

**WR.1**  
**ARGUMENT**

**Lesson 11 Peer Review**

**Introduction**

In this lesson, students participate in a peer review activity during which they offer constructive criticism to their classmates about their argument drafts, using the Argument Writing Checklist to guide feedback and revisions. Students use the Peer Review Tool to record the feedback they receive during the process as well their final decisions about how to address the feedback. While students are participating in peer review, they also take turns meeting individually in teacher conferences. Student learning is assessed via completion of the WR.1 Lesson 11 Peer Review Exit Slip, on which they record one suggested revision that they plan to implement from the Peer Review Tool, as well as a sentence or two explaining why and how they will implement this peer suggestion.

For homework, students integrate the revisions into their draft and read their draft aloud to prepare for the next lesson's discussion.

- ① WR.1 Lessons A–G offer direct instruction on discrete skills and should be implemented between Lessons 10 and 11. Students may benefit from some or all of the instruction in these lessons; only those lessons or activities that address student needs should be implemented.

**Standards**

Assessed Standard(s)	
W.9-10.5	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.9-10.1.a-e	<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>b. Develop claim(s) and counterclaims fairly, supplying evidence for each while</p>

	<p>pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.</p> <p>c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>
W.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.
SL.9-10.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 9–10 topics, texts, and issues</i> , building on others’ ideas and expressing their own clearly and persuasively.

## Assessment

Assessment(s)
<p>Student learning is assessed via the completion of the WR.1 Lesson 11 Peer Review Exit Slip. Students record one example of a peer’s suggestion for revision from their Peer Review Tool that they plan on implementing as well as a sentence or two explaining why and how they will implement this peer suggestion.</p> <p><a href="#">i</a> Revisions will be assessed using the <a href="#">Argument Writing Checklist</a>.</p>
High Performance Response(s)
<p>A High Performance Response should:</p> <ul style="list-style-type: none"> <li>• Include one example of a peer suggestion for revision from the Peer Review Tool.</li> <li>• Explain how and why the revision will be implemented.</li> </ul> <p><a href="#">i</a> See the <a href="#">Model Peer Review Tool</a> and the <a href="#">Model WR.1 Lesson 11 Peer Review Exit Slip</a> for more examples.</p>

## Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
<b>Standards:</b>	
<ul style="list-style-type: none"> <li>Standards: W.9-10.5, W.9-10.1.a-e, W.9-10.6, SL.9-10.1</li> </ul>	
<b>Learning Sequence:</b>	
1. Introduction of Lesson Agenda	1. 5%
2. Homework Accountability	2. 0%
3. Instruction for Multiple-Peer Review	3. 20%
4. Multiple-Peer Review and Student-Teacher Conferences	4. 60%
5. WR.1 Lesson 11 Peer Review Exit Slip	5. 10%
6. Closing	6. 5%

## Materials

- Student copies of the up-to-date Argument Writing Checklist (refer to WR.1 Lesson G Model Argument Writing Checklist)
- Copies of the Peer Review Tool for each student
- Copies of the WR.1 Lesson 11 Peer Review Exit Slip 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

5%

Begin by reviewing the agenda. In this lesson, students participate in a peer review of each other's argument drafts. Students read drafts from three classmates and use the Argument Writing Checklist to guide feedback. Students provide feedback to their classmates in the form of constructive criticism. Students also have an opportunity to meet with their teacher in a conference about their writing.

- ▶ Students look at the agenda.

## Activity 2: Homework Accountability

0%

- ① Students will be held accountable for homework during Activity 3: Instruction for Multiple-Peer Review.

## Activity 3: Instruction for Multiple-Peer Review

20%

Inform students that in this lesson they peer review each other's drafts in small groups. Student reviewers suggest revisions based on items in the Argument Writing Checklist. Ask students to take out the Argument Writing Checklist and review the items.

- ▶ Students take out and review the Argument Writing Checklist.

