



EXPEDITIONARY
LEARNING

Grade 5: Module 4: Unit 3: Lesson 13

Final Performance Task: Critique and Revision II, Part I



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

I can demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (L.5.1)

- b. I can form and use the perfect (e.g., *I had walked*; *I have walked*; *I will have walked*) verb tenses.
- e. I can use correlative conjunctions (e.g., either/or, neither/nor, not only/but also).

I can produce clear and coherent writing that is appropriate to task, purpose, and audience. (W.5.4)

I can summarize or paraphrase information in my notes and in finished work. (W.5.8)

Supporting Learning Targets

- I can accurately use the perfect verb tense in my opinion speech.
- I can accurately use correlative conjunctions in my opinion speech.
- I can edit my opinion speech to accurately use verb tenses and correlative conjunctions.

Ongoing Assessment

- Perfect Verb Tense Practice
- Correlative Conjunctions Practice
- Edited draft opinion speech



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Homework Review and Engaging the Writer (5 minutes)2. Work Time<ol style="list-style-type: none">A. Using the Perfect Verb Tense in an Opinion Speech (15 minutes)B. Identifying Correlative Conjunctions in an Opinion Speech (15 minutes)C. Editing Opinion Speeches: Accurate Use of Language Conventions (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 edited draft opinion speech to someone at home.B. Make additional edits to verb tenses or add correlative conjunctions as needed.C. Continue reading your independent reading book.	<ul style="list-style-type: none">• In this lesson, students review their understanding of simple and progressive verb forms, which are language conventions listed in previous grades' CCLS. They practice forming the perfect verb tense and accurately using correlative conjunctions in written work.• After this practice, students apply their new understanding about language conventions to their draft opinion speeches. Note that these language conventions are complex; find other times during your literacy block to reinforce students' understanding of and practice with these skills.• Note the difference between revising and editing. Lesson 12 emphasized revision, when students participated in peer critique and feedback sessions to revise their draft opinion speeches. In revision, the writing process and the written work are emphasized, considering strengths and weaknesses in argument, organization, supporting reasons, and evidence.• In Lessons 13 and 14, the focus is on editing for accurate use of language conventions. Editing is done at the sentence level to address issues related to spelling, grammar, punctuation, and word choice. The focus is on the product rather than the process.• In the next lesson, students will create visual displays to accompany speech presentations in Lesson 16. Secure access to any technology or other materials (i.e., poster boards, markers) students may need. Consider collaborating with a media specialist to support students as they develop their displays.• Review: Milling to Music and Thumb-O-Meter in Checking for Understanding Techniques (see Appendix).• Post: Learning targets; Criteria for an Opinion Speech anchor chart.



Lesson Vocabulary	Materials
accurately, simple verb tense, progressive verb tense, perfect verb tense, correlative conjunctions, edit	<ul style="list-style-type: none">• Revised Draft Opinion Speech: How Should Aid Be Prioritized Following a Natural Disaster in a Neighboring Country? (from Lesson 12; one per student)• Criteria for an Opinion Speech anchor chart (begun in Lesson 8)• Perfect Verb Tense Practice (one per student and one to display)• Document camera• Perfect Verb Tense and Correlative Conjunctions Practice (answers, for teacher reference)• Correlative Conjunctions Practice (one per student and one to display)• Editing My Opinion Speech task card (one per student)



