, strengths, and weaknesses of all the pack members and ensure students recognize that within the pack there are different strengths and weaknesses—like people, different wolves have different abilities.</li><li>• Tell students that they are now going to plan the rest of their wolf pack. Remind them to refer to the <b>Who is the Wolf in Fact? anchor chart</b> from Unit 2 and <b>Face to Face with Wolves</b>. Encourage students to talk to their partners about their ideas before recording anything on their organizers.</li><li>• Circulate to support students in filling in their organizers. Ask guiding questions: “What different characters and skills will you have in your pack? Why? How do they contribute to the problem and solving the problem?”</li></ul>	



Closing and Assessment	Meeting Students' Needs
<p><b>A. Partner Share (10 minutes)</b></p> <ul style="list-style-type: none"><li>• Invite students to pair up with someone else that with whom they haven't been working in order to share the ideas they have recorded on their organizers in this lesson.</li><li>• Write the following directions on the board and invite students to follow them to share their ideas:<ol style="list-style-type: none"><li>1. Number yourselves 1 and 2.</li><li>2. #1 share your ideas.</li><li>3. #2 listen carefully.</li><li>4. #2 ask questions if you don't understand their ideas.</li><li>5. #2 tell #1 ONE thing you like about their ideas.</li><li>6. Repeat with #2 sharing their ideas.</li></ol></li></ul>	<ul style="list-style-type: none"><li>• Sharing work can enable students to learn from each other and can support students who are still struggling by giving them ideas.</li></ul>
Homework	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Continue reading your independent reading book.</li></ul>	



EXPEDITIONARY  
LEARNING

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

## 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.



Wolf Character Profile Graphic Organizer: Part 2

.....  
**Name:**  
.....

.....  
**Date:**  
.....

<b>CHARACTER TRAITS?</b> (personality, behaviors, and actions) What kind of character traits does it have? How does it behave? What does it do?	<b>STRENGTHS, SPECIAL ABILITIES, OR WEAKNESSES?</b> What is your wolf particularly good or bad at? Why?





The Wolf Pack

.....  
**Name:**

.....  
**Date:**

<b>How many wolves in the pack?</b>	
<b>Names of important wolves in the pack? What are they like? Any distinguishing features? Particular strengths or weaknesses?</b>	<div>1.</div> <div>2.</div> <div>3.</div>



**Wolf Character Profile Graphic Organizer: Part 2**  
Answers For Teacher Reference

<b>CHARACTER TRAITS?</b> (personality, behaviors, and actions) What kind of character traits does it have? How does it behave? What does it do?	<b>STRENGTHS, SPECIAL ABILITIES, OR WEAKNESSES?</b> What is your wolf particularly good or bad at? Why?
<ul style="list-style-type: none"><li>• He is impatient. Despite Lightning's instructions, he really wants to help with the hunt even though he isn't experienced enough yet and might cause problems.</li><li>• He perseveres—he doesn't give up when he gets stuck in the trap.</li></ul>	<ul style="list-style-type: none"><li>• He can run quickly and quietly because of his small feet.</li><li>• He lacks experience in hunting because of his age.</li></ul>



**The Wolf Pack**  
Answers For Teacher Reference

<b>How many wolves in the pack?</b>	seven that we know of
<b>Names of important wolves in the pack? What are they like? Any distinguishing features? Particular strengths or weaknesses?</b>	<p>Students can choose any 3 of the following:</p> <ol style="list-style-type: none"><li>1. Lightning: alpha male; makes the plans; very good at hunting.</li><li>2. Black Ears: alpha female; very good at hunting; caring—she licks Little Foot’s nose affectionately when he is hurt.</li><li>3. Fluffy: pup</li><li>4. Bright Eyes: the babysitter</li><li>5. Twins: two wolves who are good at hunting</li></ol>



EXPEDITIONARY  
LEARNING

# **Grade 3: Module 3B: Unit 3: Lesson 4**

## **Analyzing the Structure and Organization of a 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 describe how parts of a story build on one another. (RL.3.5)
- I can retell a story using key details from the text. (RL.3.2)
- I can identify the main message or lesson of a story using key details from the text. (RL.3.2)
- I can craft narrative texts about real or imagined experiences or events. (W.3.3)
  - a. I can organize events in an order that makes sense in my narrative.

**Supporting Learning Target**

- I can deconstruct the structure of a narrative and explain how it is organized.

**Ongoing Assessment**

- Narrative Elements graphic organizer



Agenda	Teaching Notes
<ol style="list-style-type: none"> <li>Opening <ol style="list-style-type: none"> <li>Unpacking Learning Targets (5 minutes)</li> </ol> </li> <li>Work Time <ol style="list-style-type: none"> <li>Sequencing a Narrative (15 minutes)</li> <li>Deconstructing the Wolf Narrative Model (30 minutes)</li> </ol> </li> <li>Closing and Assessment <ol style="list-style-type: none"> <li>Analyzing the Structure of Narratives (10 minutes)</li> </ol> </li> <li>Homework <ol style="list-style-type: none"> <li>In the next lesson you will begin planning your Wolf Narrative. Use the facts and details in <i>Face to Face with Wolves</i> to draw a picture of the place where your Wolf Narrative will be set.</li> <li>Continue reading your independent reading book.</li> </ol> </li> </ol>	<ul style="list-style-type: none"> <li>In this lesson, students analyze the structure of the narratives they read in Unit 1, as well as the structure of the Wolf Narrative model in preparation for writing their own narratives. They analyze the Wolf Narrative model using a graphic organizer based on the Narrative Elements anchor chart they used to analyze narratives in Unit 1. They then add the elements of the Wolf Narrative model to the Narrative Elements anchor chart.</li> <li>Students will use the Narrative Elements graphic organizer to plan their Wolf Narratives in Lesson 5, so this lesson provides them with an opportunity to practice using the organizer to capture their thinking.</li> <li>At the end of the lesson, students synthesize their learning about the organization of narratives and add to the Criteria of a Strong Narrative anchor chart.</li> <li>In Lesson 5 students begin to plan their Wolf Narratives. In preparation for this, for homework students draw a picture of the setting of their narratives using the facts and details they gathered in Unit 2 and the <i>Face to Face with Wolves</i> text. Ensure students have a copy of <i>Face to Face with Wolves</i> to take home with them.</li> <li>In advance: <ul style="list-style-type: none"> <li>Prepare the Narrative Sequencing strips.</li> <li>Post: Learning target.</li> </ul> </li> </ul>

Lesson Vocabulary	Materials
deconstruct	<ul style="list-style-type: none"> <li>Narrative Sequencing strips (one set per pair)</li> <li>Narrative Elements anchor chart (begun in Unit 1, Lesson 4)</li> <li>Narrative Elements graphic organizer (one per student and one to display)</li> <li>Wolf Narrative model (from Unit 2, Lesson 1; one per student)</li> <li>Narrative Elements graphic organizer (answers, for teacher reference)</li> <li>Criteria of a Strong Narrative anchor chart (begun in Lesson 1)</li> <li>Blank sheet of paper (one per student)</li> <li><i>Face to Face with Wolves</i> (book; one per student)</li> </ul>



Opening	Meeting Students' Needs
<p><b>A. Unpacking Learning Targets (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Direct students' attention to the posted learning target and read it aloud:<ul style="list-style-type: none"><li>* "I can deconstruct the structure of a narrative and explain how it is organized."</li></ul></li><li>• Ask students to discuss with an elbow partner:<ul style="list-style-type: none"><li>* "What does 'construct' mean?"</li></ul></li><li>• Select volunteers to share their ideas with the group. Listen for students to explain that construct means to put something together.</li><li>• Ask students to discuss with an elbow partner:<ul style="list-style-type: none"><li>* "So what does <i>deconstruct</i> mean? How does adding the letters "de-," which is called the prefix, change the meaning of the word?"</li></ul></li><li>• Cold call students to share their responses. Listen for students to explain that "de-" means the opposite of the word, or to remove, so deconstruct means to take apart.</li><li>• Ask students to discuss with an elbow partner:<ul style="list-style-type: none"><li>* "How can taking apart the narrative to see how it is organized help you to write your own narratives?"</li></ul></li><li>• Cold call students to share their responses. Listen for students to explain that deconstructing the narrative, or taking it apart, can help them to understand the structure of the narrative, which will help them learn how to organize their own ideas into narratives.</li></ul>	<ul style="list-style-type: none"><li>• 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.</li></ul>



Work Time	Meeting Students' Needs
<p><b>A. Sequencing a Narrative (15 minutes)</b></p> <ul style="list-style-type: none"><li>• Put students into pairs.</li><li>• Distribute the <b>Narrative Sequencing strips</b>.</li><li>• Tell students that they are going to organize the strips in the correct order to tell the story.</li><li>• Circulate to support students in ordering their strips. Ask guiding questions:<ul style="list-style-type: none"><li>* “Why do you think this one comes here?”</li><li>* “How does this one follow on from the last one?”</li></ul></li><li>• As students begin to finish, refocus the whole group.</li><li>• Display a set of strips and invite volunteers to help you organize the strips with the whole group. Ask students the guiding question: “Why do you think this one comes next?”</li><li>• Ask students to discuss with an elbow partner:<ul style="list-style-type: none"><li>* “How is this narrative organized? What comes first? Why? What next? Why?”</li><li>* “What is the problem? Where in the narrative does the problem happen?”</li><li>* “What is the solution? Where in the narrative does the solution happen?”</li></ul></li><li>• Cold call students to share their responses. Listen for students to explain that the problem begins halfway through the story when the shepherd’s boy becomes bored and starts to lie and escalates until the end when his behavior is punished by a wolf taking one of the sheep.</li></ul>	<ul style="list-style-type: none"><li>• Consider heterogeneous grouping of students for this activity to ensure there is at least one student in the pair who is able to read the strips.</li></ul>





Work Time (continued)	Meeting Students' Needs
<p><b>B. Deconstructing the Wolf Narrative Model (30 minutes)</b></p> <ul style="list-style-type: none"><li>• Direct students' attention to the <b>Narrative Elements anchor chart</b>.</li><li>• Remind students that they used this anchor chart to deconstruct the structure of the narratives and fables they read in Unit 1.</li><li>• Distribute and display the <b>Narrative Elements graphic organizer</b>.</li><li>• Invite students to discuss their notices and wonders with an elbow partner.</li><li>• Select volunteers to share their notices and wonders with the whole group. Listen for students to identify that this organizer is the same as the Narrative Elements anchor chart. Remind students what they will record in each column of the organizer.</li><li>• Tell students that they are going to work in pairs, using this organizer to deconstruct the Wolf Narrative model.</li><li>• Invite students to retrieve their <b>Wolf Narrative models</b>.</li><li>• Select volunteers to help you read the Wolf Narrative model aloud while the rest of the group follows along silently.</li><li>• Model how to fill in the Narrative Elements graphic organizer.</li><li>• Ask students to discuss with an elbow partner:<ul style="list-style-type: none"><li>* "What is the setting? How do you know? What does it say in the text?"</li></ul></li><li>• Cold call students to share their responses. Listen for students to explain that the setting is the North Woods of Minnesota. Record this on the displayed Narrative Elements graphic organizer. Invite students to do the same on their copies.</li><li>• Pair students up to complete their Narrative Elements graphic organizers.</li><li>• Remind students to discuss their ideas before recording anything on their graphic organizers.</li><li>• Circulate to support students in completing their organizers. Ask guiding questions:<ul style="list-style-type: none"><li>* "Who is the main character? Where does it say this in the text?"</li><li>* "What is the problem? Where does it say this in the text?"</li><li>* "What is the solution? Where does it say this in the text?"</li></ul></li><li>• Refocus whole group. Select volunteers to share their responses with the whole group. Refer to the <b>Narrative Elements graphic organizer (answers, for teacher reference)</b> to check student answers. Add appropriate suggestions to the Narrative Elements anchor chart.</li></ul>	<ul style="list-style-type: none"><li>• Bringing back familiar anchor charts and using them as an organizer enables students to focus on the content, rather than having to learn what to record in each column on a new organizer.</li><li>• Modeling how to fill out a graphic organizer can ensure that all students know what is expected of them when it comes to working in pairs.</li></ul>



Closing and Assessment	Meeting Students' Needs
<p><b>A. Analyzing the Structure of Narratives (10 minutes)</b></p> <ul style="list-style-type: none"> <li>• Refocus students' attention on the Narrative Elements anchor chart.</li> <li>• Invite students to discuss with their partners:             <ul style="list-style-type: none"> <li>* "What do you notice as you look at all the things recorded on this anchor chart?"</li> <li>* "What do all the narratives we have analyzed in this module have in common? What is similar about them?"</li> </ul> </li> <li>• Select volunteers to share their ideas with the whole group. Listen for them to say that in each narrative the setting is clearly described, there is a main character, there is a problem with a number of events that lead up to the problem, and there is a solution to the problem.</li> <li>• Ask students to discuss with their partners:             <ul style="list-style-type: none"> <li>* "When are the setting and the main character usually introduced in the narrative?"</li> </ul> </li> <li>• Cold call students to share their ideas. Listen for them to explain that the setting and main character are usually introduced at the beginning of the narrative.</li> <li>• Ask students to discuss with their partners:             <ul style="list-style-type: none"> <li>* "And then what? What comes next after the character and setting are introduced?"</li> </ul> </li> <li>• Select volunteers to share their responses. Listen for students to explain that events setting up the problem come next.</li> <li>• Ask students to discuss with their partners:             <ul style="list-style-type: none"> <li>* "And then what? What comes next after the problem?"</li> <li>* "What is the problem? Where in the narrative does the problem happen?"</li> <li>* "What is the solution? Where in the narrative does the solution happen?"</li> </ul> </li> <li>• Cold call students to share their responses. Listen for students to explain that the solution to the problem comes next.</li> <li>• Focus students on the <b>Criteria of a Strong Narrative anchor chart</b>.</li> <li>• Ensure that each of the elements on the Narrative Elements anchor chart are listed and in the correct order.</li> <li>• Distribute a <b>blank sheet of paper</b> to each student.</li> <li>• Ensure students have a copy of <b>Face to Face With Wolves</b> to take home and use for homework.</li> </ul>	<ul style="list-style-type: none"> <li>• Synthesizing learning at the end of the lesson can ensure that all students leave the lesson with the same understanding and can also help you check for understanding and adjust future instruction accordingly as needed.</li> </ul>



