WEEK 6   Day 1

<table>
<tr><td colspan="2" style="background-color:#f9d77e">Writing Argument
Peer-to-Peer Feedback</td></tr>
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Content Objective	I can use feedback to choose how to revise my writing. (W.2.K.a, W.3.K.b)
Language Objective	I can ask my partner questions to understand her/his writing choices, and I can answer questions about my writing choices. (SL.2.K.b)
Vocabulary	**feedback**: specific, helpful suggestions given to improve work **revise**: make changes to writing
Materials and Preparation	● children's drawing and writing books Set aside the writing of the child chosen to model feedback. ● Procedure Feedback sheet, one copy for each child and one for modeling ● writing materials
Opening 1 minute	*Today we are going to provide **feedback** to each other to improve 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 _____ [child]'s argument and provide _____ [him/her] with specific feedback. Then, you will each work with a partner to provide feedback.*
Peer-to-Peer Feedback Practice 9 minutes	Introduce the Argument Feedback sheet. *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.* *Here's how this will work. When you begin working with your partner, you will read your **argument** letter to him.* *After hearing the letter, your partner will answer three questions.*

	The first question says, "Does it begin with a thesis?" If the argument begins with a thesis, your partner will check "Yes." If not, he will check "No." If it does not begin with a thesis, talk about ideas for a thesis the writer could add. *The second question says, "Does it include reasons?" If the argument includes reasons, your partner will check "Yes." If not, she will check "No." If it does not include reasons, talk about ideas for reasons the writer could add.* *The third question says, "Does it end with a reinforcement of the thesis?" If the argument ends with a reinforcement of the thesis, your partner will check "Yes." If not, he will check "No." If it does not end with a reinforcement of the thesis, talk about ideas for how to say the thesis again, in a new way.* *Let's try it together. _____, please read us your argument letter.* *Now let's look at our feedback sheet. Remember, our first question says, "Does it begin with a thesis?"* Harvest several children's ideas. Check "Yes" or "No" on the checklist and discuss why that choice was made. If there is no thesis, talk together about a possible thesis. Repeat the process with the second and third questions.
Peer-to-Peer Feedback 12 minutes	*Now you will provide feedback to each other.* Partner the children and send them with Argument Feedback sheets. As the children work, circulate to support them. Have children store their Argument Feedback sheets in their writing folders.
Closing 8 minutes	Bring the children back to the whole group. Review the feedback given to the child at the beginning of the session. Talk through the feedback and 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.K.b** Use a combination of drawing and writing to communicate a topic. **W.2.K.a** With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. **SL.2.K.b** Ask and answer questions in order to seek help, gather information, or clarify something that is not understood.
Ongoing assessment	Observe and take notes as children provide feedback. What feedback are children given? Does it match your assessment? Are there any trends emerging?