

Appendix

Table 1: Week 1 (Lessons 1-5)

Lesson Title:		
Subject/Grade: 10th Grade General ELA	Text/Resource: <i>The Absolute True Diary of a Part-Time Indian</i> by Sherman Alexie excerpt: “Black-Eye-of-the-Month Club”	Lesson 1 of 15
Lesson Objectives		Common Core State Standards
SWBAT <ul style="list-style-type: none"> Describe Alexie’s point of view and purpose of his book Connect text-to-self, considering stereotyping and grouping. 		CCSS.ELA-LITERACY.RL.9-10.6 Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose
Lesson Script / Assessments		
<p>Note: Students will have had previous instruction on close reading and general annotating.</p> <p>Bellwork: Hand out printed excerpt and tell students to turn it upside down as unit is explained. Give students unit overview. (5min)</p> <p>Lecture:</p> <ul style="list-style-type: none"> Students are told they may mark up the text if they would like to, but their primary job is to read and listen. Teacher reads excerpt aloud. (7min) Students talk with shoulder partner: (7-8min) <ul style="list-style-type: none"> Where does Junior come from? What Junior’s physical problems? Social? Junior sections off the people groups in his life. Identify some of these. Give students background on the book the excerpt is from and the author, Sherman Alexie and why he wrote the book. PowerPoint on Native American issues. (Start identity grouping activity tomorrow. <p>Activity: Students make a graphic of the groups they identify with (sans slurs). They may draw pictures or make word graphics and be as vague or specific as they would like.</p> <p>Exit/Wrap up: Let students know they will have more time to complete the identity grouping activity tomorrow and let them know they will read one more excerpt from <i>Absolute True Diary</i>.</p>		

Lesson Title:		
Subject/Grade: 10th Grade General ELA	Text/Resource: <i>The Absolute True Diary of a Part-Time Indian</i> by Sherman Alexie excerpt: “How to Fight Monsters”	Lesson 2 of 15

Lesson Objectives	Common Core State Standards
SWBAT <ul style="list-style-type: none">• Compare text-to-self, citing the text• Examine opinions and emotions surrounding stereotypes.	CCSS.ELA-LITERACY.RL.9-10.1 Cite strong and thorough evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. CCSS.ELA-LITERACY.RL.9-10.6 Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose
Lesson Script / Assessments	
Bellwork: For the first 5 minutes of class, students answer the prompt on the board: <ul style="list-style-type: none">• Define the word “savage.” What do you associate with that word? Can be good or bad.	
Lecture: <ul style="list-style-type: none">• Following the format of yesterday’s lesson, students first read and listen to excerpt as teacher reads aloud. (7min)• Students talk with shoulder partners:<ul style="list-style-type: none">○ How does Junior respond to conflict?○ What are some ways you respond to conflict?○ From what you read yesterday and today, identify some of Junior’s character traits, the connecting theme of the excerpts (or predictions on what the themes in the book are), and bias due to social groups.• As a class, discuss social bias and stereotyping. What constitutes a stereotype? What contributes to bias? Give students definition of each term and examples from the texts.	
Activity: Complete grouping activity to end of class. Explain that being part of a group is <i>part</i> of their identity but does not <i>define</i> their <i>entire</i> identity.	
Exit/Wrap up: --	

Lesson Title:		
Subject/Grade: 10th Grade General ELA	Text/Resource: Russel Means’ statement to the Senate Special Committee on Indian Affairs (00:00-12:38)	Lesson 3 of 15
Lesson Objectives		Common Core State Standards
SWBAT <ul style="list-style-type: none">• Discuss Means’ point of view and claims• Examine Means’ use of rhetoric and persuasive appeals		CCSS.ELA-LITERACY.RL.9-10.6 Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose
Lesson Script / Assessments		

Note: Students will have had previous instruction on rhetoric/persuasive appeals.

Bellwork: For the first five minutes of class, students answer the prompt on the board:

- Define and describe the three elements of Aristotle's Rhetorical Triangle.

