

TITLE OF LESSON

American Literature Unit 2 Lesson 33 – Edit Essays
How can editing improve our essays?

TIME ESTIMATE FOR THIS LESSON

One class period

ALIGNMENT WITH STANDARDS

California – Eng 11-12: R1.0-3, W1.0-5, 1.7, 1.9, 2.0, 2.2, W/O1.0-2, L/S1.0, 1.4-8, 2.0, 2.3

MATERIALS

Research Essay Guidelines – Student Page
Essay 5: Novel Evaluation Guidelines – Student Page
Novel Evaluation Presentation Rubric – Student Page
Editing Skills List – Student Page

LESSON OBJECTIVES

- To edit the Evaluation Essays
- To finish writing a second draft of the Research Essays
- To edit the Research Essays

FOCUS AND MOTIVATE STUDENTS – WARM-UP ACTIVITY

- 1) Homework Check – Stamp/initial all homework assignments. Collect **Vocabulary Worksheets** and sign Essay **Guidelines**.
- 2) [Daily Log](#) – Copy [Daily Log](#) below.

Date	Journal	Lecture Discussion	Activity	Readings	Homework
			1. Peer Editing of Evaluation Essays (Step 5 of Guidelines) 2. Finish second draft of Research Essays (Step 4 of Guidelines) 3. Peer Editing of Research Essays (Step 5 of Guidelines)		1. Find an editor to edit Research Essays if necessary (Step 5 of Guidelines). 2. Practice Book Talks (due Lesson 35). 3. Study vocabulary.

ACTIVITIES – INDIVIDUAL AND GROUP

1. **Goal Setting** –Tell the students that they will edit their essays today, and remind them that they will present one-minute book talks about the essays in Lesson 35. Distribute the **Novel Evaluation Presentation Rubric**. Tell students to look at the grades they received for their last book talks and tell them to set goals for the next one. They should write specifically what grade they want to get, and what they want to work on to get the grades they have targeted. (It could have been that they need to work enunciating more clearly, or delivering the presentation within the time limit. Using the rubric, they should choose at least 2 specific things they could do to earn the grades they are shooting for and write them down.) Remind them that they cannot read their essays. They must create a book talk, a review that either recommends the book, and explains why based on their essays, or discourages their peers from reading the book, and explains why others should avoid it.
2. **Peer Editing** –Make sure you have posted the partner’s names on the front board. Tell students they will be trading essays to edit today (step 5 on the Essay Instructions). They will edit directly on the second draft, and

type the final draft in the lab tomorrow. Tell students to bring out the second draft of the essay. Post your **Editing Skills List** (found in the *Teacher Pages* section of this unit) on an overhead projector, a computer hooked up to a television monitor, or a computer projector. Post all of the steps at the same time. Tell students they are on their own for editing. It is their responsibility to their partner to make sure they edit thoroughly. Acknowledge again that editing is tedious, but important to making a document presentable.

Remind students that it is not their job to correct words for the author. It is their job to spot words they believe may be misspelled. Tell students that anything they are asked to actually change as editors on the **Editing Skills List** (e.g., capitalizing the first word of each letter in the title, capitalizing the first letter of the first word of a sentence, putting a period at the end of a sentence, correcting run on sentences by taking out too many ands and putting in a period, and so on.) they should do in such a way that the original errors are still visible. In this way, authors will be able to see their corrections and the original and choose which is the correct version for their final draft. Give students twenty minutes for peer editing. Sign Step 5 on the **Guidelines** for students who complete this on time.

3. Research Essays – Ask students to take out the first drafts of their Research Essay (4) and their suggestions for revision. They should have begun writing a second draft of this essay, incorporating the suggestions made by their partner. If they have not already finished writing the second draft of the essay, they should do so now, and have you initial their guidelines sheets (Step 4 of **Guidelines**). If they have already finished this, they may find a partner who is also finished, trade essays, and begin peer editing according to the above instructions. If students do not finish editing in class, it is their job to find someone to edit their essay properly with the **Editing Skills List** outside of class.
 4. Review Homework – Students who did not have time to find an editing partner and edit Research Essays today must find someone to edit their Research Essays for homework. Instruct the students to use the **Guidelines** sheet and the **Editing Skills List**, and to have their editing partners sign the essay and the **Guidelines** sheet (Step 5). Remind students to meet in the computer lab tomorrow.
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HOMEWORK

- 1) Find an editor to edit Research Essay and finish editing.
 - 2) Plan and practice Book Talks (based on their opinion/critique of the book in their Evaluation Essays.) Due Lesson 35.
 - 3) Study vocabulary.
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GROUP ROLES

None

DOCUMENTATION FOR PORTFOLIO

Unit 1

Project 1: A True Story
Evaluation Essay 1
Incident Poem
Essay 2
Essay 3: Satire
Final Project: Flash Dictionary Chapter
American Literature Unit 1 Final Exam

Unit 2

Essay 1: Reflective Essay
Essay 2: Novel Evaluation
Essay 3: Reflections on Folk Group
Flash Movie