



EXPEDITIONARY  
LEARNING

# Grade 3: Module 3B: 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.



In this eight-week module, students explore the questions: “Who is the wolf in fiction?” and “Who is the wolf in fact?” They begin by analyzing how the wolf is characterized in traditional stories, folktales, and fables. Then they research real wolves by reading informational text. Finally, for their performance task, students combine their knowledge of narratives with their research on wolves to write a realistic narrative about wolves. In Unit 1, students begin by reading the traditional Chinese folktale *Lon Po Po*, as told by Ed Young, to build their understanding of how the actions and traits of the wolf and other characters contribute to a sequence of events that convey an important lesson to the reader. Students then read a series of fables that feature wolves as characters. As students read each fable, they continue to analyze the character of the wolf and are asked to form and support an opinion about the character of the wolf in fiction, based on their analysis. During this unit, students also practice their fluency skills by reading and rereading the various stories aloud.

In Unit 2, students research facts about real wolves through the central text *Face to Face with Wolves* by Jim and Judy Brandenburg. As students read the text closely, they determine the main idea of each section of the text and collect information about the characteristics, behaviors, and habitat of real wolves. (This information forms the basis for their performance task narrative in Unit 3.) Throughout Unit 2, students use the facts they have collected to write informational paragraphs responding to a focus question posed at the beginning of each section. Finally, in Unit 3 students revisit *Lon Po Po* with a writer’s eye to examine the structure of the story. They are also asked to examine the illustrations to identify criteria of strong story illustrations. This work with author’s craft prepares students to write and illustrate their own narrative. **This task centers on NYSP12 ELA CCLS W.3.3, W.3.4, W.3.5, L.3.1g, h, and i.**

#### Guiding Questions And Big Ideas

- **Who is the wolf in fiction?**
- **Who is the wolf in fact?**
- **How do authors create fictional characters?**
- *Traditional stories can convey important lessons to the reader or listener.*
- *We can learn about wolves through literature and informational texts.*
- *Authors use what they know to develop fictional characters.*
- *Authors develop characters using vivid descriptions to help the reader imagine characters and bring the characters to life.*



### Performance Task

#### **Wolf Narrative:**

In this performance task, students have an opportunity to apply what they have learned about real wolves in Unit 2 with what they have learned about the characteristics of narratives in Unit 1, to write and illustrate a narrative with a realistic wolf character. Using facts and details gathered from *Face to Face with Wolves* (in Unit 2), they first plan their narratives by choosing a problem faced by real wolves, and then create a character profile of their main wolf character. Next, students plan their narratives incorporating what they have learned about real wolves and the problems they face. Students then receive critique and feedback from the teacher in order to revise and improve their plans. They then draft their narratives, creating a story rich with realistic details. Finally, they add illustrations to complete their performance task for this module. **This task addresses NYSP12 ELA CCLS W.3.3, W.3.4, W.3.5, 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 Science and 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>

#### **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.



Content Connections (continued)

**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**

- **3.1a Each animal has different structures that serve different functions in growth, survival, and reproduction.**
  - wings, legs, or fins enable some animals to seek shelter and escape predators
  - the mouth, including teeth, jaws, and tongue, enables some animals to eat and drink
  - eyes, nose, ears, tongue, and skin of some animals enable the animals to sense their surroundings
  - claws, shells, spines, feathers, fur, scales, and color 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 In order 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.**
  - Individuals within a species may compete with each other for food, mates, space, water, and shelter in their environment.
  - All individuals have variations, and because of these variations, individuals of a species may have an advantage in survival and reproduction.