Homework	Meeting Students' Needs
<ul style="list-style-type: none"><li>• In the next lesson you will begin planning your Wolf Narrative. Use the facts and details in <i>Face to Face with Wolves</i> to draw a picture of the place where your Wolf Narrative will be set.</li><li>• Continue reading your independent reading book.</li></ul>	



EXPEDITIONARY  
LEARNING

# Grade 3: Module 3B: Unit 2: Lesson 4

## 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.



Narrative Sequencing Strips

**Every day a poor shepherd sent his son to take the sheep out to the pasture.**

**The shepherd told his son to shout loudly if he saw a wolf.**

**Day after day, the shepherd's boy sat alone in the meadow. He became bored so he wished a wolf would come to make things more exciting.**

**The boy had an idea. He jumped to his feet shouting, "Wolf! Wolf" as loudly as he could.**

**The shepherd, the farmer, the milkmaid, and the baker all came running.**

**When they reached the meadow, they found the shepherd's boy laughing at their effort.  
"There's not really a wolf here," he said.**

**The shepherd, farmer, milkmaid, and baker were angry with the shepherd's boy.**

**The shepherd's boy promised never to do it again.**



Narrative Sequencing Strips

**A few days later, the shepherd's boy did the same thing again when he was out in the pasture with the sheep.**

**Once again, the people from the town came running.**

**When they saw there was no wolf again, they were angry.**

**The shepherd's boy told the townspeople that there really was a wolf, but they had scared it away when they came running.**

**The next day when the shepherd's boy took the sheep to the pasture, he saw a wolf lurking in the trees. He cried, "Wolf! Wolf!" but no one came.**

**The wolf growled and came closer. The boy continued to shout, but no one came running.**

**The wolf took one of the sheep.**



Narrative Elements Graphic Organizer

What is the setting of the narrative?

Who is the main character in the narrative?

What is the problem?

Events:

1.

2.

3.

What is the solution?



Narrative Elements Graphic Organizer  
Answers For Teacher Reference

**What is the setting of the narrative?**

The North Woods of Minnesota

**Who is the main character in the narrative?**

Little Foot—a young wolf with particularly small feet that can run fast.

**What is the problem?**

Little Foot gets his foot caught in a trap.

**Events:**

1. The pack goes out to hunt.
2. They see some deer.
3. As Little Foot goes to pounce on the deer, he gets his foot caught in a trap.

**What is the solution?**

*The trap is rusty and Little Foot manages to pull himself free. The pack finds him and helps him back to the rendezvous site.*





EXPEDITIONARY  
LEARNING

# Grade 3: Module 3B: Unit 3: Lesson 5

## Planning 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.
- d. I can write a conclusion to my narrative.

Supporting Learning Target

- I can use the Narrative Elements graphic organizer to plan my Wolf Narrative.

Ongoing Assessment

- Narrative Elements graphic organizer



Agenda	Teaching Notes
<ol style="list-style-type: none"><li>1. Opening<ol style="list-style-type: none"><li>A. Sharing Homework and Unpacking Learning Targets (10 minutes)</li></ol></li><li>2. Work Time<ol style="list-style-type: none"><li>A. Reviewing the Organization and Structure of the Wolf Narrative Model (15 minutes)</li><li>B. Planning the Wolf Narrative (20 minutes)</li></ol></li><li>3. Closing and Assessment<ol style="list-style-type: none"><li>A. New Partner Share (15 minutes)</li></ol></li><li>4. Homework<ol style="list-style-type: none"><li>A. Continue reading your independent reading book.</li></ol></li></ol>	<ul style="list-style-type: none"><li>• In this lesson, students plan their Wolf Narratives using the Narrative Elements graphic organizer.</li><li>• At the end of the lesson, collect the completed organizers and provide feedback. Students will use this feedback in Lesson 8 to revise their plans for the Mid-Unit 3 Assessment.</li><li>• Provide feedback using these two sections of the Narrative Writing Rubric (from Lesson 1):<ul style="list-style-type: none"><li>– I can create a wolf character using facts and details from my research. (W3.2b, W.3.3a)</li><li>– I can organize events in an order that makes sense in my narrative. (W.3.3a)</li></ul></li><li>• In advance:.<ul style="list-style-type: none"><li>– Review Mix and Mingle Checking for Understanding technique (see Appendix).</li><li>– Post: Learning target.</li></ul></li></ul>

Lesson Vocabulary	Materials
	<ul style="list-style-type: none"><li>• Wolf Narrative model (from Unit 2, Lesson 1; one per student)</li><li>• Narrative Elements anchor chart (begun in Unit 1)</li><li>• Narrative Elements graphic organizer (from Lesson 4; one new copy per student and one to display)</li><li>• Wolf Character Profile graphic organizer: Part 1 (from Lesson 2; one per student)</li><li>• Wolf Character Profile graphic organizer: Part 2 (from Lesson 3; one per student)</li></ul>



Opening	Meeting Students' Needs
<p><b>A. Sharing Homework and Unpacking Learning Targets (10 minutes)</b></p> <ul style="list-style-type: none"><li>Remind students that for homework they were asked to use the facts and details they gathered in Unit 2 and from <i>Face to Face with Wolves</i> to draw a picture of the setting for their Wolf Narratives.</li><li>Let students know they are going to use Mix and Mingle to share their homework. Review Mix and Mingle as necessary:<ol style="list-style-type: none"><li>Play music.</li><li>Invite students to move around the room with their drawings of their setting.</li><li>Stop the music after 15 seconds.</li><li>Invite students to use their pictures to describe their setting with the person standing closest to them.</li><li>Repeat Steps 1–4 three more times.</li></ol></li><li>Make it clear that students will be using their picture to help them plan their own Wolf Narratives in this lesson.</li><li>Direct students' attention to the posted learning target and read it aloud:<ul style="list-style-type: none"><li>* "I can use the Narrative Elements graphic organizer to plan my Wolf Narrative."</li></ul></li><li>Remind students that they were first introduced to the Narrative Elements graphic organizer in an anchor chart in Unit 1, which they used to deconstruct the fables and stories they read. Remind them that they also used the graphic organizer to deconstruct the Wolf Narrative model in the previous lesson.</li><li>Explain that in addition to using the organizer to deconstruct the organization of narratives, students can also use it to plan the organization of their narratives.</li></ul>	<ul style="list-style-type: none"><li>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.</li></ul>



Work Time	Meeting Students' Needs
<p><b>A. Reviewing the Organization and Structure of the Wolf Narrative Model (15 minutes)</b></p> <ul style="list-style-type: none"><li>• Pair students up.</li><li>• Invite them to retrieve their <b>Wolf Narrative models</b> and whisper read with their partners.</li><li>• Focus students' attention on the <b>Narrative Elements anchor chart</b>.</li><li>• To help students review the work they did in Lesson 3 deconstructing the setting and main character in the Wolf Narrative model, ask these questions one-by-one:<ul style="list-style-type: none"><li>* "What is the setting of the Wolf Narrative model?"</li><li>* "Who is the main character in the Wolf Narrative model?"</li><li>* "What is the problem?"</li></ul></li></ul> <p>Allow students to first discuss each question with their partners; then refocus whole group and select students to share out.</p> <ul style="list-style-type: none"><li>• Display and distribute a new <b>Narrative Elements graphic organizer</b>.</li><li>• Explain that today students will be using this as a planning tool for their Wolf Narratives.</li><li>• Select a volunteer to help you model how to begin filling in the organizer with his or her ideas. The volunteer will need his or her <b>Wolf Character Profile graphic organizers: Parts 1 and 2</b> and the drawing of their setting completed for homework.</li><li>• Ask the volunteer to use the picture drawn for homework to describe his or her setting. Record the student's description of his or her setting on the displayed graphic organizer.</li><li>• Ask the volunteer to use his or her Wolf Character Profile graphic organizers: Parts 1 and 2 to describe his or her main character. Record the student's description of his or her main character on the displayed graphic organizer.</li><li>• Thank the volunteer for his or her help. Explain that you are going to need his or her help again in a few minutes.</li><li>• To help students review the work they did in Lesson 2 deconstructing the problem and the solution in the Wolf Narrative model, ask students these questions one-by-one:<ul style="list-style-type: none"><li>* "What are the events that set up the problem?"</li><li>* "What is the solution to the problem?"</li></ul></li></ul> <p>Allow students to first discuss each question with their partners; then refocus whole group and select students to share out.</p>	<ul style="list-style-type: none"><li>• Modeling the process with a student using the organizers students will be using shows them how to do this effectively.</li></ul>



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Invite the volunteer to assist you in modeling again. You may wish to choose a student likely to have difficulty and invite the class to help at each step to give the struggling student maximum support. Ask him or her to use the Wolf Character Profile graphic organizer: Part 1 to describe his or her problem. Record his or her problem on the displayed graphic organizer.</li><li>• Explain that the next steps for the volunteer student are to think about three events to set up the problem, and then the resolution. Focus students' attention on the way the organizer only allows for three events leading up to the problem. Explain that this is because more events would make the narrative too complicated and people might get lost in the events and lose sight of the problem.</li></ul>	
<p><b>B. Planning the Wolf Narrative (20 minutes)</b></p> <ul style="list-style-type: none"><li>• Tell students that they are now going to use their Wolf Character Profile graphic organizers: Parts 1 and 2 to plan their narratives in the same way. Explain that the setting, character, and problem should be easy since students have already put the planning into those elements, but they need to take time to carefully plan out the events setting up the problem and the solution.</li><li>• Give students some silent thinking time (2 or 3 minutes) to think about the events setting up their problem and the solution.</li><li>• Invite students to share their initial thinking with their partners. Explain that those students struggling with ideas could ask their partners for suggestions.</li><li>• Invite students to complete their new Narrative Elements graphic organizers for their own Wolf Narratives. Encourage students to discuss their ideas with their partners before writing anything down. Encourage them to provide as much detail about each event as possible, as this will help them when they write their narratives.</li><li>• Circulate to support students as they work. Ask guiding questions:<ul style="list-style-type: none"><li>* "How do those events set up and lead to the problem?"</li><li>* "How is the problem solved?"</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Giving students silent thinking and processing time before asking them to share with a partner can ensure that all students have individual ideas before they begin working with a partner and hearing a partner's ideas.</li></ul>



Closing and Assessment	Meeting Students' Needs
<p><b>A. New Partner Share (15 minutes)</b></p> <ul style="list-style-type: none"><li>• Invite students to pair up with a new partner.</li><li>• Explain that they are going to talk their new partners through their plans using their completed graphic organizers.</li><li>• Tell students that while they are listening to their new partners, they should think of any questions they have about the plan.</li><li>• Post the following questions on the board for students to consider as they listen to their partners:<ul style="list-style-type: none"><li>– “Do the events set up the problem?”</li><li>– “Is the solution to the problem a satisfying end?”</li></ul></li><li>• To ensure that each student in the pair is heard, tell them to switch after 5 minutes.</li><li>• Invite students to revise their plans to make things clearer based on the questions their partners had.</li><li>• Collect students' Narrative Elements graphic organizers.</li></ul>	
Homework	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Continue reading your independent reading book.</li></ul>	

There are no new supporting materials for this lesson.



