

TITLE OF LESSON

English 1 Unit 2 Lesson 35 – Revision of Evaluation Essay 1

TIME ESTIMATE FOR THIS LESSON

One class period

ALIGNMENT WITH STANDARDS

California – Eng 9-10: W1.0-2, 1.9, 2.2a-d, 2.3a-f, W/O1.0-3

MATERIALS

Student essays from yesterday
Colored pencils or pens

LESSON OBJECTIVES

- To introduce the concept, and stress the importance of rewriting as a necessary part of the writing process
 - To continue to develop and practice effective writing habits
 - To inspire comfort and confidence with writing
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FOCUS AND MOTIVATE STUDENTS – WARM-UP ACTIVITY

- 1) Homework Check – Stamp/initial complete first drafts of evaluation essay 1. Pass back graded assignments and 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. Have students take out the work they did in class yesterday.
 - 3) [Peer Revision](#) – The students have a lot to accomplish in this lesson so go ahead and get started. They should be familiar with the process of second draft writing at this point, but you can go over a short recap of its importance.
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ACTIVITIES – INDIVIDUAL AND GROUP

1. Exchange Essays – Take the first drafts of each student’s essay and have students pass them to the student on their right. Make sure that no person has his or her own essay.
2. Sign Name – Each student should now have someone else’s first draft of the essay. Have them write at the top, "Revised by (and their name)." They must use colored pencils or a pen with a different color of ink from the author's.
3. Revise for Ideas Only – Remind students they will only be revising content or ideas. They are not to check spelling, punctuation, or grammar. The reason for this is simple; since they will be changing so much of their content, any changes made to spelling, punctuation, or grammar will probably have to be changed again when they rewrite this draft. It is better to wait until the content is set before spending a lot of time editing a paper.
4. [Silent Reading](#) – (5 – 10 minutes) Have students read the draft quietly to themselves. Tell them they have 5-10 minutes for this. Ask them to sit quietly once they have finished so that others will have an opportunity to read. The idea is that they need to understand what the author is getting at before they can make suggestions.
5. Title – Next, ask students to look at the title of the essay before them. Does the title just say, "Evaluation Essay"? Is the title creative? Does it go with their piece? Remind them that, because the title is the first thing the reader sees, it should grab their attention. If this title does not, ask the students to circle it and write above it, "Find a better title." Ask students to write in two suggestions for a better, more creative title based on what they have just read. They can use a sentence or a couple of catchy words from the story.

6. Two Good Questions Per Paragraph – Next, ask students to ask two "good" questions per paragraph. Remind students these must be written as questions. Statements like "Not enough detail" or "I don't understand" are not acceptable. Questions like "Where did you find this in the story?" or "Why do you think this represents growth?" are acceptable. They should write their questions in the margin of the paper next to the sentence or sentences in question. To help students out with this part you may want to write on the board some suggested missing pieces for students to be on the look out for:
 - Can you easily identify the author's stance/thesis?
 - What are the author's 3 criteria for measurement?
 - Does the author follow the criteria in taking the stance he or she has taken?
 - Is there sufficient evidence taken from the text? At least 2 pieces of evidence per supporting idea.
 7. Suggestions for Improvement – At the bottom of the essay, ask students to make two suggestions about how the author might improve it.
 8. Compliment – Last, have the students give one compliment (e.g., *My favorite part was...*) and pass the essays back to the authors.
 9. Draft 2 – The authors should now spend the rest of the period (and tonight if necessary) rewriting their essays with the reviser's comments and questions in mind. In order to get full credit for this portion of the assignment, there must be visible changes to the original draft. No changes = no credit. Remind them that all authors can improve their piece of writing. Collect the second draft of the essay at the end of the period from all students who have finished it.
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HOMEWORK

Finish rewriting second draft of essay.

GROUP ROLES

None

DOCUMENTATION FOR PORTFOLIO

Unit 1

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

Unit 2

Autobiographical Incident 1
Autobiographical Incident 2
Autobiographical Incident 3
Autobiographical Incident 4