



EXPEDITIONARY
LEARNING

Grade 6: Module 1: Unit 2: Lesson 19

Peer Critique and Pronoun Mini-Lesson: Revising Draft Literary Analysis



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

I can cite text-based evidence to support an analysis of literary text. (RL.6.1)

I can write informative/explanatory texts that convey ideas and concepts using relevant information that is carefully selected and organized. (W.6.2)

I can use correct grammar and usage when writing or speaking. (L.6.1)

- a. I can use the proper case of pronouns in my writing.
- b. I can use intensive pronouns (e.g., *myself, ourselves*).
- c. I can correct inappropriate shifts in pronoun number and person.
- d. I can correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
- e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

Supporting Learning Targets

- I can use feedback from my mid-unit assessment and the NYS Writing Rubric to set goals for myself as a writer.
- I can create sentences of varied length and structure in order to keep a reader engaged in my writing.

Ongoing Assessment

- Pronoun Sentences
- Draft Literary Analysis (from Lesson 18)



Agenda	Teaching Notes
<p>1. Opening</p> <ul style="list-style-type: none">A. Continue Drafting Literary Analysis (8 minutes)B. Unpacking Learning Targets (2 minutes) <p>2. Work Time</p> <ul style="list-style-type: none">A. Peer Critique: Draft Literary Analysis (15 minutes)B. Language Mini-Lesson: Pronouns (15 minutes) <p>3. Closing and Assessment</p> <ul style="list-style-type: none">A. Begin Revising Draft Literary Analysis Based on Stars and Steps (5 minutes) <p>4. Homework</p> <ul style="list-style-type: none">A. Based on your “stars” and “steps,” continue revising your literary analysis.	<ul style="list-style-type: none">• The beginning of this lesson gives students time to finish drafting their literary analysis.• Students who completed their drafts will use this time to reread and revise their writing. Based on your review of drafts, consider using this time to pull a small group of students who may need targeted support.• In Lesson 14, students wrote individual Stars and Steps for their writing on index cards based on the feedback from their mid-unit assessment.• In this lesson, students continue to develop and add to these stars and steps by adding stars and steps suggested by a partner after a peer critique (based on two rows of the NYS Writing Rubric).• As a class, students also add a writing “step” about the use of pronouns after a writing mini-lesson on pronouns. Students then use these new steps to further revise their draft literary analyses.• The mini-lesson will require reinforcement throughout the year.• In advance: Prepare a chart with the Peer Critique Guidelines, or a copy of the guidelines for students to keep in their folders; also prepare the Pronouns anchor chart (see supporting materials).• Post: Learning targets, end of unit assessment prompt.



Lesson Vocabulary	Materials
peer critique, pronoun	<ul style="list-style-type: none"> • End of unit assessment prompt (from Lesson 12) • Students' draft literary analyses (collected in Lesson 18) • Peer Critique Guidelines (for Teacher Reference; to post) • NYS Writing Rubric (from Lesson 12; one for display and one per student) • Stars and Steps recording form (one per student) • Students' Stars and Steps index cards (from Lesson 14; students' own completed cards) • Pronouns anchor chart (new; teacher-created) • Pronouns anchor chart (example for Teacher Reference) • Pronoun Sentences (one per student) • Sticky notes (four per triad)

Opening	Meeting Students' Needs
<p>A. Continue Drafting Literary Analysis (8 minutes)</p> <ul style="list-style-type: none"> • Distribute students' draft literary analyses (from Lesson 18). Briefly review the prompt for the assessment with students in order to reorient them with their writing. Tell students they will have the first several minutes of class to wrap up any writing they did not complete in the previous lesson. Students who completed their drafts should reread it to themselves to make sure it makes sense. • Suggest to students that they read their essay aloud quietly to catch errors in ideas or grammar. • While students work, consider pulling student who had difficulty making progress in their writing during in Lesson 18. This time can be spent addressing individual needs, and allowing students to orally "rehearse" their writing before trying again. 	



