

New York State Common Core

English Language Arts Curriculum

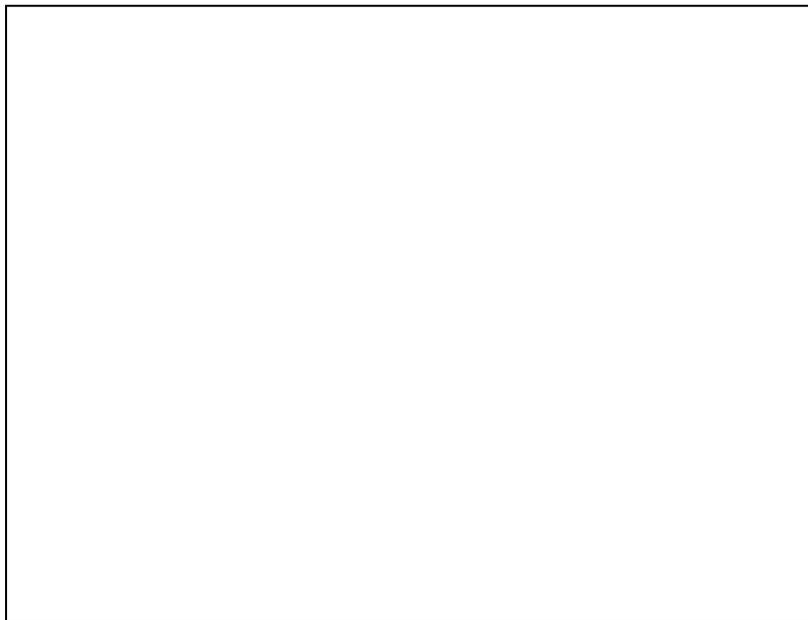


GRADE 4 Module 2B

Unit 3

Student Workbook

Delete and Insert Your Title



By Delete this underlined text and insert your name here

Performance Task Template
(Version 1 for Typed Publication)

All about Delete this underlined type and insert the name of your animal

Type your text here—delete this line

Performance Task Template
(Version 1 for Typed Publication)

About the Adventure

Type your text here—delete this line

Performance Task Template
(Version 1 for Typed Publication)

Introduction

Type your introduction here—delete this line

Choice #1	Choice #2
Type defense choice #1 here—delete this line. Turn to page 4	Type defense choice #2 here—delete this line Turn to page 5

Choice #1

Insert caption here. Draw your sketch above—delete this line.

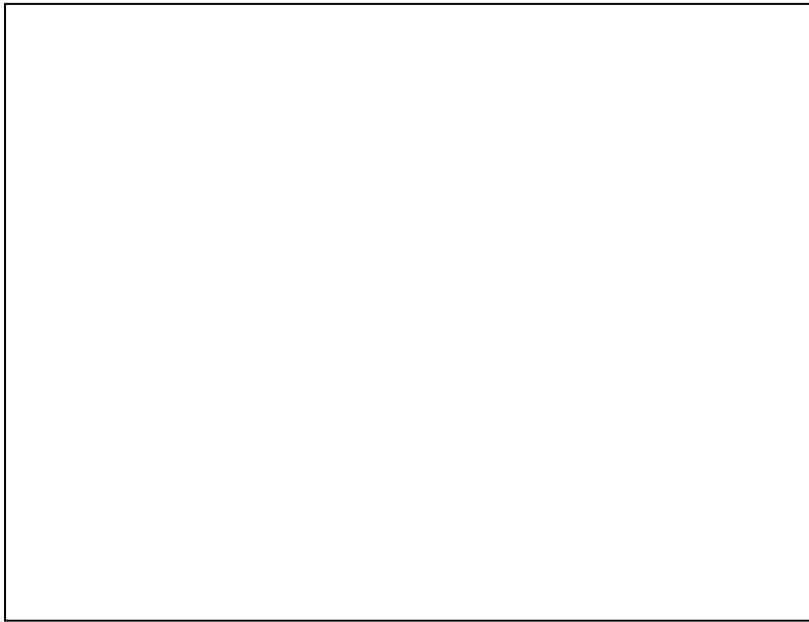
Begin typing Choice #1 here—delete this line

Choice #2

Insert caption here. Draw your sketch above—delete this line.

