

Unit 1: How We Learn in Our School Communities

WEEK 8 Day 2

Writing Argument

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 argument using the feedback sheet. (SL.1.2.a, ELD-SI.K-3.Argue)
Vocabulary	argument: a genre of writing whose purpose is to convince someone to do or think something feedback: specific, helpful suggestions given to improve work publish: prepare writing for an audience revise: make changes to writing
Materials and Preparation	● children's writing notebooks Choose a child to model feedback, and set aside their work. ● Argument Feedback sheet, one copy for each child ● Argument Planning chart and Gathering Evidence sheets ● Paragraph Checklists ● writing tools ● Argument Observation Tools ● charts and visual scaffolds: ○ Argument anchor charts ○ Argument Word Bank ○ Encoding Prompting Guide table copies ○ Independent Writing Routine chart and table copies ○ Wh- Questions visual Plan pairs of children to give each other feedback.
Opening 1 minute	<i>Today we are going to provide feedback to each other to improve our writing. When we provide feedback to each other, we will give</i>

Writing U1 W8 D2

	<i>specific and helpful suggestions. The writers may choose to incorporate these suggestions or not. We will first work together to analyze _____'s argument and provide them with specific feedback. Then, you will each work with a partner to provide feedback.</i>
Modeling 8 minutes	Introduce the Argument 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 argument aloud.</i> <i>After listening to your argument, your partner, the reviewer, will answer three questions.</i> <i>The first question is, "Do the modal verbs in the thesis match the audience?" If the modal verbs in the thesis match the audience, the reviewer will check "Yes." If not, they will check "No." If the modal verbs in the thesis do not match the audience, talk about how the writer should use modal verbs in their argument, and write a plan in the box.</i> <i>The second question is, "Do the reasons appeal to the audience?" If the argument includes reasons that appeal to the audience, the reviewer will check "Yes." If something is missing, they will check "No" and talk about what can be added so that the reason appeals to the audience. Then write that reason in the box below.</i> <i>The last question is, "Does evidence support the reasons?" If the evidence supports the reasons, the reviewer will check "Yes." If not, they will check "No" and talk about how the writer should include evidence to support the reason, and write a plan in the box.</i> <i>Let's try it together. _____, please read us your argument.</i> <i>Now let's look at our feedback sheet. Remember, our first question is, "Do the modal verbs in the thesis match the audience?"</i> Harvest several children's ideas. Check "Yes" or "No" on the checklist, and discuss why that choice was made. If the modal verbs do not match the audience, work together to suggest a plan for modal verbs to use in the thesis. Repeat the process with the other questions.

Writing U1 W8 D2



Writing U1 W8 D2