



EXPEDITIONARY
LEARNING

Grade 3: Module 2B: Unit 1: Lesson 13

Writing a Research-Based Informational Paragraph: The Culture of Japan



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

I can produce writing that is appropriate to task and purpose (with support). (W.3.4)
I can use the writing process to plan, revise, and edit my writing (with support). (W.3.5)
I can document what I learn about a topic by taking notes. (W.3.8)
I sort evidence into established categories. (W.3.8)

Supporting Learning Targets

- I can record details about Japan's customs and traditions on the Culture Research matrix.
- I can identify criteria for a strong research-based informational paragraph.

Ongoing Assessment

- Culture Research matrix



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Unpacking Learning Targets (3 minutes)B. Generating Criteria for a Research-Based Informational Paragraph (12 minutes)2. Work Time<ol style="list-style-type: none">A. Modeling and Guided Practice: Using <i>Dragon of the Red Dawn</i> to Complete the Culture Research Matrix Part A (20 minutes)B. Modeling and Guided Practice: Using <i>Exploring Countries: Japan</i> to Complete the Culture Research Matrix Part B (20 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Reviewing the Writing Moves (5 minutes)4. Homework<ol style="list-style-type: none">A. Share with someone at home what you did in class today. How have you been reading like a researcher? What have you learned about how to keep track of your learning by taking notes on the Culture Research matrix?	<ul style="list-style-type: none">• Throughout Unit 1, there has been a focus on customs and traditions in Japan. In the first half of the unit, students focused on ancient customs and traditions. In the second half, students read and gathered information on customs and traditions in modern-day Japan. For the End of Unit 1 Assessment (Lesson 15), students will write a research-based informational paragraph about culture. The evidence that students use will link the literary and informational texts.• Preview Lesson 15 in advance. The work done in Lessons 13 and 14 is intended to be highly structured and scaffolded to show students how to examine and synthesize the information they've collected to write a concise paragraph.• In this lesson, you model the process of gathering research on customs and traditions. Students both observe and participate. They have a chance to record information on both customs and traditions.• Typically, research would require students to use multiple resources. The scaffolding in the second half of the unit is designed to give students some basic experience with the steps involved in research and show them how to use the information collected to write to a prompt.• In advance: Prepare the Culture Research Matrix anchor chart (a larger version of the recording form of the same name; see supporting materials).• Review: Give One, Get One, Move On ("GoGoMo") protocol (see Appendix).• Post: Learning targets.



Lesson Vocabulary	Materials
matrix, plan, informational, research-based, ancient, modern	<ul style="list-style-type: none">• Index cards (three to five per student)• Criteria for a Research-Based Informational Paragraph anchor chart (new; teacher-created; see supporting materials)• Culture Research Matrix anchor chart (new; teacher created; see Teaching Notes)• Culture Research matrix (one per student)• Culture Research matrix (sample, for teacher reference; see supporting materials)• Exploring Culture anchor chart (from Lessons 10–12)• <i>Dragon of the Red Dawn</i> (book; one per student)• <i>Exploring Cultures: Japan</i> (book; one per student)



Opening	Meeting Students' Needs
<p>A. Unpacking Learning Targets (3 minutes)</p> <ul style="list-style-type: none">• Begin by acknowledging students' hard work learning so much about the culture of Japan. Frame the work ahead, saying something like: "You have read both literary and informational texts and talked with your peers to learn about the culture of Japan. Today, we will see how to go about choosing the important details from the research and then use it to complete a Culture Research matrix."• Display the first learning target:<ul style="list-style-type: none">* "I can record details about Japan's customs on the Culture Research matrix."• Define the word <i>matrix</i> as "a tool to organize information."• Display and ask students to deconstruct the second learning target:• "I can identify criteria for a strong research-based informational paragraph." Circle the phrase <i>research-based</i> and ask students what they think the phrase means. Clarify by telling students it means that the information within the paragraph will come from the facts they've gathered in their research.• Ask students to Think-Pair-Share: "Why do thoughtful writers plan before they begin writing?" Guide students toward an understanding that planning is essential so writers know what they are going to write about and can begin to organize their ideas before they actually write. Remind students about the good work they did in Module 1, planning their paragraph about their own reading goals and about a librarian or organization that helps people access books around the world. They have learned a lot as writers so far this year!	



