



EXPEDITIONARY
LEARNING

Grade 3: Module 3A: Unit 3: Overview



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Unit 3: Writing Like a Reader: Developing Opinion's about the Author's Craft in *Peter Pan*

In this unit, students will apply their careful reading of *Peter Pan* to write about the book. Students first will practice summary writing and write a brief summary of the Classic Starts edition of *Peter Pan*. In the mid-unit assessment, students will apply their summary writing skills by writing an on-demand summary of a familiar story: *Waiting for the Biblioburro*, used in Module 1. This assessment centers on NYSP12 ELA standards RL.3.2, W.3.2, and W.3.4. Next, students will consider the module's guiding question: "How do writers capture a reader's imagination?" and craft an opinion piece about their favorite *Peter Pan* character. Students will build on their skills as opinion writers from Unit 1 by supporting their reasons with specific

examples from the story. Students will engage in the writing process of planning, drafting, and revising their work with this two-part performance task (summary and opinion). They will give and receive feedback about their writing through structured critique protocols to strengthen their writing. This two-part performance task (summary and opinion) centers on PK12 NYS ELA standards: RL.3.2, RL.3.3, R.L.3.5, W.3.1, W.3.2, W.3.4, W.3.5, L.3.1, L.3.2, and L.3.3. In the end of unit assessment, students will apply their opinion writing skills by writing about a second character from the Classic Starts edition of *Peter Pan*. This assessment centers on W.3.1, W.3.4, and L.3.2.

Guiding Questions And Big Ideas

- **How do writers capture a reader's imagination?**
- *Authors develop characters using vivid description to help the reader imagine the character and bring the character to life.*
- *Authors make intentional choices to capture the reader's imagination.*
- *Classic stories are told in different ways over time.*
- *Readers have differing opinions about the texts they read and support their opinions with evidence from the text.*



Mid-Unit 3 Assessment	On-Demand Book Summary This assessment centers on NYSP12 ELA standards RL 3.2, W.3.2, and W.3.4. Students will write an on-demand summary paragraph. They apply the summary writing skills they developed in the first part of the unit by writing a new summary of a book from Module 1, <i>Waiting for the Biblioburro</i> . (Note: Students will have an opportunity to review this book in advance of the assessment; recommendations are also included for classes that did not do Module 1.)
End of Unit 3 Assessment	Opinion Writing about a New Character This assessment centers on W.3.1, W.3.4, and L.3.2. Students will write an opinion piece in response to this prompt: "Who is your second favorite character in <i>Peter Pan</i> and why?" This assessment asks students to apply their learning about opinion writing (from their performance task) to a new character.

Content Connections

This module is grounded in a deep study of a classic piece of literature. It is designed to address English Language Arts Standards. This module does not incorporate Social Studies or Science content.

Text

1. J.M. Barrie, *Peter Pan*, retold from the original by Tania Zamorsky, illustrated by Dan Andreasen, Classic Starts series (New York: Sterling Publishers, 2009); ISBN: 978-1-4027-5421-0



This unit is approximately 2 weeks or 10 sessions of instruction.

Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 1	Planning Writing: Generating Criteria and Making a Plan for a Summary of <i>Peter Pan</i>	<ul style="list-style-type: none"> I can retell a story using key details from the text. (RL.3.2) With support from peers and adults, I can use the writing process to plan, revise, and edit my writing. (W.3.5) 	<ul style="list-style-type: none"> I can identify the criteria for a strong summary paragraph. I can describe the setting, characters, and events of <i>Peter Pan</i>. I can plan my summary by completing an Accordion paragraph graphic organizer about <i>Peter Pan</i>. 	<ul style="list-style-type: none"> <i>Peter Pan</i> Where/Who/What recording form Accordion paragraph graphic organizer 	<ul style="list-style-type: none"> Back-to-Back, Face-to Face protocol Summary Writing rubric <i>Peter Pan</i> Where/Who/What
Lesson 2	Writing a First-Draft <i>Peter Pan</i> Summary	<ul style="list-style-type: none"> I can write an informative/explanatory text. (W.3.2) I can use the writing process to plan, revise, and edit my writing (with support). (W.3.5) I can write routinely for a variety of reasons. (W.3.10) 	<ul style="list-style-type: none"> I can write a first draft of my <i>Peter Pan</i> summary. 	<ul style="list-style-type: none"> Students' first draft writing 	<ul style="list-style-type: none"> Summary Writing rubric
Lesson 3	Revising and Editing: Simple and Compound Sentences and Conventions	<ul style="list-style-type: none"> I can write simple, complex, and compound sentences. (L.3.1) I can use conventions to send a clear message to my reader. (L.3.2) I can use the writing process to plan, revise, and edit my writing (with support). (W.3.5) 	<ul style="list-style-type: none"> I can revise my <i>Peter Pan</i> summary paragraph to include simple and compound sentences. I can capitalize appropriate words in titles. I can correctly spell words that have suffixes. I can use resources to check and correct my spelling. 	<ul style="list-style-type: none"> Students' sentence revisions Students' edited writing 	<ul style="list-style-type: none"> Concentric Circles protocol



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 4	Mid-Unit Assessment: Writing a Summary about <i>Waiting for the Biblioburro</i>	<ul style="list-style-type: none">I can write an informative/explanatory text. (W.3.2)	<ul style="list-style-type: none">I can write a strong summary about the text <i>Waiting for the Biblioburro</i>.	<ul style="list-style-type: none">Students' summariesTracking My Progress, Mid-Unit 3	
Lesson 5	<i>Peter Pan</i> Opinion Writing: Generating Criteria and Choosing a Favorite Character	<ul style="list-style-type: none">I can write an opinion piece that supports a point of view with reasons. (W.3.1)With support from peers and adults, I can use the writing process to plan, revise, and edit my writing. (W.3.5)I can describe the characters in a story (traits, motivations, feelings). (RL.3.3)I can explain how a character's actions contribute to the events in the story. (RL.3.3)	<ul style="list-style-type: none">I can identify the criteria for a strong opinion paragraph.I can describe my two favorite characters from <i>Peter Pan</i>.	<ul style="list-style-type: none">Selecting Characters recording form	<ul style="list-style-type: none">Back-to-Back, Face-to Face protocolOpinion Writing rubric



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 6	Opinion Writing: Planning Opinion and Reasons	<ul style="list-style-type: none"> I can write an opinion piece that supports a point of view with reasons. (W.3.1) <ul style="list-style-type: none"> I can introduce the topic of my opinion piece. I can create an organizational structure that lists reasons for my opinion. I can identify reasons that support my opinion. I can use linking words to connect my opinion and reasons. I can construct a concluding statement or section for my opinion piece. With support from adults, I can produce writing that is appropriate to task and purpose. (W.3.4) With support from peers and adults, I can use the writing process to plan, revise, and edit my writing. (W.3.5) 	<ul style="list-style-type: none"> I can create a plan for my writing that states my opinion and lists my reasons clearly. I can use linking words and phrases to connect my reasons together in a paragraph. 	<ul style="list-style-type: none"> Draft Opinion Writing Progress Check-in 	<ul style="list-style-type: none"> Opinion Writing rubric



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 7	Opinion Writing: Introducing an Opinion and Providing a Conclusion Sentence	<ul style="list-style-type: none"> I can write an opinion piece that supports a point of view with reasons. (W.3.1) <ul style="list-style-type: none"> I can introduce the topic of my opinion piece. I can create an organizational structure that lists reasons for my opinion. I can identify reasons that support my opinion. I can use linking words to connect my opinion and reasons. I can construct a concluding statement or section for my opinion piece. With support from adults, I can produce writing that is appropriate to task and purpose. (W.3.5) With support from peers and adults, I can use the writing process to plan, revise, and edit my writing. (W3.5) 	<ul style="list-style-type: none"> I can introduce my reader to my opinion about a <i>Peter Pan</i> character. I can craft a conclusion to my opinion writing that reminds my reader of my opinion. 	<ul style="list-style-type: none"> Introduction and Conclusion drafting page Opinion writing drafts 	<ul style="list-style-type: none"> Opinion Writing rubric



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 8	Revising Opinion Writing: Strengthening My Reasons by Using Specific Details about My Character	<ul style="list-style-type: none">• I can write an opinion piece that supports a point of view with reasons. (W.3.1)<ul style="list-style-type: none">a. I can introduce the topic of my opinion piece.a. I can create an organizational structure that lists reasons for my opinion.b. I can identify reasons that support my opinion.c. I can use linking words to connect my opinion and reasons.c. I can construct a concluding statement or section for my opinion piece.• With support from peers and adults, I can use the writing process to plan, revise, and edit my writing. (W3.5)• I can express ideas using carefully chosen words. (L.3.3)	<ul style="list-style-type: none">• I can use specific details about my character to strengthen my reasons.	<ul style="list-style-type: none">• Opinion drafts• Praise Question Suggest recording form	<ul style="list-style-type: none">• Praise Question Suggestion protocol• Opinion Writing rubric



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 9	Final Revision: Using Feedback and Criteria	<ul style="list-style-type: none">• I can write an opinion piece that supports a point of view with reasons. (W.3.1)• With support from peers and adults, I can use the writing process to plan, revise, and edit my writing. (W3.5)• I can use conventions to send a clear message to my reader. (L.3.1)• I can write simple, complex, and compound sentences. (L.3.1i)• I can use possessives in my writing. (L.3.2d)	<ul style="list-style-type: none">• I can use feedback to strengthen my opinion writing.• I can use the editing checklist to make final edits to my opinion writing.	<ul style="list-style-type: none">• Opinion writing drafts with edits and editing checklist	<ul style="list-style-type: none">• Opinion Writing rubric



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 10	On-Demand End of Unit Assessment and Celebration of Opinion Writing	<ul style="list-style-type: none"> I can write an opinion piece that supports a point of view with reasons. (W.3.1) <ol style="list-style-type: none"> I can introduce the topic of my opinion piece. I can create an organizational structure that lists reasons for my opinion. I can identify reasons that support my opinion. I can use linking words to connect my opinion and reasons. I can construct a concluding statement or section for my opinion piece. With support from peers and adults, I can use the writing process to plan, revise, and edit my writing. (W3.5) 	<ul style="list-style-type: none"> I can write an opinion piece describing my second favorite character. I can share the final draft of my scene with my audience. 	<ul style="list-style-type: none"> End of Unit 3 Assessment Final draft of <i>Peter Pan</i> scenes Tracking My Progress, End of Unit 3 recording form 	<ul style="list-style-type: none"> Author's Celebration



Optional: Experts, Fieldwork, And Service

Experts:

- Invite a local librarian to the classroom to discuss how to summarize books for potential readers.

Fieldwork:

- Go to the local library and hear from librarians, talking about current children's literature.

Service:

- N/A

Optional: Extensions

- Create the performance task as a book jacket for the Peter Pan books. Use the summary as the inside cover and the opinion writing as the back cover. Collaborate with the art teacher to have students create the illustration for the book jacket.



Preparation and Materials

- In advance: Review the Unit 3 Recommended Texts list (separate document on EngageNY.org). Students need some of these chapter books in Lessons 1 and 2, during which they browse the books specifically reading the back covers for strong examples of book summaries. Students also are asked to choose a book from the Recommended Texts list and read it for homework throughout this unit. They follow a similar routine that the class used when reading and taking notes on *Peter Pan*. Review Lessons 1 and 2 for details.
- This unit asks students to co-construct a writing rubric for each part of the performance assessment. Specific time is dedicated for teachers to build out, with students, the descriptors of the rubric. Teachers will have a complete rubric for reference. This rubric was adapted from the NYSED Expository Writing Rubric, and the language was adjusted to better suit this performance task and to support student interaction. For both summary and opinion, a rubric anchor chart is built out to model for teachers how to co-construct the entire rubric with students. In this rubric, the score of 3 is built out for teachers in student-friendly learning targets. The language in the student-friendly rubric is designed to help ensure student ownership and understanding. Teachers can modify the language in the score 3 descriptors if they adhere to the central meaning of the rubric. Both of these rubrics should be reviewed carefully before teachers begin teaching this unit. Decide how you will display and complete the anchor chart rubric, i.e., whether it is on chart paper, on a computer document displayed on an interactive white board, or filled out using a document camera.
- Often, students' homework will be to read their independent reading book. Use the Unit 3 Recommended Texts list to help students find an independent book. It is imperative that they read many texts at their reading level so that they can continue to build the academic vocabulary and fluency demanded by the CCLS. This homework allows students to independently apply some of the reading work—specifically the Where/Who/What summary format—that they used in Units 1 and 2 with *Peter Pan*. Students also are asked to continue attending to vocabulary. This structure provides a level of accountability for independent reading and builds on learning. For struggling readers, completing a chapter book such as *Peter Pan* is a significant accomplishment. Celebrate with students that they completed a wonderful book, demonstrating student stamina as readers. Encourage struggling readers to consider re-reading *Peter Pan* if they were engaged in the story. This supports their fluency and builds confidence. Remind them that good readers often reread a book for enjoyment. Use a similar structure for students to keep track of their independent reading. Consider using a notebook similar to the one used in the previous units, making a collection of the Where/Who/What table and Vocabulary recording form (see supporting documents). Review the class's homework at the end of the week, paying particular attention to the vocabulary. Note words that students are struggling with. Confirm their definition or provide them with the definition on their homework. Consider choosing a few words that students identify and add them to a word wall, building off of the character word wall from the previous units.



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Grade 3: Module 3A: Unit 3:

Recommended Texts



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Unit 3 focuses on creative stories that capture the reader's imagination. The list below includes texts with a range of Lexile® text measures focusing on picture books that inspire or spark creativity. This provides appropriate independent reading for each student to help build content knowledge about the topic.

It is imperative that students read a high volume of texts at their reading level so that they can continue to build the academic vocabulary and fluency demanded by the CCLS.

Common Core Band Level Text Difficulty Ranges:

(As provided in the NYSED Passage Selection Guidelines for Assessing CCSS ELA)

- Grade 2–3: 420–820L
- Grade 4–5: 740–1010L
- Grade 6–8: 925–1185L

Where possible, texts in languages other than English are also provided. Texts are categorized into three Lexile levels that correspond to Common Core Bands: below grade band, within band, and above band. Note, however, that Lexile® measures are just one indicator of text complexity, and teachers must use their professional judgment and consider qualitative factors as well. For more information, see Appendix 1 of the Common Core State Standards.

Title	Author And Illustrator	Text Type	Lexile Measure
Lexile text measures below band level (below 420L)			
<i>Not a Box</i>	Antoinette Portis	Literature	BR
<i>The Gruffalo</i>	Julia Donaldson (author)	Literature	200
<i>The Sign on Rosie's Door</i>	Maurice Sendak (author)	Literature	300
<i>Joseph Had a Little Overcoat</i>	Simms Taback (author)	Literature	350*
<i>Spells</i>	Emily Gravett (author)	Literature	375*
<i>Max's Dragon</i>	Kate Banks (author)	Literature	420*

*Lexile based on a conversion from Accelerated Reading level;



Title	Author And Illustrator	Text Type	Lexile Measure
Lexile text measures within band level (420-820L)			
<i>Emma's Rug</i>	Allen Say (author)	Literature	450
<i>The Dot</i>	Peter H. Reynolds (author)	Literature	500
<i>The Wretched Stone</i>	Chris Van Allsburg	Literature	580
<i>The Hinky Pink: An Old Tale</i>	Megan McDonald (author)	Literature	610
<i>Jumanji</i>	Chris Van Allsburg (author)	Literature	620
<i>Extra Yarn</i>	Mac Barnett (author)	Literature	620
<i>Lon Po Po: A Red-Riding Hood Story from China</i>	Ed Young (author)	Literature	670
<i>Sylvester and the Magic Pebble</i>	William Steig (author)	Literature	700
<i>Roxaboxen</i>	Alice McLerran (author)	Literature	710
<i>Fur and Feathers</i>	Janet Halfmann (author)	Literature	750



Title	Author And Illustrator	Text Type	Lexile Measure
Lexile text measures above band level (over 820L)			
<i>Earthdance</i>	Joanne Ryder (author)	Literature	820
<i>The Curious Garden</i>	Peter Brown (author)	Literature	840
<i>Dona Flor: A Tall Tale about a Giant Woman with a Great Big Heart</i>	Pat Mora (author)	Literature	860
<i>Chavela and the Magic Bubble</i>	Monica Brown (author)	Literature	860
<i>The Magic Raincoat</i>	Ryan David (author)	Literature	990
Wordless Picture Books Lexile-NP			
<i>Time Flies</i>	Eric Rohmann (author)	Wordless Picture Books	NP
<i>Tuesday</i>	David Wiesner (author)	Wordless Picture Books	NP
<i>Zoom</i>	Istvan Banyai (author)	Wordless Picture Books	NP
<i>Chalk</i>	Bill Thomson (author)	Wordless Picture Books	NP
<i>Cool Cat</i>	Nonny Hogrogian (author)	Wordless Picture Books	NP
<i>The Lion and the Mouse</i>	Jerry Pinkney (author)	Wordless Picture Books	NP
<i>Flotsam</i>	David Wiesner (author)	Wordless Picture Books	NP

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Grade 3: Module 3A: Unit 3: Lesson 1

Planning Writing: Generating Criteria and Making a Plan for a Summary of *Peter Pan*



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

I can retell a story using key details from the text. (RL.3.2)

With support from peers and adults, I can use the writing process to plan, revise, and edit my writing. (W.3.5)

Supporting Learning Targets

- I can identify the criteria for a strong summary paragraph.
- I can describe the setting, characters, and events of *Peter Pan*.
- I can plan my summary by completing an Accordion paragraph graphic organizer about *Peter Pan*.

