



EXPEDITIONARY  
LEARNING

# Grade 3: Module 3A: Overview



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This module focuses on a deep study of the classic tale *Peter Pan*. Students will consider the guiding question: How do writers capture a reader's imagination? In Unit 1, students begin by analyzing narratives with a particular focus on character, which is central to the third-grade standards. In the second part of the unit, students will practice crafting opinions and supporting reasons about specific questions related to *Peter Pan*'s central characters. For the End of Unit 1 Assessment, students will consider how their own perspective may or may not be different from that of a character in the story. In Unit 2, students will look at *Peter Pan* through the lens of a writer, examining author's craft, specifically the use of dialogue and vivid language. Students then will write their own imagined scene about *Peter Pan*, writing from a choice of two prompts.

They then will compare scenes from the Classic Starts edition of *Peter Pan* to those scenes in the script of *Peter Pan*, adapted from J. M. Barrie's original 1910 play. They will build fluency through Readers Theater, reenacting excerpts from the script. (As an extension, students may perform their Readers Theater scenes for a real audience.) As an end of unit fluency assessment, students will read aloud a *Peter Pan* monologue. In Unit 3, students will shift their focus and consider how readers share their own opinions about a book and will write an opinion piece about which character in *Peter Pan* most effectively captures their imagination and why. **The performance task centers on NYSP12 ELA CCLS RL.3.3, RL.3.5, W.3.1, W.2, W.3.4, W.3.5, L.3.1, L.3.2, and L.3.3.**

#### 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 their 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.*



### Performance Task

#### **Summary and Opinion Writing: Who Is Your Favorite Character in *Peter Pan*, and Why?**

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:

“Write a summary of *Peter Pan* 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.

### 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 particular module does not incorporate Social Studies or Science content.



CCS Standards: Reading—Literature	Long-Term Learning Targets
<ul style="list-style-type: none"><li>• RL.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</li></ul>	<ul style="list-style-type: none"><li>• I can ask questions to deepen my understanding of a literary text.</li><li>• I can answer questions using specific details from literary text.</li></ul>
<ul style="list-style-type: none"><li>• RL.3.2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</li></ul>	<ul style="list-style-type: none"><li>• I can retell a story using key details from the text.</li><li>• I can identify the main message or lesson of a story using key details from the text.</li></ul>
<ul style="list-style-type: none"><li>• 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.</li></ul>	<ul style="list-style-type: none"><li>• I can describe the characters in a story (traits, motivations, feelings).</li><li>• I can explain how a character's actions contribute to the events in the story.</li></ul>
<ul style="list-style-type: none"><li>• RL.3.4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</li></ul>	<ul style="list-style-type: none"><li>• I can determine the meaning of words using clues from the story.</li><li>• I can identify literal and nonliteral language in a story.</li></ul>
<ul style="list-style-type: none"><li>• 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.</li></ul>	<ul style="list-style-type: none"><li>• I can use literary terms to describe parts of a story or poem (e.g., chapter, scene stanza).</li><li>• I can describe how parts of a story build on one another.</li></ul>
<ul style="list-style-type: none"><li>• RL.3.6. Distinguish their own point of view from that of the narrator or those of the characters.</li></ul>	<ul style="list-style-type: none"><li>• I can distinguish between a narrator or character's point of view and my own.</li></ul>



