



EXPEDITIONARY
LEARNING

Grade 3: Module 2B: Unit 1: Lesson 7

Mid-Unit Assessment: Reading to Capture Key
Details: *Dragon of the Red Dawn* (pages 55–61)



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

- I can answer questions using specific details from literary text (RL.3.1)
- I can retell a chapter in a story using key details from the text. (RL.3.2)
- I can determine the meaning of words using clues from the story. (RL.3.4)
- I can document what I learn about a topic by sorting evidence into categories. (W.3.8)
- I can document what I learn about a topic by taking notes. (W.3.8)

Supporting Learning Targets

- I can determine the key details of pages 55–61 by identifying the important parts of the chapter (who/where/what).
- I can identify and record key details from pages 55–61 that connect with the culture of ancient Japan.
- I can use context clues to determine the meaning of words from pages 55–61 of *Dragon of the Red Dawn*.
- I can answer questions about pages 55–61 of *Dragon of the Red Dawn* using details from the text.

Ongoing Assessment

- Context Clues: *Dragon of the Red Dawn* Chapter 5, Part 2 (from homework)
- Questions from the Text: *Dragon of the Red Dawn* Chapter 5 (from homework)
- Mid-Unit 1 Assessment
- Tracking My Progress: Mid-Unit 1 recording form



Agenda	Teaching Notes
<ol style="list-style-type: none">Opening<ol style="list-style-type: none">Engaging the Reader: Learning about Culture through Literary Text (10 minutes)Preparing for the Mid-Unit 1 Assessment (5 minutes)Work Time<ol style="list-style-type: none">Mid-Unit 1 Assessment (30 minutes)Tracking My Progress (5 minutes)Closing and Assessment<ol style="list-style-type: none">Read-aloud: Chapter 6 (3 minutes)Anchor Chart: How Do Authors of Literary Text Reveal Information about a Topic? (7 minutes)Homework<ol style="list-style-type: none">Tell someone at home what you learned about culture from <i>Dragon of the Red Dawn</i> Chapter 6.	<ul style="list-style-type: none">In this lesson, students independently apply the reading skills they have been building in Lessons 2–6.Note: In Lessons 5 and 6, you were encouraged to keep solid student samples of the Capturing Key Details recording forms to use in this lesson. If necessary, cover the students' names.Students may finish the reading of pages 55–61 of <i>Dragon of the Red Dawn</i> at different paces. Be sure to have an activity prepared for students who finish early.After this lesson, students move on to using informational text to learn about the culture of Japan. They will finish reading <i>Dragon of the Red Dawn</i> as part of a structured homework routine. For the remainder of the unit, students will read, complete a recording form, and share what they learned in the beginning of the following lesson. Students will revisit <i>Dragon of the Red Dawn</i> near the end of the unit to make connections of literary text to informational text.Students formally self-assess where they are with the key learning targets up to this point in the unit. After the mid-unit assessment, they complete the Tracking My Progress: Mid-Unit 1 recording form. Remind students that they have been doing this sort of self-assessment orally during lesson debriefs; in this lesson, they will do it in writing.Review students' assessments to gauge their comprehension, and also their ability to recognize customs and traditions. Analyzing the mid-unit assessment and the Tracking My Progress: Mid-Unit 1 recording form will help you identify students needing more support. Determine if the challenge lies with the student's ability to recognize the information as pertinent or whether it is an issue with note-taking. Prepare to give these students extra support and additional opportunities to do this kind of work using other similar materials.Use the short response rubric to score students' short answer responses on the assessment.



Lesson Vocabulary	Materials
literary	<ul style="list-style-type: none">• Document camera• Capturing Key Details anchor chart (from Lesson 4)• Sample student work: Capturing Key Details recording forms for Chapters 3–5 (collected in Lessons 5 and 6)• <i>Dragon of the Red Dawn</i> (book; one per student)• Mid-Unit 1 Assessment: Reading to Capture Key Details: <i>Dragon of the Red Dawn</i> (pages 55–61) (one per student)• Mid-Unit 1 Assessment: Reading to Capture Key Details: <i>Dragon of the Red Dawn</i> (pages 55–61) (answers, for teacher reference)• Tracking My Progress: Mid-Unit 1 recording form (one per student)• Guiding Questions anchor chart (from Lesson 1)• How Mary Pope Osborne Teaches Us about Culture anchor chart (new; teacher-created; see Closing and Assessment B)• 2-point Rubric: Writing from Sources/Short Response (for teacher reference)