Ongoing Assessment

- *Peter Pan* Where/Who/What recording form
- Accordion paragraph graphic organizer



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Engaging the Writer and Unpacking Learning Targets (10 minutes)2. Work Time<ol style="list-style-type: none">A. Revisiting <i>Rain School</i> by James Rumford (10 minutes)B. Generating Criteria and Creating a Rubric for a Strong Summary (10 minutes)C. Revisiting the Where, Who, What of <i>Peter Pan</i> (10 minutes)D. Planning a Summary (15 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Share: Back-to-Back, Face-to-Face Protocol (5 minutes)4. Homework<ol style="list-style-type: none">A. Complete the Accordion paragraph graphic organizer if you did not finish it in class.	<ul style="list-style-type: none">• In this unit, the focus shifts to writing (both summary and opinion).• In Lessons 1–4, students will use the writing process to write a summary of the Classic Starts edition of <i>Peter Pan</i>. They also begin to plan their summary using the familiar Accordion graphic organizer used in the two previous modules.• In this lesson, students identify criteria for a quality summary and co-create a Summary Writing rubric anchor chart with the teacher. This takes place during Work Time B; review carefully in advance. Note that for this work with students, they focus only on the “proficient” column of the rubric (e.g., what it would take to get a score of “3” on each criteria). Across Unit 3, students co-construct a rubric specific to this performance task. Helping students construct the rubric allows them to understand and “own” the criteria for quality.• A more general writing rubric developed by NYSED is included for teacher reference only. Do not distribute the NYSED Summary Writing rubric to students; rather, help them construct a rubric, as described in this and future lessons.• In the first three lessons of this unit, students see two different models of book summaries. Students watch the teacher model (in real time) the process of <i>Rain School</i> by James Rumford (used in Module 1). Students also look at finished models: summaries from the back cover of chapter books from the Module 3A, Unit 3 Recommended Texts list.• The teacher model is used to show students the thinking process involved in crafting a summary paragraph. This modeling takes place in the mini lessons in Lessons 1-3. Although <i>Rain School</i> should be familiar to most students, time is allotted to review the book. This will ensure that students have a basic understanding of the text before looking at the model summary based on <i>Rain School</i>.• Students examine the finished model summaries during the opening of Lessons 1 and 2. For these finished model summaries, select some chapter books from the Unit 3 Recommended Texts list (see separate document on EngageNY.org). If those books are not available, gather other chapter books with good summaries on their back covers.• Often, students’ homework will be to read their independent reading book. Use the Unit 3 Recommended Texts list to help students find an independent book. It is imperative that they read many texts at their reading level so that they can continue to build the academic vocabulary and fluency demanded by the CCLS.



Agenda	Teaching Notes (continued)
	<ul style="list-style-type: none">• This homework allows students to independently apply some of the reading work—specifically the Where/Who/What summary format—that they used in Units 1 and 2 with <i>Peter Pan</i>. Students also are asked to continue attending to vocabulary. This structure provides a level of accountability for independent reading and builds on learning.• For struggling readers, completing a chapter book such as <i>Peter Pan</i> is a significant accomplishment. Celebrate with students that they completed a wonderful book, demonstrating student stamina as readers. Encourage struggling readers to consider re-reading <i>Peter Pan</i> if they were engaged in the story. This supports their fluency and builds confidence. Remind them that good readers often reread a book for enjoyment.• Use a similar structure for students to keep track of their independent reading. Consider using a notebook similar to the one used in the previous units, making a collection of the Where/Who/What table and Vocabulary recording form (see supporting documents).• Review the class's homework at the end of the week, paying particular attention to the vocabulary. Note words that students are struggling with. Confirm their definition or provide them with the definition on their homework. Consider choosing a few words that students identify and add them to a word wall, building off of the character word wall from the previous units.• In advance:<ul style="list-style-type: none">– Review the <i>Rain School</i> Model Summary (see supporting materials).– Review the Summary Writing rubric (see supporting materials).• Throughout the lesson, use the language from the rubric (created during Part A of Work Time) to reinforce strong student planning in the second part of the lesson (e.g., key ideas and details).• Create the <i>Peter Pan</i> Where/Who/What anchor chart (a large version of students' Peter Pan Where/Who/What recording form).• Determine student partnerships for Work Time A and B.• Review the Back-to-Back, Face-to Face protocol (Appendix 1).



Lesson Vocabulary	Materials
criteria, summary	<ul style="list-style-type: none">• Chapter books from the Unit 3 Recommended Texts list (one per pair of students; see Teaching Notes)• Summary Checklist (one per student)• <i>Rain School</i> by James Rumford (one text for teacher read-aloud)• <i>Rain School</i> Model Summary (one per pair and one for display)• Summary Writing rubric anchor chart (proficient column only) (new, co-created with students during Work Time B)• Summary Writing rubric (for teacher reference)• <i>Peter Pan</i> Where/Who/What recording form (one per student and one for display)• <i>Peter Pan</i> Where/Who/What anchor chart (new, teacher-created, see teaching notes)• Equity sticks• Accordion graphic organizer (one per student and one for display)• Homework recording form (for teacher reference, see teaching notes)



Opening	Meeting Students' Needs
<p>A. Engaging the Writer and Unpacking Learning Targets (10 minutes)</p> <ul style="list-style-type: none">• Gather students and invite them to pair up with a partner. Give each pair a chapter book from the Unit 3 Recommended Texts list (see teaching note above) and the summary checklist.• Briefly read the contents of the summary checklist and answer any clarifying questions. Tell students that they will have five minutes to read the text on the back of the book and find evidence of the items on the back of the checklist.• Invite students to Think-Pair-Share:<ul style="list-style-type: none">* “What do you notice about the writing of this summary?”• Cold call a few to share their thoughts with the class. Tell students that they will continue to think more deeply about what makes a quality summary later in today’s lesson and the next, but that they should now have a beginning understanding of what a chapter book summary looks like.• Tell students that they are going to write a similar summary about <i>Peter Pan</i>.• Tell the class that the process of writing these paragraphs will begin today. Refer to the first learning target: “I can identify the criteria for a strong summary paragraph.” Explain that the first part of the lesson will help them identify <i>criteria</i> for the paragraph. Criteria are the requirements that make something is good. Ask students to turn and tell a partner in their own words what the word <i>criteria</i> means. Cold call a student to share his or her definition and write it above the word <i>criteria</i> in the target.• Discuss the word <i>summary</i>. Provide a real-life example of summary to students, such as: “When a parent asks how your day went, you give him/her a summary—the high points, low points, and main players. We might also summarize the weekend when we get back to school on Monday, again providing the key people and events from the weekend.”• Define the word <i>summary</i> in a literary context: “It’s a snapshot of a book that tells you the setting, the characters, and the main events.” Tell the class that it’s important for readers to be able to write a summary of a text to show they understand the characters and events.• Direct the class to the second learning target: “I can describe the setting, characters, and events of <i>Peter Pan</i>.” Ask students to Think-Pair-Share the familiar ideas of this target and cold call a few pairs to share their ideas. Help students make the connection between this target and the work they have done throughout the module by asking: “How is this target related to the work you have done as you have read the <i>Peter Pan</i> text?”	



Opening (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> • Focus students on the third learning target: “I can plan my summary by completing an Accordion paragraph graphic organizer about <i>Peter Pan</i>.” Tell them that this will be the first step they take to create the summary paragraph. • Briefly review the writing process (i.e., planning, drafting, revising, editing, publishing). The work today will help them plan their writing. 	
Work Time	Meeting Students' Needs
<p>A. Revisiting <i>Rain School</i> by James Mumford (10 minutes)</p> <ul style="list-style-type: none"> • Gather students together. Explain that before they begin writing their <i>Peter Pan</i> summaries, they will re-read the text <i>Rain School</i> and look at a summary based on that text. • Tell students that as you read the text aloud, they should be thinking about the Where, Who and What of the story. Read the text aloud fluently. Stop after page 1 and ask students to Think-Pair-Share: <ul style="list-style-type: none"> * “Where does this story take place?” • Cold call a student to share the setting of the story, the country of Chad. • Continue reading and pause after the line, “Stop asking so many questions and keep up,” say the big brothers and sisters. Again, ask students to Think-Pair-Share: <ul style="list-style-type: none"> * “Who are the characters in the story?” • Cold call a different student to identify the characters: Thomas, his brothers and sisters, and other school children. • Continue reading the remainder of the book. At the end of the story, invite students to once again Think-Pair-Share: <ul style="list-style-type: none"> * “What are the key events of the story?” • Listen for students to identify ideas like, “The students went to school and there was no building, so first they had to build a school. They learned a lot during the year. At the end of the school year, a huge rain came and destroyed the school. The teacher told the children not to worry, though, because they had what they needed—knowledge!” • Once again, cold call students to share these important events. 	<ul style="list-style-type: none"> • Use thoughtful groupings of students. ELL language acquisition is facilitated by interaction with native speakers of English.



Work Time (continued)	Meeting Students' Needs
<p>B. Generating Criteria and Creating a Rubric for a Strong Summary (10 minutes)</p> <ul style="list-style-type: none">• Display the <i>Rain School</i> Model Summary. Share with students that they will look at a strong model to determine the criteria for quality. They will then build a criteria list.• Read the paragraph aloud and ask: “Think about the paragraphs on the back of the book covers and the <i>Rain School</i> summary. What makes a strong example of a summary?”• Use a sentence starter to model briefly for students: “I notice the author said _____ in the text, so I think a summary writing has _____.” (For example: “I notice the author named the characters, so I think a summary tells the reader who the main characters in the text are.”)• Tell students they will read the model paragraph with a partner and identify criteria for quality they notice. They should give a thumbs-up when they have identified at least three criteria.• Give students five minutes to read the model paragraph and discuss with a partner what they notice.• Then focus students whole group. Remind them of the sentence starter to use when they share out: “I notice the author said _____ in the text, so I think a summary has _____.” Cold call students to share out what they noticed.• Show students the Summary Writing rubric anchor chart (proficient column only). Tell them that their goal is to earn a score of 3 on the rubric. Read through the first criterion under the Proficiency Level 3: “I can explain key characters and events in the text.”• Ask students to find evidence of this criterion in the model paragraph. Cold call a couple of students to share the evidence from the paragraph.• Continue reading through the criteria in the Proficiency Level 3 column, asking students to find evidence of each criterion. Answer questions as needed so students fully understand the rubric.	



Work Time (continued)	Meeting Students' Needs
<p>C. Revisiting the Where, Who, What of <i>Peter Pan</i> (10 minutes)</p> <ul style="list-style-type: none">• Refocus students on the second learning target. Briefly remind students of the work they did throughout the module figuring out the Where, Who and What of each chapter of <i>Peter Pan</i>. Tell them that they will now do the same thing with the whole <i>Peter Pan</i> text.• Project the <i>Peter Pan</i> Where, Who, What recording form and distribute the form to the students. Ask students to Think-Pair-Share how this might help them write their summary.• Cold call a few students to share their thinking and listen for ideas like, “We need to think about the important characters and events because that is one of the criteria for a summary.”• Tell students that they will work together with a partner to think, talk, and write about the Who, Where and What of the entire text. They may use their own recording forms from the module, the class anchor charts and their book to help them complete it. Tell students that they will have 10 minutes to work with a partner and then they will come back as a whole class to discuss their work.• As students work, circulate and offer guidance and support as needed. Remind students that they should think about the most important events in the story for the “What” section of the recording form.• Gather students back together to complete the <i>Peter Pan</i> Where, Who, What anchor chart. Use equity sticks to call on students to share their ideas for each of the sections. Invite students to make revisions to their own recording forms as necessary based on the class discussion.	<ul style="list-style-type: none">• Consider allowing students to draw their observations, ideas, or notes when appropriate. This allows ELLs to participate in a meaningful way.



Work Time (continued)	Meeting Students' Needs
<p>D. Planning a Summary (15 minutes)</p> <ul style="list-style-type: none">• Ask students to pair share the first step a writer takes when beginning a new piece of writing. Listen for students to identify steps such as: "They plan their writing," or "They use a graphic organizer to brainstorm ideas." Use equity sticks to solicit a few ideas from the class. If necessary, reinforce the idea that all thoughtful writers make a plan before writing, and that is exactly what they are going to do next.• Project the Accordion Paragraph graphic organizer. Invite students to pair share what looks familiar and different about this graphic organizer from their previous work with it in other modules. Listen for students to notice similarities such as:<ul style="list-style-type: none">– A box for a conclusion– Boxes for details from the text and explanations• Students may notice differences such as:<ul style="list-style-type: none">– Instead of Topic, the box at the top is Introduction.– The details are about characters and events from the text.• Remind students that you are going to model with the text <i>Rain School</i>. Briefly model how a writer might complete the Introduction box. A think-aloud might sound like: "It's important in the first sentence that I tell my reader what the summary is about, so I'm going to write <i>Rain School</i> to help me remember that I want to include the title. Also, I want my reader to know that it's a powerful story, so I'm going to include the word 'powerful.' You should think about how you might describe <i>Peter Pan</i> to your reader in your introduction."• Invite students to Think-Pair-Share their ideas for the introduction and call on a few students to share their ideas. Students are likely to identify characteristics such as: "exciting," "journey," "adventurous," "magical," or "action-packed."• Answer any clarifying questions about the graphic organizer.• Briefly remind students of the Ideas criterion for a summary:<ul style="list-style-type: none">* Consider the most important details from the book.• Also remind students to use their <i>Peter Pan</i> Where/Who/What recording form as a helpful tool for their summary planning.	<ul style="list-style-type: none">• Provide a bank of important characters and events from the text to support writers who may benefit from an additional scaffold.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> Invite the class to begin planning. Circulate as students work and remind them to pull out the key events from the text for their summary. Refer students to their <i>Peter Pan</i> Where/Who/What recording form if they need reminders about the most important events. If a student writes an event that is not significant, consider prompting with: "Tell me why that event is one of most important ones." 	
Closing and Assessment	Meeting Students' Needs
<p>A. Share: Back-to-Back, Face-to-Face protocol (5 minutes)</p> <ul style="list-style-type: none"> Invite students to bring their Accordion paragraph graphic organizers back to a circle and find a partner to share. Briefly explain the Back-to-Back, Face-to-Face protocol: Students will pair up and stand back-to-back. They should decide who will speak first when they turn around and face each other. On the count of three, students turn around, face their partner, and share the following: <ul style="list-style-type: none"> * What is your plan for the summary introduction? * What is one important event you plan to tell your reader about <i>Peter Pan</i>? Give students a moment to think. Use the sentence frames: "I will introduce the book by _____. One important event I will tell my reader is _____." 	<ul style="list-style-type: none"> For students needing additional supports, consider offering a sentence frame or starter, or cloze sentence to assist with language production and provide the structure required.
Homework	Meeting Students' Needs
<ul style="list-style-type: none"> Complete the Accordion paragraph graphic organizer if you did not finish it in class. <p><i>Note: Review students' graphic organizers to assess their readiness to begin writing their summaries in Lesson 2. Also, create a smaller version of the Summary Writing rubric (proficient column only) (from the anchor chart generated in this lesson), so each student has a copy of the rubric during the writing time. Review the Summary Writing rubric (for teacher reference) to have a fuller vision of all four levels of mastery.</i></p> <p><i>Lesson 2 homework suggests that students begin a new book from the Unit 3 Recommended Texts list. Preview this list in advance and have books available for students to browse if possible.</i></p>	



EXPEDITIONARY
LEARNING

Grade 3: Module 3A: Unit 3: Lesson 1

Supporting Materials



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Basic Summary Checklist

- **Who** the characters are in the book
- **Where** the book takes place: setting
- **What** the main events of the book are
- **Interesting words and sentences** to make the reader want to read the book



Rain School Model Summary

Rain School is a powerful story about Thomas, a boy who lives in the country of Chad. Thomas is very excited to be going to school. He goes to school on the first day, but he realizes that there is no school building. His teacher says that building the school will be the children's first lesson. He and the other children help to build the schoolhouse from mud and grass. Then they get to learn how to read and write with their wonderful teacher. At the end of the school year big rains come, and they totally wash the school building away. Thomas and the other children are not sad. The teacher tells the children that they will rebuild the school again next year. It was interesting to read about a school so far away. Thomas's school is like our school, since kids learn to read and write, but also very different from our school.



Summary Writing Rubric Anchor Chart (Proficient Column Only)
(For Teacher Reference)

Criteria	CCLS	4	3	2	1	0
<p>IDEAS</p> <p>(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</p> <p>(COMMAND OF EVIDENCE) The extent to which the essay presents evidence from the provided text to support analysis and reflection</p> <p><i>*Note: To suit the task and to adapt to student friendly language, two categories were merged together.</i></p>	<p>W.2 R.1-9 W.2 R.1-8</p>		<ul style="list-style-type: none"> I can explain key characters and events in the text. I can use examples from <i>Peter Pan</i> that support my opinion and reasons. I can use examples from <i>Peter Pan</i> to make my summary clear. 			

Summary Writing Rubric Anchor Chart (Proficient Column Only)
(For Teacher Reference)

Criteria	CCLS	4	3	2	1	0
ORGANIZATION And STYLE (COHERENCE, ORGANIZATION, and STYLE) The extent to which the essay logically organizes complex ideas, concepts, and information using formal style and precise language	W.2 L.3 L.6		<ul style="list-style-type: none"> I can use a variety of sentences to make my writing interesting. I can use a topic and concluding sentence in my summary. 			
CONVENTIONS (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		<ul style="list-style-type: none"> I can use conventions to send a clear message to my reader. I can use beginning and ending punctuation. I can capitalize character names and titles. 			



Summary Writing Rubric

Criteria	CCLS	4	3	2	1	0
<p>IDEAS</p> <p>(CONTENT AND ANALYSIS)</p> <p>The extent to which the essay conveys ideas and information clearly and accurately in order to support analysis of topics or text</p> <p>(COMMAND OF EVIDENCE)</p> <p>The extent to which the essay presents evidence from the provided text to support analysis and reflection</p> <p><i>*Note: To suit the task and to adapt to student friendly language, two categories were merged together.</i></p>	<p>W.2 R.1-9 W.2 R.1-8</p>	<ul style="list-style-type: none"> Clearly introduce topic in a manner that follows logically from the task and purpose Demonstrate comprehension and analysis of the text Develop the topic with relevant, well-chosen facts, definitions, and details throughout the essay 	<ul style="list-style-type: none"> Clearly introduce a topic in a manner that follows from the task and purpose Demonstrate grade-appropriate comprehension of the text Develop the topic with relevant facts, definitions, and details throughout the essay 	<ul style="list-style-type: none"> Introduce a topic in a manner that follows generally from the task and purpose Demonstrate a confused comprehension of the text Partially develop the topic of the essay with the use of some textual evidence, some of which may be irrelevant 	<ul style="list-style-type: none"> Introduce a topic in a manner that does not logically follow from the task and purpose Demonstrate little understanding of the text Demonstrate an attempt to use evidence, but develop ideas only with minimal, occasional evidence, which is generally invalid or irrelevant 	<ul style="list-style-type: none"> Demonstrate a lack of comprehension of the text or task Provide no evidence or provide evidence that is completely irrelevant



Summary Writing Rubric

Criteria	CCLS	4	3	2	1	0
ORGANIZATION And STYLE (COHERENCE, ORGANIZATION and STYLE): The extent to which the essay logically organizes complex ideas, concepts, and information using formal style and precise language	W.2 L.3 L.6	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Exhibit no evidence of organization Lack a concluding statement



Summary Writing Rubric

Criteria	CCLS	4	3	2	1	0
CONVENTIONS (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	<ul style="list-style-type: none"> Demonstrate grade-appropriate command of conventions, with few errors 	<ul style="list-style-type: none"> Demonstrate grade-appropriate command of conventions, with occasional errors that do not hinder comprehension 	<ul style="list-style-type: none"> Demonstrate emerging command of conventions, with some errors that may hinder comprehension 	<ul style="list-style-type: none"> Demonstrate a lack of command of conventions, with frequent errors that hinder comprehension 	<ul style="list-style-type: none"> 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 copied from the text(s) with no original student writing should be scored a 0.



