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?