

## Process Approach to Writing Part 3: Peer Reviews and Revision of Rough Drafts

<b>Class level:</b>	This lesson is designed for multi-level adult classes that include intermediate through advanced English language learners. The lesson activities are flexible and should be adjusted to accommodate the linguistic levels of individual learners in your class.
<b>Goal:</b>	To enable students to cooperatively work toward the goal of revision by giving and receiving peer feedback on rough drafts of written work.
<b>Lesson objectives:</b>	<ul style="list-style-type: none"> <li>• By focusing on and practicing successful group interactive strategies, students' will gain an increased awareness of the benefits of working in cooperative groups.</li> <li>• Students will actively listen to a writer as they read a rough draft of writing produced in a previous process writing lesson in order to be able to provide constructive feedback to that writer.</li> <li>• Students will utilize written and verbal feedback from peers as they revise rough drafts for clarification of ideas.</li> </ul>
<b>VDOE Adult ESOL Standards</b>	<p>S5.4 – Express and support ideas with some organization and cohesiveness using examples, explanations, and descriptions; use strategies to monitor and enhance communication.</p> <p>L5.3 – Identify specific information relevant to the learner's needs in simple conversations and short connected discourse.</p> <p>R5.3 – Use linguistic context and real-world knowledge to identify vocabulary, main ideas, and supporting details to make inferences from familiar materials.</p> <p>W5.2 - With support, organize and develop writing to address a range of written tasks.</p>
<b>Estimated time:</b>	4 hours – If you find that your students are taking extra time to complete this lesson, you can easily present it in sections. Be sure to thoroughly review what was covered in the preceding class.
<b>Resources and materials needed:</b>	<ul style="list-style-type: none"> <li>• A picture of Cristiano Ronaldo</li> <li>• Cooperative Learning Group Checklist</li> <li>• A picture of a <i>rough</i> and of a <i>polished</i> stone</li> </ul>

	<ul style="list-style-type: none"> <li>• My Teenage Experience handout plus transparency</li> <li>• Large chart paper and marker</li> <li>• Peer Reviews – Communicating Ideas, Steps #1-5 handout</li> <li>• One original rough draft (from Lesson 2) per student</li> <li>• <i>Our Voices</i> (November 2008) article “My Life in America” by Ahmed Chaabane on p.36.</li> <li>• Peer Review Worksheets: Choose the format you like best for your students’ level.</li> <li>• Student Lesson Evaluation handout: Again, choose the one that is best for your students’ level.</li> </ul>
<p><b>Warm-up/Review:</b></p>	<ul style="list-style-type: none"> <li>• Show the class the picture of the athlete included in this lesson and ask students to answer the following questions:             <ol style="list-style-type: none"> <li>1. Who is he?</li> <li>2. What does he do?</li> <li>3. Can he do his job alone? Explain.</li> </ol> </li> <li>• Answers             <ol style="list-style-type: none"> <li>1. He is Cristiano Ronaldo.</li> <li>2. He is a soccer champion (PFA 2007 Player of the Year).</li> <li>3. He needs a team or he can’t win, even though he is the best!</li> </ol> </li> <li>• Ask the class to briefly describe how their ESOL class would interact if they were a strong <i>team</i>. How would that interaction help them to learn? Record their answers on the board or on chart paper.</li> <li>• Explain to the class that they will be working in teams (groups) during many of the lessons they will be doing. In order for those teams or groups to be effective, there are some guidelines that should be followed.</li> <li>• Pass out the cooperative group checklist to each student. Go over each aspect of a cooperative ESOL group and ask them if they agree or disagree with the guidelines.</li> <li>• Optional: Divide students into small groups and ask groups to <i>cooperate</i> in order to come up with skits <i>about cooperative groups</i>. Some groups can show how a supportive group interacts. Others can show how an uncooperative group relates. Use the check list <i>dos</i> and <i>don’ts</i> as a guide. Skits are fun and provide great food for discussion. If you decide to do skits, you may want to wait to do the remainder of the lesson on another day.</li> <li>• Explain to the students that they too need to work as a team in order to <i>win</i>. Tell them that as cooperative teams (groups) they are going to be helping and supporting one another to improve their writing.</li> </ul>