Begin typing Choice #1 here—delete this line

Performance Task Template
(Version 2 for Handwritten Publication)



By _____

Choose-Your-Own-Adventure Narrative Rubric

Learning Target:

I can write a choose-your-own-adventure narrative about animal defense mechanisms. (W.4.3)

Criteria	Meets	Partially Meets	Does Not Meet
Ideas			
I can create a narrative based on facts and details from my research about how my animal defends itself. (W.4.2a, W.4.2b, W.4.3a, W.4.3b)	Incorporates many facts and details from research on my animal and its defense mechanisms.	Incorporates some facts and details from research on my animal and its defense mechanisms.	Incorporates few facts and details from research on my animal and its defense mechanisms.
I can use dialogue and descriptions to show the actions, thoughts, and feelings of my characters. (W.4.3b)	I strategically use dialogue and descriptions to show what a character is feeling, thinking, and how they interact with others.	I use dialogue and descriptions to show what a character is feeling, thinking, or how they interact with others.	I use little or no dialogue in my narrative.

Choose-Your-Own-Adventure Narrative Rubric

Criteria	Meets	Partially Meets	Does Not Meet
Word Choice			
<p>I can use sensory details and vocabulary from my research to describe my animal and its defense mechanisms in my narrative. (W.4.2d, W.4.3d, L.4.3, L.4.6)</p>	<p>I use at least four words from my research in my descriptions.</p> <p>I use at least three sensory details in my descriptions.</p>	<p>I use at least three words from my research in my descriptions.</p> <p>I use one or two sensory details in my descriptions.</p>	<p>I use two or fewer words from my research in my descriptions.</p> <p>I did not use sensory details in my descriptions.</p>
<p>I can use temporal words and phrases to show the sequence of events in my narrative. (W.4.3c)</p>	<p>I include at least three temporal words or phrases to show the sequence of events in my narrative.</p>	<p>I include two temporal words or phrases to show the sequence of events in my narrative.</p>	<p>I include one or no temporal words or phrases to show the sequence of events in my narrative.</p>

Choose-Your-Own-Adventure Narrative Rubric

Criteria	Meets	Partially Meets	Does Not Meet
Organization			
<p>I can organize events in an order that makes sense in my narrative. (W.4.3a)</p>	<p>My narrative includes an introduction, rising action, problem, solution, and conclusion.</p> <p>The events of my narrative unfold in a logical order that makes sense to the reader.</p>	<p>My narrative may be missing one or two of the following: an introduction, rising action, problem, solution, and conclusion.</p> <p>The events of my narrative are in an order that somewhat makes sense to the reader.</p>	<p>My narrative is missing three or more of the following: an introduction, rising action, problem, solution, and conclusion.</p> <p>The events of my narrative are not in a logical order and do not make sense to the reader.</p>
<p>I can write an introduction that establishes a situation by introducing the characters, setting, and plot of my narrative. (W.4.3a)</p>	<p>My introduction establishes a situation by introducing the characters, setting, and plot of my narrative.</p>	<p>My introduction somewhat establishes a situation by introducing one or two of the following: characters, setting, or plot of my narrative.</p>	<p>My introduction does not establish a situation or introduce the characters, setting, or plot of my narrative.</p>
<p>I can write a conclusion that resolves the problem and brings the story to a close. (W.4.3e)</p>	<p>My conclusion resolves the problem and brings the story to a close.</p>	<p>My conclusion somewhat resolves the problem and brings the story to a close.</p>	<p>My conclusion does not resolve the problem or bring the story to a close.</p>

Choose-Your-Own-Adventure Narrative Rubric

Criteria	Meets	Partially Meets	Does Not Meet
Conventions			
I can use correct spelling in my writing. (L.4.1g, L.4.2d, L.4.4b)	I have no misspelled words in my writing. This includes homophones and common affixes.	I have misspelled some words.	I have many misspelled words.
I can use correct conventions in my writing. (L.4.2a and b, and L.4.3b)	<p>I correctly use capitalization in my writing.</p> <p>I correctly use commas and quotation marks to identify speech and quotations from a text.</p> <p>I can choose correct punctuation for ending my sentences.</p>	I have some mistakes with my capitalization and punctuation.	I have many mistakes in capitalization and punctuation.

