The Power of Peer Revising for English Learners

Presented by: Laura Fisher,
Norwalk-La Mirada EL TOSA
March 30, 2017
Who Am I?

- Have worked in NLMUSD for 16 years
  - Teacher, 5 years
  - English Learner TOSA, 11 years
    - Individual school site
    - Multiple school sites
    - District level (7 years)
- As a TOSA, I...
  - Work with teachers on how to best meet the needs of their English learners
  - Work with principals to help deliver professional development to support English learners

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Session Outcomes

Guiding Question: How can I help my English learners during the Writer’s Workshop process?

• I can describe ways to support English learners during Writer’s Workshop.

• I can explain the “Peer Review Protocol.”

* Use handout to take notes

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Writer’s Workshop
Prewriting/Brainstorming

• **What:** gathering of ideas and information that can be used for upcoming writings

• **Ways teachers can support:**
  • Mentor texts
  • Develop vocabulary list
  • Discussions
  • Graphic Organizers

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Writer’s Workshop
Drafting

• What: developing a rough draft from the students’ brainstorming/prewriting

• Ways teachers can support:
  • Modeling (shared writing)
  • Writing templates
  • Share aloud what they intend to write
  • RUBRICS

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Writer’s Workshop
Revising

• What: reading & reviewing the draft with others (peers & teachers), and providing helpful constructive feedback on drafts; students make changes to their draft, usually based on feedback from peers and/or teacher

• Ways teachers can support:
  • Conferring regularly
  • Peer Review Process

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Why Peer Review?

• Learn how to read carefully, with attention to the details, of a piece of writing;
• Learn how to strengthen their writing by taking into account the responses of actual and anticipated readers;
• Make the transition from writing primarily for themselves (or the teacher) to writing for a broader audience;
• Learn how to formulate and communicate constructive feedback on a peer’s work;
• Learn how to gather and respond to feedback on their own work.

From “The Teaching Center”
https://teachingcenter.wustl.edu/resources/writing-assignments-feedback/
using-peer-review-to-help-students-improve-their-writing/
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Peer Review Protocol – Step 1

Form A/B Partnerships; read your paper to your partner.

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Peer Review Protocol – Step 2

- Read your partner’s writing
- Use the “Feedback Checklist” (purple) to let your partner know if they “got it” or are “still working on it”
Peer Review Protocol – Step 3

Write feedback on post-it notes using the “Conversations About Writing” (blue) handout

**Giving Praise/Compliments:**
“I’m impressed with the way you included a hook in your introduction.

**Asking Questions:**
“Can you explain to me what ‘according to 9 essential nutrients’ means?” (2nd paragraph)

**Giving Suggestions:**
“I think your opinion would be stronger if you added a “call to action” in your paper.”

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Peer Review Protocol – Step 4

Orally give & receive feedback on the writing:

‘A’ gives feedback, ‘B’ responds;
‘B’ gives feedback, ‘A’ responds

Giving Praise/Compliments:
A - “I’m impressed with the way you included a hook in your introduction.”
B - “Thank you! I’ve been working hard on improving my opinion writing by adding questions to hook my reader.”

Asking Questions:
A - “Can you explain to me what ‘according to 9 essential nutrients’ means?”
B – “Allow me to explain. ‘Milk’s 9 Essential Nutrients’ is an online article written by Dairy Farmers.”

Giving Suggestions:
A - “I think your opinion would be stronger if you added a ‘call to action’ in your paper.”
B – “I agree with you. My opinion writing would be stronger if I included a way my readers can get involved in keeping chocolate milk in school.”

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Peer Review Protocol – Tips

• Partnerships
  • Teacher choose
  • Student choose
  • Both

• Color code “Give/Receive” conversation pages

• PRETEACH anything you put on the “Feedback Checklist” and “Give/Receive” conversation pages

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Connections to ELD Standards

• How does the “Peer Review Protocol” support the CA ELD Standards?
  • Put a star next to the headings (letters) &/or strand (numbers) that you feel were present in the “Peer Review Protocol”
  • Discuss your markings with a partner.

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Writer’s Workshop Editing

• What: work on correcting small errors such as punctuation, capitalization, and spelling mistakes

• Ways teachers can support:
  ➢ Rainbow Editing
  ➢ “Find What’s Right” Editing
  ➢ Checklists

www.theclassroomkey.com
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Rainbow Editing

https://www.education.com/activity/article/rainbow-editing/

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<table>
<thead>
<tr>
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<tbody>
<tr>
<td><strong>1.</strong></td>
<td>I have checked that this makes sense and that there are no words or parts missing. <strong>There is no missing parts.</strong></td>
</tr>
<tr>
<td><strong>2.</strong></td>
<td>All my sentences are complete, and I have checked for run-ons and fragments. <strong>It is complete and checked off.</strong></td>
</tr>
<tr>
<td><strong>3.</strong></td>
<td>I have used correct capitalization (for names and the beginning of sentences). <strong>I check it and it was right.</strong></td>
</tr>
<tr>
<td><strong>4.</strong></td>
<td>I have used commas and quotation marks for dialogue. <strong>I used commas and marks</strong>.</td>
</tr>
<tr>
<td><strong>5.</strong></td>
<td>All my verbs and subjects agree, and my verbs are in the right tense (past, present, future). <strong>I have verbs and subjects and agree.</strong></td>
</tr>
<tr>
<td><strong>6.</strong></td>
<td>The words all seem to be spelled right. They look right, and I have checked the ones I was uncertain of. <strong>The words spelled right and checked.</strong></td>
</tr>
<tr>
<td><strong>7.</strong></td>
<td>I have checked for frequently confused words (to, too, two; there, their). <strong>I wrote it and checked two times.</strong></td>
</tr>
<tr>
<td><strong>8.</strong></td>
<td>I paragraphed and indented. <strong>The first paragraphed I indented and all of them.</strong></td>
</tr>
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</table>
Writer’s Workshop Publishing

• What: writing is presented in a final form and displayed

• Ways teachers can support:
  • Student choice
  • Have a model

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Writer’s Workshop
Sharing

• What: each student has the opportunity to share the work they have created

• Ways teachers can support:
  • Author’s Chair
  • Provide an audience (be creative!)
  • Give specific, positive feedback

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Session Outcomes Reflection

• I can describe at least 1 way to support English learners during Writer’s Workshop.
• I can explain the “Peer Review Protocol.”

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Guiding Question: How can I help my English learners during the Writer’s Workshop process?

• What are some ways I can assist English learners during Writer’s Workshop?

• What are some reasons to conduct Peer Reviews with English learners?

• How do you plan on using what you learned today to assist English learners during Writer’s Workshop?
Resources

• ReadWriteThink (International Literacy Association & NCTE)
  • http://www.readwritethink.org/professional-development/strategy-guides/peer-review-30145.html

• The Teaching Center (Washington University in St. Louis)
  • https://teachingcenter.wustl.edu/resources/writing-assignments-feedback/using-peer-review-to-help-students-improve-their-writing/

• Education.com
  • https://www.education.com/activity/article/rainbow-editing/

Laura Fisher, CABE 3/30/17
Thank you for attending!

Your feedback is important to me…please fill out the session evaluation before you leave.

http://sched.co/91vz

Laura Fisher

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