<p><b>Introduction to the lesson:</b></p>	<ul style="list-style-type: none"> <li>• Write the words <i>rough</i> and <i>polished</i> on the board and show the students the picture of the rough and polished stones. Ask students to look around the classroom to find other things that can be described as <i>rough</i> or <i>polished</i>.</li> <li>• Explain to students that writing can also be <i>rough</i> then <i>polished</i>. In the writing lessons they have done so far, they have been working on <i>rough</i> drafts. Now they are going to begin to <i>polish</i> their work by clarifying thoughts and ideas through revision (“re-seeing”) and by working toward <i>perfect</i> (standard) English.</li> <li>• This would be a good time to bring out the fact that native speakers don’t use <i>perfect English</i>. For example, no one ever says, “Yes, it is I,” or “With whom are you going to the store?” Here’s another example: “People would think that one would sound quite strange if</li> <li>• one were to always use perfect English.” Encourage students to relax and focus on communicating their ideas.</li> <li>• It’s also a good time to point out that research shows it takes 2 to 4 times longer to learn to write like a native than it does to talk like a native, and that’s with continuous practice!</li> </ul>
<p><b>Presentation:</b></p>	<ul style="list-style-type: none"> <li>• Pass out the <b>Peer Reviews – Communicating Ideas, Steps #1-5</b> handout and go over the directions with your class.</li> <li>• Pass out copies of the paragraph <b>My Teenage Experiences</b>, written by an ESOL student. If you are able, also make a transparency of it to use for this activity.</li> <li>• Decide which <b>Peer Review Worksheet</b> you would like to use with your class. Pass out one copy to each student. Tell students not to write anything on their worksheets yet.</li> <li>• Tell the students that you are going to practice doing a peer review as a whole class. Be sure everyone knows what the words <i>peer</i> and <i>review</i> mean. <ol style="list-style-type: none"> <li>1. First, the class will listen and follow along as you model reading the paragraph slowly and clearly.</li> <li>2. Next, the class will talk about the paragraph as a whole group according to the <b>Peer Review Worksheet</b> feedback sections.</li> <li>3. Record student responses on the board or on chart paper.</li> </ol> </li> <li>• Explain to the students that the author of the paragraph could now take their feedback and use it to help him clarify his ideas. That is, he</li> </ul>

	<p>would revise his paper. For example, he needs a conclusion. This will help the paper to become more polished.</p> <ul style="list-style-type: none"> <li>Practice another whole-class peer review by reading the <i>Our Voices</i> (November 2008) article “My Life in America” by Ahmed Chaabane on p.36. Especially focus on what the students would like to ask the author to clarify. Optional: Repeat this process with other articles from <i>Our Voices</i>.</li> </ul>
<p><b>Practice activities:</b></p>	<ul style="list-style-type: none"> <li>Explain to the students that next they are going to divide into cooperative learning groups of 3-4 in order to do peer reviews</li> <li>Each member of the group will take a turn carefully reading his or her paper. After the author reads, a group recorder will write the responses on the author’s peer review sheet. Each person in the group will read and immediately get peer feedback. The writer will keep the written peer feedback.</li> <li>Circulate among the groups to make sure everything is going smoothly. (Don’t worry! Once students have practiced the peer review process, it should become more automatic.)</li> <li>After the students finish their peer reviews, ask them to read and fill out the cooperative group checklist to evaluate their interaction.</li> </ul>
<p><b>Application:</b></p>	<ul style="list-style-type: none"> <li>Using their peer review feedback, students will begin revising their drafts focusing on making their ideas clearer or more interesting. Direct the writers to first insert ideas for changes on the original draft to help them plan their revisions.</li> <li>Instruct the students to double-space when writing or typing their second draft. This will be very helpful for editing.</li> <li>Collect students’ revised drafts.</li> </ul>
<p><b>Evaluation activity:</b></p>	<ul style="list-style-type: none"> <li>Observe students’ responses and activities to check for understanding of concepts and purpose.</li> <li>Collect the peer review cooperative group self-evaluations to see if their opinions agree with your observations of their interactions.</li> <li>Collect students’ second drafts for evaluation. Do you see improvement?</li> <li><b>In preparation for the editing process, highlight major grammatical, punctuation, and spelling errors to help the</b></li> </ul>

