

New York State Common Core

English Language Arts Curriculum



GRADE 3 Module 2B **Unit 3** Student Workbook

Performance Task Invitation

Author Mary Pope Osborne has announced she will write a new *Magic Tree House* book! Instead of traveling to a place in the past, however, Ms. Osborne has decided that Jack and Annie will return in the present to a country they've already visited. Before she begins writing, Ms. Osborne wants to be sure there are plenty of interesting things about the culture of the country that she can include in her new story.

You have been invited to conduct this research for her! After conducting research with your small group about your assigned country, you will individually write a letter to the author of the *Magic Tree House* series to inform her about the culture of your country today. This will help her decide whether she should write a new book on this country. Include information about two aspects of culture that you discovered in your *Exploring Countries* text. Use accurate facts, definitions, and details from your research to explain each. At the end of your letter, provide a brief description of how Mary Pope Osborne might use the information you found in a new book on this country.

Performance Task Model:
Writing about France

November 11, 2013

Dear Ms. Pope,

I was so excited to hear you were writing a new *Magic Tree House* book series that I wanted to write you this letter. I think it's a great idea for Jack and Annie to revisit some of the countries they've adventured to before, but in the present. I have just finished researching France and have learned a lot about the people in France, how they live, and what they consider important. It was so interesting to learn about the culture of this fascinating country. There are so many interesting things about the culture of France that you could use in your new story.

One thing I discovered in my research was that food is a very important part of French culture. Did you know that in France the biggest meal of the day is what we call lunch? It's true! In France, it is a custom for families to all be together for this midday meal. The meal has different parts, but the main part of the meal is called the entrée. Something that is part of every meal in France is a special type of bread called a baguette. It's a long, thin loaf of bread. This custom of having a baguette with every meal is so important that there are 35,000 bakeries in France! I'll bet your readers would love to find out more about the eating customs of people living in France in your book.

Oh, I'd also like to tell you about some of the special events that happen that are important to the people of France. There is a very famous bicycle race that happens every year. This traditional bike race is called the Tour de France. This race is so long—over 2,200 miles—that it takes three weeks from start to finish. The course takes the bicyclists all over Europe. I found out that the Tour de France always ends in Paris, France's most well-known city. Another special tradition in France is the holiday called Mardi Gras. Everyone in France looks forward to Mardi Gras. People wear fancy costumes, and there are parades in towns and cities. You might want to include traditions like the Tour de France or Mardi Gras in your book.

As you can see from what I've shared, France would be a perfect return destination for Jack and Annie for one of your new *Magic Tree House* books. Annie would love being introduced to French food, since she is always so willing to try new things. And can you imagine what Jack and Annie would say if they were to see the Tour de France? Maybe they could even take part and ride in it. I hope you will consider sending Jack and Annie back to France. Good luck with your decision!

Your devoted reader,
Sam Student

Examining a Model Letter:
Group Recording Form

Parts of the Letter	What do we notice? What is the purpose of this part of the letter?
Nov. 11, 2013	<hr/> <hr/>
Dear Ms. Pope,	<hr/> <hr/>
<p>I was so excited to hear you were writing a new <i>Magic Tree House</i> book series that I wanted to write you this letter. I think it's a great idea for Jack and Annie to revisit some of the countries they're adventured to before, but in the present. I have just finished researching France and have learned a lot about the people in France, how they live, and what they consider important. It was so interesting to learn about the culture of this fascinating country. There are so many interesting things about the culture of France that you could use in your new story.</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>One thing I discovered in my research was that food is a very important part of French culture. Did you know that in France the biggest meal of the day is what we call lunch? It's true! In France, it is a custom for families to all be together for this midday meal. The meal has different parts but the main part of the meal is called the entrée. Something that is part of every meal in France is a special type of bread called a baguette. It's a long, thin loaf of bread. This custom of having a baguette with every meal is so important that there are 35,000 bakeries in France! I'll bet your readers would love to find out more about the eating customs of people living in France in your book.</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Examining a Model Letter:
Group Recording Form

