



EXPEDITIONARY  
LEARNING

## **Grade 4: Module 3A: Unit 3: Lesson 16**

### **End of Unit Assessment Part II: Revising to Create a Polished Editorial and Author's Chair Celebration**



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
<p>I can write an opinion piece that supports a point of view with reasons and information. (W.4.1)</p> <p>I can produce writing that is appropriate to task, purpose, and audience. (W.4.4)</p> <p>I can effectively engage in discussions with diverse partners about fourth-grade topics and texts. (SL.4.1)</p>	
Supporting Learning Targets	Ongoing Assessment
<ul style="list-style-type: none"><li>• I can write an editorial stating my opinion on which simple machine benefits people the most in their everyday lives.</li><li>• I can plan, draft, and revise an editorial in the course of two lessons.</li><li>• I can listen as my peers share their writing and give specific praise for their work.</li></ul>	<ul style="list-style-type: none"><li>• End of Unit 3 Assessment Part II: Revising to Create a Polished Editorial</li><li>• Tracking My Progress, End of Unit 3 recording form</li></ul>



Agenda	Teaching Notes
<ol style="list-style-type: none"><li>1. Opening<ol style="list-style-type: none"><li>A. Reviewing Learning Targets (5 minutes)</li></ol></li><li>2. Work Time<ol style="list-style-type: none"><li>A. End of Unit Assessment Part II: Revising to Create a Polished Editorial (25 minutes)</li><li>B. Author's Chair Celebration (25 minutes)</li></ol></li><li>3. Closing and Assessment<ol style="list-style-type: none"><li>A. Tracking My Progress (5 minutes)</li></ol></li><li>4. Homework</li></ol>	<ul style="list-style-type: none"><li>• In the first half of this lesson, students will complete their End of Unit Assessment Part II by revising their drafts from Part I. They will use the Simple Machines Editorial rubric as a guide and will be asked to pay particular focus to conventions in order to create a polished final editorial for the assessment.</li><li>• In the last half of the lesson, students will celebrate their hard work writing editorials by sharing and reflecting in small groups. The Author's Chair Celebration anchor chart in the supporting materials of this lesson provides steps and guidelines for students as they share their work. Grouping for this is flexible; however, the more students share in a group, the longer this portion of the lesson will be. The timing is based on groups of three with a mix of simple machines represented in each group. However, you may wish to consider extending this lesson to accommodate groups of four so all simple machines are represented in each group.</li><li>• In advance: Prepare and review the Author's Chair Celebration anchor chart (see supporting materials)</li><li>• Create groups of three or four students for sharing in the Author's Chair Celebration. Be sure that these groups have representation of different simple machine editorials.</li></ul>

Lesson Vocabulary	Materials
editorial, opinion, peers, praise (review)	<ul style="list-style-type: none"><li>• Online or conventional print dictionaries (for each student)</li><li>• Simple Machines Editorial rubric (one for each student; completed in Lesson 13 and used in the first half of this assessment in Lesson 15)</li><li>• End of Unit 3 Assessment Part I: Planning and Drafting an Editorial (students' plans and drafts from Lesson 15)</li><li>• Chart paper for new anchor chart: Author's Chair Celebration</li><li>• End of Unit 3 Assessment Part II: Revising to Create a Polished Editorial (one per student; or displayed on the board)</li><li>• Simple Machine Editorials (students' published copies from the module performance task)</li><li>• Tracking My Progress, End of Unit 3 recording form (one per student)</li></ul>



Opening	Meeting Students' Needs
<p><b>A. Reviewing Learning Targets (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Post the following learning targets:<ul style="list-style-type: none"><li>– “I can write an editorial stating my opinion on which simple machine benefits people the most in their everyday lives.”</li><li>– “I can plan, draft, and revise an editorial in the course of two lessons.”</li><li>– “I can listen as my peers share their writing and give specific praise for their work.”</li></ul></li><li>• Read these targets aloud to students. Explain that today they will be completing Part II of the assessment and then they will participate in an Author's Chair Celebration to share their editorials. Let students know that they will revisit the third learning target once Part II of the assessment is over.</li><li>• Explain that first they will complete Part II of the assessment, where they will finish their drafts (if necessary) and then revise for conventions to create a polished copy. Explain that this means they will have to read their drafts and edit for spelling, capitalization, punctuation, and complete sentences, then revise to make these corrections and create a polished (or corrected and neat) copy to complete the assessment. Tell them to use the Simple Machine Editorial rubric to check their drafts before they revise.</li></ul>	



Work Time	Meeting Students' Needs
<p><b>A. End-of-Unit Assessment Part II: Revising to Create a Polished Editorial (25 minutes)</b></p> <ul style="list-style-type: none"><li>• Be sure students have prepared their space to complete <b>End of Unit 3 Assessment Part II: Revising to Create a Polished Editorial</b>. Explain the expectations for using or accessing the dictionary for their editing. Distribute the <b>Simple Machines Editorial rubric</b> (completed in Lesson 13 and used in Lesson 15) as well as students' plans and drafts from the <b>End of Unit 3 Assessment Part I: Planning and Drafting an Editorial</b> (from Lesson 15).</li><li>• Give students 25 minutes to complete their assessments. To help students pace themselves, let them know when they have 10 and 5 minutes left.</li><li>• Collect students' editorial plans and drafts; have them keep their <b>Simple Machines Editorials (polished copies)</b> until after the Author's Chair Celebration.</li></ul>	<ul style="list-style-type: none"><li>• For some students, this part of the assessment may require more than the 25 minutes allotted. Consider providing time over multiple days if necessary.</li></ul>