Provide students with an example of an appropriate way to give constructive criticism based on a checklist item. For instance, if a reviewer notices that a writer left out important information in a counterclaim, the reviewer would suggest ways to correct this issue by proposing important information that could be added to develop the counterclaim more fairly.

Inform students that they will practice this kind of review as a class with a student volunteer. Instruct students to individually review their revisions of their argument from the previous lesson's homework assignment, looking for an issue still unresolved. Then ask for a student volunteer to share with the class an unresolved issue in their draft related to an item on the Argument Writing Checklist.

- ▶ A student volunteer shares an unresolved problem with the class.

Lead a whole-class discussion of suggestions for addressing this problem. Instruct students to provide concrete feedback in a positive and polite way.

- ▶ Students provide suggestions for addressing the problem that the volunteer has presented.

- ① Consider noting these suggestions on the board.

Ask which suggestions the writer plans to use to address the problem, and why.

- ▶ The student volunteer discusses which suggestion to implement and why.

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Instruct students to gather necessary review materials (their copies of the Argument Writing Checklist, sticky notes, and/or colored pens or pencils) and form small groups. Students remain in these groups throughout the peer review process in this lesson. Instruct students to take out their argument drafts.

- ▶ Students form small groups and take out their review materials and argument drafts.

Instruct students to number the paragraphs on their drafts in the left margin. Explain that this helps their peers review one another's work.

- ▶ Students number the paragraphs of their argument drafts.

Remind students that they should provide constructive criticism to their peers during this peer review process.

① Refer to Lesson 8 for a discussion of constructive criticism.

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Inform students that the following peer review activity involves reading three papers in three rounds of peer review. For each round of review, student reviewers suggest the most significant revisions to the original writer's draft based on the items on the Argument Writing Checklist. Each student reviewer in the group is assigned a category for which to review (e.g., Command of Evidence and Reasoning; Coherence, Organization, and Style; or Control of Conventions).

Distribute a blank copy of the Peer Review Tool to each student. Explain the peer review process:

- Peer reviewers use the Peer Review Tool to track the most significant revisions they suggest for each writer's paper.
- The same Peer Review Tool travels with the draft from reviewer to reviewer so that peer reviewers are noting their suggestions on the same tool for the writer to review.
- The writer addresses these suggestions on the same tool, and uses the suggestions to improve their drafts for homework.

- ▶ Students examine the Peer Review Tool.

① Consider allowing students to also make suggestions directly on their peers' papers. If they do so, they may want to use different colored pens or colored pencils to distinguish different reviewers' feedback. Students can also use color-coded sticky notes.

① If resources are available, consider allowing students to peer review by tracking their changes and commenting in a word processing program. (Students' use of online and word processing resources addresses the expectations of W.9-10.6.)

Inform students that while they peer review in groups they also begin to meet individually in teacher conferences to review their argument drafts. Assign each student an individual time for a teacher conference.

### Activity 4: Multiple-Peer Review and Student-Teacher Conferences

**60%**

① The following activity addresses the expectations of W.9-10.1.a-e and SL.9-10.1.

Instruct students to remain in the small groups they formed in the previous activity and begin the three rounds of peer review. Throughout this activity, students also individually meet with the teacher to discuss their writing.

- ▶ Students pass their drafts and Peer Review Tools to the peer on the right and begin reviewing a peer's draft.

### Activity 5: WR.1 Lesson 11 Peer Review Exit Slip

**10%**

Instruct students to collect their draft and Peer Review Tool. Explain to students that when they receive feedback from their peers, they do not have to accept all the suggestions, but they should consider each suggestion carefully before revising their papers.

Remind students that they now have three or more revisions on the Peer Review Tool that their peers have identified as the most significant. Explain that in this activity, students begin to decide whether to implement the feedback and explain why they made that decision. Inform students that their revisions will be assessed using the Argument Writing Checklist.

Instruct students to read through all the constructive criticism carefully and complete one column of the Peer Review Tool (Final Decision and Explanation) for a revision they plan to implement.

- ▶ Students examine their Peer Review Tools.

