**Unit Name:**

Appraising, peer-editing and proofreading.

**Unit Objective:**

Categorize peer editing elements using a graphic organizer. Appraise a writing sample using the three components of per editing. Edit, proofread and rate a writing sample using a writing checklist

**Subject Area:**

Writing/Language Arts

**Target Group/Grade:**

Second Grade/ELL

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| Subject/Skill SetBenchmark | Writing/Language Arts [CCSS.ELA-Literacy.W.2.2](http://www.corestandards.org/ELA-Literacy/W/2/2/) Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. |
| Weekly Learning Target (s) | Writing: Categorize peer editing elements using a graphic organizer. Appraise a writing sample using the three components of per editing. Edit, proofread and rate a writing sample using a writing checklist |
| DailyLearning Targets | Identify writing samples that require editing.  | Classify the three components of peer editing | Apply the three components of peer editing to a writing sample | Appraise a writing sample using a writing checklist. | Rate an informative writing sample using a writing checklist. |
| Daily Learning Tasks/Activities | Teacher: Model how to use a two pocket folder. Explain that the students will organize their writing work into two categories. The first category should be labeled finished the second category should be labeled needs work. Teacher: Model how to separate writing into the two categories by reading several writing examples and asking students which side of the folder the writing samples should go into. Have students collect drafts of previous writing, stories and their environmental essays in their own two sided folder. Ask students to organize pieces they think are finished on one side and pieces that are in need of more work on the other side. Have students work with a buddy and tell why they think that the pieces they selected on the finished side are finished. Ask students to use ‘writing checklist’ to check their ‘finished’ work for all of the writing elements and give their finished work a rating or moved it to the ‘needs work’ side of their folder.  | Teacher: Recall the previous lesson and how we identified pieces of work that needed editing. Explain that when we peer edit there are three steps that we use compliments, suggestions and corrections.Teacher: Write the three steps, compliments, suggestions and corrections on a giant poster board in front of the class.Teacher: show students a writing sample on the screen and model a few compliments, suggestions, and corrections that you would make on the sample writing pieceTeacher: Write these compliments, suggestions and corrections under the appropriate label on the poster-board.Ask students what compliments they could provide their peer and record their ideas under the label ‘compliments. Ask students what suggestions they could provide their peer and record their ideas under the label ‘suggestions’.Ask students what corrections they could provide their peer and record their ideas under the label ‘corrections’.Give students a copy of a second writing sample.Project the same sample onto the interactive whiteboard.Teacher: Read the writing example aloud. Ask students to follow along with their copies of the writing sample and their pen.Teacher: illustrate how to make compliments, suggestions and corrections throughout the read-aloud and ask students to follow along and record the same edits on their copies of the writing sample. Teacher: ask students to tell which edits are compliments, suggestions and corrections. Record correct responses under the appropriate labels, compliments, suggestions and corrections on the giant poster board.  | Teacher: Recall the previous lesson on peer editing and refer to the giant poster board.Ask students to think-pair-share and tell a partner what the three areas of peer editing are and to provide one verbal example of each. Have students’ select one piece of writing from the ‘needs work’ side of their folder and exchange it with a partner.Give each student a graphic organizer with the labels, compliments suggestions and corrections.Ask students to read their partners writing piece and record information under the appropriate label. Have students exchange graphic organizers, read the compliments’ suggestions and corrections their partner made and make changes to their writing piece. Have students show their work to the teacher or classroom helper once they believe their editing is complete.Teacher: Provide students with any appropriate compliments, suggestions or corrections. Teacher: Once students are satisfied with their work, ask students to hang their completed pieces on the classroom bulletin board | Teacher: Recall the previous lesson on peer editing. Ask students what compliments, suggestions and corrections they received on their writing pieces in yesterday’s class.Teacher: show students a copy of a writing sample and writing checklists on the interactive whiteboard.Teacher: Model how to read through the writing sample making compliments, suggestions and corrections using the writing checklist as guide. Give students different copies of a writing sample and a copy of the same writing checklist.Ask students to read through the writing sample using the writing checklist as guide. Ask students to record compliments, suggestions and corrections directly onto the writing sample and rate the sample using the writing checklist. Have students write one word to summarize the lesson’s content and then explain why they chose that word | Teacher: Recall the previous lesson on editing using a writing checklistAsk students to recall the different criteria on the writing checklistHave students select an informative writing piece from the ‘needs work’ side of their two pocket folder. Give students a copy of the writing checklist.Ask students to read their piece while using the writing checklist as a guide for corrections.Tell students to make necessary corrections to their writing piece. Have students exchange their finished writing piece with their partner.Ask students to use the rate-my-work feedback strategy to rate their partners finished writing piece |
| Daily Formative Assessments (Feedback Strategies) | Formative assessment: Buddy System | Formative assessment: Interactive Teaching | Formative assessment: Think-Pair-Share | Formative assessment: One-word summary | Formative assessment: Rate My Work |
| Summative Assessments for the Week | Writing: Written assessment: Given a writing sample, students will circle misspelled words, capitalization and punctuation errors.  |