

9-12 | Lesson 19



LESSON 19

ESSENTIAL QUESTION

The unit essential questions developed through this lesson are...

- What opportunities and challenges exist for an education ecosystem experiencing an increase in its multilingual learner population?

TASK

The task that students will fulfill through this lesson is...

- Use feedback and critical thinking skills during a peer review session to revise their work into a final draft.

CONTENT FOCUS

By engaging in this lesson, students will demonstrate their knowledge/understanding that...

- Feedback and revision can be used to improve and strengthen Op-Ed writing.

SKILL FOCUS

By engaging in this lesson, students will demonstrate their ability to...

- Develop their skill of revision by identifying areas of improvement and using revision strategies.

STANDARD ALIGNMENT

- Write arguments in a variety of forms that establish and maintain a consistent style and tone appropriate to purpose and audience. (11-12.W.3.1)

LAUNCH (5 MINUTES)

Hello everyone! Today is our peer revision day. You will be submitting these final edits for publication, so we really want to make sure we leverage one another to receive and respond to feedback that can help our writing to improve. During our time together today, you will work with a classmate to analyze and edit your draft.

MODEL OR SHARED WRITING (10 MINUTES)

As we read one another's pieces, we'll continue to use our Op-Ed outline to identify areas of strength and growth. Keep this outline with you and notice where the writer is successfully incorporating each element of an Op-Ed, and where there are still areas of growth:

Introduction

- ~ Grab the reader's attention
- ~ Provide background information on the topic
- ~ State your thesis

Body Paragraphs

- ~ Present your argument and supporting evidence
 - i. Provide statistics or other data
 - ii. Use anecdotes or personal stories to illustrate your point
 - 1. Address counterarguments
- ~ Identify and acknowledge opposing views
- ~ Refute those views with evidence and reasoning
 - i. Provide examples of how the issue affects real people
- ~ Use specific examples to illustrate the impact of the issue
- ~ Appeal to the reader's emotions

Conclusion

- ~ Restate your thesis
- ~ Summarize your main points

In the feedback exercise you all will be completing today, you will evaluate the extent to which each portion of your partner's essay meets the criteria of our outline.

	PEER REVIEW NOTES
Introduction <ul style="list-style-type: none"> ~ Grab the reader's attention ~ Provide background information on the topic ~ State your thesis 	
Body Paragraphs <ul style="list-style-type: none"> ~ Present your argument and supporting evidence <ul style="list-style-type: none"> i. Provide statistics or other data ii. Use anecdotes or personal stories to illustrate your point <ul style="list-style-type: none"> 1. Address counterarguments ~ Identify and acknowledge opposing views ~ Refute those views with evidence and reasoning <ul style="list-style-type: none"> 1. Provide examples of how the issue affects real people ~ Use specific examples to illustrate the impact of the issue ~ Appeal to the reader's emotions 	
Conclusion <ul style="list-style-type: none"> ~ Restate your thesis ~ Summarize your main points 	

After you've completed feedback using the outline criteria above, prioritize what you believe to be your partners' most compelling strengths and most pressing areas for growth. Include no more than two most compelling strengths and two pressing growth areas.

Prioritizing Strengths	Prioritized Growth Areas
1.	1.
2.	2.

CREATE (20-25 MINUTES)

Go ahead and trade your paper with your partner.

Let's take the next 15 minutes to silently read and note feedback for our partners on the outline/rubric. After these next 15 minutes, you will have a chance to verbally share with your partner your glows and grows for them.

During work time, circulate to help students prioritize the feedback that they want to give to their partners.

DISCOURSE (5-10 MINUTES)

Let's now reflect on our research and writing process by discussing the following questions:

- *What did you notice about your peers' writing that you could apply to your own writing?*
- *How did you handle receiving constructive criticism from your peers? Was it difficult to receive any of the feedback?*
- *What was the most challenging aspect of peer revision? How did you overcome this challenge?*
- *What changes will you make to your Op-Ed piece based on the feedback you received from your peers?*