

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

- Teacher: How to get MPs, MEs, and get super-duper good grades on your constructive response. Awesome, and I like the smiley faces. Today, if we look at our learning target, let's look over here. We're going to be doing this one, which is, "I am learning to ..."
- Students: Refer to details ...
- Teacher: Refer to details and examples in a text when explaining ...
- Students: What the text says ...
- Teacher: What the text says explicitly and when drawing inference from the text. Does this sound familiar?
- Students: Yes.
- Teacher: It should be, because we've been working on this for a few lessons already, correct?
- Students: Yes.
- Teacher: But today, I'm going to show you exactly what you need to do in order to get the MP and MEs and to really answer it clearly and concisely. So here is our success criteria. You will be able to use the constructive response success criteria, and we already went over that, right, Student-1?
- Student-1: Yeah.
- Teacher: Success criteria. We went over what it is, and to give and get feedback. So 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." So why do you think we want to get and give feedback?
- Students: So you know what you did wrong.
- Teacher: So you know what is incorrect and what you mainly did.
- Students: So that we 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 who gets feedback from other people and use the criteria? What do you call those people? What did you say?
- Students: Effective, good learners.

Teacher: Effective good learners, right? [00:02:00] Right here. Effective, good learners, we all know. What is that one right there?

Students: Give feedback.

Teacher: And then where is the one ... Oh, they're a good example. And where is the one that we use feedback to make changes? Is it just giving good feedback? Where's the look at criteria?

Teacher-2: Pay attention. Follow along.

Students: Oh, it's down there.

Teacher: Look at criteria. We're working on being a good, effective learner, because good, effective learners are great students. It's 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 Student-2, the talent show?

Students: Yeah.

Teacher: We did another one. We did ours on [inaudible 00:03:00]. We're going to get 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: Quotations.

Teacher: Quotation marks. When?

Students: Identifying explicit sentences or phrases from the text.

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

Students: Draw.

Teacher: Draw inferences from specific places from the text, and I can?

Students: Look on the page number for ...

Teacher: The page number [00:04:00] where the explicit sentence or phrases came from. Here is my success criteria. It's also on my paper, so that will help me. This is how we're going to

give feedback. Some of us still don't know what to say or how to give good feedback, but what do you got to make sure you do? What do you need to look at when you are giving feedback?

Students: Success criteria.

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, because that is what we agreed on that would make it an MPME and be successful. This is the steps we're going to go over. Step one is read over the paper. So I'm going to read over here paper, and then I'm going to say that, since you're the giver, I'll be the giver first, because this is Ms. 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. This is the first one. 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, right?

If the person says yes, ask the next question. So she says yes, and I'll go to this one. "Can you point to it and read it out loud to me?" I'm going to make sure to listen and look, so I can either say, "Hm, I agree with you." Or, "Hm, I don't really agree with you because this." Then I have this little paper here to help me give feedback, and if she can see, "Oh, I didn't have this and this. I need to go add it in." Okay?

Students: [inaudible 00:05:47].

Teacher: I'm going to leave this right here for now so we can look at it. Help me out if I get lost. Maybe, Student-3, you have to [00:06:00] stand up here so I know where I am and hold the paper. So stand right here. Okay, get ready. All right, Ms. Teacher-2.

Ms. Teacher-2: This is Teacher's negative feedback things.

Teacher: Oh, sure. Okay. Let's sit down. Get [inaudible 00:06:24]. Let me see your paper, Ms. Teacher-2.

Students: [inaudible 00:06:34].

Teacher: Okay. You did Student-4 the Evil Bird. What is that thing? Let's see here. 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 the story is not to be selfish. In the text, Student-4 and Student-5 share. So first step Student-3, what do I have to say? According ...

Student-3: According to the 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 with that sentence?

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

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

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

Teacher: Hm, I'll look at my answer with evidence from the text. So I say, "Can you point it out and read it out loud?" She did that before I asked her, because she's efficient, but I'm going to say now I'm on the third one. Third step. Hm, I'm going to say I disagree. [00:08:00] I disagree with you Ms. 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 ... Help me read that.

Students: According to the success criteria, you need to have ...

Teacher: Explicit sentences, phrases, and I'm going to get rid of this, from the text to validate your answer. Then I have to say ... Read that part.

Students: Can you ...

Teacher: Oh, Student-3, can you ... Yeah.

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

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

Ms. Teacher-2: I'm not sure.

Teacher: In the text, Student-4 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. So I'm going to say ... What do you think I'm going to say?

Students: No.

Teacher: You can even say not sure if you're not sure. It's all right to say you're not sure. Now, the next one, read it with me.

Students: According to the success criteria, you need to have ...

Teacher: It says quotation marks when identifying explicit sentences or phrases from the text. I need to say ...

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

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

Teacher: She doesn't have it. I'm going to put, "She doesn't have it." Okay, good. [00:10:00] She said no, so I don't have to say the last part, right? So now I go back up to the top again. Ready? Go.

Students: According to the success criteria, you need to have ...

Teacher: We need to draw inferences from a specific sentence or phrase, the phrases from the text.

