



EXPEDITIONARY  
LEARNING

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

## **Drafting an Editorial about a Simple Machine**



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

I can write an opinion piece that supports a point of view with reasons and information. (W.4.1)

- a. I can group together reasons with related evidence in my editorial.
- b. I can use scientifically accurate reasons and evidence to support my opinion about a simple machine.

I can use the writing process to produce clear and coherent writing (with support). (W.4.5)

I can effectively participate in a conversation with my peers and adults. (SL.4.1)

**Supporting Learning Targets**

- I can write an editorial stating my opinion on which simple machine benefits people the most in their everyday lives.
- I can use scientifically accurate reasons and evidence to support my opinion about a simple machine.
- I can group together reasons with related evidence in my editorial.
- I can give kind, helpful, and specific feedback to my critique partner.

**Ongoing Assessment**

- Simple Machine Editorial graphic organizers
- Drafts of Simple Machine Editorials



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. Peer Critique on Plans: Focused on Scientific Accuracy and Grouping Reasons and Evidence (15 minutes)</li><li>B. Reviewing Characteristics of Editorials and Strong Paragraphs (5 minutes)</li><li>C. Drafting Simple Machine Editorials (25 minutes)</li></ol></li><li>3. Closing and Assessment<ol style="list-style-type: none"><li>A. Sharing and Debrief (10 minutes)</li></ol></li><li>4. Homework<ol style="list-style-type: none"><li>A. Continue reading in your independent reading book for this unit at home.</li></ol></li></ol>	<ul style="list-style-type: none"><li>• In this lesson, students write their first draft of their Simple Machine editorials. They receive feedback on scientific accuracy and the grouping of reasons and evidence in their graphic organizers from a peer and then proceed to draft. Decide whether students will be drafting on the computer or on paper.</li><li>• Note that Lesson 14 is dedicated to having students publish their work in a computer lab. The lessons that lead up to this lesson assume that this drafting will be done with pencil and paper. However, if you have students word-process throughout the drafting process, they will have to print off a draft for critique, feedback, and annotating revisions. See lesson notes throughout the rest of the unit to prepare accordingly.</li><li>• In advance: Prepare on chart paper the Critique Protocol anchor chart (see supporting materials or use the version created in Module 2A, Unit 3, Lesson 7).</li><li>• Review: Peer Critique protocol (Appendix 1).</li></ul>



Lesson Vocabulary	Materials
editorial, opinion, specific, critique, scientifically accurate, reasons, evidence	<ul style="list-style-type: none"> <li>• Equity sticks</li> <li>• Critique Protocol Norms anchor chart (from Module 2A, Unit 3, Lesson 7, or see supporting materials to model to create)</li> <li>• Simple Machines Editorial graphic organizer (students' copies, from Lesson 6)</li> <li>• <i>Simple Machines: Forces in Action</i> by Buffy Silverman</li> <li>• Simple Machines Science journals (students' copies)</li> <li>• Editorial Characteristics and Planning chart (with the wedge model from Lesson 6)</li> <li>• Notebook paper or computers for drafting (enough for each student)</li> <li>• Writing folders</li> <li>• Index cards (standard size, one per student for an exit ticket)</li> </ul>

Opening	Meeting Students' Needs
<p><b>A. Reviewing Learning Targets (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• Post and read aloud 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 use scientifically accurate reasons and evidence to support my opinion about a simple machine.”</li> <li>– “I can group together reasons with related evidence in my editorial.”</li> <li>– “I can give kind, helpful, and specific feedback to my critique partner.”</li> </ul> </li> <li>• Ask students what they know already about these targets. Give students a chance to talk with a partner about their thinking. Then cold call students using the <b>equity sticks</b>.</li> <li>• All of these targets should be familiar to students. They have been focused on the first three targets for the past several lessons. The last is a target used for critique sessions in Modules 1 and 2. Have students share what they recall about this target. Clarify as needed and explain that the class will review the critique process more thoroughly in a moment.</li> </ul>	



Work Time	Meeting Students' Needs
<p><b>A. Peer Critique on Plans: Focused on Scientific Accuracy and Grouping Reasons and Evidence (15 minutes)</b></p> <ul style="list-style-type: none"><li>• Review the main components of a successful critique on the <b>Critique Protocol Norms anchor chart</b> (see teaching notes and supporting materials of this lesson for preparing this anchor chart).<ul style="list-style-type: none"><li>– Be kind</li><li>– Be specific</li><li>– Be helpful</li><li>– Participate</li></ul></li><li>• Tell students that today they are going to critique their writing partner's editorial plans to help them prepare for writing their first draft. Tell them they will focus their feedback using the Simple Machines Editorial Rubric anchor chart.</li><li>• Explain that for today their feedback will focus only on learning targets 2 and 4 from the rubric: "I can use scientifically accurate reasons and evidence to support my opinion about a simple machine," and "I can group together reasons with related evidence in my editorial."</li><li>• Review the criteria for Meets on the rubric. Remind students that in order for this feedback to be helpful, they should focus only on these specific areas.</li><li>• Ask students to get out their <b>Simple Machines Editorial graphic organizer</b>, the text <b><i>Simple Machines: Forces in Action</i></b>, and their <b>Simple Machines Science journals</b>. Place students with their writing partners (established in Lesson 6). Explain that they will have 5 minutes apiece to critique and take notes. Tell the class that those being critiqued should make notes about changes or revisions directly on their graphic organizers. Circulate and support partnerships in keeping their critique kind and focused.</li></ul>	<ul style="list-style-type: none"><li>• Critiques simulate the experiences students will have in the workplace and help build a culture of achievement in your classroom.</li><li>• Students should be comfortable with the routine of peer critique from their experiences in Modules 1 and 2. However, you may consider modeling with your wedge plans from the Editorial Characteristics and Planning chart in Lesson 6, if you feel that your students need more practice with peer critique before working with a partner.</li></ul>



