

Lesson 14: Peer Critique



CCS Standards

- **W.5.1:** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- **W.5.1c:** Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
- **W.5.5:** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- **SL.5.1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
- **L.5.2:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- **L.5.2b:** Use a comma to separate an introductory element from the rest of the sentence.



Daily Learning Targets

- I can link my opinion and reasons using linking words and phrases. (W.5.1c)
- I can use a comma to separate an introductory element from the rest of the sentence. (L.5.2b)
- I can give kind, helpful, and specific feedback to my partner. (W.5.5, SL.5.1)

Ongoing Assessment

- Draft Opinion Essay with Revision Notes (W.5.1c, W.5.5, SL.5.1, L.5.2b)

Agenda

1. Opening

- A. Reviewing Learning Targets (5 minutes)

2. Work Time

- A. Mini Lesson: Linking Words and Phrases (15 minutes)
- B. Peer Critique: Linking Words and Phrases (35 minutes)

3. Closing and Assessment

- A. Annotating Draft for Revision (5 minutes)

4. Homework

- A. Complete the Athlete Leader of Social Change form in your Unit 2 Homework.
- B. Choose and respond to an opinion QuickWrite prompt from your Unit 2 Homework.
- C. 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 this lesson, students analyze the model opinion essay for linking words and phrases, and engage in peer critique with a focus on using linking words and phrases as well as using a comma after introductory elements (W.5.1c, W.5.5, SL.5.1, L.5.2b).
- In this lesson, students focus on working to become ethical people, focusing on a characteristic of their choice as they draft their paragraphs.

How it builds on previous work:

- In the previous lessons, students analyzed the structure of the model essay using the Painted Essay® template and drafted their essays.
- This lesson builds on students' understanding of linking words and phrases from Modules 1 and 2.

Areas where students may need additional support:

- Students may require additional support during the peer critique. Consider modeling the process with a student's essay or meeting with a small group to facilitate the critique process.

Assessment guidance:

- Consider using the Writing Process Checklist to assess students' writing abilities in Work Time B (see Module 1 Appendix).
- Collect the Introductory Elements I and II homework from Lessons 10 and 12. Refer to the Introductory Elements I and II (answers, for teacher reference) as necessary.

Down the road:

- In the next lesson, students use their revision notes and Opinion Writing Checklist to revise and edit their essays for Part II of the End of Unit 2 Assessment. Be sure to review students' essays before this assessment and add feedback for students to take into consideration when they revise.

In advance:

- Strategically pair students for the peer critique in Work Time B with at least one strong reader per pair.
- Post: Learning targets and applicable anchor charts (see Materials list).

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 5.I.A.1, 5.I.A.3, 5.I.A.4, 5.I.A.5, 5.I.C.10, 5.I.C.11, 5.I.C.12, 5.II.A.1, 5.II.A.2, 5.II.B.3, 5.II.B.4, 5.II.B.5, 5.II.C.6, and 5.II.C.7

Important points in the lesson itself

- The basic design of this lesson supports ELLs by making linking language explicit. Understanding how linking language works is a key entry point into complex texts and the English language system. Students also have the opportunity to receive feedback on their essay drafts and to make notes on revisions that will help them prepare for the assessment in the upcoming lesson.
- ELLs may find it challenging to identify the linking words and phrases in the Model Essay: Branch Rickey during Work Time A, since there are few that correspond with the linking language on the Linking Words and Phrases handout. Additionally, students may find it challenging to determine the most relevant feedback to provide during the peer critique (see “Levels of support” and Meeting Students’ Needs).

Levels of support

For lighter support:

- During Work Time A, invite students to substitute linking words and phrases that are synonymous with the linking words and phrases in the Model Essay: Branch Rickey (e.g., But = Yet).

For heavier support:

- Consider covering the linking words and phrases on the Enlarged Model Essay: Branch Rickey. On smaller strips or on index cards, write these linking words and phrases in purple marker. During Work Time A, display the Enlarged Model Essay: Branch Rickey and invite students to add the linking words and phrases to the sentences while discussing how each linking word affects the meaning. This provides students with a tactile experience to help them understand meaning and syntax.

