



EXPEDITIONARY
LEARNING

Grade 3: Module 2B: Unit 1: Lesson 14

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



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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 express ideas using carefully chosen words. (L.3.3a)

Supporting Learning Targets

- I can assist in creating a plan for a research-based informational paragraph about a custom or tradition of Japan using a Paragraph Writing Accordion graphic organizer.
- I can identify criteria for a strong research-based informational paragraph.
- I can write sentences that are both accurate and interesting.

Ongoing Assessment

- Culture Research matrix
- Paragraph Writing Accordion graphic organizer



Agenda	Teaching Notes
<ol style="list-style-type: none"> 1. Opening <ol style="list-style-type: none"> A. Unpacking Learning Targets and Reviewing the Criteria for a Research-Based Informational Paragraph (10 minutes) 2. Work Time <ol style="list-style-type: none"> A. Modeling: Planning with the Paragraph Writing Accordion Graphic Organizer (20 minutes) B. Modeling: Writing a Paragraph Using the Graphic Organizer (25 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 the work you did in class today to write a research-based informational paragraph. Tell them about how the accordion organizer made the paragraph writing easier, better, and more organized. 	<ul style="list-style-type: none"> • The work in Lessons 13 and 14 is highly structured and scaffolded to show the students how to examine and synthesize the information they've collected to write a concise paragraph. • In this lesson, students plan an informational paragraph, first synthesizing their culture research into categories on a Culture Research matrix, and then planning the paragraph using a modified accordion graphic organizer from Module 1. Because the Paragraph Writing Accordion graphic organizer is somewhat familiar to students, teachers may elect to only briefly review the tool rather than use lesson time to reorient students to it and show a completed model. The Paragraph Writing Accordion graphic organizer has been modified to support students in connecting literary text and informational text. Be sure to carefully review this with students. • Students will write a similar paragraph on-demand in Lesson 15. The writing task in Lesson 15 is meant as formative assessment. In Unit 2, students will receive additional instruction and practice in writing research paragraphs. The results of the End of Unit 1 Assessment should inform your instruction as students begin a similar process with new content in Unit 2. • In advance: Prepare a large chart to look exactly like the Paragraph Writing Accordion graphic organizer shown in the Supporting Materials. Make sure it's the one with all boxes blank except for the headings. Or plan to just project a blank graphic organizer using a document camera. • In advance: Review the research-based informational paragraph (sample, for teacher reference; see supporting materials) to use in Work Time C. • Post: Learning targets.

Lesson Vocabulary	Materials
research-based, categories, matrix, plan, assist, explain	<ul style="list-style-type: none"> • Criteria for a Research-Based Informational Paragraph anchor chart (from Lesson 13) • Culture Research Matrix anchor chart (from Lesson 13) • Paragraph Writing Accordion graphic organizer (blank; one to display) • Paragraph Writing Accordion graphic organizer (sample, for teacher reference; see supporting materials) • Research-based informational paragraph (sample, for teacher reference)



Opening	Meeting Students' Needs
<p>A. Unpacking Learning Targets and Reviewing the Criteria for a Research-Based Informational Paragraph (10 minutes)</p> <ul style="list-style-type: none">• Tell students that today they will continue their work from Lesson 13. Review as needed, 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 them to complete a Culture Research matrix.”• Display and ask students to deconstruct the first learning target:<ul style="list-style-type: none">* “I can assist in creating a plan for a research-based informational paragraph about a custom or tradition of Japan using a Paragraph Writing Accordion graphic organizer.”• Circle and discuss the words <i>plan</i>, “informational,” and “paragraph,” and add visuals as necessary to ensure that students understand the target.• Circle the phrase <i>research-based</i> and review as needed. Clarify by telling students it means that the information in the paragraphs they write will come from the facts they’ve gathered in their research.• Underline the word <i>assist</i> and explain that the work done today will be shared and done together as a group. The reason for this is to build some experience and a level of comfort for students before moving on to planning and writing their own research-based informational paragraph.• Display and ask students to deconstruct the second learning target:<ul style="list-style-type: none">* “I can identify criteria for a strong research-based informational paragraph.”• Review the Criteria for a Research-Based Informational Paragraph anchor chart.• Ask students to Think-Pair-Share:<ul style="list-style-type: none">* “Why do thoughtful writers plan before they begin writing?”• Guide students toward an understanding that planning is essential so that 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!	<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	Meeting Students' Needs
<p>A. Modeling: Planning with the Paragraph Writing Accordion Graphic Organizer (20 minutes)</p> <ul style="list-style-type: none">• Display and review the completed Culture Research Matrix anchor chart (from Lesson 13), which contains the information charted on customs and traditions. Explain to students that you want to write a paragraph about two customs or traditions in Japan.• Model thinking-aloud as you weigh your options for which custom to write about.<ul style="list-style-type: none">– Perhaps start by saying: “Hmm, when I look at my research matrix, I see I have several customs listed: bowing, drinking tea, and the Cloud Dragon.”– Then say something like: “My paragraph is going to be about customs and traditions that are still part of Japanese culture today. I notice that only some topics were found in both texts. There are also some topics that I feel I have stronger details for. These are the customs and traditions I will choose to write about.”• Remind students that great writers do not just start writing. They think hard and they plan. And when writers are writing an informational piece, they make sure they have good information about their topic before they begin to write.• Continue by saying: “As good writers always do, we will make a plan and organize our thoughts before we actually start writing.”• Project the Paragraph Writing Accordion graphic organizer. Ask students to remind themselves about how to use the accordion graphic organizer by looking it over and thinking back to Module 1. Ask students questions about how this organizer is different. (The difference is that students will be asked to give examples of how the informational fact was shown in <i>Dragon of the Red Dawn</i>).• You will now be modeling and completing a shared writing to demonstrate how information from the Culture Research matrix can be placed within the Paragraph Writing Accordion graphic organizer. Use the Paragraph Writing Accordion graphic organizer (sample, for teacher reference) as a guide for your modeling. As you think-aloud, model how to fill in the accordion organizer. Continue doing this until it contains all of the information included on the Paragraph Writing accordion graphic organizer (sample, for teacher reference).• Because students have experience with the Paragraph Writing Accordion graphic organizer, engage them in working with you to craft each section of the organizer using the topic of bowing.• When the accordion organizer is fully filled in, ask students to give a thumbs-up, thumbs-sideways, or thumbs-down as a check for understanding of the process you just modeled. Point out that you did not write in sentences, but rather used short, but clear and correct phrases. Clarify as needed and if necessary quickly repeat the steps for students.	



