

TITLE OF LESSON

English 1 Unit 2 Lesson 11 – Autobiography, Choosing a Piece, Re-Vision

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TIME ESTIMATE FOR THIS LESSON

One class period

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ALIGNMENT WITH STANDARDS

California – Eng 9-10: W1.0-1.9, 2.1, W/O1.0-3

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MATERIALS

**Revision Lesson 11** – Teacher Page  
**Autobiographical Incident Grading Procedure** – Teacher Page  
**Autobiographical Incident Rubric** – Teacher Page

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LESSON OBJECTIVES

- To review peer revision strategies
  - To review and implement literary elements/writing tools
  - To instill accountability for goals and goal setting strategies
  - To increase team building skills
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FOCUS AND MOTIVATE STUDENTS – WARM UP ACTIVITY

- 1) Homework Check – Stamp/initial all complete homework assignments. Pass back all graded assignments. Have students place them in the appropriate section of their folders.
- 2) [Agenda/Daily Log](#) – Have students copy the agenda you have written on the front board.
- 3) Choosing a Piece – Have students take out all of their first drafts of writing so far. They should have 7 first drafts, not including the one they turned in for a letter grade last time. Tell them they may choose any of these to improve and turn in for a letter grade. This will be their Autobiographical Incident 2. Give them five minutes to choose. Be strict about the time as they have much work to do today. When they have finished, have them take out their folders and find the score they said they would like to receive on their next piece of writing, along with all the writing strategies they said they would work on to make this piece of writing better. Ask them to look carefully at what they wrote. Remind them you will be looking for all of those things in this piece of writing. If they take their time with their re-vision today, their piece will only get better.
- 4) Writing Process Review – Ask students if they remember the order of the writing process. Take volunteers. As students reveal their answers, you uncover the process on the overhead or poster paper: [brainstorm>1st draft>re-vision>2nd draft>edit>3rd and final draft>brainstorm](#)
- 5) [Revision](#) – Ask students which part of the process they will be working on today, if they go by this model. Next, ask them what re-vision means. As they reveal the definition, you uncover the definition. If you have kept it posted in the room, that's okay. You are simply reminding students, reviewing with them the concept of re-vision:  
**Re-vision** = re-thinking or re-seeing your old ideas in a new way, adding or deleting ideas, changing the order of ideas to make the content better. You make these changes directly on the 1st draft or include them in the second draft. I like to make the changes on the first draft so when I write my second draft I am just copying. I don't have to think of new ideas.
- 6) Work Due – Finally, remind students of what will be due tomorrow at the end of the period:  
**Reasons For A...** on top, with the grade they think they deserve circled  
**Toolbox** underneath, filled out correctly  
3rd draft underneath the toolbox  
2nd draft underneath the 3rd draft  
1st draft underneath the 2nd draft  
**brainstorm** (if there was one) on the bottom  
Keep it brief, but accurate. If this lesson feels a little intimidating to you, review lesson 5 prior to class.
- 7) Grading – Post the **Autobiographical Incident Grading Procedure** on the overhead. Explain this is how they will be graded for each step of the writing process. Essentially, this is their grade for the effort they put

into the assignment. Review it with the students. Field questions. Next post the **Autobiographical Incident Rubric**. Explain that this is how they will be graded on the quality of their work. Field all questions.

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#### ACTIVITIES – INDIVIDUAL AND GROUP

1. **Peer Revision** – Ask students to exchange papers with a partner and place their name at the top. Tell students they will be silently reading and responding to their partner’s piece of writing. Ask them to read it through one time, silently. Next, tell students you will be guiding them through the process of re-vision one step at a time. Post the **Revision Lesson 11** on the overhead projector. Cover all but the first step. Read the first step out loud and have the students write directly on their partner’s paper. Ask students to look at you when they have finished the first step. When all eyes are on you, reveal step 2. Continue this process in the same manner until the class has finished all of the steps of revision.

You will notice that their list of re-vision strategies has increased and become very specific. You may want to point out to the students that as their skills increase and they become better authors, their accountability for those skills also increases and the time they take on re-vision will increase, too.

All of their suggestions should be written directly on the author's 1st draft. Students should not talk at all. If they have to ask the author anything, it should be written on the autobiography—NOT spoken. If a student feels compelled to ask the author anything, it just means the piece of writing is not clear enough and needs improvement. Write the question on the paper! When they have finished re-vision, have them pass the paper back to the author.

2. **Writing a 2nd Draft** – Depending upon your time frame, you may have to assign this for homework. Tell students they will be taking the suggestions of their partner into consideration when they make changes to improve their piece. Remind them that they do not have to take the advice of their partner. However, they are striving to improve their piece and their grade. Chances are, if the reader doesn't get it, the author may need to make changes. Ask them to weigh their partner’s suggestions carefully before discarding them as bad advice. Tell students they should begin to decide on the ideas they will add to their piece. They should jot those ideas down on their first draft, if there is room. Next, they should decide if there are any parts they want to delete. Have them cross those parts off their first draft. If there is not a lot of room left on their first draft, students may begin a second draft where they will make the changes.

Tell students to begin writing their second draft. They should make sure they have all the ideas they need and want in the second draft, as they will not be able to make any content changes after this without running into problems. Give students approximately 20-30 minutes to finish their second draft or assign it for homework.

3. **Homework Review** – Review the homework assignment.
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#### HOMEWORK

Autobiographical Incident 2 – Complete the second draft of your second formal piece of writing.

Make sure you include all of the changes that were suggested about your piece of writing during your revising session. In this piece, you should have:

- 1) All of the tools from your Story Tools sheet.
  - 2) At least one metaphor/simile
  - 3) At least five adjectives
  - 4) Show Not Tell
  - 5) One extended metaphor/simile
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#### GROUP ROLES

None

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#### DOCUMENTATION FOR PORTFOLIO

Unit 1

Unit 2



Final Exam Unit 1  
Hero Myth  
Trickster Myth  
Monster Myth  
Creation Myth

Autobiographical Incident 1