



EXPEDITIONARY
LEARNING

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	Ongoing Assessment
<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



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>	



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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.