Lecture:

- After bellwork, students transition to lecture and take notes on Russel Means' background. They are told a brief history, and they are directed to make note of three key aspects of the Native American plight (review from two days ago. Most effective if lesson is done after the weekend): (13min)
 - Poverty
 - Addiction
 - Lack of meaningful education
- Students watch video, "Russel Means' statement to the Senate Special Committee on Indian Affairs" (00:00-12:38). They are told to note how Means applies each appeal of the rhetorical triangle. Students note two instances for each persuasive appeal.
- Class discussion analyzing the speech for persuasive appeals and why Means used them and to what effect (on the students). (10min)
- For the remainder of class, students work individually and write one paragraph on which of Means' appeals affected them the most and why it was the most effective for them. (10-12min)

Activity: 1-paragraph response activity

Exit/Wrap up: N/A

Lesson Title:

Subject/Grade:

10th Grade General ELA

Text/Resource:

Student-provided articles

Lesson 4 of 15

Lesson Objectives

SWBAT

- Analyze articles relating to student chosen issue.
- Construct a claim and an argument to support it

Common Core State Standards

CCSS.ELA-LITERACY.W.9-10.1

Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

Lesson Script / Assessments

Note: Students will have had previous instruction on basic research and finding reputable sources as well as some base knowledge on claims and evidence and APA citations.

Bellwork: For the first five minutes of class, students answer the prompt on the board:

- Choose one of the following statements and brainstorm whether the argumentative statement uses ethos, logos, or pathos.
 - Statistically, the rate of Native Americans with an alcohol use disorder is higher than that of the total population.
 - Many young children have negative experiences like Junior, and several people can relate to how bullying and stereotypes can negatively impact self-esteem and social learning.

- According to Russel Means, Native Americans are consistently overlooked by the U.S. government.

Class Time:

- After bellwork, students transition to lecture, and teacher goes over their objective for the day. Teacher lets class know they will be using some of class time for research. (3min)
- Teacher introduces assignment to the class. Students are provided with a list of issues they may choose to argue for. They must find at least two relevant articles to use as evidence for a claim they will write tomorrow. Students may work with a partner to find sources, but they will be writing their own individual papers tomorrow. Teacher hands out a graphic organizer to each student so they may take their own notes. (10min)
- The organizer consists of multiple columns that appear as follows:

Source (APA citation)	Main Points	This supports my argument because...

- The list appears as follows:
 - A high school sports team uses a Native American caricature as a school mascot.
 - There is a need for good education on reservations.
 - A center for addiction recovery is closing down. It is the only one on a reservation.
- Teacher gives students some prompts and suggestions on how to take a stance: Can you find some evidence on academic disadvantages or gaps between Native Americans and non-Native Americans? Why would a caricature as a mascot be a bad thing (think about the Alexie text and stereotypes)? How would you argue that the recovery center stay open? Statistics on alcoholism maybe and how the center could help that? Etc.
- Students choose an issue and research and discuss with their shoulder partner. Teacher walks around to each pair and assists/prompts where necessary. (20min)
- Teacher calls students back together and invites students to talk about what stances they took and a helpful source they found. (10min)

Activity: Partnered research activity

Exit/Wrap up: During the last few minutes of class, teacher tells students to leave their note sheets on their desk with their name on the top, as they will be using the notes to write their own solution proposal tomorrow. Students are encouraged to look over the assignment description provided in their online classroom hub.

Lesson Title:

