



EXPEDITIONARY  
LEARNING

# **Grade 7: Module 4B: Unit 3: Lesson 4**

## **Scaffolding for Position Paper: Peer Feedback and Citing Sources**



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

With support from peers and adults, I can use a writing process to ensure that purpose and audience have been addressed. (W.7.5)  
I can use a standard format for citation. (W.7.8)

**Supporting Learning Targets**

- I can work with peers to get feedback on my claim, supporting evidence, and specific questions I have about the frame of my writing.
- I can use MLA format to cite sources within my writing and on a Works Cited page.

**Ongoing Assessment**

- Sustainable Water Management Position Paper Planner
- Sustainable Water Management Peer Feedback Form



Agenda	Teaching Notes
<ol style="list-style-type: none"><li>1. Opening<ol style="list-style-type: none"><li>A. Entry Task: Paper Planner and Learning Target Review (5 minutes)</li></ol></li><li>2. Work Time<ol style="list-style-type: none"><li>A. Peer Feedback Pairs (33 minutes)</li><li>B. Mini Lesson: MLA Format (5 minutes)</li></ol></li><li>3. Closing and Assessment<ol style="list-style-type: none"><li>A. Was Your Prediction Correct? (1 minute)</li><li>B. Collect Sustainable Water Management Position Paper Planners (1 minute)</li></ol></li><li>4. Homework<ol style="list-style-type: none"><li>A. Complete the MLA Citation Reference Sheet: In-Text Citations practice questions.</li><li>B. Draft a Works Cited page for your position paper.</li></ol></li></ol>	<ul style="list-style-type: none"><li>• This is the second in a series of “talk through” lessons that take place before students are asked to draft their position paper as the Mid-Unit 3 Assessment, in the next lesson. In the previous lesson, students were asked to “talk through” and improve their body paragraphs. Today, students complete this process by summarizing the entire paper for two peers. The peers provide feedback by completing feedback response forms, which they then give to the writer.</li><li>• Students also receive instruction on how to use MLA (Modern Language Association) format for parenthetical citations and a Works Cited page. MLA format is widely considered to be one of the simplest and most accessible formats for citations, which is why it is being used here.</li><li>• Note that only four categories of citations in a Works Cited page are given; it is anticipated that the four given will cover most, if not all, of the sources used by the students in their research. Should a student have a source that does not fit into these four categories, consider using a MLA source available to you to develop the proper format.</li><li>• The peer feedback protocol used here is multistep, tightly connected through a series of written and oral questions, and consists of covering a significant amount of material within a short period of time. It requires teachers to time the feedback protocol strictly, and to stay alert to keeping students focused on the task.</li><li>• Consider implementing the MLA Book Citation Scramble as a timed race to generate energy and engagement after this intensely focused lesson.</li><li>• In advance:<ul style="list-style-type: none"><li>– Review the Peer Feedback protocol and visualize its flow within the lesson. Consider ahead of time how you will monitor and time its steps.</li><li>– Post the learning targets prominently within the classroom.</li><li>– Cut out sets of the MLA Book Citation Scramble, one set per triad of students, and paperclip them together or place in a small plastic bag.</li><li>– Consider posting the Peer Feedback protocol on chart paper for student reference.</li></ul></li></ul>



Lesson Vocabulary	Materials
applicable, claim, evidence, parentheses	<ul style="list-style-type: none"><li>• Sustainable Water Management Position Paper Planner (from Lesson 2)</li><li>• Sustainable Water Management Peer Feedback Form (two per student)</li><li>• Peer Feedback Guidelines (one per student and one to display)</li><li>• Document camera</li><li>• Domain-Specific Vocabulary anchor chart (begun in Unit 1, Lesson 2)</li><li>• Peer Feedback protocol (one to display)</li><li>• MLA Citation Reference Sheet: Works Cited Page (one per student and one to display)</li><li>• MLA Citation Reference Sheet: In-Text Citations (one per student and one to display)</li><li>• MLA Citation Reference Sheet: In-Text Citations Practice Questions (answers, for teacher reference)</li><li>• MLA Book Citation Scramble (one per triad of students)</li><li>• MLA Book Citation Scramble (answer, for teacher reference)</li></ul>



