



EXPEDITIONARY
LEARNING

Grade 3: Module 2B: Unit 1: Lesson 15

On-Demand Assessment: Informational Paragraph on Japan's Culture



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

- I can write an informative text that has a clear topic. (W.3.2)
- I can develop the topic with facts, definitions, and details. (W.3.2)
- I can construct a closing statement on the topic of an informative text. (W.3.2)
- I can use spelling patterns to spell words correctly. (L.3.2f)
- I can express ideas using carefully chosen words. (L.3.3)
- I can use text features to locate information efficiently. (RI.3.5)
- I can answer questions using specific details from literary text. (RL.3.1)
- I can answer questions using specific details from informational text. (RI.3.1)

Supporting Learning Targets

- I can write an informative paragraph about customs and traditions in Japan.
- I can find specific information about ancient Japanese culture in a literary text.
- I can use text features to locate information about modern day Japan efficiently.
- I can write an opening sentence that identifies my topic.
- I can support my topic with accurate details from text.
- I can write a sentence to conclude my paragraph.
- I can use wording and terms to help the reader learn about a custom or tradition of Japan.

Ongoing Assessment

- End of Unit 1 Assessment



Agenda	Teaching Notes
<p>1. Opening</p> <p>A. Unpacking Learning Targets (5 minutes)</p> <p>2. Work Time</p> <p>A. End of Unit 1 Assessment Part A: Locating Information in a Literary Text (15 minutes)</p> <p>B. End of Unit 1 Assessment Part B :Locating Information in an Informational Text (15 minutes)</p> <p>C. End of Unit 1 Assessment Part C: On-Demand Writing of an Informational Paragraph about Japanese Culture (20 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Target Check, Celebrate, and Say Goodbye to Japan (5 minutes)</p> <p>4. Homework</p> <p>A. Tell someone at home what five things you will remember most about Japan.</p>	<ul style="list-style-type: none">• In this assessment, students pull together the reading, research, and writing skills they have developed to connect literary and informational texts. Students will use the texts about Japan that they have been working with to identify and write a paragraph about customs and traditions discussed in <i>Dragon of the Red Dawn</i> that are still important in Japan today.• This is the first formal writing in Module 2. Emphasize to the class that writing is more than just organizing ideas or editing for conventions. To write well about something, you need to know a lot about it. Students have been building knowledge about culture, and specifically about Japan's culture, during their reading and through the various other activities in Unit 1.• This End of Unit 1 Assessment requires students to draw information from two texts and to write an on-demand paragraph. While their work in Unit 1 should have made students familiar with each part of this process, third graders are not yet expected to independently initiate and complete a short research project. To provide some support, this assessment has been broken into three parts. Review and clarify directions with students before they begin each part of the assessment. If needed, allow short “stretch breaks” between sections. While you may clarify directions, it is important that all of the actual research and writing in this section be done independently.• A sheet containing the writing prompt for the assessment is included in supporting materials. If students need more writing space, provide lined paper. Alternatively, display the assessment writing prompt and allow students to write on any lined paper or in a notebook or journal.• Assessment of students' on-demand paragraphs will derive from the criteria for a research-based informational paragraph (developed in Lesson 13), as well as the NYS four-point writing rubric. Note that this writing also serves as formative assessment, since students will do similar writing again in Unit 2.



Lesson Vocabulary	Materials
	<ul style="list-style-type: none">• <i>Dragon of the Red Dawn</i> (book; one per student)• <i>Exploring Countries: Japan</i> (book; one per student)• End of Unit 1 Assessment: On-Demand Writing of a Research-Based Informational Paragraph (one per student)• Lined paper (optional; see Teaching Notes)• New York State Grade 3 Expository Writing Evaluation Rubric (for teacher reference)- http://www.engageny.org/sites/default/files/resource/attachments/grade-3-ela-guide_0.pdf



