

Unit 1: How We Learn in Our School Communities

WEEK 4 Day 5

Writing Personal Recount

Peer-to-Peer Feedback

Content Objective	I can use feedback to plan for revising my writing. (W.3.2, W.2, W.2.2.a)
Language Objective	I can orally evaluate the structure of a peer's personal recount using the feedback packet. (SL.1.2.a, 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	● children's writing folders Choose a child to model feedback, and set aside their work. ● Personal Recount Feedback sheet, one copy for each child ● pencils ● charts and visual scaffolds: ○ Encoding Prompting Guide table copies ○ Independent Writing Routine chart and table copies ○ Paragraph Checklist ○ Personal Recount anchor chart ○ Personal Recount Topics chart ○ Personal Recount Word Bank ○ Simple and Expanded Sentence (Personal Recount) table copies ○ Wh- Questions visual Plan pairs of children to give each other feedback.
Opening	<i>Today we are going to provide feedback to each other to improve</i>

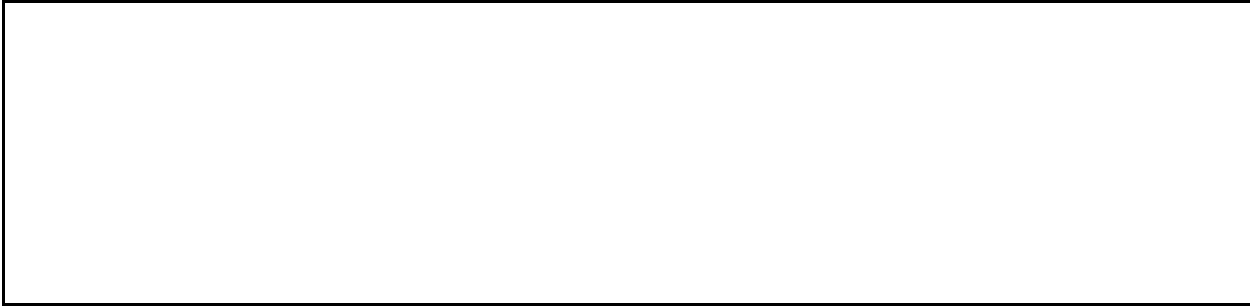
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1 minute	our writing. When we provide feedback to each other, we will give specific and helpful suggestions. The writers may choose to incorporate these suggestions or not. We will first work together to analyze _____'s personal recount and provide them with specific feedback. Then, you will each work with a partner to provide feedback.
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, the writer, will read your personal recount aloud.</i> <i>After listening to your personal recount, your partner, the reviewer, will answer three questions.</i> <i>The first question is, "Does it begin with an orientation?" If the personal recount begins with an orientation, the reviewer will check "Yes." If not, they will check "No." If there is no orientation, talk about how the writer should introduce the personal recount, and write a plan in the box.</i> <i>The second question is, "Does it include all events?" If the personal recount includes all events, the reviewer 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 is, "Does it end with a conclusion?" If the personal recount ends with a conclusion, the reviewer 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> <i>Now let's look at our feedback sheet. Remember, our first question is, "Does it begin with an orientation?"</i> Harvest several children's ideas. Check "Yes" or "No" on the checklist, and discuss why that choice was made. If the orientation is missing, work together to suggest a plan for including an orientation. Repeat the process

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	with the other questions.
Peer-to-Peer Feedback 20 minutes	<i>Now you will provide feedback to each other.</i> Pair the children and send them with writing folders, writing tools, and Personal Recount Feedback sheets. As the children work, circulate to support them with reading, offering feedback, and filling in the feedback sheet. Have children store their Personal Recount Feedback sheets in their writing folders.
Closing 1 minute	<i>Today you provided each other with feedback to make your writing even better! Next week you will revise and publish your personal recounts.</i>
Standards	W.3.2 Use a combination of drawing and writing to communicate a topic with a beginning, middle (including details), and an end. W.2 Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology. W.2.2.a With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. SL.1.2.a Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
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 wh- words?

Notes



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