Peter Pan Where/Who/What Recording Form

Learning Target: I can describe the setting, characters, and events of *Peter Pan*.

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



Accordion Paragraph Graphic Organizer

Name:

Date:

Introduction:

Important Character and Event from the Text:

Explain:

Important Character and Event from the Text:

Explain:



Accordion Paragraph Graphic Organizer

Important Character and Event from the Text:

Explain:



Homework

Name: _____

Date: _____

Read your independent reading book. Follow the direction in each section.

Title of Book: _____

Pages Read: _____

Just like we have done when reading *Peter Pan*, use this chart to keep track of what you read.

Where	Who	What

Words

1. Write one word that struck you because it was a precise word. This could be a verb, or it could be a good adjective (describing word).

I think this word is precise because: _____



Homework

2. Write down any word or words that you found that you are unsure about.



EXPEDITIONARY
LEARNING

Grade 3: Module 3A: Unit 3: Lesson 2

Writing a First-Draft *Peter Pan* Summary



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

I can write an informative/explanatory text. (W.3.2)

I can use the writing process to plan, revise, and edit my writing (with support). (W.3.5)

I can write routinely for a variety of reasons. (W.3.10)

Supporting Learning Targets

- I can write a first draft of my *Peter Pan* summary.

Ongoing Assessment

- Students' first draft writing



Agenda	Teaching Notes
<ol style="list-style-type: none">Opening<ol style="list-style-type: none">Engaging the Writer: Revisiting the Summary Writing Rubric (5 minutes)Unpacking the Learning Targets (5 minutes)Work Time<ol style="list-style-type: none">Mini Lesson: Moving from Plan to First Draft (10 minutes)Writing a First Draft (30 minutes)Closing and Assessment<ol style="list-style-type: none">Debrief: Success and Challenge Exit Ticket (5 minutes)Introducing Recommended Texts for the Unit (5 minutes)Homework<ol style="list-style-type: none">Continue with your independent reading book or begin a new book from the Unit 3 Recommended Texts list. Be sure to complete your homework recording form.	<ul style="list-style-type: none">In Work Time A, the teacher does a short think-aloud and begins to create a first draft paragraph. The most important aspect of the teacher modeling and think-aloud is to show students the thinking process of a writer as he or she begins a first draft. At the end of the think-aloud, students also should be able to name the steps the teacher took so they can apply those steps to their own writing.In advance, create a smaller version of the Summary Writing rubric (proficient column only) from the anchor chart generated in Lesson 1) so each student has a copy of the rubric during the writing time.See Lesson 1 teaching note about independent reading homework.



Lesson Vocabulary	Materials
criteria, success	<ul style="list-style-type: none">• Chapter books from the Unit 3 Recommended Texts list (one per pair of students)• Summary Writing rubric anchor chart (proficient column only) (from Lesson 1)• Equity sticks• Drafting paper• Accordion Paragraph graphic organizer (from Lesson 1)• Summary Writing rubric (proficient column only) (one per student)• Exit Ticket: Success and Challenge (one per student)• Homework recording form (one per student)



Opening	Meeting Students' Needs
<p>A. Engaging the Writer: Revisiting the Summary Writing Rubric (5 minutes)</p> <ul style="list-style-type: none">• Gather students. Remind them that they have been thinking about how readers write summary paragraphs about texts they have read to show their understanding. Tell students that today they will look at another paragraph on the back of a chapter book to be sure they understand how to meet the criteria on the rubric.• Pair students up and distribute chapter books. Invite students to read the paragraphs and respond to this prompt:<ul style="list-style-type: none">* “Turn to a partner and tell how this paragraph meets the criteria for a quality summary. Remember, criteria are the reasons why a piece of work is strong. Look at the Summary Writing rubric anchor chart (proficient column only) if you need reminders about the criteria.”• Give students time to share and then cold call a few responses. If students are confused by specific criteria, linger for a moment and clarify any misunderstandings. For example, they may not yet be clear about using examples from the text. Explain that they do not have to quote from the text, but they should tell the reader specific events that happened in the story. Emphasize that one cannot always capture all events but should select the most important examples.• Tell students that today they are going to write the first draft of their summary paragraph. Remind them of the planning work they did in Lesson 1. Tell students that they are now going to use their planning work and the rubric to help them write the draft.	<ul style="list-style-type: none">• Consider providing a sentence frame, sentence starter, or cloze sentence to assist with language production and the structure required.
<p>B. Unpacking the Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Read the learning target aloud.• Ask students: “Why is it important for writers to create a first draft?”• Give students a minute to think and then talk with a partner.• Use equity sticks to cold call a few students for responses. Listen for: “A first draft helps writers get all their ideas down on paper.”	



Work Time	Meeting Students' Needs
<p>A. Mini Lesson: Moving from Plan to First Draft (15 minutes)</p> <ul style="list-style-type: none">• Congratulate students on the good planning they have already done for their paragraph.• Refer to the Summary Writing Rubric anchor chart and focus on the Ideas section. Explain that as they begin their first draft, they should think about how they are going to use their plan to help create the whole paragraph. Tell them that what they want to think about today is making sure they include the important characters and events.• Read aloud the second criterion in the Organization section as students read along silently in their heads: "I can use a topic and concluding sentence in my summary." Remind students that when they write their draft today, it's important for them to think about their introduction and conclusion.• Tell students they will have time to edit their paragraphs later for conventions, but they should try their best to pay attention to spelling, capitalization, and punctuation. This will make their editing easier later.• Remind students that you are going to model with the text <i>Rain School</i>. Explain that before students get started on their own first draft, you are going to begin to write your first draft and model your thinking as a writer. Explain that their job is to listen closely and watch the decisions you make as a writer.• A think-aloud might sound like: "When I look at the criteria, I know I have to make my writing clear. That means I need to introduce my topic to my reader, use my details to tell the reader information about the book, and then wrap it up for my reader."• Model beginning to write the first draft on the drafting paper. (Do not write a full paragraph). Write as you think aloud.• Continue to think aloud: "I know that my first sentence needs to tell my reader what the book is. When I look at my planning sheet, I remember that I also wanted to tell the reader that it is a powerful story, so I am going to write, '<i>Rain School</i> is a powerful story about Thomas, a boy who lives in the country of Chad.' That introduces the reader to my summary."• Continue with the think-aloud: "Now I have to tell my reader about an important character and event. I am going to write, 'Thomas is very excited to be going to school. He goes to school on the first day, but he realizes that there is no school building.'"• Remind students about the book summaries on the back of the chapter books that they read in Lesson 1. Point out that when writing a summary of a chapter book, writers cannot always capture all events but must select what to highlight. It comes down to choosing the most relevant examples.	<ul style="list-style-type: none">• Consider providing nonlinguistic symbols for the paragraph criteria on the anchor chart to assist ELLs in making connections with vocabulary.• When ELLs are asked to produce language, consider providing a sentence frame, sentence starter, or cloze sentence to assist and provide the structure required.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> • End the think-aloud. The purpose is not to write your entire paragraph, but to model how a writer gets started and uses various tools to be successful. • Pause and ask students: <ul style="list-style-type: none"> * “Now that you have watched me begin to write my first draft paragraph, what did you see me do as a writer? Turn and talk to a partner about what I did and what I thought about as a writer.” • Give students a minute or two to talk to their partner. Then cold call a few. Listen for: “You thought about the criteria on the rubric. You used your planning sheet to think about the most important events in the story. You wrote complete sentences that made sense.” • Explain to students that their job today will be to use their plan for their writing and their rubric to write a first draft summary paragraph. Tell students that they will need to work very hard to write the summary in their own words. 	<ul style="list-style-type: none"> • Consider pulling a small group of students who might need targeted support with their drafting.
<p>B. Writing a First Draft (30 minutes)</p> <ul style="list-style-type: none"> • Be sure that students have their materials: Accordion Paragraph graphic organizer (from Lesson 1), the Summary Writing rubric (proficient column only) (which you created based on students' input on the anchor chart in Lesson 1), and drafting paper. • Remind students that they will have time in future lessons to make their writing stronger. Today they should focus their efforts on two things: <ol style="list-style-type: none"> 1. Make sure the paragraph has a strong introduction and conclusion. 2. Use important details from the book to help the reader understand the key characters and events. • Address any clarifying questions. • Give students about 25 minutes to draft. Circulate to answer clarifying questions, although students need to write independently. Remind them to use their planning tools to help them with their first draft. If a student is struggling with a topic sentence, consider asking: “What is it that you want the reader to know right away?” If a student is struggling with pulling out key events, consider asking: “What is an important event that changed the direction of the story?” 	



Closing and Assessment	Meeting Students' Needs
<p>A. Debrief: Success and Challenge Exit Ticket (5 minutes)</p> <ul style="list-style-type: none">• Ask students to bring their first drafts and gather whole group. Ask them to reread their paragraph slowly at least twice.• Distribute and display the Exit Ticket: Success and Challenge.• Tell students that when they write, they will often experience success with parts of their writing and challenges with other parts. Explain that successes might be things that they felt were easy for them. Other things may have been harder. Explain that it is helpful to identify what was successful and what was challenging because it helps us grow as writers.• On the displayed copy of the exit ticket, briefly model something that was successful for your first draft and something that was a challenge. This could look like: "A success for me was my introduction. I think my sentence made my reader want to read on to find out why the story is adventurous. A challenge for me was including only the important parts of the whole book. It was hard to narrow down my list."• Ask students to think for a minute and reread their paragraphs if they need to. Then have them complete their exit ticket.• If time permits, invite students to share with the whole group what they identified as their success and challenge.	
<p>B. Introducing Recommended Texts for the Unit (5 minutes)</p> <ul style="list-style-type: none">• Tell students that just as with the other modules, there are many books that they can read on their own throughout this unit.• Distribute books to pairs of students so they may have an idea of the types of books that are on the recommended list. After a minute, ask students to switch with another partnership so they may look at another book. Repeat as time permits.	



Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Continue with your independent reading book or begin a new book from the Unit 3 Recommended Texts list. Be sure to complete your homework recording form. <p><i>Note: In Lesson 3, students will need their first drafts to begin revising. Be sure to review students' first draft writing from today's lesson and give clear feedback. This will support students' revisions in Lesson 3 and their success on the assessment in Lesson 4.</i></p> <p><i>The next few lessons are centered on students' writing summaries and opinions of Peter Pan. Review Lesson 10 in advance to begin planning for the publication of these two pieces.</i></p> <p><i>Determine the format for publishing these two pieces of writing now and make the necessary arrangements for technology use (if applicable). Time is not devoted in these lessons for recopying in best handwriting or for typing; time is devoted instead to the instructional aspects of the writing process. If you select the optional extension of using their writing to create book jackets, it is important to coordinate now with the art teacher or arrange time for the artistic component.</i></p> <p><i>In Lesson 10, students share their writing with their peers. During that lesson or at some other time, ideally students would also present their writing to an outside audience. Arrange an audience (e.g., other students in the school or families).</i></p>	



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Grade 3: Module 3A: Unit 3: Lesson 2

Supporting Materials



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Exit Ticket: Success and Challenge

Learning Target: I can write a first draft of my *Peter Pan* summary.

1. Success: One success that I had writing my paragraph was:

2. Challenge: One challenge that I had writing my paragraph was:



Homework

Name: _____

Date: _____

Read your independent reading book. Follow the direction in each section.

Title of Book: _____

Pages Read: _____

Just like we have done when reading *Peter Pan*, use this chart to keep track of what you read.

Where	Who	What

Words

3. Write one word that struck you because it was a precise word. This could be a verb, or it could be a good adjective (describing word).

I think this word is precise because: _____



Homework

4. Write down any word or words that you found that you are unsure about.



EXPEDITIONARY
LEARNING

Grade 3: Module 3A: Unit 3: Lesson 3

Revising and Editing: Simple and Compound Sentences and Conventions



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

I can write simple, complex, and compound sentences. (L.3.1)

I can use conventions to send a clear message to my reader. (L.3.2)

I can use the writing process to plan, revise, and edit my writing (with support). (W.3.5)

Supporting Learning Targets

- I can revise my *Peter Pan* summary paragraph to include simple and compound sentences.
- I can capitalize appropriate words in titles.
- I can correctly spell words that have suffixes.
- I can use resources to check and correct my spelling.

Ongoing Assessment

- Students' sentence revisions
- Students' edited writing



Agenda	Teaching Notes
<ol style="list-style-type: none">Opening<ol style="list-style-type: none">Unpacking the Learning Targets (5 minutes)Work Time<ol style="list-style-type: none">Mini Lesson: Simple and Complex Sentences (20 minutes)Revision Work Time (15 minutes)Editing Work Time (15 minutes)Closing and Assessment<ol style="list-style-type: none">Share: Concentric Circles (5 minutes)Homework<ol style="list-style-type: none">Complete the Simple and Compound Sentences homework sheet.	<ul style="list-style-type: none">This lesson includes just 15 minutes for students to edit their summary paragraphs. If they do not finish the task, decide whether to assign it as homework or provide additional class time to complete the editing.These lessons do not dedicate time to publishing (typing or rewriting in best handwriting) students' summaries. Plan accordingly, making arrangements for technology time if students will type their summaries. If students are handwriting their summaries, plan to have them complete this after Lesson 3 (during another time of the day or for homework before Lesson 4).Review: Conventions checklist (used in Modules 1 and 2; see supporting materials)Review: Concentric Circles protocol (see Appendix)



Lesson Vocabulary	Materials
revise, simple, compound, conjunction	<ul style="list-style-type: none">• Simple and Compound Sentences recording form (one per student)• Classic Starts edition of <i>Peter Pan</i> (one per pair)• <i>Rain School</i> Model Summary (from Lesson 1)• First drafts of students' Peter Pan summary (from Lesson 2)• Conventions checklist (one for display)• Simple and Compound Sentences homework (one per student)



Opening	Meeting Students' Needs
<p>A. Unpacking the Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Congratulate students on their first draft writing from Lesson 2. Remind them that effective writers always revise, or look at their writing again and change things to make it stronger. (If necessary, refer to the writing process to clarify where students are in their journey as writers.)• Read aloud the first target. Remind students that they have already worked hard to revise their writing this year. Point out that the word <i>revise</i> means literally “to look again.” The prefix “re” means again, and “vise” means look. They are looking at their writing again to see how to make it even better. Underline the words <i>simple</i> and <i>complex</i>. Invite students to pair share what they know about these words.• Define them for students: <i>simple</i> = easy or basic <i>compound</i> = made up of two parts (tell students that the prefix “com-” means together)• Tell the class that experienced writers use both simple and compound sentences. Ask students why writers might consider the variety of their sentences.• If necessary, guide students toward the understanding that sentence variety makes their writing interesting and lively. Too many simple sentences, for example, will sound choppy, but too many long sentences will be difficult to read and hard to understand. Later in the lesson, they will revise their paragraphs to write a variety of sentences and make their writing more interesting.• Direct students to the next three targets and read them aloud. Again, ask students to pair share what they think they will be doing in the second part of the lesson based on these targets. Students are very familiar with these targets and should be able to easily identify that they will edit, or polish, their writing to make it easier to read.	



Work Time	Meeting Students' Needs
<p>A. Mini Lesson: Simple and Complex Sentences (20 minutes)</p> <ul style="list-style-type: none">• Project Part A of the Simple and Compound Sentences recording form. Read the definitions and examples of a simple sentence aloud to students. Invite students to pair share what makes those two sentences simple.• Repeat with the compound sentence definition and examples. Again, invite students to pair share what makes those two sentences compound. Reinforce the conjunctions used in both sentences, <i>so</i> and <i>but</i>.• Distribute the Classic Starts edition of <i>Peter Pan</i> to students as well as the Simple and Compound Sentences recording form. Give students about 10 minutes to complete Part B of the recording form with a partner. After students have completed the form, discuss this section as a class and answer any clarifying questions as needed. Students should have pulled out the following compound sentences from the <i>Peter Pan</i> text:<ul style="list-style-type: none">– This would not have been fighting fair, so Peter offered Hook a hand to hoist himself up.– People had been unfair to Peter before, but he had always forgotten it, and so he reacted as if it were the first time.– Hook clawed Peter twice with his hook, and might have finished him off had he not just then heard a ticking.• Display the Rain School Model Summary. Say to students: “Let’s look together again at the model summary. Remember, we are trying to have both simple and compound sentences in our paragraphs so they are more interesting to read. As I read the paragraph aloud, look and listen for simple and compound sentences.”• Read the paragraph aloud as students follow along. After reading, invite students to pair share one simple sentence that they noticed in the paragraph. Listen for students to name the following sentences:<ul style="list-style-type: none">– Rain School is a powerful story about Thomas, a boy who lives in the country of Chad.– Thomas is very excited to be going to school.– His teacher says that building the school will be the children’s first lesson.– He and the other children help to build the schoolhouse from mud and grass.– Then they get to learn how to read and write with their wonderful teacher.– Thomas and the other children are not sad.	<ul style="list-style-type: none">• All students developing academic language will benefit from direct instruction of academic vocabulary.• Consider strategic pairs of students for the Simple and Compound Sentences activity in Work Time A.• Consider writing and breaking down multistep directions into numbered elements. Struggling learners can return to these guidelines to make sure they are on track.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">– The teacher tells the children that they will rebuild the school again next year.– It was interesting to read about a school so far away.• Cold call students to share the simple sentences they identified and highlight them.• Next, invite students to pair share a compound sentence they noticed. Listen for students to name any of the following:<ul style="list-style-type: none">– He goes to school on the first day, but he realizes that there is no school building.– At the end of the school year big rains come, and they totally wash the school building away.– Thomas's school is like our school, since kids learn to read and write, but also very different from our school.• Tell students that you are going to show them how thoughtful writers might revise their writing to include a variety of sentences. Ask them to watch and listen carefully and track what you do as a writer to make revisions on your first draft.• Read aloud these sentences: "His teacher says that building the school will be the children's first lesson. He and the other children help to build the schoolhouse from mud and grass."• Think aloud: "These are both simple sentences. I think I could combine them into a compound sentence using the conjunction so. Let me see how that sounds: 'His teacher says that building the school will be the children's first lesson, so he and the other children help to build the schoolhouse from mud and grass.'"• Write above your original sentences, inserting a caret mark or a V to show that you are adding something to the writing.• Reread the sentence: "His teacher says that building the school will be the children's first lesson, so he and the other children help to build the schoolhouse from mud and grass."• Think aloud: "I think that sounds more interesting and less choppy." Point out that the word "and" in this sentence is not used as a conjunction to join two simple sentences; rather, it's showing that the houses were built of grass as well as mud.• Explain to students that they are going to do the same thing you just did. They are going to revise their writing, looking for places where they might be able to combine two simple sentences into a compound sentence. There may also be a place where they could break a compound sentence into two simple ones. Refer them to the target for the day again.	<ul style="list-style-type: none">• Consider pulling a small group of students who might need targeted support with their drafting.



