Revising and Editing 12th Grade Lesson 2

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| **RHS Instructional Format:** | | |
| Planning | **Daily Learning Target(s):**  Materials Needed:  Slips of paper (1 per student)  Handouts (including student handout)  Peer Editing handouts printed individually  Computers (optional for students to type)  I can provided feedback on a peer’s writing.  I can use feedback to revise and edit my own writing.  **Literacy Target(s):**  I can use reading strategies to access, interpret, and record information.  I can develop and support a thesis with accurately cited supporting evidence.  I can convey my thinking in complete sentences using proper writing conventions.  I can develop a written response to what I have read, viewed or heard. | |
| Beginning | **Opener: Vocabulary-Give One/Get One**  On a slip of paper,  Define the word **“revise”** and define the word **“edit”**  When you have finished, find someone across the room.  Share your definitions and create new definitions for both terms.  **Teacher will review Revising vs. Editing (resources provided)** | **Focus Strategies:**   * **Questioning** * **Student Discourse** * AVID * Differentiation * Student Reflection * Formative Assessment * Literacy Strategies      * Vocabulary Strategies |
| During | **Instructional Strategies & Student Activities:**  **Discuss “Order of Concerns” Handout**  **Peer Editing:**   * Peer Editing Example (video link <https://www.youtube.com/watch?v=24apK7i32xg>) * Common Peer Editing Mistakes: <https://www.youtube.com/watch?v=iBuq4qgRhCc> * Peer Editing Guide (handout)   **Whole Group Practice:**   * Use teacher provided paragraph OR student volunteered paragraph * Teachers and students will perform a think aloud while completing the peer editing checklist.   **Partner Peer Edit:**   * Teacher will pair students to complete a peer edit using the peer edit prompts.   **Final Draft:**   * Students will edit and revise their paragraphs based on peer feedback (on blank or lined paper-not the body paragraph template). * \*Optional: They will **type these** and turn in the peer edits from their partners, all rough draft materials and their typed final draft. |
| Ending | **Closer:**  On the same paper as your final paragraph, answer the following questions:   1. Write down one skill from today’s lesson that you feel good at. 2. Write down something from today’s lesson that you want to improve on.   Rate yourself on the learning targets. For each learning target, explain why you gave yourself that rating. |