CCS Standards: Writing	Long-Term Learning Targets
<ul style="list-style-type: none"><li>• W.3.1. Write opinion pieces on topics or texts, supporting a point of view with reasons.<ul style="list-style-type: none"><li>a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</li><li>b. Provide reasons that support the opinion.</li><li>c. Use linking words and phrases (e.g., <i>because, therefore, since, for example</i>) to connect opinion and reasons.</li><li>d. Provide a concluding statement or section.</li></ul></li></ul>	<ul style="list-style-type: none"><li>• I can ask and answer questions about a text. I can write an opinion piece that supports a point of view with reasons.<ul style="list-style-type: none"><li>a. I can introduce the topic of my opinion piece.</li><li>a. I can create an organizational structure that lists reasons for my opinion.</li><li>b. I can identify reasons that support my opinion.</li><li>c. I can use linking words to connect my opinion and reasons.</li><li>d. I can construct a concluding statement or section for my opinion piece.</li></ul></li></ul>
<ul style="list-style-type: none"><li>• W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.<ul style="list-style-type: none"><li>a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</li><li>b. Develop the topic with facts, definitions, and details.</li><li>c. Use linking words and phrases (e.g., <i>also, another, and, more, but</i>) to connect ideas within categories of information.</li><li>d. Provide a concluding statement or section.</li></ul></li></ul>	<ul style="list-style-type: none"><li>• I can write informative/explanatory texts that convey ideas and information clearly.<ul style="list-style-type: none"><li>a. I can write an informative/explanatory text that has a clear topic.</li><li>a. I can group supporting facts together about a topic in an informative/explanatory text and develop the topic with facts, definitions, and details.</li><li>c. I can use linking words and phrases to connect ideas within categories of information (e.g., <i>also, another, and, more, but</i>).</li><li>d. I can construct a closure on the topic of an informative/explanatory text.</li></ul></li></ul>



CCS Standards: Writing (continued)	Long-Term Learning Targets
<ul style="list-style-type: none"> <li>W.3.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.               <ul style="list-style-type: none"> <li>a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</li> <li>b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</li> <li>c. Use temporal words and phrases to signal event order.</li> <li>d. Provide a sense of closure.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>I can craft narrative texts about real or imagined experiences or events.               <ul style="list-style-type: none"> <li>a. I can establish a situation.</li> <li>a. I can introduce the narrator and/or characters of my narrative.</li> <li>a. I can organize events in an order that makes sense in my narrative.</li> <li>a. I can use dialogue to show the actions, thoughts, and feelings of my characters.</li> <li>b. I can use descriptive words to show the actions, thoughts, and feelings of my characters.</li> <li>b. I can use transitional words and expressions to show passage of time in a narrative text.</li> <li>c. I can write a conclusion to my narrative.</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</li> </ul>	<ul style="list-style-type: none"> <li>With support from adults, I can produce writing that is appropriate to task and purpose.</li> </ul>
<ul style="list-style-type: none"> <li>W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</li> </ul>	<ul style="list-style-type: none"> <li>With support from peers and adults, I can use the writing process to plan, revise, and edit my writing.</li> </ul>
CCS Standards: Speaking & Listening	Long-Term Learning Targets
<ul style="list-style-type: none"> <li>SL.3.5. Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace.</li> </ul>	<ul style="list-style-type: none"> <li>I can demonstrate fluency when reading stories or poems for an audio recording.</li> </ul>



CCS Standards: Literature	Long-Term Learning Targets
<ul style="list-style-type: none"> <li>L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.               <ul style="list-style-type: none"> <li>a. Capitalize appropriate words in titles.</li> <li>b. Use commas in addresses.</li> <li>c. Use commas and quotation marks in dialogue.</li> <li>d. Form and use possessives.</li> <li>e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting, smiled, cries, happiness</i>).</li> <li>f. Use spelling patterns and generalizations (e.g., <i>word families, position-based spellings, syllable patterns, ending rules, meaningful word parts</i>) in writing words.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>I can use conventions to send a clear message to my reader.               <ul style="list-style-type: none"> <li>a. I can capitalize appropriate words in titles.</li> <li>b. I can use commas in addresses.</li> <li>c. I can use commas and quotation marks in dialogue.</li> <li>d. I can use possessives in my writing.</li> <li>e. I can spell words that have suffixes added to base words correctly.</li> <li>f. I can use spelling patterns to spell words correctly.</li> </ul> </li> <li>I can use resources to check and correct my spelling.</li> </ul>
<ul style="list-style-type: none"> <li>L.3.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.               <ul style="list-style-type: none"> <li>a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i>).</li> <li>b. Identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i>).</li> <li>c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew, believed, suspected, heard, wondered</i>).</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>I can analyze the meaning of figurative language and complex words/word relationships.               <ul style="list-style-type: none"> <li>a. I can describe the difference between literal and non-literal meaning of words and phrases in context. (e.g., <i>take steps</i>)</li> <li>b. I can identify real-life connections between words and their uses. (e.g., describe people who are <i>friendly</i> or <i>helpful</i>)</li> <li>c. I can tell the difference between related words synonyms. (e.g., <i>knew, believed, suspected, heard, wondered</i>)</li> </ul> </li> </ul>