Work Time (continued)	Meeting Students' Needs
<p>B. Revision Work Time (15 minutes)</p> <ul style="list-style-type: none">• Distribute first drafts of students' <i>Peter Pan</i> summaries.• Give the class 15 minutes to revise individually or in pairs. Circulate and confer with students as they revise their drafts.• If students are stuck, provide further instruction by helping them identify sentences that could be combined or broken up. Remind students to use their Simple and Compound Sentences recording form if they need support.• Pull invitational groups as needed. An invitational group might look like the following:<ol style="list-style-type: none">1. Gather the group with their first drafts and Simple and Compound Sentences recording forms.2. Have students reread their own first drafts, looking for simple and compound sentences.3. Review the recording form and ask students to think about their sentences.4. Give students an opportunity to share with each other what they decided to do to combine or break up sentences. Depending on the group size, pair them together for this or ask each student to share with the whole group.	



Work Time (continued)	Meeting Students' Needs
<p>C. Editing Work Time (15 minutes)</p> <ul style="list-style-type: none">• Project the Conventions checklist. Briefly review the contents of the checklist. This tool is very familiar to students, so they will likely need little, if any, clarification. Remind students to use their checklists to identify what they need to work on to edit their writing.• Give students about 15 minutes to edit their writing for correct capitalization, spelling, and punctuation. Invite students to work in partnerships or small groups, reading their work aloud to each other to support their editing process.• Confer and support as needed.• For students who might have a difficult time finding their own errors, consider the following options:<ul style="list-style-type: none">– Support them by identifying a few words to correct.– Gather a small group of students who might need this support so that they can help each other, with your guidance.– For students struggling to find punctuation corrections, read their writing aloud to them, emphasizing the missing punctuation (i.e., not pausing). Ask students to listen for a place for you to pause that makes sense.• After 15 minutes, pause students in their work and ask them to look over their Conventions checklist and check their work against it. Ask students to complete the checklist, marking where they think their writing is at this point.• If some students finish earlier than the allotted time, invite them to continue in their independent reading book or rereading favorite passages of <i>Peter Pan</i>.	



Closing and Assessment	Meeting Students' Needs
<p>A. Share: Concentric Circles (5 minutes)</p> <ul style="list-style-type: none">• Invite students to bring their revised paragraphs and gather in the configuration for Concentric Circles. (Half the students form an inside circle, facing out; the others form an outer circle, facing in. All students should be facing a partner; if numbers are uneven, use a trio.)• Prompt them to one or two sentences that they revised during today's writing.• As students share with a peer, they may use the sentence frame: "I changed the sentence(s) _____ to _____. I think this will improve my writing because _____." Be sure each person has a chance to speak.• Ask students to rotate to the left. Repeat the share two more times.	<ul style="list-style-type: none">• For students needing additional supports, consider offering a sentence frame, sentence starter, or cloze sentence to assist with language production and provide the structure required.
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Complete the Simple and Compound Sentences homework sheet.	



EXPEDITIONARY
LEARNING

Grade 3: Module 3A: Unit 3: Lesson 3

Supporting Materials



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Simple and Compound Sentences Recording Form

Name:

Date:

Part A: Simple and Compound Sentences

A **simple sentence** contains a subject and a verb and shows a complete thought.

Examples:

- I ran to the park yesterday afternoon.
- José and Kelly played on the playground after school.

A **compound sentence** is two simple sentences joined by a conjunction. A conjunction is a connecting word like *or*, *and*, *nor*, *but*, *or*, *yet*, *so*.

Examples:

- Alejandro played football, so Maria went biking.
- I went to bed early, but my brother stayed up late.

Part B: Finding Compound Sentences in *Peter Pan*

Directions: Please turn to page 78 in your Classic Starts *Peter Pan* text. Read this page with your partner and try to find at least two compound sentences.



Conventions Checklist

I can use conventions to send a clear message to my reader.

I can use beginning and ending punctuation.

I can capitalize character names and titles.



Simple and Compound Sentences Homework

Name:

Date:

Part A: Simple and Compound Sentences

A **simple sentence** contains a subject and a verb and shows a complete thought.

Examples:

- I ran to the park yesterday afternoon.
- José and Kelly played on the playground after school.

A **compound sentence** is two simple sentences joined by a conjunction. A conjunction is a connecting word like *or*, *and*, *nor*, *but*, *or*, *yet*, *so*.

Examples:

- Alejandro played football, so Maria went biking.
- I went to bed early, but my brother stayed up late.

Part B: Are these sentences simple or compound?

1. My dog runs around the house, but my cat likes to sleep on the couch.

2. Alicia goes to the library and studies every day.

3. My mom and dad like the beach, but my sister and I prefer the mountains.



Simple and Compound Sentences Homework

4. Juan and Arturo play soccer every afternoon.

Part C: Combine these two simple sentences with a conjunction to form a compound sentence.

I play the piano. My sister plays the flute.



EXPEDITIONARY
LEARNING

Grade 3: Module 3A: Unit 3: Lesson 4

Mid-Unit Assessment: Writing A Summary about *Waiting for the Biblioburro*



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
I can write an informative/explanatory text. (W.3.2)	
Supporting Learning Targets	Ongoing Assessment
<ul style="list-style-type: none">I can write a strong summary about the text <i>Waiting for the Biblioburro</i>.	<ul style="list-style-type: none">Students' summariesTracking My Progress, Mid-Unit 3



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Engaging the Writer: Read-aloud of <i>Waiting for the Biblioburro</i> (7 minutes)B. Unpacking the Learning Target (3 minutes)2. Work Time<ol style="list-style-type: none">A. Where, Who, What of <i>Waiting for the Biblioburro</i> (15 minutes)B. Mid-Unit Assessment: Writing a Summary (30 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Tracking My Progress (5 minutes)4. Homework<ol style="list-style-type: none">A. Continue with your independent reading book and complete your homework sheet.	<ul style="list-style-type: none">• The mid-unit assessment involves students independently writing a summary. The lesson is designed around students reading, thinking about, talking about, and writing about the text <i>Waiting for the Biblioburro</i>, by Monica Brown (a text used in Unit 3 of Module 1). If the class did not complete Module 1, consider using another text with which your students are familiar.• Because students' reading is not assessed in this lesson, Work Time A is completed with support from the teacher and other students. However, Work Time B should be completed independently, as this is the assessment task.• Use the Summary Writing rubric (from Lesson 1; or the "proficient column only" version students helped to co-create in Lessons 1 and 2) to assess students' writing in this assessment.• See teaching note in Lesson 1 about independent reading homework.



Lesson Vocabulary	Materials
summary	<ul style="list-style-type: none"> • <i>Waiting for the Biblioburro</i> by Monica Brown (one per student) • <i>Waiting for the Biblioburro</i> Where/Who/What recording form (one per student) • Equity sticks • Mid-Unit Assessment: Writing a Summary about Waiting for the Biblioburro (one per student) • Mid-Unit 3 Assessment: Accordion Paragraph graphic organizer (one per student) • Tracking My Progress, Mid-Unit 3 • <i>Waiting for the Biblioburro</i> sample student summary (for teacher reference) • Summary Writing rubric (from Lesson 1; for teacher use to score students' assessments) • Homework recording form (one per student)

Opening	Meeting Students' Needs
<p>A. Engaging the Writer: Read-aloud of <i>Waiting for the Biblioburro</i> (7 minutes)</p> <ul style="list-style-type: none"> • Gather students. Congratulate them on their hard work writing summaries the last few lessons. Explain that today they are going to write a summary about a book that is familiar to them, <i>Waiting for the Biblioburro</i> by Monica Brown. • However, before they write, they are going to spend some time refamiliarizing themselves with the text. Tell students that first they are going to listen to the story being read aloud, and then they will have the chance to look at it again with a partner. • Begin to read the text slowly, fluently, without interruption. 	
<p>B. Unpacking the Learning Targets (3 minutes)</p> <ul style="list-style-type: none"> • Read the target aloud. Invite students to pair share what the word <i>summary</i> means to them. Listen for students to express ideas such as: "It's a snapshot of book that tells you the setting, characters, and main events." 	



Work Time	Meeting Students' Needs
<p>A. Where, Who, What of <i>Waiting for the Biblioburro</i> (15 minutes)</p> <ul style="list-style-type: none">• Tell students that before they write their summary, they are going to spend time thinking about the characters, setting, and events of <i>Waiting for the Biblioburro</i>. This will help them as they write their summary.• Explain that students will work in pairs to complete the <i>Waiting for the Biblioburro</i> Where/Who/What recording form. After they do this with a partner, they will come back together as a class to discuss the story. Because students have completed the recording form many times, they should not need clarification on this task.• Distribute the recording form and text to each student. As students work with a partner, circulate and provide guidance as needed. Students may need reminders to look on the back page of the book to find out the setting (a village in Colombia).• After 10 minutes of work time, gather the class back together and project a blank Where/Who/What recording form. Use equity sticks to cold call students to help complete the chart for the text.• Encourage students to add to or revise their own recording form as necessary.	<ul style="list-style-type: none">• Use thoughtful groupings of students. ELL language acquisition is facilitated by interaction with native speakers of English.
<p>B. Mid-Unit Assessment: Writing a Summary (30 minutes)</p> <ul style="list-style-type: none">• Explain to students that they will now use their Where/Who/What recording form, the text, and the Mid-Unit 3 Assessment: Writing a Summary about <i>Waiting for the Biblioburro</i> to complete their writing. Tell students that the Mid-Unit 3 Assessment: Accordion Paragraph graphic organizer is an optional tool in their assessment packet that they may use to plan their paragraphs before writing.• Because this is an assessment, students must work independently. If students finish early, they may read their independent reading book.	<ul style="list-style-type: none">• For this assessment, provide appropriate accommodations (i.e., extra time) for ELLs and students with special needs.



Closing and Assessment	Meeting Students' Needs
<p>A. Tracking My Progress (5 minutes)</p> <ul style="list-style-type: none">• Distribute the Mid-Unit Tracking My Progress to students. Explain that this is a chance for them to think about how well they are doing meeting two of the main targets they have been working on.• Read through the tracker and provide clarification as necessary for students. Have students independently complete their trackers.	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Continue with your independent reading book and complete your homework recording form.	



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Grade 3: Module 3A: Unit 3: Lesson 4

Supporting Materials



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Waiting for the Biblioburro Where/Who/What Recording Form

Name: _____

Date: _____

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



Mid-Unit 3 Assessment:

Writing A Summary about *Waiting for the Biblioburro*

Name:

Date:

After reading *Waiting for the Biblioburro*, write a summary about the book. You may also use the Accordion Paragraph graphic organizer to plan your writing.



Mid-Unit 3 Assessment
Accordion Paragraph Graphic Organizer

Name:

Date:

Introduction:

Important Character and Event from the Text:

Explain:

Important Character and Event from the Text:

Explain:



Mid-Unit 3 Assessment
Accordion Paragraph Graphic Organizer

Important Character and Event from the Text:

Explain:





Tracking My Progress

Mid-Unit 3

Name: _____

Date: _____

Learning Target: I can write a strong summary

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:



Mid-Unit 3 Assessment:

Writing A Summary about *Waiting for the Biblioburro*
(Sample Student Response, for Teacher Reference)

Waiting for the Biblioburro

Waiting for the Biblioburro is a wonderful story about a little girl who loves books and a librarian who makes her dreams come true. Ana loves stories. She often makes them up to help her little brother fall asleep. In her small village in Colombia, there are only a few books, but she has read them all. One morning, Ana wakes up to the sound of hooves. She sees a traveling library on the backs of two donkeys! She loves the librarian and his donkeys. Ana is able to borrow books until the biblioburro, or traveling library, returns to her village. At the end of the book, Ana has a surprise of her own for the librarian.



Homework

Name: _____

Date: _____

Read your independent reading book. Follow the direction in each section.

Title of Book: _____

Pages Read: _____

Just like we have done when reading *Peter Pan*, use this chart to keep track of what you read.

Where	Who	What

Words

1. Write one word that struck you because it was a precise word. This could be a verb, or it could be a good adjective (describing word).

I think this word is precise because: _____



Homework

2. Write down any word or words that you found that you are unsure about.



EXPEDITIONARY
LEARNING

Grade 3: Module 3A: Unit 3: Lesson 5

***Peter Pan* Opinion Writing: Generating Criteria and Choosing a Favorite Character**



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

I can write an opinion piece that supports a point of view with reasons. (W.3.1)
With support from peers and adults, I can use the writing process to plan, revise, and edit my writing. (W.3.5)
I can describe the characters in a story (traits, motivations, feelings). (RL.3.3)
I can explain how a character's actions contribute to the events in the story. (RL.3.3)

Supporting Learning Targets

- I can identify the criteria for a strong opinion paragraph.
- I can describe my two favorite characters from *Peter Pan*.

Ongoing Assessment

- Selecting Characters recording form



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Engaging the Writer and Unpacking the Learning Targets (5 minutes)2. Work Time<ol style="list-style-type: none">A. Generating Criteria and Creating a Rubric for a Strong Opinion Piece (15 minutes)B. Selecting Our Favorite Characters (10 minutes)C. Gathering Evidence about Characters (25 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Share: Back-to-Back, Face-to-Face Protocol (5 minutes)4. Homework<ol style="list-style-type: none">A. Continue with your independent reading book.	<ul style="list-style-type: none">• This lesson formally marks the transition from summary writing to opinion writing. In Lessons 5–10, students use the writing process to write an opinion piece about a character from <i>Peter Pan</i>, which is the second part of the module performance task.• In this lesson, students follow a similar process to that in Lesson 1 for summary writing: They identify criteria for a quality opinion piece and begin to co-create a rubric (proficient column only) with the teacher. They also begin to gather evidence about the character they select by revisiting recording forms from the module and parts of the Classic Starts edition of <i>Peter Pan</i>.• Note: Across lessons in this module, students co-construct a rubric specific to this performance task. Helping students construct the rubric allows them to understand and “own” the criteria for quality. A more general writing rubric (developed by NYSED) is included for teacher reference only. Do NOT distribute the complete Opinion Writing rubric to students; rather, help them construct a rubric, as described in this and future lessons.• A teacher model is used throughout this series of lessons. Be sure to reinforce that students may use this model as a guide and inspiration, but that their writing must reflect their own words and ideas.• In advance:<ul style="list-style-type: none">– Review the Teacher Model: <i>Peter Pan</i> Opinion (see supporting materials).– Review the Opinion Writing rubric (see supporting materials).– Create the Opinion Writing rubric anchor chart (see model in supporting materials).– Create student partnerships for Work Time A.– Review the Back-to-Back, Face-to Face protocol (Appendix 1).• Use the language from the rubric (created during Part A of Work Time) to reinforce strong student planning in the second part of the lesson (e.g., key ideas and details).



Lesson Vocabulary	Materials
criteria, opinion, content	<ul style="list-style-type: none">• Teacher Model: <i>Peter Pan</i> Opinion (one per pair)• Equity sticks• Opinion Writing Rubric anchor chart (proficient column only) (new, co-created with students during Work Time A)• Opinion Writing Rubric (for teacher reference)• Selecting Characters recording form (one per student and one for display)• Students' <i>Peter Pan</i> journals (accumulated work from Units 1 & 2)• Classic Starts edition of <i>Peter Pan</i> (one per student)

Opening	Meeting Students' Needs
<p>A. Engaging the Writer and Unpacking the Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Gather students. Project and read aloud the Teacher Model: <i>Peter Pan</i> Opinion with fluency and expression.• Invite students to pair share something they noticed about the writing. Cold call a few to share their thoughts with the class.• Tell students that they are going to get to write their own opinion pieces about a character from <i>Peter Pan</i> too.• Tell the class that the process of writing these paragraphs will begin today. Refer to the first learning target: "I can identify the criteria for a strong opinion paragraph." Explain that the first part of the lesson will help them identify <i>criteria</i> for the paragraph. Remind students that they most recently generated criteria for a strong summary. Ask students to turn and tell a partner in their own words what the word <i>criteria</i> means. Cold call a student to share his or her definition and write it above the word <i>criteria</i> in the target. Define the word <i>opinion</i>: a view or belief about something.• Direct students to the second learning target: "I can describe my two favorite characters from <i>Peter Pan</i>." Ask students to Think-Pair-Share the familiar words and phrases of this target; cold call a few pairs to share their ideas.• Tell students that they will be selecting a favorite character for their opinion piece.	