CCS Standards: Reading—Literature	Long-Term Learning Targets
<ul style="list-style-type: none"> <li>• RL.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</li> </ul>	<ul style="list-style-type: none"> <li>• I can ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</li> </ul>
<ul style="list-style-type: none"> <li>• RL.3.2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</li> </ul>	<ul style="list-style-type: none"> <li>• I can determine the central lesson and explain how it is conveyed through key details in the text.</li> </ul>
<ul style="list-style-type: none"> <li>• RL.3.3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</li> </ul>	<ul style="list-style-type: none"> <li>• I can describe the characters in a story and explain how their actions contribute to the sequence of events.</li> </ul>
<ul style="list-style-type: none"> <li>• RL.3.4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language.</li> </ul>	<ul style="list-style-type: none"> <li>• I can determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language.</li> </ul>
<ul style="list-style-type: none"> <li>• RL.3.5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.</li> </ul>	<ul style="list-style-type: none"> <li>• I can describe how parts of a story build on one another.</li> </ul>
<ul style="list-style-type: none"> <li>• RL.3.7. Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).</li> </ul>	<ul style="list-style-type: none"> <li>• I can explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story.</li> </ul>
<ul style="list-style-type: none"> <li>• RL.3.11. Recognize, interpret, and make connections in drama to other texts, ideas, cultural perspectives, personal events, and situations.               <ul style="list-style-type: none"> <li>a. Self-select text based upon personal preferences.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• I can recognize and make connections in narratives, poetry, and drama to other texts, ideas, cultural perspectives, personal events, and situations.               <ul style="list-style-type: none"> <li>a. I can self-select text based on personal preferences.</li> </ul> </li> </ul>



CCS Standards: Reading—Information	Long-Term Learning Targets
<ul style="list-style-type: none"> <li>• RI.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</li> </ul>	<ul style="list-style-type: none"> <li>• I can ask questions to deepen my understanding of informational text.</li> <li>• I can answer questions using specific details from informational text.</li> </ul>
<ul style="list-style-type: none"> <li>• RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.</li> </ul>	<ul style="list-style-type: none"> <li>• I can determine the main idea of an informational text.</li> <li>• I can retell key ideas from an informational text.</li> </ul>
<ul style="list-style-type: none"> <li>• RI.3.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</li> </ul>	<ul style="list-style-type: none"> <li>• I can determine the meaning of unknown words in informational text.</li> </ul>
<ul style="list-style-type: none"> <li>• RI.3.6. Distinguish their own point of view from that of the author of a text.</li> </ul>	<ul style="list-style-type: none"> <li>• I can distinguish between my point of view and the author’s point of view.</li> </ul>

CCS Standards: Writing	Long-Term Learning Targets
<ul style="list-style-type: none"> <li>• W.3.1. Write opinion pieces on topics or texts, supporting a point of view with reasons.               <ul style="list-style-type: none"> <li>a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</li> <li>b. Provide reasons that support the opinion.</li> <li>c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.</li> <li>d. Provide a concluding statement or section.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• I can write an opinion piece that supports a point of view with reasons.               <ul style="list-style-type: none"> <li>a. I can introduce the topic of my opinion piece.</li> <li>a. I can create an organizational structure that lists reasons for my opinion.</li> <li>b. I can identify reasons that support my opinion.</li> <li>c. I can use linking words to connect my opinion and reasons.</li> <li>d. I can construct a concluding statement or section for my opinion piece.</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>• W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.               <ul style="list-style-type: none"> <li>a. Introduce a topic and group related information together.</li> <li>b. Develop the topic with facts, definitions, and details.</li> <li>d. Provide a concluding statement or section.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• I can write informative/explanatory texts that convey ideas and information clearly.               <ul style="list-style-type: none"> <li>a. I can write an informative/explanatory text that has a clear topic.</li> <li>b. I can develop the topic with facts, definitions, and details.</li> <li>d. I can construct a closure on the topic of an informative/explanatory text.</li> </ul> </li> </ul>