Opening	Meeting Students' Needs
<p><b>A. Entry Task: Paper Planner and Learning Target Review (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Have students take out their <b>Sustainable Water Management Position Paper Planner</b>. Let them know that today they will be “talking through” their papers with their peers to get feedback and improve their work. Remind them that they have already done this once in the previous lesson with their body paragraphs; today they will be summarizing the whole paper for their peers.</li><li>• Remind them that in the next lesson, they will officially draft their position papers as the Mid-Unit 3 Assessment.</li><li>• Inform students they will now have 4 minutes to silently review their work on the Sustainable Water Management Position Paper Planner. As they review, ask them to identify <u>two</u> places on the planner where they would like peer feedback. These places may be where the student is unsure about what he or she has written, has a question, or simply would like the opinion of peers. Using the space on page 4 of their Position Paper Planners underneath the Counterclaim section, have students note these two places, and the specific question they have about that place.</li><li>• Assure students there are no “right” or “wrong” places to ask for feedback, and to trust their knowledge of their own writing to figure out places where peer feedback would be useful.</li><li>• Circulate to offer individual assistance if needed.</li><li>• After 4 minutes, direct students’ attention to the posted learning targets and invite students to read them aloud:<ul style="list-style-type: none"><li>* “I can work with peers to get feedback on my claim, supporting evidence, and specific questions I have about the frame of my writing.”</li><li>* “I can use MLA format to cite sources within my writing and on a Works Cited page.”</li></ul></li><li>• Ask students to turn to a partner and discuss the question:<ul style="list-style-type: none"><li>* “Today, where do I think I will experience the most challenge with these learning targets? Why?”</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Wherever possible, have students who need physical activity take on the active roles of managing and writing on charts or handing out the materials.</li><li>• While circulating, be sure to address first those students for whom writing the paper has been a challenge. If you have already seen any places where errors have occurred in student work, or where particular students have struggled consistently, consider taking this time to suggest gently that these might be good places to solicit peer feedback.</li></ul>



Work Time	Meeting Students' Needs
<p><b>A. Peer Feedback Pairs (34 minutes)</b></p> <ul style="list-style-type: none"> <li>• Arrange students in groups of two</li> <li>• Distribute two copies of the <b>Sustainable Water Management Peer Feedback Form</b> to each student. Ask them not to write anything on the forms for the moment.</li> <li>• Let students know that, first, you will be modeling how the peer feedback process will work today.</li> <li>• Model the peer process feedback, using the protocol as outlined below (see also Meeting Students' Needs).</li> <li>• Distribute and display the <b>Peer Feedback Guidelines</b> on a <b>document camera</b>. Review them orally with the students. Solicit examples of how the model peer feedback session followed these guidelines.</li> <li>• Point out that in the model, the participants made heavy use of the vocabulary on the <b>Domain-Specific Vocabulary anchor chart</b>, and encourage students to do the same in their own conversations.</li> <li>• Answer any other questions students might have about the process.</li> <li>• Have triads decide who will be the first presenting student, and have peers fill out the top of the first Peer Feedback Form accordingly.</li> <li>• Ask the presenting student to let her peers know her two places or questions for peer feedback. Peers should note these on their feedback forms in the boxes labeled Peer Question 1 and Peer Question 2.</li> <li>• Briefly review the word <i>applicable</i>: whether something applies. Note that if the presenting student has a feedback question that is not a “yes/no” question, then the Yes/No column is not applicable and can be skipped.</li> <li>• Display and review the <b>Peer Feedback protocol</b>:             <ol style="list-style-type: none"> <li>1. The presenting student briefly summarizes her paper using the planner, being sure to note explicitly her <i>claim</i> and her <i>evidence</i>. Peers fill out the graphic organizer accordingly. (2 minutes)</li> <li>2. Peers silently reflect and answer the questions on their feedback form. (3 minutes)</li> <li>3. Peers discuss their reflections and thoughts with the student. The presenting student is not allowed to respond or answer questions at this point, only listen. (4 minutes)</li> <li>4. The presenting student now responds orally to feedback, clarifying any points of interest or answering questions. (1 minute)</li> <li>5. Peers give their feedback forms to the presenting student.</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>• After stretches of intensive reading and writing where physical movement is not built into the instruction, consider having students stand up for a quick “brain break” or a physical stretch during natural breaks in the work time (between Work Times A and B, for example). Research indicates that these breaks are important for neurological growth, but especially for boys: Their cognitive processing requires more “rest times” away from the subject matter before re-engaging in learning.</li> <li>• Consider pre-arranging the peer feedback groups to best meet students' needs. Groups can be formed homogeneously or heterogeneously according to literacy level, to compare similar or different arguments in the position paper, or for other learning goals as determined by you.</li> <li>• There are multiple ways in which the peer feedback model can be designed and conducted to meet your students' specific needs. Consider the following options:</li> </ul>



