

WR.2 INFORMATIVE

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 informative drafts, using the Informative 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.2 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 implement revisions based on peer and/or teacher feedback. Students also read their draft aloud to prepare for the next lesson's discussion.

- ① WR.2 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.9-10.2.a-f	<p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with well-chosen, relevant, and sufficient facts, extended</p>

	<p>definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</p> <p>c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>e. 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>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</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.2 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>① Revisions will be assessed using the Informative Writing Checklist.</p>
High Performance Response(s)
<p>A High Performance Response should:</p> <ul style="list-style-type: none"> • Include one example of a peer suggestion for revision from the Peer Review Tool. • Explain how and why the revision will be implemented. <p>① See the Model Peer Review Tool and the Model WR.2 Lesson 11 Peer Review Exit Slip for more examples.</p>

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards: <ul style="list-style-type: none"> Standards: W.9-10.5, W.9-10.2.a-f, W.9-10.6, SL.9-10.1 	
Learning Sequence: <ol style="list-style-type: none"> Introduction of Lesson Agenda Homework Accountability Instruction for Multiple-Peer Review Multiple-Peer Review and Student-Teacher Conferences WR.2 Lesson 11 Peer Review Exit Slip Closing 	<ol style="list-style-type: none"> 5% 0% 20% 60% 10% 5%

Materials

- Student copies of the up-to-date Informative Writing Checklist (refer to WR.2 Lesson G Model Informative Writing Checklist)
- Copies of the Peer Review Tool for each student
- Copies of the WR.2 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.
	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. In this lesson, students participate in a peer review of each other's informative drafts. Students read drafts from three classmates and use the Informative 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 the items in the Informative Writing Checklist. Ask students to take out their Informative Writing Checklist and review the items.

- ▶ Students take out and review their Informative 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 subtopic was not conveyed clearly and requires more evidence, the reviewer would suggest that more evidence is needed to help fully explain that subtopic.

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 informative papers 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 Informative 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.

- 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.

Instruct students to gather necessary review materials (their copies of the Informative 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 informative drafts.

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

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

- ▶ Students number the paragraphs of their informative 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.

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 Informative Writing Checklist. Each student reviewer in the group is assigned a category for which to review (e.g., Command of Evidence; 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 these suggestions to improve the draft 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 informative 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.9-10.2.a-f 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.2 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 Informative 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.2 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.2 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 the writing.

Peer Review Tool

Name:		Class:		Date:	
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Directions: Use this tool to record the most significant suggested revisions for your peer’s informative 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

Name:		Class:		Date:	
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Directions: Use this tool to record the most significant suggested revisions for your peer’s informative 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, the writer states that “the Great Depression . . . encouraged people to use the government assistance offered through President Franklin Delano Roosevelt’s New Deal programs.” This does not seem like a precise use of language, as the Great Depression didn’t encourage people to use the resources of the government. Perhaps revise to say that people “had to” use the government’s resources, or that the government encouraged them. (Coherence, Organization, and Style)	I can see the reviewer’s point about the use of the word “encouraged” here. I will revise to be more precise about how the Great Depression forced people to seek government assistance.
2	The writer includes important evidence of how the newly homeless lived in terrible conditions. The writer should consider using a colon to link the introductory sentence and the quote together, because a colon would make it clearer that the quote emphasizes the terrible conditions. (Control of Conventions)	I will use a colon to join the introductory sentence and the quote. I agree that my point about the newly homeless and the conditions they lived in would be strengthened and the link between the sentence and the quote would be clearer if I used a colon to connect the two sentences.
3	The conclusion does a good job of supporting the information presented in the draft, but perhaps it would be stronger if the writer included evidence from one of the texts to further support the statements	I think the conclusion is strong as it is, but perhaps there is evidence that would add extra support to my statements. I will look for a relevant quote, and if I find one, incorporate it into the document.

	in the conclusion. (Command of Evidence)	
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WR.2 Lesson 11 Peer Review Exit Slip

Name:		Class:		Date:	
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Directions: In the first column, record the peer suggestion for revision to your informative 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.2 Lesson 11 Peer Review Exit Slip

Name:		Class:		Date:	
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Directions: In the first column, record the peer suggestion for revision to your informative draft. In the second column, record why and how you will implement this peer suggestion.

Peer Suggestion for Revision	Final Decision and Explanation
The conclusion does a good job of supporting the information presented in the draft, but perhaps it would be stronger if the writer included evidence from one of the texts to further support the statements in the conclusion. (Command of Evidence)	I think the conclusion is strong as it is, but perhaps there is evidence that would add extra support to my statements. I will look for a relevant quote, and if I find one, incorporate it into the document.