Work Time (continued)	Meeting Students' Needs
<p>B. Modeling: Writing a Paragraph Using the Graphic Organizer (25 minutes)</p> <ul style="list-style-type: none">• Tell students that it's time to actually write the paragraph. But first, have them briefly reflect on the steps that were taken over the last several days.<ul style="list-style-type: none">– They read and conducted research.– They took notes in an organized fashion.– They discussed what they were learning with their peers.• Say: "You were shown how to pull information from your notes and place it in a Culture Research matrix. And following that, we used the matrix to make an informed decision about what specific topic to write about. It seemed that the best decision was to pick a topic that we had a lot of information about from both texts. Once the decision was made, you helped use the matrix to fill in the Paragraph Writing Accordion graphic organizer."• Be purposeful about having the completed accordion graphic organizer out and visible as you write the paragraph. Use the research-based informational paragraph (sample, for teacher reference) as a guide. Invite students to construct the paragraph with you as you write , one sentence at a time, thinking-aloud as you go.• Make sure to think-aloud with each part of the paragraph (topic sentence, detail sentences, conclusion) and repeatedly reference the graphic organizer. As you model and think-aloud, include language related to word choice and having sentence variety.• After the paragraph is written, again show correct writing behavior by reading the paragraph aloud to check it for things like sentence flow, grammar, capitalization, and punctuation. You should even do a final check of the graphic organizer to demonstrate the step of being sure that all parts of the graphic organizer were addressed within the paragraph. <p><i>Note: Students will be asked to write a similar paragraph on-demand in Lesson 15. The writing task in Lesson 15 is meant as formative assessment.</i></p>	



Closing and Assessment	Meeting Students' Needs
<p>A. Reviewing the Writing Moves (5 minutes)</p> <ul style="list-style-type: none">• End the lesson by asking students to name the steps that were taken as researchers and writers over the past two lessons. Listen for:<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 of the Culture Research matrix."3. "Go back to <i>Exploring Countries: Japan</i>, finding information that supports customs and traditions from Columns 1 and 2."4. "Record additional information in Columns 4 and 5."5. "Plan paragraph in Paragraph Writing Accordion graphic organizer."6. "Draft paragraph."• Ask students to turn and talk with a nearby student about the hard work done today. Perhaps they can even share what step they found difficult to understand or what step seemed easier or more straightforward for them. Listen in as students talk and if there's time, you can share some of the things you heard students say.	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Share with someone at home the work you did in class today to write a research-based informational paragraph. Tell them about how the accordion organizer made the paragraph writing easier, better, and more organized.	



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Supporting Materials



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Paragraph Writing Accordion Graphic Organizer

Describe two customs or traditions of ancient Japan that are still important in Japan today. Use details from the chart you just completed and the accordion graphic organizer below to write a paragraph describing these important parts of Japanese culture.

Topic:

Detail 1: From Exploring Countries: Japan

Detail 2: From Dragon of the Red Dawn

Detail 1: From Exploring Countries: Japan

Detail 2: From Dragon of the Red Dawn

Conclusion:



Paragraph Writing Accordion Graphic Organizer
(Sample, for Teacher Reference)

Describe two customs or traditions of ancient Japan that are still important in Japan today. Use details from the chart you just completed and the accordion graphic organizer below to write a paragraph describing these important parts of Japanese culture.

Topic:

bowing and drinking tea are important customs

Detail 1: From Exploring Countries: Japan

tea is served with every meal

Detail 2: From Dragon of the Red Dawn

**people were drinking in the teahouse after the fire
Jack and Annie were in one earlier**

Detail 1: From Exploring Countries: Japan

bowing can mean thank you

Detail 2: From Dragon of the Red Dawn

Jack and Annie said, "Thank you," to Basho and bowed

Conclusion:

bowing and drinking tea are two important customs from ancient Japan that are still today



Sample Research-Based Informational Paragraph
(for Teacher Reference)

Japan has many customs and traditions that define its culture. Two important customs in ancient Japan that are still used today are bowing and drinking tea. In Japan, people bow to each other when they are greeting one another. Bowing can also be a way of saying, “Thank you.” When Basho was leaving Jack and Annie, Jack said, “Thank you,” and they all bowed to each other. Drinking tea is another important custom in Japan. Tea is served with every meal. In the text *Dragon of the Red Dawn*, when Jack and Annie were heading home after the fire, they saw people coming together and drinking tea in the teahouse. Bowing and drinking tea are important customs in Japan. They are a customs that have been around for many generations.