Opening	Meeting Students' Needs
<p>A. Homework Review and Engaging the Writer (5 minutes)</p> <ul style="list-style-type: none">• Ask students take out their Revised Draft Opinion Speech: How Should Aid Be Prioritized Following a Natural Disaster in a Neighboring Country? and join their regular small groups.• Review Milling to Music with students.• Ask students to mill throughout the room and find a partner who is not a member of their regular small group.• Once students are partnered, provide the following prompt:<ul style="list-style-type: none">* “Share one strength of your speech, based on the Criteria for an Opinion Speech anchor chart.”• Give students 1 minute to share; then invite a few students to share out whole group. Listen for students to refer specifically to the Criteria for an Opinion Speech.• Once again, ask students to mill throughout the room and find a different partner.• Once students are partnered, provide the following prompt:<ul style="list-style-type: none">* “Share one revision you made to your draft opinion speech based on the feedback you received from a peer on the Opinion Speech Criteria feedback forms.”• Give students 1 minute to share; then invite a few students to share out whole group. Listen for students to refer specifically to feedback they received as they describe the revisions they made.• Ask students to join their regular small groups.• Say something like: “In Lesson 12, you worked with members of your regular small group to give and receive feedback based on your draft opinion speeches. Then you revised your opinion speeches based this feedback. Today you’ll focus on editing your opinion speeches to ensure accurate use of language conventions.”• Explain to students the difference between revising and editing. When revising, the emphasis is on the speech as a whole and the process of writing. It requires you to consider strengths and weaknesses of argument, organization, supporting reasons, and evidence. Editing, however, is done on the sentence level to address issues related to spelling, grammar, punctuation, and word choice. It focuses on the product rather than the process.	<ul style="list-style-type: none">• Provide sentence frames to support ELL students to engage in this discussion with their partner, and the whole group (“Based on the Criteria, one strength of my speech is ...” and “Based on the feedback I received in Lesson 12, one revision I made to my speech is ...”).



Work Time	Meeting Students' Needs
<p>A. Using the Perfect Verb Tense in an Opinion Speech (15 minutes)</p> <ul style="list-style-type: none"> Direct students' attention to the posted learning targets and read the first one aloud: <ul style="list-style-type: none"> * "I can accurately use the perfect verb tense in my opinion speech." Give students 1 minute to discuss with their regular small groups what they know about the meaning of <i>accurately</i>. Invite students from each group to share their thinking. Listen for: "<i>Accurately</i> means correctly or precisely." Say to students: "In previous grades, you learned how to form the <i>simple verb tense</i>." Ask students to discuss the following in their groups: <ul style="list-style-type: none"> * "What is the definition of simple verb tense and what is an example of a sentence that uses the simple verb tense in the past, present, and future?" Ask volunteers to share out. Listen for students to share examples such as: "The simple verb tense indicates past, present, or future with the action verb only; for example, I lived there, I live near there, I will live there," etc. Clarify misconceptions or provide examples as necessary. Say: "You have also learned how to form the <i>progressive verb tense</i>. In your groups, discuss the following: <ul style="list-style-type: none"> * "What is the definition of progressive verb tense and what is an example of a sentence that uses the progressive verb tense in the past, present, and future?" Ask volunteers to share out. Listen for ideas like: "The progressive verb tense indicates past, present, or future with the action verb and a helping verb form of be: I was living there, I am living there, I will be living there." Once again, clarify misconceptions and provide examples as necessary. Refocus students' attention on the first learning target: <ul style="list-style-type: none"> * "I can accurately use the perfect verb tense in my opinion speech." Point out the term <i>perfect verb tense</i>, and explain: "The perfect verb tense indicates past, present, or future tense with the action verb and a helping verb form of have: I had walked, I have walked, I will have walked." 	<ul style="list-style-type: none"> Learners will benefit from discussing with a peer before sharing out a restatement of one learning target. Write synonyms or draw visual representations of key vocabulary above or below them as they appear in learning targets to support language learners. Display definitions and examples of simple, progressive, and perfect verb tense for student reference. To support ELL students, display: <i>Helping Verbs: have, be.</i> Display forms of be and have: <i>Be (progressive tense):</i> was, am, will be. <i>Have (perfect tense):</i> had, have, will have. Students who struggle with language will benefit from having a practice page with the verb tense highlighted to support them as they edit each sentence.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Say something like: "Now we will practice forming the perfect verb tense with excerpts from President Obama's speech. Working with sentences from the president's speech to form and use the perfect verb tense supports your ability to consider and evaluate how to edit your own speech drafts to use verb tenses accurately and provide greater clarity."• Distribute the Perfect Verb Tense Practice to each student, and display one copy using a document camera.• Read the directions aloud and point out the verb tenses and examples at the top of the handout. Clarify as needed; ask students to begin.• Allow students 5 to 6 minutes to work in groups. Circulate to support as needed.• Invite members from each group to share the sentences they rewrote using the perfect verb form. See the Perfect Verb Tense and Correlative Conjunctions Practice (answers, for teacher reference).• Focus students' attention whole group and point out the first practice example: "That's what the American people do with their extraordinary generosity and contributions to the Haitian people."• Ask group members to consider and discuss:<ul style="list-style-type: none">* "How does the original sentence look or sound different from the edited sentence?"* "Do you think one provides greater clarity than the other? Explain your thinking."• Cold call one or two students to share their thinking whole group. Listen for ideas like: "The perfect verb tense sentence, 'That's what the American people <i>have done</i> ...' is longer but sounds more accurate because the president is talking about what people have already done, not what they are doing at that very moment; I think the perfect verb tense sentence is clearer because it's more accurate."• Point out the third example: "Yesterday, I witnessed a small but remarkable display of that determination."• Ask group members to consider and discuss:<ul style="list-style-type: none">* "How does the original sentence look or sound different from the edited sentence?"* "Do you think one provides greater clarity than the other? Explain your thinking."	



