



EXPEDITIONARY
LEARNING

Grade 5: Module 4: Unit 3: Lesson 12

Final Performance Task: Critique and Revision, Part I



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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)
With support from peers and adults, I can use a writing process to produce clear and coherent writing. (W.5.5)
I can follow our class norms when I participate in a conversation. (SL.5.1)

Supporting Learning Targets

- I can follow our class norms when working with a partner to give and receive feedback.
- I can use feedback from peers to revise my opinion speech to better meet the criteria.

Ongoing Assessment

- Draft opinion speech revisions
- Opinion Speech Criteria feedback form



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Engaging the Writer and Introducing Learning Targets (5 minutes)2. Work Time<ol style="list-style-type: none">A. Review Language Conventions (10 minutes)B. Revise Opinion Speeches (20 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Debrief and Review Learning Targets (5 minutes)4. Homework<ol style="list-style-type: none">A. Read your speech to someone at home.B. Self-evaluate your speech against the Opinion Speech Criteria feedback form. Make additional revisions as needed. Bring your draft opinion speech back for the next lesson.C. Continue reading your independent reading book.	<ul style="list-style-type: none">• In this lesson, students refer to the Criteria for an Opinion Speech anchor chart and the Peer Critique protocol to give and receive feedback on the content of their draft opinion speeches. Within the Peer Critical protocol structure, students use the Opinion Speech Criteria feedback form to provide feedback on opinion speeches for two members of their regular small groups.• Following this, students have in-class time to revise their draft opinion speeches and continue this revision for homework.• This lesson as well as Lessons 13–15 support students in preparing for the final performance task in Lesson 16, when they will deliver their opinion speech to members of their regular small groups.• In Lesson 14, students will create visual displays to accompany their speech presentations. Secure access to any technology or other materials students may need to create these displays. Also, consider collaborating with a media specialist to support students as they develop their displays.• In advance: Provide feedback on students' draft opinion speeches (see Teaching Notes in Lesson 11 for feedback suggestions).• Review: Peer Critique protocol; Fist to Five in Checking for Understanding Techniques (see Appendix).• Post: Learning targets; Criteria for an Opinion Speech anchor chart.



Lesson Vocabulary	Materials
norms, feedback, revise, criteria	<ul style="list-style-type: none">• Draft Opinion Speech: How Should Aid Be Prioritized Following a Natural Disaster in a Neighboring Country? (from Lesson 11; one per student)• Group Norms anchor chart (from Module 3)• Criteria for an Opinion Speech anchor chart (begun in Lesson 8)• Opinion Speech Criteria feedback form (three per student)• Document camera• Group Norms and Critique Criteria (for teacher reference)• Opinion Speech Revision task card (one per student)



Opening	Meeting Students' Needs
<p>A. Engaging the Writer and Introducing Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Ask students to join their regular small groups.• Return students' Draft Opinion Speech: How Should Aid Be Prioritized Following a Natural Disaster in a Neighboring Country?• Remind students of the guiding question for the second half of Unit 3:<ul style="list-style-type: none">* "How do speeches motivate and compel people to act?"• Say something like: "For the final performance task, you will revise and deliver the opinion speech you crafted during the End of Unit 3 Assessment. Recall that the purpose of this speech is to motivate and compel your audience to act by contributing to relief efforts in Mexico after the country is struck by a hypothetical hurricane. Today you'll use the Peer Critique protocol to give and receive feedback about your speeches based on the criteria for opinion speeches we developed in the last few lessons. At the end of the lesson, you will have time to make revisions to your speeches based on the feedback you receive from your peers."• Direct students' attention to the posted learning targets and read them aloud:<ul style="list-style-type: none">* "I can follow our class norms when working with a partner to give and receive feedback."* "I can use feedback from peers to revise my opinion speech to better meet the criteria."• Draw students' attention to the key words in these targets. Invite students to share out the meaning of the following terms: <i>norms</i>—rules or agreements <i>feedback</i>—comment, advice, critique <i>revise</i>—change, correct, improve <i>criteria</i>—measure, standard• Cold call students to restate the learning targets in their own words.	<ul style="list-style-type: none">• Consider writing synonyms or drawing visual representations of key vocabulary above or below them as they appear in learning targets to support language learners.• ELLs will benefit from discussing with a peer before sharing out a restatement of one learning target.