Parts of the Letter	What do we notice? What is the purpose of this part of the letter?
<p>Oh, I'd also like to tell you about some of the special events that happen that are important to the people of France. There is a very famous bicycle race that happens every year. This traditional bike race is called the Tour de France. This race is so long—over 2,200 miles—that it takes three weeks from start to finish. The course takes the bicyclists all over Europe. I found out that the Tour de France always ends in Paris, France's most well-known city. Another special tradition in France is the holiday called Mardi Gras. Everyone in France looks forward to Mardi Gras. People wear fancy costumes, and there are parades in towns and cities. You might want to include traditions like the Tour de France or Mardi Gras in your book.</p>	<hr/>
<p>As you can see from what I've shared, France would be a perfect return destination for Jack and Annie for one of your new <i>Magic Tree House</i> books. Annie would love being introduced to French food, since she is always so willing to try new things. And can you imagine what Jack and Annie would say if they were to see the Tour de France? Maybe they could even take part and ride in it. I hope you will consider sending Jack and Annie back to France. Good luck with your decision!</p>	<hr/>
<p>Your devoted reader,</p>	<hr/>
<p>Sam Student</p>	<hr/>

Work Time A Steps

- Read the model letter again with your group.
- Take each part of the letter, one at a time, and carefully examine it by rereading it and then discussing the answers to these questions:
 1. What do we notice?
 2. What is the purpose of this part of the letter?
- Record the group's thinking on the Examining a Model Letter: Group recording form.
- Select a spokesperson who will orally share the group's work if called on during our sharing as a whole group. Give the spokesperson an opportunity to practice out loud with the group if time allows.

Anchor Chart 1: Opening

Nov. 11, 2013

Dear Ms. Pope,

I was so excited to hear you were writing a new *Magic Tree House* book series that I wanted to write you this letter. I think it's a great idea for Jack and Annie to revisit some of the countries they're adventured to before, but in the present. I have just finished researching France and have learned a lot about the people in France, how they live, and what they consider important. It was so interesting to learn about the culture of this fascinating country. There are so many interesting things about the culture of France that you could use in your new story.

Anchor Chart 2: Informative Body Paragraphs

One thing I discovered in my research was that food is a very important part of French culture. Did you know that in France the biggest meal of the day is what we call lunch? It's true! In France, it is a custom for families to all be together for this midday meal. The meal has different parts but the main part of the meal is called the entrée. Something that is part of every meal in France is a special type of bread called a baguette. It's a long, thin loaf of bread. This custom of having a baguette with every meal is so important that there are 35,000 bakeries in France! I'll bet your readers would love to find out more about the eating customs of people living in France in your book.

Anchor Chart 2: Informative Body Paragraphs

Oh, I'd also like to tell you about some of the special events that happen that are important to the people of France. There is a very famous bicycle race that happens every year. This traditional bike race is called the Tour de France. This race is so long—over 2,200 miles—that it takes three weeks from start to finish. The course takes the bicyclists all over Europe. I found out that the Tour de France always ends in Paris, France's most well-known city. Another special tradition in France is the holiday called Mardi Gras. Everyone in France looks forward to Mardi Gras. People wear fancy costumes, and there are parades in towns and cities. You might want to include traditions like the Tour de France or Mardi Gras in your book.

Anchor Chart 3: Closing

As you can see from what I've shared, France would be a perfect return destination for Jack and Annie for one of your new *Magic Tree House* books. Annie would love being introduced to French food, since she is always so willing to try new things. And can you imagine what Jack and Annie would say if they were to see the Tour de France? Maybe they could even take part and ride in it. I hope you will consider sending Jack and Annie back to France. Good luck with your decision!

