

## 12.1.3

## Lesson 6

## Introduction

In this lesson, students peer review each other's narrative essays to ensure alignment to W.11-13.3.a-f, and revise their drafts based on the feedback. Students learning is assessed via the incorporation of peer feedback into their drafts.

For homework, students continue to read their Accountable Independent Reading (AIR) texts through the lens of a W.11-12.3 focus substandard of their choice and prepare for a brief discussion of their texts based on that substandard.

## Standards

Assessed Standard(s)	
W.11-12.3.a-f	<p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <ol style="list-style-type: none"> <li>Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</li> <li>Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</li> <li>Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).</li> <li>Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</li> <li>Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</li> <li>Adapt voice, awareness of audience, and use of language to accommodate a variety of cultural contexts.</li> </ol>
Addressed Standard(s)	
W.11-12.6	Use technology, including the Internet, to produce, publish, and update individual or

	shared writing products in response to ongoing feedback, including new arguments or information.
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## Assessment

Assessment(s)
<p>Student learning in this lesson is assessed via the incorporation of peer feedback.</p> <p>① Peer revisions will be assessed using the W.11-12.3.a-f portions of the 12.1 Narrative Writing Rubric.</p>
High Performance Response(s)
<p>A High Performance Response should:</p> <ul style="list-style-type: none"> <li>• Include thoughtful responses on the Peer Review Tool (Final Decision and Explanation Column) that describe how the student chose to address their peers' concerns and suggestions (e.g., Try to engage and orient the reader a bit more. Begin with a stronger lead sentence and ensure the reader knows what you are talking about.).</li> <li>• Effectively integrate at least one suggestion or revision, as appropriate, into the draft of the narrative essay (e.g., I added two sentences in the beginning to help grab the reader's attention and orient the reader: "If my life to date were a novel, the motif would be shoes. Shoes have made a huge impact on my life in ways varied and unexpected.").</li> </ul> <p>① See the Model Peer Review Tool for more examples.</p>

## Vocabulary

Vocabulary to provide directly (will not include extended instruction)
<ul style="list-style-type: none"> <li>• None.*</li> </ul>
Vocabulary to teach (may include direct word work and/or questions)
<ul style="list-style-type: none"> <li>• None.*</li> </ul>
Additional vocabulary to support English Language Learners (to provide directly)
<ul style="list-style-type: none"> <li>• None.*</li> </ul>

\* Because this is not a close reading lesson, there is no specified vocabulary. However, in the process of returning to the text, students may uncover unfamiliar words. Teachers can guide students to make meaning of these words by following the protocols described in 1E of this document: [http://www.engageny.org/sites/default/files/resource/attachments/9-12\\_ela\\_prefatory\\_material.pdf](http://www.engageny.org/sites/default/files/resource/attachments/9-12_ela_prefatory_material.pdf)

## Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
<b>Standards:</b> <ul style="list-style-type: none"> <li>Standards: W.11-12.3.a-f, W.11-12.6</li> </ul>	
<b>Learning Sequence:</b> <ol style="list-style-type: none"> <li>Introduction of Lesson Agenda</li> <li>Homework Accountability</li> <li>Peer Review and Revising</li> <li>Closing</li> </ol>	<ol style="list-style-type: none"> <li>10%</li> <li>20%</li> <li>65%</li> <li>5%</li> </ol>

## Materials

- Student copies of the 12.1 Common Core Learning Standards Tool (refer to 12.1.1 Lesson 1) (optional)
- Student copies of the 12.1 Performance Assessment Rubric and Checklist (refer to 12.1.3 Lesson 2)
- Student copies of the 12.1 Narrative Rubric and Checklist (refer to 12.1.1 Lesson 2)
- Copies of the Peer Review Tool for each student

## Learning Sequence

How to Use the Learning Sequence	
Symbol	Type of Text & Interpretation of the Symbol
10%	Percentage indicates the percentage of lesson time each activity should take.
no symbol	Plain text indicates teacher action.
	<b>Bold text indicates questions for the teacher to ask students.</b>
	<i>Italicized text indicates a vocabulary word.</i>
►	Indicates student action(s).
💬	Indicates possible student response(s) to teacher questions.
❗	Indicates instructional notes for the teacher.

