



EXPEDITIONARY
LEARNING

Grade 5: Module 3A: Unit 3: Lesson 13

Revising Draft Letters to a Publisher about an Athlete's Legacy: Critique and Feedback, Part I



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

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

I can effectively engage in discussions with diverse partners about fifth-grade topics and texts. (SL.5.1)

- b. I can follow our class norms when I participate in a conversation.
- c. I can ask questions that are on the topic being discussed.
- c. I can connect my questions and responses to what others say.

Supporting Learning Targets

- I can provide and receive feedback about my letter to a publisher by following class norms.
- I can focus on revising specific elements of my letter, based on given criteria.
- I can revise my letter to a publisher to better meet the criteria, based on feedback from a peer.

Ongoing Assessment

- Opinion Letter Rubric (with peer feedback)
- Revised letter
- Group Norms and Critique Criteria evaluation form (teacher resource)



Agenda	Teaching Notes
<p>1. Opening</p> <p>A. Engaging the Writer (10 minutes)</p> <p>2. Work Time</p> <p>A. Review Opinion Letter Rubric and Group Norms (10 minutes)</p> <p>B. Peer Critique and Feedback Session (20 minutes)</p> <p>C. Revise Using Critique and Feedback (15 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Debrief (5 minutes)</p> <p>4. Homework</p> <p>A. Revise your opinion letter, based on peer feedback from today. Bring your revised letter as an Admit Ticket for the next lesson.</p>	<ul style="list-style-type: none">• In Lessons 13 and 14, students critique and revise their draft letters (from their end of unit assessment Opinion Letter Rubric done in Lesson 12).• For this lesson, students need their draft letters. See teaching note at the end of Lesson 12. Ideally, in advance of this lesson, score students' draft letters based on the rubric criteria included in Lesson 12. If that is not feasible, be sure to either have photocopied students' draft letters (to score later) or just score the drafts quickly and give a few pieces of specific feedback to inform students' revisions.• Do not make extensive feedback notes or corrections on students' draft letters; the purpose of peer critique is for students to give each other authentic and original feedback (not paraphrased teacher feedback) about their peer's work.• In the current lesson, students review their Letter to a Publisher about an Athlete's Legacy then focus on specific criteria from the "Opinion Letter Rubric," "Topic and Opinion," "Reasons (in the Introduction)," and "Reasons in the <i>first</i> body paragraph." Then in Lesson 14, students will focus on revising the "Reasons in the <i>second</i> and <i>third</i> body paragraphs," "Conclusion Statement," and "Language Conventions and Mechanics." Finally, during Lesson 15, students will share their revised letters aloud in their triads.• Throughout much of Lessons 13–15, students work in triads. During Work Time A, the class reviews several anchor charts and criteria for effective collaboration. Students will use the Expert Group Norms (from Lessons 2–7) for their triad discussions. Tell students that as they work in triads, you will move throughout the room not only to support, but also to evaluate their ability to follow these norms during group discussions. (To evaluate students' speaking and listening skills as they work in their groups, see supporting materials, Teacher Resource: Groups Norms and Critique Criteria.)• Determine triad groups. Group students with peers they did not work with during the majority of this unit, so they have the opportunity to listen to and share their ideas with new classmates. This helps to support students' mastery toward Long-Term Target SL.5.1: "I can effectively engage in discussions with diverse partners about fifth-grade topics and texts."



Agenda	Teaching Notes (continued)
	<ul style="list-style-type: none"> • Review: Peer Critique protocol, as well as Four Corners and Glass, Bugs, Mud strategies. (Appendix) • In advance: Post the Four Corners sheets in different areas of the room. • During other parts of the day, arrange for students to “polish” their revised letters to a publisher (e.g., type on a computer or other word processor, write in neat print, etc.) before the Final Performance Task (Lesson 15). • In Lesson 15, students will read their letter aloud in triads. To help ELLs and other struggling writers prepare, find opportunities during class or during other times of the day for ELL students read the revised portions of their letter aloud. This is important practice so they can become more comfortable with reading their written work aloud.