EXPEDITIONARY  
LEARNING

# Grade 3: Module 3B: Unit 3: Lesson 6

## Introducing Dialogue



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 use dialogue to show the actions, thoughts, and feelings of my characters.	
Supporting Learning Target	Ongoing Assessment
• I can use just enough dialogue to explain events in a narrative more clearly.	• Wolf Narrative excerpt for dialogue



Agenda	Teaching Notes
<ol style="list-style-type: none"><li>1. Opening<ol style="list-style-type: none"><li>A. Unpacking Learning Targets (5 minutes)</li></ol></li><li>2. Work Time<ol style="list-style-type: none"><li>A. Analyzing Dialogue in the Wolf Narrative Model and Dialogue Mini Lesson (15 minutes)</li><li>B. Writing Dialogue into a Narrative (25 minutes)</li></ol></li><li>3. Closing and Assessment<ol style="list-style-type: none"><li>A. Whole Group Critique and Revision (15 minutes)</li></ol></li><li>4. Homework<ol style="list-style-type: none"><li>A. Revise the dialogue examples to achieve the criteria listed at the top of the page.</li><li>B. Continue reading your independent reading book.</li></ol></li></ol>	<ul style="list-style-type: none"><li>• To give you time to provide feedback on student narrative plans and to address standard W.3.3a, in this lesson students pause to analyze the dialogue in the Wolf Narrative model, generate criteria for using dialogue in a narrative, and then use the criteria to rewrite an excerpt of the Wolf Narrative model to include dialogue.</li><li>• It is important to emphasize in this lesson that although the narrative is about real wolves, it is a fiction narrative. To understand why the characters are behaving as they are so that the narrative makes sense, we have to be creative, as we were when choosing character traits for the main wolf character. This involves using dialogue as though the wolves are speaking to each other.</li><li>• To ensure the dialogue students include is meaningful and doesn't weaken the plot of the narrative, students are given a specific purpose for the dialogue.</li><li>• In the Closing of this lesson, the group critiques a piece of student work for practice. This process needs to be carried out carefully to ensure the pair of students being critiqued feel validated and respected. Students involved in the critique should be willingly volunteers, knowing what will be expected of them. During the process, ensure that students use the criteria generated earlier in the lesson as a basis for their critique, and provide suggestions for improvement based on those criteria. If you feel your students will have difficulty with this, substitute a teacher-written piece for critique instead of a student piece.</li><li>• In preparation for including dialogue in their own narratives, students have further practice with applying the criteria to excerpts of text for homework.</li><li>• In advance:<ul style="list-style-type: none"><li>– Consider which pairs would benefit from and respond well to a group critique, and ask them if they would like to do it.</li><li>– Post: Criteria of a Strong Narrative anchor chart; learning target.</li></ul></li></ul>



Lesson Vocabulary	Materials
dialogue	<ul style="list-style-type: none"> <li>• Narrative Writing Rubric (from Lesson 1; one per student and one to display)</li> <li>• Wolf Narrative model (from Unit 2, Lesson 1; one per student and one to display)</li> <li>• Highlighters (one per student)</li> <li>• Dialogue examples (one for display)</li> <li>• Criteria of a Strong Narrative anchor chart (begun in Lesson 1)</li> <li>• Wolf Narrative excerpt for dialogue (one per student and one to display)</li> <li>• Dialogue homework (one per student)</li> </ul>

Opening	Meeting Students' Needs
<p><b>A. Unpacking Learning Targets (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• Direct students' attention to the posted learning target and read it aloud:             <ul style="list-style-type: none"> <li>* "I can use just enough dialogue to explain events in a narrative more clearly."</li> </ul> </li> <li>• Ask students to discuss with an elbow partner:             <ul style="list-style-type: none"> <li>* "What is <i>dialogue</i>? What does it look like in a narrative?"</li> </ul> </li> <li>• Select volunteers to share their responses. Listen for students to explain that dialogue is any spoken word in a narrative and that it has quotation marks around it.</li> <li>• Invite students to retrieve their <b>Narrative Writing Rubrics</b> (from Lesson 1) and display a copy.</li> <li>• Focus students' attention on W.3.3b, "I can use dialogue and descriptions to show the actions, thoughts, and feelings of my characters."</li> <li>• Explain that students are going to use dialogue in their narratives to show the thoughts and feelings of their characters and to advance the action in the narrative.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> </ul>



Work Time	Meeting Students' Needs
<p><b>A. Analyzing Dialogue in the Wolf Narrative Model and Dialogue Mini Lesson (15 minutes)</b></p> <ul style="list-style-type: none"><li>• Pair students up.</li><li>• Ask them to discuss with their partners:<ul style="list-style-type: none"><li>* “Writing dialogue in narratives can be challenging. So how can we learn how to use dialogue in our narratives? Where can we find good examples?”</li></ul></li><li>• Cold call students to share their responses. Listen for students to explain that they can find good examples in existing narratives, so a good way to learn more about the use of dialogue would be to analyze the dialogue in narratives.</li><li>• Invite students to retrieve their <b>Wolf Narrative model</b> and display a copy.</li><li>• Invite students to look at the first paragraph. Read it aloud as students follow along silently.</li><li>• Ask students to discuss in pairs:<ul style="list-style-type: none"><li>* “Remember that dialogue is a conversation between two or more characters. Is there any dialogue in this paragraph? How do you know?”</li></ul></li><li>• Select volunteers to share their responses. Listen for students to explain that Lightning speaks in the first paragraph.</li><li>• Ask students to discuss in pairs:<ul style="list-style-type: none"><li>* “How do we know Lightning is speaking? What clues does the text give us?”</li></ul></li><li>• Ask for volunteers to share their responses with the whole group. Listen for students to explain that we know Lightning is going to speak because the text says, “... and solemnly addressed the rest of the pack” and because what it says after that is written in quotation marks.</li><li>• Distribute <b>highlighters</b>.</li><li>• Tell students that they are going to reread the rest of the narrative with their partners looking for dialogue, and when they find it they are going to highlight it.</li><li>• Point out to students that they may also find a character’s feelings in quotation marks, so they will need to read the text carefully to determine whether it is a conversation between two or more people or whether it is a characters thoughts.</li><li>• Circulate to support students as they analyze the text. Ask students guiding questions:<ul style="list-style-type: none"><li>* “Why have you highlighted that? How do you know it is dialogue?”</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Analyzing a model can provide students with an example of how their work should look.</li></ul>



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> <li>* "Is there someone speaking?"</li> <li>• As students begin to finish, refocus whole group.</li> <li>• Ask volunteers to share any dialogue they found. Listen for students to explain that there is dialogue in the second paragraph between Lightning and Little Foot, and there is also dialogue in Paragraph 6 between Black Ears and Lightning.</li> <li>• Display the <b>dialogue examples</b>. Point out that the middle paragraph is the same as Paragraph 2 in the Wolf Narrative model. Read the first two paragraphs aloud as students follow along silently.</li> <li>• Ask students to discuss in pairs:             <ul style="list-style-type: none"> <li>* "What is the difference between these two paragraphs?"</li> </ul> </li> <li>• Select students to share their responses. Listen for students to explain that there is no dialogue in the first paragraph, but there is in the second.</li> <li>• Ask students to discuss in pairs:             <ul style="list-style-type: none"> <li>* "So after reading the paragraph with dialogue and without dialogue, why do you think the author has used dialogue here? What does it do to the narrative?"</li> </ul> </li> <li>• Select students to share their responses. Listen for students to explain that the dialogue highlights Lightning as the alpha male because he is the one who makes the plan, and it also clearly emphasizes how Little Foot is eager to help, but that Lightning thinks he is too young and inexperienced.</li> <li>• Now read the third paragraph aloud as students follow along silently.</li> <li>• Ask students to discuss in pairs:             <ul style="list-style-type: none"> <li>* "What are the differences between the second and third paragraphs?"</li> </ul> </li> <li>• Cold call students to share their responses. Listen for students to explain that there is more dialogue in the third paragraph.</li> <li>• Ask students to discuss in pairs:             <ul style="list-style-type: none"> <li>* "Which one tells this part of the narrative more clearly? Why?"</li> </ul> </li> <li>• Select students to share their responses. Listen for and guide students to understand that there is a lot of dialogue in the third paragraph, which makes it more confusing and detracts from the real point of the narrative here, which is Lightning's plan to catch the deer. Emphasize that too much dialogue can be distracting sometimes, so it is important to find a balance. The plot of the narrative needs to be clear throughout.</li> <li>• Ask students to discuss in pairs:</li> </ul>	



Work Time (continued)	Meeting Students' Needs
<p>* “So how do you write dialogue into a narrative? What do you notice about the way the dialogue is written?”</p> <ul style="list-style-type: none"> <li>• Cold call students to share their responses. Listen for students to explain that the text usually sets up that someone is going to talk, the speech is in quotation marks, there is a comma before the quotations marks, punctuation goes inside the quotation marks, and dialogue said by a new character is written on new line.</li> <li>• Focus students' attention on the <b>Criteria of a Strong Narrative anchor chart</b>.</li> <li>• Ensure that something like the following is recorded:             <ul style="list-style-type: none"> <li>– Contain dialogue to make ideas clearer:                 <ul style="list-style-type: none"> <li>• Not too much dialogue or the narrative becomes too confusing.</li> <li>• The text usually sets up that someone is going to talk; for example: Lightning said, “...”</li> <li>• The speech is in quotation marks; for example: “Black Ears and I will distract the deer, causing them to run toward the rest of you, who will be hiding out in the trees. Twins, as the deer come close, take one of them down from either side.”</li> <li>• There is a comma before the quotations marks; for example: Lightning said, “Black ears and I ...”</li> <li>• Punctuation goes inside the quotation marks; for example: “What about me, Lightning? What am I going to do?”</li> <li>• Dialogue said by a new character is written on a new line; for example:</li> <li>• Lightning frowned before replying, “You will hide out in the trees until the twins have brought one of the deer to the ground, at which point you will help finish the job.”</li> <li>• “OK.” Little Foot was disappointed.</li> </ul> </li> </ul> </li> </ul>	
<p><b>B. Writing Dialogue into a Narrative (25 minutes)</b></p> <ul style="list-style-type: none"> <li>• Display and distribute the <b>Wolf Narrative excerpt for dialogue</b>.</li> <li>• Invite students to whisper read the excerpt of the Wolf Narrative model recorded on the handout.</li> <li>• Explain to students that there isn't any dialogue in this paragraph, but there could be since this is quite a dramatic moment when the wolves find Little Foot. Emphasize here that although the narrative is about real wolves, it is a fiction narrative. To understand why the characters behave as they do so that the narrative makes sense, we have to be creative, as we were when choosing character traits for the main wolf character. This involves using dialogue as though the wolves are speaking to each other.</li> <li>• Read the directions with students.</li> </ul>	<ul style="list-style-type: none"> <li>• Asking students to practice writing dialogue without having to think about writing the rest of the text provides them with low stakes practice and gives them confidence to include dialogue in their own writing.</li> </ul>



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Focus their attention on the Criteria of a Strong Narrative anchor chart and the points about dialogue that have been listed.</li><li>• Remind students to use these points to help them craft dialogue for this paragraph.</li><li>• Ask students to begin working on this with their partners.</li><li>• Circulate to support students as they work. Ask guiding questions:<ul style="list-style-type: none"><li>* “How does this dialogue show how the wolves feel about finding Little Foot?”</li><li>* “How does this dialogue show how Little Foot feels about being found?”</li><li>* “Is there too much dialogue in here? Or do you think the plot of the narrative is still clear?”</li></ul></li></ul>	
Closing and Assessment	Meeting Students' Needs
<p><b>A. Whole Group Critique and Revision (15 minutes)</b></p> <ul style="list-style-type: none"><li>• Select a volunteer pair that wants to share their rewritten excerpt with the rest of the group.</li><li>• Ask this pair to come to the front of the group.</li><li>• Display their writing and invite the pair to read it aloud for the group.</li><li>• Refer the group to the criteria about dialogue recorded on the Criteria for a Strong Narrative anchor chart. Go through each item on the list and ask students whether the volunteer pair has achieved the criteria in their rewritten excerpt and if not how they could improve their work.</li><li>• Invite all pairs to revise their excerpt according to the whole group critique.</li><li>• Distribute <b>dialogue homework</b>.</li></ul>	<ul style="list-style-type: none"><li>• A whole group critique can give all students ideas about how to improve their work.</li></ul>
Homework	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Revise the dialogue examples to achieve the criteria listed at the top of the page.</li><li>• Continue reading your independent reading book.</li></ul>	



EXPEDITIONARY  
LEARNING

# Grade 3: Module 3B: Unit 2: Lesson 6

## 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.





## Dialogue Examples

### Example 1:

Leaving Bright Eyes to look after the pups, the pack headed out to hunt. After running for a mile or more, Lightning spotted a couple of deer in a clearing in the trees. He stopped the pack and they made a plan. Lightning and Black Ears would distract the deer, causing them to run toward Little Foot and the twins, who would be hiding out in the trees until one of the deer was close enough to catch. While Little Foot would help, as the older, more experienced hunters, the twins would do most of the work.

### Example 2:

Leaving Bright Eyes to look after the pups, the pack headed out to hunt. After running through the forest for a mile or more, Lightning spotted a couple of deer in a clearing. He stopped the pack and they made a plan. Lightning said, “Black Ears and I will distract the deer, causing them to run toward the rest of you, who will be hiding out in the trees. Twins, as the deer come close, take one of them down from either side.”

Lightning didn’t mention Little Foot’s role in the plan, so Little Foot asked timidly, “What about me, Lightning? What am I going to do?”

Lightning frowned before replying, “You will hide out in the trees until the twins have brought one of the deer to the ground, at which point you will help finish the job.”

“OK.” Little Foot was disappointed. Once again, he would be out of the game until the last minute. His small feet made him a very fast and quiet runner, but his lack of experience meant that the older wolves didn’t trust him enough yet.

## Dialogue Examples

### Example 3:

Leaving Bright Eyes to look after the pups, the pack headed out to hunt. After running through the forest for a mile or more, Lightning spotted a couple of deer in a clearing. He stopped the pack and they made a plan. Black Ears said, “What are we going to do, Lightning?”

“Black Ears and I will distract the deer, causing them to run toward the rest of you, who will be hiding out in the trees. Twins, as the deer come close, take one of them down from either side.”

“You can count on us,” said the twins in unison. “We won’t let you down.”

“I know you won’t; I trust you both. You always work hard for our pack and help us to get food,” replied Lightning.

Lightning didn’t mention Little Foot’s role in the plan, so Little Foot asked timidly, “What about me, Lightning? What am I going to do?”

Lightning frowned before replying, “You will hide out in the trees until the twins have brought one of the deer to the ground, at which point you will help finish the job.”

