

What can we learn from reading literary classics? In this module, students consider the answer to this question through a case study of *Peter Pan* by J.M. Barrie. In Unit 1, students begin reading *Peter Pan*. At the beginning of the unit, they also read an informational text about the author and historical context. As students read chapters of *Peter Pan*, they make connections between what they have read in *Peter Pan* and the issues presented in the informational text. Students also consider how each new chapter of *Peter Pan* builds on the events in previous chapters. In the second half of the unit, students analyze character traits and actions and compare their point of view to the point of view of the characters.

Once students have finished reading *Peter Pan*, in the second half of Unit 2, they write a book review explaining whether they would recommend the story to a friend. They finish the unit by participating in a discussion about their opinions of the book. In Unit 3, students revise a scene of *Peter Pan* using some of the reasons students would not recommend the story to a friend. After revising one part of the story, they create a presentation explaining why and how they have revised that scene. For the performance task, students read aloud their revised scenes to an audience before explaining how and why they revised the scene. This performance task centers on CCSS ELA **RF.3.4b**, **SL.3.4**, and **SL.3.6**.



Guiding Questions and Big Ideas

How do writers capture a reader's imagination?

- Authors show, not tell, how a character feels through dialogue and description.
- Authors choose words and phrases for effect to help readers imagine they are in the story.

What can we learn from reading literary classics?

- Literary classics are told in different ways over time.
- Literary classics can show how things have changed since the time they were written.

Readers have differing opinions about the texts they read and support their opinions with evidence from the text.

The 4 T's			
TOPIC		TASK	
Exploring literary classics		Students write and read aloud a revised scene of <i>Peter Pan</i> . They also prepare a presentation to explain how and why they have revised the scene.	
TARGETS		TEXTS	
(CCSS explicitly taught and assessed): RF.3.4b, SL.3.4, SL.3.6		<i>Peter Pan</i>	



Performance Task

Presenting a Revised Scene from *Peter Pan*

For this performance task, students read aloud their revised scene from *Peter Pan*. Then, in an oral presentation supported only by prompt cards, they explain the changes they made to the original scene and their reasons for making those changes. **This task centers on CCSS ELA RF.3.4b, SL.3.4, and SL.3.6.**

Content Connections

This module is designed to address English Language Arts standards and to be taught during the literacy block of the school day. However, the module intentionally incorporates social studies content that many teachers may be teaching during other parts of the day. These intentional connections are described below.

College, Career, and Civic Life C3 Framework for Social Studies State Standards:

- **D2.Civ.10.3–5:** Identify the beliefs, experiences, perspectives, and values that underlie their own and others' points of view about civic issues.
- **D2.Geo.3.3–5:** Use maps of different scales to describe the locations of cultural and environmental characteristics.
- **D2.Geo.5.3–5:** Explain how the cultural and environmental characteristics of places change over time.
- **D2.His.2.3–5:** Compare life in specific historical time periods to life today.
- **D2.His.5.3–5:** Explain connections among historical contexts and people's perspectives at the time.
- **D2.His.6.3–5:** Describe how people's perspectives shaped the historical sources they created.
- **D3.4.3–5:** Use evidence to develop claims in responses to compelling questions.
- **D4.2.3–5:** Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data.

Habits of Character

Social-Emotional Learning Focus

Central to EL Education curriculum is a focus on “habits of character” and social-emotional learning. Students work to become effective learners, developing mindsets and skills for success in college, career, and life (e.g., initiative, responsibility, perseverance, collaboration); work to become ethical people, treating others well and standing up for what is right (e.g., empathy, integrity, respect, compassion); and work to contribute to a better world, putting their learning to use to improve communities (e.g., citizenship, service).

In this module, students work to become ethical people, treating others well and standing up for what is right (e.g., empathy, integrity, respect, compassion), and **work to become effective learners**, developing the mindsets and skills for success in college, career, and life (e.g., initiative, responsibility, perseverance, collaboration). They practice collaboration, respect, empathy, compassion, and integrity as they share their ideas about texts, work together collaboratively, and participate in discussions during which they share their opinions.