Lesson Vocabulary	Materials
<p>provide, receive, feedback, norms, focus revising, elements, criteria, revise</p>	<ul style="list-style-type: none"> • Four Corners sheets (to post at the start of class) • Opinion Letter Rubric (one for display and one per student) • Expert Group Norms anchor chart (from Lesson 2) • Students’ End of Unit Assessment: Draft Letter to a Publisher about an Athlete’s Legacy (from Lesson 12) • Document camera or projector • Peer Critique task card, Part 1 (one per student) • Group Norms and Critique Criteria evaluation form (Teacher Resource) • Letter Revision task card (one per student)



Opening	Meeting Students’ Needs
<p>A. Engaging the Writer (10 minutes)</p> <ul style="list-style-type: none"> • Tell students specific ways that they have grown significantly as writers over the course of the school year, through their creation of Readers’ Theater scripts during Module 1, the field guides they created in Module 2, and within this module by writing a multi-paragraph letter to a publisher to express an opinion, supported by reasons and evidence, about their athlete’s legacy. Say: “As you continue to grow as writers, it is important to evaluate your areas of strength and areas of challenge. This will help you to build upon what you already do well and help you determine what skills you still need to work on.” • Review the Four Corners strategy with students and point out the four corners sheets posted in different areas of the room: <ul style="list-style-type: none"> – Topic and Opinion – Supporting Reasons – Related Evidence – Use of Key Vocabulary • Point out to students that each sheet describes a different element (or piece) that they needed to include in their letter to a publisher. • Ask students to quickly move to the one sheet they think describes the strongest element of the letter they wrote for the end of unit assessment during the previous lesson. • Give students 3 minutes to discuss with other students who chose to move to the same sheet: <ul style="list-style-type: none"> * “In what way(s) is this a strong element of the letter you wrote? What is your evidence?” • Cold call students from each four corners sheet to share whole group. Listen for students to share ideas like: “My topic and opinion were strong because I used a good judgment word and stated my athlete’s name right away so the publisher would know the topic of my letter,” “My reasons were strongest because I included the same reasons in my introduction and my body paragraphs,” “My evidence was strongly related to my reasons,” “I accurately used several key vocabulary terms in my writing,” etc. 	<ul style="list-style-type: none"> • Post, or write, the Four Corners steps on the white board for students to reference as they work with their groups. • If you intend to call on a student who struggles with language to share out, consider letting the student know beforehand so s/he has time to prepare.



Opening (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Next, direct students to quickly move to the one sheet they think describes the element that is their greatest area of challenge.• Give students 3 minutes to discuss with other students who chose to stand at the same sheet:<ul style="list-style-type: none">* "In what way(s) was this element a challenge for you as you wrote your letter to a publisher?"• Cold call students from each four corners sheet to share whole group. Listen for students to share ideas like: "I don't think I clearly stated the topic in my introduction," "My reasons were not in a logical order," "My evidence was not well related to my reasons," "I think I may have used some key vocabulary terms inaccurately," etc.• Remind students that revision is an ongoing process, and that we refine our skills as writers by receiving feedback from others and revising based on given criteria. Tell students that during this and the next two lessons they will participate in peer critique sessions about their letter to a publisher, take time to revise, and then have the opportunity to share the final version of their letter aloud in a small group.	



