

Unit 3: Connecting Places, Connecting People

WEEK 8 Day 1

Writing Biography
Peer-to-Peer Feedback

Content Objective	I can use feedback to plan for revising my writing. (W.2.2.a, W.3.2)
Language Objective	I can discuss my writing with a partner, following the routine for providing feedback. (SL.2.1a)
Vocabulary	audience: an individual or group for whom a piece of writing is composed biography: a genre of writing whose purpose is to tell a person’s life story conclusion: the end feedback: specific, helpful suggestions given to improve work orientation: in a biography, the text that introduces the person and his/her significance record of events: things that happened that helped develop the person’s identity
Materials and Preparation	<ul style="list-style-type: none">● Biography Feedback packet, one copy for each child● writing tools● children’s writing folders, including their biographies <p>Children will work with partners. Pair them strategically so that each child can give and receive meaningful feedback.</p>
Opening 1 minute	<i>Today you will work with a partner to provide feedback about each other’s writing. When you provide feedback, think about your audience. Visitors to our class exhibit may not know the school community members we write about, so we need to make sure the audience has enough information.</i>
Peer-to-Peer Feedback Introduction	Show the Biography Feedback packet, pointing to each part as it is discussed. <i>This is the packet you will use to give feedback. At the top, there is a</i>

<p>8 minutes</p>	<p><i>space for the writer’s name and the reviewer’s name. If you are the person reading your own writing, you are the writer. If you are the person giving feedback, you are the reviewer.</i></p> <p><i>Here’s how this will work: The writer will read their biography to the reviewer section by section, beginning with the orientation.</i></p> <p><i>After listening to the orientation, the reviewer will answer the first question: “Does the orientation introduce the person and the trait?” If the orientation introduces both, the reviewer will check “Yes.” If not, they will check “No.” If information is missing, talk about what is missing, and write a plan in the box below.</i></p> <p><i>Then the writer will read their record of events. After listening to this section, the reviewer will answer the second question: “Does it include events in order, related to the trait?” If the events are in order and related to the trait, the reviewer will check “Yes.” If not, they will check “No.” If events are missing, unrelated, or out of order, write a plan in the box below.</i></p> <p><i>Finally the writer will read their conclusion. After listening to this section, the reviewer will answer the third question: “Does the conclusion tell why the person is significant?” If it does, the reviewer will check “Yes.” If not, they will check “No.” If the conclusion does not include this information, write a plan in the box below.</i></p> <p><i>After providing feedback to one partner, repeat the process to provide feedback to the other partner.</i></p>
<p>Peer-to-Peer Feedback 20 minutes</p>	<p>Partner the children, and send them to work with writing folders, writing tools, and Biography Feedback packets.</p> <p>As the children work, circulate to support them. Have children store their Biography Feedback packets 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 biographies.</i></p>
<p>Standards</p>	<p>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.</p> <p>W.3.2 Use a combination of drawing and writing to communicate a topic with a beginning, middle (including details), and an end.</p> <p>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</p>

	the topics and texts under discussion).
Ongoing assessment	Collect the Biography Feedback packets and children’s folders. 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?

Notes