Opening (continued)	Meeting Students' Needs
<p>B. Generating Criteria for a Research-Based Informational Paragraph (12 minutes)</p> <ul style="list-style-type: none">• Distribute three index cards to each student. Have them write their first and last name at the top of each card.• Ask students to think about the qualities of a good paragraph. Inform students they will be sharing out what they think. Ask: “What does a quality paragraph need to have?” Rather than have students share out at this point, direct them to write each idea on a separate index card. Tell them to write their ideas carefully because other students will have to be able to read what they’ve written. Students do not need to write in sentence form. For example, they could simply write, “strong topic sentence,” or “detail sentences,” or “good word choice.” Give students 2 minutes to write out their ideas. Have additional index cards on hand for students who come up with more than three ideas. Students should keep their cards for now.• Reread the second learning target: “I can identify criteria for a strong research-based informational paragraph.”• Ask students if they feel they’ve already met this target by writing their ideas on their index cards. Many will think the answer is yes. However, students’ thinking needs to push into the “research-based informational paragraph” part of the target.• Read the target aloud again somewhat slowly. Ask students to look again at their index cards and silently read them over. Ask students if they feel they have any new ideas to write down on index cards. Give students 1 minute to write any new ideas. Some students may feel satisfied with the cards they have, which is fine.	



Opening (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Tell students that they will be using a new protocol today called GoGoMo (which stands for Give One, Get One, Move On). Explain how the protocol works.<ul style="list-style-type: none">– Students will stand with their index cards in hand.– They mingle for approximately 15 seconds until you call out, “Give One,” at which time each will hand one of their cards to the person nearest to them.– That student passes on his/her card as well, therefore each student will also “Get One.” Tell students that for now, they are just trading their cards; later, they will read the cards they end up with.– Then you call out, “Move On” and students resume mingling and moving about.– After about 15 seconds, you again call out, “Give One” and students give another one of their index cards to the nearest student, also getting a card before moving on when they hear you call out, “Move On” again.– Students should make sure to give out the cards they wrote first.• Address clarifying questions and then begin. GoGoMo should be quick and lively.• Rounds of GoGoMo continue until no student has any of their own cards left. This may require some students to give cards they received from other students. Students should end with the same number of cards they started with.• At the end of GoGoMo, invite students to return to their seats with the cards they ended up with. Direct students to lay all the cards out face up and read them. Students will feel a level of comfort reading ideas similar to their own. It’s also possible that they will end up with cards that have other ideas that they hadn’t thought of or that another student may have had a similar idea but stated it in a more concise way.• Tell students they will create a new Criteria for a Research-Based Informational Paragraph anchor chart (see the sample in supporting materials as a reference: your chart should contain your students’ own language). Ask volunteers to share a card with the class by reading it aloud, including identifying whose idea it is since names were written on the index cards at the start of the activity. Chart the ideas on the new anchor chart.	



Work Time	Meeting Students' Needs
<p>A. Modeling and Guided Practice: Using <i>Dragon of the Red Dawn</i> to Complete the Culture Research Matrix Part A (20 minutes)</p> <ul style="list-style-type: none"> • Point out that a strong research paragraph must begin with strong research! • Display the Culture Research Matrix anchor chart and distribute the Culture Research matrix. Invite students to spend a few moments examining the matrix, then briefly turn and talk about what they notice. • Review that a matrix is a way to organize information. Today they are going to see how to organize the most important information they have learned about customs and traditions of Japan. • Display the Exploring Culture anchor chart. Remind students that this anchor chart has information gathered from their reading and research in Lessons 10–12. Also remind students that they have gathered a lot of information from their research on their recording forms from Lessons 4–12. • Model and think aloud to demonstrate how information can be placed within the matrix. Use the Culture Research matrix (sample, for teacher reference) in supporting materials as a guide. <ul style="list-style-type: none"> – You and the students should have copies of <i>Dragon of the Red Dawn</i> and <i>Exploring Countries: Japan</i> on hand. – Read aloud the Part A directions. Tell students you will be working together to learn how to write an informative paragraph using information from two different texts. – Begin by locating and recording examples of customs and traditions in Chapter 9 of <i>Dragon of the Red Dawn</i>. Tell students you will reread the chapter together. When students hear evidence of a custom or tradition, they should raise their hands so you can stop and record the information on the Culture Research matrix. – Model rereading the specified pages in <i>Dragon of the Red Dawn</i>. Encourage students to whisper-read along with you. Stop and share your thinking as you find each custom or tradition. If students have difficulty knowing where to stop, prompt them with questions like: “I think there is information here that we need to record. Can anyone figure out what part of the text I’m referring to? Where should I record this information? What page number should I write down?” – Proceed with filling in the matrix, guiding and reflecting, while taking input from the class. • When you have filled in the matrix, check for understanding. Ask students to show a thumbs-up, thumbs-down, or thumbs-sideways based to show how well they understand the process you modeled of having your notes and other materials out to use and reference as you recorded things onto the matrix. • Clarify as needed and if necessary quickly repeat the steps for students, possibly even charting them. 	<ul style="list-style-type: none"> • Add nonlinguistic symbols to the Culture Research matrix to help clarify the categories. • Consider allowing students to work with a partner while planning and choosing details. Each student should complete their own organizer and write their own paragraph in the next lesson, but the thinking work could be done in pairs.