	<p><b>students self-correct. Do not write out the corrections.</b></p> <ul style="list-style-type: none"><li>• <b>Student Lesson Evaluation</b> (see below)</li></ul>
<b>Reflection activity:</b>	<ul style="list-style-type: none"><li>• Ask students to think about how they felt during this lesson and why they felt that way. Choose one of the <b>Student Lesson Evaluation</b> forms for your class to use. Allow students to express their frustrations and praise what they liked about the lesson on this evaluation form. Collect for your own evaluation purposes.</li></ul>
<b>Extension activities for the classroom and beyond:</b>	<ul style="list-style-type: none"><li>• Students will continue to utilize this cooperative peer review process to obtain feedback on future rough drafts. Students will also continue to utilize a <b>Cooperative Learning Group Checklist</b> to help them develop high standards for group interaction.</li><li>• Ask students to practice the steps of peer review with family members to help them revise the paragraphs that they have written at home.</li></ul>



Who is he?

What does he do?

Can he do his job alone?




Student's name: \_\_\_\_\_

Group: \_\_\_\_\_



## Cooperative Learning Group Checklist

✓ Check the boxes that best describes your group.

<p><b>When we worked in our group we understood and practiced these goals.</b></p>	<p><b>Yes we did.</b> </p>	<p><b>Sometimes we did.</b> </p>	<p><b>No we didn't.</b> </p>
<p>We worked together as a team to complete the assignment. <b>Everyone participated!</b></p>			
<p>Each group member <b>encouraged</b> the others to <b>share their thoughts and ideas.</b></p>			
<p>Every member's thoughts and ideas were <b>appreciated and respected.</b></p>			
<p>Every member helped the group by carefully <b>listening</b> to others when they spoke.</p>			
<p>The group tried to speak in English as much as possible. <b>No one left others out</b> by speaking languages they did not understand.</p>			
<p>The members <b>asked for help</b> when there was something that someone did not understand.</p>			

# A rough stone



# A polished stone



## My Teenage Experiences

I grew up in El Salvador. When I was a teenager my mother raised me because my father died when I was 8 years old. So, Mother did her part and my father's part too. After school, she didn't let me go out with anybody. I had to be at my house on time. When I asked her to visit my family, she told me I had two hours to come back. If I didn't, I got big problems.

# PQS Peer Review Worksheet

Date: \_\_\_\_\_

Author's name: \_\_\_\_\_

## P - Praise!



These are the things that I like about your work!

## Q - Questions?



These are the things I want to ask you about your thoughts and ideas.

## S - Suggestions.









These are some good ideas I have to share with you about your work.

## Peer Review Worksheet









Date: \_\_\_\_\_

Author's name: \_\_\_\_\_

<p><b>Your paper was about:</b></p> 	
<p><b>What I liked most about your writing:</b></p> 	
<p><b>These ideas were very clear to me:</b></p> 	
<p><b>I have questions about the thoughts and ideas you expressed:</b></p> 	
<p><b>What my thoughts are about your conclusion:</b></p> 	
<p><b>These are my constructive suggestions for your paper:</b></p> 	

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Student Lesson Evaluation

How did you feel about this lesson?	Circle one.			Why did you feel that way?
 I felt <b>good</b> about it.	yes	so-so	no	
 I felt <b>relaxed and OK.</b>	yes	so-so	no	
 I felt <b>confused.</b>	yes	so-so	no	
 I felt <b>bored.</b>	yes	so-so	no	
 I felt <b>frustrated.</b>	yes	so-so	no	
 I felt <b>angry.</b>	yes	so-so	no	
 I felt <b>shocked.</b>	yes	so-so	no	
 I felt <b>sad.</b>	yes	so-so	no	

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Student Lesson Evaluation

What did you like about the lesson?

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Did the lesson meet your needs?

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What did the teacher do that you liked?

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What did the other students do that you liked?

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What can the teacher change to make the lesson better?

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How can the other students help make the lesson better?

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What can you do to help make the lesson better?

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What else do you want to say to the teacher or the class about the lesson?

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