Work Time	Meeting Students’ Needs
<p>A. Review Opinion Letter Rubric and Group Norms (10 minutes)</p> <ul style="list-style-type: none"> • Place students in triads. Review the learning target: <ul style="list-style-type: none"> – “I can provide and receive feedback about my letter to a publisher by following class norms.” • Ask students to consider then share out what they think the word <i>provide</i> means. Listen for: “Give; offer.” • Ask students to recall and share out the meaning of <i>receive</i> (get; accept), <i>feedback</i> (critique; advice; comments), and norms (rules; standards; expectations for participation). • Display and distribute the Opinion Letter Rubric (one per student.) Briefly review the strategy of noticing and wondering with students. • Give students 2 minutes in their triads to discuss: <ul style="list-style-type: none"> * “What do you notice about this rubric?” * “What do you wonder about this rubric?” • Cold call several students to share their notices and wonders whole group. Listen for ideas such as: <ul style="list-style-type: none"> – “I notice it has the same criteria we used for the end of unit assessment letter to a publisher.” – “I notice ‘Name of Writer’ and ‘Name of Reviewer 1, 2.’” – “I notice a ‘Score’ and ‘Comments’ section next to each element.” – “I wonder who or what a ‘Reviewer’ is?” – “I wonder how we will use this rubric for peer critique?” • If students do not mention this rubric has five elements, bring their attention to these areas: <ul style="list-style-type: none"> – Topic and Opinion – Reasons (in the Introduction) – Reasons (Body Paragraph) – Conclusion Statement – Language Conventions and Mechanics 	<ul style="list-style-type: none"> • Provide sentence stems (e.g., I noticed that the rubric has _____ . I wonder what _____ is on the rubric.) for students who may have difficulty with language. • List for students the three elements for focused revision of their letter so that they can refer to them as they work.



Work Time (continued)	Meeting Students’ Needs
<ul style="list-style-type: none"> • Tell students these are the five elements they will focus their revisions on today and in the next lesson. Explain that the descriptions for a “Score Point of 3, 2, 1, or 0” are the criteria for each element. • Explain to students that during the next part of Work Time they will exchange their letters to a publisher. A peer in their triad will review, critique, and offer feedback about the: <ul style="list-style-type: none"> – Topic and Opinion – Reasons (in the Introduction) – Reasons: Body Paragraph 1 • Students will then use peer feedback to revise their letters during the last part of Work Time. • Post and remind students of the Expert Group Norms anchor chart they created during Lesson 2 of this unit. • Ask students to briefly review and discuss which criteria were most useful as they worked with their expert groups. • Cold call several students to share out. Listen for comments such as: “Each person had to contribute to the discussion,” “We took turns talking so everyone’s ideas could be heard,” “We asked each other follow-up questions like, ‘Would you like to add to my idea?’ or ‘Can you tell us what you’re thinking?’,” “We asked questions to understand each other’s ideas,” etc. • Tell students that even though they are working in triads for peer critique rather than their previous expert groups, these criteria still apply. Tell students that as they work in their triads, you will be circulating not just to support, but also to evaluate their ability to follow group norms and offer effective feedback during discussions. 	
<p>B. Peer Critique and Feedback Session (20 minutes)</p> <ul style="list-style-type: none"> • Review the Peer Critique protocol with students. • Remind students that as they work in their triads to offer critique, it is important to remember to: <ul style="list-style-type: none"> – Be specific – Be kind – Stay on topic (talk about the criteria) – Thank your partner • Tell students they will continue to focus on the first learning target, but now they will also focus on the second learning target: “I can focus on revising specific elements of my letter, based on given criteria.” 	



Work Time (continued)	Meeting Students’ Needs
<ul style="list-style-type: none"> • Ask students to think about and share their understanding of <i>focus</i>. Listen for: “Zooming in on specific parts of my letter to revise,” “Not revising the whole letter, just specific parts that I think need work,” or similar ideas. Next, ask students to consider and share out what they recall about the meaning of the word <i>revising</i> (changing; improving; correcting). Finally, ask students to think about and share out what they think <i>elements</i> means in the context of this target. Listen for: “Specific parts; pieces of my letter.” • Cold call several students to share out what they recall about the meaning of the word <i>criteria</i> (a measure; standard used for making a decision or used for critique). • Return students’ Draft Letter to a Publisher about an Athlete’s Legacy from Lesson 12, End-of-Unit Assessment. • Remind students that during this part of Work Time they will exchange their letters for a peer in their triad to review, critique, and offer feedback about the: <ul style="list-style-type: none"> – Topic and Opinion – Reasons (in the Introduction) – Reasons: Body Paragraph 1 • Students will then use peer feedback to revise their letters during the final part of Work Time. • Distribute and read aloud the Peer Critique task card, Part 1. Clarify any directions as needed. • Give students 12 to 15 minutes to complete the steps on their task card. • Circulate to support as needed. As you move throughout the room, use the Group Norms and Critique Criteria form to evaluate students’ use of group norms and their ability to offer effective feedback. 	<ul style="list-style-type: none"> • Post, or write, the Peer Critique protocol steps for group work on the white board for students to reference as they work with their groups. • Consider allowing students who struggle with writing the opportunity to dictate their comments to a partner or the teacher. • Intentionally partner students who struggle with writing with students who are stronger writers in order to review and critique their letters.