Subject/Grade: 10th Grade General ELA	Text/Resource: Student-provided articles	Lesson 5 of 15
Lesson Objectives		Common Core State Standards
SWBAT <ul style="list-style-type: none"> Compose a proposal letter to solve a Native American issue. 		CCSS.ELA-LITERACY.W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
Lesson Script / Assessments		
<p>Bellwork: For the first five minutes of class, students answer the prompt on the board:</p> <ul style="list-style-type: none"> In your opinion, which of Aristotle’s persuasive appeals would best get you something you want? Eg. You want a brand new PS5 for Christmas, but your parents/guardians/crazy rich uncle asks you to convince them to get it. Which persuasive appeal are you using and how? When it looks like students are finishing their answers, allow students to talk to each other about what appeal they chose and why. During this time, teacher passes back the note sheets from the day before. (1-2min) <p>Class Time:</p> <ul style="list-style-type: none"> After bellwork, students are given time to review the notes they took and pull up their sources. (2min) Students are directed to the online assignment description and rubric. Teacher goes over the objective for that day: In letter format, students are to support a claim arguing for the stance they took on the issue they chose the day before. Teacher reviews how to write a claim, reminds students to consider persuasive appeals, and reviews APA in-text citations with the class. (7-10min) Class works individually to write whatever they can during class time. Teacher walks around for individual questions and support. (30min) <p>Activity: Letter proposal: Students present an argument for the stance they took on their chosen issue. They use research and analysis skills along with writing skills. The letter should be at least one and a half pages double-spaced, 12-pt. Times New Roman font (not counting the greeting and closure).</p> <p>Exit/Wrap up: Two minutes before the bell, teacher assigns the proposal as homework for those who did not complete it.</p>		

Table 2: Week 2 (Lessons 6-10)

Lesson Title:		
Subject/Grade: 10th Grade General ELA	Text/Resource: <i>The Hate U Give</i> by Angie Thomas audiobook excerpt	Lesson 6 of 15
Lesson Objectives		Common Core State Standards

SWBAT

- Describe Starr’s characteristics, conflict, and the setting of the story
- Identify descriptive language

CCSS.ELA-LITERACY.RL.9-10.6

Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

CCSS.ELA-LITERACY.SL.9-10.1.D

Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement and when warranted, qualify or justify their own views and understanding, and make new connections in light of the evidence and reasoning presented.

Lesson Script / Assessments

Note: Students have experience with descriptive language as well as audiobooks and audio-analysis in the past.

Bellwork: For the first five minutes of class, students answer the prompt on the board:

- Freewrite about a time you felt like you had to “fake it” to fit in or get by. What did it feel like? Use sensory details without using “feeling” words (I felt mad. I felt anxious.)

Lecture:

- After bellwork, students transition to lecture and teacher directs them to ready whatever they would like to use for notes: Chromebooks or handwritten.
- Teacher explains the objective, that the class will listen to an audio reading from the book *The Hate U Give*. Teacher gives synopsis and explains the history behind the book, that it was written with the Black Lives Matter movement in mind. Teacher tells students they don’t need their note docs or notebooks until after, but they are free to take notes during the reading. (2-3min)
- Students listen to most of the excerpt. (15min)
- After the reading, students are asked about Starr’s characteristics, the setting, and they are asked to take educated guesses on Starr’s internal conflicts. Students are also asked to point out where the author used descriptive language to “show, not tell” a feeling. Throughout, teacher makes notes on the board of notable answers and asks students to copy down the notes (5min)
- Students are then assigned a second excerpt from the same book detailing the aftermath of Khalil’s death (Starr’s thoughts and the reactions of the community). Students are not assigned notes other than to annotate as they’d like. Before they read that, the teacher mentions there is one more section students should hear: happened before Khalil’s death. Students are warned that the description is graphic, but this is an important topic to know.
- Teacher begins the homework reading and reads the section on the lead-up to Khalil’s death. (15-17min)
- For the remainder of the class period, students are asked the following questions:
 - Why does Starr have to follow rules when it comes to cops anyway?
 - What “rules” does Khalil break?
 - Why do you think the cop shot?

Activity: N/A

Exit/Wrap up: Teacher assigns the section on the aftermath for homework.