## Texts

1. *Classic Starts, Peter Pan*, Tania Zamorsky, Sterling Publishers, ISBN: 978-1-4027-5421-0



Week	Instructional Focus	Long-Term Targets	Assessments
<b>Unit 1: How Authors Capture Readers' Imaginations, A Study of <i>Peter Pan</i></b>			
<b>Weeks 1–3</b>	<ul style="list-style-type: none"> <li>• Launching the Classic Starts Edition of <i>Peter Pan</i></li> <li>• Identifying Character's Traits, Motivations, and Actions</li> </ul>	<ul style="list-style-type: none"> <li>• I can effectively participate in a conversation with my peers and adults. (SL.3.1)</li> <li>• I can ask questions to deepen my understanding of a literary text. (RL.3.1)</li> <li>• I can describe the characters in a story (their traits, motivations, feelings). (RL.3.3)</li> <li>• I can determine the meaning of words using clues from the story. (RL.3.4)</li> <li>• I can use literary terms to describe parts of a story or poem (e.g., <i>chapter</i>, <i>scene</i>, <i>stanza</i>). (RL.3.5)</li> </ul>	
	<ul style="list-style-type: none"> <li>• Identifying Character's Traits, Motivations, and Actions</li> </ul>	<ul style="list-style-type: none"> <li>• I can describe the characters in a story (their traits, motivations, feelings). (RL.3.3)</li> </ul>	<ul style="list-style-type: none"> <li>• Mid-Unit 1: Character Analysis: Peter Pan's Traits, Motivations, and Actions that Contribute to a Sequence of Events in the Story (RL.3.3)</li> </ul>





Week	Instructional Focus	Long-Term Targets	Assessments
<b>Weeks 1–3, (continued)</b>	<ul style="list-style-type: none"><li>Analyzing How Characters Move a Story Forward</li><li>Discussing and Developing an Opinion about the Central Characters</li></ul>	<ul style="list-style-type: none"><li>I can distinguish between my point of view and the author’s point of view. (RL.3.6)</li><li>I can write an opinion piece that supports a point of view with reasons. (W.3.1)<ul style="list-style-type: none"><li>I can introduce the topic of my opinion piece.</li><li>I can identify reasons that support my opinion.</li></ul></li><li>I can accurately use third-grade academic vocabulary to express my ideas. (L.3.6)</li></ul>	<ul style="list-style-type: none"><li>End of Unit 1: Opinion Writing about Wendy’s Actions (RL.3.6, W.3.1, L.3.6)</li></ul>



Week	Instructional Focus	Long-Term Targets	Assessments
<b>Unit 2: Reading Like a Writer: Writing Imagined Scenes of <i>Peter Pan</i> and Bringing the Story to Life</b>			
<b>Weeks 4–6</b>	<ul style="list-style-type: none"><li>• Reading Like a Writer: Unpacking Author’s Craft</li><li>• Writing Imagined Scenes of <i>Peter Pan</i></li></ul>	<ul style="list-style-type: none"><li>• I can craft narrative texts about real or imagined experiences or events. (W.3.3)<ul style="list-style-type: none"><li>a. I can establish a situation.</li><li>a. I can introduce the narrator and/or characters of my narrative.</li><li>a. I can organize events in an order that makes sense in my narrative.</li><li>a. I can use dialogue to show the actions, thoughts, and feelings of my characters.</li><li>b. I can use descriptive words to show the actions, thoughts, and feelings of my characters.</li><li>b. I can use transitional words and expressions to show passage of time in a narrative text.</li><li>c. I can write a conclusion to my narrative.</li></ul></li></ul>	



