



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"><li>1. Opening<ol style="list-style-type: none"><li>A. Engaging the Writer and Unpacking the Learning Targets (5 minutes)</li></ol></li><li>2. Work Time<ol style="list-style-type: none"><li>A. Generating Criteria and Creating a Rubric for a Strong Opinion Piece (15 minutes)</li><li>B. Selecting Our Favorite Characters (10 minutes)</li><li>C. Gathering Evidence about Characters (25 minutes)</li></ol></li><li>3. Closing and Assessment<ol style="list-style-type: none"><li>A. Share: Back-to-Back, Face-to-Face Protocol (5 minutes)</li></ol></li><li>4. Homework<ol style="list-style-type: none"><li>A. Continue with your independent reading book.</li></ol></li></ol>	<ul style="list-style-type: none"><li>• 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.</li><li>• 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>.</li><li>• 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.</li><li>• 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.</li><li>• In advance:<ul style="list-style-type: none"><li>– Review the Teacher Model: <i>Peter Pan</i> Opinion (see supporting materials).</li><li>– Review the Opinion Writing rubric (see supporting materials).</li><li>– Create the Opinion Writing rubric anchor chart (see model in supporting materials).</li><li>– Create student partnerships for Work Time A.</li><li>– Review the Back-to-Back, Face-to Face protocol (Appendix 1).</li></ul></li><li>• 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).</li></ul>



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

Opening	Meeting Students' Needs
<p><b>A. Engaging the Writer and Unpacking the Learning Targets (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• Gather students. Project and read aloud the <b>Teacher Model: <i>Peter Pan</i> Opinion</b> with fluency and expression.</li> <li>• Invite students to pair share something they noticed about the writing. Cold call a few to share their thoughts with the class.</li> <li>• Tell students that they are going to get to write their own opinion pieces about a character from <i>Peter Pan</i> too.</li> <li>• 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.</li> <li>• 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.</li> <li>• Tell students that they will be selecting a favorite character for their opinion piece.</li> </ul>	



Work Time	Meeting Students' Needs
<p><b>A. Generating Criteria and Creating a Rubric for a Strong Opinion Piece (15 minutes)</b></p> <ul style="list-style-type: none"> <li>• 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"> <li>* “What do you think the word <i>opinion</i> means?”</li> </ul> </li> <li>• 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.</li> <li>• 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"> <li>* “How might an opinion piece be different from the other writing you have done?”</li> </ul> </li> <li>• Use <b>equity sticks</b> to cold call a few students to share their ideas.</li> <li>• 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.</li> <li>• 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.</li> <li>• Read the paragraph aloud and ask:           <ul style="list-style-type: none"> <li>* “What makes this writing a strong example of an opinion paragraph?”</li> </ul> </li> <li>• 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.”)</li> <li>• 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.</li> <li>• Give students five minutes to read the model paragraph and discuss with a partner what they notice.</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Use thoughtful groupings of students. ELL language acquisition is facilitated by interaction with native speakers of English.</li> </ul>



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> <li>• Direct students' attention to the <b>Opinion Writing rubric anchor chart (proficient column only)</b>. 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.</li> <li>• 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.</li> <li>• Cold call a couple of students to share the evidence from the paragraph.</li> <li>• 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.</li> </ul>	
<p><b>B. Selecting Our Favorite Characters (10 minutes)</b></p> <ul style="list-style-type: none"> <li>• Refocus students on the second learning target. Project and distribute the <b>Selecting Characters recording form</b>.</li> <li>• 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.</li> <li>• Tell students that they should spend the next 10 minutes looking through their <b><i>Peter Pan</i> journals</b> and their <b>Classic Starts <i>Peter Pan</i></b> texts and think about the two characters that best captured their imagination.</li> <li>• 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.</li> </ul>	



Work Time (continued)	Meeting Students' Needs
<p><b>C. Gathering Evidence about Characters (25 minutes)</b></p> <ul style="list-style-type: none"><li>• Gather students back together. Invite them to pair share the two characters they selected and a brief thought about why they selected them.</li><li>• 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.</li><li>• 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.”</li><li>• Tell students that they will now follow the same process with their own characters:<ol style="list-style-type: none"><li>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.</li><li>2. Write your evidence in the box beside that character’s name on your recording form.</li></ol></li><li>• 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.</li><li>• 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.</li></ul>	



