



EXPEDITIONARY
LEARNING

Grade 5: Module 3B: Unit 3: Lesson 10

Peer Critique and Revision: Editorial Essay



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.



Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

I can produce clear and coherent writing that is appropriate to task, purpose, and audience. (W.5.4)

I can use a writing process to produce clear and coherent writing, with guidance and support from peers and adults. (W.5.5)

I can engage effectively in a range of collaborative discussions with diverse partners, building on others' ideas and expressing my own clearly. (SL.5.1)

Supporting Learning Targets

- I can follow our class norms when working with partners to give and receive feedback.
- I can use feedback from peers to revise my editorial essay to better meet the criteria.

Ongoing Assessment

- Draft Editorial revisions
- Editorial Essay Criteria feedback forms



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Engaging the Writer and Introducing Learning Targets (5 minutes)2. Work Time<ol style="list-style-type: none">A. Peer Critique (30 minutes)B. Revision (20 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Debrief and Review Learning Targets (5 minutes)4. Homework<ol style="list-style-type: none">A. If necessary, finish revising your editorial draft based on feedback from your peers.B. Complete the Discussion Questions.C. Read your independent reading book for at least 30 minutes.	<ul style="list-style-type: none">• In this lesson, students use the Peer Critique protocol to give and receive feedback on the content of their draft editorials, using an Editorial feedback form. Each student will receive feedback from the other three members of his or her group.• Following this, students have in-class time to revise their draft editorials and continue this revision for homework.• This lesson and Lesson 11 both help students prepare for the final performance task in Lesson 12—when they will read aloud then discuss their editorials, using the Fishbowl protocol, with their regular small group members and one other group.• Note that language skills were assessed using Criteria for an Editorial Essay (from Lesson 9, End of Unit 3 Assessment). However, this and the next lesson focus specifically on revision and preparing students for the Fishbowl discussions in Lesson 12. If, after reviewing students’ editorial drafts from Lesson 9, you notice a need for more robust instruction of editing skills related to grammar, conventions, and spelling, consider developing centers, mini lessons, and/or whole group lessons after this and Lesson 11 (see the “Foundational Reading and Fluency Skills Package” for ideas and resources).• In advance: Be prepared to return students’ draft editorials from Lesson 9 (see Teaching Notes in that lesson).• Review: Peer Critique protocol; Fist to Five in Checking for Understanding Techniques (see Appendix).• Post: Learning targets; Parts of a Painted Essay anchor chart; Group Norms anchor chart.



Lesson Vocabulary	Materials
norms, feedback, revise, criteria	<ul style="list-style-type: none"> • Draft editorial (from Lesson 9; returned in this lesson with teacher feedback) • Group Norms anchor chart (from Unit 1, Lesson 1) • Parts of a Painted Essay anchor chart (from Lesson 6) • Editorial feedback form (three per student) • Document camera • Editorial Revision task card (one per student) • Lesson 10 Discussion Questions (one per student)

Opening	Meeting Students' Needs
<p>A. Engaging the Writer and Introducing Learning Targets (5 minutes)</p> <ul style="list-style-type: none"> • Ask students to join their regular small groups. • Then ask students to discuss their reflections from homework with group members: <ul style="list-style-type: none"> * “Would you recommend your independent reading book to a classmate? Why or why not?” • After 1 or 2 minutes, invite a few students to share their thinking with the class. • Return students’ draft editorials (their End of Unit 3 Assessments). • Remind students of this guiding question for the second half of Unit 3: <ul style="list-style-type: none"> * “How can we effectively communicate opinions?” • Invite a few students to restate the question and share out any reflections and/or responses. • Explain to students that for the final performance task, they will revise, read aloud, and discuss the editorials they developed during the End of Unit 3 Assessment. Remind students that when authors use clear reasons and credible evidence, their audience is more likely to agree with their point of view. Emphasize that during this lesson, their focus is on working with peers to revise their editorials so they are sure to present a clear and well-organized argument that explains their point of view regarding whether or not the Inuit community should approve the Mary River mine proposal on Baffin Island in the territory of Nunavut. 	<ul style="list-style-type: none"> • Allow students who struggle to express their thinking aloud to write or dictate a response to the discussion question. • Provide sentence starters to support student discussions and reflections upon the guiding question. • Write synonyms or pictorial representations above key words in the targets to support second language and visual learners.



