

Foreword by
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Feedback

That

Moves Writers

Forward

How to Escape
Correcting Mode
to Transform
Student Writing

PATTY MCGEE



Thank you

FOR YOUR
INTEREST IN
CORWIN

Please enjoy this complimentary excerpt from *Feedback that Moves Writers Forward*, by Patty McGee. Use these tools to strategically structure how you provide feedback to students in a way that supports their writing development—without diminishing their enthusiasm.

LEARN MORE about this title, including Features, Table of Contents and Reviews.

What's Your Writing Identity?

Name: _____

If ...	Then ...	Comments
You write on your own time but mostly keep it to yourself, like a diary or personal collection of writing	You might be the type of writer who uses writing to learn both about yourself and the world around you.	
You write when you are upset or bothered about something to create change	You might be the type of writer who uses writing to change the world and solve problems.	
You write stories that are based on characters in your favorite books	You might be the type of writer who finds their greatest inspiration from other authors.	
You do all you can to avoid writing	You might be the type of writer who is still figuring out where writing fits into your life.	
You write to make others laugh	You might be the type of writer who uses humor not only to entertain but to change the way people think, feel, and act.	
Your sketch and writing seem to go hand in hand	You might be the type of writer who needs to envision their writing first and will help your reader envision clearly as well.	
You most often write informational text	You might be the type of writer who is looking to teach others about important topics.	
You write using technology (e.g., blog, Wattpad)	You might be the type of writer who keeps the audience/reader in the forefront of your writing process.	
You ...	You might be ...	
You ...	You might be ...	

Some more space to tell me about you as a writer:



Available for download at <http://resources.corwin.com/McGee-Feedback>

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Language That Fosters a Supportive Tone

Focus	Setting Up for Listening	Response Wording Based on Listening
Generating ideas	<p>Tell me about some of the ideas you were working on.</p> <p>How were you able to come up with those?</p> <p>How have you been working on these ideas?</p> <p>What else do you imagine doing?</p> <p>What else?</p>	<p>Something I have tried that you may want to try . . .</p> <p>Something you mentioned made me think about . . .</p> <p>Let's study this together and see . . .</p>
Choosing how to structure writing	<p>Tell me about your ideas and how you plan on structuring them.</p> <p>What are the structures you may try out? What are some others?</p> <p>How is the structure supporting your greater purpose?</p>	<p>Some other structures you may be interested in . . .</p> <p>I use this structure when . . . and this structure when . . . Which will work for your writing?</p>
Making the most of writing time	<p>What's been challenging for you in writing all you can?</p> <p>What do you find works best in writing for as long as you can?</p> <p>What do you need in place to do your best writing?</p>	<p>Sometimes that happens to me and here's what I do . . .</p> <p>I know another student who has worked through similar challenges. Let's talk to . . .</p> <p>Here's what I need to do my best writing . . .</p>
Choosing how to publish	<p>Who is your main audience for this piece? How would they most likely want to hear it?</p> <p>What technologies have you seen used with this type of writing?</p> <p>In what ways do you hope to impact others with this writing?</p>	<p>I've noticed that audience often reads _____. Let's see how that will work.</p> <p>Some technologies I have seen used are . . . Let's check a few of those out and see what fits best.</p> <p>We can choose multiple platforms to fit different audiences. Let's imagine a few.</p>



Tips for Goal-Centered Conferring and Structuring Feedback Time

A Common Conference Structure	Suggested Phrases (you will never use everything here)
Ask about writer's goal(s) (first 1–2 minutes)	What is the goal you are working on? What progress have you made? What has been challenging? Would you show me where you . . . What's your larger intention in writing? What investments have you made?
Name what is working in reaching that goal (1 minute)	What I am noticing is . . . Ways that I see you reaching your goal are . . . What seems to be working is . . . The steps I see you took are . . .
Suggest next steps toward that goal (1–2 minutes)	Some next steps are . . . You are ready for . . . I imagine where you could go next is . . . At this point you may want to try . . .
<i>Optional:</i> Model those next steps (1–2 minutes)	Here's what that can look like . . . Watch me as I . . . Here's a quick how-to . . .
<i>Optional:</i> Coach (1–2 minutes)	Want to give it a whirl? I'll stick with you while you do. Talk through what you are imagining . . . What are you going to try first? And then? [or maybe whisper in as the student writes with quick comments of encouragement and advice]



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Learn more about the book this lesson is from: <http://bit.ly/2Df7RGS>