

You Be the Teacher

Evaluating an Answer

Subject _____ Class _____ Date _____

Assignment Summary

For most of the year, you have handed in your work to be checked by someone else—your teacher. Now it's your turn to be the teacher! You will help another student to be the best possible writer by telling them what they did well and what they can do to get better.

Writer's Purpose	You are helping another student to be a good writer by telling them what they did well and how they can make their writing better.
Writer's Role	You are writing as a student who knows a lot about good writing and wants to help others to be good writers, too.
Audience	Your audience is another student like you who wants to be the best writer possible.
Form	You will write a helpful letter to the student.
Focus Correction AreasSM (FCAs)	<ul style="list-style-type: none"> • Correct letter form with capitals • 1–2 things the writer did well • 1–2 tips for the writer
Procedure	<p>For Grades 1 and 2</p> <p>To help you with your letter, we will do the following:</p> <ul style="list-style-type: none"> • We will look at lots of writing samples throughout the year, some that I have written with you, some that I have collected from other students, and even your own writing. We will discuss how each writer follows the rules of writing and how they might improve their writing. • I will share with you a writing prompt and one student's writing about that prompt. We will read the student's writing together. • You will have a chance to turn and talk about some of the things the writer did well and some tips you might give the writer. • We will share some of our ideas as a whole class and decide which ones are the most important to think about.

- We will practice writing sentences that tell the writer what they did well using specific details, and we will learn how to give a helpful tip that won't hurt anyone's feelings.
- I will show you what a friendly letter looks like and teach you how to write the greeting, body, closing, and signature.
- We will review the FCAs and you will record them at the top of your paper.
- You will draft your letter.
- Next, you will read your writing out loud in a one-foot voice and make any changes you think will improve your writing.
- Then, show me that you have followed each of the FCAs. Number the 4 parts of your friendly letter. Underline the sentences that tell what the writer did well. Use a different color to underline your tip(s).
- After I have scored your writing, you will read my feedback, write a quick reflection, and store your evaluation in your [writing portfolio folder](#) for possible future revision.

For Kindergarten

- I will show you a piece of student writing that has 3 FCAs that we've been working on. We will check to see if the writer followed the rules for each FCA and together, we will give the writer a ★ or a circle to show if the writer followed the rule or did not follow the rule.
- We will practice telling the writer what they did well and giving the writer helpful tips. I will record some of your compliments and tips so you can see how I write these sentences.
- Next, I will show you a new piece of writing with the same FCAs. You will have your own copy, too. On your paper, you will mark each FCA with a ★ or a circle. On the back of the paper, you will write 1 compliment and/or 1 tip for the writer. I will come around so you can tell me what you wrote.

Note: To simplify this assignment for kindergarteners, students will respond without FCAs, rather than attempting to negotiate 2 different sets of FCAs (1 for the original sample and 1 for the student's tips and compliments).