“OK.” Little Foot was disappointed. Once again, he would be out of the game until the last minute. His small feet made him a very fast and quiet runner, but his lack of experience meant that the older wolves didn’t trust him enough yet.

“It’s OK, Little Foot,” said Black Ears. “Your time will come.”



Wolf Narrative Excerpt for Dialogue

Name:

Date:

**Excerpt:**

The pack had been searching for hours. Just as they were about to give up and head back to the rendezvous site, one of the twins caught Little Foot's scent on the air. He howled for the rest of the pack who immediately raced to join him.

Little Foot heard the pack and replied, "I'm here. I'm here. I'm next to the clearing where we saw the deer."

The pack soon found him and Little Foot smiled at them weakly. Black Ears licked his nose affectionately.

**Directions:** Rewrite this paragraph with dialogue to emphasize how the wolves felt about finding Little Foot and how Little Foot felt about being found.

---

---

---

---

---

---

---

---

---

---

Dialogue Homework

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Directions:** Look carefully at each of the examples to spot the dialogue mistakes. Rewrite each example correctly underneath.

Use the following criteria to improve these examples of dialogue:

- Not too much dialogue or the narrative becomes too confusing.
- The text usually sets up that someone is going to talk; for example: Lightning said, “...”
- The speech is in quotation marks; for example: “Black Ears and I will distract the deer, causing them to run toward the rest of you, who will be hiding out in the trees. Twins, as the deer come close, take one of them down from either side.”
- There is a comma before the quotations marks; for example: Lightning said, “Black ears and I ...”
- Punctuation goes inside the quotation marks; for example: “What about me, Lightning? What am I going to do?”
- Dialogue said by a new character is written on a new line; for example:
- Lightning frowned before replying, “You will hide out in the trees until the twins have brought one of the deer to the ground, at which point you will help to finish the job.”  
“OK.” Little Foot was disappointed.

1. Lightning, the leader of the pack, affectionately licked Black Ears’ nose and solemnly addressed the rest of the pack “Today my friends we need to catch something big like a deer or a bison. We haven’t had a good meal for a couple of days now and the pups are getting hungry.
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_



---

Dialogue Homework

2. Lightning frowned before replying, You will hide out in the trees until the twins have brought one of the deer to the ground, at which point you will help finish the job.” “OK”. Little Foot was disappointed.

- 
- 
- 
- 
3. Black Ears was the first to notice. Where is Little Foot? she asked. They all stopped eating to look around. I haven’t seen him since we split up around the clearing. Has anyone else?” Lightning asked. But none of the wolves had.
- 
- 
- 
-



EXPEDITIONARY  
LEARNING

# Grade 3: Module 3B: Unit 3: Lesson 7

## Analyzing Illustrations



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 Target Addressed (Based on NYSP12 ELA CCLS)	
I can explain how an illustration contributes to the narrative (e.g., mood, tone, character, setting). (RL.3.7)	
Supporting Learning Target	Ongoing Assessment
<ul style="list-style-type: none"><li>I can draw pictures to illustrate more clearly a mood, tone, character, or setting in my Wolf Narrative.</li></ul>	<ul style="list-style-type: none"><li>Illustration Planning graphic organizer</li></ul>



Agenda	Teaching Notes
<ol style="list-style-type: none"> <li>Opening <ol style="list-style-type: none"> <li>Unpacking Learning Targets and Sharing Homework (10 minutes)</li> </ol> </li> <li>Work Time <ol style="list-style-type: none"> <li>Analyzing Illustrations in <i>Lon Po Po</i> (20 minutes)</li> <li>Planning Illustrations (25 minutes)</li> </ol> </li> <li>Closing and Assessment <ol style="list-style-type: none"> <li>New Partner Share (5 minutes)</li> </ol> </li> <li>Homework <ol style="list-style-type: none"> <li>Finish planning the illustrations for your Wolf Narrative.</li> <li>Continue reading your independent reading book.</li> </ol> </li> </ol>	<ul style="list-style-type: none"> <li>In this lesson, students analyze the illustrations in <i>Lon Po Po</i>, generate criteria for strong illustrations, and then use the criteria to plan the illustrations for their Wolf Narratives.</li> <li>The model narrative used in this lesson to generate criteria is <i>Lon Po Po</i> because it has artistic illustrations that clearly meet the criteria students need to be considering when drawing their own illustrations. Students are also familiar with <i>Lon Po Po</i> because they read it closely in Unit 1.</li> <li>Some students may need more time than what is allocated in this lesson to finish planning their illustrations. Allow these students to finish for homework.</li> <li>In advance: <ul style="list-style-type: none"> <li>Copy students' Narrative Elements graphic organizers (completed in Lesson 5) so they can have a copy to plan their illustrations and you can have a copy to continue working on feedback for students.</li> <li>Students will need their Narrative Elements graphic organizer returned in the next so they can revise their plans for the Mid-Unit 3 Assessment.</li> <li>Post: Criteria of a Strong Narrative anchor chart; learning target.</li> </ul> </li> </ul>

Lesson Vocabulary	Materials
illustrate	<ul style="list-style-type: none"> <li>Dialogue homework (answers, for teacher reference)</li> <li><i>Lon Po Po</i> (book; one per student)</li> <li>Criteria of Strong Illustrations note-catcher (one per student and one to display)</li> <li>Criteria of a Strong Narrative anchor chart (begun in Lesson 1)</li> <li><i>Face to Face with Wolves</i> (book; one per student)</li> <li>Illustration Planning graphic organizer (one per student and one to display)</li> <li>Copies of completed Narrative Elements graphic organizers (turned in during Lesson 5; one per student)</li> </ul>





Opening	Meeting Students' Needs
<p><b>A. Unpacking Learning Targets and Sharing Homework (10 minutes)</b></p> <ul style="list-style-type: none"><li>• Display the first excerpt on the <b>dialogue homework (answers, for teacher reference)</b>, covering the rest of the questions (including the answer key for the first excerpt).</li><li>• Invite students to consult their completed dialogue homework and suggest what was wrong with the first excerpt.</li><li>• Uncover the answer key and point out the issues (in bold and underlined).</li><li>• Repeat with the other excerpts.</li><li>• Direct students' attention to the posted learning target and read it aloud:<ul style="list-style-type: none"><li>* "I can draw pictures to illustrate more clearly a mood, tone, character, or setting in my Wolf Narrative."</li></ul></li><li>• Ask students to discuss with an elbow partner:<ul style="list-style-type: none"><li>* "What does <i>illustrate</i> mean?"</li></ul></li><li>• Select volunteers to share their responses. Listen for and guide students to understand that <i>illustrate</i> has two meanings. It can mean to draw pictures to accompany text or a narrative, like the illustrations in a book. <i>Illustrate</i> also means to explain or make clear.</li></ul>	<ul style="list-style-type: none"><li>• 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.</li></ul>
Work Time	Meeting Students' Needs
<p><b>A. Analyzing Illustrations in <i>Lon Po Po</i> (20 minutes)</b></p> <ul style="list-style-type: none"><li>• Ask students to discuss with an elbow partner:<ul style="list-style-type: none"><li>* "How can we figure out criteria that we can use when illustrating our own narratives?"</li></ul></li><li>• Cold call students to share their responses and listen for students to explain that they can get a good idea of what strong illustrations should include by reading a narrative with strong illustrations. Explain that <i>Lon Po Po</i> is a good example of a narrative with strong illustrations and they are going to generate criteria for why they are strong illustrations by analyzing the pictures in the book.</li><li>• Ensure each student has access to <b><i>Lon Po Po</i></b>.</li><li>• Invite volunteers to help you reread the narrative aloud while the rest of the group follows along silently.</li><li>• Pair students up.</li></ul>	<ul style="list-style-type: none"><li>• Inviting students to analyze a strong model and generate criteria before they begin planning their own illustrations will ensure they have clear guidelines to follow when they begin working.</li></ul>



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Distribute and display the <b>Criteria of Strong Illustrations note-catcher</b>. Ask students the questions at the top of the note-catcher:<ul style="list-style-type: none"><li>* “Why are the illustrations in <i>Lon Po Po</i> appealing?”</li><li>* “How do they add meaning to the narrative?”</li><li>* “What do we understand from the illustrations that we might not understand just from reading the words?”</li></ul></li><li>• Invite students to work with their partners to look through the illustrations, discuss the answers to these questions, and record ideas on their note-catchers.</li><li>• Circulate to support students as they work. Ask guiding questions:<ul style="list-style-type: none"><li>* “What do you like about the illustrations in <i>Lon Po Po</i>?”</li><li>* “How do they add meaning to the narrative?”</li><li>* “What do we understand from the illustrations that we might not understand just from reading the words?”</li></ul></li><li>• As students begin to finish, refocus whole group.</li><li>• Display the <b>Criteria of a Strong Narrative anchor chart</b>.</li><li>• Invite volunteers to share the ideas they captured on their note-catchers with the whole group. Record students’ ideas on the anchor chart. The following should be included:<ul style="list-style-type: none"><li>– Illustrations help paint pictures in our minds and strengthen our understanding of the narrative:<ul style="list-style-type: none"><li>• Clear—easy to see what is going on.</li><li>• They illustrate the setting so that the reader can picture it more clearly.</li><li>• They show us what characters look like.</li><li>• They show facial expressions so we better understand what the characters are thinking and feeling.</li><li>• They create a mood.</li></ul></li></ul></li></ul>	



Work Time (continued)	Meeting Students' Needs
<p><b>B. Planning Illustrations (25 minutes)</b></p> <ul style="list-style-type: none"><li>• Ask students to take out their copies of <b><i>Face to Face with Wolves</i></b>.</li><li>• Ask students to discuss with their partners:<ul style="list-style-type: none"><li>* “What do you notice about the pictures in <i>Lon Po Po</i> compared to the pictures in <i>Face to Face with Wolves</i>?”</li></ul></li><li>• Cold call students to share their responses with the whole group. Listen for students to explain that the illustrations in <i>Lon Po Po</i> are artistic drawings whereas in <i>Face to Face with Wolves</i> they are photographs because it is an informational text.</li><li>• Tell students that when they plan their illustrations for their narratives, they need to consider the criteria for illustrations generated earlier in the lesson, but they must also ensure that their illustrations are of real wolves because their narratives are about real wolves. Explain that they can use the photographs in <i>Face to Face with Wolves</i> as a guide to remind themselves what real wolves look like.</li><li>• Explain that students are going to include three illustrations in their final Wolf Narrative: one to go at the beginning of the narrative when they describe the setting and/or main character, one of the problem, and one of the solution.</li><li>• Display and distribute the <b>Illustration Planning graphic organizer</b>. Point out that there are three boxes, which students will use to sketch out each of their illustrations. Explain that they are going to continue this for homework.</li><li>• Distribute copies of completed <b>Narrative Elements graphic organizers</b>.</li><li>• Give students 2 or 3 minutes to silently think about their illustrations for each section on the organizer.</li><li>• Refocus whole group and invite students to explain their ideas to their partners.</li><li>• Give students the rest of the time to plan their illustrations. Remind them to refer to the Criteria of a Strong Narrative anchor chart and <i>Face to Face with Wolves</i>.</li><li>• Circulate to support students as they work. Ask guiding questions:<ul style="list-style-type: none"><li>* “What does this show?”</li><li>* “What is going on in this picture?”</li><li>* “How does it add meaning to your narrative?”</li><li>* “What mood does it create?”</li></ul></li></ul>	



Closing and Assessment	Meeting Students' Needs
<b>A. New Partner Share (5 minutes)</b> <ul style="list-style-type: none"><li>• Invite students to pair up with someone they haven't been working with to share the planning for their illustrations.</li></ul>	
Homework	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Finish planning the illustrations for your Wolf Narrative.</li><li>• Continue reading your independent reading book.</li></ul>	



EXPEDITIONARY  
LEARNING

# Grade 3: Module 3B: Unit 2: Lesson 7

## 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.



Dialogue Homework  
Answers For Teacher Reference

1. Lightning, the leader of the pack, affectionately licked Black Ears' nose and solemnly addressed the rest of the pack "Today, my friends, we need to catch something big like a deer or a bison. We haven't had a good meal for a couple of days now and the pups are getting hungry.

**Lightning, the leader of the pack, affectionately licked Black Ears' nose and solemnly addressed the rest of the pack, "Today, my friends, we need to catch something big like a deer or a bison. We haven't had a good meal for a couple of days now and the pups are getting hungry."**

2. Lightning frowned before replying, "You will hide out in the trees until the twins have brought one of the deer to the ground, at which point you will help finish the job." "OK". Little Foot was disappointed.

**Lightning frowned before replying, "You will hide out in the trees until the twins have brought one of the deer to the ground, at which point you will help finish the job."  
"OK." Little Foot was disappointed.**

3. Black Ears was the first to notice. Where is Little Foot? she asked. They all stopped eating to look around. I haven't seen him since we split up around the clearing. Has anyone else?" Lightning asked. But none of the wolves had.