CCS Standards: Writing (continued)	Long-Term Learning Targets
<ul style="list-style-type: none"> <li>• W.3.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.               <ul style="list-style-type: none"> <li>a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</li> <li>b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</li> <li>c. Use temporal words and phrases to signal event order.</li> <li>d. Provide a sense of closure.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• I can craft narrative texts about real or imagined experiences or events.               <ul style="list-style-type: none"> <li>a. I can establish a situation.</li> <li>a. I can introduce the narrator and/or characters of my narrative.</li> <li>a. I can organize events in an order that makes sense in my narrative.</li> <li>b. I can use dialogue to show the actions, thoughts, and feelings of my characters.</li> <li>b. I can use descriptive words to show the actions, thoughts and feelings of my characters.</li> <li>c. I can use transitional words and expressions to show passage of time in a narrative text.</li> <li>d. I can write a conclusion to my narrative.</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>• W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in Standards 1–3 above.)</li> </ul>	<ul style="list-style-type: none"> <li>• With support from adults, I can produce writing that is appropriate to task and purpose.</li> </ul>
<ul style="list-style-type: none"> <li>• W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</li> </ul>	<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.</li> </ul>
<ul style="list-style-type: none"> <li>• W.3.7. Conduct short research projects that build knowledge about a topic.</li> </ul>	<ul style="list-style-type: none"> <li>• I can conduct a research project to become knowledgeable about a topic.</li> </ul>
<ul style="list-style-type: none"> <li>• W.3.8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</li> </ul>	<ul style="list-style-type: none"> <li>• I can document what I learn about a topic by taking notes.</li> <li>• I can sort evidence into provided categories.</li> </ul>
<ul style="list-style-type: none"> <li>• W.3.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</li> </ul>	<ul style="list-style-type: none"> <li>• I can write for a variety of reasons.</li> </ul>



CCS Standards: Foundational Reading	Long-Term Learning Targets
<ul style="list-style-type: none"> <li>• RF.3.4. Read with sufficient accuracy and fluency to support comprehension.               <ul style="list-style-type: none"> <li>a. Read grade-level text with purpose and understanding.</li> <li>b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.</li> <li>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• I can read third-grade-level texts accurately and fluently to make meaning.               <ul style="list-style-type: none"> <li>a. I can read third-grade-level texts with purpose.</li> <li>b. I can read third-grade-level texts with fluency.</li> <li>c. I can use clues in the text to check my accuracy.</li> <li>c. I can reread to make sure that what I'm reading makes sense.</li> </ul> </li> </ul>

CCS Standards: Language	Long-Term Learning Targets
<ul style="list-style-type: none"> <li>• L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.               <ul style="list-style-type: none"> <li>g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.</li> <li>h. Use coordinating and subordinating conjunctions.</li> <li>i. Produce simple, compound, and complex sentences.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• I can use conventions to send a clear message to my reader.               <ul style="list-style-type: none"> <li>g. I can use adjectives to describe nouns.</li> <li>g. I can use adverbs to describe actions.</li> <li>h. I can use coordinating and subordinating conjunctions.</li> <li>i. I can write simple, complex, and compound sentences.</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>• L.3.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.               <ul style="list-style-type: none"> <li>a. Use sentence-level context as a clue to the meaning of a word or phrase.</li> <li>b. Determine the meaning of the new word formed when a known affix is added to a known word.</li> <li>c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).</li> <li>d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• I can determine the meaning of unknown words and phrases, choosing from a range of strategies.               <ul style="list-style-type: none"> <li>a. I can use sentence-level context as a clue to the meaning of a word or phrase.</li> <li>b. I can determine the meaning of the new word formed when a known affix is added to a known word.</li> <li>c. I can use a known root word as a clue to the meaning of an unknown word with the same root.</li> <li>d. I can use glossaries to determine or clarify the precise meaning of key words and phrases.</li> </ul> </li> </ul>



Standards: Speaking and Listening	Long-Term Learning Targets
<ul style="list-style-type: none"> <li>• SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</li> </ul>	<ul style="list-style-type: none"> <li>• I can engage effectively in a range of collaborative discussions with diverse partners, building on others' ideas and expressing my own clearly.</li> </ul>