Lesson Title:		
Subject/Grade: 10th Grade General ELA	Text/Resource: The Black Panther Party's 10 Point Program worksheet	Lesson 7 of 15
Lesson Objectives		Common Core State Standards
SWBAT <ul style="list-style-type: none"> Discuss the Black Panther party's 10 points Begin discussing topics of racial equity. 		CCSS.ELA-LITERACY.W.9-10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. CCSS.ELA-LITERACY.SL.9-10.1.D Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement and when warranted, qualify or justify their own views and understanding, and make new connections in light of the evidence and reasoning presented.
Lesson Script / Assessments		
<p>Note: Students had several experiences working in groups. Occasionally, reminders are given so students may be given an refresher on discussion expectations.</p> <p>Bellwork: For the first five minutes of class, students answer the prompt on the board:</p> <ul style="list-style-type: none"> During last night's reading, what stood out to you about (pick 1) <ul style="list-style-type: none"> How Starr's family treats her (parents, King) How people from school treat Starr (sleepover, Mr. Lewis) When it looks like students are finishing their answers, allow students to talk to each other about what appeal they chose and why. During this time, teacher passes out the worksheet for today (2-3min) <p>Lecture:</p> <ul style="list-style-type: none"> After bellwork, students transition to lecture, and teacher tells students they are going to get into some background information they didn't really get to dive into the day before. Students are directed to take out their notes. Teacher asks students to raise their hand and answer, "What do you know about the Black Lives Matter movement?" (3min) Teacher then begins Powerpoint on a brief history of BLM, what "activist" and "activist group" means, BLM's main goals, and a few things the group has done in efforts to achieve them. Students take notes throughout most importantly on domain specific vocab words (activism, colorblindness, police brutality, and social movement) and main points on BLM. (10-12min) Teacher then directs students to the worksheet. Either teacher reads or has 10 volunteers read off the ten points. The worksheet consists of the following questions: <ul style="list-style-type: none"> What surprised you about this document? What in these points do you find are still relevant today? What should be added to this list in order to achieve racial justice today? What should be rewritten or removed? 		

- Students respond to the questions on paper first. (5min)
- Students are then directed to work in groups of four to compare answers and explain their reasoning. Before dispersing students, teacher asks students as a reminder what it means to be respectful during group discussions. Students are asked what the difference is between arguments and civil discourse (raised vocal tones and hurtful intent). Teacher reminds them of group discussion expectations: ears open, eyes up to the speaker, and no hurtful language (15-17min)

Activity: Worksheet fill-out. Students answer the questions on the worksheet with their own thoughts and opinions, then get the opportunity to discuss their thoughts with their classmates in civil discourse. As homework, students will complete a reflection that asks the following questions:

- After discussing with your classmates, did any of your opinions change? Why or why not?
- Brainstorm two respectful ways to disagree.

Exit/Wrap up: A few minutes before the bell, teacher asks students to raise their hands if everyone in their group had the exact same opinions. Few or none will raise their hands. Teacher then explains the reflection assignment for homework.

Lesson Title:

Subject/Grade:

10th Grade General ELA

Text/Resource:

The Poet X by Elizabeth Acevedo excerpt: “Night Before First Day of School”

Lesson 8 of 15

Lesson Objectives

SWBAT

- Examine Acevedo’s use of simile and metaphor

Common Core State Standards

CCSS.ELA-LITERACY.RL.9-10.1

Cite strong and thorough evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-LITERACY.RL.9-10.6

Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

Lesson Script / Assessments

Note: Students will have some experience with poetry before but may not have much experience with critical poetry analysis.

Bellwork: For the first five minutes of class, students answer the prompt on the board:

- Freewrite about your home culture. Do you have family values? Traditions? What is something your family does different? Multiple languages?
- When it looks like students are finishing their answers, allow students to talk to their shoulder partner about one thing they wrote about. During this time, teacher passes out excerpts. (5min)

Lecture:

- After bellwork, teacher explains that they will be switching gears for the rest of the week, but it will make sense because of the unit project. Teacher gives overview of the unit project: an identity poem project. Students will be using things that they have already written throughout the unit such as the identity activity from week one and their bellwork. They will be able to complete their project in parts throughout the next few days and next week. (10min)
- Students are directed to transition to lecture format, and teacher gives some background to the author, Elizabeth Acevedo and the premise of *The Poet X*. Teacher explains that as the class reads through the excerpts, keep an eye out for metaphors and similes. (5min)
- Teacher reads aloud “Night Before First Day of School” and walks students through poetry analysis including asking comprehension questions and pointing out literary elements and descriptive language. Students are encouraged to annotate their sheet like the teacher. (7min)
- For the remainder of the class period (15-16min), teacher directs students to write their own 10 line or half-page poem based on their home or school culture. Students can use their bellwork and/or copy the format of Acevedo’s poems. Students are required to use at least one metaphor and use descriptive language.

