

# 11.4.1 Lesson 7

## Introduction

In this lesson, students engage in peer review and revision of their text-based narrative writing pieces from the previous lesson. The peer review is based on W.11-12.3.a, which provides standards for crafting introductions that engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, introducing a narrator and/or characters, and creating a smooth progression of experiences or events. Students revise their narrative writing pieces based on the peer review process and the Peer Review Accountability Tool. Students are assessed via the completion of the Peer Review Accountability Tool and the quality of the implementation of the peer revisions to their own writing.

For homework, students finish revising their text-based narrative responses, making sure to incorporate the components of W.11-12.3.a. Additionally, students read pages 1-10 of “The Red Convertible” from *The Red Convertible* by Louise Erdrich, and record their initial reactions and questions about the text.

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## Standards

Assessed Standard(s)	
W.11-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
Addressed Standard(s)	
W.11-12.3.a	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. a. 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.
SL.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 11-12 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly and persuasively.

## Assessment

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**Assessment(s)**

Student learning is assessed via:

- Incorporation of peer review edits (from the Peer Review Accountability Tool) to their narrative writing pieces.
- Individual student responses to the peer editing on the Peer Review Accountability Tools (Final Decision and Explanation Column only).
- Student incorporation of peer review edits and student responses on the Peer Review Accountability Tool will be evaluated using the W.11-12.3.a portion of the 11.4 Narrative Writing Rubric and Checklist.

**High Performance Response(s)**

A High Performance Response should:

- Effectively incorporate at least one suggestion or revision into the narrative draft to craft an introduction that engages and orients the reader to a problem, situation, or observation and its significance, establishes point of view, introduces a narrator and/or characters, and creates a smooth progression of experiences or events.
- Include thoughtful responses on the Peer Review Accountability Tool (Final Decision and Explanation Column) that describe how the student chose to address a peer's concerns and suggestions.

## Vocabulary

**Vocabulary to provide directly (will not include extended instruction)**

- None.\*

**Vocabulary to teach (may include direct word work and/or questions)**

- None.\*

**Additional vocabulary to support English Language Learners (to provide directly)**

- None.\*

\*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)

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## Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
<b>Standards &amp; Text:</b> <ul style="list-style-type: none"> <li>Standards: W.11-12.5, W.11-12.3.a, SL.11-12.1</li> <li>Text: “On the Rainy River” from <i>The Things They Carried</i> by Tim O’Brien</li> </ul>	
<b>Learning Sequence:</b> <ol style="list-style-type: none"> <li>1. Introduction of Lesson Agenda</li> <li>2. Homework Accountability</li> <li>3. Peer Review and Revision</li> <li>4. Lesson Assessment</li> <li>5. Closing</li> </ol>	<ol style="list-style-type: none"> <li>1. 5%</li> <li>2. 0%</li> <li>3. 70%</li> <li>4. 20%</li> <li>5. 5%</li> </ol>

## Materials

- Copies of the Peer Review Accountability Tool for each student
- Student copies of the 11.4 Narrative Writing Rubric and Checklist (refer to 11.4.1 Lesson 6)
- Sticky notes and colored pens or pencils, or computer-based peer review software (such as Track Changes in Microsoft Word or Google Docs editing tools)

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## 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

5%

Begin by reviewing the agenda and the assessed standard for this lesson: W.11-12.5. In this lesson, students engage in a peer review of the narrative writing they began in the previous lesson. Students then revise their narrative writing piece in response to peer feedback.

- Students look at the agenda.

### Activity 2: Homework Accountability

0%

- Students will be held accountable for homework during Activity 3: Peer Review and Revision.

### Activity 3: Peer Review and Revision

70%

Explain to students that in this lesson they peer review and revise the narrative writing pieces they drafted in the previous lesson in response to the following prompt: Draft a new introduction to “On the Rainy River” that engages and orients the reader to the problem or situation and its significance. Establish a point of view, a narrator and/or characters and create a smooth progression of experiences or events.

Distribute a Peer Review Accountability Tool to each student. Explain that students’ review and revision should focus on the skills outlined in W.11-12.3.a, and is guided by the Peer

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Review Accountability Tool. The completed Peer Review Accountability Tool serves as the assessment for this lesson.

- Students examine the Peer Review Accountability Tool.
- If necessary, review the conventions of peer review, the Peer Review Accountability Tool and constructive criticism to which students were introduced in 11.3.3 Lesson 11.
- Remind students that part of assessed standard W.11-12.5 is to select the most significant change for revision concerning purpose and audience. Once the student reviewers complete a review, they should record the three most significant revision suggestions for their peer's narrative draft on the Peer Review Accountability Tool.

