

## 10: 4th\_ELA\_Editing\_Main

Teacher: In a text, when explaining what the text says explicitly and when drawing inference from the text. Does this sound familiar? It should be, because we've been working on this for a few lessons already correct? Today I'm going to show you exactly what you need to do in order to get the MP and ME's and to really answer it clearly and concisely. Here's our success criteria, you'll be able to use the constructive response success criteria and we already went over that right? Donovan?

Student-1: Yes.

Teacher: Success criteria we went over what it is and to give and get feedback. You're going to learn how to give and get the feedback. In the second one, I can use feedback to improve the quality of my validation. Why do you think we want to get and give feedback? Why?

Students: So you know what you did wrong.

Teacher: So you know what is incorrect and what you need to fix.

Students: You know not to make that mistake next time.

Teacher: You know not to make that mistake next time. Does it also make us something that we want to be. Who is someone that gets feedback from other people and use the criteria? What do you call those people? What did you say?

Students: Effective-

Teacher: Effective Good learners. Right?

Example, and where's the one that we use feedback to make Student-9ges? Is it just give and get feedback? Where's the look at criteria?

Students: It's down there.

Teacher: Criteria. We're working on being a good effective learners because good effective learners are great students. [00:02:00] Teacher-2 is going to help us. We're going to model how you're going to give and get feedback looking at, remember the constructive response you did on the character traits? For Amara, the talent show? You remember that? We did another one. We did ours on, what happened to my book? 'Student-3and the Iwa Bird,' and we did it on, what did we do it on? Theme?

Teacher-2: Yeah.

Teacher: On what the theme was. Teacher-2 did the answers for what is the theme of this story and I'm going to give her feedback looking at what?

Students: The success criteria.

Teacher: The success criteria. Here is the success criteria. I can validate my answers with evidence from the text. I can use explicit sentences, phrases from the text to validate my answer. I can use what?

Students: Quotation marks.

Teacher: Quotation marks. When? Identifying explicit sentences or phrases from the text. I can also do what?

Students: Draw.

Teacher: Draw inferences from specific phrases from the text. I can-

Students: Include the page number-

Teacher: The page number with the explicit sentence or phrases came from. Here's my success criteria. It's also on my paper, so that will help me. This is how we're going to give feedback, because some of us, you can scoot in, some of us still don't know what to say or how to give good feedback. What do you got to make sure you do? What do you need to look at when you are giving feedback?

Students: The success-

Teacher: The success criteria. You can't just make things up right?

Students: Yes.

Teacher: Say "Oh, but you didn't color it in," because was that part of the success criteria?

Students: No.

Teacher: No, let's stick to the success criteria [00:04:00] because that's what we all agreed on. That would make it a MPME and and be successful. This is the steps we're going to go over.

Step one is read over the paper. I'm going to read over her paper, and then I'm going to say this. You see the giver? I'll be the giver first because this is Teacher-2's paper. I'll be the giver and I'll say "According to the success criteria, you need to have" and I'm going to say this, because this is the first one. Then I'm going to

tell her, "Can you give me the evidence that you have it?" If she says yes, she's going to point to it. If the person says yes, ask the next question.

She says yes, then I'll go to this one. "Can you point to it and read it aloud to me?" Then I'm going to make sure to listen and look, so I can either say "Hmm, I agree with you" or "Hmm, I don't really agree with you because this." Then I have this little paper here to help me give her feedback. Then she can see "Oh I didn't have this and this. I need to go add it in." Okay?

I'm going to leave this right here for now so we can look at it. Help me out if I get lost. Maybe Dwayne, you have to stand up here so I know where I am, and hold the paper. Stand right here. Okay get ready. All right Teacher-2, why don't you ask me for feedback?

Teacher-2: Mrs. Richardson, can I get a feedback please.

Teacher: Oh, sure okay. Let's sit down. Let me get a chair. Watch out Student-7. Let me see your paper Teacher-2. Okay so you did 'Student-3[00:06:00] the Iwa Bird.'

Teacher-2: Yes.

Teacher: What is the theme? Let's see. This is my feedback paper that I'm going to use. Help me out guys. I'm going to read it over. It says the theme of this story is not to be selfish. In the text Student-3 didn't share. First step Dwayne, what do I have to say? According- Can you guys help me?

