



EXPEDITIONARY
LEARNING

Grade 5: Module 3B: Unit 3: Lesson 11

Group Discussions and Revision: Editorial Essay



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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)

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

I can engage effectively in a range of collaborative discussions with diverse partners, building on others' ideas and expressing my own clearly. (SL.5.1)

I can summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. (SL.5.3)

Supporting Learning Targets

- I can build on others' ideas and express my own ideas clearly, by engaging effectively in collaborative discussions.
- I can summarize ideas shared during group discussions and explain how speakers' ideas are supported by reasons and evidence.
- I can use feedback from peers to revise my editorial to better meet the criteria.

Ongoing Assessment

- Lesson 10 Discussion Questions (from homework)
- Fishbowl discussion feedback from reviewers
- Revised editorial essay



Agenda	Teaching Notes
<ol style="list-style-type: none"> 1. Opening <ol style="list-style-type: none"> A. Reviewing Homework and Engaging the Speaker (7 minutes) B. Introduce Learning Targets (3 minutes) 2. Work Time <ol style="list-style-type: none"> A. Sharing Points of View: Fishbowl Protocol (30 minutes) B. Revision (15 minutes) 3. Closing and Assessment <ol style="list-style-type: none"> A. Debrief and Review of Learning Targets (5 minutes) 4. Homework <ol style="list-style-type: none"> A. If necessary, finalize revisions to your editorial. B. Write a response to each of the discussion questions, based on the revisions you made to your editorial in today's lesson. C. Read your independent reading book for at least 20 minutes. 	<ul style="list-style-type: none"> • In this lesson, students participate in the Fishbowl protocol to share and support their opinions about the Mary River mine proposal and receive feedback from reviewers regarding their ability to convey a clear thesis and points that are supported by credible evidence from their editorials. • In the Opening of this lesson, students share their responses to the Lesson 10 Discussion Questions homework in preparation for the Fishbowl discussions they will participate in during Work Time A. This helps students clarify and revise their thinking before sharing their ideas with a larger group. It also serves to alleviate anxiety some students may feel about speaking in front of peers. • In Work Time A, student groups pair up to participate in a Fishbowl protocol for the purpose of sharing and hearing the ideas of others regarding the Mary River mine proposal for Baffin Island. This type of work supports students' ability to synthesize and share their thinking aloud and encourages constructive peer critique by using the Fishbowl Discussion feedback form. Each student will have the opportunity to participate in the inner circle discussion as well as the outer circle review. • During Work Time B, students review comments from reviewers. They use the critique as well as their own reflections on Fishbowl discussions to make final revisions to their editorials. Students have the option to complete revisions for homework if necessary. • In advance: <ul style="list-style-type: none"> – Review the Fishbowl protocol (see Appendix). – Review the Fishbowl directions (see supporting materials). Then determine groups to be paired, which students from both groups will start in the “inner circle,” and which students will be assigned as Speakers 1, 2, 3, and 4. – Review Work Time A in order to prepare to model steps for the Fishbowl. – Review the Fishbowl Discussion feedback form to be able to support students' understanding of criteria. • Post: Learning targets; paired-up groups; names of Speakers 1, 2, 3, and 4 for each group.



Lesson Vocabulary	Materials
build, express, effectively, collaborative, summarize, explain, supported, reasons, evidence, feedback, revise, criteria	<ul style="list-style-type: none"> • Editorial drafts (students' own revised drafts, from Lesson 10) • Fishbowl Discussion feedback form (one per student) • Fishbowl directions (one to display) • Editorial Criteria (one per student) • Revision task card (one per student) • Lesson 11 Discussion Questions (one per student)