**Black Ears was the first to notice. "Where is Little Foot?" she asked. They all stopped eating to look around.  
"I haven't seen him since we split up around the clearing. Has anyone else?"  
Lightning asked. But none of the wolves had.**



Criteria of Strong Illustrations Note-catcher

Name:

Date:

**Why are the illustrations in *Lon Po Po* appealing?  
How do they add meaning to the narrative?  
What do we understand from the illustrations that we might not understand  
from just reading the words?**



Illustration Planning Graphic Organizer

.....  
**Name:**

.....  
**Date:**

Introduction (setting and/or main character)	Problem (main event)	Solution (end of the narrative)





EXPEDITIONARY  
LEARNING

# **Grade 3: Module 3B: Unit 3: Lesson 8**

## **Mid-Unit Assessment: Revising Wolf Narrative Plans**



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)	
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	Ongoing Assessment
<ul style="list-style-type: none"><li>I can use teacher feedback to revise my Wolf Narrative plan.</li></ul>	<ul style="list-style-type: none"><li>Mid-Unit 3 Assessment: Revising Wolf Narrative Plans</li></ul>



Agenda	Teaching Notes
<ol style="list-style-type: none"><li>1. Opening<ol style="list-style-type: none"><li>A. Unpacking Learning Targets and Sharing Homework (10 minutes)</li></ol></li><li>2. Work Time<ol style="list-style-type: none"><li>A. Revising Wolf Narrative Plans (40 minutes)</li></ol></li><li>3. Closing and Assessment<ol style="list-style-type: none"><li>A. Partner Share (10 minutes)</li></ol></li><li>4. Homework<ol style="list-style-type: none"><li>A. Continue reading your independent reading book.</li></ol></li></ol>	<ul style="list-style-type: none"><li>• In this lesson, students revise the plans for their Wolf Narratives based on the feedback you provide. As this is an assessment, students will be doing this independently.</li><li>• If students finish the assessment early, they should read their independent reading books.</li><li>• At the end of the lesson students discuss how their work is better after revising it based on feedback. Use this as an opportunity to remind students that receiving feedback on writing is something that happens in real life too, and is a valuable process. Emphasize that it is very rare for writing to be perfect the first time and that the revision process is very important in making writing better.</li><li>• At the end of the lesson, collect students' Mid-Unit 3 Assessments and Narrative Elements graphic organizers with your comments to determine whether students have used your feedback to improve their work. Anything students have revised should be highlighted on the assessment. Use the Mid-Unit 3 Assessment Rubric (for teacher reference) to assess student revisions.</li><li>• Note that in the next lesson students will need their plans to prepare to draft their narratives. You can either return the assessments (without feedback) for the duration of the next lesson or copy the completed assessments for students to work from until you have assessed their work.</li><li>• In advance:<ul style="list-style-type: none"><li>– Ensure you have provided feedback on students' Narrative Elements graphic organizers against the following two sections of the Narrative Writing Rubric (from Unit 1):<ul style="list-style-type: none"><li>• I can create a wolf character using facts and details from my research. (W3.2b, W.3.3a)</li><li>• I can organize events in an order that makes sense in my narrative. (W.3.3a)</li></ul></li><li>– Review Concentric Circles protocol (see Appendix).</li></ul></li><li>• Post: Directions for Mid-Unit 3 Assessment; learning target.</li></ul>



Lesson Vocabulary	Materials
	<ul style="list-style-type: none"><li>• Narrative Elements graphic organizer (from Lesson 5; returned in this lesson with teacher feedback)</li><li>• Mid-Unit 3 Assessment: Revising Wolf Narrative plans (one per student)</li><li>• Illustration Planning graphic organizer (from Lesson 7 one per student)</li><li>• Mid-Unit 3 Assessment Rubric (for teacher reference)</li></ul>

Opening	Meeting Students' Needs
<p><b>A. Unpacking Learning Targets and Sharing Homework (10 minutes)</b></p> <ul style="list-style-type: none"><li>• Tell students they will use Concentric Circles protocol to share their illustration plans:<ol style="list-style-type: none"><li>1. Split the group in half. Invite one half to make a circle, and the other half to make a circle around them. All students should have their completed Illustration Planning graphic organizers.</li><li>2. Ask the inner circle to face out and the outer circle to face in, so that each student is facing someone.</li><li>3. Invite students in the inner circle to describe their illustrations and how they will support the meaning of their narratives to their partners in the outer circle.</li><li>4. After a couple of minutes, invite students in the outer circle to do the same.</li><li>5. Invite students in the inside circle to move two people to the left.</li><li>6. Repeat until students have shared their plans with at least three people.</li></ol></li><li>• Direct students' attention to the posted learning target and read it aloud:<ul style="list-style-type: none"><li>* "I can use teacher feedback to revise my Wolf Narrative plan."</li></ul></li><li>• Explain to students that in this lesson they will revise their Wolf Narrative plans.</li></ul>	<ul style="list-style-type: none"><li>• Asking students to share their homework makes them accountable for doing it and gives you the opportunity to determine who is not completing their homework. It also helps to set up the thinking for the rest of the lesson.</li><li>• 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.</li></ul>



Work Time	Meeting Students' Needs
<p><b>A. Revising Wolf Narrative Plans (40 minutes)</b></p> <ul style="list-style-type: none"><li>• Return students' <b>Narrative Elements graphic organizers with teacher feedback.</b></li><li>• Give students 3 or 4 minutes to look over their feedback in silence. Invite students to write their names on the board if they are unsure about some of the feedback and would like to talk you about it.</li><li>• Display and distribute the <b>Mid-Unit 3 Assessment: Revising Wolf Narrative plans.</b></li><li>• Read the directions aloud and invite students to follow along silently.</li><li>• Also refer students to the posted list of instructions:<ol style="list-style-type: none"><li>1. Use the feedback to revise your plan on the new organizer.</li><li>2. Highlight the things that are different about this plan.</li><li>3. When you have finished, check that the illustrations you planned in the previous lesson still work for your new plan.</li><li>4. If not, use the new Illustration Planning graphic organizer to revise your illustration plans.</li><li>5. If your illustration plans work for the new plan, read your independent reading book.</li></ol></li><li>• Invite students to ask any clarifying questions regarding what they are being asked to do.</li><li>• Make it clear that since this is an assessment, they are going to working independently.</li><li>• Distribute a new <b>Illustration Planning graphic organizer.</b></li><li>• As students begin working, circulate to speak to students who needed clarification on your feedback.</li></ul>	<ul style="list-style-type: none"><li>• 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.</li></ul>



Closing and Assessment	Meeting Students' Needs
<p><b>A. Partner Share (10 minutes)</b></p> <ul style="list-style-type: none"><li>• Pair students up.</li><li>• Invite students to share their work with their partners and respond to the following question:<ul style="list-style-type: none"><li>* “How is your plan better now after revising it based on feedback?”</li></ul></li><li>• Refocus whole group. Select volunteers to share out their responses whole group.</li><li>• Remind students that nobody is perfect and that feedback helps us to make our work better. Tell students that this happens in real life too—authors send their books to editors for feedback and may revise their work over and over again until a publisher is happy enough with it to print it.</li><li>• Collect students' Mid-Unit 3 Assessments and Narrative Elements graphic organizers with your feedback to assess students' revisions.</li></ul>	
Homework	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Continue reading your independent reading book.</li></ul>	



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.



**Mid-Unit 3 Assessment:**  
Revising Wolf Narrative Plans

**Long-Term Learning Targets Assessed:**

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

**Directions:**

In Lesson 5 you planned the setting, main character, problem, events leading up to the problem, and the solution for your Wolf Narrative on a Narrative Elements graphic organizer.

In this lesson you will receive feedback on your plan from the teacher and use that feedback to revise your Wolf Narrative plan to make it better. Use the clean organizer below to revise your plan.

1. Use the feedback to revise your plan on the new organizer.
2. Highlight the things that are different about this plan.
3. When you have finished, check that the illustrations you planned in the previous lesson still work for your new plan.
4. If not, use the new Illustration Planning graphic organizer to revise your illustration plans.
5. If your illustration plans work for the new plan, read your independent reading book





Illustration Planning Graphic Organizer

.....  
**Name:**  
.....

.....  
**Date:**  
.....

Introduction (setting and/or main character)	Problem (main event)	Solution (end of the narrative)



Mid-Unit 3 Assessment Rubric

Criteria	Meets	Partially Meets	Does Not Meet
With support from peers and adults, I can use the writing process to plan, revise, and edit my writing (W.3.5)	The student has clearly revised the plan based on the feedback given.	The student has made some revisions based on feedback given, but some of the feedback has been ignored.	The student has not used the feedback at all to revise the plan.



EXPEDITIONARY  
LEARNING

# Grade 3: Module 3B: Unit 3: Lesson 9

## Oral Storytelling



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 share my story orally.

**Ongoing Assessment**



Agenda	Teaching Notes
<ol style="list-style-type: none"> <li>Opening <ol style="list-style-type: none"> <li>Unpacking Learning Targets (5 minutes)</li> </ol> </li> <li>Work Time <ol style="list-style-type: none"> <li>Modeling Oral Retelling and Practice (30 minutes)</li> <li>Sharing Narratives (20 minutes)</li> </ol> </li> <li>Closing and Assessment <ol style="list-style-type: none"> <li>Debrief the Oral Storytelling Process (5 minutes)</li> </ol> </li> <li>Homework <ol style="list-style-type: none"> <li>Follow the directions on the Wolf Narrative storyboard to draw your narrative in pictures.</li> <li>Continue reading your independent reading book.</li> </ol> </li> </ol>	<ul style="list-style-type: none"> <li>In preparation for writing their Wolf Narratives for the End of Unit 3 Assessment in the next lesson, students orally share their narratives in this lesson. The teacher demonstrates the process using the Wolf Narrative plan for “Little Foot and the Trap.” Some example modeling has also been included in Work Time A.</li> <li>At the end of the lesson, students tell their narratives to a partner and provide a suggestion for improvement. To scaffold this, students are given a set of questions to consider as they listen to their partners’ narratives. To set this activity up in a way that encourages students to be kind and considerate to each other when providing suggestions, this process is also modeled first.</li> <li>For homework, students draw out their narratives on storyboard to reinforce their ideas before they write their Wolf Narratives in the next lesson. This is an additional opportunity for students to become clear on the sequence of events in their narratives.</li> <li>In advance: <ul style="list-style-type: none"> <li>Make copies of students’ completed Mid-Unit 3 Assessments from Lesson 8. This will allow them to orally tell their narratives, while still providing you time to continue assessing their work.</li> <li>Decide how you will model oral retelling in Work Time A.</li> <li>Post: Learning target.</li> </ul> </li> </ul>

Lesson Vocabulary	Materials
orally	<ul style="list-style-type: none"> <li>Mid-Unit 3 Assessments (from Lesson 8; students’ own)</li> <li>Wolf Narrative plan for “Little Foot and the Trap” (one to display)</li> <li>Giving Feedback: Questions to Consider (one per student and one to display)</li> <li>Wolf Narrative storyboard (one per student and one to display)</li> </ul>



Opening	Meeting Students' Needs
<p><b>A. Unpacking Learning Targets (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• Direct students' attention to the posted learning target and read it aloud: <ul style="list-style-type: none"> <li>* "I can share my story orally."</li> </ul> </li> <li>• Ask students to discuss with an elbow partner: <ul style="list-style-type: none"> <li>* "What does <i>orally</i> mean?"</li> </ul> </li> <li>• Select volunteers to share their responses. Listen for students to explain that it means to say something aloud.</li> <li>• Tell students that to prepare for drafting their Wolf Narratives in the next lesson, they are going to practice saying it aloud.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> </ul>
Work Time	Meeting Students' Needs
<p><b>A. Modeling Oral Retelling and Practice (30 minutes)</b></p> <ul style="list-style-type: none"> <li>• Return the <b>copies of Mid-Unit 3 Assessments</b>.</li> <li>• Ask students to spend 2 or 3 minutes rereading their plans silently to themselves.</li> <li>• Display the <b>Wolf Narrative plan for "Little Foot and the Trap."</b> Explain that you are going to use it to demonstrate how the planner can be used to prepare for writing.</li> <li>• Model how to turn the notes on a narrative planner into an oral story using the Wolf Narrative plan for "Little Foot and the Trap." Begin by pointing at the Setting column and say something like: "In the North Woods of Minnesota there lives a wolf pack."</li> <li>• Continue by pointing at the Main Character column and saying something like: "Little Foot, a wolf who was named for his particularly small feet, woke up and stretched. He woke up the rest of the pack. They all stretched and bowed to each other."</li> <li>• Remind students that their wolf narratives need to contain details about real wolves to make it seem more realistic, and explain that in <i>Face to Face with Wolves</i> it says the wolves in the pack bow to each other when they wake up.</li> <li>• Continue modeling by pointing at the first event in the Problem column and saying something like: "The pack went off to hunt, leaving the pups behind with Bright Eyes, a beautiful wolf with bright green eyes, to look after them. They hadn't eaten in a few days so it was important that they catch something today."</li> <li>• Again, remind students that their Wolf Narratives need to contain details about real wolves, and in the book <i>Face to Face with Wolves</i> it says that one wolf always stays behind with the pups.</li> </ul>	<ul style="list-style-type: none"> <li>• Modeling the process of using the planning organizer and describing the thinking behind the process of orally telling the story will ensure students understand how to do it independently.</li> <li>• Giving students time to practice telling their narratives independently will help to build their confidence and ensure they have their own ideas before hearing those of others.</li> </ul>



