



EXPEDITIONARY
LEARNING

Grade 5: Module 3B: Unit 3: Lesson 12

Final Performance Task: Fishbowl Discussion about Editorial Essay



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

- I can write an opinion piece on topics, supporting a point of view with reasons and information. (W.5.1)
- 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 paraphrase information in finished work. (W.5.8)
- I can choose evidence from literary or informational texts to support analysis, reflection, and research. (W.5.9)
- I can demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (L.5.1)
- I can demonstrate command of the conventions of standards English capitalization, punctuation, and spelling when writing. (L.5.2)
- 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 write a four-paragraph editorial essay that supports my point of view about the Mary River mine proposal on Baffin Island.

Ongoing Assessment

- Lesson 11 Discussion Questions (from homework)
- Fishbowl discussion feedback from reviewers
- Revised editorial essays



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. Review Learning Targets (3 minutes)2. Work Time<ol style="list-style-type: none">A. Read-aloud and Final Revision (15 minutes)B. Sharing Points of View: Fishbowl Protocol (30 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Debrief (5 minutes)4. Homework<ol style="list-style-type: none">A. Read your independent reading book for at least 30 minutes.	<ul style="list-style-type: none">• In this lesson, students complete the final performance task by once again participating in a Fishbowl discussion to share ideas and receive feedback from peers on the final versions of their editorial essays about the Mary River mine proposal on Baffin Island.• During the Opening, students have a short time to share with a partner the changes they made to their editorials based on self-reflections and reviewer feedback. This helps to focus students on specific ideas from their editorials and prepares them for group discussions during the Fishbowl.• During Work Time A, students have a choice to either whisper-read their editorials independently or read them aloud to a partner within their small group. This will allow students to “hear” their ideas and make any final minor revisions to their editorials based on personal reflections, before the Fishbowl discussions.• In Work Time B, students use the Fishbowl protocol to share thinking from their revised editorials, as well as to summarize the ideas of their peers and offer constructive feedback to speakers. A modified version of the reviewer criteria is provided to allow you to assess students’ ability to meet components of NYSP12 ELA CCLS SL.5.1 and SL.5.3.• In advance:<ul style="list-style-type: none">– Review the Fishbowl protocol (see Appendix).– Review the Fishbowl directions (see Lesson 11 supporting materials). Determine whether you will have students remain in the same groups, same inner circle, same Speakers 1, 2, 3, 4 from Lesson 11; or whether you will change student groups.• Post: Learning targets; paired-up groups; names of Speakers 1, 2, 3, 4 for each group.



Lesson Vocabulary	Materials
build, express, effectively, collaborative, summarize, explain, supported, reasons, evidence, editorial essay, point of view, proposal	<ul style="list-style-type: none">• Editorial essays (students' own drafts; returned in Lesson 9; revised in Lessons 10 and 11)• Fishbowl Discussion feedback form (from Lesson 11; one new blank copy per student)• Fishbowl directions (from Lesson 11; one to display)• Fishbowl Discussion Teacher Checklist (for teacher reference)• Guiding Questions anchor chart (from Unit 1, Lesson 1)• Big Ideas anchor chart (from Unit 2, Lesson 1)



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 their editorial essays and the Lesson 11 Discussion Questions from homework then partner up with a peer they did not work with in the previous lesson. • Ask partners to discuss: <ul style="list-style-type: none"> * “What changes did you make to your essay based on feedback and self-reflection from the previous lesson?” * “How did the Fishbowl discussion help you determine revisions you wanted to make to your essay?” • 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 once again participate in a Fishbowl to share ideas from their editorial essays in order to express their own thinking about the Mary River mine proposal with peers. Remind students that the purpose of the Fishbowl is to help them synthesize ideas and continually reflect on their growth as writers by providing and receiving constructive feedback from classmates. 	<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.
<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 one 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 write a four-paragraph editorial essay that supports my point of view about the Mary River mine proposal on Baffin Island.” • Underline key terms from the targets students are familiar with from previous units and modules: <i>build, express, effectively, collaborative, summarize, explain, supported, reasons, evidence, editorial essay, point of view, and proposal.</i> • Invite students to share their understanding of each term with the group and then share out a restatement of each target. 	<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. Read-aloud and Final Revision (15 minutes)</p> <ul style="list-style-type: none">• Explain to students that before presenting written work, often it is a good idea to read the piece aloud to yourself or to someone else. Reading aloud allows you to “hear” your ideas and determine if you want to make any final changes that will improve the readability, flow, or clarity of your composition so your ideas can be more readily understood by listeners and readers.• Direct students to complete the following:<ol style="list-style-type: none">1. Whisper-read your editorial independently OR read aloud to a member of your regular small group.2. As you read, listen to your ideas and consider:<ul style="list-style-type: none">• Does this sound right?• Will it make sense to listeners and readers?• Is there any way to more clearly state my thesis, points, evidence, or other parts of my editorial?3. Take a moment to add to or revise minor elements of your editorial as necessary.• Clarify directions as necessary and then ask students to begin. Circulate to offer support.• After 7 or 8 minutes, pose the following questions for students to consider and discuss with a nearby partner:<ul style="list-style-type: none">* “How did reading your editorial aloud help you identify revisions you wanted to make?”* “In what ways did you revise your editorial to improve the readability, flow, or clarity?”* “How does reading your work aloud in advance help you prepare for group discussions?”• After 2 minutes, invite a few students to share their thinking with the class.• Then, ask students to collect their editorials and responses to the Discussion Questions homework in preparation for Fishbowl discussions.	<ul style="list-style-type: none">• Post directions for students’ reference.• Allow the option for students to record themselves and then listen to their recording to make determinations about revision.• Work with individual or small groups of students in need of additional support.• Provide sentence frames to allow all students access to the discussion.



