

## Lesson 11: Peer Critique: First Person Narratives



### CCS Standards

- **RL.4.5:** Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
- **RL.4.6:** Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
- **RL.4.9:** Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.
- **W.4.3:** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- **W.4.3a:** Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- **W.4.3b:** Use dialogue and description to develop experiences and events or show the responses of characters to situations.
- **W.4.3e:** Provide a conclusion that follows from the narrated experiences or events.
- **W.4.5:** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- **L.4.1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- **L.4.1b:** Form and use the progressive (e.g., *I was walking*; *I am walking*; *I will be walking*) verb tenses.



### Daily Learning Targets

- I can critique my partner's first person narrative and provide kind, helpful, and specific feedback. (W.4.5)
- I can revise my first person narrative based on peer feedback. (RL.4.3, W.4.3, W.4.5)
- I can form and use the progressive verb tenses. (L.4.1b)

### Ongoing Assessment

- Language Dive Note-catcher: Model First Person Narrative (L.4.1b)
- Revised First Person Narrative: Act III, Scene 2—Robert (RL.4.3, W.4.3, W.4.5)
- Exit Ticket: Similarities and Differences (RL.4.5, RL.4.6)

## Agenda

### 1. Opening

A. Reviewing Learning Targets (5 minutes)

### 2. Work Time

A. Language Dive II: Model First Person Narrative (20 minutes)

B. Peer Critique: First Person Narratives (20 minutes)

### 3. Closing and Assessment

A. Revisiting *Colonial Voices: Hear Them Speak* (15 minutes)

### 4. Homework

A. Complete Language Dive II Practice: Model First Person Narrative: Progressive Verb Tenses in your Unit 2 homework.

B. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.

## Teaching Notes

### Purpose of lesson and alignment to standards:

- In Work Time A, students participate in a Language Dive that guides them through the meaning of a sentence from the model first person narrative. The focus of this Language Dive is forming and using the progressive verb tenses (L.4.1b). Students then apply their understanding of the meaning and structure of this sentence when writing their first person narratives in the end of unit assessment in the next lesson. Refer to the Module 1 Appendix for additional information regarding a consistent Language Dive routine.
- In Work Time B, students peer critique and revise their first person narratives from the previous lesson. They review for progressive verb tenses, and also against the criteria on the Narrative Writing Checklist.
- In the Closing, students revisit *Colonial Voices: Hear Them Speak* in preparation for the end of unit assessment in the next lesson. The exit ticket they complete exposes them to the question format they will see on the end of unit assessment to provide them with practice (RL.4.5, RL.4.6).
- In this lesson, students focus on working to become ethical people and working to become effective learners by showing respect as they provide kind, specific, and helpful peer feedback.

### How it builds on previous work:

- In the previous lesson, students wrote their first person narratives. In this lesson, they peer review and revise those narratives. Students also revisit *Colonial Voices: Hear Them Speak* from Unit 1 at the end of this lesson to compare and contrast that narrative text with *Divided Loyalties*.

### Areas in which students may need additional support:

- Students may need additional support providing feedback to a partner. Consider providing those students with sentence stems from the Peer Critique anchor chart.

### Assessment guidance:

- Read students' exit tickets to ensure that they understand the question format in preparation for the end of unit assessment in the next lesson. If there are common errors, consider reviewing these exit tickets before the assessment in the next lesson to explain where students went wrong and how they could improve next time.
- Consider using the Speaking and Listening Informal Assessment: Collaborative Discussion Checklist during the Language Dive and when giving and receiving peer critique in Work Times A and B (see Module 1 Appendix).

### Down the road:

- Provide feedback on students' Mid-Unit 2 Assessments in preparation for returning them in the next lesson.
- In the next lesson, students will read the final scene of *Divided Loyalties*, answer questions about the text, and write a first person narrative about one of the characters for the end of unit assessment.

### In advance:

- Review Questions We Can Ask during a Language Dive anchor chart (from Unit 1, Lesson 5).
- Preview the Language Dive Guide and consider how to invite conversation among students to address the language goals suggested under each sentence strip chunk (see supporting Materials). Select from the questions and goals provided to best meet your students' needs.
- Post: Learning targets and applicable anchor charts (see Materials list).

