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“MY BEST SENTENCE” REFLECTION

Objectives

- To evaluate revision that is based on AI feedback
- To articulate a skill that can be retained and transferred to the next writing assignment

Relevant Standards

Middle School

- CCSS.ELA-Literacy.WHST.6-8.5: 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.WHST.6-8.6: Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

High School

- CCSS.ELA-Literacy.WHST.11-12.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- CCSS.ELA-Literacy.WHST.11-12.6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Materials Needed

- A revised or final copy of a student essay
- Copies of the “My Best Sentence” Reflection handout (Figure 5.6; Appendix, p. 203)

Procedure

This lesson occurs late in the revision process, when students are ready to turn in a revised or even final copy of an essay. It could follow Lesson #2, after students have used feedback from an AI tool and decided which elements of that feedback to apply, but it could also stand alone as a more granular reflection on AI-informed revision choices. Students reflect on the decisions they are most proud of making in this revision process.

5.6 “My Best Sentence” Reflection

Directions: Use this page to highlight “my best sentence”—a moment that you are especially proud of in your final copy of your writing. Explain how you applied some feedback to improve the sentence and identify the source of the feedback, whether human or artificial intelligence. This is your time to shine!



Scan the QR code to access a downloadable handout for this lesson.

qrs.ly/8egdfz8

1. What is your strongest sentence and what makes it especially strong?
2. What did the feedback from another person or an AI tool make you think about and do to improve this sentence? Explain in a short paragraph.
3. What is a skill you learned from feedback and revision that can help you on your next writing assignment?



Photocopy a full-size version of this handout from the Appendix on page 203 or download it at the QR code in this lesson.

1. Upon turning in a revised copy of their essay, ask students to choose one sentence they are especially proud of that shows their response to the feedback from an AI tool.
2. Students copy the sentence onto the “My Best Sentence” Reflection handout.
3. First, students answer this key question: What makes this an especially strong sentence?

4. Next, students answer this question: What did the feedback from another person or an AI tool make you think about and do to improve this sentence? Explain in a short paragraph.
5. Finally, students identify transferrable skills: What is a skill you learned from feedback and revision that can help you on your next writing assignment?

You or the students can keep this reflection somewhere that it can be accessed as they are drafting their next piece of writing, building on skills throughout the year.

A Writing Teacher's Reflection

Throughout this book, right from the first page, I have emphasized that we are learning alongside our students. We must articulate what we observe in our work with AI feedback, and we must be good listeners to our students. Lesson #3 affords a listening opportunity.

This assignment also invites the possibility that a student's best sentence was the result of purely human feedback—in fact, that conclusion is quite likely! Since they are writing for a human audience, it makes sense that a human reader can give especially keen insight into what is strong or needs to be stronger. Our aim in experimenting with AI in the writing process should never be to diminish the value of human feedback.

It is possible students will choose a line for this assignment that is too completely impacted by AI to be considered *their* work. This is not a failure of the lesson. It is an opportunity to listen to *why* they made that choice then to articulate *why* you think that choice deprived them of a chance to grow. It is a chance to pick out a sentence that you know is their own work, that captures their voice, that is worthy of praise, and spotlight that.

For other students, this lesson allows you to hear how they apply or misapply feedback about their writing. This skill transcends artificial intelligence, and it has always been important, but sometimes we do not make the time for it. In some ways, the advancement in technology is a call back to what matters most—not the written product, but the constellation of decisions that helps a writer to get there.