



EXPEDITIONARY
LEARNING

Grade 3: Module 3A: Performance Task



This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.
Exempt third-party content is indicated by the footer: © (name of copyright holder). Used by permission and not subject to Creative Commons license.



Summary of Task

To show their growing expertise as readers and writers, students will write a brief summary paragraph about *Peter Pan* as well as an opinion paragraph about a character from the text. Students will respond to this two-part prompt:

“After reading *Peter Pan*, write a summary of the book as well as an opinion paragraph that answers the question: ‘Who is your favorite character from *Peter Pan*? Why?’ Choose one character to focus on. Use specific evidence from the Classic Starts edition of *Peter Pan* to support your claim. Be sure to include the specific character vocabulary words you have been gathering.” This two-part assessment centers on NYSP12 ELA CCLS RL.3.3, RL.3.5, W.3.1, W.3.2, W.3.4, W.3.5, L.3.1, L.3.2, and L.3.3.

Format

Written Paragraph

Standards Assessed through This Task

- RL.3.3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
- RL.3.5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as *chapter*, *scene*, and *stanza*; describe how each successive part builds on earlier sections.
- W.3.1. Write opinion pieces on topics or texts, supporting a point of view with reasons.
- W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
- W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.



Student-Friendly Writing Invitation/Task Description

After reading *Peter Pan*, write an opinion paragraph that answers the question: “Which character from *Peter Pan* best captures your imagination?” Choose one character to focus on. Use specific evidence from the text you read to support your claim. Be sure to include the specific character vocabulary words you have been gathering.”

Key Criteria for Success (Aligned with NYSP12 ELA CCLS)

Below are key criteria students need to address when completing this task. Specific lessons during the module build in opportunities for students to understand the criteria, offer additional criteria, and work with their teacher to co-construct a rubric by which their work will be critiqued and formally assessed.

Your opinion piece will include:

- An opinion paragraph that explains which character from *Peter Pan* is your favorite and why. (W.3.1)
- Specific evidence from the text that describes your character’s traits, motivations, and actions (RL. 3.3)
- Accurate use of the words *chapter* and *scene* when describing the parts of the text that show why the character you chose is your favorite. (RL.3.5)
- Use of conjunctions and varied sentences. (L.3.1)
- Correct conventions: capitalization, punctuation, and grade-level words spelled level correctly. (L.3.2)
- Vivid and precise words to describe your character. (L.3.3)
- A completed opinion piece that demonstrates “craftsmanship.” This means that your paragraph matches all of the criteria established by the class. (W.3.5)
- A high-quality illustration or digital picture that accurately portrays your *Peter Pan* character. (W.3.2a) [OPTIONAL]



Options for Students

- Students will create their paragraphs based on their self-selected character from *Peter Pan*.
 - Writing will be original.
 - Share opinion pieces at a local library or with other readers.
 - Students' opinion pieces could be made into a book jacket with an illustration of their character on the front.
 - As a technology extension, students may type up their piece, and the teacher could create a digital archive of the class's opinion pieces.
- These could also be added to an internet site such as Scholastic's "Share What You're Reading" site: (<http://teacher.scholastic.com/activities/swyar>).

Options for Teachers

- Students may present their opinion pieces to a local library.
- Students may write a summary of *Peter Pan* to accompany their opinion piece.
- Students may create an illustration of a favorite scene with their character.

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.