### Technology & Multimedia

- Continue to use the technology tools recommended throughout Modules 1–2 to create anchor charts to share with families, to record students as they participate in discussions and protocols to review with students later and to share with families, and for students to listen to and annotate text, record ideas on note-catchers, and word-process writing.

### Supporting English Language Learners

Supports guided in part by CA ELD Standards 4.I.B.6, 4.I.C.10, 4.II.A.1, 4.II.A.2, and 4.II.B.3

### Important points in the lesson itself

- The basic design of this lesson supports ELLs by examining the function and meaning of progressive verb tenses, allowing time for peer critique and revision of students' first person narratives from the previous lesson, and discussing the similarities and differences of the texts *Divided Loyalties* and *Colonial Voices: Hear Them Speak* in preparation for the End of Unit 2 Assessment.

- ELLs might find it challenging to understand how to form and use all three progressive verb tenses in Work Time A. If possible, review the Progressive Verb Tenses handout ahead of time. Consider focusing on just the future progressive tense and providing students with many opportunities to practice and apply their learning.

### Levels of support

*For lighter support:*

- Challenge students to create sentence frames for students who need heavier support to use during the peer critique in Work Time B.

*For heavier support:*

- Encourage students to use sentence frames created by more proficient students (see “for lighter support”) during the peer critique in Work Time B.

### Universal Design for Learning

- **Multiple Means of Representation (MMR):** This lesson offers a variety of visual anchors to cue students’ thinking. For those who may need additional support, consider creating additional or individual anchor charts for reference. Additionally, chart student responses during whole class discussions to aid with comprehension. Some students may require additional scaffolding in visual representation (e.g., the use of graphic organizers, charts, highlights, or different colors). This prompts them to visually categorize information into more manageable chunks and reinforce relationships among multiple pieces of information.
- **Multiple Means of Action and Expression (MMAE):** In this lesson, individual students are invited to share ideas and responses with the whole group. As students share out, provide options for expression and communication by using sentence frames.
- **Multiple Means of Engagement (MME):** In this lesson, students review one another’s writing, provide feedback, and then revise based on this feedback. Peer review can be threatening to some students. Emphasize the benefits of peer review and feedback for all students by emphasizing effort and growth over relative performance. Make this activity relevant by reminding students that real authors have editors who provide feedback for their writing all the time. Rather than getting upset, writers welcome this feedback because it improves their writing.

### Vocabulary

**Key:**

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

(W): Vocabulary Used in Writing

- progressive verb tenses, verbs (L)

## Materials

- ✓ Parts of Speech anchor chart (begun in Module 1)
- ✓ Model first person narrative (one per student and one to display)
- ✓ Language Dive Guide: Model First Person Narrative (for teacher reference)
  - Questions We Can Ask during a Language Dive anchor chart (begun in Unit 1, Lesson 5)
  - Language Dive Chunk Chart: Model First Person Narrative (for teacher reference; see supporting Materials)
  - Language Dive Sentence Strip Chunks: Model First Person Narrative (one to display; see supporting Materials)
  - Language Dive Note-catcher: Model First Person Narrative (one per student and one to display; see supporting Materials)
  - Progressive Verb Tenses handout (one per student and one to display; see supporting Materials)
- ✓ First Person Narrative: Act III, Scene 2 (completed in Lesson 10; one per student)
- ✓ *Divided Loyalties* (from Lesson 1; one per student)
- ✓ Sticky notes (two colors; one of each per student)
- ✓ Working to Become Ethical People anchor chart (begun in Module 1)
- ✓ Peer Critique anchor chart (begun in Module 1)
- ✓ Directions for Peer Critique (one to display)
- ✓ Narrative Writing Checklist (from Lesson 10; one per student)
- ✓ *Colonial Voices: Hear Them Speak* (from Unit 1, Lesson 1; one to display)
- ✓ Exit Ticket: *Colonial Voices: Hear Them Speak* (from Unit 1, Lesson 3; one per student)
- ✓ Similarities and Differences T-chart (new; co-created with students during the Closing; see supporting Materials)
- ✓ Similarities and Differences T-chart (example, for teacher reference)
- ✓ Exit Ticket: Similarities and Differences (one per student and one to display)
- ✓ Strategies to Answer Selected Response Questions anchor chart (begun in Module 1)
- ✓ Exit Ticket: Similarities and Differences (example, for teacher reference)

