



EXPEDITIONARY
LEARNING

Grade 3: Module 3B: 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.



Summary of Task

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.**

Format

Written Narrative

Draft will be revised for sentence structure, adjectives, and adverbs.
Students will revise based on peer critique feedback.

Standards Assessed through This Task

- W.3.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
 - a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
 - b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
 - c. Use temporal words and phrases to signal event order.
 - d. Provide a sense of closure.
- W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
- W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
 - h. Use coordinating and subordinating conjunctions.
 - i. Produce simple, compound, and complex sentences.



Student-Friendly Writing Invitation/Task Description

After reading folktales and fables about the wolf as a character in fiction and reading about real wolves in an informational text, write a story about a problem encountered by real wolves. Include descriptions of wolves and their actions based on facts and details from the text *Face to Face with Wolves*.

Key Criteria for Success (Aligned with NYSP12 ELA CCLS)

Below are key criteria students need to address when completing this task. Specific lessons during the module build-in opportunities for students to understand the criteria, offer additional criteria, and work with their teacher to construct a rubric on which their work will be critiqued and formally assessed.

- Write descriptions of your wolf characters and their actions using the facts and details you learned about real wolves.
- Base your story on a problem that real wolves face.
- Write dialogue that shows what the characters are thinking and feeling.
- Write a story where the order of events makes sense from beginning to end.



Options for Students

- Students must write their narratives independently.
- Students could work with a partner to develop a plan for the story.
- Students could dictate their planning page.
- Students could use pictures in their planning page to support the development of their narrative.
- The narratives can be of varying length, depending on students' literacy and language skills.

Options for Teachers

- Teachers can put all stories together in one published anthology.
- Students can present their stories at an author's celebration.
- Students can create artwork to accompany their narratives.
- Students can present their writing to another classroom.
- Teachers can display students' writing in the school.

Resources and Links

- None

Central Text and Informational Texts

Ed Young, *Lon Po Po* (New York: Penguin Young Readers Group, 1989), ISBN 978-0-698-1132-4.

Jerry Pinkney, *Aesop's Fables* (San Francisco: Chronicle Books, 2000), ISBN 978-1-58717-000-3.

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