Work Time	Meeting Students' Needs
<p>A. Generating Criteria and Creating a Rubric for a Strong Opinion Piece (15 minutes)</p> <ul style="list-style-type: none"> Remind students that they are writing a new type of paragraph about <i>Peter Pan</i>. It is called an <i>opinion piece</i>. Ask students: <ul style="list-style-type: none"> * “What do you think the word <i>opinion</i> means?” If necessary, guide students toward understanding that an opinion is a viewpoint or belief about something. Help students connect the word <i>opinion</i> to their daily lives; we share our opinions all the time about what we ate for dinner, clothes we like to wear, or sports teams. We share our beliefs about these things and support our viewpoints with reasons. Tell students that this writing will be a fun new challenge for them. Ask students to Think-Pair-Share: <ul style="list-style-type: none"> * “How might an opinion piece be different from the other writing you have done?” Use equity sticks to cold call a few students to share their ideas. Reinforce the idea that students get to choose what they want to say based on what they believe. This is different from other writing they have done that was based more on informing or explaining. Emphasize that opinion/reasons is the main difference in this writing. Students have been working with evidence all year as writers, and that remains the same whether they are writing to support an opinion with reasons or they are writing to inform/explain. Display the Teacher Model: <i>Peter Pan</i> Opinion again. Share with students that they will look at a strong model to determine the criteria for quality. They will then build a rubric from their criteria list. Read the paragraph aloud and ask: <ul style="list-style-type: none"> * “What makes this writing a strong example of an opinion paragraph?” Use a sentence starter to model briefly for students: “I notice the author said _____ in the text, so I think opinion writing has _____.” (For example: “I notice the author focused on one character, so I think an opinion piece tells the reader the one character who best captured the writer’s imagination.”) Tell students they will read the model paragraph with a partner and identify criteria they notice. They should give a thumbs-up when they have identified at least three criteria. Give students five minutes to read the model paragraph and discuss with a partner what they notice. Then focus students whole group. Remind them of the sentence starter to use when they share out: “I notice the author said _____ in the text, so I think an opinion piece has _____.” Cold call on students to share out what they noticed. 	<ul style="list-style-type: none"> Use thoughtful groupings of students. ELL language acquisition is facilitated by interaction with native speakers of English.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Direct students' attention to the Opinion Writing rubric anchor chart (proficient column only). Point to the first section, Ideas. Explain to students that the <i>content</i> of the writing is another way of saying ideas, or what the writing is about.• Tell students that their goal is to earn a score of 3 on the rubric. Read through the criteria listed for a score of a 3 beside Content and Analysis: "I can state my opinion clearly," and "I can provide strong reasons that support my opinion." Ask students to find evidence of these two criteria in the model paragraph.• Cold call a couple of students to share the evidence from the paragraph.• Take a few moments to think about and discuss what the descriptors for the 2 and 4 columns of this section of the rubric might be. For example, a 2 might be: "Opinion isn't clear to the reader." Continue to build out the 2 and 4 columns for the Content and Analysis (Ideas) section only.	
<p>B. Selecting Our Favorite Characters (10 minutes)</p> <ul style="list-style-type: none">• Refocus students on the second learning target. Project and distribute the Selecting Characters recording form.• Tell students that they will do some individual thinking about their two favorite characters. Explain that they will write about one character during the next four lessons, and in the last lesson they will write about the other as their assessment. Once they have decided on their characters, they should write their names in the two boxes: one beside Character 1, and the other beside Character 2.• Tell students that they should spend the next 10 minutes looking through their <i>Peter Pan</i> journals and their Classic Starts <i>Peter Pan</i> texts and think about the two characters that best captured their imagination.• Distribute students' notebooks, the Selecting Characters recording form, and the Classic Starts <i>Peter Pan</i> texts. Circulate as students work and offer reminders and guidance as necessary.	



Work Time (continued)	Meeting Students' Needs
<p>C. Gathering Evidence about Characters (25 minutes)</p> <ul style="list-style-type: none">• Gather students back together. Invite them to pair share the two characters they selected and a brief thought about why they selected them.• Project the Selecting Characters recording form once again. Explain that students will now formally revisit their <i>Peter Pan</i> notebooks and texts to gather evidence about the two characters they chose.• Briefly think aloud about the character portrayed in the model paragraph, Tinker Bell: “When I thought about Tinker Bell, I remembered how the author portrayed her as being naughty. So, I looked back through my recording forms and text and found a specific part in the book in Chapter 3. Tinker Bell is naughty because she calls Wendy ‘huge and ugly.’ I can really hear Tinker Bell’s voice here and picture her being naughty. I’m going to write that in the box beside Tinker Bell’s name.”• Tell students that they will now follow the same process with their own characters:<ol style="list-style-type: none">1. Return to your recording forms and the text to find specific evidence about your characters that explain why these two characters are your favorites. Flag these forms.2. Write your evidence in the box beside that character’s name on your recording form.• Tell students that they may work with a partner if they like, but it is very important for them to think about their own opinions.• Circulate as students work and provide guidance as necessary. Some students may need support remembering which events happened in which chapters. Direct them as needed.	



Closing and Assessment	Meeting Students' Needs
<p>A. Share: Back-to-Back, Face-to-Face Protocol (5 minutes)</p> <ul style="list-style-type: none">• Invite students to bring their Selecting Characters recording form back to a circle and find a partner to share.• Briefly remind students about the Back-to-Back, Face-to-Face protocol: Students will pair up with one person and stand back-to-back. They should decide who will speak first when they turn around and face each other. On the count of three, students turn around, face their partner, and share the following:<ul style="list-style-type: none">– One character they will write about– Evidence about that character• Give students a moment to think. Use the sentence frames: "I will write about _____. One reason I liked this character is _____."• Students may repeat with a couple of partners as time permits.	<ul style="list-style-type: none">• For students needing additional supports, consider offering a sentence frame, sentence starter, or cloze sentence to assist with language production and provide the structure required.
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Continue with your independent reading book. <p><i>Note: Review students' Selecting Characters recording forms to assess their readiness to begin formally planning their summaries in the next lesson.</i></p>	



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Grade 3: Module 3A: Unit 3: Lesson 5

Supporting Materials



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Teacher Model: *Peter Pan* Opinion
(For Teacher Reference)

Tinker Bell, the small and sometimes naughty fairy, is my favorite character in the book *Peter Pan* because she is the most captivating. One reason that Tinker Bell is so captivating is that she speaks in a special fairy language. When Tinker Bell speaks, it sounds like bells. Only Peter and the lost boys can understand her language. Another reason Tinker Bell is my favorite character is that she is sometimes jealous and naughty, and that makes her interesting to me. Tinker Bell is a good fairy, but she is jealous of Wendy. When she first met Wendy, she called her a “huge, ugly girl” because she was feeling so jealous. Later in the story, she persuades Tootles to shoot Wendy down with an arrow, which was very naughty. Finally, Tinker Bell is my favorite character because even if she’s naughty, she also can be kind and brave. When Hook poisoned Peter’s water, Tinker Bell saved him from drinking it and drank it herself. That was both brave and kind. Peter asked her why she risked her life, and she said, “Because I love you, you silly donkey.” Tinker Bell is my favorite character because she is the character in *Peter Pan* that I think is the most captivating.



Opinion Writing Rubric Anchor Chart (Proficient Column Only) (For Teacher Reference)

Criteria	CCLS	4	3	2	1	0
<p>IDEAS</p> <p>(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</p> <p>(COMMAND OF EVIDENCE) The extent to which the essay presents evidence from the provided text to support analysis and reflection</p> <p><i>*Note: To suit the task and to adapt to student friendly language, two categories were merged together.</i></p>	<p>W.2 R.1-9 W.2 R.1-8</p>		<ul style="list-style-type: none"> • I can state my opinion clearly. • I can provide strong reasons that support my opinion. • I can use specific details about my character to strengthen my reasons. 			



Opinion Writing Rubric Anchor Chart (Proficient Column Only) (For Teacher Reference)

Criteria	CCLS	4	3	2	1	0
ORGANIZATION And STYLE (COHERENCE, ORGANIZATION, and STYLE) The extent to which the essay logically organizes complex ideas, concepts, and information using formal style and precise language	W.2 L.3 L.6		<ul style="list-style-type: none">• I can use an introduction sentence that states my opinion clearly for my reader.• I can use linking words and phrases to connect my reasons together. <p>I can organize my reasons logically to send a clear message to my reader (not specifically instructed to, but instructed to in previous modules).</p> <ul style="list-style-type: none">• I can use a variety of sentences to make my writing interesting• I can use a concluding sentence to wrap up my writing and make my opinion stand out.			



Opinion Writing Rubric Anchor Chart (Proficient Column Only) (For Teacher Reference)

Criteria	CCLS	4	3	2	1	0
ORGANIZATION And STYLE (COHERENCE, ORGANIZATION, and STYLE) The extent to which the essay logically organizes complex ideas, concepts, and information using formal style and precise language	W.2 L.3 L.6		<ul style="list-style-type: none">• I can use an introduction sentence that states my opinion clearly for my reader.• I can use linking words and phrases to connect my reasons together. <p>I can organize my reasons logically to send a clear message to my reader (not specifically instructed to, but instructed to in previous modules).</p> <ul style="list-style-type: none">• I can use a variety of sentences to make my writing interesting• I can use a concluding sentence to wrap up my writing and make my opinion stand out.			



Opinion Writing Rubric Anchor Chart (Proficient Column Only) (For Teacher Reference)

Criteria	CCLS	4	3	2	1	0
CONVENTIONS (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		<ul style="list-style-type: none">• I can use conventions to send a clear message to my reader.• I can use beginning and ending punctuation.• I can capitalize character names and titles.• I can use apostrophes in my writing to show belonging.			



Opinion Writing Rubric

Criteria	CCLS	4	3	2	1	0
<p>IDEAS</p> <p>(CONTENT AND ANALYSIS)</p> <p>The extent to which the essay conveys ideas and information clearly and accurately in order to support analysis of topics or text</p> <p>(COMMAND OF EVIDENCE)</p> <p>The extent to which the essay presents evidence from the provided text to support analysis and reflection</p> <p><i>*Note: To suit the task and to adapt to student-friendly language, these two categories from the NYSED rubric were merged together.</i></p>	<p>W.2 R.1-9 W.2 R.1-8</p>	<ul style="list-style-type: none"> Clearly introduce a topic in a manner that follows logically from the task and purpose Demonstrate comprehension and analysis of the text Develop the topic with relevant, well-chosen facts, definitions, and details throughout the essay 	<ul style="list-style-type: none"> Clearly introduce a topic in a manner that follows from the task and purpose Demonstrate grade-appropriate comprehension of the text Develop the topic with relevant facts, definitions, and details throughout the essay 	<ul style="list-style-type: none"> Introduce a topic in a manner that follows generally from the task and purpose Demonstrate a confused comprehension of the text Partially develop the topic of the essay with the use of some textual evidence, some of which may be irrelevant 	<ul style="list-style-type: none"> Introduce a topic in a manner that does not logically follow from the task and purpose Demonstrate little understanding of the text Demonstrate an attempt to use evidence, but develop ideas only with minimal, occasional evidence, which is generally invalid or irrelevant 	<ul style="list-style-type: none"> Demonstrate a lack of comprehension of the text or task Provide no evidence or provide evidence that is completely irrelevant



Opinion Writing Rubric

Criteria	CCLS	4	3	2	1	0
<p>ORGANIZATION And STYLE (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>	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Exhibit no evidence of organization Lack a concluding statement



Opinion Writing Rubric

Criteria	CCLS	4	3	2	1	0
CONVENTIONS (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	<ul style="list-style-type: none">• Demonstrate grade-appropriate command of conventions, with few errors	<ul style="list-style-type: none">• Demonstrate grade-appropriate command of conventions, with occasional errors that do not hinder comprehension	<ul style="list-style-type: none">• Demonstrate emerging command of conventions, with some errors that may hinder comprehension	<ul style="list-style-type: none">• Demonstrate a lack of command of conventions, with frequent errors that hinder comprehension	<ul style="list-style-type: none">• 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 copied from the text(s) with no original student writing should be scored a 0.



Selecting Characters Recording Form

Learning Target: I can describe my two favorite characters from *Peter Pan*.

Characters Who Best Capture Your Imagination	Why is this character your favorite? Use Evidence from the Text.
Character 1:	
Character 2:	



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Grade 3: Module 3A: Unit 3: Lesson 6

Opinion Writing: Planning Opinion and Reasons



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

I can write an opinion piece that supports a point of view with reasons. (W.3.1)

- a. I can introduce the topic of my opinion piece.
- a. I can create an organizational structure that lists reasons for my opinion.
- b. I can identify reasons that support my opinion.
- c. I can use linking words to connect my opinion and reasons.
- c. I can construct a concluding statement or section for my opinion piece.

With support from adults, I can produce writing that is appropriate to task and purpose. (W.3.4)

With support from peers and adults, I can use the writing process to plan, revise, and edit my writing. (W.3.5)

Supporting Learning Targets	Ongoing Assessment
<ul style="list-style-type: none">• I can create a plan for my writing that states my opinion and lists my reasons clearly.• I can use linking words and phrases to connect my reasons together in a paragraph.	<ul style="list-style-type: none">• Draft Opinion Writing• Progress Check-in



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Engaging the Writer: Review the Ideas Row of the Rubric (5 minutes)B. Unpacking the Learning Targets (5 minutes)2. Work Time<ol style="list-style-type: none">A. Planning Opinion Writing (15 minutes)B. Mini Lesson: Linking Words and Phrases (10 minutes)C. Drafting Opinion Writing (20 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Progress Check-in (5 minutes)4. Homework<ol style="list-style-type: none">A. Tell someone in your family about the writing you did today. Explain which character captures your imagination most and give your reasons.B. Continue reading your independent reading book and record what you are reading on your homework sheet.	<ul style="list-style-type: none">• Review Unit 1, Lessons 9 and 12. In these lessons, students used a planning page similar to the one used in this lesson. Students developed an opinion and offered their reasons. This planning page builds on that by asking students to look for specific examples from the text to support their opinions.• In this lesson, students plan and draft their opinion in one session. They have done this before during assessments. However, some students may need additional time for planning and drafting. Consider extending this lesson over two sessions or asking students to complete their draft for homework. In Lesson 7, students attend to their introduction and conclusion, and also revise and add to their draft.



Lesson Vocabulary	Materials
linking words and phrases	<ul style="list-style-type: none">• Opinion Writing Rubric anchor chart (proficient column only) (from Lesson 5)• Equity sticks• Opinion Writing planning page (one per student and one for display)• Teacher Model: Opinion planning page (one for display)• Students' <i>Peter Pan</i> journals (with flagged copies)• Classic Starts edition of <i>Peter Pan</i> (one per student)• Teacher Model: <i>Peter Pan</i> Opinion (one per student, from Lesson 5 supporting materials)• Highlighter• Drafting paper (one or two pages per student)• Progress Check-in sheet (one per student)• Opinion Writing Rubric (from Lesson 5; for teacher reference)



Opening	Meeting Students' Needs
<p>A. Engaging the Writer: Review the Ideas Row of the Rubric (5 minutes)</p> <ul style="list-style-type: none">• Gather students together. Tell them that today they will begin planning and drafting their own opinion writing: “Let’s look at the Ideas row of our rubric that we made. This will help us think about what we need to do as we plan today.”• Display the Opinion Writing rubric anchor chart (proficient column only), Ideas row (constructed with students in Lesson 5). Read the row aloud to students. Ask students:<ul style="list-style-type: none">* “Look at the score of 3. (This should say something about stating the opinion clearly, showing understanding of the text.) What will be important for you to think about as you start planning your opinion writing?”• Have students Think-Pair-Share. Then pull a few equity sticks to hear student responses. Listen for answers like: “We should be sure to think about why we chose our favorite character” or “We should make sure our reasons make sense.”	
<p>B. Unpacking the Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Review the first learning target with students (the second will be reviewed in Work Time B). Ask a student volunteer to read the target out loud.• Connect the target to the Ideas row of the rubric. Tell students that their goal today will be to name the first character they selected as one that best captured their imagination and then identify strong reasons why they selected that character.	



Work Time	Meeting Students' Needs
<p>A. Planning Opinion Writing (15 minutes)</p> <ul style="list-style-type: none"> Distribute and display the Opinion Writing planning page. Ask students: <ul style="list-style-type: none"> * “How is this similar to planning pages you have used before? How is it different?” Give students time to review the planning page and then talk to a partner about what they notice. Pull equity sticks to hear student responses. Guide students to identify that in Unit 1, their planning page had just the opinion box and reason boxes. Guide them to notice that this one is different because it includes a new box as well: “Example from the book.” Then display the Teacher Model: Opinion planning page. Read what’s in each of the boxes to students. Ask: <ul style="list-style-type: none"> * “How did I use the reason and example boxes differently?” Give students time to think, then use equity sticks to share responses with the whole group. The goal is for students to see how the page is used; reasons are identified, and specific examples from the book are given to support that reason. Keep this brief, so students can get to work on their own writing. Tell students that they will use the recording forms from their Peter Pan journal that they flagged in the previous lesson to help them create their plan (Where/Who/What recording form, Character recording forms). Ask students to raise their hands and identify which character they are going to write about. Tell them they might want to know who else is writing about the same character so that they can sit close to each other to talk about their reasons. Encourage students to sit together to support their planning. Explain that it’s OK to have the same character, but they need to make their writing their own. Remind students that they might also choose to write about Tinker Bell and might even have similar reasons as in the Teacher Model, but their opinion is their very own, so they should use their own words and ideas. Release students to complete their planning page. Circulate as they work. As you confer with students, have them name their opinion to you. Look to see that they have stated their opinion in the planning page. Also support students in using their flagged recording forms to help them identify their reasons and find examples from the Classic Starts Peter Pan text to support their reasons. Ask questions such as: <ul style="list-style-type: none"> * “I see you chose _____ to write about. What is one of your reasons for choosing that character? Let’s look at the recording forms you flagged to see if they can help you find a good example for that reason.” After 15 minutes, have students gather back in the whole group area. 	<ul style="list-style-type: none"> Provide sentence frames to support students who might need it: “This planning page is the same because _____. This planning page is different because _____.”



Work Time (continued)	Meeting Students' Needs
<p>B. Mini Lesson: Linking Words and Phrases (10 minutes)</p> <ul style="list-style-type: none">• Give students specific praise based on evidence you saw of their persistence or stamina during Work Time A.• Tell students that they will soon begin drafting their opinion writing. Explain that one important thing that writers do to move from a plan to a draft is to think about how the ideas connect in a way that will make sense to the reader. Explain to students that when they wrote their summaries for <i>Peter Pan</i>, they used their planning page to think about the specific details they were going to use in their summary. Then when they went to their writing, they thought about how to use a variety of sentences to make their work more interesting to read. Explain that this time, because they have multiple reasons for their one opinion, they want to be sure that readers can follow their writing. Tell students that one way writers do this is what the second learning target is about.• Review the second learning target with students: “I can use linking words and phrases to connect my reasons together in a paragraph.” Ask students what they think <i>linking</i> words are. Using equity sticks, call on several students to answer. Listen for students to say that they are words that connect ideas together, or to provide an example, like “first” or “next.” If students have difficulty naming what they are, explain that linking words or phrases connect one idea—or in this case, one reason—to the next one.• Use three students and ask them to stand up side by side. Tell the class that each student represents a separate reason. Point out that right now, they are not connected. Then ask the students to link arms to demonstrate that now each of the “reasons” is connected. Explain that linking words are what hold the reasons together, helping readers follow the writer’s ideas. Provide examples, such as “first,” “next,” and “another.”• Distribute copies of the Teacher Model: <i>Peter Pan</i> Opinion and a highlighter. Tell students that you are going to read the model aloud, and their job is to listen for any words that connect reasons together to help readers follow the opinion. Read the paragraph aloud without interruption.• Have students reread the paragraph with a partner and highlight words and phrases they find that link or connect reasons together.• Give students a few minutes to highlight words and phrases. Circulate and support students to find words like “another” and “finally.”• Once students have done this work in partnerships, invite partners to share a linking word or phrase they found. Highlight the word on the Teacher Model. Add any linking words or phrases that students might have missed.	<ul style="list-style-type: none">• For struggling learners, transcribe the reasons they provide on their planning page as you confer.