## Opening

### A. Reviewing Learning Targets (5 minutes)

- Direct students' attention to the posted learning targets and select a volunteer to read them aloud:
  - “I can critique my partner’s first person narrative and provide kind, helpful, and specific feedback.”
  - “I can revise my first person narrative based on peer feedback.”
  - “I can form and use the progressive verb tenses.”

- Turn and Talk:

*“What do you think you will be doing today? Why?” (peer reviewing and revising first person narratives from the previous lesson to make them better; also learning about the progressive verb tenses)*

- Underline *progressive verb tenses* in the second target and tell students that they will learn more about what this means next.
- Focus students on the Parts of Speech anchor chart and review *verbs* as needed.

### Meeting Students' Needs

- Provide differentiated mentors by purposefully pre-selecting student partnerships. You may need to coach the mentor to engage with his or her partner and share his or her thought processes. This can be done during questioning as you circulate the room. (MMAE)
- For ELLs: (Stopping between Learning Targets) Consider stopping after each learning target has been read to ask students what they think they will be doing in this lesson. Invite students to rephrase the learning target in their own words to ensure comprehension.

## Work Time

### A. Language Dive II: Model First Person Narrative (20 minutes)

- Display and distribute the **model first person narrative**. Read it aloud and invite students to read along silently in their heads.
- Tell students that they will now participate in a Language Dive.
- Focus students' attention on the **Questions We Can Ask during a Language Dive anchor chart**.
- Reread the second paragraph of the model first person narrative.
- Focus on the sentence: “Also, I am worried about William, whom we will be leaving behind.”
- Use the **Language Dive Guide: Model First Person Narrative** and **Chunk Chart: Model First Person Narrative** to guide students through a Language Dive of the sentence. Distribute and display the **Language Dive Note-catcher: Model First Person Narrative, Language Dive Sentence Strip Chunks: Model First Person Narrative**, and the **Progressive Verb Tenses** handout.

### Meeting Students' Needs

- For ELLs: (Acting Out Progressive Verb Tenses) Consider posting three signs in the classroom, each with the word “Yesterday,” “Today” or “Tomorrow.” Invite a different student to stand under each sign and act out *jumping*, then invite volunteers to use the correct progressive verb tense to describe what each student is doing. (Examples: Yesterday, Mila was jumping. Today, Soren is jumping. Tomorrow, Tenzin will be jumping.) Repeat this with other verbs throughout the day



and consider charting student responses as additional examples on the displayed Progressive Verb Tenses handout.

### Work Time

#### B. Peer Critique: First Person Narratives (20 minutes)

- Invite students to retrieve their **First Person Narrative: Act III, Scene 2** and their *Divided Loyalties* texts, to find a partner they did not work with in Lesson 10, and to label themselves A and B.
- Distribute **sticky notes** and tell students they are now going to use the Peer Critique protocol to provide their partner with kind, helpful, and specific feedback about his or her first person narrative.
- Focus students on the **Working to Become Ethical People anchor chart** and remind them specifically of the respect criteria. Remind students that when providing peer feedback, they need to be respectful.
- Use the **Peer Critique anchor chart** and **Directions for Peer Critique** to guide students through a peer critique. As needed, remind students to refer to the criteria on their **Narrative Writing Checklist**.
- Refocus whole group and use a checking for understanding technique (e.g., Red Light, Green Light or Thumb-O-Meter) for students to self-assess against the second learning target.
- As time permits, focus students on the Working to Become Effective Learners anchor chart and invite them to self-assess how well they showed respect in this lesson.
- Turn and Talk:  
*“What is one challenge you faced during the protocol?” (Responses will vary.)*
- Select volunteers to share out and invite other students to make suggestions for how to overcome that challenge next time they participate in a peer critique. Share an example suggestion as needed: If students found it difficult to suggest an improvement to their partner’s work because they were worried about hurting his or her feelings, a suggestion could be to use the sentence stems and questions on the Peer Critique anchor chart.