Opening	Meeting Students' Needs
<p>B. Unpacking Learning Target (5 minutes)</p> <ul style="list-style-type: none">• Refocus students whole group. Invite students to read the learning targets with you:<ul style="list-style-type: none">* "I can use the NYS Writing Rubric to provide kind, specific, and helpful feedback to my peers."* "I can use the proper case of pronouns and improve the use of pronouns in my literary analysis."• Invite students to Think-Pair-Share:<ul style="list-style-type: none">* "What does <i>peer critique</i> mean?"* "Why is peer critiquing useful?"• Listen for: "<i>Peer critique</i> means to look at someone else's work and give them feedback that will help them to improve their writing." Clarify as needed.<ul style="list-style-type: none">* "So now that you have seen the learning targets for this lesson, what do you think you will be doing today? Why?"• Listen for: "Reading other literary analyses and providing feedback and improving the pronouns in our literary analyses."<ul style="list-style-type: none">* "What is a <i>pronoun</i>? Can you give me any examples?"• Listen for: "Pronouns are the words that take the place of nouns in a sentence. Examples include 'my,' 'us,' and 'your.'"• Tell students that later in the lesson, they will work on pronouns more.	<ul style="list-style-type: none">• Posting learning targets for students allows them to reference them throughout the lesson to check their understanding. The learning targets also provide a reminder to students and teachers about the intended learning behind a given lesson or activity.• Discussing and clarifying the language of learning targets helps build academic vocabulary