Work Time (continued)	Meeting Students' Needs
<p><b>B. Author's Chair Celebration (25 minutes)</b></p> <ul style="list-style-type: none"><li>• Gather students together as a whole group. Tell them that they have come a long way as writers. Remind them that at the beginning of the year they were working on writing strong paragraphs about the Iroquois (Module 1) and then writing historical fiction narratives (Module 2). Now they have also built expertise as writers of editorials. Tell students that you are proud of the progress they have made as writers and would like to celebrate with them by holding an Author's Chair Celebration.</li><li>• Post the <b>Author's Chair Celebration anchor chart</b>. Explain that an Author's Chair Celebration is an event similar to a book signing that authors sometimes have at bookstores to celebrate publishing their work. Tell the class that at these events, the author reads to the audience and signs a copy of his or her work. Explain to the students that while they will not have to sign copies of their work, they will get to read their work to a small group.</li><li>• Review the steps on the Author's Chair Celebration anchor chart and revisit the following learning target: "I can listen as my peers share their writing and give specific praise for their work." Remind students that they have been practicing giving kind feedback during peer critiques and that today they will really just be focusing on what they hear as a strength in their group members' work. They will write this praise on a sticky note for their group member after each share. Clarify or model kind praise as needed.</li><li>• Split students into their groups (three or four students with a representation of editorials on different simple machines). Explain that they will have about 5 minutes for each person in the group to read, reflect, and receive praise.</li><li>• Circulate as students share their work, reflect, and give one another praise. Monitor to ensure that students are taking turns about every 5 minutes. Write the following prompt on the board. If a group finishes early, have them discuss it:<ul style="list-style-type: none"><li>* "How have we grown as writers since the beginning of the year?"</li></ul></li><li>• Collect students' Simple Machines Editorials (polished copies).</li></ul>	<ul style="list-style-type: none"><li>• As an alternative to an Author's Chair Celebration anchor chart, you can copy the steps below for each group and display them using a document camera. This may be better for students with visual impairments or ELLs.</li></ul>



Closing and Assessment	Meeting Students' Needs
<p><b>A. Tracking My Progress (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Congratulate students on all of their learning as readers and writers as they researched simple machines and wrote editorials. Comment that you are proud of the knowledge and skills they have built and would like them to take a short moment to reflect in writing.</li><li>• Distribute the <b>Tracking My Progress, End of Unit 3 recording form</b>. Give students 5 minutes to reflect in writing and collect as additional assessment information for students' progress toward the learning target.</li></ul>	
Homework	Meeting Students' Needs
<ul style="list-style-type: none"><li>• None</li></ul>	



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## Supporting Materials



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**End of Unit 3 Assessment Part II:**  
Revising to Create a Polished Editorial

**Directions:**

1. If your draft is not finished, finish writing it.
2. Review the Simple Machine Editorial rubric.
3. Reread your draft and determine any revisions you would like to make based on the rubric. Pay specific attention to conventions.
4. Annotate your draft for revisions and edit for conventions (be sure to use a dictionary for correcting spelling).
5. Rewrite your editorial to include your revisions on a new sheet of lined paper.
6. Hand in all components of your assessment: both Part I (plans and draft) and Part II (polished editorial).
7. If you finish early, choose a book from your independent reading and read quietly.



Simple Machines Editorial Rubric

**Learning Target:** I can write an editorial stating my opinion on which simple machine benefits people the most in their everyday lives. (W.4.1)

Criteria	Meets	Partially Meets	Does Not Meet
<b>Ideas</b>			
I can write an introduction in my editorial that explains simple machines and states my opinion clearly. (W.4.1a)			
I can use scientifically accurate reasons and evidence to support my opinion about a simple machine. (W.4.1b)			
<b>Word Choice</b>			
I can use vocabulary from my research on simple machines to write scientifically accurate descriptions in my editorial. (L.4.3)			
<b>Organization</b>			
I can group together reasons with related evidence in my editorial. (W.4.1a)			
I can use linking words to connect my opinion to my reasons. (W.4.1c)			
I can develop a conclusion that summarizes my opinion about simple machines in my editorial. (W.4.1d)			
<b>Conventions</b>			
I can use conventions to send a clear message to my reader. (L.4.2)			



**Author's Chair Celebration Anchor Chart**  
(For Teacher Reference)

\*As an alternative to an anchor chart, you can copy the steps below for each group.

**Author's Chair Celebration**

In groups of three or four, do the following:

1. Find a space where your group can sit in a circle.
2. Select an author to read and reflect first.
3. Authors should read their piece to the group and share their thinking on the following questions:
  - \* What are you most proud of in this piece?
  - \* What was your biggest challenge, and how did you handle it?
4. Group members should listen as the author reads and reflects, then take a moment to write the author's name and one piece of specific praise on a sticky note. (Hold on to your sticky notes until all group members have read their pieces.)
5. Take turns so that each author has a chance to read and reflect and listeners have written praise for each author.
6. Exchange sticky notes with praise so that authors can read.
7. Congratulate one another on the publication of your work.



Tracking My Progress, End of Unit 3

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Learning Target:** I can write an editorial stating my opinion on which simple machine benefits people the most in their everyday lives.

1. The target in my own words is:

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2. How am I doing? Circle one.

**I need more help to learn this**



**I understand some of this**



**I am on my way!**



3. The evidence to support my self-assessment is:

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