Texts
1. Jerry Pinkney, <i>Aesop's Fables</i> (San Francisco: Chronicle Books, 2000), ISBN: 978-1-58717-000-3.
2. Ed Young, <i>Lon Po Po: A Red-Riding Hood Story from China</i> (New York: Penguin Putnam Books for Young Readers, 1996), ISBN: 978-0-698-11382-4.
3. Lynda Durrant Lemmon, "The Fox and the Wolf," in <i>Jack &amp; Jill</i> (Vol. 58, Issue 1), Jan./Feb. 1996.
4. Aesop, "The Wolves and the Sheep," from Project Gutenberg, as found at: <a href="http://www.gutenberg.org/files/19994/19994-h/19994-h.htm#Page_110">http://www.gutenberg.org/files/19994/19994-h/19994-h.htm#Page_110</a> .
5. Ellen C. Babbitt, "The Tricky Wolf and the Rats," in <i>More Jataka Tales</i> (New York: D. Appleton-Century Company, 1922), as found at <a href="http://etc.usf.edu/lit2go/73/more-jataka-tales/4979/the-tricky-wolf-and-the-rats/">http://etc.usf.edu/lit2go/73/more-jataka-tales/4979/the-tricky-wolf-and-the-rats/</a> .
6. Aesop, "The Wolf and the Lamb," from Project Gutenberg, as found at <a href="http://www.gutenberg.org/files/19994/19994-h/19994-h.htm#Page_42">http://www.gutenberg.org/files/19994/19994-h/19994-h.htm#Page_42</a> .
7. Richard Edwards, "A Wolf in the Park," from the Scottish Poetry Library, as found at <a href="http://www.scottishpoetrylibrary.org.uk/poetry/poems/wolf-park">http://www.scottishpoetrylibrary.org.uk/poetry/poems/wolf-park</a> .
8. Jim and Judy Brandenburg, <i>Face to Face with Wolves</i> (Washington, D.C.: National Geographic Publications, 2010), ISBN978-1-4263-0698-3.



Week	Instructional Focus	Long-Term Targets	Assessments
<b>Unit 1: The Wolf in Traditional Stories</b>			
<b>Weeks 1-2</b>	<ul style="list-style-type: none"> <li>• Mystery Gallery Walk : Wolves in Fiction and Fact</li> <li>• Launching Independent Reading</li> <li>• Analyzing the Wolf's Character in the Chinese Folktale <i>Lon Po Po</i></li> </ul>	<ul style="list-style-type: none"> <li>• I can determine the central lesson and explain how it is conveyed through key details in the text. (RL.3.2)</li> <li>• I can describe the characters in a story and explain how their actions contribute to the sequence of events. (RL.3.3)</li> <li>• I can determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language. (RL.3.4)</li> <li>• I can explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story. (RL.3.7)</li> </ul>	<ul style="list-style-type: none"> <li>• Mid-Unit 1 Assessment: "Fox and Wolf" Selected Response and Short Answer Questions (RL.3.2–4 and RL.3.7)</li> </ul>
	<ul style="list-style-type: none"> <li>• Reading Fables and Analyzing the Wolf Character</li> <li>• Writing Opinions about the Wolf's Character</li> <li>• Reading Aloud to Improve Fluency</li> </ul>	<ul style="list-style-type: none"> <li>• I can describe the characters in a story and explain how their actions contribute to the sequence of events. (RL.3.3)</li> <li>• I can determine the meaning of unknown words and phrases, choosing from a range of strategies. (L.3.4)</li> <li>• I can write opinion pieces, supporting a point of view with reasons. (W.3.1)</li> <li>• I can read with sufficient accuracy and fluency to support comprehension. (RF.3.4)</li> </ul>	<ul style="list-style-type: none"> <li>• End of Unit 1 Assessment, Part 1: "The Wolves and the Sheep" Character Analysis and Opinion Writing (RL.3.3, L.3.4, and W.3.1)</li> <li>• End of Unit 1 Assessment, Part 2: Reading Fluently (RF.3.4)</li> </ul>