Work Time	Meeting Students' Needs
<p>A. Peer Critique: Draft Literary Analyses (15 minutes)</p> <ul style="list-style-type: none"> • Explain that peer critiquing must be done very carefully because we want to be helpful to our peers so they can use our suggestions to improve their work. We don't want to make them feel bad. Post the Peer Critique Guidelines: <ol style="list-style-type: none"> 1. Be Kind: Always treat others with dignity and respect. This means we never use words that are hurtful, including sarcasm. 2. Be Specific: Focus on particular strengths and weaknesses, rather than making general comments like "It's good" or "I like it." Provide insight into <i>why</i> it is good or what, specifically, you like about it. 3. Be Helpful: The goal is to positively contribute to the individual or the group, not to simply be heard. Echoing the thoughts of others or cleverly pointing out details that are irrelevant wastes time. 4. Participate: Peer critique is a process to support each other, and your feedback is valued! • Display the NYS Writing Rubric and ask students to refer to their own copies. • Focus students on the second row, Command of Evidence. In Column 3, highlight/underline this section: "Develop the topic with relevant facts, definitions, details, quotations, or other information and examples from the text(s)." • Focus students on the third row, Coherence, Organization and Style. In Column 3 highlight/underline this section: "Exhibit clear organization, with the use of appropriate transitions to create a unified whole." • Invite students to read each of these sections of the rubric aloud with you. Tell them that during the peer critique time they will be focusing on these two specific elements of the literary analysis. • Emphasize that their job is to make sure that their peers' use of evidence and organization is strong. Distinguish peer critique from proofreading. It is fine if they catch errors in each other's work. But the goal is to make the thinking in the writing as strong as possible. • Tell students that they will present feedback in the form of stars and steps. Remind them that they did something similar for themselves in Lesson 14. Today, they will give two "stars" (one related to Row 2 of the NYS rubric, one related to Row 3), and two "steps" (one related to Row 2 and one related to Row 3). • Briefly model how to give two "kind, specific, helpful" stars. Be sure to connect your comments directly to each row of the rubric. For example: "You have used details from both the myth of Cronus and <i>The Lightning Thief</i> to support your claims, and you used the word 'Finally' to begin your conclusion, which is a good transitional word." * Repeat, briefly modeling how to give two "kind, specific, helpful" steps. For example: "Can you find a detail from Cronus to support that claim? Can you add a transitional word at the beginning of this paragraph to make the paragraphs flow smoothly into each other?" 	<ul style="list-style-type: none"> • Set up peer critiquing very carefully to ensure students feel safe giving and receiving feedback. Students must be given a set of clear guidelines for behavior, and they need to see the teacher model how to do it successfully. Asking students to provide feedback to their peers based on explicit criteria benefits both students in clarifying what a strong piece of writing should look like. Students can learn from both the strengths and weaknesses that they notice in the work of peers.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> • Emphasize that it is especially important to be kind when giving steps. Asking a question of the writer is often a good way to do this. “I wonder if ...?” “Have you thought about ...?” • Distribute the Stars and Steps recording form. Explain that today, students will record the stars and steps for their partner on this sheet so that their partner can remember the feedback he or she receives. They are to write the name of their partner at the top of their paper. • Pair up students. Invite pairs to swap essays and to spend 3 minutes reading them in silence. • Ask students to record stars and steps for their partner on the recording form. This form is designed to help them remember the feedback they want to give to their partner from the peer critique. Circulate to assist students who may struggle with recording their feedback. • Ask students to return the essay and Stars and Steps recording form to their partner and to explain the stars and steps they recorded for their partner. Invite students to question their partner where they don't understand the stars and steps they have been given. • Distribute students' individual Stars and Steps index cards from Lesson 14. Tell students now that they have new stars and steps from the peer critique, they will use them to add some new stars and steps to their index cards. • Invite students to add the stars and steps suggested by their partner to their index card. 	
<p>B. Language Mini-Lesson: Pronouns (15 minutes)</p> <ul style="list-style-type: none"> • Tell students that from what you have seen of their drafts as you have been circulating while they work, you have noticed that a group step about the use of pronouns would help them to improve their writing because the use of pronouns has made some of their writing unclear. • Ask students to Think-Pair-Share: <ul style="list-style-type: none"> * “So what is a pronoun?” • Listen for: “Pronouns are the words that take the place of nouns in a sentence.” • Post the new Pronouns anchor chart. Explain that there are more kinds of pronouns, but for today they are focusing on the five listed on the anchor chart. Read the description and the example of each of pronoun: 	<ul style="list-style-type: none"> • Anchor charts serve as note-catchers when the class is co-constructing ideas. • Many students will benefit from having the time available for this activity displayed via a visible timer or stopwatch.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> * Personal: Takes the place of a specific or named person or thing. Ex: "<u>He</u> ate the cake." * Demonstrative: Points out a specific person, place, or thing. Ex: "<u>This</u> is where Jack lives." * Reflexive: Refers back to the subject of the sentence and always ends in "self" or "selves." Ex: "I saw <u>myself</u> in the mirror." * Intensive: Like the reflexive, but adds emphasis to a noun or pronoun. The intensive pronoun can be removed and the sentence will still make sense. Ex: "I did it <u>myself</u>." * Possessive: Refers to a specific person/people or thing/things belonging to someone/something. Ex: "Jake found <u>his</u>, but Emily could not find <u>hers</u>." <ul style="list-style-type: none"> • Emphasize the difference between the reflexive and intensive pronouns using the examples. The important thing for them to remember is that with an intensive pronoun, the intensive pronoun can be removed and the sentence will still make sense. • Allocate a category of pronoun to each triad. Distribute Pronoun Sentences and sticky notes to triads. Point out the steps at the beginning of Pronoun Sentences: <ol style="list-style-type: none"> 1. Look at the first sentence. 2. Discuss with your triad which is the pronoun. 3. Underline the pronoun. 4. Repeat with all of the sentences. 5. Determine which of the pronouns are in the category you have been allocated. 6. Write these examples of pronouns in your category on sticky notes. • Invite triads to present their suggestions and to post their sticky notes in the column they have been allocated. • Identify those that haven't been placed correctly and discuss them to ensure students understand why they are not correct. • Write this sentence on the board: "Tim told his brother he was working too hard." Invite students to discuss in triads and share with the whole group: <ul style="list-style-type: none"> * "What are the pronouns in this sentence? What kind of pronouns are they?" 	<ul style="list-style-type: none"> • Some triads may benefit from being given a shorter selection of sentences to work through.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Underline “his” and “he.” “His” is a possessive pronoun; “he” is a personal pronoun. Invite students to discuss in triads and share with the whole group:<ul style="list-style-type: none">* “What is confusing about the use of pronouns in this sentence?”• Listen for: “We don’t know whether the pronoun ‘he’ is about Tim or about Tim’s brother.”<ul style="list-style-type: none">* “So the use of the pronoun has made the sentence vague and difficult to understand. Let’s say the ‘he’ is about Tim’s brother. How could we improve the sentence to make it clear?”• Listen for an example such as: “Tim’s brother was working too hard, so Tim told him so.”• Write this sentence on the board: “Take the key out of the lock and fix it.” Invite students to discuss in triads and share with the whole group:<ul style="list-style-type: none">* “What are the pronouns in this sentence? What kinds of pronouns are they?”• Underline “it.” Explain that “it” is a personal pronoun in this sentence. Invite students to discuss in triads and share with the whole group:<ul style="list-style-type: none">* “What is unclear about the use of pronouns in this sentence?”• Listen for: “We don’t know whether it means to fix the key or fix the lock.”<ul style="list-style-type: none">* “So the use of the pronoun has made the sentence vague and difficult to understand. Let’s say the ‘it’ is about the key. How could we improve the sentence to make it clear?”• Listen for: “Take the key out of the lock and fix the lock.”• Post the group “step” you have after looking at some of the draft literary analyses: “Improve the use of pronouns to make the meaning of sentences more precise and clear.”• Invite students to record this step on their Stars and Steps index cards.	