Student 5: According to success criteria, you need to have-

Teacher: You need to have, you need to validate your answer with evidence from the text. Can you guys help me? What does it say next?

Students: Can you give evidence that you have?

Teacher: Can you give me evidence that you have Miss Teacher-2

Teacher-2: Yes I can. The theme of the story is not to be selfish.

Teacher: Validate my answer with evidence from the text. I say can you point it out and read it out loud. She did that before I asked her because she's efficient. I'm going to say, now I'm at the third one, third step. I, and I'm going to say, disagree. I disagree with you Teacher-2 because it says you need evidence from the text, but you didn't have evidence from the text. I'm going to write "No, it's not there" and I'm going to write "No evidence."

Next one, according to the success criteria, you need to have explicit sentences, phrases, and I'm going to get rid of this, from the text to validate your answer. Then I have to say [00:08:00] "Can you-." Up there, Dwayne, "Can you-" yeah.

Students: "Can you give me evidence that you have it?"

Teacher: Can you give me evidence that you have that?

Teacher-2: Yes.

Teacher: Oh, okay, show me where.

Teacher-2: Right here.

Teacher: In the text Student-3 didn't share. I'm going to say I disagree with that because that's not really explicit sentences from the text. That's more of an inference. I'm going to say, what do you think I'm going to say? Yes or no?

Students: No.

Teacher: No. You can even say not sure if you're not sure. It's fine to say you're not sure. Now the next one, read it with me. "According to the success criteria, you need to have-" It says quotation marks. When identifying explicit sentences or phrases from the text. I need to say "Can you give me evidence that you have it?"

Teacher-2: No I don't have it.

Teacher: She doesn't have it. I'm going to click no, she doesn't have it. Okay good. She said no, I don't have to say the last part right? Now I go back up to the top again. Ready, go. "According to the success criteria, you need to have-" You need to draw inferences from specific sentences or phrases from the text. "Can you give me evidence that you have it?"

Teacher-2: No.

Teacher: She said no, so do I need to give her any? I just have to check off what? No. I'm just helping her right now is point [00:10:00] out "Hey you need to look at the success criteria" because clearly she didn't look it, because when I asked her she said no she doesn't have it. She must not have looked at her success criteria right?

The next one is "According to the success criteria, you need to have-" and I'm going to the next one, page number for which the specific sentence or phrases and/or inference came from. "Can you give me evidence that you have it?" Student-4 follow along.

Teacher-2: No, I don't have it.

Teacher: No, so I'm going to click no. Teacher-2, looks like according to the success criteria, you need to make a lot of what?

Students: Student-9ges.

Teacher: Student-9ges to yours if you want to get a good grade. Okay, so maybe you should go and make those Student-9ges.

Teacher-2: Okay, thank you.

Teacher: Now Teacher-2 did another one. When she was feeling better, she did another one. Here's her new answer. Here's another one. Let's look at this now. The theme of the story is not to be selfish because being selfish will make you unhappy in the end. Pretty good, everybody say "Oooh"

Students: Oooh.

Teacher: In the text, Student-3 didn't share her collection of things which made her feel trapped in her tree, according to page 15. On page 22, Tutu told her "Give them away and you will truly be free." When Student-3 began giving her things away, she felt happier because she didn't have to stay at her nest and watch her things. [00:12:00] Teacher-2 has nicer handwriting than I do.

Dwayne let's have, Student-4 you can be our pointer now. Ready we're going to go through every step again. On three, what do we say first?

Students: "According to the success criteria, you need to have-"

Teacher: You need to validate your answer with evidence from the text. You say "Can you give me evidence that you have it?"

Teacher-2: Yes I do. The theme of the story is not to be selfish because being selfish will make you unhappy in the end.

Teacher: You validated with evidence from the text? I see, in the text-

Teacher-2: In the text, page-

Teacher: Page 15.

Teacher-2: And 22.

Teacher: I agree with you this time Teacher-2. You did a great job, I see, so I'm going to say yes for this one. Okay next, go.

Students: "According to the success criteria, you need to have-"

Teacher: Explicit sentences and phrases from the text to validate your answer.