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Continue modeling by pointing at the second event in the Problem column and saying something like: “The pack saw some deer in a clearing in the trees. As the alpha male, Lightning made a lot of the decisions for the pack, so he stopped them to make a plan. He and Black Ears would chase the deer toward the twins and Little Foot, who would pounce on the deer when they came close and bring them down.”</li><li>• Continue by pointing at the third event in the Problem column and saying something like: “Lightning and Black Ears chased the deer toward the twins and Little Foot. As Little Foot went to pounce, he got his foot caught in a trap set by hunters to catch small animals like rabbits and squirrels. The rest of the wolves continued to chase the deer, leaving Little Foot behind.”</li><li>• Continue by pointing at the Solution column and saying something like: “The trap was rusty so after trying for a little while, Little Foot was able to pull himself free, but he was weak and exhausted. The rest of the pack, who had been looking for Little Foot for hours, eventually found him and helped him back to the rendezvous site.”</li><li>• Again, remind students that their Wolf Narratives need to contain details about real wolves, and in the book <i>Face to Face with Wolves</i> it says that the place where the wolves convene is called the rendezvous site.</li><li>• Explain that you are going to give students time to work independently, using the story plan from their Mid-Unit 3 Assessments to practice orally telling their narratives. Tell students they are going to get into pairs to share their narratives toward the end of the lesson.</li><li>• Give students time to practice.</li><li>• Consider spreading students out so they don’t interfere with each other’s practice.</li><li>• Circulate to support students. Ask guiding questions:<ul style="list-style-type: none"><li>* “How are you introducing the main character?”</li><li>* “How are you introducing other characters in the pack?”</li><li>* “Are there any details about real wolves you could use to make that section more realistic?”</li></ul></li></ul>	



Work Time (continued)	Meeting Students' Needs
<p><b>B. Sharing Narratives (20 minutes)</b></p> <ul style="list-style-type: none"><li>• Refocus whole group. Tell students that now that they have had time to practice, they are going to share their narratives with a partner to get feedback to help them improve their narratives.</li><li>• Display and distribute the <b>Giving Feedback: Questions to Consider</b>.</li><li>• Invite students to follow along silently as you read the directions and the questions aloud.</li><li>• Invite students to ask any clarifying questions.</li><li>• Ask a volunteer to help you model this process for the whole group. The volunteer will be Author 1 and you will be Author 2, so you can model the process of providing a suggestion that will help the volunteer to improve his or her story. Explain the process as you do this; for example, once the student has told you his or her story, you might say to the class:<ul style="list-style-type: none"><li>* “So, reading these questions and hearing my partner’s story, I didn’t hear any details about real wolves, so my suggestion to my partner is to use more details about real wolves.”</li></ul></li><li>• Emphasize to students that they are not to tell their partners what they don’t like about the story. They are to give just one suggestion for improvement. Remind students to do this carefully so that they don’t upset or offend their partners.</li><li>• Pair students up.</li><li>• Invite students to follow the directions to begin telling their stories to each other.</li><li>• Circulate to support students as they try to give suggestions for improvement. Ask the questions on the Giving Feedback: Questions to Consider handout to guide students.</li></ul>	<ul style="list-style-type: none"><li>• Consider heterogeneous pairings of students to ensure that at least one of the students is able to read the directions.</li></ul>





Closing and Assessment	Meeting Students' Needs
<p><b>A. Debrief the Oral Storytelling Process (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Refocus whole group.</li><li>• Ask students to discuss with their partners:<ul style="list-style-type: none"><li>* “In the next lesson, you are going to be writing your Wolf Narratives. How did telling your story to a partner help you prepare to write it down?”</li></ul></li><li>• Cold call students to share their responses. Listen for students to explain that they were able to get feedback and suggestions to improve their work without having to go back and rewrite the narrative.</li><li>• Distribute the <b>Wolf Narrative storyboard</b>.</li><li>• Read through the directions with students.</li></ul>	<ul style="list-style-type: none"><li>• Debrief the process so that students recognize how it has prepared them to write their own narratives.</li></ul>
Homework	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Follow the directions on the Wolf Narrative storyboard to draw your narrative in pictures.</li><li>• Continue reading your independent reading book.</li></ul>	



EXPEDITIONARY  
LEARNING

# Grade 3: Module 3B: Unit 2: Lesson 9

## 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.



Wolf Narrative Plan for “Little Foot and the Trap”

**What is the setting of the narrative?**

The North Woods of Minnesota

**Who is the main character in the narrative?**

Little Foot—a young wolf with particularly small feet that can run fast

**What is the problem?**

Little Foot gets his foot caught in a trap.

**Events:**

1. The pack goes out to hunt.
2. They see some deer.
3. As Little Foot goes to pounce on the deer, he gets his foot caught in a trap.

**What is the solution?**

The trap is rusty and Little Foot manages to pull himself free. The pack finds him and helps him back to the rendezvous site.



### Giving Feedback: Questions to Consider

#### Directions:

1. Number yourselves Author 1 and Author 2.
2. Author 1 reads his or her narrative to Author 2.
3. Author 2 listens very carefully.
4. Author 2 reads the questions below.
5. Author 2 uses the questions to make just **ONE** suggestion to help Author 1 make his or her narrative better. For example, “You could add more details about real wolves.”
6. Author 2 tells Author 1 the step he or she will take to improve the narrative.
7. Switch roles and repeat.

#### Questions:

- Did the author introduce the main character and setting at the beginning of the story?
- Did the author include details about real wolves?
- Did the events lead up to the problem?
- Was there anything confusing in the sequence of events?
- Did the solution solve the problem?
- Was there a satisfying ending to the story?



Wolf Narrative Storyboard

Name:

Date:

**Directions:** You are going to tell your story in pictures. Draw pictures to tell your story in the large boxes. In the smaller boxes underneath, write one sentence to describe what is happening in the picture. You do not have to use all the boxes if you don't need them. The setting, main character, problem, events leading up to the problem, and the solution should be clear on your storyboard.

1.	2.	3.	4.
5.	6.	7.	8.



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"><li>1. Opening<ol style="list-style-type: none"><li>A. Unpacking Learning Targets and Receiving Feedback (10 minutes)</li></ol></li><li>2. Work Time<ol style="list-style-type: none"><li>A. Analyzing the Wolf Narrative Model: Temporal Words and Phrases (15 minutes)</li><li>B. Drafting the Wolf Narrative (30 minutes)</li></ol></li><li>3. Closing and Assessment<ol style="list-style-type: none"><li>A. Paragraph Share (5 minutes)</li></ol></li><li>4. Homework<ol style="list-style-type: none"><li>A. Continue reading your independent reading book.</li></ol></li></ol>	<ul style="list-style-type: none"><li>• 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.</li><li>• 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.</li><li>• 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.</li><li>• 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.</li><li>• In advance:<ul style="list-style-type: none"><li>– Review Mix and Mingle in Checking for Understanding techniques (see Appendix ).</li><li>– Ensure you have provided feedback on students' Mid-Unit 3 Assessments (from Lesson 8).</li><li>– Post: Learning targets; Criteria of a Strong Narrative anchor chart.</li></ul></li></ul>





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

Opening	Meeting Students' Needs
<p><b>A. Unpacking Learning Targets and Receiving Feedback (10 minutes)</b></p> <ul style="list-style-type: none"> <li>• Direct students' attention to the posted learning targets and read them aloud:             <ul style="list-style-type: none"> <li>* "I can use temporal words and phrases to show the sequence of events in my Wolf Narrative."</li> <li>* "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>."</li> </ul> </li> <li>• 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.</li> <li>• Return students' <b>Mid-Unit 3 Assessments: Revising Wolf Narrative plans</b>.</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> </ul>



Work Time	Meeting Students' Needs
<p><b>A. Analyzing the Wolf Narrative Model: Temporal Words and Phrases (15 minutes)</b></p> <ul style="list-style-type: none"> <li>• Display and distribute the <b>End of Unit 3 Assessment: Drafting the Wolf Narrative</b>.</li> <li>• Ask students to follow along silently as you read the directions aloud. Invite students to ask questions about anything they don't understand.</li> <li>• Display the <b>Narrative Writing Rubric</b>.</li> <li>• Invite a volunteer to help you read aloud the criteria in the Ideas section of the rubric for the rest of the group.</li> <li>• 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.</li> <li>• Ask students to discuss with an elbow partner:             <ul style="list-style-type: none"> <li>* "What is dialogue?"</li> </ul> </li> <li>• Select volunteers to share their responses. Listen for answers like: "Dialogue is a conversation between two or more characters."</li> <li>• Focus students on the dialogue criteria listed on the <b>Criteria of a Strong Narrative anchor chart</b> and remind them of the dialogue work they did in Lesson 6.</li> <li>• Refocus students' attention on the Narrative Writing Rubric.</li> <li>• Invite a volunteer to help you read aloud the Organization section of the Narrative Writing Rubric to the whole group.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• Display and distribute the <b>Examples of Temporal Words and Phrases</b> handout.</li> </ul>	<ul style="list-style-type: none"> <li>• Reminding students to refer to the anchor chart provides them with a familiar visual reference of the expectations of their work.</li> <li>• 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.</li> <li>• 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.</li> </ul>



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> <li>• 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.</li> <li>• Invite students to retrieve their <b>Wolf Narrative models</b>.</li> <li>• 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.</li> <li>• Ask students to begin working and circulate to support as needed.</li> <li>• 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.”</li> <li>• Ask students to discuss with their partners: <ul style="list-style-type: none"> <li>* “Where have temporal words and phrases been used in this model? Why?”</li> </ul> </li> <li>• 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.</li> <li>• Remind students that the rubric requires them to use temporal words and phrases in their narrative to clearly show the sequence of events.</li> <li>• On the Criteria of a Strong Narrative anchor chart, write: “Uses temporal words and phrases to show the sequence of events.”</li> </ul>	
<p><b>B. Drafting the Wolf Narrative (30 minutes)</b></p> <ul style="list-style-type: none"> <li>• Invite students to retrieve the following materials to help them write their narratives: <ul style="list-style-type: none"> <li>– <b>Criteria of a Strong Narrative note-catcher</b> (from Lesson 1)</li> <li>– <b>Wolf Character Profile graphic organizers: Parts 1 and 2</b> (from Lessons 2 and 3)</li> <li>– <b>Narrative Elements graphic organizer</b> (from Lesson 5)</li> <li>– Mid-Unit 3 Assessment: Revising Wolf Narrative plans (from Lesson 8)</li> <li>– <b>Face to Face with Wolves</b></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> </ul>



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



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**

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



EXPEDITIONARY  
LEARNING

# Grade 3: Module 3B: Unit 3: Lesson 11

## Revising Wolf Narrative Drafts



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 demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (L.3.1)

I can use coordinating and subordinating conjunctions. (L.3.1h)

I can produce simple, compound, and complex sentences. (L.3.1i)

**Supporting Learning Targets**

- I can use coordinating and subordinating conjunctions in my Wolf Narrative.
- I can write simple, complex, and compound sentences in my Wolf Narrative.

**Ongoing Assessment**

- Revised Wolf Narrative draft



Agenda	Teaching Notes
<ol style="list-style-type: none"> <li>Opening <ol style="list-style-type: none"> <li>Unpacking Learning Targets (5 minutes)</li> </ol> </li> <li>Work Time <ol style="list-style-type: none"> <li>Analyzing the Wolf Narrative Model: Sentence Structure (50 minutes)</li> </ol> </li> <li>Closing and Assessment <ol style="list-style-type: none"> <li>Adding to the Criteria of a Strong Narrative Anchor Chart (5 minutes)</li> </ol> </li> <li>Homework <ol style="list-style-type: none"> <li>Continue reading your independent reading book.</li> </ol> </li> </ol>	<ul style="list-style-type: none"> <li>To address language standards L.3.1h and L.3.1i, students revise their writing with these standards in mind in this lesson. Since the standards are listed as criteria on the Narrative Writing Rubric, students begin there to give the revisions process a purpose. Because they are linked, L.3.1h and L.3.1i are taught simultaneously with the support of a handout of examples (Simple, Compound, and Complex Sentence Examples), as they are linked, which will help students grasp coordinating and subordinating conjunctions more easily.</li> <li>Students will need copies of their Wolf Narrative drafts (End of Unit 3 Assessment; from Lesson 10) to revise them in this lesson.</li> <li>In advance: <ul style="list-style-type: none"> <li>Copy students' Wolf Narrative drafts if you need more time to assess the originals.</li> <li>Post: Learning targets; Criteria of a Strong Narrative anchor chart.</li> </ul> </li> </ul>

Lesson Vocabulary	Materials
subordinating conjunctions, coordinating conjunctions	<ul style="list-style-type: none"> <li>Narrative Writing Rubric (from Lesson 1; one to display)</li> <li>Simple, Compound, and Complex Sentence Examples (one per student and one to display)</li> <li>Wolf Narrative model (from Unit 2, Lesson 1; one per student)</li> <li>Copies of students' completed End of Unit 3 Assessment: Drafting the Wolf Narrative (one per student)</li> <li>Lined paper (two pieces per student)</li> <li>Criteria of a Strong Narrative anchor chart (begun in Lesson 1)</li> </ul>



Opening	Meeting Students' Needs
<p><b>A. Unpacking Learning Targets (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Direct students' attention to the posted learning targets and read them aloud:<ul style="list-style-type: none"><li>* "I can use coordinating and subordinating conjunctions in my Wolf Narrative."</li><li>* "I can write simple, complex, and compound sentences in my Wolf Narrative."</li></ul></li><li>• Display the <b>Narrative Writing Rubric</b>.</li><li>• Point out that the second learning target is listed in the Conventions section.</li><li>• Tell students that many of the words in these learning targets may be unfamiliar at the moment, but in this lesson students approach the learning targets one at a time to learn more about what they mean, analyze the Wolf Narrative model, and then revise their Wolf Narrative drafts.</li></ul>	<ul style="list-style-type: none"><li>• 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.</li></ul>