Opening	Meeting Students' Needs
<p>A. Engaging the Reader: Learning about Culture through Literary Text (10 minutes)</p> <p><i>Note: In Lessons 5 and 6, you were encouraged to keep solid student samples of the Capturing Key Details recording forms to use in this lesson. If necessary, cover the students' names.</i></p> <ul style="list-style-type: none">• Using a document camera, display the Capturing Key Details anchor chart (from Lesson 4), and sample student work: Capturing Key Details recording forms for Chapters 3–5 (collected in Lessons 5 and 6).• Remind students that they have used these recording forms a few times now. Ask students to Think-Pair-Share:<ul style="list-style-type: none">– “What does the information on these recording forms tell you?”• Listen for students to comment that if they had not read the chapters, they would know something about the chapter based on the recording form. Guide students toward this as needed.• Remind students that we are discovering some pieces of the culture of ancient Japan by looking for evidence of customs and traditions.	
<p>B. Preparing for the Mid-Unit 1 Assessment (5 minutes)</p> <ul style="list-style-type: none">• Direct students to take a few silent moments to carefully reflect on all the work they've done in the last three lessons as they've read chapters of <i>Dragon of the Red Dawn</i>. Tell them that at this point it's time to check on how they're doing with the things we've been working on in Unit 1. Explain that in doing this work, they will also learn more about the culture of ancient Japan. Use the analogy of a jigsaw puzzle: the things written on their recording forms are like the pieces of the puzzle. As more and more pieces are added to the puzzle, the picture becomes clearer and more complete. As they read more, their picture of ancient Japan's culture will become clearer and more complete.• Tell students they will now read part of Chapter 6 on their own as their Mid-Unit 1 Assessment. Tell students that there are no surprises on this assessment; it's just what they have been practicing for the past few days in class.• Examine the learning targets with students. Address any clarifying questions.	



Work Time	Meeting Students' Needs
<p>A. Mid-Unit 1 Assessment (30 minutes)</p> <ul style="list-style-type: none">• Be sure students have their text, <i>Dragon of the Red Dawn</i>. Tell students that for the Mid-Unit 1 Assessment, they will only read part of a chapter: from the beginning (page 55) up to and including page 61. Remind students that they can read that portion of the text multiple times.• Distribute the Mid-Unit 1 Assessment: Reading to Capture Key Details: <i>Dragon of the Red Dawn</i> (pages 55–61). Review the directions with students. Answer any clarifying questions.• Give students 30 minutes to complete the assessment. Circulate to observe.• Collect students' assessments.	<ul style="list-style-type: none">• Consider various accommodations for students who qualify.• For students who struggle with decoding, fluency, or comprehension of the text, consider reading the text and questions aloud.• For students who struggle with responding in writing, consider using assistive technology.• Students may also be accommodated with additional time to complete the assessment.• Students who struggle to recognize evidence of culture within the pages used for the mid-unit assessment will need extra support and additional opportunities to do this kind of work using other similar materials.
<p>B. Tracking My Progress (5 minutes)</p> <ul style="list-style-type: none">• Distribute the Tracking My Progress: Mid-Unit 1 recording form. Explain that this is a chance for students to think about how well they are doing meeting the main targets they have been working on.• Briefly examine the Tracking My Progress: Mid-Unit 1 recording form with students to provide clarification as necessary. Invite students to independently complete their Tracking My Progress: Mid-Unit 1 recording form.	