Activity: Students write a poem about their home or school culture.

Exit/Wrap up: Two minutes before the bell, teacher assigns the poem as homework for those who did not complete it.

Lesson Title:		
Subject/Grade: 10 th Grade General ELA	Text/Resource: <i>The Poet X</i> by Elizabeth Acevedo excerpt: “Unhide-able”	Lesson 9 of 15
Lesson Objectives		Common Core State Standards
SWBAT <ul style="list-style-type: none"> • Discuss elements of poetry and introduce poetry analysis • Examine Acevedo’s use of simile and metaphor • Construct a copy-cat poem 		CCSS.ELA-LITERACY.W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
Lesson Script / Assessments		
<p>Note: Students will have experience with prose and some experience with poetry before but may not have much experience with writing poetry.</p> <p>Bellwork: For the first five minutes of class, students answer the prompt on the board:</p> <ul style="list-style-type: none"> • Freewrite about a time you felt truly free. <p>Class Time:</p> <ul style="list-style-type: none"> • After bellwork, students transition to lecture and teacher explains the agenda. First, students will take some notes on poetry vocabulary and literary devices that are common in poetry, then they’ll have some practice identifying poetry components and literary devices (5min) 		

- Teacher directs students to do an analysis similar to yesterday's but less guided. Teacher reads "Unhide-able" aloud and asks students to look for the same things they looked for in the first poem. Asks class to relate themes in "Unhide-able" to themes in the previous texts (Alexie, Thomas; stereotypes, expectations for girls vs. expectations for boys). (10min)
- Teacher calls class back together and asks students to raise their hands and say what they noted, first pertaining to comprehension, then literary elements (simile, metaphor), then descriptive language, and finally any connections. Teacher correction and affirmation throughout. (10min)
- For the remainder of the class period (15-16min), teacher directs students to write their own 10 line or half-page poem based on their home or school culture. Students can use their bellwork or copy the format of Acevedo's poems. Students are required to use at least one metaphor and use descriptive language.

Activity: Students write a poem about their home or school culture.

Exit/Wrap up: Two minutes before the bell, teacher assigns the poem as homework for those who did not complete it.

Lesson Title:		
Subject/Grade: 10th Grade General ELA	Text/Resource: Various snippets and excerpts from Dickenson, Acevedo, and small excerpts and lines from "We House" By Britteney B.R. Kapri	Lesson 10 of 15
Lesson Objectives		Common Core State Standards
SWBAT <ul style="list-style-type: none"> • Identify poetry components in student writing • Compose an original poem. 		CCSS.ELA-LITERACY.W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. CCSS.ELA-LITERACY.W.9-10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. CCSS.ELA-LITERACY.SL.9-10.1.D Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement and when warranted, qualify or justify their own views and understanding, and make new connections in light of the evidence and reasoning presented.
Lesson Script / Assessments		

Note: Students will have experience with prose and some experience with poetry before but may not have much experience with writing poetry.

Bellwork: For the first five minutes of class, students answer the prompt on the board:

Class Time:

- After bellwork, students transition to lecture and teacher explains the agenda. First, students will take some notes on poetry vocabulary and literary devices that are common in poetry, then they'll have some practice identifying poetry components and literary devices (5min)
- Students are directed to transition to lecture format, and teacher lectures using PowerPoint explaining extended metaphor, mood vs. tone, meter, stanza, verse, and poetry vs. prose (10min)
- Teacher directs students to board activity in which students identify each term in lines from Dickenson, Acevedo poems they have not yet read, and bit and pieces from the prose "We House" by Kapri. (5min)
 - Note: This engages students in multicultural literature and teaches them literary skills.
- Teacher directs students to make a double-column note entry and work individually to write their own example and/or a definition in their own words for a set of terms. One side of the room has extended metaphor, mood, verse, and prose. The other has tone, meter, stanza, and poetry (12min)
- Teacher calls students back together and instructs them to find one other person on the other side of the room and as partners fill in the blanks on each others' note sheets. (10min)

Activity: Students take scaffolded notes on poetry components.