Work Time	Meeting Students' Needs
<p>A. Peer Critique Protocol (30 minutes)</p> <ul style="list-style-type: none">• Direct students' attention to the Group Norms anchor chart. Remind students they have used these norms during previous modules. Ask students to review the norms, then cold call a member from each regular small group to share out how they have used one of the norms successfully during past peer critique sessions. Reinforce that students should continue to use these norms as they give and receive feedback today.• Review the Peer Critique protocol with students.• Remind students that as they offer and receive critique, it is important to:<ul style="list-style-type: none">– Be specific.– Be kind– Stay on topic (talk about the criteria).– Thank your partner.• Post the Criteria for an Opinion Speech anchor chart.• Distribute two copies of the Opinion Speech Criteria feedback form to each student, and use a document camera to display a copy.• Point out to students that this form is based on the criteria students determined by viewing Adora Svitak's exemplary opinion speech during Lessons 8–10. Read through the directions and each of the criteria, and tell students these forms will give their written feedback to their peers.• Tell students they will exchange their draft opinion speeches with two members of their regular small groups. They should provide written feedback on all three parts of the speech. Following this, they'll have time to revise their own draft opinion speeches based on their peers' feedback:<ul style="list-style-type: none">• Introduction• Body Paragraphs• Conclusion	<ul style="list-style-type: none">• Display the Peer Critique protocol steps for group work for students to reference.• Intentionally partner students who struggle in writing with more capable writers in order to review and critique their speeches.• Consider allowing students who struggle with writing to dictate their comments to a partner or the teacher.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Give students 10 minutes to exchange draft opinion speeches with their first partner and complete one of the Opinion Speech Criteria feedback forms.• Circulate to support as needed. Use the Group Norms and Critique Criteria (for teacher reference) to evaluate students' use of group norms and their ability to offer effective feedback.• Provide support to small groups of students in need of additional guidance.• Refocus students whole group. Direct students to return both the speech and feedback form to their owners.• Ask students to exchange their draft opinion speeches with another member of their regular small group and take 10 more minutes to repeat the process above.• Refocus students whole group. Ask students to return both the speech and feedback form to their owners.	
<p>B Revise Opinion Speeches (20 minutes)</p> <ul style="list-style-type: none">• Distribute the Opinion Speech Revision task card to each student. Read the directions aloud and clarify as needed.• Give students 13 to 15 minutes to complete the steps on their task card.• As time permits, invite students to share out what elements of their speeches they revised and why.	



Closing and Assessment	Meeting Students' Needs
<p>A. Debrief and Review Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Focus students whole group, and invite students to turn and discuss the following with a partner:<ul style="list-style-type: none">* “How did the revision(s) you made provide greater clarity or add meaning to your writing? Explain your thinking.”• Cold call one or two students to share out whole group.• Redirect students’ attention to the posted learning targets. Read each of them aloud and ask students to use Fist to Five to demonstrate their mastery of each target.• Distribute another blank copy of the Opinion Speech Criteria feedback form to each student.	<ul style="list-style-type: none">• Provide a sentence starter for students who struggle with language for the Debrief (e.g., “The revisions I made to my speech improved clarity and meaning to my writing by _____.”).• Note students who show a fist, one, or two fingers, as they may need more support forming and using verb tenses, correlative conjunctions, or revising based on criteria and feedback.
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Read your speech to someone at home.• Self-evaluate your speech against the Opinion Speech Criteria feedback form. Make additional revisions as needed. Bring your draft opinion speech back for the next lesson.• Continue reading your independent reading book.	



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Supporting Materials



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Opinion Speech Criteria Feedback Form

Writer's Name:

Reviewer's Name

Directions:

1. Read your partner's draft of an opinion speech about how to prioritize aid to a neighboring country following a natural disaster.
2. Review the criteria for each part of an opinion speech.
3. Reread your partner's opinion speech and provide kind and specific feedback about each part of speech (Introduction, Body, and Conclusion), based on the criteria:
 - a. At least one to two *Stars*—what your partner did well to meet the criteria.
 - b. One to two *Steps*—helpful and kind suggestions about how your partner could revise his or her speech to better meet the criteria.

