



EXPEDITIONARY
LEARNING

Grade 5: Module 2A: Unit 3: Lesson 14

Revising and Polishing Our Final Products



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
<p>I can use the writing process to produce clear and coherent writing (with support). (W.5.5)</p> <p>I can use conventions to send a clear message to my reader. (L.5.2)</p> <p>I can use technology to publish a piece of writing (with support). (W.5.6) (Optional; for schools with adequate technology only)</p>	
Supporting Learning Targets	Ongoing Assessment
<p>I can finalize my field journal entry so that my ideas, organization, language, and use of conventions meet our rubric for quality.</p> <p>I can summarize the most important information about an ant or a butterfly in a text box.</p> <p>I can create a scientific drawing of an insect that is detailed and accurate.</p> <p>I can give my classmates kind, helpful, and specific feedback about their rainforest field journal entries.</p> <p>I can use the feedback I receive from my classmates to improve my work.</p>	<p>Drafts of field journal narratives, informational text boxes, and labeled drawings</p> <p>Project Management checklists</p>



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Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Review Learning Targets (5 minutes)2. Work Time<ol style="list-style-type: none">A. Finishing Our Rubric: Conventions (10 minutes)B. Making a Plan (5 minutes)C. Independent Work Time (30 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Debrief (5 minutes)B. Reviewing Learning Targets (5 minutes)4. Homework	<p>This lesson is designed to give students time to work independently on whatever components of their final performance task need attention. Consider having students sign up on a schedule posted on the board for appointments to get feedback.</p>

Lesson Vocabulary	Materials
<p>manage, management, components, publish, publication</p>	<p>Rainforest Field Journal rubric (from Lesson 12)</p> <p>Project Management checklist (one per student)</p> <p>Document camera</p>



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Opening	Meeting Students' Needs
<p>A. Review Learning Targets (5 minutes)</p> <p>Read the first three learning targets: “I can finalize my field journal entry so that my ideas, organization, language and use of conventions meet our rubric for quality,” “I can summarize the most important information about an ant or a butterfly in a text box,” and “I can create a scientific drawing of an insect that is detailed and accurate.”</p> <p>Say: “Today you will have time to complete all three parts of your field journal entry—the narrative, the text box, and the drawing. We will talk about how you can manage your time so that you get as much work done as possible.”</p> <p>Review the other two learning targets: “I can give my classmates kind, helpful, and specific feedback about their rainforest field journal entries,” and “I can use the feedback I receive from my classmates to improve my work.” Remind the class of the importance of giving and receiving feedback. Say: “During today’s work time you need to get feedback from a peer and from me to make your work as strong as possible.”</p>	<p>Provide nonlinguistic representations of academic vocabulary (e.g., a picture of two people talking for <i>feedback</i>, a light bulb for <i>ideas</i>) in learning targets.</p>



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Work Time	Meeting Students' Needs
<p>A. Finishing Our Rubric: Conventions (10 minutes)</p> <p>Display the Rainforest Journal Entry rubric that you have been working on since Lesson 10 (sample in supporting materials). Scroll down to the Conventions section. Ask the students to reread the first learning target, and tell a neighbor what the three criteria should be for this section. Call on students to share responses. Listen and record criteria that are similar to:</p> <ul style="list-style-type: none">* I can use periods, question marks, exclamation points, quotation marks, and commas correctly.* I can capitalize proper nouns and the first letter of sentences.* I can spell all of the words in my field journal correctly, including the scientific words from my glossary.	
<p>B. Making a Plan (5 minutes)</p> <p>Explain how their work time will be structured. Tell students that for the rest of the lesson, they will be working toward the supporting targets. By the end of the lesson, students will need to have completed a final draft that includes all three components of the product—a journal entry, an informational text box, and a scientific drawing. The difference is which stage of the writing process students are on and the support they need.</p> <p>Distribute the Project Management checklist and display on a document camera. Review the checklist components. Review a few key process points:</p> <ul style="list-style-type: none">* Start by working on any of the three components of the project you want.* Use the checklist to keep track of what you have done and what you still need to do.* Manage time so you can finish all components by the end of the lesson.* If you need feedback from a peer or teacher who is busy, tell that person you're ready, but then work on something else while you're waiting.	<p>Consider writing and breaking down multistep directions for completing their field journal page into numbered elements. Students can return to these guidelines to make sure they are on track.</p> <p>Consider providing some students with a more scaffolded Project Management checklist that includes a sequence and time frame for completion of each task.</p> <p>Struggling writers may need sentence starters or additional graphic organizers to support writing.</p> <p>Students who struggle with spelling may benefit from using a spell-checker when they type up their final performance task.</p>