To review the skills outlined in W.11-12.3.a, ask the whole class:

**What are elements of an engaging narrative introduction?**

- Student responses should include:
  - Getting the reader's attention at the beginning of the story and identifying a situation or problem that engrosses the reader in the story
  - Establishing at least one point of view
  - Introducing a narrator or character(s)
  - Writing about the events or experiences at the beginning of the story in a smooth and clear way

In addition to the components of W.11-12.3.a, inform students that the peer review process for any type of writing should also incorporate review for proper capitalization, spelling, and punctuation.

- **Differentiation Consideration:** If individual students need more focused instruction on specific capitalization, punctuation, and spelling conventions, consider providing web resources for students' reference, such as: <http://owl.english.purdue.edu/> (search terms: capitalization, spelling conventions, etc.).

Lead a brief whole-class discussion of student responses.

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Instruct students to work in pairs to peer review each other's narrative drafts, checking for engaging introductions that orient the reader to a problem, situation, or observation and its significance, establish point of view, introduce a narrator and/or characters, and create a smooth progression of experiences or events (W.11-12.3.a). Instruct students to look for instances in their peer's draft where the components of W.11-12.3.a could be improved.

Remind students to consult the relevant portions of the 11.4 Narrative Writing Rubric and Checklist as they review their peer's drafts.

Instruct students to also review also for their peer's alignment to the writing prompt from the previous lesson. (Draft a new introduction to "On the Rainy River" that engages and orients the reader to the problem or situation and its significance. Establish a point of view, a narrator and/or characters and create a smooth progression of experiences or events.)

Remind students to use the Peer Review Accountability Tool to record the three most significant revisions on the tool.

- Students form pairs and review each other's drafts, using the relevant portions of the 11.4 Narrative Writing Rubric and Checklist and completing the Peer Review Accountability Tool.
- This collaborative feedback and discussion provides students with a crucial opportunity for oral processing of their ideas, and supports their engagement with SL.11-12.1, which addresses the clear, persuasive expression and exchange of ideas.
- Consider checking in with students on an individual basis during the review and revision process to formatively assess their application of narrative writing techniques, and offer targeted feedback for revision.
- Students can peer review by tracking their changes in a word-processing program. Google Docs and other document sharing programs have their own protocols for tracking changes. Ensure that students know how to use these tools before they begin modifying their peers' drafts. Remind students to save their original documents with a different file name to safeguard against accidental deletions or corruption.
- If students write directly on the papers, consider recommending they use different colored pens or colored pencils for peer review. Students can also use color-coded sticky notes.

## Activity 4: Lesson Assessment

### 20%

Instruct students to independently revise and edit their own drafts according to their peer's suggested revisions. Remind students to consult the relevant portions of the 11.4 Narrative Writing Rubric and Checklist as they review their own drafts. Remind students to respond to their peer's feedback on the Peer Review Accountability Tool (Final Decision and Explanation Column) as they revise.

- Students work independently to revise and edit their narrative writing pieces.

Collect Peer Review Accountability Tools from each student for assessment purposes.

- See the High Performance Response at the beginning of this lesson.

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## Activity 5: Closing

5%

Display and distribute the homework assignment. For homework, instruct students to continue to revise their narrative writing pieces based on peer feedback, and come to class prepared to discuss 1-2 revisions. Instruct students to read their drafts aloud (to themselves or someone else) to identify errors in syntax, grammar, or logic. Students should come to the following lesson with a revised narrative writing piece.

Additionally, instruct students to read “The Red Convertible” by Louise Erdrich in its entirety (from “I was the first one to drive a convertible” to “going and running and going and running and running”) and record their initial reactions and questions about the text.

## Homework

Continue to revise your narrative writing piece, based on peer feedback, and come to class prepared to discuss 1-2 revisions. Read your draft aloud (to yourself or someone else) to identify errors in syntax, grammar, or logic. Come to the following lesson with a revised narrative writing piece.

Additionally, read the entire text (pages 1-10) of “The Red Convertible” by Louise Erdrich (from “I was the first one to drive a convertible” to “going and running and going and running and running”) and record your initial reactions and questions about the text.

## Peer Review Accountability 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. Provide the original text, peer suggestion, and explanation of your decision about the final revision.

Original	Peer Suggestion	Final Decision and Explanation
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