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Invite students to begin. Monitor time carefully.</li><li>• When students have finished their first round, conduct and time the second round of feedback, allowing the second student to present her paper.</li></ul>	<ul style="list-style-type: none"><li>– Have an outside adult with whom the students are familiar visit the class and deliver a model summary of a fictitious position paper. Direct students as a whole class through the peer feedback process with the adult. Consider especially having the librarian or an administrative figure such as your principal participate, to demonstrate the importance of this kind of work.</li><li>– Have two other adults work with you to demonstrate an ideal peer feedback process. This could be conducted live or filmed.</li><li>– Also consider conducting a brief model of a poor peer feedback session. Students enjoy preparing and analyzing “reverse models”; it is an effective learning tool and provides a feeling of confidence and expertise for students.</li></ul>



Work Time (continued)	Meeting Students' Needs
<p><b>B. Mini Lesson: MLA Format (5 minutes)</b></p> <ul style="list-style-type: none"> <li>Distribute the <b>MLA Citation Reference Sheet: Works Cited Page</b> and the <b>MLA Citation Reference Sheet: In-Text Citations</b>.</li> <li>Briefly review both reference sheets with the students, displaying each under the document camera as applicable. Emphasis should be placed on the MLA Citation Reference Sheet: Works Cited Page, since this is the more complicated of the two and will be the basis for the majority of the homework for this lesson.</li> <li>Make a strong note to the students that this work not only allows the writer's audience to follow the path of the writer's research, but also prevents unintentional plagiarism—it is essential to use citations to make sure that the audience knows to whom the ideas in the paper really belong.</li> <li>As you review, make sure students know the definition of <i>parentheses</i>, and provide it if needed (a curved punctuation mark used in writing to set off a remark or other information).</li> <li>If time permits, have triads conduct the <b>MLA Book Citation Scramble</b>. If not, the scramble can be conducted for homework.</li> </ul>	<ul style="list-style-type: none"> <li>As mentioned in the Teaching Notes, this is a simplified version of MLA citation for student use; it is reviewed quickly. Consider how you might wish to further support students who are challenged by detail-oriented work such as citation: for example, creating a blank MLA Works Cited template, or building in editing time later in the unit that focuses specifically on the accuracy of citation. Also, consider referring students to Web sites that automatically create custom citations from a series of prompts.</li> </ul>
Closing and Assessment	Meeting Students' Needs
<p><b>A. Was Your Prediction Correct? (1 minute)</b></p> <ul style="list-style-type: none"> <li>Have students turn to a partner and discuss whether their predicted area of challenge in the Learning Targets was, in fact, a challenge during this lesson, and why.</li> </ul>	
<p><b>B. Collect Sustainable Water Management Position Paper Planners (1 minute)</b></p>	
Homework	Meeting Students' Needs
<ul style="list-style-type: none"> <li>Complete the MLA Citation Reference Sheet: In-Text Citations practice questions.</li> <li>Draft a Works Cited page for your position paper.</li> </ul>	<ul style="list-style-type: none"> <li>See “Meeting Students' Needs” for Work Time B.</li> </ul>





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## Supporting Materials



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Sustainable Water Management Peer Feedback Form

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

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

Peer Feedback Form for \_\_\_\_\_

Below, briefly fill in the graphic organizer according to what you hear your partner read.

Claim:



Reason:

Evidence:



Reason:

Evidence:



Reason:

Evidence:

Now answer these questions, using the guidelines on display. The guidelines are also listed on the back of this form.

