



EXPEDITIONARY  
LEARNING

# **Grade 5: Module 3A: Unit 3: Lesson 14**

## **Revising Draft Letters to a Publisher about an Athlete's Legacy: Using Critique and Feedback, Part II**



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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
<ol style="list-style-type: none"><li>1. Opening<ol style="list-style-type: none"><li>A. Engaging the Review (5 minutes)</li><li>B. Engaging the Writer (5 minutes)</li></ol></li><li>2. Work Time<ol style="list-style-type: none"><li>A. Review Peer Critique Process and Rubric (10 minutes)</li><li>B. Peer Critique and Feedback Session (20 minutes)</li><li>C. Revise Using Critique and Feedback (15 minutes)</li></ol></li><li>3. Closing and Assessment<ol style="list-style-type: none"><li>A. Debrief (5 minutes)</li></ol></li><li>4. Homework<ol style="list-style-type: none"><li>A. Revise your opinion letter, based on peer feedback from today. Bring your revised letter as an Admit Ticket for the next lesson. You will need this letter for the Final Performance Task in the next lesson.</li></ol></li></ol>	<ul style="list-style-type: none"><li>• This lesson follows a similar format as Lesson 13. Students continue to work in the same triads. They rotate roles, so each student is giving feedback to a new member of the triad, and receiving feedback from a new member.</li><li>• In this lesson, the focus for revision is on the following: “Reasons in Body Paragraph 2,” “Reasons in Body Paragraph 3,” “Conclusion Statement,” and “Language Conventions and Mechanics.”</li><li>• Continue to evaluate students’ ability to use the Group Norms and Critique Criteria (see Lesson 13 teacher resource).</li><li>• In advance: Post the new Four Corners sheets in different areas of the room.</li><li>• Review: Peer Critique protocol and Four Corners strategy (Appendix).</li><li>• Time is not allocated during this lesson for students to “polish” their revised letters to a publisher (e.g., type on computer or word processor, write in neat print, etc.). Set aside time (during another part of the school day, between Lessons 14 and 15, or for homework) for students to polish their work to submit as the Final Performance Task in Lesson 15.</li><li>• Depending on students’ native language and the alphabet within their native language, consider having them dictate their letter and having a peer or teacher type for them.</li><li>• Allow ELL students to read aloud the revised portions of their letters to you or another adult as time allows or during other times of the day. This will give ELL students a chance to practice and become more comfortable with reading their written work aloud before they read their letter aloud in triads during Lesson 15.</li></ul>



Lesson Vocabulary	Materials
<p>provide, receive, feedback, norms, revising, elements, revise</p>	<ul style="list-style-type: none"> <li>• Four Corners sheets (to post at the start of class)</li> <li>• Expert Group Norms anchor chart (from Lesson 2)</li> <li>• Document camera or projector</li> <li>• Students’ End of Unit Assessment: Letter to a Publisher about an Athlete’s Legacy (from Lessons 12 and 13)</li> <li>• Opinion Letter Rubric (from Lesson 13)</li> <li>• Peer Critique task card, Part 2 (one per student)</li> <li>• Group Norms and Critique Criteria evaluation form (from Lesson 13; for teacher reference)</li> <li>• Letter Revision task card (from Lesson 13; one per student)</li> </ul>

Opening	Meeting Students’ Needs
<p><b>A. Homework Review (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• Tell students that they are very close to completing their final draft of their letter. Give students specific positive praise for behaviors you have observed over the past few lessons: evidence of perseverance, effective collaboration, or their growing skills as writers. For example: “I overheard Anna giving a very specific suggestion to Nita to add more details to her second body paragraph. She even helped her go back to one of the articles they had read to find the evidence.”</li> <li>• Ask students to share with a partner:             <ul style="list-style-type: none"> <li>* “How did you revise your letter, based on feedback from a peer?”</li> </ul> </li> <li>• Tell students to hold onto their letters and rubrics for Work Time.</li> </ul>	<ul style="list-style-type: none"> <li>• For homework review, intentionally partner ELL students with other students who speak the same L1 language.</li> </ul>



