



EXPEDITIONARY  
LEARNING

## **Grade 5: Module 2A: Unit 3: Lesson 15**

### **End of Unit Assessment: Writing a Rainforest Field Journal Entry about Howler Monkeys**



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**End of Unit Assessment:**

Writing a Rainforest Field Journal Entry about Howler Monkeys

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

- I can use a variety of strategies to locate an answer or solve a problem efficiently in informational texts. (RI.5.7)
- I can write informative/explanatory texts that convey ideas and information clearly. (W.5.2)
- I can write narrative texts about real or imagined experiences or events. (W.5.3)
- I can produce clear and coherent writing that is appropriate to task, purpose, and audience. (W.5.4)
- I can use several sources to build my knowledge about a topic. (W.5.7)
- I can choose evidence from fifth-grade informational texts to support analysis, reflection, and research. (W.5.9)

**Supporting Learning Targets**

- I can write a field journal entry about howler monkeys using ideas, organization, language, and use of conventions that meet our rubric for quality.
- I can summarize the most important information about howler monkeys in a text box.

**Ongoing Assessment**

- End of Unit 3 Assessment
- Tracking My Progress, End of Unit 3 recording form



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Agenda	Teaching Notes
<p>1. <b>Opening</b></p> <p style="padding-left: 20px;">A. Introducing the Assessment (10 minutes)</p> <p>2. <b>Work Time</b></p> <p style="padding-left: 20px;">A. End of Unit Assessment (35 minutes)</p> <p>3. <b>Closing and Assessment</b></p> <p style="padding-left: 20px;">A. Tracking My Progress (5 minutes)</p> <p style="padding-left: 20px;">B. Celebration Gallery Walk and Debrief (10 minutes)</p> <p>4. <b>Homework</b></p>	<ul style="list-style-type: none"> <li>• Students should have completed their final performance task during the previous lesson or, if need be, for homework. They get to celebrate that performance task at the end of this lesson. In the first part of the lesson, students demonstrate their learning through an unscaffolded task that builds on the note-taking they did for the mid-unit assessment (Lesson 8).</li> <li>• Consider having copies available of the text that students read during the mid-unit assessment. Though students are supposed to work from their notes, some may need to refer back to these texts to refresh their memories.</li> <li>• Create a positive tone for the assessment by reminding students of all that they have learned. Frame this as an opportunity to show how they have met some or all of the learning targets.</li> <li>• Score student work using the Rainforest Field Journal Rubric, which they have helped to develop throughout this unit.</li> </ul>

Lesson Vocabulary	Materials
N/A	<ul style="list-style-type: none"> <li>• Students' work from the mid-unit assessment (individual pages of notes on howler monkeys)</li> <li>• End of Unit 3 Assessment: On-Demand Writing of a Field Journal Entry on Howler Monkeys (one per student)</li> <li>• Blank lined paper (two sheets per student)</li> <li>• Rainforest Field Journal rubric (distributed in Lesson 12)</li> <li>• Tracking My Progress, End of Unit 3 recording form (one per student)</li> </ul>



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Opening	Meeting Students' Needs
<p><b>A. Introducing the Assessment (10 minutes)</b></p> <ul style="list-style-type: none"><li>• Collect the class's final performance tasks. Praise them for accomplishing this challenging three-part task: creating a narrative field journal entry, an informational text box, and a labeled drawing. Tell the students that at the end of the lesson there will be time to look at each other's work and celebrate their achievement.</li><li>• Tell the students that today they will have the chance to show what experts they have become on how scientists keep field journals. Without any help from their teacher or classmates, they will use the notes they took on howler monkeys during the mid-unit assessment to create a second page in their rainforest field journal. Review the Rainforest Field Journal rubric to make sure that everyone understands what makes an excellent product.</li></ul>	<ul style="list-style-type: none"><li>•</li></ul>



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Work Time	Meeting Students' Needs
<p><b>A. End of Unit Assessment (35 minutes)</b></p> <ul style="list-style-type: none"><li>• Seat the students so that they have space to work privately and independently.</li><li>• Distribute <b>students' work from their mid-unit assessment</b> (done in Lesson 8): their notes on the howler monkey. Tell students they will need to refer to these notes today.</li><li>• Distribute the <b>End of Unit 3 Assessment: On-Demand Writing of a Field Journal Entry on Howler Monkeys and lined paper</b>. Give students an opportunity to review the directions. Address any clarifying questions.</li><li>• Remind students to refer to their <b>Rainforest Field Journal Rubric</b>.</li><li>• Give students 30 minutes to work on the assessment, leaving 5 minutes at the end to debrief.</li><li>• While students are working, circulate to make sure that they are working independently. Because this is an assessment of what students can do without support, you may not answer substantive questions, but should provide clarification about the directions and encouragement to keep going.</li><li>• Collect the assessments.</li></ul>	<ul style="list-style-type: none"><li>• For students needing additional support producing language, consider offering a sentence frame or starter, or a cloze sentence to assist with language production and provide the structure required.</li><li>• Consider providing extra time to some students in order to complete the assessment. ELLs often need more time to process and translate information, and are entitled to extended time as an accommodation on NY State assessments.</li></ul>



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Closing and Assessment	Meeting Students' Needs
<p><b>A. Tracking My Progress (5 minutes)</b></p> <ul style="list-style-type: none"><li>Distribute <b>Tracking My Progress, End of Unit 3 recording form</b> and give students time to complete these forms.</li></ul>	<ul style="list-style-type: none"><li></li></ul>
<p><b>B. Celebration Gallery Walk and Debrief (10 minutes)</b></p> <ul style="list-style-type: none"><li>Celebrate the students' achievement by having students display their end of unit work on tables around the room. Invite the students to walk around and quietly read and appreciate their classmates' hard work. If you like, you may hand out sticky notes and ask students to jot down warm feedback to leave on the work as they circulate.</li><li>Gather the students for a last opportunity to debrief what they have learned about the rainforest. Give students a prompt such as: "I used to think ... but now I know." (For example: "I used to think that ants were annoying, but now I know that they are important.") Give them 1 minute of think time, and then ask all students to share their responses with the class.</li></ul>	<ul style="list-style-type: none"><li></li></ul>
Homework	Meeting Students' Needs
<ul style="list-style-type: none"><li>None.</li></ul>	<ul style="list-style-type: none"><li></li></ul>



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## Supporting Materials



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**End of Unit Assessment:**

Writing a Rainforest Field Journal Entry about Howler Monkeys

It is time to show what an expert you have become on researching and reporting on rainforest animals. So put on your rainforest explorer gear and get ready to roll!

After researching scientific texts on howler monkeys, write a page from a field journal that describes howler monkeys and how they contribute to the rainforest ecosystem. Support your discussion with evidence from your research. Be sure you include precise scientific vocabulary and sensory details. Use our Rainforest Field Journal Entry rubric to guide your work.

**Directions:**

1. If you need to, reread the article on howler monkeys from our mid-unit assessment.
2. Read over the notes you took on howler monkeys during our mid-unit assessment.
3. Based on the article and your notes, write a new first-person field journal entry from the point of view of the same main character as in your first rainforest field journal entry. Describe at least one event in your field journal entry.
4. Create an informational text box about the howler monkey to go with your field journal entry.



Tracking My Progress

End of Unit 3

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Learning Target: I can write a field journal entry about howler monkeys using ideas, organization, language, and use of conventions that meet our rubric for quality.

1 The target in my own words is:

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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:

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Tracking My Progress

End of Unit 3

Name:

Date:

Learning Target: I can summarize the most important information about howler monkeys in a text box.

1. The target in my own words is:

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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:

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