Students: "Can you show me evidence that you have it?"

Teacher: Teacher-2?

Teacher-2: Yes I do. In the text Student-3 didn't share her collection of things which made her feel trapped in her tree according to page 15, and on page 22, Tutu told her "Give them away and you will truly be free."

Teacher: I agree with you Teacher-2 because you do have evidence from the text to validate your answer, so I'm going to click yes. All right next.

Students: "According to the success criteria, you have to have-"

Teacher: Quotation marks!

Teacher-2: [00:14:00] Quotation marks.

Teacher: When identifying explicit sentences or phrases.

Students: "Can you give evidence that you have it?"

Teacher-2: Yes I can. I have a quotation marks for "Give them away and you will truly be free."

Teacher: I agree with that Teacher-2 because I see it. I'm going to put X, yes. Next.

Students: "According to the success criteria, you need to have-"

Teacher: You have draw inference from specific sentences. You have to infer.

Students: "Can you give evidence that you have it?"

Teacher: Where did you infer?

Teacher-2: Yes I can. When Student-3 began giving her things away, she felt happier because she didn't have to stay at her nest and watch her things.

Teacher: Let me think, is that an inference?

Students: Yes.

Teacher: I agree. I agree, that is an inference so I'm going to click yes. Last one.

Students: "According to the success criteria, you need to have-"

Teacher: The page number for which the specific sentence or phrases, or inference came from.

Students: "Can you give evidence that you have it?"

Teacher-2: Yes, I have it on page 15 and page 22.

Teacher: I totally agree with that because I see right there, so I'm going to click yes. You have it. Well Teacher-2, looks like you will get a ME because you have all yeses. Does she need to make Student-9ges?

Students: No.

Teacher: No, I think you're just perfect. I will give this to you if you don't want to make Student-9ges, you don't need to. If you want to make Student-9ges, you can. Now what do you say?

Teacher-2: Thank you.

Teacher: You're welcome. All right, will you be able to do that?

Students: [00:16:00] Yes.

Student-1: I was going to say, why don't we have a prize?

Teacher: Why don't you have a prize? Your prize is in your heart. Oh I feel good that I did a good job right? Integrity. Will you be able to do that?

Students: Yes.

Teacher: You will get a partner and I will pass back. I will pass back your paper here. Remember you did the character traits?

Student-1: Nope.

Students: Yes.

Teacher: It gets kind of routine. You have to say the same things over and over again, but it's okay because we're just learning. We're just learning. We copy the model until you can do it on your own without looking at the model. Okay, but this is the way that we give good, effective feedback. What do you do with the good, effective feedback?

Students: Use it.

Teacher: You use it, right? I'm going to pass back your paper. I'm going to give you the little half sheet so you can do what I did for Teacher-2. Then you're going to partner up and practice your feedback. I will leave that there so you can look at it. Any questions?

Students: No.

Teacher: Student-4. [inaudible 00:17:08]. Student-5. Can you pass these out here? Then can you make sure everybody gets one of those? Student-5. Student-6. What happens when I'm done giving Teacher-2? What does she need to do next? If we're partnered up.

Student 8: You need to do you?

Teacher: Yup, then she needs to give me feedback right? We're going to switch. 23. Student-1 and Student-7.

Student 8: [inaudible 00:17:42]

Teacher: That's Student-8. Everybody should have a half sheet. Did anybody find Student-9's paper?

Students: No.

Teacher: Do you have Student-9's paper? Student-9 let me look for your paper okay? Everybody has a half sheet?

Student 9: I [00:18:00] have.

Teacher: Can you meet somewhere on the floor with your partner and give each feedback, because then you can see what you need to say. I'm going to push it over here. Oh, sorry. Get your clipboard if you need to, and you also need a pencil to check off. Get a pencil. Get your clipboards. Sit with your partner. In 10 seconds. Student-9, here you are. Let's give us 15 minutes. Okay come back and sit on the floor with your pencil and your partner.