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

Ms. Teacher-2: No.

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

Students: According to the success criteria, you need to have ...

Teacher: And I'm going to the next one. Page number for which the explicit sentences and phrases and quotes came from.

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

Teacher: Student-6, follow along. I'm going to create one. So, Ms. Teacher-2, it looks like according to the success criteria, you need to make a lot of ...

Students: Changes.

Teacher: Changes to yours if you want to get a good grade. Okay, so maybe you should go and make a couple changes. Now, Ms. Teacher-2 did another one. When she was feeling better, she did another one, so here's her new one.

Students: Whoa.

Teacher: Here's another one, so let's look. The theme of the story is not to be selfish, because being selfish will make you unhappy in the end. [00:12:00] Good. Everybody say, "Ooh."

Students: Ooh.

Teacher: In the text, Student-4 didn't share her collection of things, which made her feel trapped in her ...

Students: In her own nest.

Teacher: In her tree, according to page 50. On page 22, Tutu told her, "Give them away, and you will truly be free." In quotes. When Student-4 began giving her things away, she felt happier because she didn't have to stay at her nest and watch her things. [inaudible 00:12:40]. Student-3, let's add ... Student-6, you can be our pointer now. Get ready, we're going to go through every step again. On three, what do we say first?

Students: According to the success criteria, you will need to have ...

Teacher: You will need to validate your answer with evidence from the text.

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

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

Teacher: Can you validate it with evidence from the text? Where do you see it in the text? 50, 22. I agree with you this time, Ms. Teacher-2. You did a great job. I see it. 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 or phrases from the text to validate your answer.

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

Teacher: Ms. Teacher-2?

Ms. Teacher-2: Yes. In the text, [00:14:00] Student-4 didn't share her collection of things, which made her feel trapped in her tree according to [inaudible 00:14:10], told her, "Give them away, and you will truly be free."

Teacher: Hm, I agree with you Ms. Teacher-2, because you do have evidence from the text to validate your answer. Then I can check yes. All right, next.

Students: According to the success criteria, you need to have ...

Teacher: Quotation marks to identify explicit sentences or phrases.

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

Ms. Teacher-2: Yes, I can, and [inaudible 00:14:52] says, "Give them away, and you will truly be free."

Teacher: I agree with that, Ms. Teacher-2, because I see it, the evidence. Next.

Students: According to the success criteria, you need to have ...

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

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

Teacher: Where did you infer?

Ms. Teacher-2: Yes, I have. When Student-4 began to give her things away, she was happier because she didn't have to stay in her nest and watch her things.

Teacher: Is that an inference?

Students: Yes.

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

Students: According to the success criteria, you need to have ...

Teacher: The page number from which the explicit sentence or phrases these inferences came from.

Students: Can you give [00:16:00] me evidence that you have it?

Ms. Teacher-2: Yes, I have a quote that I used on page 22.

Teacher: I totally agree with that, because I see it right there. [inaudible 00:16:11]. Oh, Ms. Teacher-2. It looks like you will get an E, because you have all yeses. Does she need to make changes?

Students: No.

Teacher: I think you're just perfect. I will give this to you. If you don't want to make changes, you don't need to. If you want to make changes, you can.

Ms. Teacher-2: Thank you.

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

Students: Yes. What if we have a prize?

Teacher: What if you have a prize?

Students: What do we get?

Teacher: Your prize is in your heart. I feel good that I did a good job, right? Integrity. So will you be able to do that?

Students: Yes.

Teacher: You will get a partner, and I will pass it out. I will pass back your paper right here. Remember you did the character traits? 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? This is the way we give good, effective feedback. What do you do with the good, effective feedback?

Students: Use it.

Teacher: You use it. 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 Ms. Teacher-2, and 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: Okay. Student-6. Student-7. Student-8. Can you pass these out for me? Then Student-8 ... [00:18:00] Student-9. What happens when I'm done giving Ms. Teacher-2? What do I need to do? What does she need to do next if we're partnered up?

Students: She needs to do you?

Teacher: Yup. Then she needs to give me feedback. We're going to switch. [inaudible 00:18:14]. Everybody should have a half sheet. Did anybody find Student-10's paper?

Students: No.

Teacher: Do you have Student-10's paper? Student-10, let me look for your paper, okay? Everybody has a half sheet?

Students: Mm-hmm (affirmative).

Teacher: Okay. Meet somewhere on the floor with your partner and give each other feedback, because then you can see what you need to say. I'm going to push it over here. Get your clipboard if you need to, and you also need a pencil to check on. get a pencil, get your clipboard, sit with your partner in 10 seconds. You're going to give this to him. Okay, so read over the paper first. Read over their answer, make sure you understand their answer. Do you have each other's paper? Switch your papers. She's switching with yours. [00:20:00] Switch papers so you can read each other's.

Students: [inaudible 00:20:22].



Teacher: This needs to be yours. Ask him questions.

Students: You need to have ... [inaudible 00:21:00]. Can you give me evidence from the text? Yes. No. No, okay. [00:22:00] Yes! [inaudible 00:22:12].