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Work Time (continued)	Meeting Students' Needs
<p>C. Independent Work Time (30 minutes)</p> <p>Address any clarifying questions.</p> <p>Ask all students to note for themselves what component of the project they want to work on first.</p> <p>Begin independent work time.</p> <p>Circulate to be sure that students are engaged in either creating their product or holding a peer critique session. Work with individual students as needed.</p> <p>As you give feedback, take note of exemplary work that can be shared during the debrief session.</p>	



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Closing and Assessment	Meeting Students' Needs
<p>A. Debrief (5 minutes) Ask students to share the exemplary passages from their work that you identified during feedback. Invite other students to offer warm feedback about how these examples meet the learning targets.</p>	
<p>B. Reviewing the Learning Targets (5 minutes) Reread the first three learning targets. Ask students to turn and talk with a neighbor about which learning target was easiest for them to meet, which was the most difficult, and why. Congratulate students. Remind them that their final performance task is due at the start of the next lesson. Tell them that they will also get a chance to “show what you know” on an assessment. For this on-demand assessment, they will write a NEW field journal entry, but this one will include information about the howler monkeys that they learned about in Lesson 8.</p>	
Homework	Meeting Students' Needs
<p>If you have not finished all of the components of your final product, get feedback from someone at home and finalize your work. Continue reading your independent reading book for this unit.</p> <p><i>Note: For the end of unit assessment in Lesson 15, students will need to use their notes on howler monkeys that they took during the mid-unit assessment (Lesson 8). Have those ready to distribute. Also consider having on hand copies of the texts that were used during the mid-unit assessment in case a student needs to refer back to them.</i></p>	<p>Find time during the rest of the day to support ELLs and other struggling students to complete their final product.</p>



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Supporting Materials



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Project Management Checklist
Rainforest Field Journal Entry

Directions

- Start by working on any of the three components of the project you want.
- Use the checklist to keep track of what you have done and what you still need to do.
- Manage time so you can to finish all components by the end of the lesson.
- If you need feedback from a peer or teacher who is busy, tell that person you're ready, but then work on something else while you're waiting.
- When you finish a task, put your initials in the box.

Field Journal Entry	Initials	
Write a first draft of my journal entry.		
Review my draft against our rubric and make changes.		
Have another student give me feedback on my first draft. Ask the other student to put his or her initials in the box when done.		
Write a revised draft.		
Receive feedback from the teacher. Ask the teacher to put his or her initials in the box when you are done.		
Write a final draft.		

Informational Text Box	Initials	
Write a first draft of my text box in the Informational Text Box graphic organizer.		
Have another student give me feedback on my first draft. Ask the other student to put his or her initials in the box when done.		
Write a revised draft in a new Informational Text Box graphic organizer.		
Receive feedback from the teacher. Ask the teacher to put his or her initials in the box when you are done.		
Write a final draft in a new Informational Text Box graphic organizer.		



Project Management Checklist
Rainforest Field Journal Entry

Scientific Drawing	Initials	
Use a 3"x5" index card to draw a first draft of my scientific drawing in pencil.		
Have another student give me feedback on my first draft. Ask the other student to put his or her initials in the box when done.		
Draw a revised draft on a new index card in pencil.		
Receive feedback from the teacher. Ask the teacher to put his or her initials in the box when you are done.		

Publication	Initials	
Type up your narrative on a computer or rewrite it onto a blank sheet of unlined paper. Be sure to copy your text exactly; don't add any errors to your error-free final draft!		
Tape or glue the final draft of your text box and drawing on to a sheet of unlined paper.		