Distribute copies of the WR.1 Lesson 11 Peer Review Exit Slip to each student. Instruct students to independently copy one peer suggestion for revision from their Peer Review Tool onto the Exit Slip. Then, instruct students to write a sentence or two explaining why and how they will implement this peer suggestion.

- 🗨 See the Model Peer Review Tool and Model WR.1 Lesson 11 Peer Review Exit Slip for sample student responses.

## Activity 6: Closing

5%

Display and distribute the homework assignment. For homework, instruct students to continue to implement revisions based on peer and/or teacher feedback. Additionally, instruct students to read their draft aloud (to themselves or someone else) to identify problems in syntax, grammar, or logic. Instruct students to prepare to discuss examples of how reading their paper aloud helped them to identify problems in the writing.

- ▶ Students follow along.

## Homework

Continue to implement revisions based on peer and/or teacher feedback. Additionally, read your draft aloud (to yourself or someone else) to identify problems in syntax, grammar, or logic. Prepare to discuss examples of how reading your paper aloud helped you to identify problems in your writing.

## Peer Review Tool

<b>Name:</b>		<b>Class:</b>		<b>Date:</b>	
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**Directions:** Use this tool to record the most significant suggested revisions for your peer’s argument draft. Peers provide the number of the suggested revision in the first column and the suggested revision in the second column. Peers include the checklist category for which they were reviewing in parentheses at the end of their suggested revision. Original writers provide an explanation of their decision about the final revision in the third column.

Comment Number	Peer Suggestion for Revision	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 the most significant suggested revisions for your peer’s argument draft. Peers provide the number of the suggested revision in the first column and the suggested revision in the second column. Peers include the checklist category for which they were reviewing in parentheses at the end of their suggested revision. Original writers provide an explanation of their decision about the final revision in the third column.

Comment Number	Peer Suggestion for Revision	Final Decision and Explanation
1	In paragraph 4, add more evidence to support the claim that “social separation is especially damaging for children.” Perhaps move the quote from Dr. Diaz to the next sentence after this claim to make it clear that this is the evidence supporting that claim. (Command of Evidence and Reasoning)	I will look for more evidence to show that social separation is especially damaging for children or modify my claim to say that researchers are concerned about the effects on children.
2	In the conclusion, the writer states that “it is clear that people’s constant use of technology is doing actual damage to brains and communities.” The evidence the writer provides is related to technology’s effect on relationships. Is “communities” the best word choice to use in this claim? (Coherence, Organization, and Style)	I will keep the word “communities” because I use “relationships” in other areas of the essay, and I think it is clear that communities and relationships are being used to talk about the same thing.
3	In paragraph 2, the second sentence explains how technology use can create “a jolt of dopamine.” The third sentence is about the same idea and begins with the word “This.” Consider using a semicolon to connect these two sentences. (Control of Conventions)	I will connect the two sentences using a semicolon, because the ideas in both sentences are closely linked. Using a semicolon will contribute to the clarity and flow of this paragraph

## WR.1 Lesson 11 Peer Review Exit Slip

<b>Name:</b>		<b>Class:</b>		<b>Date:</b>	
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**Directions:** In the first column, record the peer suggestion for revision to your argument draft. In the second column, record why and how you will implement this peer suggestion.

Peer Suggestion for Revision	Final Decision and Explanation

## Model WR.1 Lesson 11 Peer Review Exit Slip

<b>Name:</b>		<b>Class:</b>		<b>Date:</b>	
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**Directions:** In the first column, record the peer suggestion for revision to your argument draft. In the second column, record why and how you will implement this peer suggestion.

Peer Suggestion for Revision	Final Decision and Explanation
In paragraph 4, add more evidence to support the claim that “social separation is especially damaging for children.” Perhaps move the quote from Dr. Diaz to the next sentence after this claim to make it clear that this is the evidence supporting that claim. (Command of Evidence and Reasoning)	I will look for more evidence to show that social separation is especially damaging for children or modify my claim to say that researchers are concerned about the effects on children.