

11.4.1 Lesson 15

Introduction

In this lesson, students continue Part 2 of the End-of-Unit Assessment by peer reviewing and revising their narrative writing from the previous lesson. Students peer review and revise for standards W.11-12.3.a and W.11-12.3.b, including engaging introductions and effective use of narrative writing techniques such as dialogue, pacing, description, or reflection. Students are assessed via the completion of the Peer Review Accountability Tools and their incorporation of peer feedback into their response to the End-of-Unit Assessment Part 2 prompt: Consider another character's point of view in either "On the Rainy River" or "The Red Convertible" and retell a key scene from either text through that character's point of view.

For homework, students continue to incorporate peer review feedback and revise their writing in preparation for publishing their narrative writing pieces in the following lesson.

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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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12.)
Addressed Standard(s)	
W.11-12.3.a, b	<p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <ul style="list-style-type: none"> 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. 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

Assessment(s)

Student learning is assessed via:

- Incorporation of peer review edits (from the Peer Review Accountability Tools) to their narrative writing pieces.
- Individual student responses to the peer review on the Peer Review Accountability Tools (Final Decision and Explanation Column only).
- Student incorporation of peer review feedback and student responses on the Peer Review Accountability Tool will be evaluated using the W.11-12.3 a, b portions 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 strengthen the narrative introduction and effectively use narrative techniques (dialogue, pacing, description, etc.) and 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

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

Materials

- Student copies of the Peer Review Accountability Tool (refer to 11.4.1 Lesson 7)—students will need two 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 standard for this lesson: W.11-12.5. In this lesson, students continue Part 2 of the End-of-Unit Assessment by engaging in a peer review of the narrative writing pieces they drafted in the previous lesson. Students revise their narrative writing pieces in response to peer feedback in preparation for publishing in the following lesson.

- 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 11.4.1 Lesson 14 in response to the following prompt: Consider another character's point of view in either "On the Rainy River" or "The Red Convertible" and retell a key scene from either text through that character's point of view.

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Student review and revision focuses on the skills outlined in W.11-12.3.a and W.11-12.3.b. Instruct students to use the Peer Review Accountability Tools to guide their peer review and revision process, using one copy of the Peer Review Accountability Tool for each substandard as they peer review, and selecting the three most significant revisions for each substandard to record on the tool for their peer.

In addition to the components of W.11-12.3.a and 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.

- Students listen.
 - **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.).
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Instruct students to work in pairs to peer review each other's narrative drafts for engaging introductions that orient the reader to a problem, situation, or observation and its significance, as well as the use of a variety of narrative techniques to develop the elements of the writing, such as experiences, events, or characters (W.11-12.3.a, b). Instruct students to look for instances in their peer's paper where a different technique could be effective, the progression of experiences or events is not smooth, or the narrative technique is not effectively developing the experiences, events, or characters of the text. Instruct students to look for alignment to the prompt (Consider another character's point of view in either "On the Rainy River" or "The Red Convertible" and retell a key scene from either text through that character's point of view). Instruct students to look for details that may seem conflicting or out of place given the selected text, character, and scene.

- Students listen.

Remind students to consult the relevant portions 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 Accountability Tools.
- 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.

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- 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 colored pens or colored pencils to differentiate review for each substandard. 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 only) as they revise.

- Students work independently to revise and edit their drafts.

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

- See the High Performance Response at the beginning of this lesson.
- Consider creating a writing gallery activity to extend the peer review process. After students discuss the peer review, instruct them to post their work around the classroom for their classmates to read. Instruct students to walk around the gallery of narratives, and read and discuss how the writing pieces effectively use the different components of the substandards W.11-12.3.a and W.11-12.3.b.

Activity 5: Closing

5%

Display and distribute the homework assignment. For homework, instruct students to continue to implement revisions based on peer review. Additionally, instruct students to read their drafts aloud (to themselves or someone else) to identify problems in syntax, grammar, or logic in order to prepare for the following lesson's completion of Part 2 of the End-of-Unit Assessment. Students should come to the following lesson with a revised narrative writing piece.

- Students follow along.

Homework

Continue to implement revisions based on peer review. Read your draft aloud (to yourself or someone else) to identify problems in syntax, grammar, or logic in order to prepare for the following lesson's completion of Part 2 of the End-of-Unit Assessment. Come to the following lesson with a revised narrative writing piece.

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