Exit/Wrap up: A few minutes before the bell, teacher lets students know they will transition to a writing focus for the remainder of the unit.

Table 3: Week 3 (Lessons 11-15)

Lesson Title:		
Subject/Grade: 10 th Grade General ELA	Text/Resource: All previous unit texts and media	Lesson 11 of 15
Lesson Objectives		Common Core State Standards
SWBAT <ul style="list-style-type: none"> • Construct an original poem. 		CCSS.ELA-LITERACY.W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
Lesson Script / Assessments		

Note: Students will have experience with prose and some experience with poetry before but may not have much experience with writing poetry.

Bellwork: For the first five minutes of class, students answer the prompt on the board:

- Freewrite your own extended metaphor.
- Some prompts may be included to help inspire students.

Class Time:

- Students are directed to take out all the physical texts, notes, resources they have gathered over the course of the unit. Students are directed to digital copies of the texts and lecture notes if they find out they lost something. Allow students time to get themselves together (5min)
- Students are prompted to help teacher remember what the class has been discussing. Teacher lets class work together to recall previous texts and topics: Alexie, Means, Thomas, 10 points, and Acevedo. Teacher fills in any gaps. (10min)
- Teacher directs students to guided freewrite activity. Teacher explains that students are to pick one of the topics covered and draft either a one-page poem or a half-page prose (either choice should be handwritten on college ruled paper). Teacher gives some examples and prompts help students get inspired. Teacher lets students know that since this is a freewrite, their poems do not have to be perfect, and they will do some writing and revising over the remainder of the unit. Students are directed to a PowerPoint full of images and the text the image connects to. Students are able to freewrite about the image as long as they incorporate the theme of the connecting text (eg. if one of the images is of a caricature team mascot, student should not be talking about how much they enjoy high school sports). (5-7min)
- Teacher releases students to conduct individual work. (15min)
- Teacher calls students back together for the last few minutes of class and asks them to turn in their freewrites since they will be using them tomorrow in order to create a more well-rounded poem or prose.

Activity: Students practice their writing skills by writing their own poem.

Exit/Wrap up: A few minutes before the bell, teacher lets students know they will be revising their draft tomorrow.

Lesson Title:		
Subject/Grade: 10 th Grade General ELA	Text/Resource: N/A	Lesson 12 of 12
Lesson Objectives		Common Core State Standards
SWBAT <ul style="list-style-type: none"> • Construct an original poem 		CCSS.ELA-LITERACY.W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
Lesson Script / Assessments		
Bellwork: N/A Class time: <ul style="list-style-type: none"> • Students are directed to get in and get settled, instructed to take out their rough drafts/freewrites. (3min) 		

- Students are directed once more to the document with all the poem or prose requirements on it. Teacher then tells students to find a partner on the other side of the room and each pair trade poems or prose pieces. Prose people should find other prose people and vice versa. Students are instructed to underline their partner's extended metaphor and on the bottom of the page, critique their partner's of mood, tone, and theme. ("Your poem makes me feel..." "The way I read this, I think you are conveying happy/sad/confused/angry/etc. because of your word choice when you wrote [cite line]" "This reminds me of [author/speaker] because..." "I think your theme is...") (7-10min per partner, roughly 20min total)
- After time is up, students are directed to transition back to their original seats. For the remainder of the class period, students may work on revising. If they were not able to convey the emotion they wanted to, if their extended metaphor was not sufficient, or if their theme did not relate to a unit topic, students were to use the rest of the class period to rewrite or revise their pieces. Teacher lets students know they will be called up to the teacher's desk for a mini-conference to make sure they are on-track and allow individual students the opportunity to ask questions. (transition 2min, conferences roughly 20min total. Each student must be given enough time to be encouraged and supported)

Activity: Students peer-review with a partner and revise independently. By involving students with each other and giving them opportunities to look into their peers' thoughts and feelings, students may create a stronger sense of community as they relate to and learn about one another.

Exit/Wrap up: As students get ready to leave, they are asked to finish their revisions by tomorrow.