Closing and Assessment	Meeting Students' Needs
<p>A. Begin Revising Draft Literary Analysis Based on Stars and Steps (5 minutes)</p> <ul style="list-style-type: none">• Be sure students have their texts, The Lightning Thief.• Invite students to begin to revise their draft essays based on the new stars and steps recorded on their index cards. Tell them that that they will continue revising for homework.	<ul style="list-style-type: none">• Consider allowing select students to work in partnerships as they revise their paragraph. Being able to talk about writing before actually writing is an important scaffold for many students.
Homework	Meeting Students' Needs
<p>A. Based on your “stars” and “steps,” continue revising your literary analysis.</p>	



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Supporting Materials



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- 1. Be Kind:** Always treat others with dignity and respect. This means we never use words that are hurtful, including sarcasm.
- 2. Be Specific:** Focus on particular strengths and weaknesses, rather than making general comments like “It’s good” or “I like it.” Provide insight into why it is good or what, specifically, you like about it.
- 3. Be Helpful:** The goal is to positively contribute to the individual or the group, not to simply be heard. Echoing the thoughts of others or cleverly pointing out details that are irrelevant wastes time.
- 4. Participate:** Peer critique is a process to support each other, and your feedback is valued!



Name:

Date:

“Develop the topic with relevant facts, definitions, details, quotations, or other information and examples from the text(s).”

Star:

Step:



“Exhibit clear organization, with the use of appropriate transitions to create a unified whole.”

Star:

Step:



Personal	Demonstrative	Reflexive	Intensive	Possessive
<p>Takes the place of a specific or named person or thing</p> <p>Ex: “<u>He</u> ate the cake.”</p>	<p>Points out a specific person, place, or thing</p> <p>Ex: “<u>This</u> is where Jack lives.”</p>	<p>Refers back to the subject of the sentence and always ends in “self” or “selves”</p> <p>Ex: “I saw <u>myself</u> in the mirror.”</p>	<p>Like the reflexive, but adds emphasis to a noun or pronoun. The intensive pronoun can be removed and the sentence will still make sense.</p> <p>Ex: “I did it <u>myself</u>.”</p>	<p>Refers to a specific person/people or thing/things belonging to someone/something</p> <p>Ex: “Jake found <u>his</u>, but Emily could not find <u>hers</u>.”</p>



Personal	Demonstrative	Reflexive	Intensive	Possessive
<p>Takes the place of a specific or named person or thing</p> <p>Ex: "<u>He</u> ate the cake."</p> <p>you, she, he, him, her, yours, his, hers, theirs</p>	<p>Points out a specific person, place, or thing</p> <p>Ex: "<u>This</u> is where Jack lives."</p> <p>this, that, these, those</p>	<p>Refers back to the subject of the sentence and always ends in "self" or "selves"</p> <p>Ex: "I saw <u>myself</u> in the mirror."</p> <p>myself, himself, herself, yourself ourselves, yourselves</p>	<p>Like the reflexive, but adds emphasis to a noun or pronoun. The intensive pronoun can be removed and the sentence will still make sense.</p> <p>Ex: "I did it <u>myself</u>."</p> <p>myself, yourself, herself, ourselves, themselves</p>	<p>Refers to a specific person/people or thing/things belonging to someone/something</p> <p>Ex: "Jake found <u>his</u>, but Emily could not find <u>hers</u>."</p> <p>mine, yours, his, hers, ours, yours, theirs</p>



.....
Name:

.....
Date:

1. Look at the first sentence.
2. Discuss with your triad which is the pronoun.
3. Underline the pronoun.
4. Repeat with all of the sentences.
5. Determine which of the pronouns are in the category you have been allocated.
6. Write these examples of pronouns in your category on sticky notes.

1. She studies every single night and never watches TV or plays video games.

2. I made myself a sandwich.

3. That costs way too much money for something so small.

4. The biggest cup is mine.

5. She made the cake all by herself without any help.

6. Do you think the engineer can repair it or not?

7. I looked at it myself.

8. I suppose I will have to do it myself.



9. Do you need to borrow a pencil?

10. That book is his, not hers.

11. I looked everywhere for your key. I found your mom's, but I couldn't find yours.

12. These look absolutely perfect.

13. They are going to pick it up themselves.

14. Here is your car. Ours is over there where we left it.

15. Did you build that all by yourselves?

16. Have you seen this?

17. Cara found her book, but Russell couldn't find his.

18. They moved all of the heavy boxes all by themselves.

19. She made it herself.

20. Those are not the right ones.