Work Time (continued)	Meeting Students' Needs
<p>C. Drafting Opinion Writing (20 minutes)</p> <ul style="list-style-type: none">• Tell students that they now will draft their opinion writing, using their planning page to guide them. Explain that as they draft, they should:<ol style="list-style-type: none">1. Read their planning page and think about how they can connect their reasons together using linking words (i.e., “first,” “second,” “another,” etc.).2. Use the highlighted words on the Teacher Model to help them come up with good linking words.• Distribute drafting paper.• Give students 20 minutes to work on their drafts. As they work, circulate to confer. First look at their planning pages, then ask them to show you their drafts. Ask questions such as:<ul style="list-style-type: none">* “Can you read your opinion sentence aloud? Does it state your opinion clearly?”* “Show me a reason why you chose that character.”* “Have you used any linking words to connect your reasons together?”• Encourage students as they write their drafts. Acknowledge strong reasons and opinions as you confer. If one student has a strong reason or example about a character, use it as an example when conferring with other students.	



Closing and Assessment	Meeting Students' Needs
<p>A. Progress Check-in (5 minutes)</p> <ul style="list-style-type: none">• Gather students together and give specific praise. Name one or two specific examples of the hard work they did today. For example:<ul style="list-style-type: none">* “I noticed that many of you were thinking hard about your reasons today.”* “I noticed that ____ was stuck for a minute on which word to use to link one reason to another.* Then she went back to the Teacher Model and reviewed it and found a word that made sense.”* “I noticed that during the entire writing time, you were working on your writing. That shows that you are building your stamina for writing because you didn’t lose your focus.”• Collect students’ drafts. Distribute the Progress Check-in sheet. Tell students that they accomplished a lot with their writing, and you want to know how far they got with their drafting. Give students a few minutes to complete their progress check-in, then collect them.	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Tell someone in your family about the writing you did today. Explain which character captures your imagination most and give your reasons.• Continue reading your independent reading book and record what you are reading on your homework sheet. <p><i>Note: See Lesson 1 Teacher Note for more details about independent reading homework.</i></p> <p><i>Review students’ Progress Check-in sheets. Students may need additional time to complete their drafts, so consider providing additional writing time. If there is a smaller group of students who need more time, find a way to give them additional time and support before Lesson 7.</i></p> <p><i>In the next series of lessons, students will revise their drafts, attending to specific aspects of writing. In Lesson 10, students share their writing with their peers. During that lesson or at some other time, ideally students would also present their writing to an outside audience. Arrange an audience (e.g., other students in the school or families).</i></p>	



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Grade 3: Module 3A: Unit 3: Lesson 6

Supporting Materials



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Opinion Writing Planning Page

Opinion:		
Reason:		
Example from the Book:		Page:
Reason:		
Example from the Book:		Page:
Reason:		
Example from the Book:		Page:



Opinion Writing Planning Page
(For Teacher Reference)

Opinion:	Tinker Bell is my favorite character because she is the most captivating.	
Reason:	She speaks in a special fairy language.	
Example from the Book:		Page:
Her voice sounds like bells.		18
Reason:	Sometimes she is jealous and naughty.	
Example from the Book:		Page:
She calls Wendy a “huge ugly girl.”		24
She persuades Tootles to shoot Wendy down.		51



Opinion Writing Planning Page
(For Teacher Reference)

Reason:	She can also be kind and brave.	
Example from the Book:		Page:
She saves Peter by drinking the poisoned water.		105



Progress Check-in

Which best describes your progress today?

_____ I finished my first draft.

_____ I am almost finished with my draft.

_____ I barely have my draft started.

_____ I am still working on my planning page.



EXPEDITIONARY
LEARNING

Grade 3: Module 3A: Unit 3: Lesson 7

Opinion Writing: Introducing an Opinion and Providing a Conclusion Sentence



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

I can write an opinion piece that supports a point of view with reasons. (W.3.1)

- a. I can introduce the topic of my opinion piece.
- a. I can create an organizational structure that lists reasons for my opinion.
- b. I can identify reasons that support my opinion.
- c. I can use linking words to connect my opinion and reasons.
- c. I can construct a concluding statement or section for my opinion piece.

With support from adults, I can produce writing that is appropriate to task and purpose. (W.3.4)

With support from peers and adults, I can use the writing process to plan, revise, and edit my writing. (W.3.5)

Supporting Learning Targets

- I can introduce my reader to my opinion about a *Peter Pan* character.
- I can craft a conclusion to my opinion writing that reminds my reader of my opinion.

Ongoing Assessment

- Introduction and Conclusion drafting page
- Opinion writing drafts



Agenda	Teaching Notes
<ol style="list-style-type: none">Opening<ol style="list-style-type: none">Engaging the Writer: Building Out the Organization and Style Row of the Opinion Rubric and Unpacking the Learning Targets (15 minutes)Work Time<ol style="list-style-type: none">Drafting Introduction and Conclusion Sentences (25 minutes)Sharing Our Introduction and Conclusion Sentences (5 minutes)Incorporating Our Introduction and Conclusion Sentences into Our Opinion Drafts (10 minutes)Closing and Assessment<ol style="list-style-type: none">Exit Ticket: Self-Assessment (5 minutes)Homework<ol style="list-style-type: none">Continue reading your independent reading book for this unit at home.	<ul style="list-style-type: none">In previous modules, students have worked to create engaging beginnings to their writing. This lesson builds on that past work and is designed to help students understand that introductions and conclusions work together to make the writer's opinion clear to the reader.When building out the Organization row of the Opinion Writing Rubric anchor chart (proficient column only), note that there are several target descriptors. Students have already worked with linking words and phrases. Lesson 7 focuses specifically on introductions and conclusions.In this lesson, students practice writing different versions of an introduction sentence and conclusion sentence. The intention is to help them understand that there are different ways to write a sentence and that they can select the one that best meets their purpose. Students will have a separate drafting page where they “play” with different kinds of introduction and conclusion sentences. Then they will select the one they think best works with their opinion writing.Some students may not need the entire 25 minutes to craft their introduction and conclusion sentences. For students who finish early, consider the following options:<ol style="list-style-type: none">Invite them to read their independent reading book.Invite them to reread their drafts aloud, looking for any parts that don't make sense.Invite them to go work in a quiet area of the room. Have them read their drafts aloud to one another.In advance: Prepare the introduction and conclusion sentences from the Teacher Model on chart paper or for a document camera.



Lesson Vocabulary	Materials
introduction, conclusion, organization, style, captivating	<ul style="list-style-type: none">• Students' draft opinion writing• Opinion Writing rubric anchor chart (proficient column only) (begun in Lesson 5; one for display, focusing on the Organization and Style row)• Introduction and Conclusion drafting page (one per student)• Introduction and Conclusion drafting page (Teacher Model) (one for display)• Equity sticks• Exit ticket (one per student)



Opening	Meeting Students' Needs
<p>A. Engaging the Writer: Building Out the Organization and Style Row of the Opinion Rubric and Unpacking the Learning Targets (15 minutes)</p> <ul style="list-style-type: none">• Gather students together. Display the Opinion Writing rubric anchor chart (proficient column only) that students have been helping to create (starting in Lesson 5). Tell them that their focus today is on the Organization and Style row. Ask students:<ul style="list-style-type: none">* “What does the word style mean to you?”• Give students time to think and talk with a partner.• Using equity sticks, call on one or two students to share their thinking. The word <i>style</i> might be difficult for students to describe as it relates to writing. However, they might say things like: “How a writer says something.” Build on that idea and explain to students that the <i>style</i> in this context means the kinds of words and sentences a writer uses to help readers follow his or her ideas and remain interested in what the writer has to say. Connect students to the work they have done with “precise” words. Tell them that the linking words and phrases they used in the previous lesson are one example of how a writer uses precise words to help organize the writing clearly. As in previous lessons, the column with 3 is built out.• Tell students that this part of the rubric contains many descriptors. There is a lot involved in organizing a piece of writing in a way that will make it clear to readers. Point out that linking words and phrases are one aspect of <i>organization</i>. Also, in Lesson 3, students worked on using simple and compound sentences.• As in previous lessons, support students to build out this new row of the rubric. Ask students:<ul style="list-style-type: none">* “Looking at the descriptor for the score of 3, what would a 2 look like?”• Give students time to think and talk to a partner.• Using equity sticks, call on a few students to share their ideas. (For example: “There are only a few linking words or phrases,” “The introduction sentence isn’t very clear,” or “The reasons aren’t in a good order, and it doesn’t make sense.”) Complete the 2 column of the rubric. Then repeat the process with students, asking what would make a score of 4. (For example: “The introduction sentence really grabs the reader,” “The reasons are very clear for the reader and it flows,” or “The conclusion also grabs the reader.”)	<ul style="list-style-type: none">• Provide sentence frames on chart paper or on the document camera. “Introductions and conclusions help a reader because _____.”



Opening (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Remind students that the purpose of spending time to build out the rubric with them is to help them have ownership of, and a clear vision for, the expectations for their writing. Say:• “Now that we have built out this row of our rubric, let’s look at how we are going to use this rubric to help us as writers today.”• Ask one or two students to read aloud the learning targets.	



Work Time	Meeting Students' Needs
<p>A. Drafting Introduction and Conclusion Sentences (25 minutes)</p> <ul style="list-style-type: none"> • Display the Introduction and Conclusion drafting page (Teacher Model). Read the sentences aloud: “Tinker Bell, the small and sometimes naughty fairy, is my favorite character in the book <i>Peter Pan</i> because she is the most captivating,” and “Tinker Bell is my favorite character because she is the character in <i>Peter Pan</i> that I think is the most captivating.” • Ask students: <ul style="list-style-type: none"> * “What do these two sentences have in common?” • Give students time to think, then have them talk to a partner. Cold call one or two students to share with the whole group. Students should identify that both sentences express the opinion about the character. They both help the reader know what the writer is talking about. Clarify as needed: Explain that both sentences remind the reader of the opinion. Each sentence restates who is the favorite character. • Direct students’ attention to the word captivating. Ask: <ul style="list-style-type: none"> * “Think about our guiding question: ‘How do writers capture a reader’s imagination?’ Based on the word capture, what do you think the word captivating means?” • Give students time to think and talk together. Then use equity sticks to have one or two students share their thinking. • Guide students to tell that the word captivating means to hold someone’s attention or interest. Explain that the writer chose to use this word to introduce his opinion clearly and grab the reader. • Tell students that the sentences in the Teacher Model work fine but that writers often try out different ways to introduce their opinion and conclude their writing so they are sure that their opinion is clear for readers. Practicing different ways to write these sentences helps make their writing the best it can be. • Think aloud for students, completing a new way to introduce the opinion and a new way to write a conclusion. The think-aloud could sound like this: <ul style="list-style-type: none"> * “As a writer, I can decide the best way to introduce my opinion to my reader. I think this opinion statement (read aloud the statement on the drafting page) is good because I tell who my favorite character is and why she is my favorite. I also describe Tinker Bell to catch my reader’s interest. But I think I could do this in a different way.” 	<ul style="list-style-type: none"> • Provide struggling learners with generic sentence frames on chart paper for reference or on paper placed at a table. Provide this option for any students who might want to use them to support their writing. Examples of generic introduction sentence frames could be: <ul style="list-style-type: none"> • “_____ is my favorite character because _____,” or “_____ is (put a character description word here) _____, and that’s why he/she is my favorite character.” • Examples of generic conclusion sentences could be: “That’s why _____ is my favorite character,” or “These reasons make _____ my favorite character in <i>Peter Pan</i>.”



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> • Write on the Introduction section: "My favorite character in <i>Peter Pan</i> is Tinker Bell because she is captivating." Tell students: "I like using that word 'captivating,' and this way tells my reader right away that I am writing about Tinker Bell. Let me try another way." • Write on the second line of the Introduction section: "Tinker Bell, the fairy in <i>Peter Pan</i>, is very captivating, and that's why she is my favorite character." Tell students: "Now I can look at each one of these and choose the one I like best." • Tell students: "Remember that the conclusion is a way to restate my opinion for the reader. I want to remind my reader of my opinion. Notice how I did that with this first sentence: 'Tinker Bell is my favorite character because she is the character in <i>Peter Pan</i> that I think is the most captivating.'" • Continue thinking aloud: <ul style="list-style-type: none"> * "I could keep that one, because it does restate my opinion, and it uses this word 'captivating' that I like for my reader. But I think there might be another way to wrap it up for my reader. I am going to try." Write on the Conclusion section: "Tinker Bell captivates me as a reader, and that's why she is my favorite character." • Ask students: <ul style="list-style-type: none"> * "Can you think of another way to wrap it up for my reader and remind my reader of my opinion?" • Give students a minute to talk with a partner. • Then invite one or two students who have an idea to share with the whole group. Capture their thinking on the Conclusion section of the drafting page. • Tell students that as writers, they can try out a few different ways and then choose the way they like best. Tell them that they now will get to try this on their own. Explain that when they were drafting, they might have already written introduction and conclusion sentences. If that's the case, they should use those sentences as one of the ways that they could write their introduction and conclusion. Explain that they might have written their draft not thinking about the introduction or conclusion. Tell students that this is OK: They can just start thinking about it right now. 	



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Distribute the Introduction and Conclusion drafting page. Direct students to do the following:<ol style="list-style-type: none">1. Reread your draft.2. Think about your opinion.3. Try writing different ways to introduce your opinion and different ways to craft your conclusion.4. Reread your paragraph with each new introduction and conclusion sentence, then put a star by the ones you like best.• Give students 20 minutes to write the variations of their introduction and conclusion.	
<p>B. Sharing Our Introduction and Conclusion Sentences (5 minutes)</p> <ul style="list-style-type: none">• Gather students together and celebrate their hard work as writers. Place students who are writing about the same character in small groups of three or four. Tell students that they are going to have the opportunity to share their thinking with their peers. Clarify that this is not an official critique session, but rather a time to simply share aloud their thinking. This will give them the chance to hear many different ways of writing introductions and conclusions.• Give directions:<ol style="list-style-type: none">1. One at a time, share your introduction and conclusion sentences aloud.2. Reread the sentences you selected to use.3. Explain why you chose those sentences.4. Repeat until each person in the group has shared.	



Work Time (continued)	Meeting Students' Needs
<p>C. Incorporating Our Introduction and Conclusion Sentences into Our Opinion Drafts (10 minutes)</p> <ul style="list-style-type: none">• Tell students that they now will have time to add the introduction and conclusion sentences that they selected into their written opinion writing drafts.• Model for students how they can either add another piece of paper to their draft with these sentences, or they can add them to the draft by using the caret symbol and writing in the margins or on the back of their draft.• Tell students that once they incorporate the sentences into their drafts, they should reread the draft to themselves. Remind them that they are listening for whether their introduction and conclusion make their opinion clear to readers.• Give students time to work; circulate to listen in and support as needed.	



Closing and Assessment	Meeting Students' Needs
<p>A. Exit Ticket: Self-Assessment (5 minutes)</p> <ul style="list-style-type: none">• Display the Opinion Writing rubric anchor chart (proficient column only). Focus on the Organization row that students generated during this lesson's Opening. Ask students to think about this:<ul style="list-style-type: none">* "What score would you give your current draft? Why?"• Distribute the exit ticket and give students a few minutes to complete it.• Then celebrate their work as writers and collect their materials: Introduction and Conclusion drafting page, draft opinion writing, and exit tickets.	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Continue reading your independent reading book for this unit at home. <p><i>Note: Review students' drafts with their final choices of introduction and conclusion. Look for:</i></p> <ol style="list-style-type: none">1. <i>A sentence that introduces their opinion</i>2. <i>A concluding sentence that restates their opinion and wraps it up for the reader</i> <p><i>Review the exit tickets and complete the Teacher Comment line. If students are on track, give them one point of praise about their introduction and conclusion. If they are struggling, name something specific that the students did well and offer a specific next step to help them progress. This could sound like: "Star: You do have an introduction sentence that states your opinion clearly. This makes your reasons easy to follow. Step: Write a conclusion sentence that connects to your opinion and wraps it up for your reader. Use your good thinking in your Introduction and Conclusion drafting page to help you."</i></p>	



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Grade 3: Module 3A: Unit 3: Lesson 7

Supporting Materials



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Introduction and Conclusion Drafting Page

Introducing My Opinion	
One Way:	
Another Way:	
Another Way:	

Concluding Sentences Wrapping it up for my reader; making my opinion stand out	
One Way:	
Another Way:	
Another Way:	



Introduction and Conclusion Drafting Page
(For Teacher Reference)

Introducing My Opinion	
One Way:	Tinker Bell, the small and sometimes naughty fairy, is my favorite character in the book Peter Pan because she is the most captivating.
Another Way:	
Another Way:	

Concluding Sentences Wrapping it up for my reader; making my opinion stand out	
One Way:	Tinker Bell is my favorite character because she is the character in Peter Pan that I think is the most captivating.
Another Way:	
Another Way:	



Exit Ticket

I think I am a score of _____ for Organization and Style

because

Teacher Comment:



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Grade 3: Module 3A: Unit 3: Lesson 8

Revising Opinion Writing: Strengthening My Reasons by Using Specific Details about My Character



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

I can write an opinion piece that supports a point of view with reasons. (W.3.1)

- a. I can introduce the topic of my opinion piece.
- a. I can create an organizational structure that lists reasons for my opinion.
- b. I can identify reasons that support my opinion.
- c. I can use linking words to connect my opinion and reasons.
- c. I can construct a concluding statement or section for my opinion piece.

