

Day Eight: (Detailed Lesson Plan #8)

Title: Peer Editing

Class: Academic English 12

Objective: to clearly state expectations; to access prior knowledge and/or experiences through writing; to allow students an opportunity to practice creative writing; to practice listening skills; to think critically about one's own writing; to artistically draw from memory; to creatively write a story; to develop trait of writing with abundance, get ideas on paper; to review/edit creative writing in a positive, thought provoking, and efficient manner to develop ideas, stories, and writing skills.

Rationale: This lesson was developed in order to learn how to review/edit pieces of creative writing by peers for fellow peers to successfully improve student writing grammatically and content wise.

PA State Standards:

1.3.11 A. Read and understand works of literature.

1.3.11 C. Analyze the effectiveness, in terms of literary quality, of the author's use of literary devices.

1.3.11 E. Analyze how a scriptwriter's use of words creates tone and mood, and how choice of words advances the theme or purpose of the work.

1.3.11 F. Read and response to fiction.

1.4.11 A. Write short stories, poems and plays.

1.4.11 D. Maintain a written record of activities, course work, experience, honors and interests.

1.5.11 F. Edit writing using the conventions of language.

1.6.11 A. Listen to others.

1.6.11 B. Listen to selections of literature (fiction or nonfiction)

1.6.11 E. Participate in small and large group discussions and presentations.

Materials:

- Rough drafts of Scary stories
- Pencil/Pen
- "Sacrifice of Senses" example story
- Directions and Sheets for Peer Review

Activities/Procedures:

1. Introduce peer editing/revising by emphasizing its positives in the creative writing process for both the peer reviewer and writer.
2. Go over section of "Sacrifice of Senses" focusing on setting and character development and descriptions, and also the movement of the piece (slow and boring, interesting and thought provoking, or steady) (10 minutes)
3. Tell students to pass in their rough drafts with their names crossed out.
4. Pass out rough drafts to random people along with peer editing review sheet.
5. Instruct students to read rough draft ignoring grammar and focus on content based on sheet. (20 minutes)
6. Whole group review vs. Small group review (20 minutes)
 - a. Allow students to choose which way they want to do it.

- b. Whole group review – Teacher reads preview of each story and allows for student feedback to be given based off the short preview or “trailer.”
- c. Small group review – Allow students to group into 3-4 small groups and go over pieces allowing for everyone in the group to give their opinions, suggestions, or comments.

Assessment: Their participation in small group work can be observed by watching their listening and responding with their group. Their creative writing and time management abilities can be assessed with the writing and editing of their short stories.

Assignment: None.