

Unit 2: Animals Surviving and Thriving

WEEK 7 Day 5

**Writing Argument**  
Peer-to-Peer Feedback

<b>Content Objective</b>	I can use feedback to plan for revising my writing. (W.2.1.a, W.3.1.b)
<b>Language Objective</b>	I can discuss my writing with a partner, following the routine for providing feedback. (SL.1.1.a)
<b>Vocabulary</b>	<b>feedback:</b> specific, helpful suggestions given to improve work <b>revise:</b> make changes to writing
<b>Materials and Preparation</b>	<ul style="list-style-type: none"><li>● Argument Feedback sheet, one copy for each child and one for modeling</li><li>● children’s argument letters</li></ul> Before the lesson, choose a child’s letter that has one area needing revision according to the Argument Feedback sheet. Consult with this child about using his work to model feedback. Set aside his letter. <ul style="list-style-type: none"><li>● writing tools</li><li>● writing folders</li></ul>
<b>Opening</b> 1 minute	<i>Today you are going to provide feedback to each other to improve your writing. Remember, when we provide <b>feedback</b> 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.</i>
<b>Peer-to-Peer Feedback Practice</b> 8 minutes	Introduce the Argument Feedback sheet. <i>This is the paper we will use to provide feedback. It is similar to the one you used to give feedback about your other writing. 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>

	<p><i>When you begin working with your partner, you will read her your letter.</i></p> <p><i>After listening to your letter, your partner will answer three questions.</i></p> <p><i>The first question reads, “Does it begin with a thesis?” This means that the letter should begin with a clear thesis stating what you want the audience to do. If the letter does begin with a thesis, your partner will check “Yes.” If not, she will check “No.” If it does not begin with a thesis, talk about what the writer could add to the beginning of the letter, and write a plan in the box.</i></p> <p><i>The second question reads, “Does it include reasons and evidence?” If it does include reasons and evidence, your partner will check “Yes.” If not, she will check “No.” If it does not include reasons and evidence, talk about how the writer should revise, and write a plan in the box.</i></p> <p><i>The last question reads, “Does it end with a reinforcement of the thesis?” That means the letter should end by restating what the audience should do, but in a new way. If the letter ends this way, your partner will check “Yes.” If not, she will check “No.” If it does not end with a reinforcement of the thesis, talk about how the writer should add or revise this part of the letter, and write a plan in the box.</i></p> <p><i>Let’s try it together. _____ has agreed to use his letter for us to practice giving feedback. _____, please read us your letter.</i></p> <p><i>Now let’s look at our feedback sheet. Remember, our first question reads, “Does it begin with a thesis?”</i></p> <p><i>Harvest several children’s ideas. Check “Yes” or “No” on the checklist and discuss why that choice was made. If there is not a thesis, or if the thesis is not clear, work together to suggest a plan for revision. Repeat the process with the other questions.</i></p>
<p><b>Peer-to-Peer Feedback</b> 20 minutes</p>	<p><i>Now you will provide feedback to each other.</i></p> <p>Partner the children and send them with writing folders, writing tools, and Argument Feedback sheets. As the children work, circulate to support them. Have children store their Argument Feedback sheets in their writing folders.</p>
<p><b>Closing</b></p>	<p><i>Today you provided each other with feedback to make your writing</i></p>

1 minute	<i>even better! Next you will begin to <b>revise</b>, or make changes to your writing, based on the feedback you received today.</i>
<b>Standards</b>	<p><b>W.2.1.a</b> 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.</p> <p><b>W.3.1.b</b> Use a combination of drawing and writing to communicate a topic with details</p> <p><b>SL.1.1.a</b> Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p>
<b>Ongoing assessment</b>	<p>Observe and take notes as children provide feedback.</p> <p>What feedback are children given? Does it match your assessment?</p> <p>What next steps do children set for themselves?</p> <p>Are there any trends emerging?</p>

**Notes**