## Activity 1: Introduction of Lesson Agenda

**10%**

Begin by reviewing the lesson agenda and assessed standard for this lesson: W.11-12.3.a-f. Inform students that in this lesson, they will peer review each other's narrative essays and incorporate the feedback into their drafts.

- ▶ Students look at the agenda.

① If students are using the 12.1 Common Core Learning Standards Tool, instruct them to refer to it for this portion of the lesson introduction.

Instruct students to talk in pairs about how they think standard W.11-12.6 applies to their narrative writing work.

💬 Student responses should include:

- Use the computer to share written work, suggest edits, and incorporate suggestions.
- Track changes to help see old and revised versions.

Lead a brief whole-class discussion of student responses.

## Activity 2: Homework Accountability

**20%**

Instruct students to take out their notes from the previous lesson's homework assignment. (Review your notes and use the 12.1 Performance Assessment Rubric to practice responding to the following college interview questions. Why do you want to attend our college? What can you contribute to our college campus?)

Instruct students to form pairs to ask and answer the college interview questions. Remind students to keep in mind the 12.1 Performance Assessment Rubric as they respond to the questions.

- ▶ Students practice asking and answering the college interview questions.

Instruct students to form pairs and take out their responses to the second homework assignment. (Continue to read your Accountable Independent Reading text through the lens of a W.11-12.3 substandard of your choice and prepare for a 3–5 minute discussion of your text based on that standard.)

Instruct students to talk in pairs about how they applied a focus standard to their AIR texts. Lead a brief share out on the previous lesson's AIR homework assignment. Select several students (or student pairs) to explain how they applied a focus standard to their AIR texts.

- ▶ Student pairs discuss and share how they applied a focus standard to their AIR texts from the previous lesson's homework.

### Activity 3: Peer Review and Revising

65%

Instruct students to work in pairs to peer review their drafts for alignment to standard W.11-12.3.a-f. Remind students to use the 12.1 Narrative Writing Rubric and Checklist to make suggestions on how their peers can improve their drafts. Explain that suggestions should be specific and in the language of the standards as much as possible so their suggestions are clear and easy to apply.

- ▶ Students listen.

Distribute the Peer Review Tool and instruct students to record suggestions on the tool. Instruct students to be clear and concise in their suggestions. Explain to students that the first column should be used to quote the original sentence under review. The second column should include a suggestion about the original version quoted in the first column. The third column is for the writer of the essay. Explain to students that the third column will help them think about the recommendation, as well as track what changes they have made to their essay if they decide to go back to a previous version in the future. Additionally, the third column will help the teacher retrace the steps of revision.

- ① A similar tool was used in 11.3.3 Lesson 11 to facilitate learning; here it is used primarily to facilitate documentation of feedback.
- ① If possible, direct students to review their peers' drafts using Microsoft Word or Google Docs, so they can use the comments and track changes functions. This supports student work with standard W.11-12.6. See examples at the end of this lesson.

- ▶ Students form pairs and exchange narrative essays to review their peers' narrative essays.

Remind students that they do not have to use all of their peer's suggestions. However, if they decide not to use one of the suggestions, they should write a comment in the third column of the Peer Review Tool explaining why they did not incorporate it.

- ▶ Students review and incorporate their peers' suggestions.

### Activity 4: Closing

5%

Display and distribute the homework assignment. For homework, instruct students to continue to read their AIR texts through the lens of a W.11-12.3 focus substandard of their choice and prepare for a 3–5 minute discussion of their texts based on that standard.

- ▶ Students follow along.

## Homework

Continue to read your Accountable Independent Reading text through the lens of a W.11-12.3 focus substandard of your choice and prepare for a 3–5 minute discussion of your text based on that standard.

## Peer Review Tool

<b>Name:</b>		<b>Class:</b>		<b>Date:</b>	
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**Directions:** Use this tool to record suggestions for revisions from your peer's review of your narrative essay. Provide the original text, peer suggestion, and explanation of your decision about the final revision.

Original	Peer Suggestion	Final Decision and Explanation

## Model Peer Review Tool

<b>Name:</b>		<b>Class:</b>		<b>Date:</b>	
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**Directions:** Use this tool to record suggestions for revisions from your peer's review of your narrative essay. Provide the original text, peer suggestion, and explanation of your decision about the final revision.

