

Unit 1: Building Strong Communities

WEEK 7 Day 5

Writing Procedure
Peer-to-Peer Feedback

Content Objective	I can use feedback to plan for revising my writing. (W.3.1.b, Writing Standard W.2, W.2.1.a)
Language Objective	I can discuss my writing with a partner, following the routine for providing feedback. (SL.1.1.a)
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 revise: make changes to writing publish: prepare writing for an audience
Materials and Preparation	<ul style="list-style-type: none">● children’s personal recounts Set aside the writing of the child chosen to model feedback.● Personal Recount Feedback sheet, one copy for each child and one for modeling● writing tools● writing folders
Opening 1 minute	<i>Today you are going to provide feedback to each other to improve your writing. Remember, 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 personal recount and provide [him/her] with specific feedback. Then, you will each work with a partner to provide feedback.</i>
Peer-to-Peer Feedback Practice 8 minutes	Introduce the Personal Recount 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 procedures. 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>Here’s how this will work. When you begin working with your partner, you will read your personal recount to him.</i></p> <p><i>After listening to your personal recount, your partner will answer three questions.</i></p> <p><i>The first question says, “Does it begin with an orientation?” If the personal recount begins with an orientation, your partner will check “Yes.” If not, he 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></p> <p><i>The second question says, “Does it include all events?” If the personal recount includes all events, your partner will check “Yes.” If something is missing, she 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></p> <p><i>The last question says, “Does it end with a conclusion?” If the personal recount ends with a conclusion, your partner will check “Yes.” If not, he 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></p> <p><i>Let’s try it together. _____, please read us your personal recount.</i></p> <p><i>Now let’s look at our feedback sheet. Remember, our first question says, “Does it begin with an orientation?”</i></p> <p>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 with the other questions.</p>
<p>Peer-to-Peer Feedback 20 minutes</p>	<p><i>Now you will provide feedback to each other.</i></p> <p>Partner the children and send them with writing notebooks, writing tools, and Personal Recount Feedback sheets. As the children work, circulate to support them. Have children store their Personal Recount Feedback sheets in their writing folders.</p>
<p>Closing 1 minute</p>	<p><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></p>
<p>Standards</p>	<p>W.3.1.b Use a combination of drawing and writing to communicate a topic with details.</p> <p>Writing Standard W.2 Develop, strengthen, and produce polished writing</p>

	<p>by using a collaborative process that includes the age-appropriate use of technology.</p> <p>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.</p> <p>SL.1.1.a 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>
Ongoing assessment	<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

