

Kind Feedback Circle

Notice how a class uses rules and feedback during writing share time.

2.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 Read this made-up classroom story. Underline the three sharing rules. Circle Ana's and Jamal's feedback. With your partner, talk about how one comment helped a writer.

Our Sharing Circle

On Monday, Ms. Lee's class made a poster called Our Sharing Rules. The class chose three rules: listen to the speaker, wait for a turn, and use kind words. Everyone signed the bottom of the poster.

Jamal read his story about finding a tiny frog near a pond. When he finished, Ana said, "I liked the frog detail. Could you tell where the frog went?" Jamal listened, then wrote a new ending.

Next, Ana read her poem about rain tapping on a window. Jamal listened quietly. He said, "Your poem helps me hear the rain. Maybe add what you see outside." Ana nodded and thanked him for the idea.

2 ANSWER WITH EVIDENCE _____ Use the passage

1 What three rules did the class choose for sharing time?

2 What did Ana say she liked in Jamal's story, and what question did she ask?

3 How did Jamal respond to Ana's feedback?

3 YOUR TURN _____ Your own words

Work with a partner. Agree on two sharing rules. Each of you will write, read aloud, listen, give kind feedback and respond to feedback. Take turns so both writers get help.

1. Agree and write

Together, choose two rules and say why they help. Write the rules on the first two lines. Then write two sentences about a place you like on the next lines.

2. Share and listen

Read your writing to your partner. Listen while your partner reads theirs. Tell one detail you heard and give one kind, useful suggestion. Write the suggestion your partner gave YOU.

3. Respond to feedback

Thank your partner. Use the suggestion to revise one sentence below, or write your sentence again and explain aloud why you kept it. Read your choice to your partner.

PART 1 • READ AND MARK

Read this made-up classroom story. Underline the three sharing rules. Circle Ana's and Jamal's feedback. With your partner, talk about how one comment helped a writer. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	What three rules did the class choose for sharing time?	Listen to the speaker, wait for a turn, and use kind words.
2	What did Ana say she liked in Jamal's story, and what question did she ask?	She liked the frog detail, and she asked where the frog went.
3	How did Jamal respond to Ana's feedback?	He listened and wrote a new ending.

PART 3 • YOUR TURN (SAMPLE ANSWER)

Example rules: We listen without interrupting. We use kind words. Example draft: I like the oak tree. Its leaves whisper. Example feedback from a partner: What color are the leaves? Example revised sentence: Its green leaves whisper. The writer tells the partner that adding green helps a reader picture the tree.

TEACHER ASSESSMENT NOTES

The example is a teaching model, not a completed student exchange. Observe both partners discussing the story, developing their own norms, sharing individual writing, listening, giving specific kind feedback and responding to feedback. Let children explain a choice orally while keeping their own writing and the feedback they actually received on the sheet. A thoughtful decision not to use a suggestion is valid when explained. Do not require eye contact to show listening. Accept developing spelling and adult help reading directions, but preserve the child's own writing and authentic exchange.