Work Time (continued)	Meeting Students' Needs
<p><b>B. Reviewing Characteristics of Editorials and Strong Paragraphs (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Post the <b>Editorial Characteristics and Planning chart</b> (with the wedge model) next to the Simple Machines Editorial rubric chart and gather students back together in front.</li><li>• Ask the class to examine your editorial plans for the wedge. Briefly review the following with students:<ul style="list-style-type: none"><li>* “How many paragraphs do you have planned?”</li><li>* “What should each paragraph contain, based on your plans and what you know about the characteristics of editorials?”</li><li>* “What are the features of a strong paragraph?” (topic sentence, details, and concluding sentence)</li></ul></li></ul>	<ul style="list-style-type: none"><li>• If your class needs more explicit instruction on paragraph writing, expand this area of the lesson to include more modeling with the wedge editorial. Another option is to pull a small group during Work Time Part C to provide more direct support with the drafting process.</li></ul>
<p><b>C. Drafting Simple Machine Editorials (25 minutes)</b></p> <ul style="list-style-type: none"><li>• Tell students that they are about to complete a first draft editorial and that it does not have to be perfect. Students should reference the rubric when drafting, but shouldn't worry about meeting every learning target at this point. Request that they pay special attention to learning targets 2 and 4 from the rubric and use their partner's feedback to guide the drafting process.</li><li>• Students should spend the next 25 minutes writing their first drafts. Circulate and support as needed. Be sure to confer with students you observed struggling in Lesson 6. Help students to focus on getting their ideas down on paper as opposed to worrying about spelling or grammar. Remind them that they will edit for these toward the end of the writing process.</li><li>• After 25 minutes, have students put their drafts and materials in their <b>writing folders</b>.</li></ul>	<ul style="list-style-type: none"><li>•</li></ul>



Closing and Assessment	Meeting Students' Needs
<p><b>A. Sharing and Debrief (10 minutes)</b></p> <ul style="list-style-type: none"><li>• Explain to students that it has been a while since they participated in a critique session and that they may feel the class is a bit rusty. Tell them that today for an exit ticket you would like them to reflect on this learning target alone, so that they can set goals for their next critique session.</li><li>• Distribute an <b>index card</b> for the exit ticket and ask students to do the following:<ul style="list-style-type: none"><li>* On the front of the card, record your name at the top and write the learning target: "I can give kind, helpful, and specific feedback to my critique partner."</li><li>* On the front of the card, write a personal reflection: "Did you meet the learning target? What is your evidence?"</li><li>* On the back, write a class evaluation: "How did the class do with giving kind, helpful, and specific feedback? What is your evidence?"</li></ul></li></ul>	<ul style="list-style-type: none"><li>• For students who struggle with following multiple step directions, consider displaying these directions using a document camera or SmartBoard. Another option is to type up these instructions for students to have in hand.</li></ul>
Homework	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Continue reading in your independent reading book for this unit at home.</li></ul> <p><i>Note: Review students' Simple Machine Editorial drafts and give specific feedback on the following learning targets on the rubric: "I can use scientifically accurate reasons and evidence to support my opinion about a simple machine" and "I can group together reasons with related evidence in my editorial."</i></p> <p><i>Consider writing your feedback on sticky notes instead of directly on students' papers. This will allow them space for their own annotations during the revision process and is respectful of their work as a writer. Students will be able to revise based on your feedback and that of their peers the next time they draft.</i></p>	<ul style="list-style-type: none"><li>•</li></ul>



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## Supporting Materials



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## Critique Protocol Norms

**Be Kind:** Treat others with dignity and respect.

**Be Specific:** Focus on why something is good or what, particularly, needs improvement.

**Be Helpful:** The goal is to help everyone improve his or her work.

**Participate:** Support one another. Your feedback is valued!

### Directions

1. Author and listener: Review area of critique focus from the rubric
2. Author: Reads his or her piece
3. Listener: Gives feedback based on rubric criteria: "I like how you \_\_\_\_\_. You might consider \_\_\_\_\_."
4. Author: Records feedback
5. Author: Says, "Thank you for \_\_\_\_\_. My next step will be \_\_\_\_\_."
6. Switch roles and repeat