Week	Instructional Focus	Long-Term Targets	Assessments
<b>Weeks 4–6, (continued)</b>	<ul style="list-style-type: none"> <li>Revising Scenes for Dialogue and Action</li> <li>Editing and Publishing Scenes</li> </ul>	<ul style="list-style-type: none"> <li>I can craft narrative texts about real or imagined experiences or events. (W.3.3)               <ul style="list-style-type: none"> <li>I can establish a situation.</li> <li>I can introduce the narrator and/or characters of my narrative.</li> <li>I can organize events in an order that makes sense in my narrative.</li> <li>I can use dialogue to show the actions, thoughts, and feelings of my characters.</li> <li>I can use descriptive words to show the actions, thoughts, and feelings of my characters.</li> <li>I can use transitional words and expressions to show passage of time in a narrative text.</li> <li>I can write a conclusion to my narrative.</li> </ul> </li> <li>With guidance and support from adults, I can produce writing in which the development and organization are appropriate to task and purpose. (W.3.4)</li> </ul>	<ul style="list-style-type: none"> <li>Mid-Unit 2 Assessment: Writing a New Scene from <i>Peter Pan</i> (W.3.3 and W.3.4)</li> </ul>
	<ul style="list-style-type: none"> <li>Reading Scripts of <i>Peter Pan</i></li> <li>Readers Theater Practice with <i>Peter Pan</i> Script</li> </ul>	<ul style="list-style-type: none"> <li>I can describe the characters in a story (their traits, motivations, feelings). (RL.3.3)</li> <li>I can read third-grade level texts accurately and fluently to make meaning. (RF.3.4)</li> </ul>	<ul style="list-style-type: none"> <li>End of Unit 2 Assessment: Fluency: Reading a Monologue from <i>Peter Pan</i> (RL.3.3 and RF.3.4)</li> </ul>



Week	Instructional Focus	Long-Term Targets	Assessments
<b>Unit 3: Writing Like a Reader: Developing Opinion's about the Author's Craft in <i>Peter Pan</i></b>			
<b>Weeks 7–8</b>	<ul style="list-style-type: none"><li>• Writing an Effective Summary of <i>Peter Pan</i></li><li>• Editing Summary</li><li>• Choosing a <i>Peter Pan</i> Character and Making a Plan</li></ul>	<ul style="list-style-type: none"><li>• I can retell a story using key details from the text. (RL.3.2)</li><li>• I can write informative/ explanatory texts that convey ideas and information clearly. (W.3.2)</li><li>• With guidance and support from adults, I can produce writing in which the development and organization are appropriate to task and purpose. (W.3.4)</li></ul>	<ul style="list-style-type: none"><li>• Mid-Unit 3 Assessment: On-Demand Summary (RL.3.2, W.3.2, and W.3.4)</li></ul>