Universal Design for Learning

- **Multiple Means of Representation (MMR):** Continue to support students by creating additional or individual anchor charts for reference during this lesson to aid with comprehension.
- **Multiple Means of Action and Expression (MMAE):** Some students may feel uncomfortable sharing their progress on meeting the learning targets publicly. Offer choice by providing students with a sheet of paper where they can select a color for each learning target in private. This provides you with useful data for future instruction and helps students monitor their own learning.
- **Multiple Means of Engagement (MME):** In this lesson, students review one another's writing, provide feedback, and then plan revision based on this feedback. Recall that peer review can be threatening to some students. Relate the benefits of peer review and feedback to all students by emphasizing effort and growth over relative performance.

Vocabulary

Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

(W): Vocabulary Used in Writing

- *link, linking words and phrases (L)*

Materials

- ✓ Introductory Elements I (from Lesson 10; one per student)
- ✓ Introductory Elements II (from Lesson 12; one per student)
- ✓ Introductory Elements I and II (answers, for teacher reference)
- ✓ Working to Become Ethical People anchor chart (begun in Module 1)
- ✓ Opinion Writing Checklist (from Lesson 9; one per student and one to display)
- ✓ Linking Words and Phrases (from Module 1; one per student and one to display)
- ✓ Model Essay: Branch Rickey (from Lesson 9; one per student and one to display)
- ✓ Directions for Peer Critique (from Module 1; one per student and one to display)
- ✓ Peer Critique Protocol anchor chart (begun in Module 1)
- ✓ Opinion essay (begun in Lesson 11; one per student)
- ✓ Sticky notes (five per student)
- ✓ Pens or colored pencils (purple; one per student)

Opening

A. Reviewing Learning Targets (5 minutes)

- Collect the **Introductory Elements I and II homework** from Lessons 10 and 12. Refer to **Introductory Elements I and II (answers, for teacher reference)** as necessary.
- Direct students' attention to the posted learning targets and select a volunteer to read them aloud:
 - "I can link my opinion and reasons using linking words and phrases."
 - "I can use a comma to separate an introductory element from the rest of the sentence."
 - "I can give kind, helpful, and specific feedback to my partner."
- Review the definition for *link* (to connect).
- Underline the words *linking words and phrases* and review why they are important to use in writing (so that the reader understands how each part of the writing is connected to the focus and also how the writing is sequenced so that the order makes sense).
- Focus students on the **Working to Become Ethical People anchor chart** and invite students to read the habits of character on the chart to themselves. Tell students to choose a habit to focus on as they work today.

Meeting Students' Needs

- For students who may need additional support with comprehension: Write synonyms or sketch a visual above each key term to scaffold students' understanding. (MMR)
- For ELLs: (Practicing with Something Familiar) Check comprehension of *linking words and phrases* by providing an opportunity for students to generate several sentences using linking words and phrases. (Example: "How can we use *for example* in this sentence? We have read many books as a class throughout the school year. For example...")

Work Time

A. Mini Lesson: Linking Words and Phrases (15 minutes)

- Display and invite students to retrieve their **Opinion Writing Checklist**. Point out the following characteristics:
 - "W.5.1a: Information is well organized to make my argument clear and convincing."
 - "W.5.1c: I use linking words to connect my opinion and reasons."
- Tell students that, like in informational writing, writers of opinion texts use words and phrases to link their ideas. In opinion writing, these words connect the writer's opinion with reasons and reasons with evidence.
- If productive, cue students with a challenge:

"Can you figure out why writers use linking language in opinion writing? I'll give you time to think and discuss with a partner." (They help make the argument clear and convincing.)

- Display and invite students to retrieve their **Linking Words and Phrases** handout and to review the words and phrases in both the Temporal Words and Phrases and the Words and Phrases That Connect Ideas columns.
- Display and invite students to retrieve their **Model Essay: Branch Rickey**. Invite them to work with a partner to read the model essay, underlining linking words and phrases. Select volunteers to share with the whole group. As students share, ask:
 - “What ideas is the author connecting with this example?”*
 - “How did the author connect his opinion with his reasons?”*
- Point out that often, linking words and phrases are used at the beginning of the sentence as an introductory element and therefore are followed by a comma.
- Invite students to add examples from the model essay to their Linking Words and Phrases handout.
- Tell students they will revise their own essays for linking words and phrases in the next lesson for Part II of the end of unit assessment.