Opening	Meeting Students' Needs
<p>A. Unpacking Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Tell students that today they will complete a formal assessment in which they will, on their own, use much of what they have been learning and practicing. They will need to:<ol style="list-style-type: none">1. Read informational and literary texts.2. Identify examples of Japanese culture from both texts and record them on a graphic organizer.3. Write a short paragraph to explain what they have found in their research.• Explain that students will need to refer back to both <i>Dragon of the Red Dawn</i> and <i>Exploring Countries: Japan</i> to complete a graphic organizer and write a paragraph about Japan's culture.• Encourage students to do their best. Let them know that this is a chance to show what they know and how much effort they are making to read carefully and identify important details in an informational text. This also is an opportunity to communicate some of the information they have learned in writing .• Ask students to listen as you read the learning targets aloud:<ul style="list-style-type: none">* "I can write an informative paragraph about customs and traditions in Japan."* "I can find specific information about ancient Japanese culture in a literary text."* "I can use text features to locate information about modern day Japan efficiently."* "I can write an opening sentence that identifies my topic."* "I can support my topic with accurate details from text."* "I can write a sentence to conclude my paragraph."* "I can use wording and terms to help the reader learn about a custom or tradition of Japan."• For each target, ask students to give a thumbs-up if they are clear on what they will be expected to do, a thumbs-sideways if they understand part but not all of what to do, and a thumbs-down if they are very unsure about what they should do. Address any clarifying questions before beginning the assessment.	



Work Time	Meeting Students’ Needs
<p>A. End of Unit 1 Assessment Part A: Locating Information in a Literary Text (15 minutes)</p> <ul style="list-style-type: none"> • Ask students to take out the two texts needed for the assessment: <i>Dragon of the Red Dawn</i> and <i>Exploring Countries: Japan</i>. Distribute the End of Unit 1 Assessment: On-Demand Writing of a Research-Based Informational Paragraph. You may also want to distribute sheets of lined paper, or have some available for students who need more space to write (see Teaching Notes). • Read aloud the directions for Part A. Help students to locate pages 36–40 in <i>Dragon of the Red Dawn</i>. You may want to guide students in marking the beginning and ending pages of the section they are to work with, using sticky notes or bookmarks. Clarify directions as needed for this section. Allow 15 minutes to complete Column 1 and Column 2 in the graphic organizer in Part A independently. 	<ul style="list-style-type: none"> • Allow ELLs additional time to complete their paragraphs. They will receive extra time on the New York State assessment.
<p>B. End of Unit 1 Assessment Part B: Locating Information in an Informational Text (15 minutes)</p> <ul style="list-style-type: none"> • Read aloud the directions for Part B. Answer questions as needed to clarify the directions. Be sure students understand that they can look for information in any section of their <i>Exploring Countries: Japan</i> book. • Allow 15 minutes for students to locate information and add it to Column 3 and Column 4 of the chart. • If needed, allow a short “stretch break” before moving on to Part C. 	
<p>C. End of Unit 1 Assessment Part C: On-Demand Writing of an Informational Paragraph about Japanese Culture (20 minutes)</p> <ul style="list-style-type: none"> • Read aloud the directions for Part C. Be sure students understand that the information for their paragraph will come from the graphic organizer they have just completed. • Answer any clarifying questions students have. Remind students that they will have a lot of practice writing paragraphs this year. Today, they are doing what is called “on-demand” writing: the best writing you can do in a set and limited time. • Give students 20 minutes to write their paragraphs. Circulate, supporting students only by providing general encouragement and reminding them that the criteria for an effective paragraph is given in the assessment question. Students should complete the writing independently for this on-demand assessment. For students who seem to struggle, praise their efforts and encourage them to push on and try their best. 	