Work Time	Meeting Students' Needs
<p><b>A. Analyzing the Wolf Narrative Model: Sentence Structure (50 minutes)</b></p> <ul style="list-style-type: none"><li>• Explain that varying the kinds of sentences used in a story can help make the writing easier to read and sound more interesting.</li><li>• Pair students up.</li><li>• Distribute <b>Simple, Compound, and Complex Sentence Examples</b>.</li><li>• Ask students to follow along silently as you read the handout aloud.</li><li>• Explain that these are three different kinds of sentences. Remind students that they learned about simple and compound sentences in Module 2B.</li><li>• Ask students to discuss with a partner:<ul style="list-style-type: none"><li>* "What do you notice?"</li><li>* "What do you wonder?"</li></ul></li><li>• Refocus whole group and select volunteers to share out their notices and wonders.</li><li>• Ask students to discuss with their partners:<ul style="list-style-type: none"><li>* "How are simple and compound sentences different?"</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Providing clear examples of each kind of sentence for reference will support struggling learners in recognizing the difference, which they can then apply to their own work.</li><li>• Asking students to identify examples of each sentence type in the model narrative will also help them to recognize the difference, which they can then apply to their own work.</li></ul>



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Cold call students to share their responses. Listen for: “A simple sentence has only one thought, whereas a compound sentence has two thoughts. A compound sentence can be divided into two simple sentences..”</li><li>• Ask students to discuss with their partners:<ul style="list-style-type: none"><li>* “How are compound and complex sentences different?”</li></ul></li><li>• Select volunteers to share their responses. Listen for: “Compound sentences have two thoughts and can be divided into two simple sentences. Complex sentences only have one complete thought and then another part that needs the complete thought to make sense. Complex sentences cannot be divided into two simple sentences.”</li><li>• Explain that, according to the Narrative Writing Rubric, students need to use all of those kinds of sentences in their writing.</li><li>• Direct students’ attention to the first learning target:<ul style="list-style-type: none"><li>* “I can use coordinating and subordinating conjunctions in my Wolf Narrative.”</li></ul></li><li>• Remind students of the coordinating conjunctions listed with the compound sentence description on the simple, compound, and complex sentence examples and remind students that coordinating conjunctions are used to join compound sentences.</li><li>• Remind students of the subordinating conjunctions listed with the complex sentence description and remind them that subordinating conjunctions are used to begin complex sentences.</li><li>• Focus students’ attention on the complex sentence examples on the handout. Invite students to put something over the subordinating conjunction “because” that begins the first sentence.</li><li>• Ask students to discuss in pairs:<ul style="list-style-type: none"><li>* “What do you notice about the sentence now?”</li></ul></li><li>• Select a volunteer to share his or her ideas. Listen for: “Without the subordinating conjunction at the beginning, the sentence could be a compound sentence—two complete thoughts—if a coordinating clause was used in the middle.” Emphasize that the subordinating clause at the beginning makes the first part of the sentence dependent on the complete thought, which makes the sentence complex.</li><li>• Invite students to retrieve their <b>Wolf Narrative models</b>.</li><li>• Ask pairs to find one example of a simple sentence.</li><li>• Select a volunteer to share the sentence he or she found and clarify whether or not it is a correct example of a simple sentence. If the student is incorrect, use the sentence example handout to explain why.</li><li>• Ask pairs to find one example of a compound sentence.</li></ul>	



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Select a volunteer to share the sentence he or she found and clarify whether or not it is a correct example of a compound sentence. If the student is incorrect, use the sentence example handout to explain why.</li><li>• Ask pairs to find one example of a complex sentence.</li><li>• Select a volunteer to share the sentence he or she found and clarify whether or not it is a correct example of a complex sentence. If the student is incorrect, use the example handout to explain why.</li><li>• Distribute <b>copies of End of Unit 3 Assessment: Drafting the Wolf Narrative</b> and <b>lined paper</b>.</li><li>• Tell students that they are now going to revise their writing to make sure there are simple, compound, and complex sentences in their narratives.</li><li>• Remind students to use the coordinating conjunctions listed on the sentence examples handout when connecting two simple sentences to make a compound sentence, and to use the subordinating conjunctions when making a simple sentence complex. Emphasize that there should still be simple sentences, and sentences should only be made compound or complex where it makes sense to do so.</li><li>• Circulate to support students. Ask guiding questions:<ul style="list-style-type: none"><li>* “Can you show me a simple sentence in your writing? What about a compound and a complex sentence?”</li><li>* “What coordinating conjunction could you use between these two simple sentences to make a compound sentence?”</li><li>* “What subordinating conjunction could you use here to make this a complex sentence?”</li></ul></li><li>• Invite students to store their revised narratives for use in the next lesson.</li></ul>	



Closing and Assessment	Meeting Students' Needs
<p><b>A. Adding to the Criteria of a Strong Narrative Anchor Chart (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Focus students' attention on the <b>Criteria of a Strong Narrative anchor chart</b>.</li><li>• Ask students to discuss in pairs:<ul style="list-style-type: none"><li>* "What do we need to add to the anchor chart based on your learning today?"</li></ul></li><li>• Select volunteers to share their responses. Listen for them to list the learning targets.</li><li>• Record the following on the anchor chart: "Includes simple, compound, and complex sentences. Includes coordinating conjunctions."</li></ul>	<ul style="list-style-type: none"><li>• Adding new learning to the anchor chart for future reference will support struggling learners when they write their final drafts, because it provides a clear list of criteria reflecting their learning process to refer to.</li></ul>
Homework	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Continue reading your independent reading book.</li></ul>	



EXPEDITIONARY  
LEARNING

# Grade 3: Module 3B: Unit 2: Lesson 11

## 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.



Simple, Compound, and Complex Sentence Examples

<p><b>Simple</b> (One complete thought)</p>
<ul style="list-style-type: none"><li>• <u>I eat cereal every morning for breakfast.</u></li><li>• <u>He ran after the ball.</u></li><li>• <u>She drove home from work in the dark.</u></li><li>• <u>I am studying for a test.</u></li></ul>
<p><b>Compound</b> (Two or more complete thoughts—the sentence could be divided into two sentences connected by a <b>coordinating conjunction</b>: <i>and, but, for, nor, or, so, yet</i>)</p>
<ul style="list-style-type: none"><li>• <u>I eat cereal every morning for breakfast</u> and <u>I also drink a glass of milk.</u></li><li>• <u>He ran after the ball,</u> but <u>he tripped and fell.</u></li><li>• <u>She drove home from work in the dark,</u> so <u>she had to make sure she wore her glasses.</u></li><li>• <u>I am studying for a test,</u> so <u>I am unable to go to the movie theater with my friends tonight.</u></li></ul>
<p><b>Complex</b> (One complete thought with another part that depends on it—the sentence cannot be broken into two sentences. The sentence usually begins with a <b>subordinating conjunction</b>: <i>as, as if, before, after, because, though, even though, while, when, whenever, if, during, as soon as, as long as, since, until, unless, where, wherever</i>)</p>
<ul style="list-style-type: none"><li>• Because I love the taste, <u>I eat cereal every morning for breakfast.</u></li><li>• Since he missed when it was thrown to him, <u>he ran after the ball.</u></li><li>• Because she finished late, <u>she drove home from work in the dark.</u></li><li>• Although I want to go out tonight, <u>I am studying for a test.</u></li></ul>





EXPEDITIONARY  
LEARNING

# Grade 3: Module 3B: Unit 3: Lesson 12

## Drawing Illustrations



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 demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (L.3.1)  
I can form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. (L.3.1g)  
I can explain how an illustration contributes to the story (e.g., mood, tone, character, setting). (RL.3.7)

**Supporting Learning Targets**

- I can use adjectives to describe nouns in my Wolf Narrative.
- I can use adverbs to describe actions in my Wolf Narrative.
- I can illustrate my Wolf Narrative and explain how the illustrations contribute to my narrative.

**Ongoing Assessment**

- Three illustrations for Wolf Narrative



Agenda	Teaching Notes
<ol style="list-style-type: none"><li>1. Opening<ol style="list-style-type: none"><li>A. Unpacking Learning Targets (5 minutes)</li></ol></li><li>2. Work Time<ol style="list-style-type: none"><li>A. Analyzing the Wolf Narrative Model: Adjectives and Adverbs (20 minutes)</li><li>B. Creating Illustrations for the Wolf Narrative (30 minutes)</li></ol></li><li>3. Closing and Assessment<ol style="list-style-type: none"><li>A. Adding to the Criteria of a Strong Narrative Anchor Chart (5 minutes)</li></ol></li><li>4. Homework<ol style="list-style-type: none"><li>A. If you didn't finish your illustrations in class, finish them at home.</li><li>B. Continue reading your independent reading book.</li></ol></li></ol>	<ul style="list-style-type: none"><li>• To address language standard L.3.1g, students add some adverbs and adjectives to their writing in this lesson. Since the standard is listed as criteria on the Narrative Writing Rubric, students begin there to give the revisions process a purpose. Students do not rewrite their drafts; instead, they add words in the margin of the paper with stars showing where they will go.</li><li>• Students also begin to create illustrations for their Wolf Narratives. You can determine which medium students will use depending on your resources. If students are publishing their narratives using the computer, you may wish to have them use art software to create the illustrations on the computer as well. You may want to work with a technology teacher on this project. Other options include paints, pastels, sketching, etc. It may also be a good idea to collaborate with an art teacher on this project.</li><li>• If students are using a medium for creating their illustrations that they cannot take home, they may require additional class time to complete their illustrations.</li><li>• Some students many need more time than what is allocated in this lesson to finish their illustrations. Depending on the resources they are using, these students may be able to finish for homework.</li><li>• Be prepared to return students' End of Unit 3 Assessments: Drafting the Wolf Narrative with feedback at the beginning of the next lesson.</li><li>• In advance:<ul style="list-style-type: none"><li>– Prepare the resources students will need to complete their illustrations.</li><li>– Post: Learning targets; Criteria of a Strong Narrative anchor chart.</li></ul></li></ul>



Lesson Vocabulary	Materials
adjective, noun, adverb, illustrate	<ul style="list-style-type: none"><li>• Narrative Writing Rubric (from Lesson 1; one to display)</li><li>• Dictionaries (one per pair)</li><li>• Wolf Narrative model (from Unit 2, Lesson 1; one per student)</li><li>• Adjective, Noun, Adverb, and Action note-catcher (one per student and one to display)</li><li>• Adjective, Noun, Adverb, and Action note-catcher (answers, for teacher reference)</li><li>• Revised Wolf Narratives (from Lesson 11; students' own)</li><li>• Highlighters (two different colors per student)</li><li>• Criteria of a Strong Narrative anchor chart (begun in Lesson 1)</li><li>• Illustration Planning graphic organizer (from Lesson 8; one per student)</li><li>• Blank paper (three pieces per student)</li><li>• Art supplies (enough for all students; see Teaching Notes)</li><li>• <i>Face to Face with Wolves</i> (book; one per student)</li></ul>



Opening	Meeting Students' Needs
<p><b>A. Unpacking Learning Targets (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Direct students' attention to the posted learning targets and read the first two aloud:<ul style="list-style-type: none"><li>* "I can use adjectives to describe nouns in my Wolf Narrative."</li><li>* "I can use adverbs to describe actions in my Wolf Narrative."</li></ul></li><li>• Display the <b>Narrative Writing Rubric</b>.</li><li>• Point out that these learning targets are criteria listed in the Conventions section on the rubric. Tell students that many of the words in these learning targets may be unfamiliar at the moment, but in this lesson they approach the learning targets one at a time to learn more about what they mean, analyze the Wolf Narrative model, and then add some adjectives and adverbs to their Wolf Narrative drafts.</li><li>• Direct students' attention back to the posted learning targets and read the final one aloud:<ul style="list-style-type: none"><li>* "I can illustrate my Wolf Narrative and explain how the illustrations contribute to my narrative."</li></ul></li><li>• Ask students to discuss with an elbow partner:<ul style="list-style-type: none"><li>* "What does <i>illustrate</i> mean?"</li></ul></li><li>• Select volunteers to share their responses. Listen for students to explain that illustrate has two meanings. Illustrate can mean draw pictures to accompany text or a story, like the illustrations in a book. Illustrate also means to explain or make clear.</li><li>• Remind students that illustrations in a story are not just pictures—they are pictures that give the reader extra clues or emphasize something that the author wants us to understand.</li></ul>	<ul style="list-style-type: none"><li>• 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.</li></ul>



