

Unit 1: Building Strong Communities

WEEK 2 Day 4

Writing Basics

Peer-to-Peer Feedback and Individual Construction: Writing Stories

Content Objectives	I can write a story. (W.3.1.b, L.1.1a) I can use feedback to choose how to revise my writing. (W.2.1.a, W.3.1.b)
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 revise: make changes to writing
Materials and Preparation	● CUPS checklist, one for each child and one for modeling ● teacher's modeled writing from Day 2 ● children's writing folders ● drawing and writing tools ● charts and visual scaffolds: ○ Encoding Prompting Guide table copies ○ Independent Writing Routine chart and table copies ○ Simple and Expanded Sentences charts and table copies ○ Wh- Questions visual
Opening 1 minute	<i>Today before we continue writing stories we are going to provide feedback to each other to improve our writing. This is something we will do a lot this year. When we provide feedback to each other, we will give specific and helpful suggestions. The writers may choose to incorporate these suggestions or not. You will each work with a partner to provide feedback, and then you will have time to revise and continue your writing.</i>

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Peer-to-Peer Feedback 14 minutes	Modeled Writing Step 1: Set the stage: Show the CUPS checklist. <i>You have seen this checklist before. A few days ago you used it to review your own writing. Today your partner will review your writing and complete the checklist, and you will do the same for your partner.</i> Invite a child up front to model providing feedback. Step 2: Think aloud: Refer to the teacher’s modeled writing. <i>First I’m going to pick just one sentence that I would like feedback about from my partner.</i> Think aloud to model choosing a sentence for feedback. Step 3: Model: <i>Next I’m going to read my sentence out loud to my partner.</i> Read the sentence. <i>If my partner does not understand my sentence, they can ask a question.</i> <i>Now my partner will check my sentence.</i> Give the modeling child the CUPS checklist and the teacher writing. <i>First they will check for a capital letter. If my sentence begins with a capital letter, they will put a checkmark here.</i> Continue modeling and voicing over the steps of checking for CUPS, while the child fills in the sheet. <i>After my partner is finished, we will review the checklist together. If there is anything I missed, my partner will give me suggestions for what I should fix.</i> Step 4: Reread the finished text: <i>I will now review my checklist and make sure I don’t have any questions. Then I will thank my partner and we will switch.</i> <i>Now it’s your turn to provide feedback.</i> Distribute children’s writing folders. <i>Look at the story you have been writing and choose just one sentence you would like to receive feedback about.</i> When children are ready, pair them and send them with writing folders
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	and CUPS checklists. As they work, circulate to support them by reminding them of the process or the parts of CUPS. When about 5 minutes has passed, signal that the class should be switching partners soon. When children have completed peer feedback, bring the class's attention back to the whole group. Invite several children to reflect on the experience and/or to share something they plan to revise based on their partner's feedback.
Individual Construction 14 minutes	Point to the Independent Writing Routine chart: Step 1. <i>Think about the feedback you just received and about your story. What is your plan for writing today? Is there something you need to revise, or change, based on your partner's feedback? Or is there more you would like to add to your story? When you are ready to share your plan with your partner, put a silent thumbs up in front of your chest.</i> Model the silent signal. Point to Step 2. Review the routine for turning to talk to a partner. Guide children to move so they are sitting knee to knee with their partners. Review the routine for choosing who will talk first. <i>The first partner will tell their plan, and the second partner will ask a question. Then the second partner will tell their plan, and the first partner will ask a question.</i> As the children tell sentences to their partners, circulate to support them. Support could include: ● reminding children of the routine for talking to a partner; ● referring to children's CUPS checklists and making suggestions for revisions; ● referring to the Expanded Sentences chart to provide a sentence frame and/or to support children in generating ideas and using vocabulary; ● modeling storytelling; ● restating what the speaker has said, to check for understanding; ● asking questions to prompt the speaker to add more detail; ● modeling asking <i>wh</i>- questions. When children finish telling their plans, send them with their folders and CUPS checklists. As children write, circulate or pull small groups to support them.

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	Support could include: ● referring to children’s CUPS checklists and making suggestions for revisions; ● inviting children to retell their stories; ● referring to the Simple and Expanded Sentences charts and table copies to provide a sentence frame and/or to support children in generating ideas and using vocabulary; ● helping children decide what information to draw; ● assisting in sketching by asking children about the shapes that make up what they are drawing; ● referring to the Independent Writing Routine table copy to remind children of the routine for writing; ● taking dictation (on a computer, sticky notes, or the back of the paper) to help children remember what they are writing. Support for encoding could include: ● encouraging children to label using phonetic spelling; ● referring to Foundations resources to review known letters and sounds; ● suggesting parts of their illustrations they might label; ● referring to and following the Encoding Prompting Guide table copies to support children with writing words and sentences.
Closing 1 minute	<i>Today you gave and received feedback to make your writing even better! Tomorrow we will learn about the writing we do during Stations.</i>
Standards	W.3.1.b Use a combination of drawing and writing to communicate a topic with details. 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 sentence do children choose for receiving feedback? Based on their writing, are these the sentences they should choose for feedback? What feedback are children given? Does it match your assessment? What next steps do children set for themselves and each other?

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	Are there any trends emerging? What questions do they ask? Do they use <i>wh</i>- words? After the lesson, review children’s writing. What do children revise as a result of feedback? What can be learned about the children from the stories they write? Which parts of a sentence do they include? Do children introduce events with adverbs?
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