

Stage: Writing	
Peer Review, Revision, & Final Draft	
<b>Day 1</b>	Peer Review & Revision <b>Note:</b> This may take more than one day if students are typing their final draft in class

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<b>Common Core Standards</b>	RI.7-8.8 W.7-8.1,3-5,8,10 SL.7-8.1,3,4 L.7-8.6
<b>Learning Objectives</b>	Students will be able to: <ul style="list-style-type: none"> <li>• Give clear and actionable peer feedback.</li> <li>• Reflect on peer feedback in order to develop and strengthen their argumentative writing.</li> </ul>
<b>Lesson Resources</b>	Student Journal: <ul style="list-style-type: none"> <li>• Page 52</li> </ul> Digital Resources (available on One World website): <ul style="list-style-type: none"> <li>• Google Slides presentation</li> </ul>
<b>Do Now</b>	Self-Review of Essay: <p>Check off each required component of your essay that you have completed in your draft.</p> <ul style="list-style-type: none"> <li>• Introduction <ul style="list-style-type: none"> <li>• Hook</li> <li>• Background information</li> <li>• Personal connection</li> <li>• Claim</li> </ul> </li> <li>• Body paragraph #1 <ul style="list-style-type: none"> <li>• Evidence #1</li> <li>• Evidence #2</li> </ul> </li> <li>• Body paragraph #2 <ul style="list-style-type: none"> <li>• Evidence #1</li> <li>• Evidence #2</li> </ul> </li> <li>• Counterclaim &amp; Rebuttal Paragraph <ul style="list-style-type: none"> <li>• Counterclaim</li> <li>• Rebuttal</li> </ul> </li> <li>• Conclusion <ul style="list-style-type: none"> <li>• Restate claim in new words</li> <li>• Highlight the importance of your topic</li> <li>• Why will your proposed solution be effective?</li> </ul> </li> </ul> <p>Which component of your essay are you the most proud of?</p> <p>Which component of your essay do you need to work on the most?</p>

<p><b>Lesson Introduction</b></p>	<ul style="list-style-type: none"> <li>• Review class agenda</li> <li>• Pass out student journals and printed drafts if students typed their work (this will make peer revision easier).</li> <li>• Explain that today the class will split into two groups: students that are ready for peer feedback on their draft, vs. students who need more time for drafting.</li> <li>• Direct students that have two or more missing pieces of their draft (determined by do now) to move to half of the classroom and return to writing. The other half of the class will engage in peer revision.</li> <li>• If the majority of the class still needs more writing time, wait another day until you introduce peer review. For students that are ahead, suggest the addition of a counterclaim and rebuttal paragraph.</li> </ul>
<p><b>Direct Instruction</b></p>	<ul style="list-style-type: none"> <li>• Guide students to the “Peer Review” on page 52 of their journals to carefully review the expectations.</li> <li>• Turn and talk: Which element of your essay is your strength? Which paragraph do you want the most feedback on?</li> <li>• Review how to give feedback. <ul style="list-style-type: none"> <li>○ Step One - Read through the first paragraph.</li> <li>○ Step Two - Complete the checklist for that paragraph.</li> <li>○ Step Three - Give specific feedback on the strengths and areas for growth in that paragraph.</li> <li>○ Step Four - Continue with the second paragraph of the essay.</li> </ul> </li> <li>• You will only be giving feedback on one complete essay today.</li> <li>• Model the process with a student essay from a prior year on the board (can be found on the One World website). Ensure that your modeled feedback is specific and actionable.</li> </ul>
<p><b>Guided Practice</b></p>	<ul style="list-style-type: none"> <li>• Have students move their desks to sit in pairs and swap essays and journals. Have students write their name as the peer reviewer at the top of page 52.</li> <li>• Guide students through the peer review, giving 5 timed minutes per paragraph, and 3 additional minutes at the end to summarize strengths and weaknesses.</li> </ul>
<p><b>Independent Practice</b></p>	<ul style="list-style-type: none"> <li>• Pass journals and essays back to original owners, and give students a few minutes to review the feedback they received.</li> <li>• Direct students to star the two most useful pieces of feedback they received.</li> <li>• If time remains, students can work to incorporate the feedback they received into their essays.</li> </ul>
<p><b>Exit Ticket</b></p>	<p>What do you need to add or polish in your essay before you submit your final draft? Write in complete sentences.</p>
<p><b>Differentiation Suggestions</b></p>	
<p><b>Virtual Learning</b></p>	<ul style="list-style-type: none"> <li>• Record a model feedback session that students can watch and reference.</li> <li>• Have students provide the feedback asynchronously using comments in a shared Google Doc.</li> <li>• Have students post their revision goals at the beginning of the revision process. Then check in on those goals during a synchronous session. Ask students to respond to their initial post reflecting on how successful they were in achieving those goals.</li> </ul>
<p><b>Extension</b></p>	<ul style="list-style-type: none"> <li>• Ask students to record and share a screencast where they explain the thinking behind an aspect of their essay. Example: <i>How do you use transitions to guide your reader from paragraph to paragraph?</i></li> </ul>

	<ul style="list-style-type: none"><li>• Encourage students to experiment with re-ordering the elements of their essay. Example: Move the counterclaim to the beginning of their essay or change their hook to better engage the audience.</li></ul>
<b>Student Support Tips</b>	<ul style="list-style-type: none"><li>• Encourage students to read their essays aloud to aid revision.</li><li>• Give students extra time to complete the editing and revision process.</li><li>• Have students choose a specific revision focus from a menu of choices:<ul style="list-style-type: none"><li>○ Transitions</li><li>○ Verbs</li><li>○ Introducing evidence</li><li>○ Topic sentences</li></ul></li></ul>