EXPEDITIONARY LEARNING

Grade 5: Module 2B: Unit 3: Lesson 12
Peer Critique and Revision: Storyboard, Sections 1–4

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)
With support from peers and adults, I can use a writing process to produce clear and coherent writing. (W.5.5)
I can follow our class norms when I participate in a conversation. (SL.5.1)

Supporting Learning Targets	Ongoing Assessment
• I can follow our group norms when working with partners to give and receive feedback. • I can use feedback from peers to revise my storyboards to better meet the criteria.	• Independent Reading Choice Board response (from homework) • End of Unit 3 Assessment: Storyboards (1-4) revised • Storyboard Criteria for Success form • Group Norms checklist

Agenda	Teaching Notes

1. Opening
   A. Homework Review and Engaging the Writer (5 minutes)
2. Work Time
   A. Peer Critique Protocol (25 minutes)
   B. Revise Storyboard, Sections 1–4 (20 minutes)
3. Closing and Assessment
   A. Storyboard Gallery Walk (8 minutes)
   B. Review of Learning Targets (2 minutes)
4. Homework
   A. Independent reading and choice board response.
	• In the Opening, students participate in the Four Corners protocol to discuss the ways in which their independent reading author best supports their understanding of the ideas he or she is trying to convey. This provides them with the opportunity to, yet again, think about how best to convey key ideas. This will help them as they continue to revise and strengthen their storyboards.
	
	• In addition, students refer to the Storyboard Criteria for Success (from the End f Unit Assessment Parts I, II, and III: Directions and Criteria for Success) and use the Peer Critique protocol to provide and receive feedback about the content of their storyboards. This and successive lessons support students in preparing for the final performance task in Lesson 17, when they will share their graphic novelettes with members of their triad.
	
	• In advance:
	  – Review and prepare for the Four Corners protocol (see Appendix).
	  – Review and post directions for the Peer Critique protocol (see Appendix).
	  – Review the Gallery Walk protocol (see Appendix)
	  – Review the Group Norms checklist (from Unit 2, Lesson 1).
	  – Be prepared to return students' Storyboards, Sections 1–4 (from Lessons 9–11)

Lesson Vocabulary	Materials
norms, feedback, criteria, revise	• Four Corners sheets (one of each; displayed in different areas of the room) • Group Norms anchor chart (begun in Unit 2, Lesson 1) • Storyboard Criteria for Success form (two per student) • Group Norms checklist (from Unit 2, Lesson 1; for teacher reference) • Storyboard Revision task card (one per student) • Sticky notes (three per student) • Independent Reading Choice Board (from Lesson 1)

Opening	Meeting Students' Needs
A. Homework Review and Engaging the Writer (5 minutes) • Ask students to take out the Independent Reading Choice Boards they have been completing for homework. • Review the Four Corners protocol. • Ask students to consider: * "How does the author of your independent reading book *best* support your understanding of the ideas she or he is trying to convey?" • Focus students' attention on and read aloud each of the **Four Corners sheets** and clarify if necessary. • Give students 1 minute to refer to the responses on their choice boards to help them make a decision about which sheet to stand near. Ask them to move to their chosen sheet. • Direct students to discuss their thinking with others who chose the same corner. • After 2 minutes, cold call individuals from each Four Corners sheet to share ideas from the group discussion with the class. • Then say something like: "Now that you have successfully created four complete storyboard drafts, you will share your work with peers to receive and provide feedback so that you can refine your storyboards before using them to create a graphic novelette for the final performance task."	• To support visual learners, display the Four Corners question. • To give all students access to the Four Corners discussion, display a sentence starter: "I chose to stand in this corner because the author of my independent reading book _____ by _____."