With support from peers and adults, I can use the writing process to plan, revise, and edit my writing. (W3.5)

I can express ideas using carefully chosen words. (L.3.3)

Supporting Learning Targets

- I can use specific details about my character to strengthen my reasons.

Ongoing Assessment

- Opinion drafts
- Praise Question Suggest recording form



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Engaging the Writer: Reviewing the Ideas Row of the Rubric (5 minutes)B. Unpacking the Learning Targets (5 minutes)2. Work Time<ol style="list-style-type: none">A. Quiz Quiz Trade Warm-up (10 minutes)B. Mini Lesson: Using Specific Details to Improve Writing (10 minutes)C. Revision Work Time (20 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Critiquing Our Writing: Praise Question Suggest Protocol (10 minutes)4. Homework<ol style="list-style-type: none">A. Continue reading in your independent reading book for this unit at home and complete your homework sheet.	<ul style="list-style-type: none">• In advance: Review Quiz Quiz Trade (Appendix ; prepare the trade cards.• Be sure the character word wall is where all students can see it (started in Unit 1, Lesson 4; described in Unit 1 Overview: Materials and Preparation).• In advance: Review the Praise Question Suggestion protocol recording form (supporting materials);• Also review Unit 2, Lesson 3, where this protocol was used.• Determine critique partnerships.• This lesson contains a mini lesson that offers an opportunity for students to practice writing sentences with specific details, working with a partner and a familiar model first. The intent of this is to help students think collaboratively about specific details and have the opportunity to practice writing. Students choose only one or two sentences to work with for this purpose. They do not need to try out every sentence on the model; nor does everyone need to be finished before you move on. The purpose is for students to practice and generate ideas.



Lesson Vocabulary	Materials
specific details	<ul style="list-style-type: none">• Opinion Writing rubric anchor chart (proficient column only) (begun in Lesson 5; focusing on Ideas row)• Equity sticks• Quiz Quiz Trade cards• <i>Peter Pan</i> Opinion Teacher Model (one for display)• Highlighter or marker• Weak Model Opinion Writing (one per student and one to display)• Pencils and clipboards (or hard surface) for writing in the whole group area (one per student)• Students' opinion writing drafts• Students' <i>Peter Pan</i> journals• Character word wall• Praise Question Suggest recording form (one per student and one for display)



Opening	Meeting Students' Needs
<p>A. Engaging the Writer: Reviewing the Ideas Row of the Rubric (5 minutes)</p> <ul style="list-style-type: none">• Gather students together. Display the Opinion Writing rubric anchor chart (proficient column only). Refocus students on the Ideas row, which they created in Lesson 5 and reviewed in Lesson 6. Read the Score of 3 column aloud. Tell students they have worked hard to ensure that they have a strong opinion and strong reasons for their opinion. They have already addressed a few of the descriptors on this rubric in their writing. Congratulate them.• Ask students to zoom in closely at the descriptor “I can use specific details about my character to strengthen my reasons.” Tell students that this is the target they are going to be thinking about today.	
<p>B. Unpacking the Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Circle the words <i>specific details</i>. Ask students to review with a partner what those words mean to them. Give students a minute to talk. Then use equity sticks to invite one or two students to share. Follow up with the question:<ul style="list-style-type: none">* “How would specific details make your reasons stronger?”• Pull equity sticks to hear one or two responses.	



Work Time	Meeting Students' Needs
<p>A. Quiz Quiz Trade Warm-up (10 minutes)</p> <ul style="list-style-type: none">• Tell students that to warm up their thinking, they are going to do the activity Quiz Quiz Trade. Review with students how it works.• Distribute the Quiz Quiz Trade cards to students and give them about 10 minutes for the activity.• Gather students back together. Ask:<ul style="list-style-type: none">* “What did you notice about the words we used for Quiz Quiz Trade today?”• Give students a minute to think.• Cold call a few members of the class to share their responses. Students should identify that the words all describe the characters of <i>Peter Pan</i>. They might also identify that they are all words that are on the character wall.• Explain that these are words the author used to help readers know and understand the characters. These words are one way the author gives readers specific details about the characters; such words make the story more interesting and bring the characters to life. Tell students that they are going to be thinking about and using these words as they work on their writing next.	<ul style="list-style-type: none">• Give struggling learners familiar words to start with.



Work Time (continued)	Meeting Students' Needs
<p>B. Mini Lesson: Using Specific Details to Improve Writing (10 minutes)</p> <ul style="list-style-type: none"> • Display the Peter Pan Opinion Teacher Model. Tell students that as they listen to the paragraph, they should note any specific details they hear about Tinker Bell. Read the paragraph aloud. • After you read, invite students to point out a specific detail they heard. Use a highlighter or marker to highlight or circle the words and phrases they identify. Look for students to identify things such as: “naughty,” “jealous,” “brave.” • Then ask students to think about how those details help readers understand the opinions and reasons. Give students a minute to think, then share with a partner their ideas. Using equity sticks, invite three or four students to share their thinking. Guide the class to identify that the details are often descriptive words about the character. Those details help readers to understand the character being written about and to believe the writer’s opinion. • Display the Weak Model Opinion Writing. Tell students you have a model that doesn’t use any specific details about the character. Read this model aloud as students read along silently. Ask: <ul style="list-style-type: none"> * “How does not using specific details change the writing?” • Give students a minute to think and talk together. • Then pull equity sticks to have one or two students share with the whole group. • Explain that it would be hard for readers to believe the opinion or reasons because they wouldn’t really know what makes Tinker Bell such an interesting character. The writer has to use specific details about a character to help readers understand why that character is worth writing about. • Explain to students that before they go to their own writing, they are going to practice using descriptive words about Tinker Bell to make this model better. Tell students that although they have already seen the Teacher Model, they have many good thoughts about Tinker Bell and might have a different way to share specific details with readers. • Distribute the Weak Model Opinion Writing to pairs of students, along with their pencils and clipboards. Have each pair select one or two sentences in the weak model to revise using specific details. • Give students 5 minutes to practice rewriting the sentences they selected. • Then, using equity sticks, call on three or four partnerships to share their ideas. Offer specific praise about how the sentence they shared strengthens the writing. For example: “When you used the words _____, this gave me a better idea of Tinker Bell and helped me see why she was the favorite character.” 	<ul style="list-style-type: none"> • Consider pulling struggling learners into small groups that are working on the same character. Choose a word that describes that particular character well and model using it to revise a general sentence about the character. Guide the group together to find a sentence that they could make stronger with descriptive words. Then, through guided practice, have the students work together to co-construct their sentences. • Provide a thesaurus for more advanced writers to use.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">Explain that these details make the reader much more interested in the writing. Reinforce the idea that the details make the opinion and reasons much stronger.	
<p>C. Revision Work Time (20 minutes)</p> <ul style="list-style-type: none">Tell students that they are going to go back to their opinion writing drafts and look for ways to make their reasons clearer by adding specific details about their character. Let them know that if they want to use the work they just did to help remind them of good details, they should take it with them; otherwise, they should put it in their <i>Peter Pan</i> journal. Tell them that the specific details they use about their character will come from all the hard thinking they have already captured on the recording forms they flagged earlier and on the character word wall. Now they can use those words to make their own opinions about the book stand out. Remind students that they have done this kind of revision work before, when they were writing about their Freaky Frogs and revised their writing for vivid and precise words.Give directions:<ol style="list-style-type: none">Use the character word wall to think about words that will make your reasons about your character more clear.Use the recording forms that you flagged in your <i>Peter Pan</i> journal.Release students to work on their drafts. Circulate and confer with them as they write. As you confer, ask questions such as these:<ul style="list-style-type: none">* “Can you share a place where you are thinking about adding specific details to strengthen your reasons and make them more clear to your reader?”* “Tell me what you want your reader to know about why you chose your character. What is it about this character that makes him or her your favorite?”* “Does this character captivate you? Why?”* “Tell me what you are thinking about right now. How are you adding specific details about your character? Are you using any of your recording forms to help you?”	



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">As students answer those kinds of questions, support them by providing encouragement and specific direction, such as:<ul style="list-style-type: none">* “I see your opinion is that Peter is your favorite character because you are like Peter. Let’s look at the words on the character wall that describe Peter. Which word stands out the most to you? Use those words to help you add a specific detail about Peter so that your reader understands how Peter is like you. Your reader will need to know what Peter is like as a character to believe your opinion.”Additionally, as you confer, give them feedback about how their specific details strengthen their reasons or opinion. For example: “When you used the detail _____ to describe_____, it helped me understand why you chose that character because I had a better picture of who that character is.”	



Closing and Assessment	Meeting Students' Needs
<p>A. Critiquing Our Writing: Praise Question Suggest Protocol (10 minutes)</p> <ul style="list-style-type: none">Place students in new pairs and tell them that they have a chance to get some feedback on their drafts. Explain that they are going to use the Praise Question Suggest protocol. Remind students that they have used this protocol before. Ask:<ul style="list-style-type: none">* “What do you remember about this protocol?”Ask pairs to talk about this question.Use equity sticks to invite partners to share their thinking. If students have difficulty remembering the process, review it briefly with them.Display the Praise Question Suggest protocol recording form and review it with students. Explain that this time students are going to provide their partners with written feedback after they share their drafts.Explain that students are going to hear their partner’s draft and listen carefully for the following things that they have worked hard to include in their writing:<ol style="list-style-type: none">A clear opinionReasons to support the opinionLinking words that connect reasons togetherA variety of sentences to make the writing more interestingSpecific details that describe the character and make their reasons more clearAsk students:<ul style="list-style-type: none">* “When we critique each other’s work, what are the things we need to remember to help us be successful?”Give students time to think and then talk with a partner.Then, using equity sticks, call on a few students to share. Listen for them to name the following:<ul style="list-style-type: none">– Look at the person sharing his or her work.– Give kind, specific, and helpful feedback.Tell them that after they share, they will complete their recording forms. Let them know that they should help each other as they work.	<ul style="list-style-type: none">Pair students strategically. Pair struggling learners with stronger writers so that they can hear fluent writing and still provide strong feedback. Pair very strong writers together who are writing about a different character, so that they are pushing each other on the clarity of their writing.Give struggling learners sentence frames along with their recording forms. Write these sentence frames on another piece of paper for them to use, or on index cards. Sentence frames could be: “I thought your writing was strong because_____,” and “I think your writing would be stronger if_____.” Consider also posting these sentence frames to support all students with their critiques.



Closing and Assessment (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Release students to conduct their critique. As students are working, circulate around the room. Notice and note the things that students are doing well, such as listening carefully, giving specific feedback, etc. Pause at partnerships that might be struggling. Ask them to tell you where they are in their steps. Model for them what they might say next. For example, if a partnership just read one person's writing aloud and the partner is unsure what to say, ask a question to get them going, such as: "What stood out to you about their writing?" (Student responds.) "Oh, so that tells me that a piece of praise for this student would be _____ (modeled from the student response)."• When students complete their critique and recording forms, collect their work along with their drafts.• Give specific praise for behaviors you saw during the work or critique time. Specific praise could sound like:<ul style="list-style-type: none">* "I saw _____ and _____ sitting closely together completing their form. They were asking each other clarifying questions as they wrote each other's suggestions. They were being very helpful to each other as they worked."* "I heard _____ say, 'I really liked when you said _____ because it made me think about the reason you chose your character.' She was giving her partner a specific reason why she thought his writing was strong."	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Continue reading in your independent reading book for this unit at home and complete your homework sheet. <p><i>Note: In Lesson 9, students will incorporate feedback in their revisions. During this portion of the lesson, use the time to pull smaller groups of students with similar feedback for some focused instruction. To prepare, review students' Praise Question Suggest recording forms and their drafts. Look for patterns of revision feedback. Group students who received similar feedback so that they can be a small, invitational group in Lesson 9. Also prepare to share with students any patterns you noticed, to focus them on what to consider as they make their final revisions.</i></p>	



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Grade 3: Module 3A: Unit 3: Lesson 8

Supporting Materials



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Weak Model Opinion Writing

Tinker Bell is my favorite.

Tinker Bell is a fairy.

She doesn't like Wendy.

Tinker Bell drank the water instead of Peter Pan.

That's why she is my favorite character.



Quiz Quiz Trade Cards

Huffed	exhaling, irritated, or angry
Shrill	high-pitched voice
Maternal	motherly
Uncooperative	not working together; not agreeing to do something
Arrogant	overly confident, thinking you are better than someone else
Sternly	firm, hard
Cockiness	confident, arrogant
Stubborn	not willing to give in
Excitedly	happy
Nervous	worried
Mischievous	causing trouble, sneaky
Sinister	mean, evil



Teacher Model: *Peter Pan* Opinion

Tinker Bell, the small and sometimes naughty fairy, is my favorite character in the book *Peter Pan* because she is the most captivating. One reason that Tinker Bell is so captivating is that she speaks in a special fairy language. When Tinker Bell speaks, it sounds like bells. Only Peter and the lost boys can understand her language. Another reason Tinker Bell is my favorite character is that she is sometimes jealous and naughty, and that makes her interesting to me. Tinker Bell is a good fairy, but she is jealous of Wendy. When she first met Wendy, she called her a “huge, ugly girl” because she was feeling so jealous. Later in the story, she persuades Tootles to shoot Wendy down with an arrow, which was very naughty. Finally, Tinker Bell is my favorite character because even if she’s naughty, she also can be kind and brave. When Hook poisoned Peter’s water, Tinker Bell saved him from drinking it and drank it herself. That was both brave and kind. Peter asked her why she risked her life, and she said, “Because I love you, you silly donkey.” Tinker Bell is my favorite character because she is the character in *Peter Pan* that I think is the most captivating.



Praise Question Suggest Protocol Recording Form

My Name:

My Partner's Name:

STEPS:

1. Sit with your partner. Sit facing each other and close enough so that you can speak quietly and still hear.
2. Choose one person to go first.
3. Read your draft aloud while your partner listens for the criteria and completes the table.
4. Switch.
5. Complete the second part of the recording form, working together to help each other.

Opinion Writing Criteria	Yes	No
The opinion is clear.		
There are reasons to support the opinion.		
There are a variety of sentences to make the writing more interesting.		
There are linking words that connect reasons together.		
There are specific details about the character that make the reasons stronger.		



Praise Question Suggest Protocol Recording Form

1. A specific piece of praise from my partner is:

2. A suggestion from my partner is:

My next step is going to be:

Teacher Comment:



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Grade 3: Module 3A: Unit 3: Lesson 9

Final Revision: Using Feedback and Criteria



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

I can write an opinion piece that supports a point of view with reasons. (W.3.1)
With support from peers and adults, I can use the writing process to plan, revise, and edit my writing. (W3.5)
I can use conventions to send a clear message to my reader. (L.3.1)
I can write simple, complex, and compound sentences. (L.3.1i)
I can use possessives in my writing. (L.3.2d)

Supporting Learning Targets

- I can use feedback to strengthen my opinion writing.
- I can use the editing checklist to make final edits to my opinion writing.

Ongoing Assessment

- Opinion writing drafts with edits and editing checklist



Agenda	Teaching Notes
<ol style="list-style-type: none">Opening<ol style="list-style-type: none">Engaging the Writer: Building Out the Conventions Row of the Rubric and Unpacking the Learning Targets (10 Minutes)Work Time<ol style="list-style-type: none">Incorporating Feedback into Our Revisions (15 minutes)Editing Mini Lesson: Apostrophes (10 minutes)Editing Our Writing (20 minutes)Closing and Assessment<ol style="list-style-type: none">Completing the Editing Checklist (5 minutes)Homework<ol style="list-style-type: none">Think about the second character you identified as your second favorite character. Why is that character one that is your second favorite? What makes that character interesting? What examples from the story show how interesting that character is? Tell someone in your family about your character and why that character is your second favorite.	<ul style="list-style-type: none">In this lesson, students incorporate the feedback suggestions they received in Lesson 8 and edit their work using a checklist. The times for each task are designated; however, students may be ready to edit sooner or later than the stated time.To accommodate students working at different rates, let students who are ready begin using the editing checklist early. Just ask them to hold off on the “apostrophes” box until after the mini lesson. If students aren’t ready to edit after the mini lesson, let them finish revising before they begin the checklist.Students should be familiar with this editing checklist (they used the same format for summary writing in Lesson 4 and throughout other modules), so they should be able to use it with greater independence.This lesson includes time for students to use the checklist, but not time for modeling how to use it. Use teacher judgment and adjust the lesson accordingly if students need additional modeling about how to use the checklist.The apostrophes mini lesson gives students direct instruction on an aspect of language conventions. Students may or may not need to use the apostrophe in their opinion writing; the intention is to introduce a convention that they need to learn and that likely is relevant to this specific writing task.Be aware that students often confuse apostrophes and quotation marks. (In Unit 2, students worked with quotation marks and edited specifically for them.)Use teacher judgment. If, from reviewing student work, students would benefit from making the distinction between quotation marks and apostrophes more explicit, take time in the mini lesson today to do so (i.e., show an example of a quotation and an example of an apostrophe used to show possession and discuss how the two are different).During the editing time, consider designating specific tables, or stations, where students can go to attend to one particular aspect of the checklist. (For example, one table could be where students go to work on reviewing their writing for capital letters in character names. At this table, students could work together to read one another’s drafts, looking for capital letters in character names.) Place necessary resources at each table (such as dictionaries at a spelling table, and a copy of the Model Summary Paragraph for looking at simple and compound sentences). As students work at editing tables, circulate to provide support and/or additional modeling about how to use a particular convention.



Agenda	Teaching Notes (continued)
	<ul style="list-style-type: none">• In advance: Review the Using Apostrophes in Our Writing document. Determine whether to make this as an anchor chart or simply display it using a document camera or white board.• Use the complete Opinion Writing Rubric (from Lesson 5) to assess students' opinion paragraphs, after students have had time to polish/publish their writing.

