Feedback That Helps

Use group norms and feedback to strengthen writing.

5.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 the three norms in the first paragraph, then circle each comment, question, or response that shows people using feedback.

The River Readers Meeting

1. At the start of the River Readers meeting, Ms. Chen asked the group to choose norms for sharing writing. Jordan suggested, "Let the writer finish before anyone speaks." Amina added, "Point to one detail you liked before giving advice." The group agreed to keep comments about the writing, not the person. They wrote the norms on a poster and placed it beside their circle of chairs.

2. During a sharing round, Leo read a paragraph about repairing a bicycle with his grandfather. No one interrupted. When he finished, Priya said she could picture the rusty chain because of his word choice. Then Malik asked whether Leo could add a sentence explaining why the repair mattered to him. Leo listened, wrote the question in his notebook, and said, "I want readers to understand that part better."

3. After the meeting, Leo revised his paragraph and brought it back the next day. He added a memory of his grandfather teaching him to use a wrench. Leo told the group that Malik's question helped him decide what was missing. Malik replied, "I am glad the question helped." Ms. Chen asked everyone to notice that useful feedback can name a strength, ask a question, and help a writer make a choice.

2 ANSWER WITH EVIDENCE

Use the passage

1. What are the three norms the River Readers choose for sharing writing?

2. What strength does Priya point out in Leo's writing?

3. What question does Malik ask Leo to consider?

4. How does Leo use Malik's feedback when he revises?

3 YOUR TURN

Your own words

Write a 3-4 sentence mini-piece about a small moment. Share it with a partner using the group norms, then record one specific strength your partner names, one question your partner asks, and one sentence explaining how you will use the feedback.

ANSWER KEY

Feedback That Helps

GRADE 5 · 5.P.EICC.1.e

PART 1 · READ AND MARK

Underline the three norms in the first paragraph, then circle each comment, question, or response that shows people using feedback. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	What are the three norms the River Readers choose for sharing writing?	**Let the writer finish before anyone speaks, name one detail you liked before giving advice, and comment on the writing rather than the person.**
2	What strength does Priya point out in Leo's writing?	**She says Leo's word choice helps her picture the rusty chain.**
3	What question does Malik ask Leo to consider?	**He asks whether Leo can add a sentence explaining why the repair mattered to him.**
4	How does Leo use Malik's feedback when he revises?	**He adds a memory of his grandfather teaching him to use a wrench, which explains why the repair mattered.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Mini-piece: My soccer cleat came untied just before the kick. I knelt near the wet grass and pulled the blue laces tight. When I stood up, my teammates called my name. I ran back and kicked the ball toward the goal. Strength: The wet grass detail helps me picture the field. Question: What happened after the ball went toward the goal? Response: I will add what happened after the kick so readers know why my teammates called my name.

Accept equivalent descriptions of the three norms and feedback actions in the passage. For the open task, accept a complete mini-piece, a specific positive comment, a useful question, and a revision response that connects to the question or comment.