

Stage 3: Writing

Peer Review, Revision, and Final Draft

Day 1: Peer Review

Day 2: Revising and Editing

Day 3: Revising and Editing / Final Draft

Day 1	Peer Review
Common Core Standards	RI.11-12.1,3,5,6,8 W.11-12,4,5,7,8,10 SL.11-12.1,4 L.11-12.6
Learning Objectives	Students will be able to: <ul style="list-style-type: none"> Review a peer’s essay using a checklist to ensure the outline contains the necessary components Critique a peer’s outline using TAG sentence starters to provide constructive feedback
Lesson Resources	Student Journal: <ul style="list-style-type: none"> Pages 64-76 Digital Resources (available on One World website): <ul style="list-style-type: none"> Google Slides presentation Peer editing checklist
Do Now	Think-Pair-Share: <ul style="list-style-type: none"> <i>What is the most important information you want people to know about your topic?</i> <i>What do you think is the strongest part of your essay? Why?</i>
Lesson Introduction	<ul style="list-style-type: none"> Share Do Now responses Review class agenda
Direct Instruction	<ul style="list-style-type: none"> Tell students that they are going to partner with a classmate to read each other’s essays and provide feedback that will help make their essay strong. Use page 72 to remind students how to have an effective peer editing session: <ul style="list-style-type: none"> Highlight something positive about their work to make them feel comfortable working with you. Ask questions about the writing that reflect your experience as the reader. Be a good listener Reference the TAG sentence starters on page 72.
Guided Practice	<ul style="list-style-type: none"> Recruit a student volunteer to help you model a mini feedback session. Have the volunteer act as the coach to critique an example using the appropriate TAG sentence starters. Ask the class to reflect on what they observed.
Independent Practice	<ul style="list-style-type: none"> Students find a partner and share their essays. <ul style="list-style-type: none"> Step 1: Read the essay and check off the elements of the essay on pages 74 and 76.

	<ul style="list-style-type: none"> ○ Step 2: Use the TAG sentence starters to offer constructive feedback on each paragraph of the essay. ○ Step 3: Summarize the strengths of your partner’s essay ○ Step 4: Summarize the areas of growth of your partner’s essay.
Exit Ticket	<p>Answer the following questions based on the feedback you received today:</p> <ul style="list-style-type: none"> • What elements of your essay are you happy with? • What elements of your essay will you improve in your final draft?
Differentiation Suggestions	
Virtual Learning	<ul style="list-style-type: none"> • Record a model feedback session that students can watch and reference. • Have students provide the feedback asynchronously using comments in a shared Google Doc.
Extension	<ul style="list-style-type: none"> • 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>
Language Development	<ul style="list-style-type: none"> • Color code the essay and peer editing checklist using the same color coding guide as the vocabulary exercise. • Encourage students to reference and use the TAG sentence starters. Create an anchor chart of the sentence starters for easy reference. • Put the TAG sentence starters on laminated cards. Students can draw a card and practice providing feedback using the sentence starter on the card.

Day 2	Revising and Editing
Common Core Standards	RI.11-12.1,3,5,6,8 W.11-12.1,4,5,7,8,10 SL11-12.1,4 L.11-12.6
Learning Objectives	Students will be able to: <ul style="list-style-type: none"> • Apply feedback on their first draft to revise their essay to strengthen their argument
Lesson Resources	Student Journal: <ul style="list-style-type: none"> • Pages 72-77 Digital Resources (available on One World website): <ul style="list-style-type: none"> • Google Slides presentation
Do Now	Review the feedback you received on your draft and identify 3 areas you want to focus on for revision today. Example: Transitions or paragraph structure
Lesson Introduction	<ul style="list-style-type: none"> • Share Do Now responses • Review class agenda • Pass out student journals
Direct Instruction	<ul style="list-style-type: none"> • Explain that students are going to have time to revise their essays based on the peer and teacher feedback they have received. Revisions are an important part of the writing process -

	<p>there is no perfect writing, just better writing.</p> <ul style="list-style-type: none"> Revisions today should focus on the big picture items they need to focus on. Provide examples for how students can take the focus areas from their Do Nows and translate them into concrete revision steps: <ul style="list-style-type: none"> Transitions → Step 1: Review and strengthen my topic sentences with more specific word choice Paragraph structure → Step 2: Review my body paragraphs and decide if I want to change the order to build from strongest reason to weakest reason
Guided Practice	<ul style="list-style-type: none"> Direct students to make their own 3 step plan for revision. Monitor progress and support as necessary.
Independent Practice	<ul style="list-style-type: none"> Students work independently to revise their essays.
Exit Ticket	<p>What is one specific element of your writing that you would like teacher feedback on? Example: <i>Please look at my warrant rebuttal. I think it does explain how the evidence disproves the counterclaim, but I'm not sure that I clearly connect it to my claim.</i></p>
Differentiation Suggestions	
Virtual Learning	<ul style="list-style-type: none"> 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.
Extension	<ul style="list-style-type: none"> 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. Have students include more sentences of analysis in the body of their essay.
Language Development	<ul style="list-style-type: none"> Encourage students to read their essays aloud to aid revision. Give students extra time to complete the editing and revision process. Have students choose a specific revision focus from a menu of choices: <ul style="list-style-type: none"> Transitions Verbs Introducing evidence Topic sentences

Day 3	Revising and Editing / Final Draft
Common Core Standards	RI.11-12.1,3,5,6,8 W.11-12.1,4,5,7,8,10 SL.11-12.1,4 L.11-12.6
Learning Objectives	Students will be able to: <ul style="list-style-type: none"> Apply feedback on their first draft to revise and edit their essay to strengthen their argument
Lesson Resources	Student Journal: <ul style="list-style-type: none"> Pages 64-69, 77

	Digital Resources (available on One World website): <ul style="list-style-type: none"> • Google Slides presentation
Do Now	Think-Pair-Share: What revisions did you accomplish yesterday? What will you focus on today?
Lesson Introduction	<ul style="list-style-type: none"> • Share Do Now responses • Review class agenda
Direct Instruction	<ul style="list-style-type: none"> • Explain that students are going to have more time to revise and edit their essays based on the peer and teacher feedback they have received. Remind students that revisions are an important part of the writing process - there is no perfect writing, just better writing. • Revisions today should focus on finishing any big picture revisions they need to focus on and editing at the sentence level. Students should carefully edit their essay before submitting for spelling, capitalization, and punctuation.
Guided Practice	<ul style="list-style-type: none"> • Ask students to generate a reference list of things to look for when editing.
Independent Practice	<ul style="list-style-type: none"> • Students complete their drafts, using teacher provided and student provided peer feedback.
Exit Ticket	Submit your final essay or submit an explanation of what you need to finish and how much extra time you need.
Differentiation Suggestions	
Virtual Learning	<ul style="list-style-type: none"> • 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.
Extension	<ul style="list-style-type: none"> • 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. • Have students include more sentences of analysis in the body of their essay. • Have students assess their essay using the rubric on page 77. Ask students to include explanations for how they rate their writing.
Language Development	<ul style="list-style-type: none"> • Encourage students to read their essays aloud to aid revision. • Give students extra time to complete the editing and revision process. • Have students choose a specific revision focus from a menu of choices: <ul style="list-style-type: none"> ○ Transitions ○ Verbs ○ Introducing evidence ○ Topic sentences