



EXPEDITIONARY
LEARNING

Grade 3: Module 3B: Unit 3: Overview



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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	Revising Wolf Narrative Plans 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.
End of Unit 3 Assessment	Draft the Wolf Narrative 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.
Final Performance Task	Final Wolf Narrative 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. This task addresses NYSP12 ELA CCLS W.3.3, W.3.4, W.3.5, and L.3.1g, h, and i.



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), ISBN978-1-4263-0698-3.



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



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



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



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



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 12	Drawing Illustrations	<ul style="list-style-type: none">• 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)	<ul style="list-style-type: none">• 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.	<ul style="list-style-type: none">• Three illustrations for Wolf Narrative	<ul style="list-style-type: none">• Criteria of a Strong Narrative anchor chart



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



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).

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.