Work Time	Meeting Students' Needs
<p><b>A. Analyzing the Wolf Narrative Model: Adjectives and Adverbs (20 minutes)</b></p> <ul style="list-style-type: none"><li>• Distribute <b>dictionaries</b>.</li><li>• Remind students of the first two learning targets:<ul style="list-style-type: none"><li>* “I can use adjectives to describe nouns in my Wolf Narrative.”</li><li>* “I can use adverbs to describe actions in my Wolf Narrative.”</li></ul></li><li>• Ask students to discuss with an elbow partner, using a dictionary if they need to:<ul style="list-style-type: none"><li>* “What is an <i>adjective</i>?”</li></ul></li><li>• Cold call students. Listen for and guide students to understand that an adjective is a describing word.</li><li>• Suggest an example: the enormous pizza. Ask students to discuss with their partners:<ul style="list-style-type: none"><li>* “What is the describing word?”</li></ul></li><li>• Select volunteers to share their responses. Listen for students to explain that “enormous” is the describing word—it describes the size of the pizza.</li><li>• Ask students to discuss with an elbow partner, using a dictionary if they need to:<ul style="list-style-type: none"><li>* “What is a <i>noun</i>?”</li></ul></li><li>• Select volunteers to share their responses. Listen for and guide students to understand that a noun is the name of a thing or a person. For example, pencil, Jill, hand, etc.</li><li>• Return to the example: the enormous pizza. Ask students to discuss with their partners:<ul style="list-style-type: none"><li>* “So what is the noun?”</li></ul></li><li>• Cold call students to share their responses. Listen for and guide students to understand that “pizza” is the noun. Pizza is the name of the thing being described.</li><li>• Pair students up and invite them to retrieve their <b>Wolf Narrative models</b>.</li><li>• Display and distribute the <b>Adjective, Noun, Adverb, and Action note-catcher</b>.</li><li>• Model how to fill in the Adjective and Noun columns using the first paragraph of the Wolf Narrative model. Refer to the <b>Adjective, Noun, Adverb, and Action note-catcher (answers, for teacher reference)</b> as a guide.</li></ul>	<ul style="list-style-type: none"><li>• Asking students to identify examples of adjectives and adverbs in the model narrative will help them to understand how those words have been used to paint a clearer picture for the reader, which they can then apply to their own work.</li></ul>



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Tell students they are going to work in pairs to whisper read the next two paragraphs (Paragraphs 2 and 3) and record any adjectives they find and the nouns they describe on their note-catchers.</li><li>• Circulate to support students. Ask guiding questions:<ul style="list-style-type: none"><li>* “What is the noun here?”</li><li>* “And what is the adjective describing it?”</li></ul></li><li>• Refocus whole group. Ask for volunteers to share the adjectives they found and the nouns they describe with the whole group.</li><li>• Ask students to discuss with an elbow partner, using a dictionary if they need to:<ul style="list-style-type: none"><li>* “What is an <i>adverb</i>?”</li></ul></li><li>• Cold call students. Listen for and guide students to understand that an adverb is a word that describes how a verb, a doing word, is done.</li><li>• Suggest an example: He walked quietly. Ask students to discuss with their partners:<ul style="list-style-type: none"><li>* “What is the adverb?”</li></ul></li><li>• Select volunteers to share their responses. Listen for students to explain that “quietly” is the adverb—it describes how he walked. Emphasize here that a good way to spot an adverb is that it often has “-ly” at the end, for example: noisily, dreamily, angrily, and heavily.</li><li>• Explain to students that an action is what the character is doing</li><li>• Return to the example: He walked quietly. Ask students to discuss with an elbow partner:<ul style="list-style-type: none"><li>* “So what is the action here?”</li></ul></li><li>• Cold call students to share their responses. Listen for and guide students to understand that “walked” is the action that is being described.</li><li>• Model how to fill in the Adverb and Action columns using the first paragraph of the Wolf Narrative model. Refer to the Adjective, Noun, Adverb, and Action note-catcher (answers, for teacher reference) as a guide.</li><li>• Invite students to work with their partners to do the same for the next two paragraphs of the Wolf Narrative model (Paragraphs 2 and 3).</li></ul>	



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Circulate to support students. Ask guiding questions:<ul style="list-style-type: none"><li>* “What is the action here?”</li><li>* “And what is the adverb describing it?”</li></ul></li><li>• Refocus whole group. Ask students to share the adverbs they found and the actions they describe with the whole group.</li><li>• Ask students to discuss with an elbow partner:<ul style="list-style-type: none"><li>* “What do you notice about adjectives and adverbs? What do they do to a narrative?”</li></ul></li><li>• Select volunteers to share their ideas with the whole group. Listen for students to explain that adjectives and adverbs help to paint a picture of what things look like and how actions were done. For example, “He stretched sleepily,” rather than just, “He stretched,” gives us a clearer idea of how he did it.</li><li>• Invite students to retrieve their <b>revised Wolf Narratives</b> from Lesson 11.</li><li>• Distribute <b>highlighters</b>.</li><li>• Invite students to read through their Wolf Narratives twice. During the first read, they should use one color to highlight the adjectives that describe nouns. During the second read, they should use the other color to highlight the adverbs describing actions. Explain that the aim of this exercise is for students to quickly see how many adjectives and adverbs they have used.</li><li>• As students begin to finish, refocus whole group and explain that highlighting should have revealed gaps where they are missing either adverbs or adjectives or both.</li><li>• Tell students that they are going to add two more adverbs to describe actions and two more adjectives to describe nouns to their writing. Explain that rather than rewriting their narratives, they should just draw a star where they want to add a word, and write the word in the margin of that line.</li><li>• Identify a student who clearly has a number of gaps that could be filled and display his or her work as you model the process for all students to see.</li><li>• Circulate to support students. Ask guiding questions:<ul style="list-style-type: none"><li>* “Why does this noun need an adjective?”</li><li>* “Why does this action need an adverb?”</li></ul></li><li>• “Is an adjective/adverb really necessary here?”</li></ul>	





Work Time (continued)	Meeting Students' Needs
<p><b>B. Creating Illustrations for the Wolf Narrative (30 minutes)</b></p> <ul style="list-style-type: none"><li>• Tell students that now they are going to complete the illustrations for their Wolf Narratives, and that in the next lesson they are going to put their writing and illustrations together to make their final narrative.</li><li>• Focus students' attention on the <b>Criteria of a Strong Narrative anchor chart</b> and point out the illustration criteria.</li><li>• Ask students to follow along silently as you read it aloud.</li><li>• Invite students to take out their most recent <b>Illustration Planning graphic organizers</b> and revised Wolf Narratives.</li><li>• Give students 5 minutes to silently look at the plans of their illustrations and their revised narratives to check that the illustrations they have planned still work with the content of their narratives. If they do not, ask students to reconsider what their illustrations need to be instead. Again, remind students that illustrations in a story are not just pictures—they are pictures that give the reader extra clues or emphasize something the author wants us to understand.</li><li>• Refocus whole group.</li><li>• Distribute <b>blank paper</b> and any other necessary <b>art supplies</b>. Explain that students will use one piece of paper for each illustration.</li><li>• Ensure that students have access to <b>Face to Face with Wolves</b>.</li><li>• Remind students that their narratives are about real wolves, so the wolves in their illustrations should look like real wolves.</li><li>• Circulate to support students as they work. Ask guiding questions:<ul style="list-style-type: none"><li>* “What does this show?”</li><li>* “What is going on in this picture?”</li><li>* “How does it add meaning to your story?”</li><li>* “What mood does it create?”</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Consider working with other faculty, for example art or technology teachers, as appropriate to support struggling students in using the medium you have selected.</li></ul>



Closing and Assessment	Meeting Students' Needs
<p><b>A. Adding to the Criteria of a Strong Narrative Anchor Chart (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Focus students' attention on the Criteria of a Strong Narrative anchor chart.</li><li>• Ask students to discuss in pairs:<ul style="list-style-type: none"><li>* "What do we need to add to the anchor chart based on your learning today?"</li></ul></li><li>• Select volunteers to share their responses. Listen for them to list the learning targets.</li><li>• Record the following on the anchor chart: "Includes adjectives to describe nouns" and "Includes adverbs to describe actions."</li></ul>	<ul style="list-style-type: none"><li>• Adding new learning to the anchor chart for future reference will support struggling learners when they write their final drafts, providing a clear list of criteria reflecting their learning process to refer to.</li></ul>
Homework	Meeting Students' Needs
<ul style="list-style-type: none"><li>• If you didn't finish your illustrations in class, finish them.</li><li>• Continue reading your independent reading book.</li></ul>	



EXPEDITIONARY  
LEARNING

# Grade 3: Module 3B: Unit 2: Lesson 12

## 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.



Adjective, Noun, Adverb, and Action Note-catcher

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Learning Targets:**

I can use adjectives to describe nouns in my Wolf Narrative.

I can use adverbs to describe actions in my Wolf Narrative.

Adjectives	Nouns		Adverbs	Actions



Adjective, Noun, Adverb, and Action Note-catcher  
Answers For Teacher Reference

Adjectives	Nouns		Adverbs	Actions
<i>eerie</i>	<i>shadows</i>		<i>sleepily</i>	<i>stretched</i>
<i>small</i>	<i>feet</i>		<i>slowly</i>	<i>got up</i>
<i>good</i>	<i>meal</i>		<i>affectionately</i>	<i>licked</i>
			<i>solemnly</i>	<i>addressed</i>
			<i>weakly</i>	<i>whined</i>



EXPEDITIONARY  
LEARNING

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

## **Performance Task: Final 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.

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"><li>1. Opening<ol style="list-style-type: none"><li>A. Unpacking Learning Targets and Receiving Feedback (10 minutes)</li></ol></li><li>2. Work Time<ol style="list-style-type: none"><li>A. Writing the Final Wolf Narrative (35 minutes)</li></ol></li><li>3. Closing and Assessment<ol style="list-style-type: none"><li>A. Assembling the Final Wolf Narrative and Illustrations (15 minutes)</li></ol></li><li>4. Homework<ol style="list-style-type: none"><li>A. Continue reading your independent reading book.</li></ol></li></ol>	<ul style="list-style-type: none"><li>• 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.</li><li>• There are many options for “publishing” the final drafts once they have been completed. Suggestions include:<ul style="list-style-type: none"><li>– Stick the parts onto pieces of letter-sized card paper that can be stapled together to look like a book.</li><li>– Stick the parts into a notebook or journal.</li><li>– Stick the parts into a big class book.</li><li>– Stick the parts onto a large sheet of paper for display.</li><li>– Laminate the final versions for display.</li></ul></li><li>• Collect the finished work at the end of the lesson. Finish assessing the pieces against the Narrative Writing Rubric, focusing on the Conventions section.</li><li>• In advance:<ul style="list-style-type: none"><li>– Trim the lined paper to fit your final publishing choice.</li><li>– Ensure that you have provided feedback on the End of Unit 3 Assessments (from Lesson 10).</li></ul></li><li>• Post: Learning targets; Criteria of a Strong Narrative anchor chart.</li></ul>





Lesson Vocabulary	Materials
	<ul style="list-style-type: none"> <li>• End of Unit 3 Assessments: Drafting the Wolf Narrative (from Lesson 10; returned in this lesson with teacher feedback)</li> <li>• Revised Wolf Narratives (from Lesson 11; students' own)</li> <li>• Three illustrations (from Lesson 12; students' own)</li> <li>• Performance Task Prompt: Final Wolf Narrative (from Unit 2, Lesson 1; one per student)</li> <li>• Criteria of a Strong Narrative anchor chart (begun in Lesson 1)</li> <li>• Lined paper (two pieces per student)</li> <li>• Narrative Writing Rubric (from Lesson 1; one per student)</li> <li>• Paper or card stock (one sheet per student)</li> <li>• Glue stick (one per student)</li> </ul>

Opening	Meeting Students' Needs
<p><b>A. Unpacking Learning Targets and Receiving Feedback (10 minutes)</b></p> <ul style="list-style-type: none"> <li>• Direct students' attention to the posted learning target and read it aloud:             <ul style="list-style-type: none"> <li>* "I can write my final Wolf Narrative."</li> </ul> </li> <li>• 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.</li> <li>• Return students' <b>End of Unit 3 Assessments: Drafting the Wolf Narrative</b>.</li> <li>• Invite students to spend 5 minutes reading through the feedback, considering how this will impact their final drafts.</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> </ul>



Work Time	Meeting Students' Needs
<p><b>A. Writing the Final Wolf Narrative (35 minutes)</b></p> <ul style="list-style-type: none"><li>• Invite students to retrieve their <b>revised Wolf Narratives</b> and <b>three illustrations</b>.</li><li>• Ask students to read through their narratives and look over their illustrations to remember what they are about.</li><li>• 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.</li><li>• Give students a couple of minutes to think in silence about a title for their narratives.</li><li>• Pair students up.</li><li>• 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"><li>1. Reflects the content of his or her narrative</li><li>2. Is short and catchy</li></ol></li><li>• Invite students to write their titles at the top of their revised Wolf Narratives.</li><li>• Direct students to retrieve their <b>Performance Task Prompt: Final Wolf Narrative</b>.</li><li>• Ask pairs to whisper read the Performance Task Prompt with their partners as a reminder of what is expected in this final draft.</li><li>• Focus students’ attention on the <b>Criteria of a Strong Narrative anchor chart</b>. Ask students to read the criteria silently to themselves.</li><li>• 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.</li><li>• Distribute <b>lined paper</b>.</li><li>• 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 <b>Narrative Writing Rubric</b> as necessary.</li><li>• Circulate to support students and answer their questions about your feedback.</li></ul>	<ul style="list-style-type: none"><li>• 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.</li></ul>



Closing and Assessment	Meeting Students' Needs
<p><b>A. Assembling the Final Wolf Narrative and Illustrations (15 minutes)</b></p> <ul style="list-style-type: none"><li>• Distribute the <b>paper or card stock</b> that you would like students to mount their final Wolf Narratives and illustrations on.</li><li>• Remind students that the illustrations need to be positioned at the appropriate points in the narrative.</li><li>• 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.</li><li>• As students begin to finish, briefly check their work.</li><li>• Then, distribute the <b>glue sticks</b> and allow them to glue down the text and illustrations.</li><li>• 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.</li><li>• Congratulate students on their hard work in this module.</li><li>• 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.</li></ul>	
Homework	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Continue reading your independent reading book.</li></ul>	

There are no new supporting materials for this lesson.