Meeting Students' Needs

- For students who struggle with oral language and processing: Allow ample wait time throughout the mini lesson. (MMAE, MME)
- For ELLs: (Introductory Elements Chart: Referencing) Display the Introductory Elements chart as students review the Linking Words and Phrases handout, and remind them of the connections between linking language and introductory elements. Invite them to identify introductory elements that are also considered linking language, and encourage them to use these linking words and phrases as they revise their essays in the next lesson.
- For ELLs: (Linking Words and Phrases Practice) Invite students to practice using linking words and phrases by playing Introduce Me!, introduced in Lesson 11. For this practice, select index cards with introductory elements that are also linking words and phrases. Challenge students to see how many linking words and phrases they can say and write in 1 minute!

Work Time

B. Peer Critique: Linking Words and Phrases (35 minutes)

- Focus students again on their Opinion Writing Checklist. Remind them that this checklist is something they have used a lot throughout the second half of this unit.
- Invite students to mark or highlight the following criteria, as these are the criteria they will be thinking about as they revise their work for the assessment in the next lesson:
 - “W.5.1c: I use linking words to connect my opinion and reasons.”
 - “L.5.1: My words and sentences follow the rules of writing.”
 - “L.5.2: My spelling, capitalization, and punctuation are correct.”
- Tell students they are going to use the Peer Critique protocol to provide their partner with kind, specific, and helpful feedback regarding their opinion essays. Remind them that they

used this protocol in Lesson 10 and in Modules 1 and 2, and review as necessary using the **Directions for Peer Critique** and **Peer Critique Protocol anchor chart**. (Refer to the Classroom Protocols document for the full version of the protocol.)

- Invite students to retrieve their **opinion essays**.
- Distribute **sticky notes** and **purple pens or colored pencils**.
- Invite students to begin working through the Peer Critique protocol with their partners.
- Circulate to support students as they work through the protocol.
- Refocus whole group and invite students to record “Y” for “Yes” and the date in the final column of their Opinion Writing Checklist if they feel the criteria marked on their checklists have been achieved in their writing in this lesson.
- Use a checking for understanding technique (e.g., Red Light, Green Light or Thumb-O-Meter) for students to self-assess against the learning targets.

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: (Modeling and Thinking Aloud: Peer Critique) Consider modeling and thinking aloud being specific about feedback during the peer critique. (Example: “I don’t see many linking words and phrases in your essay. Have you thought about adding linking words and phrases from the Linking Words and Phrases handout, and the Introductory Elements chart? Perhaps this would help connect your ideas.”)
- For ELLs: (Sentence Starters) Provide sentence starters on the sticky notes for students to complete during the peer critique. (Example: “One thing you did well was ____”; “Have you thought about ____?”)
- For ELLs: (Home Languages) Invite students to share kind, helpful, or specific comments in their home languages.

Closing and Assessment

A. Annotating Draft for Revision (5 minutes)

- Refocus the group. Be sure that every student has a purple pen or colored pencil from Work Time B. Post and review the following directions.
 1. Read the feedback your peer gave you during the Peer Critique protocol.
 2. Decide where you are going to add a revision note based on feedback or new learning.
 3. Write your revision note in the space above the part of your writing you want to change.
 4. Read through your entire draft and continue to record your revision notes.
 5. Review your revision notes to be sure they make sense.
- Answer clarifying questions.
- Ask students to add notes to their essay drafts using the purple colored pencils. Circulate to confer and support as needed.

- Use a checking for understanding technique (e.g., Red Light, Green Light or Thumb-O-Meter) for students to self-assess how well they worked to become ethical people in this lesson.

Meeting Students' Needs

- For students who may need additional support with self-regulation: When you give students a warning before the transition, provide a clear routine for what to do with unfinished work and utilize a visual timer. (MME)
- For ELLs: (Modeling and Thinking Aloud: Annotating Draft for Revision) Model and think aloud the process for annotating a draft for revision before inviting students to do so.

Homework

A. Complete the Athlete Leader of Social Change form in your Unit 2 Homework.

B. Choose and respond to an opinion QuickWrite prompt from your Unit 2 Homework.

C. 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) Read aloud, discuss, and respond to your prompt orally, either with a partner, a family member, or a student from Grades 4 or 6, or record an audio response. (MMAE)