Week	Instructional Focus	Long-Term Targets	Assessments
<b>Unit 2: The Wolf in Informational Text</b>			
<b>Weeks 3-4</b>	<ul style="list-style-type: none"> <li>• Introducing the Performance Task</li> <li>• Asking and Answering Questions about Real Wolves</li> <li>• Reading Closely about the Traits and Behaviors of Real Wolves</li> </ul>	<ul style="list-style-type: none"> <li>• I can ask questions to deepen my understanding of informational text. (RI.3.1)</li> <li>• I can answer questions using specific details from informational text. (RI.3.1)</li> <li>• I can determine the meaning of unknown words in informational text. (RI.3.4)</li> </ul>	<ul style="list-style-type: none"> <li>• Mid-Unit 2 Assessment: Reading a New Section of <i>Face to Face With Wolves</i>: “Life in the Pack” (RI.3.1 and RI.3.4)</li> </ul>
	<ul style="list-style-type: none"> <li>• Reading Closely about the Traits and Behaviors of Real Wolves</li> <li>• Writing about the Traits and Behaviors of Real Wolves</li> </ul>	<ul style="list-style-type: none"> <li>• I can determine the main idea of an informational text. (RI.3.2)</li> <li>• I can retell key ideas from an informational text. (RI.3.2)</li> <li>• I can determine the meaning of unknown words in informational text. (RI.3.4)</li> <li>• I can distinguish between my point of view and the author's point of view. (RI.3.6)</li> <li>• I can write informative/explanatory texts that convey ideas and information clearly. (W.3.2)</li> </ul>	<ul style="list-style-type: none"> <li>• End of Unit 2 Assessment: Reading and Writing about <i>Face to Face with Wolves</i> (RI.3.2 and W3.2)</li> </ul>



Week	Instructional Focus	Long-Term Targets	Assessments
<b>Unit 3: Narrative Writing about the Wolf</b>			
<b>Weeks 5-7 ½</b>	<ul style="list-style-type: none"> <li>• Reviewing the Performance Task</li> <li>• Studying the Organization and Structure of Narratives</li> <li>• Creating Rich Characters Based on Research</li> <li>• Using Details from Informational Text to Inform Narrative Planning</li> <li>• Introducing Dialogue</li> </ul>	<ul style="list-style-type: none"> <li>• I can craft narrative texts about real or imagined experiences or events (W.3.3).               <ul style="list-style-type: none"> <li>a. I can establish a situation.</li> <li>a. I can introduce the narrator and/or characters of my narrative.</li> <li>a. I can organize events in an order that makes sense in my narrative.</li> <li>a. I can use dialogue to show the actions, thoughts, and feelings of my characters.</li> <li>b. I can use descriptive words to show the actions, thoughts, and feelings of my characters.</li> <li>b. I can use transitional words and expressions to show passage of time in a narrative text.</li> <li>c. I can write a conclusion to my narrative.</li> </ul> </li> <li>• I can retell key ideas from an informational text. (RI.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 describe how parts of a story build on one another. (RL.3.5)</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>• Mid-Unit 3 Assessment: Revising Plan (W.3.3 and W.3.5)</li> </ul>



Week	Instructional Focus	Long-Term Targets	Assessments
<p><b>Weeks 5-7 ½ (continued)</b></p>	<ul style="list-style-type: none"> <li>• Drafting a Narrative</li> <li>• Illustrating a Story</li> <li>• Revising Drafts for Descriptive Language and Transitional Words and Phrases</li> <li>• Sharing the Performance Task</li> </ul>	<ul style="list-style-type: none"> <li>• I can craft narrative texts about real or imagined experiences or events. (W.3.3)               <ul style="list-style-type: none"> <li>a. I can establish a situation.</li> <li>a. I can introduce the narrator and/or characters of my narrative.</li> <li>a. I can organize events in an order that makes sense in my narrative.</li> <li>a. I can use dialogue to show the actions, thoughts, and feelings of my characters.</li> <li>b. I can use descriptive words to show the actions, thoughts, and feelings of my characters.</li> <li>b. I can use transitional words and expressions to show passage of time in a narrative text.</li> <li>c. I can write a conclusion to my narrative.</li> </ul> </li> <li>• With support from adults, I can produce writing that is 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>• End of Unit 3 Assessment: Draft Wolf Narrative (W.3.3)</li> <li>• Performance Task: Wolf Narrative (W.3.3)</li> </ul>