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

With a partner, agree on turn-taking and kind feedback. Each write a two-sentence garden paragraph on scrap paper; a teacher may help. Share your paragraphs aloud or exchange them in writing, attending to your partner's words. Write three feedback sentences naming a liked detail, asking a kind question or giving a useful suggestion, and explaining its use. Give the feedback to the writer. Each writer responds and records one next step; switch roles.

ANSWER KEY # Talk, Listen, Revise

GRADE 4 · 4.P.EICC.1.e

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.
Writer response after the exchange: Thank you; I will add that the gardener worried because the plants needed water.
Next step recorded: Add that reason to my garden paragraph.

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. Supply scrap paper and a real supported pair. Observe agreed norms, actual paragraph sharing and feedback received, with an honest writer response and next-step record. Preserve the three-sentence feedback model; its separately labeled response shows the recipient's participation. Accept accessible written or spoken exchange, not an imagined conversation alone. No full public writing share required.