



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">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)	<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">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 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"> 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) 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. (W.3.5) 	<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.