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Cold call students from each group to share out. Listen for: “The original sentence using the simple verb form, ‘... I witnessed ...’ is shorter and sounds more precise; the original, simple verb tense sentence is clearer because it’s more accurate and less wordy.”• Tell students they will continue to apply what they’ve learned about accurate verb tenses as they edit their speeches.	
<p>B. Identifying Correlative Conjunctions in an Opinion Speech (15 minutes)</p> <ul style="list-style-type: none">• Direct students’ attention to the posted learning targets and read the second one aloud:<ul style="list-style-type: none">* “I can accurately use correlative conjunctions in my opinion speech.”• Ask students to discuss in groups:<ul style="list-style-type: none">* “What does correlative mean?”* “Does it sound like any other words you already know?”• Invite one to two students to share out with the class. Listen for ideas like: “<i>Correlative</i> is a different form of the word <i>correlate</i>, which means to link or connect, so <i>correlative</i> means linking or connecting.” If students are unable to define correlative, provide the definition for them.• Ask for volunteers to share out what they know about <i>conjunctions</i>. Listen for: “A conjunction is a connecting word, such as and, but, or; conjunctions connect two parts of a sentence.”• Explain that correlative conjunctions are words that appear in pairs to connect parts of a sentence, such as: either/or; neither/nor; both/and; not only/but also; so/as; whether/or.• Distribute the Correlative Conjunctions Practice to each student, and display a copy using the document camera. Read the directions aloud and point out the examples of correlative conjunctions at the top of the handout. Clarify as needed; ask students to begin.• Give students 5 to 6 minutes to work in groups. Circulate to provide support.	<ul style="list-style-type: none">• ELLs will benefit from discussing with a peer before sharing out a restatement of one learning target.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Cold call group members to share out the correlative conjunctions they identified in each sentence. See the Perfect Verb Tense and Correlative Conjunctions Practice (answers, for teacher reference). <p>Tell students to think about how they could edit their speeches to incorporate correlative conjunctions that make stronger and clearer connections between their opinion, reasons, and evidence.</p>	
<p>C. Editing Opinion Speeches: Accurate Use of Language Conventions (20 minutes)</p> <ul style="list-style-type: none">• Direct students' attention to the posted learning targets, and read the third one aloud:<ul style="list-style-type: none">* "I can edit my opinion speech to accurately use verb tenses and correlative conjunctions."• Ask students to discuss in groups:<ul style="list-style-type: none">* "What do you recall from our earlier discussion about the difference between editing and revising?"• Invite members from each group to share out the class. Listen for: "When we revise, we look at the speech as a whole; we focus on strengths and areas of refinement; it's about the process of writing; when we edit, we correct individual sentences for grammar, spelling or punctuation; it is focused on the product rather than the process."• Say something like: "As you edit your draft opinion speeches, consider which verb tense (simple, progressive, or perfect) provides greater clarity. Also, think about how correlative conjunctions could be edited or added to your speech to link parts of a sentence together and provide smoother transitions between your opinion, reasons, and evidence."• Distribute the Editing My Opinion Speech task card to each student. Read the directions aloud and give students 12 to 15 minutes to independently edit their draft opinion speeches.• Circulate to support as needed; use this time to provide focused feedback to individual students regarding their use of verb tenses and correlative conjunctions.• If students finish early, ask them to pair up with other students who are also finished and quietly read the sentences they wrote aloud to one another for feedback regarding accurate use of verb tenses or correlative conjunctions. Remind students to be kind and specific with their critique.	