Exploring Literary Classics

Required Tradebooks (for purchase)	Unit 1	Unit 2	Unit 3
1 Barrie, J.M. <i>Classic Starts: Peter Pan</i> . New York, NY: Sterling Children's Books, 2009. Print. ISBN: 978-1402754210	✓	✓	✓
Additional Texts (no purchase necessary; included in the module materials)	Unit 1	Unit 2	Unit 3
2 Barrie, J.M. <i>Peter Pan in Kensington Gardens</i> . Adapted from New York, NY: Charles Scribner's Sons, 1910. Project Gutenberg, 2008. Web. 25 Jul 2016. < http://www.gutenberg.org/ >		✓	
3 "Peter Pan: The Author and Historical Context." Written by EL Education for instructional purposes.	✓		
Recommended Texts (for volume of reading on the module topic)			
See the stand-alone K–5 Recommended Text List for detailed suggestions for books, articles, and videos on the module topic.			



CCS Standards

Reading—Literature

- **RL.3.1:** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- **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.
- **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.3.4:** Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
- **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.
- **RL.3.6:** Distinguish their own point of view from that of the narrator or those of the characters.
- **RL.3.7:** Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting)
- **RL.3.9** Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series)
- **RL.3.10:** By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.

¹ See stand-alone Required Tradebooks list for procurement details, including the number of copies of each text.

Reading—Foundational Skills

- **RF.3.3:** Know and apply grade-level phonics and word analysis skills in decoding words.
- **RF.3.4:** Read with sufficient accuracy and fluency to support comprehension.

Writing

- **W.3.1:** Write opinion pieces on topics or texts, supporting a point of view with reasons
- **W.3.3:** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- **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.)
- **W.3.5:** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3 here.)
- **W.3.6:** With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
- **W.3.10:** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening

- **SL.3.1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
- **SL.3.4:** Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
- **SL.3.6:** Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 here for specific expectations.)

Language

- **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.
- **L.3.4:** Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
- **L.3.5:** Demonstrate understanding of figurative language, word relationships and nuances in word meanings.



Module-at-a-Glance

Week 1

Unit 1: Analyzing Author's Craft: Character Development in *Peter Pan*

Instructional Focus

- **Begin reading** *Peter Pan*.
- Determine the meaning of unfamiliar vocabulary and analyze how each chapter builds on the events in the previous chapters.
- Read an informational text about the author and the historical context and make connections between each chapter of *Peter Pan* and the content of the informational text.

CCS Standards Assessed

- RL.3.1, RL.3.2, RL.3.4, RL.3.5, RL.3.7, RL.3.10, L.3.4, L.3.4a, L.3.4b, L.3.4c, L.3.4d

Assessments and Performance Task

- Mid-Unit 1 Assessment: Answering Questions about a Literary Text (RL.3.1, RL.3.2, RL.3.4, RL.3.5, RL.3.7, RL.3.10, L.3.4)

Weeks 2–3

Instructional Focus

- Students analyze character traits, actions, and point of view and compare the point of view of characters to their own point of view of a situation.

CCS Standards Assessed

- RL.3.1, RL.3.3, RL.3.4, RL.3.6, RL.3.10, L.3.5, L.3.5a, L.3.5b, L.3.5c

Assessments and Performance Task

- End of Unit 1 Assessment: Analyzing Characters in *Peter Pan* (RL.3.1, RL.3.3, RL.3.4, RL.3.6, RL.3.10, L.3.5)

Weeks 3–4

Unit 2: Writing Grounded in Evidence: An Opinion of *Peter Pan*

Instructional Focus

- **Begin reading** *Peter Pan in Kensington Gardens* and comparing it chapter-by-chapter to *Peter Pan*.
- Finish reading *Peter Pan*.

CCS Standards Assessed

- RL.3.1, RL.3.2, RL.3.4, RL.3.9, RL.3.10, L.3.1f, L.3.4, L.3.4a, L.3.4b, L.3.4c, L.3.4d

Assessments and Performance Task

- Mid-Unit 2 Assessment: Comparing Two *Peter Pan* Stories (RL.3.1, RL.3.2, RL.3.4, RL.3.9, RL.3.10, L.3.1f, L.3.4)

Weeks 5–6

Instructional Focus

- **Analyze model book review.**
- **Determine opinion and reasons about whether to recommend** *Peter Pan* to a friend.
- Write and revise book review about whether to recommend *Peter Pan* to a friend.
- Prepare for and participate in a discussion about whether to recommend *Peter Pan* and *Peter Pan in Kensington Gardens* to a friend.