Opening (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Tell students they will use the Peer Critique protocol, which they are familiar with from previous modules, to give and receive feedback about their editorials. Then, in the second part of Work Time, they will have time to make revisions based on the feedback from peers.• Focus students' attention on the posted learning targets and ask students to chorally read them aloud:<ul style="list-style-type: none">* "I can follow our class norms when working with partners to give and receive feedback."* "I can use feedback from peers to revise my editorial essay to better meet the criteria."• Underline the key words in these targets, then invite students to share out the meaning of the following terms:<ul style="list-style-type: none">– <i>Norms</i>—rules or agreements– <i>Feedback</i>—comment, advice, critique– <i>Revise</i>—change, correct, improve– <i>Criteria</i>—measures, standards• Cold call students to restate the learning targets in their own words, based on their understanding of key terms.	



Work Time	Meeting Students' Needs
<p>A. Peer Critique (30 minutes)</p> <ul style="list-style-type: none">• Direct students' attention to the Group Norms anchor chart. Remind them that they have used these norms during this and previous modules. Ask students to review the norms, and then cold call a member from each regular small group to share out how he or she has used one of the norms successfully during past peer critique sessions. Reinforce that students should continue to use these norms as they give and receive feedback today.• Review the Peer Critique protocol with students.• Remind students that as they offer and receive critique, it is important to:<ul style="list-style-type: none">– Be specific.– Be kind.– Stay on topic (talk about the criteria).– Thank your partner.• Post the Parts of a Painted Essay anchor chart. Review each part and purpose as needed to support student discussions and work during the Peer Critique.• Distribute three copies of the Editorial feedback form to each student, and use a document camera to display a copy.• Point out that this form is based on criteria from the Parts of a Painted Essay anchor chart that students developed in Lessons 6–8. Read the directions and all of the criteria, and tell students they will use these forms to provide written feedback to their peers.• Tell students they will exchange their draft editorials with three members of their regular small groups. They should provide written feedback on all four parts of the editorial. After this, they'll have time to revise their own draft editorials based on their peers' feedback.• Clarify as needed and then ask students to begin. Circulate to offer support and guidance as needed.• Once students have exchanged and received feedback on their editorial drafts three times, ask them to prepare to revise their work, based on the feedback they received, during the next part of Work Time.	<ul style="list-style-type: none">• Display the Peer Critique protocol steps for students to reference.• Consider allowing students who struggle with writing to dictate their comments to a partner, the teacher, or another adult.• Provide support to small groups of students in need of additional guidance.



Work Time (continued)	Meeting Students' Needs
<p>B Revision (20 minutes)</p> <ul style="list-style-type: none">• Distribute the Editorial Revision task card to each student. Read the directions aloud and clarify as needed.• Give students 15 minutes to complete the steps on their task card.• As time permits, invite students to share out specific elements of their editorials they revised and explain why.	<ul style="list-style-type: none">• Continue to support individual and/or small groups of students as needed.• For students who struggle with prioritizing, consider highlighting one or two pieces of feedback from reviewers for students to focus on first. Once they complete the first revisions, continue to highlight one or two steps and/or confer with the student about what he or she feels would be the next best revision to tackle and why.



Closing and Assessment	Meeting Students' Needs
<p>A. Debrief and Review Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Focus students whole group, and invite them to turn and discuss the following with a partner:<ul style="list-style-type: none">* “How did the revision(s) you made clarify or better help support the focus (thesis and points) of your editorial? Explain.”• After 2 minutes, invite a few students to share out whole group.• Redirect students' attention to the posted learning targets. Read them aloud and ask students to use Fist to Five to demonstrate their mastery of each target.• Distribute the Lesson 10 Discussion Questions, which students must address for homework. Read the directions and each question. Then explain that students will use a protocol called a Fishbowl, which may be new to them, in order to discuss these questions with peers in the next lesson. Clarify as needed.	<ul style="list-style-type: none">• Provide a sentence starter for students who struggle with language: “The revisions I made to my editorial improved clarity and supported my focus by _____. ”• Note students who show a fist, one, or two fingers, as they may need more support revising based on criteria and feedback.
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• If necessary, finish revising your editorial draft based on feedback from your peers.• Complete the Discussion Questions.• Read your independent reading book for at least 30 minutes. <p><i>Note: Review Lesson 11 in advance, to be able to support students with the Fishbowl protocol.</i></p>	<ul style="list-style-type: none">• Allow students who struggle with writing to dictate or record their responses to the discussion questions.