Cute you got a haircut. I like it. I want to cut my hair like that again. Come sit on the floor. Where's your partner? Who's your partner? Okay, sit with your partner. Oh you need a partner? Okay maybe Teacher-2 can be your partner Teacher-2, we need a partner. Can you be a partner? Maybe Student-1 can read it to you. Student-1, so you make believe that you're giving Teacher-2 this feedback. Pretend that this is her paper, so you know how to give feedback okay? This is her paper. You're using this to fill it out, but make sure to put [00:20:00] your name on it.



Their name goes here, the person you're giving feedback to. This is their paper right? You write their name on here. You're going to give this to them. Read over the paper.

You have to read her answer. She has to read your answer. Then start asking them the questions.

Scout over a little, thanks. Do you have a because? [00:22:00] That you couldn't find it, or you don't see it? You can't find it in the text, or she couldn't point it out? She couldn't point it out? Okay. Check off no, then go to the next one. Go back up there.

Student 10: According to the success criteria you need to have explicit-

Teacher: Are you repeating yourself according to the success criteria? You need to have. Follow the process.

Student 10: Can you give me evidence that you have it?

Teacher: Student-7 this is your paper and you're pointing it out to her. Are you saying the- Okay. Oh, very good. Wow [inaudible 00:23:47]. You must have looked at your criteria as you were writing it. Did you check it off too? Is it all checked off on the top? His one? On his paper? I [00:24:00] can see you used the criteria. Okay, you're doing the second person now. You guys are taking turns?

Okay, let's go. What do you think you do with the feedback? You just throw it away?

Student 11: No.

Teacher: Ignore it? What do you think the feedback does?

Student 11: [inaudible 00:24:29]

Teacher: It helps you to, yeah, fix your paper, answer it correctly. Make sure you are clear and you have all the criteria. Then you'll be successful. Did you find out what it missing?

Student 11: Yes.

Teacher: Oh, a lot is missing. Does his feedback help you? Is it going to help you? Is it going to help you on the next task?

Student 12: Yes.

Teacher: You think so?

Student 12: I'm going to know what to do.

Teacher: You're going to know what to do. What you were missing right? The first time I gave Teacher-2 feedback she was missing a lot, but at least she knows now that she needs to look at the criteria right? Make sure she has all of that because I don't think she did the first time. The second time she did so much.

Now, what do you need to tell you're friend?

Students: Thank you.

Teacher: What do you need to tell your friend? We're going to come back here.Student-5 and Student-4, we'll finish later. Turn this way. What do you need to tell your friends?

Students: Thank you.

Teacher: Thank you for the?

Students: Feedback!

Teacher: Feedback. Okay, eyes up here. [inaudible 00:25:45]. You were focused, you did a good job, because you know what? Your answer is always good, but you always forget what? Or a lot of times, what do you forget to do? [00:26:00] You forget to?

Student-1: Lots of things.

Teacher: Lots of- You just give the answer right? You expect us to read your brain, but we can't really read what's going on in your brain. Okay, so face the front. Let me see your eyes. Are we slanted?

Students: Yes.

Teacher: Okay, what did we just do?

Students: Gave feedback.

Teacher: Gave feedback and also?

Students: Fixed our papers.

Teacher: We gave, but we also?

Students: Received feedback.

Teacher: Received feedback. What does feedback help us do?

Students: Write notes.

Teacher: Write notes, yes.

Students: Make our answer better.

Teacher: Make your answers, make your paper better, so the next time what? You know what to do. When you answer another constructive response, Student-5, should it be better?

Students: Yes.

Teacher: Yes. Should you have a lot of no's the next time?

Students: Yes.

Teacher: Or a lot of yes's?

Students: A lot of yes's.

Student-1: I thought you said notes.

Teacher: A lot of no's. Like Teacher-2's one, her first one needed a lot of work. She was missing a lot of things, but her second paper was what?

Students: Good.

Teacher: A lot better. Hopefully you can use this. Will you be able to use this process again for other things?

Students: Yes.

Teacher: Do you have success criteria for many things Student-10? Do we have success criteria for many things?

Students: Yes.

Teacher: Yes we do. Can you go through this process for any success criteria?

Students: Yes.

Teacher: Yes, you can, so use it. Some of us, did you look up there and use the words that was given?

Students: Yes.

