Essay Workshop: Revising, editing and proofreading a comparative essay

NBE3U, Unit 3: Writing Back, Lesson 13. 75 minutes. Teacher lesson plan.

Lesson at a glance

A first draft gets the ideas down; revision makes them clear; editing and proofreading make them trustworthy. In an essay about writers who were often misnamed and misquoted, accuracy is a form of respect: every quotation, name and Nation must be exactly right.

What students do: Students compare two essay structures, sharpen a comparative thesis, revise a draft using a teacher-modelled routine, edit for spelling and word choice (including names, Nations and period spellings inside quotations), and proofread with a partner using a log.

Curriculum expectations

Code	Students will…
D2.6	revise drafts to improve the content, organization, clarity, and style of their written work, using a variety of teacher-modelled strategies with increasing effectiveness
D3.1	consistently use knowledge of spelling rules and patterns, a variety of resources, and appropriate strategies to identify and correct their own and others' spelling errors
D3.2	build vocabulary for writing by confirming word meaning(s) and reviewing and refining word choice, using a variety of resources and strategies, as appropriate for the purpose and with increasing effectiveness
D3.5	regularly proofread and correct their writing

From The Ontario Curriculum, Grades 9 to 12: First Nations, Métis, and Inuit Studies (2019), English: Understanding Contemporary First Nations, Métis, and Inuit Voices, Grade 11, University Preparation (NBE3U). A = First Nations, Métis, and Inuit Perspectives and Text Forms in Canada, B = Oral Communication, C = Reading and Literature Studies, D = Writing, E = Media Studies.

Learning goals and success criteria

Learning goals	Success criteria
• We are learning to revise a comparative essay for content, organization, clarity and style. • We are learning to edit and proofread our own and others' writing.	• I can revise my draft using a routine. • I can correct spelling, including names and Nations. • I can refine word choice for precision. • I can proofread systematically with a log.

Materials and preparation

- **Slides:** Essay Workshop deck.
- **Handouts:** Revision Routine (page 1), Proofreading Log (page 2).

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- **Students:** Their essay drafts (bring two copies or a shared document).

Lesson sequence

Time (min)	Part	Teacher	Students	Look for
0–10	**Structure**	Block or point-by-point.	Choose.	
10–20	**Thesis**	Sharpen.	Revise.	Arguable comparative thesis.
20–45	**Revise**	ARMS.	Revise.	Content and organization improved.
45–60	**Edit**	Spelling and word choice.	Edit.	Names and quotations exact.
60–75	**Proofread**	Partner log.	Proofread.	

Differentiation

- **Support:** A thesis frame and a paragraph template.
- **ELL:** Personal spelling list and a word-choice bank.
- **Challenge:** Integrate one researched context fact smoothly, with an MLA citation.

Assessment

Type	Tool	Purpose
Assessment as learning	Revision Routine and Proofreading Log	Revision (D2.6), spelling (D3.1), word choice (D3.2) and proofreading (D3.5)

Essay workshop: key points

- **Structures:** Block (writer A, then writer B) or point-by-point (one idea per paragraph, both writers). Point-by-point usually compares more sharply.
- **Thesis:** Names both writers, the shared strategy or difference, and why it matters.
- **ARMS:** Add, Remove, Move, Substitute: revise for content and organization before editing.
- **Spelling:** Writers' names and Nations exact; quotations copied exactly; check homophones.
- **Word choice:** Replace vague words (“shows,” “bad,” “interesting”) with precise ones.
- **Proofreading:** Read aloud, read backwards for spelling, and log your patterns.

Teacher notes

- Quotations keep their original spelling and punctuation (“to-day,” “vict'ry”); do not correct them or add [sic]. Use today's terms in your own sentences.

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- Names: E. Pauline Johnson (Tekahionwake); Zitkála-Šá (accents as in the Reader; “Zitkala-Sa” is acceptable if a keyboard can't make the accents, but be consistent); Charles A. Eastman (Ohiyesa). Capitalize Indigenous, First Nations, Métis, Inuit and the names of Nations.
- Students should have a full draft before this lesson; if not, use the time to draft with the paragraph template.

Coming up

Lesson 14, Then and Now.

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