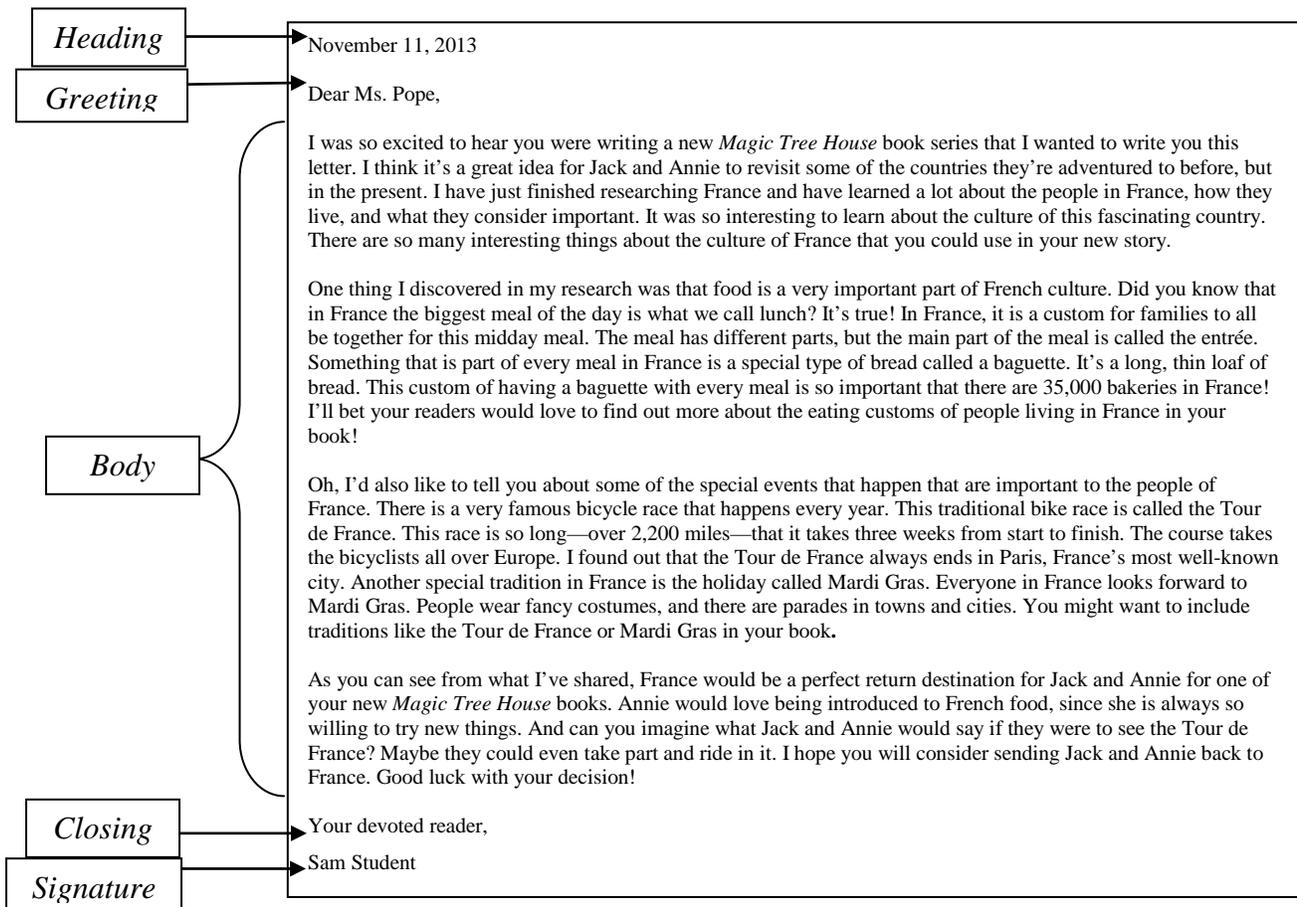
Your devoted reader,

Sam Student

Conventions of Letter Writing Anchor Chart

Letters have these basic parts: *heading, greeting, body, closing, and signature.*

- The heading includes the two-line address of the sender and the date. Sometimes only the date appears in the heading.
- The greeting is a salutation and usually starts with the word “Dear” followed by the name of the letter recipient and then a comma.
- The body is the heart of the letter. It is the main text of the letter and has all the information being shared by the sender to the person he or she is writing to. The body can be one paragraph or several. Each paragraph should be indented, or a blank line should be placed between paragraphs.
- The closing is the way the letter is closed, or ended. It includes a short capitalized expression such as “Sincerely” or “Love” and is followed by a comma. A blank line should come between the body and the closing.
- The signature is the sender’s name, and it comes directly below the closing.