Work Time (continued)	Meeting Students' Needs
<p>B. Modeling and Guided Practice: Using <i>Exploring Countries: Japan</i> to Complete the Culture Research Matrix Part B (20 minutes)</p> <ul style="list-style-type: none">• Explain that you have now gathered evidence that shows some of the customs and traditions of <i>ancient</i> Japan. The culture of a country can change over time. How could you find out whether these customs and traditions are still part of modern day Japanese culture? Lead students to recognize that they can use <i>Exploring Countries: Japan</i> to look for evidence that a custom or tradition is still part of <i>modern</i> Japanese life today.• Using a process similar to the one used in Part A , show students how to search for more information on each of the customs and traditions on the Culture Research matrix in <i>Exploring Countries: Japan</i>.<ul style="list-style-type: none">– Emphasize using the index and table of contents, and scanning the photos and section heads to efficiently locate specific information. Model entering additional information in Columns 3 and 4 on the Culture Research matrix.– For some of the customs and traditions identified, no additional information will be available in the nonfiction text. Be sure to point out that this does not necessarily mean that this custom is no longer part of Japanese culture, just that more research would be needed to confirm.	



Closing and Assessment	Meeting Students' Needs
<p>A. Reviewing the Writing Moves (5 minutes)</p> <ul style="list-style-type: none">• Invite students to name the steps that were taken as researchers and writers today. Listen for students to suggest:<ol style="list-style-type: none">1. "Reread sections of text, thinking about customs and traditions."2. "Record customs and traditions in Columns 1 and 2."3. "Going back into <i>Exploring Countries: Japan</i>, find information that supports customs and traditions from Columns 1 and 2."4. "Record additional information in Columns 4 and 5."• Ask students to turn and talk:<ul style="list-style-type: none">* "What step seemed easiest? Why?"* "What step seemed hardest? Why?"• As time permits, share out some of students' comments you overheard.	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Share with someone at home what you did in class today. How have you been reading like a researcher? What have you learned about how to keep track of your learning by taking notes on the Culture Research matrix?	



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Supporting Materials



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Criteria for a Research-Based Informational Paragraph Anchor Chart

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
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 conclusion sentence



Culture Research Matrix

Part A:

Directions: Reread pages 86–95 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		PART B	
Column 1: Ancient Japanese Custom or Tradition	Column 2: Page in <i>Dragon of the Red Dawn</i>	Column 3: More information about this custom or tradition from my research	Column 4: Page in <i>Exploring Countries: Japan</i>



Culture Research Matrix

Part B:

Directions: Use what you know about locating information in informational texts 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.



Culture Research Matrix
(Sample, for Teacher Reference)

Part A:

Directions: Reread pages 86–95 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>
After the fire, Jack saw people drinking tea together in the teahouse.	91
Annie said that the Cloud Dragon put out the fire. Basho told her most people don't believe that anymore.	92
Jack and Annie bow to Basho when leaving. He bows back. They also said, "Thanks."	95

PART B	
Column 3: More information about this custom or tradition from my research	Column 4: Page in <i>Exploring Countries: Japan</i>
Tea is served with every meal in Japan.	23
A bow in Japan can mean "thank you."	13



Culture Research Matrix
(Sample, for Teacher Reference)

Part B:

Directions: Use what you know about locating information in informational texts 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.

Use what you know about locating information in informational text to find more information about at least 2 of the customs and traditions on your chart in *Exploring Countries: Japan* . Add this new information to the third column in the chart. Write the page number where you found each piece of information in the last column.