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; then ask them to turn and discuss with a partner:<ul style="list-style-type: none">* “How did the edits you made improve your speech draft?”• Invite a few students to share out whole group.• Direct students’ attention to the posted learning targets. Read each of them aloud, and ask students to use the thumb-o-meter to demonstrate their mastery of each target.	<ul style="list-style-type: none">• Provide a sentence stem or starter for students who may struggle with language for the debrief (e.g., “The edits I made to my speech improved my draft because _____.”).
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Read your edited draft opinion speech to someone at home.• Make additional edits to verb tenses or add correlative conjunctions as needed.• Continue reading your independent reading book.	



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Supporting Materials



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Perfect Verb Tense Practice

Name: _____

Date: _____

Verse Tense: The time of a verb's action, such as past, present, or future.

<i>Simple Verb Tense</i>	<i>Progressive Verb Tense</i>	Perfect Verb Tense
<i>I walked, I walk, I will walk</i>	<i>I was walking, I am walking, I will be walking</i>	I had walked, I have walked, I will have walked
In times of great challenge in our country and around the world, Americans <i>came</i> together.	In times of great challenge in our country and around the world, Americans <i>were coming</i> together.	In times of great challenge in our country and around the world, Americans have always come together.

Directions: Edit each sentence to form and use the Perfect Verb Tense.

1. That's what the American people **do** with their extraordinary generosity and contributions to the Haitian people.
2. I'm pleased that President George W. Bush and President Bill Clinton **will agree** to lead a major fundraising effort for relief.
3. Yesterday, I **witnessed** a small but remarkable display of that determination.



Correlative Conjunctions Practice

Name: _____

Date: _____

whether/or; either/or	neither/nor	not only/but also
A choice having only two options (<u>positive</u>): We need to decide whether to eat out or at home. We will either eat out or at home.	A choice having only two options (<u>negative</u>): We will neither eat out nor at home.	A way to emphasize a connection between two ideas: We will not only eat out, but also at home.

Directions: Identify and underline the correlative conjunctions in each sentence..

1. So I want to thank each of them not only for being here today but also for what I know is going to be an extraordinary effort.
2. The time has come to either retreat into our daily routines, or get involved by visiting the website and giving today.
3. If we neither act, nor keep the tragedy of this event in the forefront of our minds, the people of Haiti will continue to suffer from this catastrophe.
4. Whether we act now, or act within the next few days, months or weeks, there is no denying that we can make a difference.



Perfect Verb Tense and Correlative Conjunction

Answers, For Teacher Reference

Name:

Date:

*Answers in **bold**.

Perfect Verb Tense:

1. That's what the American people **have done** with their extraordinary generosity and contributions to the Haitian people.
2. I'm pleased that President George W. Bush and President Bill Clinton **have agreed** to lead a major fundraising effort for relief.
3. Yesterday, I **had witnessed** a small but remarkable display of that determination.

Correlative Conjunctions:

1. So I want to thank each of them **not only** for being here today **but also** for what I know is going to be an extraordinary effort.
2. The time has come to **either** retreat into our daily routines, **or** get involved by visiting the website and giving today.
3. If we **neither** act, **nor** keep the tragedy of this event in the forefront of our minds, the people of Haiti will continue to suffer from this catastrophe.
4. **Whether** we act now, **or** act within the next few days, months or weeks, there is no denying that we can make a difference.



Editing My Opinion Speech Task Card

Name:

Date:

Complete the following:

1. With group members, briefly review and discuss your understanding of how to accurately use verb tenses and correlative conjunctions in written work.
2. Independently read the introduction of your speech.
3. Independently edit the introduction of your speech to ensure you use the *simple*, *progressive*, or *perfect verb tense* accurately.
4. Repeat Steps 2 and 3 for the body and conclusion paragraphs of your speech.
5. Independently read through all paragraphs of your speech and edit your speech to include correlative conjunctions that connect ideas and create smoother transitions between your opinion, reasons, and evidence.
6. If time allows, partner with another student within or outside your regular group to read aloud the sentences you changed for the purpose of receiving feedback about your edits.