Closing and Assessment	Meeting Students' Needs
<p>A. Read-aloud: Chapter 6 (3 minutes)</p> <ul style="list-style-type: none">• Gather students whole group in a circle. Give them specific positive feedback for their focus during the Mid-Unit 1 Assessment.• Have students follow along in their books while you read aloud the remainder of Chapter 6 (since students only read pages 55–61 during Work Time).	
<p>B. Anchor Chart: How Do Authors of Literary Text Reveal Information about a Topic? (7 minutes)</p> <ul style="list-style-type: none">• Refer back to the Guiding Questions anchor chart. Either post the guiding questions or read them aloud to students.• Ask students to Think-Pair-Share: “What have you learned from your work so far?” Students may approach this question differently. They may talk about what it’s like to read a chapter book or they may talk about things they’ve learned about ancient Japan. They may talk about what they do to figure out the meaning of unknown words or to answer text-dependent questions.• Remind students that <i>Dragon of the Red Dawn</i> is a literary text. Clarify the meaning of the word <i>literary</i> if needed. Using a simple Thumb-O-Meter (thumbs-up means yes, thumbs-down means no and thumbs-sideways means unsure), ask students whether <i>Dragon of the Red Dawn</i> contains any information about the culture of ancient Japan. Students should respond that yes, the book does contain information about ancient Japan and what life was like for people in Japan long ago. Connect this to the key concepts related to culture.• Ask students to Think-Pair-Share: “How did the author, Mary Pope Osborne, teach us about the culture of ancient Japan?” One answer is through Jack’s research book, but Mary Pope Osborne also weaves information about Japan’s culture into the characters, setting, and plot of the story. During this discussion, it will be important for you to clarify, extend, and guide students toward some of these understandings. Chart this thinking on a new How Mary Pope Osborne Teaches Us about Culture anchor chart. Keep this chart to refer back to in future lessons.	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Tell someone at home what you learned about culture from <i>Dragon of the Red Dawn</i> Chapter 6.	



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Supporting Materials



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Mid-Unit 1 Assessment:
Reading to Capture Key Details:
Dragon of the Red Dawn (pages 55–61)

Name: _____

Date: _____

Directions:

1. Read pages 55–61 from Chapter 6: “The Banana Tree” in *Dragon of the Red Dawn*.
2. Reread the same pages, thinking about the gist and the facts and details related to cultural heritage.
3. Take notes on the Where/Who/What recording form below, just as we have been doing together in class.
4. Answer the specific Questions from the Text in Part 2.

Part 1: What are the important parts of the chapter?

Where does this part of the chapter take place?	Who are the important characters in this section of the text?	What are the most important events in this section of the text?

• **Learning Target:** I can determine the key details of pages 55–61 by identifying the important parts of the chapter (who/where/what).

Mid-Unit 1 Assessment:

Reading to Capture Key Details:

Dragon of the Red Dawn (pages 55–61)

Part 2: Questions from the Text

1. Describe the inside and outside of Basho’s home. Use details from the story to support your answer.

2. What does Jack find puzzling about Basho’s house? Use at least two details from the story to support your answer.

3. On page 55, Basho says that his “humble castle is grander than all the castles of the samurai.”

What does he mean by this? Use specific details from other parts of the chapter to support your response.



Mid-Unit 1 Assessment:

Reading to Capture Key Details:

Dragon of the Red Dawn (pages 55–61)

4. Which of the following sentences from the chapter gives you information about the culture of ancient Japan?
- a) Jack and Annie stared at the large plant with the long, droopy leaves.
 - b) He pulled three tiny bowls and a small cloth bag from the bamboo chest.
 - c) “I like this house, though,” said Annie, “It’s cozy.”
5. A: What does the word *scrawny* mean as it is used on page 56?
- a) large
 - b) thin
 - c) bright
 - d) strong
- B: Which of these phrases from the text best helps you understand the meaning of *scrawny* as it is used in this scene?
- a) “It’s nice here”
 - b) “slipped off his sandals”
 - c) “droopy banana tree”
 - d) “beauty of the Imperial Garden”
6. When Annie sees Basho’s house, she says, “I guess this is a three mat house.” What does she mean by this?
- a) There are three mats on the floor.
 - b) It’s a very small house.
 - c) The house is decorated with mats.
 - d) The house looks like it belongs to a famous person.



Mid-Unit 1 Assessment:

Reading to Capture Key Details:

Dragon of the Red Dawn (pages 55–61)

(Answers, for Teacher Reference)

Directions:

1. Read pages 55–61 from Chapter 6: “The Banana Tree” in *Dragon of the Red Dawn*.
2. Reread the same pages, thinking about the gist and the facts and details related to cultural heritage.
3. Take notes on the Where/Who/What recording form below, just as we have been doing together in class.
4. Answer the specific Questions from the Text in Part 2.

Part 1: What are the important parts of the chapter?

