

Activity Plan to Guide Peer Response



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- Aim:** To evaluate our use of narrative style in our name essay drafts.
- Motivation:** What makes Sandra Cisneros’s vignette “My Name (Esperanza)” in *The House on Mango Street* a flowing “story” as opposed to a series of unrelated digressions? What are some of her trademark style points?
- Presentation:** Read anonymous name essay aloud to the class. Brainstorm style points.
- Highlight examples of these style points in the essay (e.g., effective images, memorable lines, etc.) and share.
- Generate suggestions for revision and record on the board.
- Guided practice:** Create feedback pairs and distribute Group Feedback Worksheet
- First student reads aloud as peer takes notes on style points.
- Discussion ensues and students highlight effective images, memorable lines, etc.
- Peer reads his or her work and follows same procedure.
- Allow some time for revision.
- Closure:** Ask students to reflect metacognitively on the feedback the both gave and received.
- Were you effective in helping your partner to look at his/her essay more objectively? How do you know?
- How did you/will you use the feedback you received to create a plan for revision?