

PROHUMAN CURRICULUM - GRADE 8

OVERVIEW OF UNITS:

Unit 1	September	Optimism
Unit 2	October	Grit
Unit 3	November	Gratitude
Unit 4	December	Curiosity
Unit 5	January	Courage
Unit 6	February	Compassion
Unit 7	March	Fairness
Unit 8	April	Understanding
Unit 9	May	Humanity

UNIT 3: GRATITUDE

LESSON 4: PEER REVIEW OF INFORMATIVE TEXTS

SUMMARY:

The Prohuman Grade 8 curriculum is aligned to two sets of standards: [Common Core State Standards for English Language Arts](#) and [Character and Social Emotional Development \(CSED\) National Guidelines](#). The full collection of units introduces all nine of the prohuman character strengths: optimism, grit, gratitude, curiosity, courage, compassion, fairness, understanding, and humanity.

In Unit 3, Lesson 4, “Peer Review of Informative Texts,” students will participate in a peer review of 3 classmates’ texts. Students will write a one-page peer review letter for each student in their group and participate in respectful discussions where they share the successful aspects of their classmates’ writing and provide constructive feedback for revision.

SUGGESTED TIME: 1 class period for students to read their peer review group's writings and write a peer review letter for each classmate (letters they don't complete in class can be finished as homework); 1 class period for peer review workshops

RELATED SUBJECT: English Language Arts

LEARNING OUTCOMES:

- Read classmates' writings and write a one-page peer review letter to develop assessment and constructive feedback skills
- Engage in collaborative discussions with peers
- With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing

REQUIRED MATERIALS:

- Video: [How to Give Good Feedback About Writing](#) by [CTL at UofA](#) (~4 min)
- Prohuman Grade 8 Unit 3 Worksheet 4: Peer Review of Informative Texts

ELA COMMON CORE STANDARDS MET

CCSS.ELA-Literacy.W.8.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.	✓
CCSS.ELA-Literacy.W.8.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	✓
CCSS.ELA-Literacy.SL.8.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and	✓

	issues, building on others' ideas and expressing their own clearly.	
CCSS.ELA-Literacy.SL.8.1.A	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.	✓
CCSS.ELA-Literacy.SL.8.1.B	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.	✓
CCSS.ELA-Literacy.SL.8.1.C	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.	✓
CCSS.ELA-Literacy.SL.8.1.D	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.	✓
CCSS.ELA-Literacy.SL.8.3	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.	✓
CCSS.ELA-Literacy.SL.8.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation	✓

CCSS.ELA-Literacy.SL.8.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	✓
CCSS.ELA-Literacy.L.8.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	✓
CCSS.ELA-Literacy.L.8.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	✓
CCSS.ELA-Literacy.L.8.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	✓

CHARACTER AND SOCIAL EMOTIONAL (CSED) NATIONAL STANDARDS MET

Intellectual Character A4	Understand what it means to be an “active listener” (e.g., intellectual humility)	✓
Intellectual Character B2	Practice and receive feedback on the ability to be an “active listener”	✓
Social-Awareness A3	Demonstrate respect for other people’s opinions and perspectives	✓
Social-Awareness A5	Practice “perspective taking” as a strategy to strengthen your acceptance of others	✓
Interpersonal/ Relationship Skills A1	Recognize and monitor how your facial expressions, body language, and tone impact your interactions with others	✓
Interpersonal/ Relationship Skills A5	Understand and practice positive collaboration and cooperation skills (e.g., teamwork)	✓

Responsible and Ethical Decision-Making A3	Write about and share a principle you want to live by that you learned from a family member, book, movie, or personal experience	✓
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LESSON PROCEDURE

Step 1:

- Explain that peer review is the process of sharing one's writing with and receiving feedback from fellow students. Peer review helps you to become a better reader, writer, and collaborator. The peer review process will also help you to develop your evaluation skills.
- Video: [How to Give Good Feedback About Writing](#) by [CTL at UofA](#) (~4 min)

Step 2:

- Break students into peer review groups of 4. Each student will make/give copies of their writing to the 3 other students in their group.
- Each student will be responsible for reading their classmates' writing and writing a one-page peer review letter, for each classmate, in advance of the peer review workshop.
- Peer review guidelines are on the worksheet.

Step 3:

- Spend one class period on peer review. Each student's writing should have 15 minutes of discussion in the peer review groups.

Step 4:

- Students should read all their peer review letters and revise their writing.
- Students should submit the first draft, all peer review letters, and the second draft to the teacher for feedback.

Step 5:

- Students should read teacher feedback, complete a final revision, and submit the revision—along with all previous drafts and peer review letters—to the teacher for a final grade.

GRADE 8 UNIT 3 WORKSHEET 4: PEER REVIEW OF INFORMATIVE TEXTS

- Write a one-page peer review letter for each member of your group.
- Provide feedback as though you were speaking to the writer directly. Be kind!
- In the first paragraph, explain what you see as the writer's goals for the piece.
- In the second paragraph, explain what you think the writer did well.
- In the third paragraph, explain what you think the writer can improve.