

**3RD GRADE, MODULE
3A, PERFORMANCE TASK**

Summary and Opinion Writing: Which Character in Peter Pan Best Captures Your Imagination, 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 *Peter Pan*. Students will respond to the prompt: “After reading *Peter Pan*, write a summary of the book as well as 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 Classic Starts edition of *Peter Pan* to support your claim. Be sure to include the specific character vocabulary words you have been gathering.” Throughout this module, students will engage in a variety of experiences to help them understand the phrase “captures your imagination.” During the presentation of the task in Unit 3, students may need more explanation about the phrase before writing their opinion pieces. This two-part assessment centers on NYSP12 ELA CCLS 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.

**3RD GRADE, MODULE
3A, END OF UNIT 1
ASSESSMENT**

Opinion Writing about Wendy’s Actions

This assessment centers on standards NYSP12 ELA CCLS R.3.6, W.3.1, and L.3.6. Students consider whether they would make the same decisions as a character in the book. They will apply the vocabulary they have learned (about narrative, and about *Peter Pan*), as well as their emerging skills of forming opinions and supporting those opinions with reasons. They will respond to the following prompt: “Based on what you now know about *Peter Pan*, would you have made the same decision as Wendy did to go to Neverland? Why or Why not? State your opinion and reasons to support your claim. Be sure to include specific vocabulary you have learned and kept track of in your journal.”

**3RD GRADE, MODULE
3A, MID-UNIT 2
ASSESSMENT**

Writing: New Imagined Scene from Peter Pan

Students will write a newly imagined scene from *Peter Pan*. Students will respond to the following prompt: “Imagine a scene where Captain Hook and Peter are on the pirate ship. They are battling for some treasure that the lost boys found on Neverland. Peter wants his treasure back, and Captain Hook doesn’t want to give it to him. What would happen? Describe what Peter would do to get back his treasure from Captain Hook.” Note that this is a writing assessment. Students must draw on their experience reading *Peter Pan* and apply their knowledge of the character’s motivations, feelings and actions to help them imagine and write their scene; but the prompt is not designed to formally assess students’ reading of *Peter Pan*. This assessment centers on NYSP12 ELA Standards W.3.3 and W.3.4.

**3RD GRADE, MODULE
3A, MID-UNIT 3
ASSESSMENT**

On-Demand Book Summary

This assessment centers on NYSP12 ELA standards RL.3.2, W3.2, 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, *Rain School* (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).

**3RD GRADE, MODULE
3A, 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” “How does a second character in *Peter Pan* also capture your imagination?” This assessment asks students to apply their learning about opinion writing (from their performance task) to a new character.