Closing and Assessment	Meeting Students' Needs
<p><b>A. Share: Back-to-Back, Face-to-Face Protocol (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• Invite students to bring their Selecting Characters recording form back to a circle and find a partner to share.</li> <li>• 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"> <li>– One character they will write about</li> <li>– Evidence about that character</li> </ul> </li> <li>• Give students a moment to think. Use the sentence frames: “I will write about _____. One reason I liked this character is _____.”</li> <li>• Students may repeat with a couple of partners as time permits.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> </ul>
Homework	Meeting Students' Needs
<ul style="list-style-type: none"> <li>• Continue with your independent reading book.</li> </ul> <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><b>IDEAS</b></p> <p><b>(CONTENT AND ANALYSIS)</b> The extent to which the essay conveys ideas and information clearly and accurately in order to support analysis of topics or text</p> <p><b>(COMMAND OF EVIDENCE)</b> 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"> <li>• I can state my opinion clearly.</li> <li>• I can provide strong reasons that support my opinion.</li> <li>• I can use specific details about my character to strengthen my reasons.</li> </ul>			



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

Criteria	CCLS	4	3	2	1	0
<p><b>ORGANIZATION And STYLE</b> (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"> <li>I can use an introduction sentence that states my opinion clearly for my reader.</li> <li>I can use linking words and phrases to connect my reasons together.</li> </ul> <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"> <li>I can use a variety of sentences to make my writing interesting</li> <li>I can use a concluding sentence to wrap up my writing and make my opinion stand out.</li> </ul>			



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

Criteria	CCLS	4	3	2	1	0
<p><b>ORGANIZATION And STYLE</b> (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"> <li>I can use an introduction sentence that states my opinion clearly for my reader.</li> <li>I can use linking words and phrases to connect my reasons together.</li> </ul> <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"> <li>I can use a variety of sentences to make my writing interesting</li> <li>I can use a concluding sentence to wrap up my writing and make my opinion stand out.</li> </ul>			



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

Criteria	CCLS	4	3	2	1	0
<b>CONVENTIONS</b> (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"><li>• I can use conventions to send a clear message to my reader.</li><li>• I can use beginning and ending punctuation.</li><li>• I can capitalize character names and titles.</li><li>• I can use apostrophes in my writing to show belonging.</li></ul>			



Opinion Writing Rubric

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



Opinion Writing Rubric

Criteria	CCLS	4	3	2	1	0
<p><b>ORGANIZATION And STYLE</b> (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"> <li>Clearly and consistently group related information together</li> <li>Skillfully connect ideas within categories of information using linking words and phrases</li> <li>Provide a concluding statement that follows clearly from the topic and information presented</li> </ul>	<ul style="list-style-type: none"> <li>Generally group related information together</li> <li>Connect ideas within categories of information using linking words and phrases</li> <li>Provide a concluding statement that follows from the topic and information presented</li> </ul>	<ul style="list-style-type: none"> <li>Exhibit some attempt to group related information together</li> <li>Inconsistently connect ideas using some linking words and phrases</li> <li>Provide a concluding statement that follows generally from the topic and information presented</li> </ul>	<ul style="list-style-type: none"> <li>Exhibit little attempt at organization</li> <li>Lack the use of linking words and phrases</li> <li>Provide a concluding statement that is illogical or unrelated to the topic and information presented</li> </ul>	<ul style="list-style-type: none"> <li>Exhibit no evidence of organization</li> <li>Lack a concluding statement</li> </ul>



Opinion Writing Rubric

Criteria	CCLS	4	3	2	1	0
<p><b>CONVENTIONS (CONTROL of CONVENTIONS):</b></p> <p>The extent to which the essay demonstrates command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling</p>	<p>W.2 L.1 L.2</p>	<ul style="list-style-type: none"> <li>Demonstrate grade-appropriate command of conventions, with few errors</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate grade-appropriate command of conventions, with occasional errors that do not hinder comprehension</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate emerging command of conventions, with some errors that may hinder comprehension</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate a lack of command of conventions, with frequent errors that hinder comprehension</li> </ul>	<ul style="list-style-type: none"> <li>Minimal, making assessment of conventions unreliable</li> </ul>

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:	