Where does this part of the chapter take place?	Who are the important characters in this section of the text?	What are the most important events in this section of the text?
Basho’s house, both inside and outside	Basho, Annie, Jack	Annie and Jack realize Basho does not live in a castle. He lives in small, rundown house. Basho takes them inside and makes green tea. Jack looks up Basho in his book and they realize Basho is one of Japan’s greatest poets. They ask Basho about his poems and how he teaches the samurai.
• Learning Target: I can determine the key details of pages 55–61 by identifying the important parts of the chapter (who/where/what).		

Mid-Unit 1 Assessment:

Reading to Capture Key Details:

Dragon of the Red Dawn (pages 55–61)

(Answers, for Teacher Reference)

Part 2: Questions from the Text

1. Describe the inside and outside of Basho's home. Use details from the story to support your answer.

The outside of Basho's home was shabby with a droopy banana tree in the yard. Inside Basho's home there is only a low wooden table and a bamboo chest. The floor is made of dirt and is covered by three straw mats. There is also a fireplace and a small oil lamp.

2. What does Jack find puzzling about Basho's house? Use at least two details from the story to support your answer.

Jack is surprised that such an important person has such a shabby house. When he first sees it, he says, "This is your castle?" He also says that he thought a famous teacher of the samurai would have a 50 mat house.

3. On page 55, Basho says that his "humble castle is grander than all the castles of the samurai." What does he mean by this? Use specific details from other parts of the chapter to support your response.

Basho means that he doesn't have to live in a castle to be happy. He says a poet doesn't need a castle, just nature, and his house has a garden and a banana tree and the sound of the river outside. He has the wind, clouds, flowers, and birds to help him write his poetry.

4. Which of the following sentences from the chapter gives you information about the culture of ancient Japan?

- a) Jack and Annie stared at the large plant with the long, droopy leaves.
- b) He pulled three tiny bowls and a small cloth bag from the bamboo chest.**
- c) "I like this house, though," said Annie, "It's cozy."

Mid-Unit 1 Assessment:

Reading to Capture Key Details:

Dragon of the Red Dawn (pages 55–61)

(Answers, for Teacher Reference)

5. A: What does the word *scrawny* mean as it is used on page 56?

- a) large
- b) thin**
- c) bright
- d) strong

B: Which of these phrases from the text best helps you understand the meaning of *scrawny* as it is used in this scene?

- a) “It’s nice here”
- b) “slipped off his sandals”
- c) “droopy banana tree”**
- d) “beauty of the Imperial Garden”

6. When Annie sees Basho’s house, she says, “I guess this is a three mat house.” What does she mean by this?

- a) There are three mats on the floor.
- b) It’s a very small house.**
- c) The house is decorated with mats.
- d) The house looks like it belongs to a famous person.



Tracking My Progress:
Mid-Unit 1

Name: _____

Date: _____

Learning Target 1: I can answer questions using specific details from literary text. (RL.3.1)

1. Target 1 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:



Tracking My Progress:
Mid-Unit 1

Learning Target 2: I can retell a chapter in a story using key details from the text. (RL.3.2)

1. Target 2 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:



Tracking My Progress:
Mid-Unit 1

Learning Target 3: I can determine the meaning of words using clues from the story. (RL.3.4)

1. Target 3 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:



2-point Rubric: Writing from Sources/Short Response

2-point Response	The features of a 2-point response are:
	<ul style="list-style-type: none">Valid inferences and/or claims from the text where required by the promptEvidence of analysis of the text where required by the promptRelevant facts, definitions, concrete details, and/or other information from the text to develop response according to the requirements of the promptSufficient number of facts, definitions, concrete details, and/or other information from the text as required by the promptComplete sentences where errors do not impact readability
1-point Response	The features of a 1-point response are:
	<ul style="list-style-type: none">A mostly literal recounting of events or details from the text as required by the promptSome relevant facts, definitions, concrete details, and/or other information from the text to develop response according to the requirements of the promptIncomplete sentences or bullets
0-point Response	The features of a 0-point response are:
	<ul style="list-style-type: none">A response that does not address any of the requirements of the prompt or is totally inaccurateNo response (blank answer)A response that is not written in EnglishA response that is unintelligible or indecipherable

¹From New York State Department of Education, October 6, 2012.

If the prompt requires two texts and the student only references one text, the response can be scored no higher than a 1.