Teacher: Okay, is it?

Students: We already did that. [inaudible 00:22:31]

Teacher: Are you doing this? According to the success criteria, you need to have ... Follow the process.

Students: You need to have ... [inaudible 00:23:24]

Student 7: According to the success criteria, you need to have explicit sentences and phrases, inferences [00:24:00] to validate your answer.

Teacher: Checking off that, check off that. I can see he meets the criteria.

Student 7: According to the success criteria, you need to have inferences from the text. Can you give me evidence that you have it?

Student 8: Yeah, I added the page.

Student 7: Where's your inferences? It's where you say, "I infer," so no.

Students: [inaudible 00:25:15].

Student 7: I have the last one.

Student 8: The phrases and inference [00:26:00] came from ...

Teacher: What do you think you do whenever he thinks about [inaudible 00:26:18]? What do you think about what he does?

Students: [inaudible 00:26:25].

Teacher: This is feedback of yours. Is it going to help you on the next pass?

Students: Yes.

Teacher: Are you going to know what to do? What you were missing? The first time Ms. Teacher-2 did that, she was missing a lot, but at least she knew what it was off because she just had to look at the criteria, right? Make sure she has all of it. She second time, she did so much better. Okay, are we almost done?

Students: Can I look it? [inaudible 00:27:20]

Student 9: The second try usually fixes it.

Teacher: Yes. If you need to grab the book, and if you want to start making changes now, you can. Really? Okay. [00:28:00]

Students: [inaudible 00:28:15].

Teacher: The giver is the person giving the feedback.

Students: [inaudible 00:28:35].

Teacher: Okay, let's come back here now. What do you need to tell your friend?

Students: Thank you.

Teacher: Student-8, are you couple finished? What do you need to tell your friends?

Students: Thank you. Good job.

Teacher: Thank you for?

Students: Thank you for the feedback. [inaudible 00:29:24].

Teacher: Okay, face the front. Let me see your eyes. Are we slanted? Okay. What did you just do?

Students: We gave feedback.

Teacher: Gave feedback and also?

Students: Fixed our papers.

Teacher: We gave, but we also [00:30:00] ...

Students: Received.

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

Students: Make our paper ...

Teacher: Make your answer, make your paper better so the next time you know what to do.

Students: You know what to do.

Teacher: When you answer another question with your response, just think about it. Should you it be together? Yes. Should you have a lot of nos next time?

Students: Yes.

Teacher: We have a lot of yeses.

Students: No.

Teacher: Like Ms. Teacher-2's one, hers needed a lot of work, and she was missing a lot of things, but her second paper was a lot better. Hopefully you can use this. 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 change it and make it your own. That's fine as long as you were going through the process for every single success criteria making sure they had it. Who wants to share some feedback that they got that really helped them? That made them see the light? Who wants to share? Student-1, do you want to share? Explain to us what does it help with. Share with us.

Student-10: Mine, I ... Here, so that's what helped me.

Teacher: According to the ...

Students: Success criteria.

Student-10: Then I looked at it, [00:32:00] and I forgot to do one thing where I put on page 39.

Teacher: I see how he added a carat, so I can tell Student-11 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?

Student-10: It helped me show proof.

Teacher: So does it help you to remember? Does it help you to know what to do next time?

Student-10: Yeah. It helped me to [inaudible 00:32:47].

Teacher: Was Student-11 your partner? Was he a good partner? Next time when you're trying to get feedback with that person, would you? Let's give him a roller coaster, Student-12, one, two, three.

Students: Ch, Ch, Ch, Woo!

Teacher: Thanks, great job. Student-1 wants to share. You've got a person you can go to to help you out, yes? Where is your feedback partner, Student-13? All right. Let's give Student-1 our fireworks. Fireworks, Student-12. One, two, three. Let's see if we were successful. Let's look at our criteria that we had set for today's lesson. Again, were you able to use explicit sentences and examples from the text for evidence to support your answer? Yes or no?

Students: No.

Teacher: Did you learn how to do it?

Students: Yes.

Teacher: Yes. Let's look here. Did you use the constructive response success criteria to give feedback? Yes or no? [00:34:00] Did you use the criteria? Yes?

Students: Yes.

Teacher: Did you use feedback? What are you going to use that feedback for?

Students: To fix your paper.

Teacher: To fix your paper and make improvement. Who already made improvements with this feedback? I know Student-11 did. Student-14 already did. Student-11, all you needed to do was get like, a page number, right, and write it in. So great job. Inference. So the next time we do a constructive response, do you think you'll get more yeses or more nos?

Students: Yeses.

Teacher: I'd say more yeses, because you'd be paying more attention to what?

Students: The 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? Can you collect it? All you got to do is [inaudible 00:35:27].

Students: [00:36:00] You need the staples [inaudible 00:36:04]?

Teacher: Class, class.

Students: Yes, yes?

Teacher: We are to be ... You are in ... Oh, I'm sorry. If you are a [inaudible 00:36:19] or higher, come into the floor.

Students: [inaudible 00:36:28].

Teacher: Bring a pencil and a clipboard.