Week	Instructional Focus	Long-Term Targets	Assessments
<b>Weeks 7-8, (continued)</b>	<ul style="list-style-type: none"> <li>Drafting Opinion Piece</li> <li>Revising <i>Peter Pan</i> Opinion</li> <li>Editing Opinion Piece</li> </ul>	<ul style="list-style-type: none"> <li>I can describe the characters in a story (their traits, motivations, feelings). (RL.3.3)</li> <li>I can determine the meaning of words using clues from the story. (RL.3.4)</li> <li>I can use literary terms to describe parts of a story or poem (e.g., <i>chapter</i>, <i>scene</i>, <i>stanza</i>). (RL.3.5)</li> <li>I can write an opinion piece that supports a point of view with reasons. (W.3.1)               <ul style="list-style-type: none"> <li>I can use linking words to connect my opinion and reasons.</li> </ul> </li> <li>I can write informative/ explanatory texts that convey ideas and information clearly. (W.3.2)</li> <li>With guidance and support from adults, I can produce writing in which the development and organization are appropriate to task and purpose. (W.3.4)</li> <li>With support from peers and adults, I can use the writing process to plan, revise, and edit my writing. (W.3.5)</li> <li>I can use grammar conventions to send a clear message to a reader or listener. (L.3.1)</li> <li>I can use conventions to send a clear message to my reader. (L.3.2)</li> <li>I can express ideas using carefully chosen words. (L.3.3)</li> </ul>	<ul style="list-style-type: none"> <li>End of Unit 3 Assessment: On Demand Opinion Writing (W.3.1, W.3.4, and L.3.2)</li> <li>Final Performance Task: Summary and Opinion Writing: Who Is Your Favorite Character in <i>Peter Pan</i>, and Why?</li> </ul>



**Peter Pan Journal:**

In this module, students will complete various recording forms that capture their thinking and comprehension of *Peter Pan*. Students will need to refer back to their recording forms throughout this module. Consider the following options:

1. Create a three-ring binder with three sections: Chapters, Vocabulary, and Writing about *Peter Pan*. Students add to this notebook every day. (Note: Writing about *Peter Pan* happens in Unit 2.)
2. Give students two folders to hold recording forms: one for Chapters and Vocabulary Work, and one for Writing.
3. Give students a composition notebook in which they either recopy the recording form templates or glue them into their journals at the end of each lesson.

**Word Wall**

Students will track both literary terms and vocabulary that describe the characters in *Peter Pan*. Students will use these words throughout the module and will need a visible and accessible place in the classroom to see them. Create a character word wall with five areas, so students can keep track of character vocabulary for Peter, Wendy, Captain Hook, and Tinker Bell, plus an additional area for words that describe supporting characters such as the Lost Boys or the pirates. You can post a bulletin board or chart paper for each of these five categories. In many lessons, will students refer to or add to these charts, which will serve as an important scaffold for students throughout the module.

**Reading Partnerships**

As students read the chapter book, they read independently, but side by side with a partner. This gives them someone to support them as they read and to discuss the text with after reading. Partner students strategically: pair students who have similar reading skills and can work well together. This lets students who read at similar rates discuss passages as they go. This will also allow you to circulate and support pairs of struggling readers during independent reading time.

**Independent Reading Outside of Literacy Lesson**

Several times in Units 1 and 2, students need to read a chapter on their own during another period of the day or for homework. The chapters chosen for this are shorter and without pivotal events. Reading selected chapters independent of the literacy lesson promotes reading independence. If students read the selected chapters during another part of the school day, encourage them to read with their reading partners. If they are reading these chapters for homework, encourage them to read the chapter out loud to a family member if possible.



### Technology Needs

In Units 2 and 3, students go through the writing process to publish their writing. Students may publish by recopying edited drafts in their best handwriting or by using a computer or tablet to type their final drafts. Lessons do not include time for students to do this recopying or typing. Make the necessary arrangements for students to complete their publication.

### Personal White Boards and White Board Markers

Several lessons include an interactive activity in which students write their thinking on small white boards. Each student will need a white board. An alternative, laminate a hard piece of 8.5" x 11" paper (i.e., card stock) or provide a hard writing surface and scrap paper. Make white board erasers from clean socks.

### Classic Starts *Peter Pan* Audio Version

Expeditionary Learning has created an audio version of the Classic Starts edition of *Peter Pan*. This is an MP3 format and can be downloaded for student use. Teachers may use this recording in the way that best meets the needs of their students. The audio recording is read at a slow and fluent pace. It is crucial that students have their own copy of the book and read silently in their heads as they listen to the recording, as this promotes fluency.