

School Start Time: Peer Feedback

1. Label your classmates work by writing large letters in the left margin, like "H" for Hook. 2. Complete this form and staple it to the front of the letter

INTRODUCTION	(H) Hook	Describe the "hook" used:
	(BG) Background	Is there a background given? No/ Yes
	(T) Thesis	Copy the Thesis Statement:
BODY PARAGRAPHS	(TS) Topic Sentence:	Copy the Topic Sentence: Did the student stick to "topic" or bring up other information? Explain
	Reference to Text:	Did the student use text in quotations? No/ Yes: Paragraph #____ Did the student make reference to a text TITLE or AUTHOR? No/ Yes: Paragraph #____
	Reference to Text:	Did the student use text in quotations? No/ Yes: Paragraph #____ Did the student make reference to a text TITLE or AUTHOR? No/ Yes: Paragraph #____
CONCLUSION	(S) Summary	Is there a Summary? _____ No/Yes Is there a Re-statement of the Thesis? No/Yes Is there a powerful ending in line? No/Yes
PERSUASIVE WORD USE	Circle Persuasive words and phrases in the essay	Copy Persuasive words and phrases: (No more than 10)

Describe what you would suggest needs to be changed or added to the letter:

Describe what your classmate did well:

YOUR NAME: _____ PERIOD: _____

(Not My) Analytical Paragraph Recipe

Context explains where, who, what, when, and why ideas to the reader.

A **concrete detail** provides a "reference to the text" or a "quote" with page number.

"Integrated" means that the evidence from the text is seamlessly blended with your commentary.

"Commentary" is an explanation, comment, evaluation, or interpretation related to your TS and ICD.

I. Topic Sentence, using language from the prompt:

II. Commentary, further explaining your topic sentence

III. *Context* + **Integrated Concrete Detail** blended with commentary:

IV. Commentary/Explanation/Analysis + *Context*

V. Commentary related to both the concrete detail and the topic sentence:

I also use **Coey's** idea of having students highlight each area of their paragraph in a different color to illustrate clearly and quickly, the extent of their own thinking or lack of it... This is a GREAT strategy to help them differentiate parts of a paragraph/essay.

Yellow= Topic Sentence/Main idea

Pink= Concrete details (textual evidence)

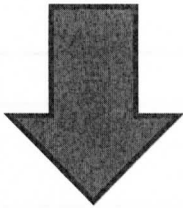
Green= Everything else (which should be a lot of commentary and context!)

ABC Literature Response Format

A-Answer the prompt/Make a point

B Back it up with evidence from the text

C-Comment with further opinion or personal connection



“ICE” your B!!

I-Identify who said the quote

C-Copy the direct quote

E-Explain: (1) What the quote means- what the author is saying
(2) How the quote helps to prove your point

=

A“ICE”C

**** REMINDER- Each of these steps MAY take multiple sentences.**