Character Profile Graphic Organizer

Name:

Date:

Physical Description

(Basic features—ex., size, color, number of legs, tail, etc. and special features—ex., sticky tongue, double-jointed legs, etc.)

Personality Traits

(Character traits—ex., serious, humorous, rebellious, follower, leader, etc. How does your animal deal with problems?)

Daily Life / Behaviors

(What does your animal do every day? What is its “role” in its group? Ex., gathers food, builds shelter, cares for young, protects others, etc.)

Family / Habitat Description

(Who does your animal live with? Where does it live?)

Fun Facts

(Favorites, etc.)

Other

Powerful Polly

It was a warm tropical morning. Polly the pufferfish swam slowly along in her underwater home near a colorful coral reef. She watched as a sea anemone gently waved in the current, then glanced around looking for a spot to rest. The salty ocean water warmed her round body and small fins. She began to relax.

On the other side of the reef, a tiger shark also watched the sea anemone and the floating pufferfish. “That fish looks like tasty prey,” the predator thought to himself. “It’s just floating along, and I don’t think it even notices I’m here. I’m going to sneak up and eat it.” The shark swam a little closer.

A moment later, Polly floated by the waving sea anemone. Suddenly, she noticed something striped on the other side, moving her way. “A tiger shark!” she thought. Her spines trembled with fear. That was her worst enemy! She had to do something to protect herself from being eaten, and fast!

At first, she considered trying to swim away, but she knew the shark was much too fast. In a panic she thought, “What should I do? How can I defend myself?”

What should Polly do?

Choice #1

If Polly inflates her body,
turn to page 4

Choice #2

If Polly uses her spines,
turn to page 5

This text was written for instructional purpose by Expeditionary Learning using the following sources:

Animal Behavior: Animal Defenses by Christina Wilsdon. 2009. Chelsea House. New York, NY.

“Award-Winning Survival Skills: How Animals Elude Predators” by Lea Winerman. Science World. November 8, 2002. Scholastic, Inc.

Venom by Marilyn Singer. 2007. Darby Creek Publishing. Plain City, OH.

Then the tiger shark swam closer. Thinking quickly, Polly swallowed the ocean water into her stomach until it was completely full. Her stretchy skin and stomach inflated until she was huge—three times her normal size!

“What IS that?” the tiger shark thought. “What happened to that fish? How did it get so big?”

Polly knew she looked frightening to the tiger shark now that she was so much bigger. She also knew she was way too big for the shark to swallow her, and the shark knew it too.

“There’s no way I can eat a fish that big. It won’t fit down my throat!” the shark thought. He turned back around, swimming away from Polly and looking for something else to eat.

Polly was safe!

This text was written for instructional purpose by Expeditionary Learning using the following sources:

Animal Behavior: Animal Defenses by Christina Wilsdon. 2009. Chelsea House. New York, NY.

“Award-Winning Survival Skills: How Animals Elude Predators” by Lea Winerman. *Science World*. November 8, 2002. Scholastic, Inc.

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The tiger shark swam closer. Polly inflated her body quickly, and her prickly spines shined in the water.

“What IS that?” the tiger shark thought. “What is all over its body?”

Polly knew she looked intimidating to the tiger shark with her prickly spines.

Still the shark came closer. One of Polly’s spines pricked the shark’s nose.

“Ouch! That hurt! I don’t want to eat that thing,” the shark thought to himself. The shark turned around, looking back at the coral reef for something else to eat.

Polly was safe!

This text was written for instructional purpose by Expeditionary Learning using the following sources:

Animal Behavior: Animal Defenses by Christina Wilsdon. 2009. Chelsea House. New York, NY.

“Award-Winning Survival Skills: How Animals Elude Predators” by Lea Winerman. Science World. November 8, 2002. Scholastic, Inc.

