**Writing Workshop: Peer Review with Warm and Cool Feedback**

**(English)**

Your Name/ *The Writer*: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Your Partner’s Name/ *The Reader*: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

# Step 1: The Writer States Specifically What He/She Wants Feedback On

*Think about your writing goals and think about your writing weaknesses. Specifically tell your reader which* ***targets*** *you’d like more feedback about.*

# Step 2: Sharing

*Exchange pieces and read each other’s work. Readers will remember that they are reading for a specific purpose: to provide specific and worthwhile feedback for the writer. Readers* ***will take margin notes*** *that will help them provide feedback. Readers are not talking;* ***they are silent and reading only****.*

# Step 3: Reader’s Warm Feedback to Writer

***Readers****, answer the questions below specifically and with evidence.*

1. Readers will provide warm feedback. No compliments or praise, instead **describe how the writer achieved the goals, using evidence to support your feedback.**

1. I can see that your goals were to …. (Recognize what the writer was trying to achieve. If they did not achieve it, ask: What did you want to achieve in this essay? How did you come up with that idea?)

1. You did this by… (cite evidence from the piece)

1. I thought this part of your piece was most effective because… (be specific)

# Step 4: Reader’s Cool Feedback to Writer

***Readers****, answer the questions below with specific evidence.*

2. Then readers will provide cool feedback. No criticism. You may not share your opinion. You may not tell the writer what to change, instead **frame your cool feedback as a question that will help the writer think more about what they are trying to improve upon**. Use the attached form for helpful question ideas.

**a.** Ask at least two specific questions that tune the writer into areas of disconnect, gaps, dilemmas, things they can improve upon, or other ‘weaknesses’. **Cite evidence or specific areas that make you ask these questions.**

i.

ii.

# Step 5: Writer’s Reflection

***Writers****, read the warm and cool feedback from your listener. Think about what you can do to improve this piece and answer the question below.*

**3.** After thinking about your listener’s feedback, and thinking about your own piece, **create some specific goals for improving this essay.**

i.

ii.

Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Type of Response\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Reading Log Reviewer Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Pre-Activity Reflection: You received feedback on your last Reading Log from your partner regarding strengths and weaknesses in hitting the success targets.

1. How did you take the feedback to either fix a specific weakness or to maintain a specific strength in this new Reading Log?
2. Give a piece of evidence to demonstrate the improvement or maintenance of the strength.

Activity: You and your partner will review each other’s Reading Logs. Check that your partner fully hit all the targets required for the type of response they chose to use. Give one piece of Warm Feedback that is evidence based and one piece of Cool Feedback that guides them to address an area of weakness. If your partner has fully addressed all the targets, give two pieces of evidence based Warm Feedback.

Written response

1. Expresses the key points from each chapter
2. Minimum of 4 sentences per chapter and a maximum of 10 sentences per chapter.
   1. Can be in the form of short paragraphs or as bulleted sentences
   2. Complete sentences
3. Includes at least one inference per chapter to make a higher-level connection. The inference is one of the 4-10 sentences.
   1. This can be based on a character’s development, plot advancement, lesson/theme connection etc.
   2. Highlight the inference(s) in each chapter yellow

Warm/Cool Feedback

Evidence

Warm/Cool Feedback

Evidence

Warm/Cool Feedback

Evidence

Post-Reflection and Planning

1. You have received feedback from your partner about strengths and weaknesses regarding your demonstration of the success targets for part one of the Reading Log. How will you specifically take the cool feedback you received and make improvements on your next Reading Log for part one?
2. How will you use the warm feedback you received and maintain that success as you move forward?

Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Type of Response\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Graphic Organizer

1. Minimum of 4 and a maximum of 10 key points addressed per chapter.
2. Includes at least one inference per chapter to make a higher-level connection. The inference is one of the 4-10 sentences.
   1. This can be based on a character’s development, plot advancement, lesson/theme connection, making a connection to society or some other part of the novel etc.
   2. Highlight the inference(s) in each chapter yellow
3. A graphic organizer to structure this choice is suggested. Some samples are below, but you may create your own clearly labeled graphic organizer of your choice.
   1. You may have one large graphic organizer for the entire reading or separate ones for each chapter.
   2. Organizer must be neat, organized, and easy to follow.

Warm/Cool Feedback

Evidence

Warm/Cool Feedback

Evidence

Warm/Cool Feedback

Evidence

Post-Reflection and Planning

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Written and Visual response

1. One drawing per chapter for the reading section that clearly depict key points of the reading assignment. Stick figures are ok as long as the drawing represents a key point that is clearly distinguishable.
2. Must include a minimum 4 sentences with a maximum of 6 sentences explaining how each drawing relates to the reading.
   1. Includes at least one inference per drawing to make a higher-level connection. The inference is one of the 4-6 sentences.
   2. This can be based on a character’s development, plot advancement, lesson/theme connection etc.
   3. Highlight the inference(s) in yellow.
3. A graphic organizer to structure this choice is suggested. Some samples were provided, but you may create your own clearly labeled graphic organizer of your choice.

Warm/Cool Feedback

Evidence

Warm/Cool Feedback

Evidence

Warm/Cool Feedback

Evidence

Post-Reflection and Planning

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2. How will you use the warm feedback you received and maintain that success as you move forward?

Name

Daily Targets and Goal Setting Form

Date:

Team’s Daily Targets

1. Johannes Target
2. Team Targets

Closure Reflections

1. What did you do today to hit the target set by Mrs. Johannes? Have you finished all tasks related to showing completion and mastery of the target? If yes, what evidence is there that you have completed and mastered the target? If not, what do you still need to do to show completion and mastery of the target?
2. What did you do today to hit the targets set by your team? Have you finished all tasks related to showing completion and mastery of the target? If yes, what evidence is there that you have completed and mastered the target? If not, what do you still need to do to show completion and mastery of the target?
3. To be completed by the team
   1. What target(s) do we want to focus on for the next class period as we move forward with this project to demonstrate completion and mastery of all targets?