Was the claim clear?	YES / NO	Explain your “yes” or “no” answer here.	Do you have any questions to ask the reader about the claim?



Sustainable Water Management Peer Feedback Form

Was there enough evidence to support the claim?	YES / NO	Explain your “yes” or “no” answer here.	Do you have any questions to ask the reader about the evidence?
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Sustainable Water Management Peer Feedback Form

Did the evidence support the claim with sound reasoning?	YES / NO	Explain your “yes” or “no” answer here.	Do you have any questions to ask the reader about reasoning?
Is there anything else you wish to discuss with the reader?	YES / NO	Explain your “yes” or “no” answer here.	Do you have any questions to ask the reader about this?
Peer Question 1:	YES / NO (if applicable)	Explain your answer here, using details from the reader’s paragraph.	Do you have any questions to ask the reader about this?
Peer Question 2:	YES / NO (if applicable)	Explain your answer here.	Do you have any questions to ask the reader about this?



Peer Feedback Guidelines

Be ...	Try ...	Instead of ...
<u>Honest.</u>	I didn't hear any supporting evidence, but your claim was very clear.	This was absolutely perfect. Don't change a thing.
<u>Helpful.</u>	I didn't hear any evidence from the Fishman book. Did you make that decision on purpose?	Your evidence is terrible.
<u>Specific.</u>	I didn't understand how talking about birthday parties supports your claim.	Great job! Good! This was confusing. This wasn't good.



### Peer Feedback Protocol

1. The presenting student briefly summarizes her paper using the planner, being sure to note explicitly her *claim* and her *evidence*. Peers fill out the graphic organizer accordingly. (2 minutes)
2. Peers silently reflect and answer the questions on their feedback form. (3 minutes)
3. Peers discuss their reflections and thoughts with the student. The presenting student is not allowed to respond or answer questions at this point, only listen. (4 minutes)
4. The presenting student now responds orally to feedback, clarifying any points of interest or answering questions.  
(1 minute)
5. Peers give their feedback forms to the presenting student.



MLA Citation Reference Sheet:  
Works Cited Page

**Remember to include all punctuation!**

**Book:**

Author Last Name, First Name.	King, Cookie.
Book Title.	<i>Chocolate Chip Cookies Forever.</i>
City of publication:	Rochester:
Publisher's name,	Cookies Digest,
year of publication.	2013.

The full citation:

King, Cookie. *Chocolate Chip Cookies Forever*. Rochester: Cookies Digest, 2013.

**Magazine:**

Author Last Name, First Name.	Monster, Cookie.
"Article Title."	"Chocolate Chip Cookies: My Favorite."
Magazine Name	<i>Cookies Illustrated</i>
day Month year:	2 July 2013:
page number(s).	5-64.



MLA Citation Reference Sheet:  
Works Cited Page

The full citation:

Monster, Cookie. "Chocolate Chip Cookies: My Favorite." *Cookies Illustrated* 2 July 2013: 5-64.

**Website:**

Author Last Name, First Name (if known).	King, Cookie.
"Publication Title."	"Chips or Morsels? A Debate."
Title of Web Site.	Cookies Galore.
day Month year of publication (or last update).	5 May 2012.
Name of Sponsoring Institution.	Cookie Institute of America.
Day/month/ year of access	31 July 2013
<URL>.	< <a href="http://CIA.org/cookiesillustrated/5012013">http://CIA.org/cookiesillustrated/5012013</a> >.

The full citation:

King, Cookie. "Chips or Morsels? A Debate." Cookies Galore. 5 May 2012. Cookie Institute of America. 31 July 2013 <<http://CIA.org/debate/2013>>.





MLA Citation Reference Sheet:  
Works Cited Page

**Article from an Online Database:**

Author Last Name, First Name.	King, Cookie.
"Article Title."	"Chocolate Chip Cookies: My Favorite."
Periodical Title volume.issue (year of publication):	<i>Cookies Illustrated</i> 50.1 (2013):
page(s).	5-64.
Name of Database.	Docutech Database.
day Month year of access.	31 July 2013.
<URL>.	< <a href="http://docutech.org/cookiesillustrated/5012013">http://docutech.org/cookiesillustrated/5012013</a> >.