Opening (continued)	Meeting Students' Needs
<p><b>B. Engaging the Writer (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Remind students that as they develop their writing skills it is important to continuously evaluate how they grow as writers, so they can think about what they are doing well and what they need to continue to work on.</li><li>• Review the Four Corners strategy with students and point out the <b>four corners sheets</b> posted in different areas of the room:<ul style="list-style-type: none"><li>– Topic and Opinion</li><li>– Reasons: Introduction Paragraph</li><li>– Reasons: Body Paragraph 1</li><li>– Related Evidence</li></ul></li><li>• Point out that these are the elements students received feedback about and revised in Lesson 13. Ask the class to think about the following question:<ul style="list-style-type: none"><li>* Which of these elements is the strongest piece of my letter now?</li></ul></li><li>• Direct students to quickly move to the one sheet that describes the strongest element of their letter.</li><li>• Give students 3 minutes to discuss with other students who chose to move to the same sheet:<ul style="list-style-type: none"><li>* “In what way(s) is this a strong element of the letter you wrote? What is your evidence?”</li></ul></li><li>• Cold call students from each four corners sheet to share whole group.</li><li>• Reiterate to 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 today they will continue to participate in peer critique and revision sessions of their letter to a publisher. Tell them they will share the final, best version of their letter with their small group as the Final Performance Task for this module, during the next lesson.</li></ul>	<ul style="list-style-type: none"><li>• Post, or write, the Four Corners protocol steps on the white board for students to reference as they work with their groups.</li><li>• 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.</li></ul>



Work Time	Meeting Students' Needs
<p><b>A. Review Peer Critique Process and Rubric (10 minutes)</b></p> <ul style="list-style-type: none"><li>• Ask students to join their same triads from Lesson 13.</li><li>• Review the learning target: "I can provide and receive feedback about my letter to a publisher by following class norms." Cold call several students to share out what they recall about the meaning of the words <i>provide</i> (give; offer), <i>receive</i> (get; accept), <i>feedback</i> (critique; advice; comments), and <i>norms</i> (rules; standards; expectations for participation).</li><li>• Ask students to think about then discuss in their triads:<ul style="list-style-type: none"><li>* What about the peer critique process went well during the previous lesson?</li><li>* What about the peer critique process was a challenge during the previous lesson?</li></ul></li><li>• Cold call several students to share their thinking whole group.</li><li>• Post and remind students of the <b>Expert Group Norms anchor chart</b> (from Lesson 2 of this unit) and the Peer Critique protocol. Ask students to briefly review and discuss which norms and areas of the protocol they most want to focus on as a group and why.</li><li>• Cold call several students to share out. Listen for comments such as: "Taking turns talking so everyone's feedback can be heard," "Asking each other follow-up questions like, 'Can you explain your thinking?'" "Asking questions to better understand scores and comments," "Providing specific feedback based on the rubric criteria so the writer will understand exactly what he or she needs to revise," "Being kind with feedback so the writer will listen to my ideas," "Staying on topic so the writer gets feedback about the rest of her or his letter," etc.</li><li>• Make students aware that as they work in their triads you will move throughout the room not only to support, but also to evaluate their ability to follow group norms and offer effective feedback during discussions.</li></ul>	<ul style="list-style-type: none"><li>• Intentionally partner students who struggle with writing with students who are stronger writers in order to review and critique their letters.</li><li>• 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.</li></ul>



