



Gold Seal Lesson

Author(s): William Moreau			Lesson Title: Two on One – Peer Responses			
Grade Span			ICLE Application Model			
K-4	5-8	9-12 XX	A	B	C XX	D

Instructional Focus:

Speaking

Students speak for a variety of purposes and audiences with sophistication and complexity appropriate to the grade level.

Writing

Students write for a variety of purposes and audiences with sophistication and complexity appropriate to the grade level.

Listening

Students listen for a variety of purposes appropriate to the grade level.

Performance Task

Students respond through writing and speaking to the rough drafts of their small group members.

- 1) Previous to this lesson, students have created a complete (or nearly complete) rough draft of an assigned type of writing.
- 2) Students are grouped in threes—either by teacher choice, chance, or student choice. Be sure that groups are spaced away from other groups and individual group members are facing each other. If numbers don't work out to make equal groups of three, "leftover" students may be placed in one or two groups of four.
- 3) Students are each given two copies of a response form containing the questions suggested below. Each question should have room for a written student response.
- 4) Students rotate rough drafts to the person on their right. The peer responder reads his/her partner's rough draft and answers as many questions on the form as possible. Peer responders keep the response sheet they've just filled in and sit quietly until the teacher sees that all are done writing responses or until the time limit has been reached (ten minutes or so, but this is flexible).
- 5) When all are done with this first response or the time limit is reached, students rotate rough drafts again to the right so each responder receives a new rough draft. Again, this draft is read and a written response on the second question sheet is created and kept by the peer responder.
- 6) When this final response is completed, original rough drafts are returned to each author. Peer responders keep both response sheets they have filled in. (When groups of four are necessary, each person still only reads two of the group's rough drafts.)
- 7) One student is selected as the starting listener. The other two students now read from the response sheets they filled out for this author. They are both sharing verbally the responses/ answers they wrote. A discussion between the two peer responders should ensue aimed at helping the author. Thus the title, "Two-on-one Peer Response."
- 8) This should last about five minutes. When the responders are done helping the first listener, another student in the group is selected and the verbal response begins for another five minutes. This continues until all three group members (or all four if groups of four are needed) have been helped.
- 9) At the end of the process, authors are given the written response forms to help aid in their future rewriting.

Performance Task continued...

Here are some possible questions. These should be geared to the type of writing being attempted and the grade level of the students. Below are questions of a generic nature:

- What is the point of this piece of writing?
- What is one specific good aspect of this writing?
- Is there enough evidence, proof, support, detail, and development? Is there anything that could be done to make this area of writing better?
- In addition to what you wrote in response to the above question, are there any other suggestions you could offer to the writer in order to make this writing even better?
- Is there anything you remember from the information or samples we shared in class concerning this type of writing that the writer should be reminded of?
- Are there any other comments or suggestions you'd like to make?

ICLE Essential Skills

Apply in writing the rules and conventions of grammar, usage, punctuation, paragraphing, and spelling. (ela 1)

Listen, comprehend and summarize essential information from a variety of sources such as speeches, plays, commercials on radio and television, and political debates.(ela 25)

Use writing as a way of expressing personal creativity.(ela 31)

Proofread and correct first drafts (ela 42)

Edit and revise first drafts (ela 41)

Participate in peer editing groups (ela 87)

Scoring Guide:

- Students could be given "credit" or "no credit" for following the process correctly.
- Students should be given some kind of credit for coming to class prepared with a nearly completed rough draft. (If a student's rough draft isn't complete enough to share, that student should be placed off to the side to continue drafting. This author would not receive credit for this day's work.)

Keywords

English Language Arts	Mathematics	Science
Reading	Algebra	Earth Science
Writing Composition Critique Draft Peer Review Prewrite	Geometry	Life Science
Communications	Statistics	Chemistry
Literature	Calculus	Physics
Other Homer "The Odyssey" Essay questions Literature projects Thought responses	Trigonometry	Other
	Other	