

**WR.3**  
**NARRATIVE****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 narrative drafts, using the Narrative 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.3 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.3 Lessons A–F 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.9-10.3.a-e	<p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <ol style="list-style-type: none"> <li>Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</li> <li>Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</li> <li>Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</li> <li>Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</li> <li>Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</li> </ol>
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.3 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> Revisions will be assessed using the Narrative Writing Checklist.</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>

① See the Model Peer Review Tool and the Model WR.3 Lesson 11 Peer Review Exit Slip for more examples.

## Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards:	
<ul style="list-style-type: none"> <li>Standards: W.9-10.5, W.9-10.3.a-e, W.9-10.6, SL.9-10.1</li> </ul>	
Learning Sequence:	
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.3 Lesson 11 Peer Review Exit Slip	5. 10%
6. Closing	6. 5%

## Materials

- Student copies of the up-to-date Narrative Writing Checklist (refer to WR.3 Lesson F Model Narrative Writing Checklist)
- Copies of the Peer Review Tool for each student
- Copies of the WR.3 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.
①	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 narrative drafts. Students read drafts from three classmates and use the Narrative Writing Checklist to guide feedback. Students provide feedback to their classmates in the form of constructive feedback. 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 Narrative Writing Checklist. Ask students to take out their Narrative Writing Checklist and review the items.

- ▶ Students take out and review their Narrative 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 the writer has not clearly established a point of view, the reviewer might suggest adding language that helps the reader understand who is telling the story.

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 narrative 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 Narrative 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 Narrative 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 narrative drafts.

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

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

① Refer to Lesson 7 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 Narrative Writing Checklist. Each student reviewer in the group is assigned a category for which to review (e.g., Coherence, Organization, and Style or Command 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 then uses these suggestions to improve their 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 the online writing community 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 narrative 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.9-10.3.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.3 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 suggested as the most significant. Explain that in this activity, students decide whether to implement the feedback and explain why they made that decision. Inform students that their revisions will be assessed using the Narrative 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.3 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 the Model WR.3 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 their 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

Name:		Class:		Date:	
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**Directions:** Use this tool to record the most significant suggested revisions for your peer’s narrative 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 narrative 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	The setting of the story is unclear, as we are told that the narrator is in a grocery store and also at his house, but we don’t know the name of the town or what part of the country he is in. (Coherence, Organization, and Style)	I will add more detail to establish the setting. Maybe if I include details about what the time of day, for example, the reader will have a better sense of the setting.
2	Consider adding parallel structure to the sentence describing how the astronauts put on their equipment. Right now, the list of items and unclear, and so it doesn’t seem like an important detail. (Control of Conventions)	I will add parallel structure to this sentence in the phrases describing what the equipment was and where the astronauts had to attach it. That way, I can emphasize the equal importance of each piece of equipment and communicate the importance to the reader.
3	The story might benefit from including more dialogue between Buzz Aldrin and Neil Armstrong as they approached the moon. As a reader, I am curious to know what their relationship is like and who Buzz was as a character, and I don’t have a good sense of either as it is now. (Coherence, Organization, and Style)	This is a good suggestion, but I made the choice to use actual dialogue for the moon landing from the sources we read instead of inventing dialogue for that part. While I agree that adding more dialogue would develop the character of Buzz Aldrin, I prefer to have this realistic use of dialogue.

## WR.3 Lesson 11 Peer Review Exit Slip

Name:		Class:		Date:	
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**Directions:** In the first column, record the peer suggestion for improvement to your narrative 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.3 Lesson 11 Peer Review Exit Slip

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

Peer Suggestion for Revision	Final Decision and Explanation
<p>The setting of the story is unclear, as we are told that the narrator is in a grocery store and also at his house, but we don't know the name of the town or what part of the country he is in. (Coherence, Organization, and Style)</p>	<p>I will add more detail to establish the setting. Maybe if I include details about the time of day, for example, the reader will have a better sense of the setting.</p>