EXPEDITIONARY
LEARNING

Grade 5: Module 3B: Unit 3: Lesson 10

Supporting Materials



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.



Editorial Feedback Form



Writer's Name:

Reviewer's Name

Directions:





Read your partner's draft editorial about whether or not the Inuit community should approve the Mary River mine proposal on Baffin Island.

1. Review the criteria for each part of an editorial essay.
2. Reread your partner's editorial and provide kind and specific feedback about each part of the editorial (introduction, two proof paragraphs, and conclusion paragraphs), based on the criteria:
 - a. At least one to two *Stars*—what your partner did well to meet the criteria.
 - b. One to two *Steps*—helpful and kind suggestions about how your partner could revise his or her editorial to better meet the criteria.

Parts of the Painted Essay	Criteria for an Editorial Essay	Written feedback: Stars and Steps
Introductory Paragraph	<p>INTRODUCTION:</p> <ul style="list-style-type: none">– Includes an “attention-getter”– Provides background information (“Some people think ... / Other people think ...”) <p>THESIS:</p> <p>Clearly states the author's thesis (opinion) and uses key words from the focus question: “<i>Should the Inuit community approve the Mary River mine proposal on Baffin Island?</i>”</p> <p>POINTS:</p> <p>Provides two points (reasons) in support of the thesis (opinion)</p>	<p>Star(s):</p>  <p>Step(s):</p> 





Editorial Feedback Form

Parts of the Painted Essay	Criteria for an Editorial Essay	Written feedback: Stars and Steps
Proof Paragraph 1	<ul style="list-style-type: none">– Clearly restates Point 1 (Reason 1, from the introductory paragraph)– Provides three pieces of <i>credible</i> evidence in support of Point 1 (Reason 1) and the thesis (opinion)– Evidence includes at least one quote from texts read in class <p>Includes linking words and/or phrases that accurately connect ideas and improve the readability of the piece</p>	Star(s):  Step(s): 
Proof Paragraph 2	<ul style="list-style-type: none">– Includes a transition sentence that helps connect the ideas from Proof Paragraph 1 to the ideas in Proof Paragraph 2– Clearly restates Point 2 (Reason 2, from the introductory paragraph)– Provides three pieces of <i>credible</i> evidence in support of Point 2 (Reason 2) and the thesis (opinion)– Evidence includes at least one quote from texts read in class– Includes linking words and/or phrases that accurately connect ideas and improve the readability of the piece	Star(s):  Step(s): 



Editorial Feedback Form

Parts of the Painted Essay	Criteria for an Editorial Essay	Written feedback: Stars and Steps
Conclusion Paragraph	<p>WHAT? Restates the thesis (opinion) in a new and interesting way</p> <p>SO WHAT?</p> <ul style="list-style-type: none">– Expresses the author’s own thinking about the thesis or focus of the editorial– Includes a “prediction” or “call to action” in support of the author’s thesis or focus	<p>Star(s):</p>  <p>Step(s):</p> 



Editorial Revision Task Card

Complete the following:

1. Review the comments each of your “reviewers” made.
2. Ask your reviewers any clarifying questions about the comments.
3. Revise the introductory, proof, and/or conclusion paragraphs of your editorial based on the feedback from your reviewers.
4. Share your revisions with reviewers to see if you addressed their feedback.



Lesson 10 Discussion Questions

Review each of the questions below. Then refer to your revised editorial essay to help you determine and record a response to each question. (If you are not able to determine an answer based on information from your editorial, you may refer to your texts, graphic organizers, and note-catcher from Lessons 2–4, for help.)

1. What is the thesis of your editorial?

2. Summarize both points of view regarding the Mary River mine proposal on Baffin Island and explain how learning about different points of view helped you develop your thesis (opinion).

3. What do you feel is the clearest point (reason) and most credible piece of evidence in support of your thesis? Record the point and evidence below. Then briefly explain why you think they are the clearest point and most credible piece of evidence in support of your thesis.