Work Time	Meeting Students' Needs

A. Peer Critique Protocol (25 minutes)
• Ask students to join their triads. Read aloud the first learning target:
   * "I can follow our group norms when working with partners to give and receive feedback."
• Refer students to criteria listed on the **Group Norms anchor chart**, developed during Unit 1. Ask them to consider:
   * "How have you used group norms throughout this module to successfully engage in conversations with peers?"
   * "How can you use group norms to give and receive feedback about your storyboard drafts?"
• After 2 minutes, invite a few students to share their ideas whole group.
• Review the Peer Critique protocol with students.
• Explain that they will exchange their storyboard drafts with both members of their triad to give and receive feedback about the content and visual elements for Sections 1–4. Provide clarification as needed.
• Remind students that as they work to offer and receive critiques, it is important to:
   – Be specific.
   – Be kind.
   – Stay on topic (talk about the criteria).
   – Thank your partner.
• Distribute two **Storyboard Criteria for Success forms** per student.
• Tell them they will use these forms to provide written feedback to each partner about the content of her or his storyboards. Point out that this form is based on the criteria they used to create each of their storyboard drafts in Lessons 9–11. Read through the directions and each of the criteria. Clarify as needed.
• Tell students that during this part of Work Time, they will have two exchanges to review, critique, and offer written feedback on. They should provide written feedback on all four storyboard sections.
• Tell students they will use the peer feedback they receive to revise their storyboards during the final part of Work Time.
	• To support visual learners, display the criteria under the document camera as you review.
	• Consider allowing students who struggle with the physical act of writing to type their feedback or dictate to a scribe to ensure all participants get quality feedback.

Work Time (continued)	Meeting Students' Needs
• For the first exchange: 　– Give students 7 or 8 minutes to review and provide feedback about one triad member's storyboards, using one of the feedback forms. 　– Circulate to support as needed. • As you move throughout the room, use the **Group Norms checklist (for teacher reference)** to evaluate students' use of group norms and their ability to offer effective feedback. • After the first round of peer feedback is complete, direct student reviewers to return both the storyboards and feedback form to student writers. • Then, ask students to exchange their storyboards with the other member of their triad. • For the second exchange: 　– Give students 7 or 8 minutes to review and provide feedback about their partner's storyboards, using the second feedback form. 　– Circulate to support as needed. • As you move throughout the room, continue to use the Group Norms checklist to evaluate students' use of group norms and their ability to offer effective feedback. • After the second round of critique, direct student reviewers to return the storyboards and feedback form to student writers. • Tell students that during the next part of Work Time, they will be able to review peer feedback and revise their storyboards accordingly.	

Work Time (continued)	Meeting Students' Needs

B. Revise Storyboard, Sections 1–4 (20 minutes)
• Ask students to read the second learning target aloud together:
    * "I can use feedback from peers to revise my storyboards to better meet the criteria."
• Point out the key terms *revise* and *criteria*.
• Ask students to consider and discuss in groups what it means to use feedback and criteria to revise.
• After 1 or 2 minutes, invite a few triads to share their ideas with the class. Listen for responses such as:
    – "We think this means to use the feedback our peers provided and specific criteria described in the Criteria for Success forms to improve our storyboards."
• Distribute and read aloud the **Storyboard Revision task card**. Answer any clarifying questions and then ask the class to begin work.
• Allow students 13-15 minutes to complete the steps on their task card. Circulate to provide guidance and support as needed.
• As time permits, invite several students to share out examples and explanations about of their storyboard revisions.
• Allow students to hold on to their storyboard drafts for homework.
	• Consider building in a few minutes for students to confer with the authors of their feedback to get more details to aid in the revision process.
	
	• As students share out examples and explanations about their storyboard revisions, consider asking them to display their work under the document camera.

NYS Common Core ELA Curriculum • G5:M2B:U3:L12 • February 2014 • 6

Closing and Assessment	Meeting Students' Needs

A. Storyboard Gallery Walk (8 minutes)
• Invite students to celebrate the completion and initial revision of their storyboards by displaying and sharing them through a Gallery Walk.
• Distribute three **sticky notes** to each student and give these directions:
  1. Display your storyboards so peers can read and view each section.
  2. Independently and silently, move throughout the room to view and read your classmates' storyboards.
  3. Write a short comment of "positive praise" for two to three of your peers' storyboards, on each of your sticky notes.
  4. Leave the sticky notes on or near other students' storyboards for them to read at the conclusion of the Gallery Walk.
• Clarify directions as needed, then ask students to begin.
• Circulate to facilitate and offer support.
• After 4 or 5 minutes, ask students to return to their storyboards and read the feedback provided on sticky notes.
• As time allows, invite students to share comments that were particularly noteworthy.
	• Consider allowing students who struggle with the physical act of writing, or whose writing is often illegible, to dictate their praise to a scribe.