Lesson Vocabulary	Materials
feedback, editing, apostrophe, belonging	<ul style="list-style-type: none">• Opinion Writing rubric anchor chart (proficient column only) (begun in Lesson 5; focusing on the conventions row)• Equity sticks• Praise Question Suggest recording form (each student's own form, from Lesson 8)• Students' opinion writing drafts• Editing checklist (one per student)• Using Apostrophes in Our Writing (one for display)• Opinion Writing Rubric (from Lesson 5; use this to score students' assessments)



Opening	Meeting Students' Needs
<p>A. Engaging the Writer: Building Out the Conventions Row of the Rubric and Unpacking the Learning Targets (10 Minutes)</p> <ul style="list-style-type: none">• Gather students together. Display the Opinion Writing rubric anchor chart, focusing on the Conventions row. As in previous lessons, first review the score of 3 in this specific row. Then build out the score of 2 and 4 with students.• After students build out the rubric row, ask:<ul style="list-style-type: none">* “What helps you as a writer be successful in using conventions correctly?”• Give students time to Think-Pair-Share together. Then, using equity sticks, call on a few students to share with the whole group.• Note for students that this is the last row of the rubric, which is now complete. They have built out the whole rubric. Explain that this is what you will use to score their final drafts.• Review the learning targets with students. Invite them to read the targets aloud together. Note that students have two key things to work on today: using feedback to strengthen their drafts and then editing their drafts.• Ask students:<ul style="list-style-type: none">* “Today, you will do revision work and then editing work. What is the difference between revising your writing and editing your writing?”• Give students time to talk to a partner. Using equity sticks, have two or three students share their thinking. Listen for: “Revision is about looking at your work again and making changes to your ideas to make it stronger,” and “Editing is about fixing conventions and grammar, not making changes to your writing.”	<ul style="list-style-type: none">• Consider creating pictorial symbols for the rubric descriptors to support language learners. Consider creating symbols for the editing checklist also; use symbols created in previous lessons or modules for consistency.



Work Time	Meeting Students' Needs
<p>A. Incorporating Feedback into Our Revisions (15 minutes)</p> <ul style="list-style-type: none">• Distribute students' Praise Question Suggest recording forms and their opinion writing drafts.• Ask students to sit next to the person they worked with during the previous lesson for the Praise Question Suggest protocol. Tell students to talk to their partner again to remind themselves of their conversation and remember what their feedback was. Tell students also to read the Teacher Comment box on this form. Give them a few minutes to review with their partner what they wrote on their recording forms in the previous lesson.• Then explain to students that for the first part of the lesson, they will use the feedback they received to make final revisions to their opinion writing. Explain any patterns of feedback or similar types of revisions that students are working on. Encourage students who might be working on the same kind of revision to sit together.• Release students to take 15 minutes to work on their revisions. Some students may need to finish up their revisions during the editing portion of the lesson, but stop all members of the class after 15 minutes for the mini lesson. During this time, pull smaller groups for more focused support on a particular revision aspect they have in common.	<ul style="list-style-type: none">• Confer with small groups of struggling learners for more guided revision support. Review their recording forms with them; direct them to focus on just one thing for that revision.



Work Time (continued)	Meeting Students' Needs
<p>B. Editing Mini Lesson: Apostrophes (10 minutes)</p> <ul style="list-style-type: none">• Gather students together in the whole group area. Tell them that they are going to transition into editing their writing using an editing checklist. Remind them that they have used this kind of checklist before to support their work, most recently when they wrote their summaries. This is something that should be familiar to them.• Display the editing checklist. Ask students to Think-Pair-Share how they have used this checklist before to edit their writing. Give them a minute to think and talk together. Then, using equity sticks, solicit a few responses from the whole group. Answer any clarifying questions that come up.• Tell students that they are going to look carefully at two parts of this checklist before they move on to using it for themselves.• Direct students' attention to the target:<ul style="list-style-type: none">* "I can use simple, complex, and compound sentences in my writing."• Remind students that in their summaries, they thought about how they could use a variety of sentence lengths to make their writing more interesting to readers. Tell students that when they practiced writing their opinion introduction and conclusion sentences, this was another way to practice with this target. Explain that as they use this checklist, this might be something they look at in their writing. Ask students:<ul style="list-style-type: none">* "How many of you talked about this target when you gave feedback to each other?"• Invite one or two students to share what they talked about. If students didn't talk about this in their feedback, remind them that one of the purposes of the checklist is to help them pay attention to different parts of their writing, and this target might be where they start.• Then zoom in on the apostrophes portion of the editing checklist. Ask students:<ul style="list-style-type: none">* "Has anyone ever heard the word <i>apostrophe</i> before and know what an apostrophe is?"• Give the class a moment to think about this. If some students have an idea, invite them to share with the group. Otherwise, explain that apostrophes are ways that writers show "<i>belonging to</i>" or ownership.• Explain that apostrophes are also used in contractions (like changing <i>do not</i> to <i>don't</i>), but that today they will focus on how the apostrophe shows belonging or ownership.	



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Display the Using Apostrophes in Our Writing document. Explain that the apostrophe might be something students need to think about as they edit their writing. Explain what an apostrophe is and what it looks like. Students might notice that it looks like half of a quotation mark. If so, reinforce that both are marks that writers use to help make their writing clear. Explain that often an apostrophe is used to show that an object belongs to someone, like: "This is Johnny's ball," but that other times it shows that a character trait belongs to someone. It is this kind of belonging that will most likely be something they would use for this writing.• Read and review each of the example sentences on the Using Apostrophes in Our Writing document with students. Then ask them to Think-Pair-Share:<ul style="list-style-type: none">* "Can you think of another sentence that would show a character trait belonging to someone? Or an object belonging to someone that we would need to show with an apostrophe in our writing?"• Give students time to think and talk together. Then invite those who have an idea about a sentence to share.• Model one more sentence, writing it on the form. Use either an example that students give or one of your own.• Tell students that this is one part of their editing checklist they should focus on: to see if they have any sentences in their writing that show "belonging."	
<p>C. Editing Our Writing (20 minutes)</p> <ul style="list-style-type: none">• Distribute the editing checklist to students. Tell them that if they are ready to begin editing, they may begin. If they need to continue with their revision work, they can do that and use the checklist when ready.• Release students to work on their writing. Encourage them to work together. They can review their work with the checklist row by row by either trading papers and reading each other's work silently, making marks, or they can read their own work aloud to their partner, editing as they read aloud.• Confer with students as they write. As they use the editing checklist, ask questions such as:<ul style="list-style-type: none">* "Can you show me some of the editing marks you have made?" * "Have you found any of your sentences that need an apostrophe?"* "How are you using the checklist to help you with your editing?"	



Closing and Assessment	Meeting Students' Needs
<p>A. Completing the Editing Checklist (5 minutes)</p> <ul style="list-style-type: none">• Invite students to gather back together with their drafts and editing checklist. Give specific praise to students about their work today. For example, note how students showed stamina during the revision portion of the lesson. Note specific students who were working particularly well together as they edited their writing. Tell students that they are in the last steps of the writing process and it is exciting to think about how much great writing they have done throughout the unit.• Ask students to take a minute or two to look over their editing checklists. Ask them to check off the things they were able to edit and circle anything they didn't get to today.• Then ask students to share their progress with someone sitting next to them.• Tell them that in the next lesson, they will get to show their learning about opinion writing for their end of unit assessment. They will write a new opinion about the second character they chose. Remind students that in the beginning of this unit, they thought about two characters. They flagged things from their Peter Pan journals about both characters.• Ask students to turn to the person next to them and answer:<ul style="list-style-type: none">* "Who was your second character?"• Give students a moment to name the second character they selected.	



Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Think about the second character you identified as your second favorite character. Why is that character one that is your second favorite? What makes that character interesting? What examples from the story show how interesting that character is? Tell someone in your family about your character and why that character is your second favorite. <p><i>Note: During the second half of Lesson 10, students have time to share their opinion writing final drafts. You may need to allow time between Lessons 9 and 10 for students to make the last editing changes to their writing. This could be addressed in the beginning of the time given for students to publish their writing in the format selected. It could also be assigned as homework. Complete the editing checklist for students. Return the checklists to them before they complete their final drafts.</i></p> <p><i>The next lesson is the end of unit assessment. Students will craft an on-demand opinion about their second character. They selected this character in Lesson 5.</i></p> <p><i>The rubric for their final drafts is included in this lesson. Score students' writing on the rubric when their final drafts are complete.</i></p>	



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Grade 3: Module 3A: Unit 3: Lesson 9

Supporting Materials



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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 apostrophes (where appropriate) in my writing to show belonging.				
I can use resources to check and correct my spelling.				
I can use correct beginning and end punctuation in my writing. <i>(Note: Target not explicitly taught in this unit, but previously taught/assessed in Module 1.)</i>				
I can spell grade-appropriate words correctly. <i>(Note: Target not explicitly taught in this unit, but previously taught/assessed in Module 1.)</i>				



Using Apostrophes in Our Writing

Apostrophes show that something belongs to someone.

Captain Hook's hand is made of a hook.

The apostrophe shows that the HAND belongs to Captain Hook.

Peter Pan's pride made him not want to give in.

The apostrophe shows that PRIDE belongs to Peter Pan—it is something he has.

Wendy's motherly nature makes her a nice girl.

The apostrophe shows that MOTHERLY NATURE belongs to Wendy—it is something she has.

Tinker Bell's jealousy gets her into trouble.

The apostrophe shows that JEALOUSY belongs to Tinker Bell—it is something she has.



EXPEDITIONARY
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Grade 3: Module 3A: Unit 3: Lesson 10

On-Demand End of Unit Assessment and Celebration of Opinion Writing



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

I can write an opinion piece that supports a point of view with reasons. (W.3.1)

- a. I can introduce the topic of my opinion piece.
- a. I can create an organizational structure that lists reasons for my opinion.
- b. I can identify reasons that support my opinion.
- c. I can use linking words to connect my opinion and reasons.
- d. I can construct a concluding statement or section for my opinion piece.

With support from peers and adults, I can use the writing process to plan, revise, and edit my writing. (W3.5)

Supporting Learning Targets

- I can write an opinion piece describing my second favorite character.
- I can share the final draft of my scene with my audience.

Ongoing Assessment

- End of Unit 3 Assessment
- Final draft of *Peter Pan* scenes
- Tracking My Progress, End of Unit 3 recording form



On-Demand End of Unit Assessment and Celebration of Opinion Writing

Agenda	Teaching Notes
<ol style="list-style-type: none">Opening<ol style="list-style-type: none">Engaging the Writer and Unpacking the Learning Targets (10 minutes)Work Time<ol style="list-style-type: none">On-Demand End of Unit 3 Assessment (30 minutes)Opinion Writing Share and Celebration (15 minutes)Closing and Assessment<ol style="list-style-type: none">Tracking My Progress (5 minutes)Homework<ol style="list-style-type: none">None.	<ul style="list-style-type: none">Review Part A of Work Time carefully. Be clear with students that for this on-demand assessment, they are writing about their SECOND character choice (selected in Lesson 5).As noted previously, this lesson includes time for students to share their writing. This sharing can either be practice (just with peers) or the time when the real audience comes to hear their writing. Adjust the lesson timing as needed.In advance: Prepare an anchor chart with the author's celebration sentence frame: "I think your writing is strong because _____."

Lesson Vocabulary	Materials
N/A	<ul style="list-style-type: none">Equity sticksEnd of Unit 3 Assessment (one per student)Students' <i>Peter Pan</i> journals (with flagged copies)Classic Starts edition of <i>Peter Pan</i> (one per student)Students' opinion writing final draftTracking My Progress, End of Unit 3 recording form (one per student)Opinion Writing rubric (from Lesson 5; use this to assess students' on-demand opinion paragraphs)End of Unit 3 Assessment: Sample Student Response (for teacher reference)



Opening	Meeting Students' Needs
<p>A. Engaging the Writer and Unpacking the Learning Targets (10 minutes)</p> <ul style="list-style-type: none">• Gather students together with their <i>Peter Pan</i> journals. Tell them that today they will get to write their opinion about their <u>second</u> favorite <i>Peter Pan</i> character.• Ask students to sit with a partner and talk about which character they selected as their second favorite. Ask them:<ul style="list-style-type: none">* “Why was that character your second favorite?”• Tell students talk to each other about their second character choice. Remind them that when they first selected their two characters, they flagged recording forms that were important to each character. Tell students to look through their <i>Peter Pan</i> journal for the recording forms that they flagged about their second character.• Give students 5 minutes to talk together. Circulate and ask students about their second choice. Ask them to share a recording form they flagged. The intent of this time is to activate their schema and get them thinking about the character they will write about.• Invite two students to read aloud the learning targets. Ask the class:<ul style="list-style-type: none">* “Think about the things you did as writers to create your opinion writing draft. What are the things you should think about to write a strong opinion?”• Give students time to talk together.• Then, using equity sticks, call on a few students to share their responses. Listen for responses like:<ul style="list-style-type: none">* “We said which character captured our imagination, and then we gave reasons.”* “We used examples from the book to support our reasons.”* “We used linking words to connect our reasons together.”	



Work Time	Meeting Students' Needs
<p>A. On-Demand End of Unit 3 Assessment (30 minutes)</p> <ul style="list-style-type: none"> • Be sure students have their Classic Starts edition of <i>Peter Pan</i>. Distribute and display the End of Unit 3 Assessment. Focus students on the planning page and review it with them. Remind them that this is the same planning document they used for their opinion writing. Answer any clarifying questions they have. • Then display the end of unit assessment prompt and read it aloud. Remind students that in their previous end of unit assessment, they spent time first thinking about how to unpack a prompt so that they knew just what the prompt was asking. Tell students that they are going to practice unpacking this prompt with a partner so they know what the prompt is asking of them. • Ask students: <ul style="list-style-type: none"> * “What are the important words or phrases in this writing prompt that help you know what to do?” • Give students a minute to talk to their partner. • Using equity sticks, invite several students to share important words they noted that help them know what to do. Listen for students to say things like: “Opinion is an important word; it tells us that we are writing an opinion,” or “We are writing about our second favorite character,” or “Support your opinion with reasons. That means that we have to give reasons for our opinion.” • As students identify important words and phrases, circle or highlight them on the display and use a bubble or arrow to explain what that word or phrase is telling them they need to do. • Tell students that they will write their opinion about their second character from <i>Peter Pan</i>. Remind them that they know a lot now about writing a strong opinion piece and they have their resources to help them think about reasons. Explain that first they are going to plan their writing using the planning sheet portion of the assessment. Tell them that for the planning portion, they can use their <i>Peter Pan</i> journal as a resource to help them think of examples. • Give students 10 minutes to plan their writing. Circulate as they plan (see Teacher Note for more details). • After 10 minutes, pause students in their work and direct them to start their opinion writing. As students work on their assessment, circulate to provide encouragement and focus. Remember, because this is an assessment, students need to complete this independently. Give students 25 minutes to complete their assessment. After 25 minutes, collect students' work. 	<ul style="list-style-type: none"> • Provide sentence frames to support students who might need it: • “This planning page is the same because _____. • This planning page is different because _____.”



Work Time (continued)	Meeting Students' Needs
<p>B. Opinion Writing Share and Celebration (15 minutes)</p> <ul style="list-style-type: none">• Gather students together in the circle. Distribute their opinion writing final drafts. Place students in groups of three.• Tell students that they are going to celebrate their hard work as writers. Tell them that they will:<ol style="list-style-type: none">1. Name one thing they feel proud of in their writing.2. Take turns reading their writing.3. Offer specific points of praise after each person reads. Use the sentence starter: "I think your writing was strong because_____."• As students are sharing their writing, circulate and encourage them.	<ul style="list-style-type: none">• ELLs receive extended time as an accommodation on NY State assessments.• This assessment is designed to mirror the kind of writing assessments students will see in the NY State assessments; namely, writing to a prompt. Though the planning page itself is not formally assessed, students should be able to read a prompt and then plan and write to that prompt independently.• However, some struggling learners might need more support. Use teacher judgment to determine whether there are some students who need support with the planning to be able to respond to the prompt at all. If there are students for whom this is the case, consider using the planning portion of the assessment to support struggling learners to get their own thinking out. Do not do the writing or planning for them, but rather confer with them and ask questions such as: "Tell me why this character is your second favorite," or "Can you think of an example from the story that supports your opinion?"• Remind students when they give a reason to write it down on the planning page so they can refer to it later. Support struggling learners to be clear in what they want to communicate in their writing.• During the actual writing process, provide encouragement and focus, but give them the opportunity to do the writing on their own. If students were supported with the planning, note this on the rubric for reference.• Place students in groups strategically. Place struggling learners where they will be the most comfortable sharing. Give them an opportunity to read their work before they share, or read their work aloud with them ahead of time.



Closing and Assessment	Meeting Students' Needs
<p>A. Tracking My Progress (5 minutes)</p> <ul style="list-style-type: none">• Distribute the Tracking My Progress, End of Unit 3 recording form. Remind students that this is a familiar form for them. Tell them that it is important for them to have the opportunity to reflect on their learning and think about what they have done well.• Give them a few minutes to complete the Tracking My Progress form.• Collect students' completed forms. Gather students whole group. Take a moment to look back at the work they have done with this module. Celebrate their work as readers and writers.• Give them time to name (either first in partnerships or just whole group) the thinking and learning they have done throughout this module. Help students celebrate and name:<ul style="list-style-type: none">– They built their reading skills and stamina. They read an entire chapter book, thinking deeply about the characters. Remind them that this is a classic and important story.– They read like a writer. They wrote their own imagined scenes of Peter Pan.– They performed Reader's Theater.– They wrote opinion pieces about a version of this classic story.• Reinforce with students that because of this hard work, they are more skilled readers and writers.	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• None. <p><i>Teacher Note: Score students' paragraphs using the Opinion Writing rubric (from Lesson 5).</i></p>	



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Grade 3: Module 3A: Unit 3: Lesson 10

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End of Unit 3 Assessment Planning Page

Opinion:		
Reason:		
Example from the Book:		Page:
Reason:		
Example from the Book:		Page:
Reason:		
Example from the Book:		Page:



End of Unit 3 Assessment: Opinion Writing

You have read the Classic Starts edition of *Peter Pan* and have written an opinion piece about your favorite character. Now respond to the following prompt: Who is your second favorite character? Why? Write an opinion statement and support your opinion with reasons. Be sure to use examples from the story to support your reasons. Also, be sure to include linking words to connect your reasons together. Use descriptive words about the character you chose to strengthen your opinion and reasons.



Sample Student Response

My second favorite character is the kind-hearted Wendy. The first reason I think Wendy is my favorite character is that she is motherly. Wendy took care of the lost boys. A second reason that Wendy is also one of my favorite characters is that she is very brave. Wendy left home to go to Neverland because she wanted to have an adventure. She wanted to be able to fly. Finally, Wendy is my second favorite character because she is a kind person. When Tootles shot her down with an arrow, she wasn't angry. She even told Peter Pan that he didn't have to send Tinker Bell away. She takes care of everyone. Wendy is a favorite character for all of those reasons.



Tracking My Progress

End of Unit 3

Learning Target: I can write an opinion piece that supports a point of view with reasons. (W.3.1)

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:
