

Unit 1: Building Strong Communities

WEEK 7 Day 5

Writing Personal Recount

Peer-to-Peer Feedback

Content Objective	I can use feedback to plan for revising my writing. (W.3.1.b, W.2, W.2.1.a)
Language Objective	I can use words like <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , and <i>why</i> to ask questions about my partner's writing. I can use Wh- Question Visuals as needed. (SL.2.1.b, ELD-SI.K-3.Narrate)
Vocabulary	feedback: specific, helpful suggestions given to improve work personal recount: a genre of writing whose purpose is to document a sequence of events and to entertain publish: prepare writing for an audience revise: make changes to writing
Materials and Preparation	Assign writing partnerships in advance of the lesson by considering children's language and writing skills and how they work together. ● children's writing folders ● Personal Recount Feedback sheet, one copy for each child and one for modeling ● drawing and writing tools ● personal Recount Observation Tools ● charts and visual scaffolds: ○ Conclusion Sentences table copies ○ Encoding Prompting Guide table copies ○ Independent Writing Routine chart and table copies ○ Personal Recount anchor charts ○ Personal Recount Topics chart ○ Simple and Expanded Sentence (Personal Recount) table copies

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	○ Wh- Questions visual
Opening 1 minute	<i>Today you are going to provide feedback to each other to improve your writing. When we provide feedback to each other, we will give specific and helpful suggestions. The writers may choose to incorporate these suggestions or not. We will first work together to analyze _____ [child]'s personal recount and provide them with specific feedback. Then, you will each work with a partner to provide feedback.</i>
Modeling 8 minutes	Introduce the Personal Recount Feedback sheet. <i>This is the paper we will use to provide feedback. At the top, there is a space for the writer's name and the reviewer's name. If you are the person reading your writing, you are the writer. If you are the person giving feedback, you are the reviewer.</i> <i>Here's how this will work. When you begin working with your partner, you will read your personal recount to them.</i> <i>After listening to your personal recount, your partner will answer three questions.</i> <i>The first question says, "Does it begin with an orientation that includes all parts?" If the personal recount begins with an orientation, and it has all of the parts, your partner will check "Yes." If not, they will check "No." If there is no orientation, or if there are parts missing, talk about how the writer should introduce the personal recount, and write a plan in the box.</i> <i>The second question says, "Does it include all events?" If the personal recount includes all events, your partner will check "Yes." If something is missing, they will check "No." If something is missing, talk about what is missing and what can be added so that it is complete. Then write that event in the box below.</i> <i>The last question says, "Does it end with a conclusion?" If the personal recount ends with a conclusion, your partner will check "Yes." If not, they will check "No." If there is no conclusion, talk about how the writer should end the personal recount, and write a plan in the box.</i> <i>Let's try it together. _____, please read us your personal recount.</i>

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	<i>Now let's look at our feedback sheet. Remember, our first question says, "Does it begin with an orientation that includes all parts?"</i> Harvest several children's ideas. Check "Yes" or "No" on the checklist and discuss why that choice was made. If all or parts of the orientation are missing, work together to suggest a plan for including an orientation. Repeat the process with the other questions.
Peer-to-Peer Feedback 15 minutes	<i>Now you will provide feedback to each other.</i> Partner children and send them with writing folders and Personal Recount Feedback sheets. As the children work, circulate to support with reading, offering feedback, and filling in the sheets. Have children store their Personal Recount Feedback sheets in their writing folders.
Closing 6 minutes	Bring the children back to the whole group, and bring the child who modeled at the beginning of the lesson back to the front. Review the feedback this child received. Think aloud with the child to decide which pieces of feedback to incorporate and which to leave out. Discuss why the writer may choose not to incorporate certain pieces of feedback.
Standards	W.3.1.b Use a combination of drawing and writing to communicate a topic with details W.2 Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology. W.2.1.a With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. SL.2.1.b Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
WIDA	ELD-SI.K-3.Narrate. Ask questions about what others have shared.
Ongoing assessment	Observe and take notes as children provide feedback. What feedback are children given? Does it match your assessment? What next steps do children set for themselves and each other? Are there any trends emerging? What questions do they ask? Do they use <i>wh</i>- words?

Notes

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