

Quote Sandwich for Peer Critique

Name: _____

Date: _____

Directions: For today's peer critique, look at your Supporting Evidence-Based Claims graphic organizer and choose the reason in one of your body paragraphs to focus on. Then choose one piece of evidence from that paragraph to turn into a quote sandwich. Make sure you introduce the quote, include the quote, and explain how the quote supports the reason in that paragraph. Remember that you have practiced quote sandwiches orally and found them in the model essay.

Introduce the quote.

This includes the "who" and "when" of the quote.

Example: *When Jem and Scout walk by her house, Mrs. Dubose would not let any small transgression go by without commenting on it.*

Sample sentence starters for introducing a quote:

In chapter _____, _____.

When Scout is _____, she _____.

After _____, Atticus _____.

Include the quote.

Make sure to punctuate the quotes correctly, using quotation marks. Remember to cite the page number in parentheses after the quote.

Example: *For instance, Scout says "If I said as snnify as I could, 'Hey, Mrs. Dubose,' I would receive for an answer, 'Don't you say bey to me you ugly girl! You say good afternoon, Mrs. Dubose!'" (99)*

Analyze the quote.

This is where you explain how the quote supports your idea.

Example: *This shows that Mrs. Dubose holds high expectations of others, even if they make a small mistake.*

Sample sentence starters for quote analysis:

This means that _____.

This shows that _____.

This demonstrates that _____.

Introduce the quote.

Include the quote.

Analyze the quote.

For the peer critique, you will share your quote sandwich with a partner. Ask your partner to focus on giving you feedback on one of the four following questions:

Feedback questions

Does the introduction of the quote give enough background information to understand it?

Did I punctuate and cite the quote correctly?

Does the explanation of the quote make sense?

Do I use the best evidence to support the reason in my body paragraph?

Peer Critique Expectations and Directions:

Expectations

Be kind: Treat others with dignity and respect.

Be specific: Focus on why something is good or what, particularly, needs improvement.

Be helpful: The goal is to help everyone improve their work.

Participate: Support each other. Your feedback is valued!

Directions for Peer Critique Partners

1. Review Claim and Evidence Criteria from Rows 1 and 2 of To Kill a Mockingbird Argument rubric.
2. Give your partner your quote sandwich and point out the feedback question you would most like suggestions about.
3. Read over your partner's quote sandwich.
4. One person shares his/her feedback using phrases like: a. I really liked how you ...b. I wonder ...c. Maybe you could change ...
5. Author writes it on his/her Peer Critique recording form.
6. Author says: "Thank you for _____. My next step will be _____."
7. Switch roles and repeat.

Directions for Revising My Quote Sandwich

1. Decide where you are going to make changes based on feedback.
2. Revise your quote sandwich in the space provided.
3. Be sure to include changes when planning an essay and apply feedback to other quote sandwiches as appropriate.

Use this rubric to give feedback to your partner. The partner should fill this out.

4	3	2	1	0
<ul style="list-style-type: none"> claim and reasons demonstrate insightful analysis of the text(s) acknowledges and responds to counterclaim(s) skillfully and smoothly 	<ul style="list-style-type: none"> claim and reasons demonstrate grade-appropriate analysis of the text(s) acknowledges and responds to counterclaim(s) appropriately and clearly 	<ul style="list-style-type: none"> claim and reasons demonstrate a literal comprehension of the text(s) acknowledges and responds to counterclaim(s), but the thinking isn't clear 	<ul style="list-style-type: none"> claim and reasons demonstrate little understanding of the text(s) does not acknowledge and/or respond to counterclaim(s) 	<ul style="list-style-type: none"> claim and reasons demonstrate a lack of comprehension of the text(s) or task
<ul style="list-style-type: none"> develops the argument (claim and reasons) with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples from the text(s) sustains the use of varied, relevant evidence skillfully and logically explains how evidence supports the claim and reasons 	<ul style="list-style-type: none"> develops the argument (claim and reasons) with relevant facts, definitions, details, quotations, or other information and examples from the text(s) sustains the use of relevant evidence, with some lack of variety logically explains how evidence supports the claim and reasons 	<ul style="list-style-type: none"> partially develops the argument (claim and reasons) of the essay with the use of some textual evidence, some of which may be irrelevant uses relevant evidence inconsistently sometimes logically explains how evidence supports the claim and reasons 	<ul style="list-style-type: none"> demonstrates an attempt to use evidence, but only develop ideas with minimal, occasional evidence which is generally invalid or irrelevant attempts to explain how evidence supports the claim and reasons 	<ul style="list-style-type: none"> provides no evidence or provide evidence that is completely irrelevant does not explain how evidence supports the claim and reasons

Fill this in with your partner.

Focus of Critique: Quote Sandwich	
My partner thinks the best thing about my quote sandwich is ...	
My partner wondered about ...	
My partner suggested I ...	
My next step(s) ...	

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Unit adapted from EngageNY at <https://www.engageny.org/resource/grade-8-ela-module-2a>