Work Time (continued)	Meeting Students' Needs
<p><b>B. Peer Critique and Feedback Session (20 minutes)</b></p> <ul style="list-style-type: none"><li>• Tell students they are still working on the first learning target.</li><li>• Ask students to take out their <b>Letter to a Publisher about an Athlete's Legacy</b> (from Lessons 12 and 13) and their <b>Opinion Letter Rubric</b> (from Lesson 13). Remind the class that the Opinion Letter Rubric has five elements:<ul style="list-style-type: none"><li>– Topic and Opinion</li><li>– Reasons (in the Introduction)</li><li>– Reasons (Body Paragraph)</li><li>– Conclusion Statement</li><li>– Language Conventions and Mechanics</li></ul></li><li>• Remind students that they focused their revisions on the elements of “Topic and Opinion,” “Reasons (in the Introduction),” and “Reasons: Body Paragraph 1” during Lesson 13. Explain that today they will focus on:<ul style="list-style-type: none"><li>– Reasons: Body Paragraph 2</li><li>– Reasons: Body Paragraph 3</li><li>– Conclusion Statement</li><li>– Language Conventions and Mechanics</li></ul></li><li>• Explain to students that during this part of Work Time they will once again exchange their letter to a publisher. A different peer in their triad will use the criteria for each element to review, critique, and offer feedback about each of these four remaining elements. Students will once again use peer feedback to revise their letters during Work Time C.</li><li>• Distribute and read aloud the <b>Peer Critique task card, Part 2</b>. Clarify any directions as needed.</li><li>• Give students 13 to 15 minutes to complete the steps on their task card.</li><li>• Circulate to support as needed. As you move throughout the room, use the <b>Group Norms and Critique Criteria</b> form again to evaluate students' use of group norms and their ability to offer effective feedback.</li></ul>	<ul style="list-style-type: none"><li>• List for students the four elements for focused revision of their letter so that they can refer to them as they work.</li><li>• Consider allowing students who struggle with writing the opportunity to dictate their comments to a partner or the teacher.</li></ul>



Work Time (continued)	Meeting Students’ Needs
<p><b>C. Revise Using Critique and Feedback (15 minutes)</b></p> <ul style="list-style-type: none"> <li>Review the learning target: “I can revise my letter to a publisher to better meet the criteria, based on feedback from a peer.”</li> <li>Cold call students to share out what they recall about the meaning of the word <i>revise</i> (change; correct; improve).</li> <li>Direct student reviewers to return both the letter and the rubric with reviewer comments to student writers.</li> <li>Ask students to locate their <b>Letter Revision task card</b> (from Lesson 13). Reinforce or clarify any directions as needed.</li> <li>Give students 8 to 10 minutes to complete the steps on their task card.</li> <li>As time permits, invite several students to share out what elements of their letters they revised and why.</li> </ul>	<ul style="list-style-type: none"> <li>Consider allowing students who struggle with writing the opportunity to dictate their revisions to a partner or the teacher.</li> </ul>

Closing and Assessment	Meeting Students’ Needs
<p><b>A. Debrief and Review Learning Targets (5 minutes)</b></p> <ul style="list-style-type: none"> <li>Bring students together whole group. Ask students to consider:           <ul style="list-style-type: none"> <li>* How did peer critique, based on the Opinion Letter Rubric, help me to improve the remaining elements of my letter to a publisher?</li> </ul> </li> <li>Invite several students to share their thinking.</li> <li>Read each of the learning targets aloud and ask students to think about how they have progressed in meeting each one. Ask students to use the Fist to Five checking for understanding technique to demonstrate their mastery toward each target.</li> <li>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 lesson to use for the Final Performance Task.</li> </ul>	<ul style="list-style-type: none"> <li>Provide a sentence stem or starter (e.g., “The ways peer critique helped me continue to improve my letter are _____.”) for students who may struggle with language for the Debrief.</li> </ul>

Homework	Meeting Students’ Needs
<ul style="list-style-type: none"> <li>Revise your opinion letter, based on peer feedback from today. Bring your revised letter as an Admit Ticket for the next lesson. You will need this letter for the Final Performance Task in the next lesson.</li> </ul> <p><i>Note: Students will participate in the Final Performance Task for this module during the next lesson. Review Lesson 15 in advance.</i></p>	<ul style="list-style-type: none"> <li>Students who struggle with language may need to dictate their revisions to someone at home.</li> </ul>



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## Supporting Materials



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# Topic and Opinion



# Reasons: Introduction Paragraph



# Reasons: Body Paragraph 1



# Related Evidence

Peer Critique Task Card, Part 2

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 2**

1. Review the rubric criteria for:
  - a. Reasons (Body Paragraphs)
  - b. Conclusion Statement
  - c. Language Conventions and Mechanics
2. Read the introduction and first paragraph of the writer’s letter to provide feedback about the:
  - a. Reasons: Body Paragraph 2
  - b. Reasons: Body Paragraph 3
  - c. Conclusion Statement
  - d. Language Conventions and Mechanics (whole letter)
3. After reviewing these 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 and 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.