Work Time (continued)	Meeting Students’ Needs
<ul style="list-style-type: none"> • If students finish early, encourage them to reread and carefully check their responses. Then invite them to quietly read from their <i>Exploring Countries: Japan</i> text, or to choose a text from the Recommended Texts list (or another text that fits with the content of the unit) to read and enjoy while other students finish their writing. • Collect both the graphic organizer and on-demand paragraphs to assess. 	
Closing and Assessment	Meeting Students’ Needs
<p>A. Target Check, Celebrate, and Say Goodbye to Japan (5 minutes)</p> <ul style="list-style-type: none"> • Post the learning targets again. Read each target aloud, asking students to engage in a quick “target check.” Tell them that after you read the target, they should: give it thumbs-up if they felt they really got it, thumbs-sideways if they think they need more work on this, or thumbs-down if they felt really confused by this and found it difficult. Assess student confidence based on these responses. • Celebrate with students the good work they have done in learning about Japan’s culture and developing a research-based informational paragraph. Tell them that in Unit 2, they will get to continue to build their knowledge about culture by learning about a new country. • With any remaining time, allow students a final opportunity to enjoy and learn from <i>Exploring Countries: Japan</i>. Encourage students to read with a partner or in a small group to promote a sense of community and celebration. 	
Homework	Meeting Students’ Needs
<ul style="list-style-type: none"> • Tell someone at home what five things you will remember most about the wonderful country of Japan. 	



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Supporting Materials



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End of Unit 1 Assessment:
On-Demand Writing of a Research-Based Informational Paragraph

Part A:

Reread pages 36–40 in *Dragon of the Red Dawn* to find examples of some of the customs and traditions in ancient Japan. Add three examples from the story to Column 1 of the chart below. Be sure to include the page where you found the information in Column 2.

Please wait for your teacher’s directions before going on to Part B.

PART A	
Column 1: Ancient Japanese Custom or Tradition	Column 2: Page in <i>Dragon of the Red Dawn</i>

PART B	
Column 3: More information about this custom or tradition from my research	Column 4: Page in <i>Exploring Countries: Japan</i>



End of Unit 1 Assessment:
On-Demand Writing of a Research-Based Informational Paragraph

Part B:

Now use what you know about locating information in an informational text to find more information about **at least two** of the customs and traditions on your chart in *Exploring Countries: Japan*. Add this new information to Column 3 in the chart. Write the page number where you found each piece of information in Column 4.

Please wait for your teacher's directions before going on to Part C.



End of Unit 1 Assessment: Sample Responses
(for Teacher Reference)

Sample Response for Parts A and B: Note: Students must find three customs and traditions in *Dragon of the Red Dawn*. They locate more information on any two of these in *Exploring Countries: Japan*.

PART A	
Column 1: Ancient Japanese Custom or Tradition	Column 2: Page in <i>Dragon of the Red Dawn</i>
Special dance, women in kimonos with white painted faces	36
Sitting on a straw mat	39
Watched a kind of puppet show with giant puppets moved around by people in black clothes	37

PART B	
Column 3: More information about this custom or tradition from my research	Column 4: Page in <i>Exploring Countries: Japan</i>
Called Kabuki, dancers wear colorful costumes and makeup	26
Puppet plays set to music are called bunraku	26



End of Unit 1 Assessment: Sample Responses
(for Teacher Reference)

Other possible responses:

PART A	
Column 1: Ancient Japanese Custom or Tradition	Column 2: Page in <i>Dragon of the Red Dawn</i>
Sitting on a straw mat	39
Going to a teahouse	38
Eating sushi	40

PART B	
Column 3: More information about this custom or tradition from my research	Column 4: Page in <i>Exploring Countries: Japan</i>
Straw mats are called tatami, part of Japanese tradition, most houses have one	15
Tea ceremony, special way of making green tea	27
Chefs top rice with raw fish and wrap it in seaweed	23



End of Unit 1 Assessment: Sample Responses
(for Teacher Reference)

Part C: Sample Response

Many of the Japanese traditions that Mary Pope Osborne wrote about are still important in Japan today. The Japanese still enjoy puppet plays set to music, called bunraku. People wear black clothing and work giant puppets like the Cloud Dragon in *Dragon of the Red Dawn*. They also watch special performances called Kabuki. The dancers wear special makeup and colorful clothing just like the women with white painted faces in kimonos that Jack and Annie saw when they crossed the great bridge. Many of the traditions from long ago are still important to the Japanese.

