

Talk, Listen, Revise

Use group norms and feedback to strengthen reading and writing conversations.

4.P.EICC.1.e “Participate in a community of readers and writers by developing group norms, discussing texts, sharing individual writing, listening as others share their writing, and offering and responding to feedback. (I/C)”

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Underline actions or words that show careful listening. Circle actions or words that show respectful, useful feedback.

A Class That Shares

- ① On Tuesday, Ms. Rivera's fourth graders met in a reading circle to talk about *The Lost Lake*. Before anyone spoke, the group reviewed its norms. They would take turns, look at the speaker, and disagree kindly. Jamal held a small pebble. Whoever held it could speak, while the others listened. This simple plan helped everyone know when to share and when to wait.
- ② Maya said the storm in the story made her feel worried for the main character. Luis wanted to add a different idea, but he first said, “I hear your point, Maya.” Then he explained that the storm also showed the character’s bravery. Maya nodded and asked Luis to point to a part of the book that supported his idea. Their talk stayed focused on the text.
- ③ Later, the class held a writing share. Priya read a paragraph about a tiny robot that repaired broken toys. After she finished, Noah gave feedback. He named a detail he liked, the robot’s squeaky wheels, and then offered one useful suggestion. “Could you tell why the robot chose that toy first?” he asked. Priya thanked him and wrote the question in her notebook. She planned to add that information during revision.

2 ANSWER WITH EVIDENCE Use the passage

1 What are two norms the reading group reviewed?

2 How did Luis respond respectfully before he shared a different idea?

3 What detail did Noah like, and what suggestion did he give Priya?

4 How did Priya respond to Noah's feedback?

3 YOUR TURN Your own words

Imagine you listened to a classmate read a paragraph about a garden. Write three sentences of feedback that name one detail you liked, ask one kind question or give one useful suggestion, and explain how the writer could use your feedback.

PART 1 • READ AND MARK

Underline actions or words that show careful listening. Circle actions or words that show respectful, useful feedback. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	What are two norms the reading group reviewed?	Answers include taking turns, looking at the speaker, and disagreeing kindly.
2	How did Luis respond respectfully before he shared a different idea?	He said, "I hear your point, Maya."
3	What detail did Noah like, and what suggestion did he give Priya?	He liked the robot's squeaky wheels. He asked Priya to tell why the robot chose that toy first.
4	How did Priya respond to Noah's feedback?	She thanked him, wrote his question in her notebook, and planned to add the information during revision.

PART 3 • YOUR TURN (SAMPLE ANSWER)

I liked the detail about the sunflower bending toward the sun. Could you explain why the gardener was worried about the wilted leaves? Adding that reason would help readers understand the problem in the garden.

Accept reasonable answers to the questions that use details from the passage. For the open task, accept three sentences that include a specific positive detail, a kind question or suggestion, and a clear explanation of how the feedback could help the writer.