Opening	Meeting Students' Needs
<p>A. Reviewing Homework and Engaging the Speaker (7 minutes)</p> <ul style="list-style-type: none"> • Ask students to take out the Lesson 10 Discussion Questions they completed for homework and then partner up with a member of their regular group. • Direct students to complete the following: <ol style="list-style-type: none"> 1. Student A reads each homework discussion question and his or her responses, to Student B. 2. Student B summarizes Student A's thesis and paraphrases the point (reason) and evidence s/he heard Student A share in support of her or his thesis. 3. Student B offers one piece of positive praise regarding the ideas shared by Student A. 4. Then, Student B shares, and Student A completes Steps 2 and 3. • Clarify directions as needed and ask students to begin. Circulate to offer guidance. • After both partners have shared, pose questions such as: <ul style="list-style-type: none"> * "In what ways did you partner use clear reasons and credible evidence to support his or her thesis?" * "How did sharing your ideas aloud with a partner help clarify your own thinking about the thesis, points (reasons), and evidence in your editorial?" 	<ul style="list-style-type: none"> • Consider posting directions for partner discussions for student reference. • For students who struggle to share their ideas orally, allow their partner to read their responses silently or aloud for them, then summarize and provide praise.



Opening (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Allow students a moment to consider and discuss their thinking. Then invite several partners or individuals to share out whole group.• Tell students that today they will participate in a new protocol called a Fishbowl to share their own thinking about the Mary River mine proposal with a variety of their peers. Explain that the purpose of the Fishbowl is to help students synthesize their own and others' ideas and to receive constructive feedback from peers regarding the use of points and evidence from their editorials to support their thesis (opinion) during a group discussion.	
<p>B. Introduce Learning Targets (3 minutes)</p> <ul style="list-style-type: none">• Focus students on the learning targets and ask them to chorally read each target aloud with you:<ul style="list-style-type: none">* "I can build on others' ideas and express my own ideas clearly, by engaging effectively in collaborative discussions."* "I can summarize ideas shared during group discussions and explain how speakers' ideas are supported by reasons and evidence."* "I can use feedback from peers to revise my editorial to better meet the criteria."• Underline key terms from the targets that students are familiar with from previous units and modules: <i>build, express, effectively, collaborative, summarize, explain, supported, reasons, evidence, feedback, revise, and criteria.</i>• Invite students to share their understanding of each term with the group. Clarify any misconceptions about the meaning of key terms. Then ask students to consider and share out a restatement of each target or an explanation of what they think they will be doing today.• Ask students to gather their Lesson 10: Discussion Questions homework and editorial drafts and then join their regular group members to prepare for the Fishbowl discussion.	<ul style="list-style-type: none">• Write synonyms or draw pictorial representations above each key term to support all students, but particularly second language and visual learners.



Work Time	Meeting Students' Needs
<p>A. Sharing Points of View: Fishbowl Protocol (30 minutes)</p> <ul style="list-style-type: none">• Distribute the Fishbowl Discussion feedback form.• Post and review the Fishbowl directions. Then model how to use the Lesson 10 Discussion Questions and feedback form during the Fishbowl by asking a student to act as “Speaker 1” and another student to act as the reviewer (you will act as Speaker 2).• Explain that you and Speaker 1 would be in the inner circle, and the reviewer would be in the outer circle. Begin modeling:<ul style="list-style-type: none">– Ask Speaker 1 to read and share a response to each question from the Lesson 10: Discussion Questions by referring to her or his responses from homework and editorial.– As Speaker 1 shares, direct the reviewer to complete the feedback form for Speaker 1.– Then, model the role of Speaker 2 by briefly summarizing Speaker 1’s focus (thesis and points) and explaining how s/he used reasons and evidence to support his or her argument.• Explain to students that another reviewer will provide feedback to Speaker 2, another to Speaker 3, and yet another to Speaker 4. Also point out that Speaker 1 will summarize and explain ideas shared by Speaker 4.• Clarify or provide further modeling as needed. Then post groups, pre-assigned speakers, inner and outer circle for Round 1.• When students are ready, ask them to join their groups and arrange chairs in an inner and outer circle formation. Ask students to quickly determine which reviewers will provide feedback to which speakers, and then ask students to begin.• Circulate to provide guidance and support.• After 10–12 minutes, ask speakers and reviewers to switch places (outer circle students go to the inner circle and vice versa). Remind students to quickly decide which reviewers will provide feedback to which speakers.• Ask students to begin and then circulate to offer support as needed.• After 10–12 minutes, ask speakers and reviewers to wrap up their conversations and finalize feedback. Then, focus students whole group.• Based on what you observed during the Fishbowl, offer specific and positive praise to students regarding their ability to follow group norms, summarize speakers’ ideas, and/or provide specific and useful feedback.	<ul style="list-style-type: none">• Consider selecting and preparing students to act as “Model Speaker 1” and “model reviewer” in advance, so they are able to accurately demonstrate these roles to their peers.• For students who struggle with orally expressing their ideas, consider reviewing and practicing Fishbowl discussion in advance.• Provide sentence starters to allow all students access to the discussion questions.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Pose the following questions for students to consider and discuss with a partner in their group:<ul style="list-style-type: none">* “How did it feel to be a speaker in the inner circle?”* “What observations and insights do reviewers have to share about inner circle discussions?”* “How can a Fishbowl improve group interactions and discussions?”• After 2 or 3 minutes, invite a few students to share their thinking with the class.• Then, ask students to prepare for a final revision of their editorials, based on feedback from reviewers.	
<p>B. Revision (15 minutes)</p> <ul style="list-style-type: none">• Ask reviewers to give feedback forms to the speakers they evaluated during the Fishbowl.• Distribute the Editorial Criteria and the Revision task card. Review criteria and directions and answer any clarifying questions.• Ask students to begin, and circulate to offer support.• After 10 minutes, pose the following discussion questions:<ul style="list-style-type: none">* “How did your own reflection upon the Fishbowl discussion help you improve your editorial?”* “How did your reviewer’s comments help you revise your editorial?”• Invite a few students to share their thinking whole class. Praise students for their ability to express themselves during group discussions, offer specific and helpful feedback to peers, and revise their work based on their own reflections as well as suggestions from classmates.	<ul style="list-style-type: none">• Support individual and/or small groups of students as needed.• For students who struggle with prioritizing, consider highlighting one or two pieces of feedback from reviewers, for students to focus on or confer with the student about what s/he feels would be the best revision to make and why.