Criteria:

1. Opens with a clear topic sentence
2. Contains detail sentences within the body of the paragraph
3. Detail sentences contain facts based on documented research from both texts
4. Detail sentences show sentence variety
5. Words and phrasing are chosen that exhibit accuracy and interest
6. Shows attention to grade-appropriate control of spelling and mechanics
7. Closes with a concluding sentence

Use the 4-point rubric on the following page for determining scores on your paragraph in this assessment.

New York State Grade 3 Expository Writing Evaluation Rubric

CRITERIA	CCLS	4 Essays at this level:	3 Essays at this level	2 Essays at this level	1 Essays at this level:	0 Essays at this level:
CONTENT AND ANALYSIS: the extent to which the essay conveys ideas and information clearly and accurately in order to support analysis of topics or text	W.2, R.1–9	—clearly introduce a topic in a manner that follows logically from the task and purpose —demonstrate comprehension and analysis of the text	—clearly introduce a topic in a manner that follows from the task and purpose —demonstrate grade-appropriate comprehension of the text	—introduce a topic in a manner that follows generally from the task and purpose —demonstrate a confused comprehension of the text	—introduce a topic in a manner that does not logically follow from the task and purpose —demonstrate little understanding of the text	—demonstrate a lack of comprehension of the text or task
COMMAND OF EVIDENCE: the extent to which the essay presents evidence from the provided text to support analysis and reflection	W.2 R.1–8	—develop the topic with relevant, well-chosen facts, definitions, and details throughout the essay	—develop the topic with relevant facts, definitions, and details throughout the essay	—partially develop the topic of the essay with the use of some textual evidence, some of which may be irrelevant	—demonstrate an attempt to use evidence, but only develop ideas with minimal, occasional evidence which is generally invalid or irrelevant	—provide no evidence or provide evidence that is completely irrelevant

New York State Grade 3 Expository Writing Evaluation Rubric

CRITERIA	CCLS	4 Essays at this level:	3 Essays at this level	2 Essays at this level	1 Essays at this level:	0 Essays at this level:
<p>COHERENCE, ORGANIZATION, AND STYLE: the extent to which the essay logically organizes complex ideas, concepts, and information using formal style and precise language</p>	<p>W.2 L.3 L.6</p>	<p>—clearly and consistently group related information together —skillfully connect ideas within categories of information using linking words and phrases — provide a concluding statement that follows clearly from the topic and information presented</p>	<p>—generally group related information together —connect ideas within categories of information using linking words and phrases —provide a concluding statement that follows from the topic and information presented</p>	<p>—exhibit some attempt to group related information together —inconsistently connect ideas using some linking words and phrases —provide a concluding statement that follows generally from the topic and information presented</p>	<p>—exhibit little attempt at organization —lack the use of linking words and phrases —provide a concluding statement that is illogical or unrelated to the topic and information presented</p>	<p>—exhibit no evidence of organization —do not provide a concluding statement</p>

New York State Grade 3 Expository Writing Evaluation Rubric

CRITERIA	CCLS	4 Essays at this level:	3 Essays at this level	2 Essays at this level	1 Essays at this level:	0 Essays at this level:
CONTROL OF CONVENTIONS: the extent to which the essay demonstrates command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling	W.2 L.1 L.2	—demonstrate grade-appropriate command of conventions, with few errors	—demonstrate grade-appropriate command of conventions, with occasional errors that do not hinder comprehension	—demonstrate emerging command of conventions, with some errors that may hinder comprehension	—demonstrate a lack of command of conventions, with frequent errors that hinder comprehension	—are minimal, making assessment of conventions unreliable

- If the student writes only a personal response and makes no reference to the text(s), the response can be scored no higher than a 1.
- Responses totally unrelated to the topic, illegible, incoherent, or blank should be given a 0.
- A response totally copied from the text(s) with no original student writing should be scored a 0.