

Lesson 9: Peer Review, Revision, and Final Draft (2-3 60 minute blocks)	
Objectives	<p>By the end of the lesson, students will be able to:</p> <ul style="list-style-type: none"> • Lead peer-coaching sessions in order to provide and receive feedback to revise their argumentative essay drafts. • Develop and strengthen argumentative essays in order to produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.
Materials	<p>One World Journal, pg. 35-37, 39-41 Board or chart paper and markers Projector or SMART board Computers</p>
Central Questions	<ul style="list-style-type: none"> • Why is it helpful for me to receive coaching from my peers? • How can I provide constructive feedback to my peers? • How can I use feedback to strengthen my writing? • How do I construct a strong and engaging argument?
Do Now	<p><u>Block 1:</u></p> <ol style="list-style-type: none"> 1. Instruct students to join with a partner or small group and review the “Peer Editing Checklist,” OWJ, pg. 39; “Peer Coaching for Revision,” OWJ, pg. 40. 2. Direct the students to circle the main component in each item in the “Peer Editing Checklist,” OWJ, pg. 39, and “Peer Coaching for Revision,” OWJ, pg. 40. Ask them to place a star next to the items on the checklist and the coaching guide that they want to focus most of their attention on. Remind students that they will need to complete all aspects of the peer review in order to obtain the best results, but these will help them allocate their time and focus. 3. Discuss the importance of peer review in other fields including sports, medicine, music, and in their lives, like asking a friend to check an Instagram caption before you post. <p><u>Block 2-3:</u></p> <ol style="list-style-type: none"> 1. Direct students to read through their draft to make sure that they have applied the feedback from the peer review process in the previous block to their revisions so far. 2. Instruct students to review the feedback and notes made in the previous class and to note which elements of revision they want to focus on during this class. 3. Call on several volunteers to share their focus for revisions and check for understanding of expectations according to the “Peer Editing Checklist,” OWJ, pg. 39.
Lesson	<p>Exercise 1: Peer Coaching Rounds</p> <p><u>Directions:</u></p>

1. Acknowledge student accomplishments with their research, outlines, and drafting. Tell students that today they will be coaching each other to revise their argumentative essays.
2. Lead a class discussion. Ask: In your own words, what is peer review? What are the qualities of effective peer review? What does unconstructive peer review look like? Record appropriate responses.
3. Write the words “Praise, Question, Polish” on the board. Tell students that a strong way to give feedback is to 1) Praise the work, tell them what they did well, be specific; 2) Question the work: what questions did you have while reading? 3) Polish the work: suggest things that the student can do to improve his/her paper.
4. Direct students to the “Peer Editing Checklist,” OWJ, pg. 39, and “Peer Coaching for Revision,” OWJ, pg. 40.
5. Model coaching a student volunteer on his/her “Argumentative Essay Draft,” OWJ, pgs. 35-37, using the “Peer Editing Checklist,” OWJ, pg. 39, and “Peer Coaching for Revision,” OWJ, pg. 40. Direct student observers to jot notes about what works well and why during the model coaching session.
6. Elicit what went well and why from the student observers. Record their ideas on the board to serve as best practices for their own peer coaching sessions.
7. Direct students to follow the best practices as they coach each other in pairs or small groups, and circulate to provide feedback.

Assessment: “Peer Editing Checklist,” OWJ, pg. 39, and use of “Peer Coaching for Revision,” OWJ, pg. 40.

Exercise 2: Rewriting and Editing

Directions:

1. Tell students that they will have the remaining time to work independently to revise, rewrite, and edit their argumentative essay. Instruct students to review the “Argumentative Essay Rubric,” OWJ, pg. 41. Ask: To score well in the category **Personal Connection** what do you need to do? What does your **claim** need to include to receive an exemplary score? Is it enough to include **evidence** in your essay or do you need to explain the evidence and connect it to your claim?
2. Direct students to turn and talk to a partner about the big-picture revisions they intend to make to their argumentative essays (such as moving the counterclaim to the beginning of the essay; changing their hook to engage their intended audience). Call on a few students to share their ideas for revision and why they will be making the revisions.
3. Review expectations for independent work time and any other expectations specific to using technology. If students are typing, remind them to use tools like spell check and grammar check to assist them with the editing process.

	<p>4. Instruct students to read and reread their writing several times. Have printed copies of their essays available to distribute or have a partner look on the computer screen to assist with editing.</p> <p>Assessment: Revised and edited Argumentative Essay.</p>
Differentiation	
Extend	<ul style="list-style-type: none"> • Encourage students who have completed a second draft to review their essay using the “Peer Editing Checklist” and “Argumentative Essay Rubric” again to make sure they have each element of their essay meeting advanced expectations. • Encourage these students to include more sentences of analysis in the body of their paper and to extend the conclusion paragraphs to thematic and universal themes for a more effective analysis.
Language Development	<ul style="list-style-type: none"> • Encourage students to read their essays aloud with a partner to check for awkward sentence structures. • Provide additional modeling and sentence stems for the peer coaching rounds. • Use heterogeneous grouping strategies to foster peer coaching among students with higher and lower language skill levels. • Give students extra time to complete the editing and revision processes.

Lesson Reflection	
What worked well	What to change for next time