Venom by Marilyn Singer. 2007. Darby Creek Publishing. Plain City, OH.

Name:

Date:

Criteria for Sketching:

It is based on your research this means...

- It has realistic coloring, shape, size, and habitat
- It has a descriptive and accurate caption that uses vocabulary from your research

<p>First Draft</p> <p>Caption:</p>	<p>Second Draft:</p> <p>Caption:</p>
<p>Third Draft</p> <p>Caption:</p>	<p>Fourth Draft</p> <p>Caption:</p>

Analyzing a Narrative Note-catcher

Name:

Date:

What do you notice and wonder about narratives?

I notice ...	I wonder ...

Analyzing a Narrative Note-catcher

How are the events of a narrative organized from beginning to end?

Plot: The sequence of events in a story.

<p>Introduction and Rising Action</p> <p>Introducing the character, setting, and major event:</p> <p>Details:</p> <ul style="list-style-type: none">▪ Who is the character? ▪ Where is the story set? ▪ What is happening?	<p>The Problem</p> <p>What problem does the character face?</p> <p>Details:</p> <ul style="list-style-type: none">▪ ▪ ▪
<p>The Solution</p> <p>How does the character solve the problem?</p> <p>Details:</p> <ul style="list-style-type: none">▪ ▪ ▪	<p>The Conclusion</p> <p>What is the result of the character's actions?</p> <p>How does it end?</p>

Millipede Narrative Planning Graphic Organizer

Name:

Date:

How will the events of my narrative be organized from beginning to end?

Introductory Paragraphs

Introduce the character, situation, and setting:

Details:

- Who is my character? What is he or she like?

- Where is the story set?

- What is happening?

Problem Paragraph(s)

What problem arises?

Details:

-

Millipede Narrative Planning Graphic Organizer

CHOICE #1	
<p>Resolution Paragraph How does my character solve the problem? What defense mechanism is used?</p> <p>Details:</p> <ul style="list-style-type: none"> ▪ ▪ ▪ 	<p>Concluding Paragraph What is the result of my character's actions?</p> <p>How does it end?</p>
CHOICE #2	
<p>Resolution Paragraph How does my character solve the problem? What defense mechanism is used?</p> <p>Details:</p> <ul style="list-style-type: none"> ▪ ▪ ▪ 	<p>Concluding Paragraph What is the result of my character's actions?</p> <p>How does it end?</p>
<p>My Sources: List any sources you used in planning your informative piece.</p>	<p>Vocabulary from my research to be used:</p>