Closing and Assessment	Meeting Students' Needs
<p>A. Debrief and Review of Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Bring students together whole group. Ask them to consider and discuss with a nearby partner who they did not work with today:<ul style="list-style-type: none">* “How did being a speaker and reviewer support your ability to revise your editorial to better meet the criteria?”• After 2 or 3 minutes, invite a few students to share their thinking aloud.• Ask students to read each of the learning targets aloud with you and use Glass, Bugs, Mud to demonstrate their level of mastery toward each target.• Distribute the Lesson 11 Discussion Questions for homework and point out that these are the same questions students responded to for the previous lesson’s homework. Explain that students should refer to their completely revised editorials to answer each question, in preparation for the final performance task in Lesson 12.	<ul style="list-style-type: none">• Provide a sentence starter for students who struggle with language: “Being a speaker/reviewer supported my ability to revise my editorial by _____.”• Note students who show Bugs or Mud, as they may need more support revising based on criteria and feedback.
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• If necessary, finalize revisions to your editorial.• Write a response to each of the discussion questions, based on the revisions you made to your editorial in today’s lesson.• Read your independent reading book for at least 20 minutes.	<ul style="list-style-type: none">• Allow students who struggle with writing to dictate or record their responses to the discussion questions.



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Supporting Materials



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Fishbowl Discussion Feedback Form

Reviewer Name:

Speaker Date:

Complete each part of the feedback form below for your speaker. Be sure to provide comments to explain your thinking and support your speaker's ability to make revisions to his or her editorial.

Collaborative Skill	Yes	Somewhat	No	Reviewer Comments
The speaker clearly states the thesis of her/his editorial.				
The speaker clearly and accurately explains both points of view regarding the Mary River mine proposal on Baffin Island.				
The speaker shares at least one clear reason and one credible piece of evidence from her/his editorial, in support of her/his thesis.				
The speaker respectfully asks questions to clarify understanding of other speakers' ideas, as needed.				
The speaker actively listens to other speakers in the circle by making eye contact and providing others with time to speak.				



Fishbowl Discussion Feedback Form

In one to two sentences, explain how the speaker supported her or his thesis with clear reasons and credible evidence AND provide one specific piece of feedback about how the speaker could add to or revise the editorial to better meet the criteria.