Teacher: Some of you did not need to use the words. You could Student-9ge it and make it your own. That's fine. As long as you were going through the process through every single success criteria. Making sure they got it. Who wants to share some feedback that they got, [00:28:00] that really helped them? Really made them see the light? Who wants to share? Come. What about you Student-1, you want to share? Did it help you? Okay, so explain to us how the feedback helped.

Student-1: Maybe a little bit.

Teacher: Does it help you? To make it better. Okay, you come up and share after. Okay, so [inaudible 00:28:29] what do you want to share with us?

Student 7: That when I was doing mine, I looked over here so that's what helped me.

Teacher: What is that?

Students: Success criteria.

Teacher: Very good.

Student 7: I looked at it and then I forgot to do one thing, and I put on page 39.

Teacher: I see how he added a carrot so I can tell Student-10, that he missed something, but he went back and he fixed it. Anything else? Did you get any help from the feedback? The feedback process. Or just going through the process, how does it help you? As a learner. Does it help you to remember? Does it help you to know what to do next time?

Student 7: Yeah.

Teacher: What?

Student 7: It helped me to ... [inaudible 00:29:38] the criteria that I can get ... If I'm getting feedback then I can get it all right.

Teacher: Yes. Was Student-10 your partner? Was he a good person to get feedback from? The next time when you're trying to get feedback, would he be a person you would choose? Okay. Let's give him a roller coaster on 3. 1, 2, 3 ch-ch-ch-whooo. [00:30:00] Thanks [inaudible 00:30:02]. Student-1 wants to share.

Student-1: [inaudible 00:30:04]

Teacher: Come Student-1, just tell us how he helped you.

Student-1: I don't think I want to go.

Teacher: Did the process help you? Can you stand up there and explain to us what happened? Tell us what happened. Just look at your paper and say "I had a lot of-"

Student-1: I had a lot of No's because I always forget to add [inaudible 00:30:30] things.

Teacher: Okay, and how does the process help you?

Student-1: The process helped me by including my mistakes and solving them.

Teacher: Will it help you the next time? Who was your feedback partner?

Student-1: Teacher-2.

Teacher: Is she a good feedback partner?

Students: Yes.

Teacher: Would you choose her the next time again?

Students: Yes.

Teacher: Okay, so who had a good feedback partner by the way? Good job. You have to know right? Who was a good feedback person you would go to? To help you? Yes? Where is your feedback partner Shiloh? All right, let's give Student-1 fireworks. Fireworks on 3. 1, 2, 3 psst. Good job, thank you very much. Let's see if we were successful. Let's look at our criteria, that we have set for today's lesson. Again, were you able to use explicit sentences and examples from the text for your evidence to support your answer? Yes or no?

Students: No.

Teacher: No? Did you learn how to do it?

Students: Yes.

Teacher: Let's look here. Did you use the constructive response success criteria to give feedback? Yes or no?

Students: Yes.

Teacher: Did you use the criteria? Yes?

Students: Yes.

Teacher: Did you use feedback? What are you going to use that feedback for? To fix your paper and make improvements. Who already made improvements with this feedback? I know Student-10 did. Jaden already did. [00:32:00] Student-10 all you need to do was get like a page number right, and right it in? Good job.

Students: Inference.

Teacher: And what? Inference. Make an inference. The next time we do a constructive response, do you think you'll get more yes's or more no's?

Students: Yes's.

Teacher: Probably more yes's because you'll be paying more attention to what?

Students: Your success criteria.

Teacher: You'll be paying attention to the success criteria. Tell your partner thank you.

Students: Thank you.

Teacher: Great job guys. Can I have your papers back? Then we're going to switch. Thank you. Thank you. Oh, you know what, can you do me a favor and staple because I'm going to lose it. Staple it and then give it to me. Can you collect it Cheyenne? Teacher-2, you want to go over it with the next group?

Teacher-2: The next group? Yeah.

Teacher: You want to use Student-7 as your partner.

Teacher-2: Yeah.

Teacher: Student-7, can you be Teacher-2's partner and model what she did for me? All you're going to do is point to the sample.

Teacher-2: You know how I was pointing? You're going to be pointing and I'm going to ask you a question, and you're going to answer yes or no.

Teacher: Up there for you start with. Class class.

Students: Yes yes.

Teacher: We are switching.