Narrative Planning Graphic Organizer

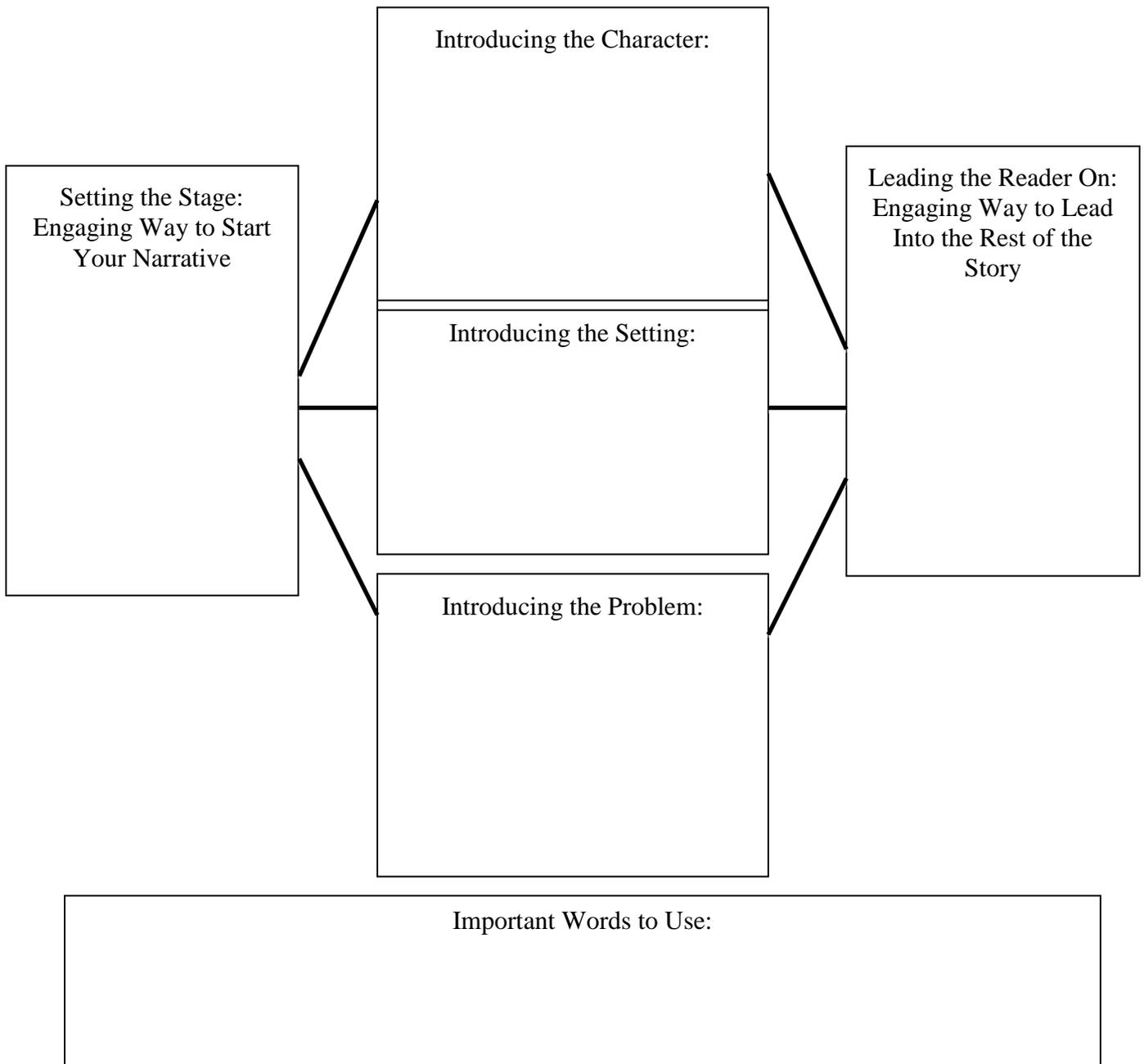
CHOICE #1	
<p>Resolution Paragraph How does my character solve the problem? What defense mechanism is used?</p> <p>Details:</p> <ul style="list-style-type: none"> ▪ ▪ ▪ 	<p>Concluding Paragraph What is the result of my character's actions?</p> <p>How does it end?</p>
CHOICE #2	
<p>Resolution Paragraph How does my character solve the problem? What defense mechanism is used?</p> <p>Details:</p> <ul style="list-style-type: none"> ▪ ▪ ▪ 	<p>Concluding Paragraph What is the result of my character's actions?</p> <p>How does it end?</p>
<p>My Sources: List any sources you used in planning your informative piece.</p>	<p>Vocabulary from my research to be used:</p>

Introduction Expansion Graphic Organizer

Name: _____

Date: _____

How will my beginning set the stage for my reader?



Practice Narrative Writing Sheet:
The Millipede

Name:

Date:

Whoosh!

Crunch crunch!

Chirp! Chirp! Tweet! Chirp!

Marty the millipede listened to the sounds of his habitat as he inched along the forest floor. He was searching for a good, crunchy leaf to eat. His 120 legs marched slowly as his segmented body moved across the ground. He heard the rustling of the leaves in the trees around him, and the water of the stream tumbling by. A squirrel sniffed some moss on the root of a nearby maple tree before scampering up. Marty noticed a leaf on the ground by its trunk and started nibbling it.

Comic Strip Homework

Name: _____

Date: _____

Directions: Create a comic strip based on the plans for Choice #1 of your expert group animal's choose-your-own-adventure narrative. Your strip should have an illustration and caption for each part of your story. Add a sentence describing each picture at the bottom. Do not worry about how beautiful your pictures are. The purpose is just to visualize the sequence of events that you want to write about.

