

**WR.2**  
**INFORMATIVE****Lesson 13 Reflection Activity****Introduction**

In this brief activity, students reflect on the writing process, identifying strategies that helped them succeed as well as areas for improvement. Students complete a Quick Write on one of the following prompts: Quote a passage from your paper that you think is particularly strong and explain what makes it so strong. Or: Describe an important revision you made and explain why it was so important.

Students then form pairs or small groups and discuss questions to help them identify areas of strength and weakness and how they plan to improve in the future.

**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.9-10.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**Materials**

- Student copies of the Short Response Rubric and Checklist (refer to WR.2 Lesson 4)

**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	Plain text indicates teacher action.

symbol	<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: Homework Accountability

10%

Instruct students to take out their responses to the first part of the previous lesson’s homework assignment. (Complete your editing, write or type your final draft, and complete a Works Cited page for your informative paper.) Circulate to review students’ final drafts, and explain to students that they need their final draft for this lesson’s Quick Write activity. Drafts will be collected for final assessment after that activity.

Instruct students to take out their responses to the second part of the previous lesson’s homework assignment. (Reflect on the writing process (from reading texts, to planning and drafting, to revising and editing). Consider which steps of the writing process you found most and least effective in helping you improve your writing, as well as which steps of the writing process you can focus on more to continue to improve. Write two or three reflections on your experience of the writing process for discussion in the following lesson.)

❗ Students will be held accountable for this part of their homework in Activities 2 and 3.

## Activity 2: Quick Write

50%

Instruct students to respond briefly in writing to one of the following prompts:

**Quote a passage from your paper that you think is particularly strong and explain what makes it so strong.**

OR

**Describe an important revision you made and explain why it was so important.**

Remind students to use the Short Response Rubric and Checklist to guide their written responses.

► Students listen and read the Quick Write prompts.

❗ Display the prompts for students to see, or provide the prompts in hard copy.

Transition to the independent Quick Write.

- ▶ Students independently answer a prompt, using evidence from their papers.

① Collect the Quick Writes and the students' final informative papers.

### Activity 3: Plan for Improving Writing

**40%**

① The following activity addresses the expectations of W.9-10.10.

Instruct students to form pairs or small groups to discuss the following questions. Instruct students to take notes during the discussion so they can share their ideas with the whole class.

Post or project the following questions for students to answer in their pairs or groups:

**What helped you succeed most during the writing process?**

**What made it difficult for you to finish your task?**

**How did collaboration help you in the writing process?**

**Name two ways that peers helped you improve your writing.**

**Discuss one activity that you observed one of your peers doing during the writing process that you would like to try next time.**

**What is the most important step you think you can take to improve your writing?**

Lead a brief whole-class discussion of student responses.