**The full citation:**

King, Cookie. "Chocolate Chip Cookies: My Favorite." *Cookies Illustrated* 50.1 (2013): 5-64. Docutech Database. 31 July 013. <http://SS.org/cookiesillustrated/5012013>



MLA Citation Reference Sheet:  
In-Text Citations

Rule	Example
Provide the last name of the author and the specific page numbers of the source in parentheses.	Water is beyond precious (Fishman, 24).
If the author's name or the pages numbers are already given in the body of the sentence, don't put them in the parentheses.	Fishman tells the story of the Caribbean Cruise Company (122). On page 1, Fishman begins with an anecdote.
Place the parentheses where there is a pause in the sentence—normally before the end of a sentence or a comma.	Although Fishman is a journalist (56), he also writes narrative nonfiction (57).
If you don't know the name of the author, or there isn't one, use a short version of the name of your source. Italicize a book name. Put an article title in quotes.	Water is life ( <i>Water's Many Uses</i> , 43). Water is life ("Sing the Song of Water," 72).



MLA Citation Reference Sheet:  
In-Text Citations

Remember our Cookie King books and articles on the previous page? Practice citing them below. These are trickier than they look, so pay attention!

*Fill in the parentheses correctly for the Cookie King book, page 15.*

1. Chocolate chip cookies are prone to melting (\_\_\_\_\_).
2. However, King states that storing the cookies in the refrigerator can solve the problem (\_\_\_\_\_).
3. On page 15, Cookie King demonstrates the power of joining milk with cookies (\_\_\_\_\_).

*Now fill in the parentheses correctly for the Cookie King magazine article, page 12.*

4. On page 12, King indicates that oatmeal cookies might be a good choice (\_\_\_\_\_).
5. On the other hand, King has a clear preference for chocolate-based cookies (\_\_\_\_\_).
6. Cookies also come in handy when distracting alligators (\_\_\_\_\_).

*For this last practice item, pretend that you do not know the author of the Cookie King magazine article. How would you fill in the parentheses?*

7. The article states that chocolate chip cookies are far superior to butterscotch (\_\_\_\_\_).



MLA parentheses citation is often called the easiest form of citation that exists, and has been adopted by thousands of colleges and schools as their official format. Why do you think this is?



MLA Citation Reference Sheet:  
In-Text Citations  
(Answers, for Teacher Reference)

Remember our Cookie King books and articles on the previous page? Practice citing them below. These are trickier than they look, so pay attention!

*Fill in the parentheses correctly for the Cookie King book, page 15.*

1. Chocolate chip cookies are prone to melting (**King, 15**).
2. However, King states that storing the cookies in the refrigerator can solve the problem (**15**).
3. On page 15, Cookie King demonstrates the power of joining milk with cookies (**none**).

*Now fill in the parentheses correctly for the Cookie King magazine article, page 12.*

4. On page 12, King indicates that oatmeal cookies might be a good choice (**none**).
5. On the other hand, King has a clear preference for chocolate-based cookies (**12**).
6. Cookies also come in handy when distracting alligators (**King 12**).

*For this last practice item, pretend that you do not know the author of the Cookie King magazine article. How would you fill in the parentheses?*

7. The article states that chocolate chip cookies are far superior to butterscotch ("**Chips or Morsels,**" **12**).



**MLA Citation Reference Sheet:**  
In-Text Citations  
(Answers, for Teacher Reference)

*Last question:*

MLA parentheses citation is often called the easiest form of citation that exists, and has been adopted by thousands of colleges and schools as their official format. Why do you think this is?

**Students who are learning how to cite would benefit from a system that is simple and easy. I think that is why so many colleges and schools are using it.**



MLA Book Citation Scramble

**Directions:** In this packet, you will find all the parts of an accurate MLA book citation. Place them in the correct order on your desk. Hint: Watch the punctuation carefully!

:	George	New York
,	.	Dover Publications
,	.	2013
Shaw	<u>Pygmalion</u>	.



**MLA Book Citation Scramble**  
(Answer, for Teacher Reference)

Shaw, George. Pygmalion. New York: Dover Publications, 2013.