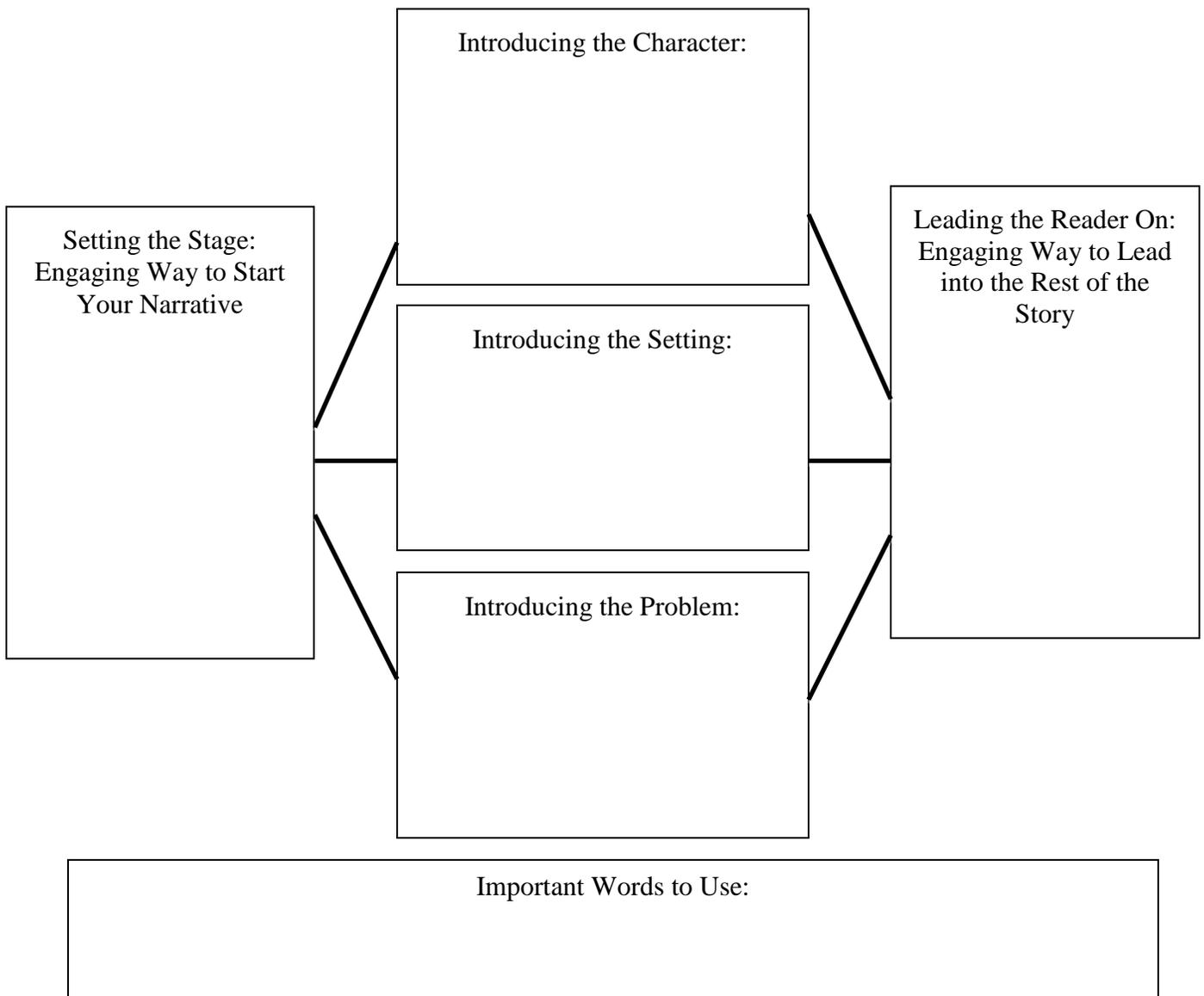
Mid-Unit 3 Assessment:
Planning for and Drafting a Narrative Introduction

Name:

Date:

Part 1: Introduction Expansion

Directions: Use your Expert Group Animal character profile and Narrative Planning graphic organizer to complete the graphic organizer below.



