

11.4.2 Lesson 4

Introduction

In this lesson, students engage in revision and peer review of one of their narrative writing pieces from the previous unit. Students discuss with a peer 3 or more revisions they completed for homework. Student discussion focuses on the integration of standard W.

11-12.3.d: use precise words and phrases, telling details, and sensory language to convey a vivid picture of experiences, events, setting, and/or characters. Students continue to revise their narrative drafts after this initial peer discussion and review.

Student learning is assessed via an Exit Slip in response to the following prompt: Write 3 or more revised sentences from the chosen narrative writing piece that demonstrate the incorporation of W.11-12.3.d. To demonstrate how you incorporated W.11-12.3.d, also include the original version of one revised sentence that most effectively or best exemplifies W. 11-12.3.d.

For homework, students continue to revise their narrative writing pieces, incorporating the skills of W.11-12.3.d. Additionally, students continue their Accountable Independent Reading (AIR) through the lens of a focus standard of their choice.

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.d	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, 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 an Exit Slip in response to the following prompt:

- Write 3 or more revised sentences from the chosen narrative writing piece that demonstrate the incorporation of W.11-12.3.d. To demonstrate how you incorporated W.11-12.3.d, also include the original version of one revised sentence that most effectively or best exemplifies W.11-12.3.d.
- This assessment will be evaluated using the W.11-12.3.d portion of the 11.4 Narrative Writing Rubric and Checklist.

High Performance Response(s)

A High Performance Response should:

- Revise three or more sentences from a previous narrative writing piece, integrating precise words and phrases, telling details and sensory language to provide a vivid picture of experiences, events, setting, and/or characters.
- Explain how one of their original sentences was improved by integrating precise words and phrases, telling details and sensory language to provide a vivid picture of experiences, events, setting, and/or characters.

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(s), 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: <ul style="list-style-type: none"> Standards: W.11-12.5, W.11-12.3.d, SL.11-12.1 	
Learning Sequence: <ol style="list-style-type: none"> 1. Introduction of Lesson Agenda 2. Homework Accountability 3. Peer Review 4. Lesson Assessment: Exit Slip 5. Narrative Writing: Revision 6. Closing 	<ol style="list-style-type: none"> 1. 5% 2. 0% 3. 40% 4. 10% 5. 40% 6. 5%

Materials

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

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 engage in peer review, discussion, and revisions regarding the incorporation of W.11-12.3.d in a narrative writing piece from the previous unit.

- Students look at the agenda.

Activity 2: Homework Accountability

0%

- Students are held accountable for homework during Activity 3: Peer Review.

Activity 3: Peer Review

40%

Instruct students to take out their responses to the previous lesson's homework assignment. (Revise 3 or more sentences from your chosen narrative writing piece from the previous unit, using the skills outlined in W.11-12.3.d.). Inform students that in this lesson they continue revising the narrative writing piece they began to revise in the previous lesson. Remind students to focus on the integration of skills outlined in W.11-12.3.d: using precise words and phrases, telling details and sensory language to provide a vivid picture of experiences, events, setting, and/or characters.

- Remind students of their work with the narrative writing substandard W.11-12.3.d in the previous lesson.
- **Differentiation Consideration:** Consider reminding students of the following definitions: *sensory* means “of or relating to your physical senses” and *vivid* means “seeming like real life because it is very clear, bright, or detailed.”

Instruct students to form pairs and peer review one another’s entire narrative writing piece, focusing on sentences their peer revised for homework. Instruct students to read through their peer’s revisions before discussing the revisions. Remind students to record the results of their discussions to inform their ongoing revisions, and to refer to the W.11-12.3.d portion of the 11.4 Narrative Writing Rubric and Checklist.

- Students form pairs and peer review each other’s revised sentences within the context of the entire narrative writing piece.
- Student responses will vary depending on the individual narrative writing piece. Student discussion should use the language of W.11-12.3.d.
- 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/revision process to formatively assess their application of narrative writing techniques, and offer targeted feedback for revision.

Lead a brief whole-class discussion of student responses.

Activity 4: Lesson Assessment: Exit Slip

10%

Instruct students to respond briefly in writing to the following prompt based on the previous peer review activity:

Write 3 or more revised sentences from the chosen narrative writing piece that demonstrate the incorporation of W.11-12.3.d. To demonstrate how you incorporated W.11-12.3.d, also include the original version of one revised sentence that most effectively or best exemplifies W.11-12.3.d.

Remind students to refer to the W.11-12.3.d portion of the 11.4 Narrative Writing Rubric and Checklist.

- Students listen and read the Exit Slip prompt.
- Display the prompt for students to see, or provide the prompt in hard copy.

Transition to the independent Exit Slip.

File: 11.4.2 Lesson 4 Date: 10/31/14 Classroom Use: 11/2014
© 2014 Public Consulting Group. This work is licensed under a
Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License

- Students independently answer the prompt.
- See the High Performance Response at the beginning of this lesson.

Activity 5: Narrative Writing: Revision

40%

Instruct students to independently continue revising their entire narrative writing pieces from the previous unit, integrating the skills outlined in W.11-12.3.d: using precise words and phrases, telling details, and sensory language to provide a vivid picture of experiences, events, setting, and/or characters. Remind students to refer to the W.11-12.3.d portion of the 11.4 Narrative Writing Rubric and Checklist as they revise.

- Students continue revising their entire narrative writing pieces from the previous unit.

Activity 6: Closing

5%

Display and distribute the homework assignment. For homework, instruct students to complete the revisions to their narrative writing pieces based on their peer review discussions and work with W.11-12.3.d, and come to class prepared to discuss 1-2 revisions. 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

Complete the revisions to your narrative writing piece, based on your peer review discussion and work with W.11-12.3.d, and come to class prepared to share 1-2 revisions. Come to the following lesson with a revised narrative writing piece.

Additionally, continue to read 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.