B. Review of Learning Targets (2 minutes) • Read each of the learning targets aloud and ask students to show a thumbs-up or thumbs down to demonstrate their mastery toward each target. • Note students who show a thumbs-down, as they may need more support working with peers or revising their work.	
Homework	**Meeting Students' Needs**
• Revise your storyboards as needed, based on peer critiques. • Read your independent reading book for at least 20 or 30 minutes and respond to one question on your **Independent Reading Choice Board.** *Note: In Lessons 13–16, students will create their graphic novelettes one section at a time. Review these lessons in advance to ensure that students have access to technology and other materials they may need to create their novelettes. Also consider collaborating with a technology teacher, art instructor, and/or media specialist to support students as they develop their novelettes.*	

EXPEDITIONARY LEARNING

Grade 5: Module 2B: Unit 3: Lesson 12
Supporting Materials

My independent reading text has a clear

organizational structure.

My independent reading text includes

visual elements.

My independent reading text provides information.

My independent reading text

contains dialogue.

Storyboard Criteria for Success Form

Name of Author: _____ Date: _____

Name of Peer Reviewer: _____

Directions: Place a check mark (√) next to criteria that are met.
Place a minus sign (-) next to criteria that are not met.

Write specific and helpful feedback in the Reviewer Comments column so your partner knows what elements of her/his storyboard are strong and which areas may need to be revised to meet the criteria.

Section	Informational Caption	Narrative Dialogue	Visual Elements	Reviewer Comments
1 – Splash Page Background: Invention	_ Three- to five-sentence summary that explains what people needed or wanted _ Summary includes linking words _ Summary includes key terms	_ Thought bubble is a complete sentence that helps the reader understand what people wanted or needed _ Speech bubble is a complete sentence that helps the reader understand how people's needs were met and by whom.	Includes at least one of the following visual elements *in addition to* the thought and speech bubble: _ Close-up image _ Definition box (scientific) _ Definition box (academic) _ Frame/panel with image _ Diagram _ Ambient noise	

Storyboard Criteria for Success Form

Section	Informational Caption	Narrative Dialogue	Visual Elements	Reviewer Comments
2 – Background: Inventor(s)	_ Three- to five-sentence summary that provides information about the inventor(s) _ Summary includes linking words _ Summary includes key terms		Includes at least one of the following visual elements: _ Close-up image _ Definition box (scientific) _ Definition box (academic) _ Frame/panel with image _ Diagram _ Ambient noise	
3 – Developing a Solution	_ Three- to five-sentence summary that provides information about the inventor(s) developing a solution _ Summary includes linking words _ Summary includes key terms		Includes at least one of the following visual elements: _ Close-up image _ Definition box (scientific) _ Definition box (academic) _ Frame/panel with image _ Diagram _ Ambient noise	

Storyboard Criteria for Success Form

Section	Informational Caption	Narrative Dialogue	Visual Elements	Reviewer Comments
4 - Impact	_ Three- to five-sentence summary that provides information about the impact of the invention: how it met society's needs/changed people's lives _ Summary includes linking words _ Summary includes key terms		Includes at least one of the following visual elements: _ Close-up image _ Definition box (scientific) _ Definition box (academic) _ Frame/panel with image _ Diagram _ Ambient noise	

Storyboard 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 each section of your storyboard based on the feedback from your reviewers.

4. Share your revisions with the reviewers to see whether you addressed their feedback.

NYS Common Core ELA Curriculum • G5:M2B:U3:L12 • February 2014 • **16**