Work Time (continued)	Meeting Students' Needs
<p>B. Sharing Points of View: Fishbowl Protocol (30 minutes)</p> <ul style="list-style-type: none">• Distribute the Fishbowl Discussion feedback form.• Display and review the Fishbowl directions. 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 (preferably a peer who did not review their work in the previous lesson). Ask students to begin.• Circulate to provide guidance and use the Fishbowl Discussion Teacher Checklist to assess students' ability to meet the speaking and listening criteria described.• 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. Then circulate to offer support and continue assessing students using the teacher checklist.• After 10–12 minutes, ask speakers and reviewers to wrap up their conversations and finalize feedback; then focus students' attention whole group.• Be sure to offer specific and positive praise to students based on what you observed during the Fishbowl, based on criteria described in the teacher checklist.• Pose the following questions for students' consideration:<ul style="list-style-type: none">* "Did it feel any different to be a speaker or reviewer in this lesson in comparison to the previous lesson? If so, explain."* "What observations do reviewers have to share about the differences and similarities between inner circle discussions during this lesson as compared to the previous lesson?"* "How can participating in a Fishbowl discussion multiple times improve group interactions and discussions?"• After 2 or 3 minutes, invite a few students to share their thinking with the class.• Once again, congratulate students on their ability to conduct research and analyze different points of view for the purpose of developing and sharing an informed opinion editorial about an issue.• Collect students' editorial essays and feedback forms from group discussions to review.	<ul style="list-style-type: none">• Consider allowing students to practice and/or prepare for the Fishbowl discussion in advance if they struggle to express their ideas aloud or in front of others.• Provide sentence starters to allow all students access to the discussion questions.



Closing and Assessment	Meeting Students' Needs
<p>A. Debrief (5 minutes)</p> <ul style="list-style-type: none">• Post and direct students' attention to the Guiding Questions anchor chart and Big Ideas anchor chart.• Focus students on the second guiding question for Unit 3. Ask them to consider and discuss with a nearby peer what they think the big idea associated with this question might be:<ul style="list-style-type: none">* "How can we effectively communicate opinions?"• After 1 minute, invite a few students to share their thinking aloud. Listen for ideas such as:<ul style="list-style-type: none">– "I think the big idea is that it is important for authors to use clear reasons and credible evidence to support their opinions so their audience is more likely to agree with their point of view;– It is important to clearly explain the reasons for your opinion and use credible evidence to support your thinking," etc.• Synthesize students' ideas to record a big idea on the anchor chart.• Then ask students to reread and reflect upon the questions and ideas from each unit of this module, and then discuss with a different peer:<ul style="list-style-type: none">* "How do these questions and ideas connect?"* "How does an idea from one unit help build knowledge that supports learning in the next unit?"* "What part of this module did you find most interesting, compelling, difficult, and why?"• After 2 or 3 minutes, invite several partners or individuals to share their thinking whole group.• Congratulate students on their hard work developing critical thinking skills and the ability to express their own thinking about important issues, based on sound reasoning and reliable information.	<ul style="list-style-type: none">• Provide sentence starters or frames to allow all students access to the debrief conversation.
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Read your independent reading book for at least 30 minutes.	<ul style="list-style-type: none">• As available, provide an audio recording of texts to students who struggle reading independently.



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Supporting Materials



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Fishbowl Discussion Teacher Checklist

Record each student's name and the date of evaluation. Mark the criteria you are able to evaluate with a check (meeting criteria) or a minus (not meeting criteria). Use the "Notes/Comments" area to record any additional observations.

Student Name and Date:	Criteria:
Notes/Comments:	<p>___ The speaker clearly states the thesis of her/his editorial.</p> <p>___ The speaker clearly and accurately explains both points of view regarding the Mary River mine proposal on Baffin Island.</p> <p>___ The speaker shares at least one clear reason and one credible piece of evidence from her/his editorial, in support of her/his thesis.</p> <p>___ The speaker respectfully asks questions to clarify understanding of other speakers' ideas, as needed.</p> <p>___ The speaker actively listens to other speakers in the circle by making eye contact and providing others with time to speak.</p>



Fishbowl Discussion Teacher Checklist

Student Name and Date:	Criteria:
<p>Notes/Comments:</p>	<p>___ The speaker clearly states the thesis of her/his editorial.</p> <p>___ The speaker clearly and accurately explains both points of view regarding the Mary River mine proposal on Baffin Island.</p> <p>___ The speaker shares at least one clear reason and one credible piece of evidence from her/his editorial, in support of her/his thesis.</p> <p>___ The speaker respectfully asks questions to clarify understanding of other speakers' ideas, as needed.</p> <p>___ The speaker actively listens to other speakers in the circle by making eye contact and providing others with time to speak.</p>