Listening Writers

Read how classmates listen, share, and give helpful feedback.

3.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 each group norm or feedback sentence. Circle words that show a writer listening to or responding to feedback.

The Writing Circle

1. On Tuesday, Ms. Lee's class met in writing circles. Before anyone read, the group chose three norms: take turns, look at the speaker, and use kind, helpful words. Maya placed a smooth stone in the center. Whoever held the stone could share. The others kept their pencils down and listened until the writer finished reading.

2. Jamal read his paragraph about a lost puppy. When he finished, Rosa said, "I could picture the puppy hiding under the porch. Could you add why it was scared?" Jamal wrote Rosa's idea on a sticky note. He answered, "I can add that the puppy heard thunder." Rosa nodded and said, "That will help readers understand."

3. Next, Theo shared a story about building a cardboard robot with his grandfather. Eli waited until Theo was done, then gave feedback. "Your first sentence makes me want to read more," Eli said. "I was confused about how the robot moved. Can you explain that part?" Theo replied, "Yes. I will add that we used rubber bands." He thanked Eli and revised his story.

2 ANSWER WITH EVIDENCE

Use the passage

1. What three norms did Maya's group choose before sharing?

2. What did Rosa say she could picture in Jamal's paragraph, and what did she ask him to add?

3. How did Jamal show that he listened to Rosa's feedback?

4. What was Eli confused about, and how did Theo plan to revise his story?

3 YOUR TURN

Your own words

Write a two-sentence mini-sharing plan. In sentence 1, name one norm you will follow while a classmate shares. In sentence 2, give kind, helpful feedback for a pretend story about a garden, including one detail you liked and one question. Then do a real sharing round with a partner (or teacher): each writer shares two sentences of their own writing. Agree on one listening norm first. The reader gives a kind specific detail and a relevant question; the writer answers. Switch roles. Below your plan, record the writing topic, feedback you received, and your actual answer. Spoken or written exchanges are both welcome.

ANSWER KEY

Listening Writers

GRADE 3 · 3.P.EICC.1.e

PART 1 · READ AND MARK

Underline each group norm or feedback sentence. Circle words that show a writer listening to or responding to feedback. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	What three norms did Maya's group choose before sharing?	**Take turns, look at the speaker, and use kind, helpful words.**
2	What did Rosa say she could picture in Jamal's paragraph, and what did she ask him to add?	**She could picture the puppy hiding under the porch, and she asked why the puppy was scared.**
3	How did Jamal show that he listened to Rosa's feedback?	**He wrote her idea on a sticky note and said he would add that the puppy heard thunder.**
4	What was Eli confused about, and how did Theo plan to revise his story?	**Eli was confused about how the robot moved. Theo planned to add that they used rubber bands.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

I will look at the speaker and wait until my classmate finishes. I liked the bright red tomatoes in your garden story, and could you tell how you kept the rabbits away?

Actual exchange record: My topic was our cardboard robot. My partner liked its red arms and asked how it moved. I answered that we pulled a string to lift one arm.

Accept equivalent wording for the passage questions. For Part 3, accept two sentences that name a listening or sharing norm and give specific, kind feedback with both a positive detail and a question. Also observe or read the real exchange: both learners share actual writing, follow an agreed norm, offer a text-specific detail/question, and answer received feedback. Check the topic/feedback/answer record against that exchange. Teacher partnership and written responses are allowed; no imagined-plan-only completion.