WEEK 4   Day 1

Writing Personal Recount Peer-to-Peer Feedback	

Content Objective	I can use feedback to plan for revising my writing. (W.1.5, W.1.3, W.1.3a, W.1.4)
Language Objective	I can discuss my writing with a partner, following the routine for providing feedback. (SL.1.1a)
Vocabulary	**personal recount**: a genre of writing whose purpose is to document a sequence of events and to entertain **feedback**: specific, helpful suggestions given to improve work **poetic device**: a tool poets use **revise**: make changes to writing
Materials and Preparation	● children's personal recount poems Before the lesson, consult one child about using her work to model giving feedback. Set aside her writing. ● Personal Recount Poem Feedback sheet, one copy for each child and one for modeling ● writing tools ● writing folders
Opening 1 minute	*You have been working hard on your personal recount poems! Today you will read your poem to a partner, and you will provide feedback to each other to make your poems even better. Remember, when we provide **feedback** to each other, we give specific and helpful suggestions. The writers may choose to incorporate these suggestions or not. We will first work together to analyze _____'s poem and provide [him/her] with specific feedback. Then, you will each work with a partner to provide feedback.*
Peer-to-Peer Feedback Practice	Introduce the Personal Recount Poem Feedback sheet. *This is the paper we will use to provide feedback. It is similar to the ones you have used for other genres. At the top, there is a space for*

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8 minutes	*the writer's name and the reviewer's name. If you are the person reading your poem, 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 poem to him. After you read, your partner will answer three questions.* *The first question is, "Is it a personal recount?" If the poem is written as a personal recount, with the writer telling a true story from her life, your partner will check "Yes." If not, he will check "No." If it is not a personal recount, talk about what the writer should change to make it a personal recount, and write a plan in the box.* *The second question is, "Does it make sense?" If the poem makes sense, he will check "Yes." If it does not make sense, he will check "No." If it does not make sense, talk about how the writer should revise, and write a plan in the box.* *The third question is, "Which poetic devices are used?" If you used rhythm, your partner will check "Rhythm." If you used repetition, your partner will check "Repetition." If you used rhyme, your partner will check "Rhyme." If you did not use any, your partner will not check anything. If you have not used any poetic devices, discuss one that you might try, and write a plan in the box.* *Let's try it together. _____, please read us your poem.* *Now let's look at our feedback sheet. Remember, our first question is, "Is it a personal recount?"* Harvest several children's ideas. Check "Yes" or "No" on the checklist and discuss why that choice was made. If it is not a personal recount, work together to suggest a plan for adjusting the poem. Repeat the process with the other questions.
Peer-to-Peer Feedback 20 minutes	*Now you will provide feedback to each other.* Partner the children and send them with writing notebooks and/or folders, writing tools, and Personal Recount Poem Feedback sheets. As the children work, circulate to support them. Have children store their Personal Recount Poem Feedback sheets in their writing folders.
Closing 1 minute	*Today you provided each other with feedback to make your poems even better! Tomorrow you will begin to **revise**, or make changes to, your writing, based on the feedback you received today.*
Standards	**W.1.3.** Write narratives in prose or poem form that recount two or more

(Boston)	appropriately sequenced events or experiences, include some details about what happened or was experienced, use temporal words to signal order where appropriate, and provide some sense of closure.
	W.1.3a. For poems, use rhyming words and words that repeat long or short vowel sounds to create structure.
	W.1.4. Produce writing in which the development and organization are appropriate to task, purpose, and audience.
	W.1.5. 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.
	SL.1.1a. 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).
Ongoing assessment	Observe and take notes as children provide feedback.
	What feedback are children given? Does it match your assessment?
	What next steps do children set for themselves?
	Are there any trends emerging?

Notes

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