Work Time (continued)	Meeting Students’ Needs
<p>C. Revise Using Critique and Feedback (15 minutes)</p> <ul style="list-style-type: none"> Review the learning target: “I can revise my letter to a publisher to better meet the criteria, based on feedback from a peer.” Cold call students to share out what they recall about the meaning of the word <i>revise</i> (change; correct; improve). Direct student reviewers to return both the letter and the rubric with reviewer comments to student writers. Distribute and read aloud the Letter Revision task card. Clarify any directions as needed. Allow students 8 to 10 minutes to complete the steps on their task card. As time permits, invite several students to share out what elements of their letters they revised and why. Ask students to hold on to their Letter Revision task card. They will use it again in the next lesson. 	<ul style="list-style-type: none"> Consider allowing students who struggle with writing the opportunity to dictate their revisions to a partner or the teacher.
Closing and Assessment	Meeting Students’ Needs
<p>A. Debrief and Review Learning Targets (5 minutes)</p> <ul style="list-style-type: none"> Bring students together whole group. Ask students to consider: <ul style="list-style-type: none"> * “How did peer critique, based on the Opinion Letter Rubric, help me to improve my letter to a publisher?” Invite several students to share their thinking. Read each learning target aloud and ask students to think about how they have progressed in meeting each one. Ask students to use the Glass, Bugs, Mud checking for understanding strategy to demonstrate their mastery toward each target. Note students who show Bugs or Mud as they may need more support with revision of specific elements of their letters. Students will need their letters and rubrics from today’s lesson to complete the homework assignment. Reinforce to students that they will need their letters and rubrics for the next two lessons as well. 	<ul style="list-style-type: none"> Provide a sentence stem or starter (e.g., “The ways peer critique helped me improve my letter are _____.”) for students who may struggle with language for the Debrief.
Homework	Meeting Students’ Needs
<ul style="list-style-type: none"> Revise your opinion letter, based on peer feedback from today. Bring your revised letter as an Admit Ticket for the next lesson. 	<ul style="list-style-type: none"> Students who struggle with language may need to dictate their revisions to someone at home.



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Supporting Materials



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Topic and Opinion



Related Evidence



Supporting Reasons



Use of Key Vocabulary



Opinion Letter Rubric

Writer: _____

Reviewer #1	
Date	

Reviewer #2	
Date	

	Score Point 3	Score Point 2	Score Point 1	Score Point 0
Topic and Opinion	The topic and opinion are clearly stated in the introduction, are related to one another, and come from the text read. The opinion has a judgment word.	The topic and opinion are stated in the introduction and are related to one another. The opinion has a judgment word.	The topic and opinion are stated in the introduction; however, they do not relate to one another and the opinion does not have a judgment word.	The topic and opinion are not stated in the introduction or they are not about an athlete's legacy.
Reviewer's Score and Comments	Score:			
	Comments:			



Opinion Letter Rubric

	Score Point 3	Score Point 2	Score Point 1	Score Point 0
Reasons (in the Introduction)	The introduction states reasons that support the opinion from the text read and are logically ordered.	The introduction states reasons that support the opinion and are from the text read.	The introduction states reasons; however, they do not support the opinion or do not come from the text read.	The introduction does not state the reasons.
Reviewer's Score and Comments	Score:			
	Comments:			