Fishbowl Directions

1. Speaker 1 begins by reading aloud and sharing a response to each discussion question:
 - What is the thesis of your editorial?
 - Summarize both points of view regarding the Mary River mine proposal on Baffin Island and explain how learning about different points of view helped you develop your thesis (opinion).
 - What do you feel is the clearest point (reason) and most credible piece of evidence in support of your thesis? Explain why you believe this is the clearest reason and most credible piece of evidence in support of your thesis.
2. When Speaker 1 is done sharing, all other speakers in the inner circle may ask clarifying questions. Then, Speaker 2 briefly summarizes Speaker 1's thesis, as well as the supporting point and evidence Speaker 1 shared.
3. Speaker 2 reads and responds to each discussion question.
4. When Speaker 2 is done sharing, all other speakers in the inner circle may ask clarifying questions. Then, Speaker 3 briefly summarizes Speaker 2's thesis, as well as the supporting point and evidence Speaker 2 shared.
5. Speaker 3 reads and responds to each discussion question.
6. When Speaker 3 is done sharing, all other speakers in the inner circle may ask clarifying questions. Then, Speaker 4 briefly summarizes Speaker 3's thesis, as well as the supporting point and evidence Speaker 3 shared.
7. Speaker 4 reads and responds to each discussion question.
8. When Speaker 4 is done sharing, all other speakers in the inner circle may ask clarifying questions. Then, Speaker 1 briefly summarizes Speaker 4's thesis, as well as the supporting point and evidence Speaker 4 shared.

Reviewers use feedback forms to provide specific and helpful comments to their assigned speaker throughout the discussion.



Editorial Criteria

Parts of the Painted Essay	Criteria for an Editorial
Introductory Paragraph	<p>INTRODUCTION:</p> <ul style="list-style-type: none">– Includes an “attention-getter”– Provides background information (“Some people think ... / Other people think ...”) <p>THESIS: Clearly states the author’s thesis (opinion) and uses key words from the focus question: <i>“Should the Inuit community approve the Mary River mine proposal on Baffin Island?”</i></p> <p>POINTS: Provides two points (reasons) in support of the thesis (opinion)</p>
Proof Paragraph 1	<ul style="list-style-type: none">– Clearly restates Point 1 (Reason 1, from the introductory paragraph)– Provides three pieces of <i>credible</i> evidence in support of Point 1 (Reason 1) and the thesis (opinion)– Evidence includes at least one quote from texts read in class <p>Includes linking words and/or phrases that accurately connect ideas and improve the readability of the piece</p>
Proof Paragraph 2	<ul style="list-style-type: none">– Includes a transition sentence that helps connect the ideas from Proof Paragraph 1 to the ideas in Proof Paragraph 2– Clearly restates Point 2 (Reason 2, from the introductory paragraph)– Provides three pieces of <i>credible</i> evidence in support of Point 2 (Reason 2) and the thesis (opinion)– Evidence includes at least one quote from texts read in class– Includes linking words and/or phrases that accurately connect ideas and improve the readability of the piece



Editorial Criteria

Parts of the Painted Essay	Criteria for an Editorial
Conclusion Paragraph	<p>WHAT? Restates the thesis (opinion) in a new and interesting way</p> <p>SO WHAT?</p> <ul style="list-style-type: none">– Expresses the author’s own thinking about the thesis or focus of the editorial– Includes a “prediction” or “call to action” in support of the author’s thesis or focus



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. Review the criteria for an editorial essay.
4. Revise the introductory, proof, and/or conclusion paragraphs of your editorial based on feedback from your reviewers and the criteria.
5. Share your revisions with reviewers to see if you addressed their feedback.



Lesson 11 Discussion Questions

Review each of the questions below and then refer to your revised editorial essay to help you determine and record a response to each question, in preparation for Fishbowl discussions during the final performance task.

1. What is the thesis of your editorial?

2. Summarize both points of view regarding the Mary River mine proposal on Baffin Island and explain how learning about different points of view helped you develop your thesis (opinion).

3. What do you feel is the clearest point (reason) and most credible piece of evidence in support of your thesis? Record the point and evidence below and then briefly explain why you think they are the clearest point and most credible piece of evidence in support of your thesis.