Tracking My Progress, Mid-Unit 3

Name: _____

Date: _____

Learning Target: I can plan and draft a compelling introduction that establishes a situation by introducing the characters, setting, and plot of my narrative.

1. The target in my own words is:

2. How am I doing? Circle one.

**I need more help
to learn this.**



**I understand
some of this.**



I am on my way!



3. The evidence to support my self-assessment is:

Narrative Feedback Recording Form
(Front)

Name: _____

Date: _____

Date:	Partner:
Focus of critique:	
My partner liked ...	
My partner suggested ...	
My next step(s) ...	

Date:	Partner:
Focus of critique:	
My partner liked ...	
My partner suggested ...	
My next step(s) ...	

Narrative Feedback Recording Form
(Back)

Name:

Date:	Partner:
Focus of critique:	
My partner liked ...	
My partner suggested ...	
My next step(s) ...	

Date:	Partner:
Focus of critique:	
My partner liked ...	
My partner suggested ...	
My next step(s) ...	

End of Unit 3 Assessment:
Writing Choice #2 of the Choose-Your-Own-Adventure Narrative

Name:

Date:

Directions:

1. Read the prompt below.
2. Review your research.
3. Review the Choose-Your-Own-Adventure Narrative Rubric.
4. Plan Choice #2 of your narrative using the graphic organizer.
5. Write Choice #2 of your narrative on a separate sheet of lined paper.
6. Reread your narrative and make any needed revisions based on the rubric.

Prompt:

Write Choice #2 for your choose-your-own-adventure animal defense mechanisms narrative. Describe how your animal uses another defense mechanism (different from Choice #1) during an encounter with a predator and the outcome. Use details and examples from your research to develop your narrative, including concrete words, phrases, and sensory details to convey your animal's experiences.

Tracking My Progress, End of Unit 3

Name:

Date:

Learning Target: I can write Choice #2 for my choose-your-own-adventure animal defense mechanisms narrative.

1. The target in my own words is:

2. How am I doing? Circle one.

**I need more help
to learn this.**



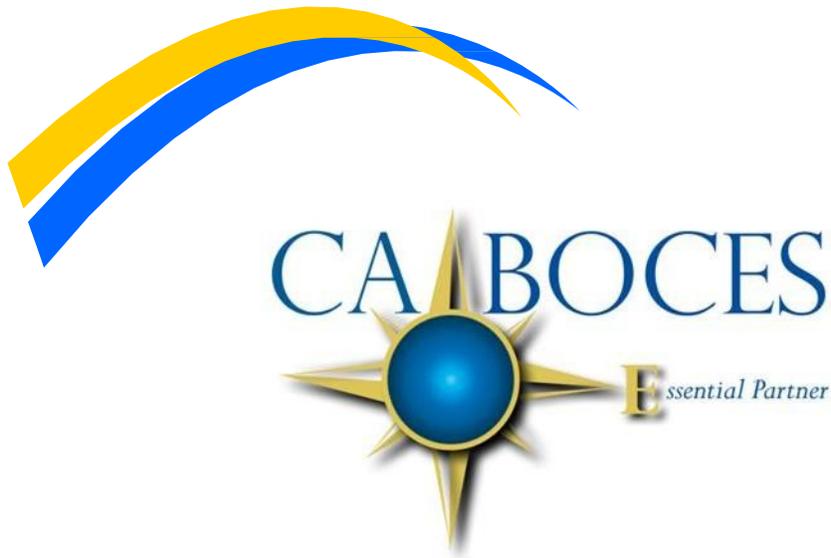
**I understand
some of this.**



I am on my way!



3. The evidence to support my self-assessment is:



Learning Resources
CoSer 501
Educational Media

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Human Resources Director, Cattaraugus-Allegany BOCES, 1825 Windfall Road, Olean, NY 14760; 716-376-8237.