Opinion Letter Rubric

	Score Point 3	Score Point 2	Score Point 1	Score Point 0
Reasons (Body Paragraphs)	There are three reason body paragraphs, clearly supported by three pieces of evidence from the text, that are logically ordered to support the opinion and correct use of linking words.	There are three body paragraphs, clearly supported by three pieces of evidence from the text; however, there is no logical reason to their order and no use of linking words.	There are three reason body paragraphs; however, they are not each supported with three pieces of evidence from the text.	There are not three reason body paragraphs, each supported with three pieces of evidence.
Reviewer's Score and Comments				
Body Paragraph #1	Score:			
	Comments:			
Body Paragraph #2	Score:			
	Comments:			



Opinion Letter Rubric

Body Paragraph #3	Score:
	Comments:



Opinion Letter Rubric

	Score Point 3	Score Point 2	Score Point 1	Score Point 0
Conclusion Statement	There is a conclusion statement that clearly restates the opinion in a different way from the introduction paragraph.	There is a conclusion statement that restates the opinion, but it is the same or very similar to the introduction paragraph.	There is a conclusion statement but it does not restate the opinion.	There is not a conclusion statement.
Reviewer's Score and Comments	Score:			
	Comments:			
Language Conventions and Mechanics (Spelling, Grammar and Punctuation)	There are almost no errors in grammar, spelling, and punctuation, and the meaning is clear throughout the letter.	There are a few errors in grammar, spelling, and punctuation, but the meaning is generally clear.	There are errors in grammar, spelling, and punctuation, demonstrating minimal control over language. The errors sometimes distract the reader and cause misunderstanding.	There are many errors in grammar, spelling, and punctuation, demonstrating little or no control over language. The errors often distract the reader and cause misunderstanding.



Opinion Letter Rubric

Reviewer's Score and Comments	Score:
	Comments:

Peer Critique Task Card, Part 1

Complete the following:

PART I: “Writer”

1. Write your name on the line next to “Writer,” on the “Opinion Letter Rubric.”
2. Pass your letter and rubric to one member of your triad. Ask her or him to write his or her name on the line next to “Reviewer 1” and today’s date.

PART II: Offering critique—Reviewer 1

1. Review the rubric criteria for:
 - a. Topic and Opinion
 - b. Reasons (in the Introduction)
 - c. Reasons (Body Paragraphs)
2. Read the introduction and first paragraph of the “Writer’s” letter to provide feedback about the:
 - a. Topic and Opinion
 - b. Reasons (in the Introduction)
 - c. Reasons: Body Paragraph 1
3. After reviewing these three areas of the writer’s letter, determine a score (3, 2, 1 or 0) based on the criteria. Write a brief comment below the score so the writer will understand your thinking about why you gave the score you did. Be specific and use language directly from the criteria in your comments (e.g., “I gave you a 2 because there are a few errors in grammar or spelling”).
4. Return the writer’s letter and rubric to him or her, with scores and comments.
5. Answer any clarifying questions the writer has about the scores or comments. Make sure you can justify your thinking so the writer will know specifically how to refine her or his letter.

Group Norms and Critique Criteria

Teacher Directions: Record each student’s name and the date of evaluation. Mark the criteria you are able to evaluate with a check (meeting criteria) or a minus (not meeting criteria.) Use the “Notes/Comments” area to record any additional observations.

Name:	
Date:	
Criteria:	
	Contributes to discussion.
	Takes turns speaking.
	Gives full attention to speaker.
	Asks follow-up or clarifying questions.
	Provides specific feedback based on rubric criteria.
	Offers kind feedback.
	Stays on topic (refers to rubric elements and criteria)
	Thanks the “Reviewer” for feedback.



Group Norms and Critique Criteria

Notes/Comments:



Letter Revision Task Card

Complete the following:

1. Review the scores and read the comments your “Reviewer 1” made.
2. Ask your reviewer any clarifying questions about the scores or comments.
3. Based on the feedback from Reviewer #1, revise the introduction and first body paragraph of your letter.
4. Share your revisions with Reviewer #1, to see if you addressed his or her feedback. If necessary, ask follow up questions.