#### Meeting Students’ Needs

- For students who may need additional support with comprehension: Activate prior knowledge by inviting students to retell how they used peer critique in previous lessons. (MMR)
- For ELLs: (Transparency) To ensure that the purpose of peer critique is transparent, cue students to problem-solve: “Can you figure out why we use peer critique for our writing?” Tell students you will give them time to think and discuss with their partner. (Responses will vary, but may include: to improve our writing, to learn from others, and to share what we have learned.)

## Closing and Assessment

### A. Revisiting *Colonial Voices: Hear Them Speak* (15 minutes)

- Display and remind students of the narrative text from the first unit: *Colonial Voices: Hear Them Speak*.
- Distribute the **Exit Ticket: Colonial Voices: Hear Them Speak** from Unit 1, Lesson 3 and review the topic and theme of the book (topic: perspectives on the Revolutionary War; theme: War can divide a country, a city, neighbors, friends, and families).
- Turn and Talk: (Note: You may need to read excerpts of each text when necessary to support students with their answers.)

*“What was this book about?” (an errand boy delivering a message to various people in the town before the Boston Tea Party)*

*“What are the similarities between Colonial Voices: Hear Them Speak and Divided Loyalties?” (Responses will vary, but may include: Both are about perspectives on the American Revolution; both show the Loyalist and Patriot perspectives; both show how people were divided in America at that time; both have informational text to help the reader understand the story.)*

*“What are the differences between the two books?” (Responses will vary, but may include: Colonial Voices focuses on one event in the American Revolution and is set across one day, and Divided Loyalties is set over the course of the revolution. Colonial Voices shows the division of a town, and Divided Loyalties shows the division of a family.)*

*“How would you compare the points of view that the two stories are told from?” (Both have first person point of view, although Divided Loyalties also has third person point of view with the narrator.)*

*“How would you compare the structures of Colonial Voices and Divided Loyalties?” (Colonial Voices is a story, with each perspective on a new page sort of like a new chapter, while Divided Loyalties is a play with acts and scenes.)*

- As students share out, capture their responses on the **Similarities and Differences T-chart**. **Refer to the Similarities and Differences T-chart (example, for teacher reference)** as necessary.
- Distribute and display the **Exit Ticket: Similarities and Differences** and guide students through completing each question in pairs with their peer review partner. As needed, remind students of the **Strategies to Answer Selected Response Questions anchor chart**.
- Tell students that in the next lesson, they will read the final scene of *Divided Loyalties*, answer some questions, and write a new first person narrative for the end of unit assessment.
- Collect exit tickets and assess them using **Exit Ticket: Similarities and Differences (example, for teacher reference)** as necessary.

### Meeting Students' Needs

- When using a total participation technique, minimize discomfort or perceived threats and distractions by alerting individual students that you are going to call on them next. (MME)



- For ELLs: (Reading Aloud and Displaying the Text) Consider reading aloud a few pages from *Colonial Voices: Hear Them Speak* to help jog students' memory about the content and style of writing in the book. Consider displaying pages on a document camera as you invite students discuss to similarities and differences between this book and *Divided Loyalties*.
- For ELLs: (Referencing Charts) Encourage students to refer to the Colonist Chart created in Unit 1 and the Character Chart created in this unit when considering similarities and differences between *Colonial Voices: Hear Them Speak* and *Divided Loyalties* and when completing their exit tickets.

## Homework

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**A. Complete Language Dive II Practice: Model First Person Narrative: Progressive Verb Tenses in your Unit 2 homework.**

**B. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.**

### Meeting Students' Needs

- For ELLs and students who may need additional support with writing: (Oral Response) Students may benefit from discussing and responding to their prompt orally, either with a partner or family member or by recording their response. (MMAE)
- For students who may need additional support with reading: Support students in selecting a prompt to respond to, rephrasing the prompt, and thinking aloud possible responses. (MMR)