

11.4.1 Lesson 12

Introduction

In this lesson, students engage in peer review and revision of their text-based narrative writing pieces from the previous lesson. Students peer review and revise their writing for components of W.11-12.3.b: effective use of narrative writing techniques to develop experiences, events, and/or characters. Students are assessed via the completion of the Peer Review Accountability Tool and student incorporation of peer revisions to their writing.

For homework, students continue to incorporate peer review feedback and revise their writing, crafting a revised narrative writing piece. Students also continue Accountable Independent Reading (AIR).

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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.b	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
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.b 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, as appropriate, into the narrative draft to use narrative techniques to develop experiences, events, or characters.
- Include thoughtful responses on the Peer Review Accountability Tool (Final Decision and Explanation Column) that describe how the student chose to address their peers' 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

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards & Text: <ul style="list-style-type: none"> Standards: W.11-12.5, W.11-12.3.b, SL.11-12.1 Texts: “The Red Convertible” from <i>The Red Convertible</i> by Louise Erdrich 	
Learning Sequence: <ol style="list-style-type: none"> 1. Introduction of Lesson Agenda 2. Homework Accountability 3. Peer Review and Revision 4. Lesson Assessment 5. Closing 	<ol style="list-style-type: none"> 1. 5% 2. 0% 3. 70% 4. 20% 5. 5%

Materials

- Copies of the Peer Review Accountability Tool for each student (refer to 11.4.1 Lesson 7)—students may need additional blank copies
- 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.
	Bold text indicates questions for the teacher to ask students.
	<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 standards for this lesson: W.11-12.5. In this lesson, students engage in a peer review of the narrative writing drafted in the previous lesson. Students revise their narrative writing pieces in response to peer feedback in preparation for the End-of-Unit Assessment in 11.4.1 Lesson 14.

- Students look at the agenda.

Activity 2: Homework Accountability

0%

- Students are 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 from the previous lesson's homework assignment in response to the following prompt: Choose a scene from "The Red Convertible" and retell it using one of the following narrative techniques: dialogue, pacing, description, reflection, or multiple plot lines to further develop an experience, event, or character.

Student review and revision focuses on the skills outlined in W.11-12.3.b, and is guided by the Peer Review Accountability Tool. Distribute a Peer Review Accountability Tool to each student.

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

- Students listen.
- Remind students of their work with the narrative writing substandard W.11-12.3.b in the previous lesson.
- **Differentiation Consideration:** Consider reminding students of the definitions of the terms in W.11-12.3.b: *dialogue* means “the lines spoken by characters in drama or fiction; conversation between two or more characters,” *pacing* means “how the author handles the passage of time in a narrative, moving through events either more quickly or slowly to serve the purpose of the text,” *reflection* means “consideration of a subject, idea, or past event,” and *multiple plots lines* means “the different plots of a literary text.”

In addition to the components of W.11-12.3.b, 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.).

Instruct students to work in pairs to peer review each other’s narrative writing drafts for the use of narrative techniques. Remind students to also review for their peer’s alignment to the writing prompt from the previous lesson: Choose a scene from “The Red Convertible” and retell it using one of the following narrative techniques: dialogue, pacing, description, reflection, or multiple plot lines to further develop an experience, event, or character. Instruct students to look for instances in their peer’s drafts where a different or additional narrative technique could be effective, and when a narrative technique is not effectively developing the experiences, events, or characters of “The Red Convertible.” Instruct students to use the Peer Review Accountability Tools to record the three most significant revisions.

- Students listen.

Remind students to consult the W.11-12.3.b portion of the 11.4 Narrative Writing Rubric and Checklist as they review their peer’s drafts.

- 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.

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- Consider checking in with students on an individual basis during the review/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 peer's 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.

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 problems in syntax, grammar, or logic. Students should come to the following lesson with a revised narrative writing piece.

Additionally, students should continue to read their AIR texts through the lens of a focus standard of their choice and prepare for a 3-5 minute discussion of their texts based on that standard.

- Students follow along.

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 problems in syntax, grammar, or logic. Come to the following lesson with a revised narrative writing piece.

Additionally, continue reading your Accountable Independent Reading text through the lens of a focus standard of your choice and prepare for a 3-5 minute discussion of your text based on that standard.

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