CCS Standards Assessed

- RL.3.1, W.3.1, W.3.1c, W.3.5, W.3.10, SL.3.1, SL.3.1a, SL.3.1b, SL.3.1c, SL.3.1d, L.3.2, L.3.2e, L.3.2f, L.3.2g, L.3.3, L.3.3b

Assessments and Performance Task

- End of Unit 2 Assessment: Revising a Book Review and Participating in a Text-Based Discussion (RL.3.1, W.3.1c, W.3.5, SL.3.1, L.3.2e, L.3.2f, L.3.2g, L.3.3b)

Weeks 7–8

Unit 3: Reading Like a Writer: Revising Scenes from *Peter Pan***Instructional Focus**

- **Analyzing a model revised scene from** *Peter Pan in Kensington Gardens*.
- Revising a scene from *Peter Pan*.
- Preparing a presentation explaining how and why the scene from *Peter Pan* was revised.
- Practice reading fluency by reading new excerpts of text aloud.
- Reading aloud the revised scene and presenting to an audience.

CCS Standards Assessed

- W.3.3, W.3.3a, W.3.3b, W.3.3c, W.3.3d, W.3.4, W.3.10, L.3.2a, L.3.2c, L.3.2d, RF.3.3, RF.3.4, RF.3.4a, RF.3.4b, RF.3.4c, SL.3.4, SL.3.6

Assessments and Performance Task

- Mid-Unit 3 Assessment: Narrative Writing: Revising a Scene from *Peter Pan* (W.3.3, W.3.4, W.3.6, W.3.10, L.3.2a, L.3.2c, L.3.2d, L.3.3a)
- End of Unit 3 Assessment: Reading Aloud a New Text for Fluency (RF.3.3, RF.3.4a, RF.3.4b, RF.3.4c)
- Final Performance Task: Presenting a Revised Scene from *Peter Pan* (RF.3.4b, SL.3.4, SL.3.6)

Optional: Experts, Fieldwork, Service, and Extensions

Community:

- If you have a number of ELLs speaking the same home language, invite family members to come into the classroom to talk with them about traditional stories in their home countries.
- Invite family members or teachers to come into the classroom to read their favorite traditional stories to the class.

Experts:

- Invite authors of children's literature in to speak to the students about writing stories.
- Invite a professional review writer, for example a music journalist, to come into the classroom to talk to students about the process of writing a balanced review.

Fieldwork:

- Visit a live performance of *Peter Pan* or another traditional story.

Service:

- Identify local people who may enjoy hearing traditional stories—for example, a senior citizens home—and go to read traditional stories for them or send them recordings of students reading traditional stories.

Extension opportunities for students seeking more challenge:

- Invite students to write book reviews of other traditional stories or other independent reading books.
- Invite students to revise scenes from other traditional stories.

Technology and Multimedia

Tool Name	Purpose in This Module	Suggested Use in This Module	Website URL
Project Gutenberg	Additional reading and research	<ul style="list-style-type: none"> • Students read excerpts of the original stories and view some of the images. Note: Please preview before sharing with students and determine which excerpts and images are appropriate for this age. • Students read literary classics from around the world. 	Barrie, J.M. <i>Peter and Wendy</i> . New York, NY: Charles Scribner's Sons. Project Gutenberg, 2008. Web. 25 Jul 2016. < http://www.gutenberg.org/files/26654/26654-h/26654-h.htm >. Barrie, J.M. <i>Peter Pan in Kensington Gardens</i> . New York, NY: Charles Scribner's Sons, 1910. Project Gutenberg, 2008. Web. 25 Jul 2016. < http://www.gutenberg.org/files/26998/26998-h/26998-h.htm >. https://www.gutenberg.org
J.M. Barrie	Additional reading and research	<ul style="list-style-type: none"> • Students read more about J.M. Barrie. 	"J.M. Barrie: Biography." Random House Kids. Web. 26 Jul 2016. < http://www.randomhousekids.com/authors-illustrators/detail/839 >.
DOGObooks	Reading and analyzing book reviews and writing book reviews	<ul style="list-style-type: none"> • Students read, analyze, and potentially write their own book reviews. 	• http://www.dogobooks.com

See each Unit Overview for more details, including information about what to prepare in advance and extension opportunities.