**\*To comment, click on the last word in the sentence or paragraph you are commenting on and use the comment bubble at the side. Then after you’re finished writing your comment, please press “Comment.” Please DO NOT type into or change anything in the student’s draft.**

1. **Comment fully on two group members’ Rough Drafts #1. Spend at least 30 minutes on each paper.**
2. **In the Google Drive, use comment bubbles on the side to comment. At least FIVE thoughtful comments. Use the Checklist to come up with your comments**.
3. In the Google Drive of student paper you are reviewing, you will also write **end comments to the writer in the form of a letter.**

Dear Jessica,

THEN one full paragraph, 7-9 sentences.

Sincerely,

Your Name

* If your peer comments are mindfully and well done, *I will give you extra credit.* Penalty if peer comments are underdeveloped, late, or missing (at least one-half letter grade on your Final Draft)
* If you are missing a paper in your group, reach out to your group member and request he/she expedite submission.

**Education Narrative Checklist / Rubric**

|  |  |
| --- | --- |
| TITLE is unique, clever, and catches your attention (NOT boring).  | Does title pack a punch? Does it tell the reader what the story is *really* about? Can you suggest a better title? |
| BEGINNING grabs the reader’s attention in an interesting and unique way (NOT boring). | Does the writer have an **interesting engaging lead into the story** (avoid boring intros). |
| Clear Paragraph breaks (no long blocks of text) New Topic/Idea/Scene/Speaker = New Paragraph. | Find places where writer needs paragraph breaks.  |
| TWO Scenes with dialogue | Find a place where writer could develop a scene. Do you as reader have to struggle to figure out when or where a scene takes place, or who the characters are? Find a place where writer needs dialogue. Does the writer experiment with a home language? If so, is it effective? |
| CSD: Concrete Specific Details Lively description and details SHOW -- DON’T TELL! | Is something confusing?What details are missing?Is there something you want to know more about? |
| 5 W’s: * What?
* When?
* Where?
* Why?
* HoW?
 | Do you as reader have to struggle to figure out when or where a scene takes place, or who the characters are? |
| TIMELINE is clear / Logical Order of Events | Are the paragraphs organized in a way that makes sense? Is the essay organized in **logical way?** |
| STORY ARC of Journey is clear:  obstacles, triumphs, process moves toward an ending**Student included an OUTLINE for the FD** final draft(Remember the reverse outline of My American Journey by Colin Powell) | Does the essay have significant events that lead the reader from beginning to end of journey? |
| Connection to ONE of our texts\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ENDING is **meaningful, substantial, reflective** | Does the writer make a connection to one of the readings? If yes, how can he/she develop that connection? If no, can you see a place where he/she could make a connection? |
| **Essay as a whole focuses on an aspect of writer’s EDUCATION or LEARNING experience** | This is an EDUCATION NARRATIVE ESSAY. |
| Length Requirement: RD at least TWO full pages\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Correct Format: Double Space, 12 point font | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Proper Header in top left corner  | Jessica CastroProfessor WuEnglish 1101CO D220October 3, 2022Education Narrative Essay RD |
| Grammar, Sentence Structure, Mechanics | RO, CS, FRAG, verb tenses, punctuation, capitals |
| **THE WRITING PROCESS:** * Student did all HWs 5,6,7 (Mentor Q or Resilience, Btw 2 Worlds, and Saved)
 |  |
| * Student built RD (rough draft) using teacher feedback on HW 5,6, or 7
 |  |
| * Student revised RD to create FD (final draft) using Peer Reviews
 |  |
| * Student participated in Peer Review for Rough Draft
 |  |
| * FD submitted on time and FD is 3 full pages at least
 |  |
| * Student worked with the Writing Center Tutor
 |  |

**Reviewers, when you are commenting THINK – ARMS. Are there places the writer can…?**

**A**dd words or sentences or parts where information is missing or lacking development. Add a scene or dialogue.

**R**emove words or sentences or parts that do not fit or are repetitive

**M**ove words or sentences or parts around to help the flow of the essay

**S**ubstitute weak words and/or sentences with more specific vocabulary

**Writers, when you are revising, THINK – ARMS. Are there places you can …?**

**Note to the Writers: You will receive advice and feedback from your peer reviewers. Do consider these various pieces of advice. However, remember that ultimately you are the Writer; you are the boss, and you will make the writerly decisions in the end.**