Words We Capitalize in Writing Anchor Chart

1. Capitalize the first word in a sentence and the pronoun *I*.

Examples: The dog is brown.
My mom was a teacher.
Do you think I can go too?

2. Capitalize dates and names of people.

Examples: The first month of the year is January.
I love Saturdays!
Sally is a girl in our class.
The author of our book is Mary Pope Osborne.

3. Capitalize holidays, product names, and geographic names.

Examples: In November, we celebrate Thanksgiving.
One type of car is a Ford.
The country we are writing about is Japan.

4. Capitalize appropriate words in titles.

Examples: The Magic Tree House is a book series.
Words We Capitalize in Writing

Topic Decision Recording Form

Name:

Date:

Directions:

1. Look over the selected recording forms from Unit 1.
2. Look for topics you think would be interesting for Mary Pope Osborne to use in her new story.
3. Go back into the text and reread. This will help you make your decision.
4. If you feel that a topic might work, list it in the left-side column and note the page number(s) in the middle column.
5. Review what you've recorded and make a decision about which two topics will be used in the Japan letter.

Ideas for Informative Paragraph Topic	Page Number(s)	My Topic Choices ✓
1.		
2.		
3.		
4.		

Topic Decision Recording Form

Place a √ or an X to indicate which two topics you have chosen for your informative paragraphs.

I am selecting these topics for my informative paragraphs because:

Using Capitalization Correctly Homework

Name:

Date:

Directions: Fix the capitalization mistakes in the writing below. Rewrite the sentence correctly on the line.

Remember the rules for capitalization:

1. Capitalize the first word in a sentence and the pronoun *I*.
2. Capitalize dates and names of people.
3. Capitalize holidays, product names, and geographic names.
4. Capitalize appropriate words in titles.

1. Mary pope osborne is the author of the *Magic tree House* series.

2. Winter is a season that usually starts in december.

3. We have studied the countries of japan, Iraq, india, and italy.

4. The title of our chart in class was: words we capitalize in Writing.

Paragraph Writing Accordion Graphic Organizer

Name:

Date:

Topic:

Detail:

Explain:

Detail:

Explain:

Conclusion:

Words That Work: Descriptive Words Anchor Chart

Descriptive Word	Descriptive Word That Works Better
pretty	
skinny	
colorful	
metal	
hard	
old	

Things I Need to Remember for Writing Recording Form

Name:

Date:

There are many things writers need to remember to do before they are ready to present their published writing piece. Use this form to keep track of your new learning about writing and to help you remember important pieces from each lesson.

Note to students: You will use this recording form until the end of the unit.

Lesson	I need to remember ...
5	

Structure of the Closing Paragraph Anchor Chart

As you can see from what I've shared, France would be a perfect return destination for Jack and Annie for one of your new Magic Tree House books. Annie would love being introduced to French food, since she is always so willing to try new things. And can you imagine what Jack and Annie would say if they were to see the Tour de France? Maybe they could even take part and ride in it. I hope you will consider sending Jack and Annie back to France. Good luck with your decision!

Closing Paragraph	Topic sentence	As you can see from what I've shared, France would be a perfect return destination for Jack and Annie for one of your new Magic Tree House books.
	How this information might be used in the story	Annie would love being introduced to French food, since she is always so willing to try new things. Can you imagine what Jack and Annie would say if they were to see the Tour de France? Maybe they could even take part and ride in it.
	Concluding sentence	I hope you will consider sending Jack and Annie back to France. Good luck with your decision!