Original	Peer Suggestion	Final Decision and Explanation
Paragraph 1: "A passion for shoes is a family trait."	Try to engage and orient the reader a bit more. Begin with a stronger lead sentence and ensure the reader knows what you are talking about.	I added two sentences in the beginning to help grab the reader's attention and orient him/her: "If my life to date were a novel, the motif would be shoes. Shoes have made a huge impact on my life in ways varied and unexpected."
Paragraph 2: "Get a job."	Try using dialogue here to give your mother a voice and make her more of a character in your narrative essay.	I added dialogue to make the paragraph more clear and engaging: "Studying and collecting athletic shoes has taught me the value of a hard-earned dollar. When I was fourteen, my mom gave me an ultimatum: "Dad and I have been looking at the bills, and we have decided that unless you would like to eat shoes, you will have to get a job."  I looked at the meticulously stacked shoeboxes towering over the rest of my room and made some quick calculations. "I see your point," I replied."



Paragraph 4, "So I spent the summer by the pool working."	Try adding some more precise and telling details to this sentence.	I revised this sentence. It now reads, "So I spent my summer poolside, not lounging around with a tall glass of lemonade, but standing over a deep fryer slinging fries and onion rings at my community pool's snack bar."
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## Model Narrative Essay

**Prompt:** Some students have a background or story that is so central to their identity that they believe their application would be incomplete without it. If this sounds like you, then please share your story.

A passion for shoes is a family trait. My father was a long-distance runner and an early athletic shoe aficionado who later became CFO of an athletic shoe manufacturer, where he helped develop some of the first high-tech running shoes. He later became the CFO of an athletic shoe manufacturer where he helped develop some of the first high-tech running shoes. Following in my father's footsteps, I acquired a great passion for learning about athletic shoes and I now have an impressive collection to match. Shoes have shaped my college and career plans, but their impact goes even deeper.

Studying and collecting athletic shoes has taught me the value of a hard-earned dollar. When I was fourteen, my mom gave me an ultimatum: Get a job.

I looked at the meticulously stacked shoeboxes towering over the rest of my room and made some quick calculations. And I was like, you know what, she's right.

So I spent my summer by the pool working. I faithfully saved half of every paycheck for college, and just as faithfully spent the other half on shoes. Pairs of slim metallic gold Air Max, orange filigree-embossed Foamposites, and a rare tie-dyed mash up of fabrics branded as "What the Dunk" all made their way into my collection. By the end of that summer, I had enough stock in my collection that I decided to become a self-employed shoe entrepreneur, buying and selling shoes online at a handsome profit. I camped overnight in Center City Philadelphia to get a prime place in line to purchase highly-coveted sneakers. I made some savvy investments, but I was also conned in an ill-advised Craigslist deal with an unscrupulous buyer. The challenges, rewards, and thrills of running a small business have fueled my decision to major in business.

A shared passion for shoes creates an instant connection with people I meet, whether in a suburban shopping mall or a trendy neon-lit Los Angeles sneaker store. I have learned that in some places, shoes are not a fashion statement or a status symbol. Rather, shows enable a child to make an arduous trek to school and surmount a potential education barrier. When I first learned about the nonprofit organization, In Ian's Boots, I knew I found a way to unite my shoe passion with my mission to contribute positively to the world around me. Founded by the grieving parents of a fellow soccer goalie killed in a sledding accident, In Ian's Boots collects used shoes for people in need around the world. Doctors found a biblical message in his boots urging "perseverance," and this story and message spoke to me. Last year, I hosted a drive and collected over 600 pairs of shoes, some of which have been distributed to Honduras, Ghana, and Haiti.

I love shoes. I can only imagine all the places my shoes will take me next.

**Commented [R11]:** I think you need to do more at the beginning to engage and orient the reader.

**Commented [R12]:** Why not try adding dialogue here in order to give your mother a voice?

**Commented [R13]:** This is not the appropriate tone for a college admissions essay.

**Commented [R14]:** Try adding a bit more of a concrete and precise description here. What were you doing for work?

**Commented [R15]:** This sentence is a fragment; there should be a comma here, not a period.

**Commented [R16]:** There is a spelling mistake here.

**Commented [R17]:** This is your conclusion paragraph. Try to say something more meaningful than simply, "I love shoes." The reader understands this by now. What do you hope for the future? How do these hopes relate to shoes?