Structure of an Opinion Speech	Criteria for each part of an opinion speech ...	Written feedback: <i>Stars and Steps</i>
Introduction	Uses an "attention getter." Clearly states opinion with a judgment word. Provides compelling reason(s) and sound evidence to support opinion. Emphasizes or repeats key words/ideas. Connects personally to audience.	Star(s):  Step(s): 



Opinion Speech Criteria Feedback Form

Structure of an Opinion Speech	Criteria for each part of an opinion speech ...	Written feedback: <i>Stars and Steps</i>
Body	<p>Reasons that support the opinion (explain “why” you believe the opinion).</p> <p>Evidence that supports each reason (facts, information, details).</p> <p>Linking words and phrases.</p>	<p>Star(s):</p> <p>Step(s):</p>
Conclusion	<p>Audience appreciations.</p> <p>Clearly restate the opinion (from the introduction).</p> <p>Use of quote, thoughtful statement to reiterate important reasons, and evidence.</p> <p>Closing remark that compels people to act and provides closure.</p>	<p>Star(s):</p> <p>Step(s):</p>



Group Norms and Critique Criteria
For Teacher Reference

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.

<p>Student Name and Date:</p> <p>Notes/Comments:</p>	<p>Criteria:</p> <p>___ Contributes to discussion.</p> <p>___ Takes turns speaking.</p> <p>___ Gives full attention to speaker.</p> <p>___ Asks follow-up or clarifying questions.</p> <p>___ Provides specific feedback based on rubric criteria.</p> <p>___ Offers kind feedback.</p> <p>___ Stays on topic (refers to rubric elements and criteria).</p> <p>___ Thanks the "Reviewer" for feedback.</p>
<p>Student Name and Date:</p> <p>Notes/Comments:</p>	<p>Criteria:</p> <p>___ Contributes to discussion.</p> <p>___ Takes turns speaking.</p> <p>___ Gives full attention to speaker.</p> <p>___ Asks follow-up or clarifying questions.</p> <p>___ Provides specific feedback based on rubric criteria.</p> <p>___ Offers kind feedback.</p> <p>___ Stays on topic (refers to rubric elements and criteria).</p> <p>___ Thanks the "Reviewer" for feedback.</p>



Group Norms and Critique Criteria
For Teacher Reference

<p>Student Name and Date:</p> <p>Notes/Comments:</p>	<p>Criteria:</p> <p>___ Contributes to discussion.</p> <p>___ Takes turns speaking.</p> <p>___ Gives full attention to speaker.</p> <p>___ Asks follow-up or clarifying questions.</p> <p>___ Provides specific feedback based on rubric criteria.</p> <p>___ Offers kind feedback.</p> <p>___ Stays on topic (refers to rubric elements and criteria).</p> <p>___ Thanks the “Reviewer” for feedback.</p>
<p>Student Name and Date:</p> <p>Notes/Comments:</p>	<p>Criteria:</p> <p>___ Contributes to discussion.</p> <p>___ Takes turns speaking.</p> <p>___ Gives full attention to speaker.</p> <p>___ Asks follow-up or clarifying questions.</p> <p>___ Provides specific feedback based on rubric criteria.</p> <p>___ Offers kind feedback.</p> <p>___ Stays on topic (refers to rubric elements and criteria).</p> <p>___ Thanks the “Reviewer” for feedback.</p>
<p>Student Name and Date:</p> <p>Notes/Comments:</p>	<p>Criteria:</p> <p>___ Contributes to discussion.</p> <p>___ Takes turns speaking.</p> <p>___ Gives full attention to speaker.</p> <p>___ Asks follow-up or clarifying questions.</p> <p>___ Provides specific feedback based on rubric criteria.</p> <p>___ Offers kind feedback.</p> <p>___ Stays on topic (refers to rubric elements and criteria).</p> <p>___ Thanks the “Reviewer” for feedback.</p>



Opinion Speech Revision Task Card

Writer's Name:

Reviewer's Name

Complete the following:

1. Review the comments each of your “Reviewers” made.
2. Ask your Reviewers any clarifying questions about the comments.
3. Revise the introduction, body, and/or conclusion paragraphs of your opinion speech based on the feedback from your Reviewers.
4. Share your revisions with Reviewers to see if you addressed their feedback.