Closing Paragraph Graphic Organizer

Closing Paragraph	Topic sentence	
	Topic 1: Kanji Topic 2: ----- How this information might be used in the story	
	Concluding sentence	

Structure of a Letter to Author

Heading	Date	
----------------	-------------	--

Greeting	Salutation	
-----------------	-------------------	--

Opening Paragraph: <i>main idea of the letter</i>	Introduction/ reason for writing:	
	Background	
	Main idea	

Structure of a Letter to Author

Body paragraph 1:	Topic sentence	
	Detail 1:	
	Explain/evidence from the Text:	
	Detail 2:	
	Explain/evidence from the Text:	
	Concluding sentence	

Body paragraph 2:	Topic sentence	
	Detail 1:	
	Explain/evidence from the Text:	
	Detail 2:	
	Explain/evidence from the Text:	
	Concluding sentence	

Structure of a Letter to Author

Closing paragraph	Topic sentence	
	How this information might be used in the story	
	Concluding sentence	

Closing	Signing off	
----------------	--------------------	--

Signature	Your name	
------------------	------------------	--

Mid-Unit 3 Assessment: Writing a First Draft about Expert Country

Name:

Date:

Writing Invitation:

Author Mary Pope Osborne has announced she will write a new *Magic Tree House* book! Instead of traveling to a place in the past, however, Ms. Osborne has decided that Jack and Annie will return in the present to a country they've already visited. Before she begins writing, Ms. Osborne wants to be sure there are plenty of interesting things about the culture of the country that she can include in her new story.

You have been invited to conduct this research for her! After conducting research with your small group about your assigned country, you will individually write a letter to the author of the *Magic Tree House* series to inform her about the culture of your country today. This will help her decide whether she should write a new book on this country. Include information about two aspects of culture that you discovered in your *Exploring Countries* text. Use accurate facts, definitions, and details from your research to explain each. At the end of your letter, provide a brief description of how Mary Pope Osborne might use the information you found in a new book on this country.

Directions:

1. Using your notes from Unit 2, plan your letter to Mary Pope Osborne that meets the writing prompt. Be sure to include accurate facts, definitions, and details.
2. Plan your letter on the Structure of a Letter to Author recording form.
3. After planning, craft a first draft of your research-based letter to Mary Pope Osborne.
4. When writing, be sure to skip lines so you can revise and edit later.

Criteria for a Quality Research-Based Letter

- Includes a clear and inviting introduction that states the topic and purpose for writing
- Demonstrates an understanding of audience
- Includes two informative paragraphs: one detailed paragraph about each aspect of culture chosen
- Has body paragraphs that each contain a clear topic sentence, supporting details, and a concluding statement
- Uses accurate facts, definitions, and details from the research to explain each aspect of culture
- Uses linking words and phrases to connect ideas together
- Provides a conclusion to wrap up the ideas

Exit Ticket: Success and Challenge

I can write a first draft of my research-based letter to Mary Pope Osborne using research from my Magic Tree House and Exploring Countries texts.

I can use the criteria for a high-quality letter in my writing.

1. Success—One success that I had writing my first draft was:

2. Challenge—One challenge that I had writing my first draft was:

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 develop ideas with only minimal, occasional evidence that 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.

Words That Work Anchor Chart

ADJECTIVES that describe what a noun LOOKS LIKE:

ADJECTIVES that describe what a noun FEELS LIKE:

ADJECTIVES that describe what a noun SMELLS LIKE:

ADJECTIVES that describe what a noun SOUNDS LIKE:

ADJECTIVES that describe what a noun TASTES LIKE:

I know that adjectives

Here is one example from my writing where I changed or added an adjective:

Exit Ticket: Editing Checklist

Name: _____

Date: _____

Target	Not Yet	Almost There	Excellent!	Teacher Comments
I can capitalize appropriate words, such as character names and titles.				
I can use simple and compound sentences in my writing.				
I can use resources to check and correct my spelling.				
I can use correct beginning and end punctuation in my writing. (Note: Target not explicitly taught in this unit, but previously taught/assessed in Module 1.)				
I can spell grade-appropriate words correctly. (Note: Target not explicitly taught in this unit, but previously taught/assessed in Module 1.)				

End of Unit 3 Assessment: Using the Writing Process: Revising and Editing the Letter to Mary Pope Osborne about Expert Country

Name:

Date:

Directions:

Revise and edit the first draft of your letter to Mary Pope Osborne about the country you researched in Unit 2. Be sure to do the following:

1. You must identify at least three areas in your writing that you will revise. Use the Things I Need to Remember for Writing recording form to help you make your choices.
2. Write above your original writing.
3. Edit your letter using the editing checklist. Use a green marker for spelling corrections, a blue marker for punctuation corrections, and a purple marker for capitalization corrections.
4. Be sure you can explain how you used feedback from your peers to revise and improve your writing.

Editing Checklist

Name: _____

Date: _____

Target	Not Yet	Almost There	Excellent!	Teacher Comments
I can capitalize appropriate words, such as character names and titles.				
I can use simple and compound sentences in my writing.				
I can use resources to check and correct my spelling.				
I can use correct beginning and end punctuation in my writing. (Note: Target not explicitly taught in this unit, but previously taught/assessed in Module 1.)				
I can spell grade-appropriate words correctly. (Note: Target not explicitly taught in this unit, but previously taught/assessed in Module 1.)				

Author's Chair Celebration Anchor Chart

*As an alternative to an anchor chart, you can copy the steps below for each group.

Author's Chair Celebration

In groups of three or four, do the following:

1. Find a space where your group can sit in a circle.
2. Select an author to read and reflect first.
3. Authors should read their piece to the group and share their thinking on these questions:
 - What are you most proud of in this piece?
 - What was your biggest challenge, and how did you handle it?
4. Group members should listen as the author reads and reflects, then take a moment to write the author's name and one piece of specific praise on a sticky note. (Hold on to your sticky notes until all group members have read their pieces.)
5. Take turns so that each author has a chance to read and reflect and listeners have written praise for each author.
6. Exchange sticky notes so that authors can read what the group members wrote about their work.
7. Congratulate one another on the publication of the letters.

Tracking My Progress End of Unit 3

Name: _____

Date: _____

Learning Target: I can write a research-based letter to Mary Pope Osborne informing her of the evidence of culture that she could use in her new book.

1. The target in my own words is:

2. How am I doing? Circle one.

I need more help to learn this



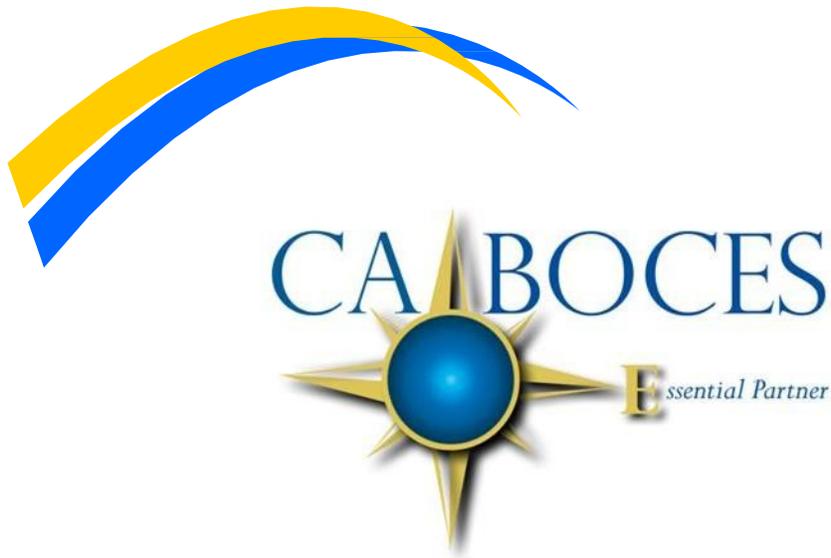
I understand some of this



I am on my way!



3. The evidence to support my self-assessment is:



Learning Resources
CoSer 501
Educational Media

Equal Opportunity Notice

CA BOCES hereby advises students, parents, employees and the general public that it offers employment, programs and educational opportunities, including vocational education opportunities, without regard to gender, race, color, national origin, handicap or any other legally protected status. Inquiries regarding this non-discrimination policy and grievance procedures may be directed to:
Human Resources Director, Cattaraugus-Allegany BOCES, 1825 Windfall Road, Olean, NY 14760; 716-376-8237.