



## MEET WRITER NEEDS

# Provide focused & efficient writer feedback

## PRESENTER

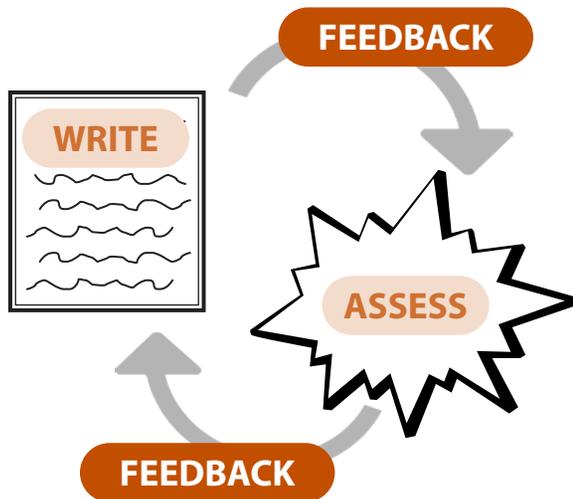
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## SPARK YOUR NEXT STEPS

Shift your instructional focus from grading *writing* to growing *writers*.

Complete the feedback loop—frequently and efficiently.



Host conferences for different purposes.

### END OF THE UNIT

Execute occasional product conferences.

- Consumes approximately 15+ minutes
- Occurs in preparation for final-draft publishing
- Addresses numerous areas to improve
- Requires a one-on-one between teacher & writer
- Typically held at a separate/isolated place
- Occurs infrequently

### WITHIN THE UNIT

Increase process conferences.

- Consumes approximately 2-5 minutes
- Occurs during any stage in the writing process
- Addresses a single area of improvement
- Occurs within a small group (i.e., teacher and writers)
- Held at the students' desks
- Occurs daily/regularly

“...Feedback was among the most powerful influences on achievement. Most programs and methods that worked best were based on heavy dollops of feedback.... The more feedback during the process, the better students can achieve the goals.”

~ John Hattie, *Visible Learning for Teachers: Maximizing Impact on Learning*



### SECRET SITE RESOURCE

Hold writer-process conferences daily.



# GRADES 3-12

## CONFERENCE COMPLIMENTS

### COMPLIMENT IDEAS

All of your sentences are about \_\_\_\_\_. Your reader will better understand your message because you stayed on topic.

You included so many details/much information. This shows the reader you researched/know a lot about this topic.

Your topic sentence/thesis statement is clear. This tells the reader what to expect in the rest of the piece.

The prompt required \_\_\_\_\_, and you addressed that when you wrote \_\_\_\_\_.

### COMPLIMENT ORGANIZATION

Your introduction makes the reader want to keep reading.

You have grouped similar information together. That organization helps the reader follow your thinking.

You juggled a lot of information very well.

Your conclusion reminds the reader of what is important.

You connected (this idea) to (this idea) with (transition). That shows the reader how the ideas are related.

### COMPLIMENT VOICE

The reader knows that you feel \_\_\_\_\_ when you wrote \_\_\_\_\_.

This sentence/part right here is especially interesting because \_\_\_\_\_.

You're looking at this common topic in a unique/creative way. That will engage the reader.

Knowing this is a (genre), the voice/tone is appropriate for your purpose and audience.

### COMPLIMENT WORD CHOICE

Action verbs like \_\_\_\_\_ and \_\_\_\_\_ add power to writing.

This description helps the reader visualize this part.

(This word) is a purple word/phrase! You have chosen the right word for this sentence.

The vocabulary words \_\_\_\_\_ and \_\_\_\_\_ make you sound like an expert on this topic.

Using these synonyms (list them) helps this part sound fresh, rather than repetitive.

### COMPLIMENT SENTENCE FLUENCY

The reader will have no trouble reading this straight through the first time.

This part sounds so good. It's not just what you said but how you structured the sentence(s).

When you used (figurative language, parallel structure, repetition, etc.), you made this part sound almost musical.

These sentences (point to them) all start in different ways. This makes it more interesting for the reader.

You included some long and some short sentences.

This changes the speed of the writing, making it sound better.

### COMPLIMENT CONVENTIONS

Your (capitalization, punctuation, spelling, grammar, etc.) make it easy to read this part/piece.

You went for a bigger, better word here and used your spelling strategies to make it readable. What a risk-taker!

This paragraph indent comes at just the right place, telling the reader that you are switching ideas.

Using a comma (or another punctuation mark) here alerts the reader that \_\_\_\_\_.

Your audience will appreciate your careful editing. (Point to self-edits.)

# EARLY WRITERS

## CONFERENCE COMPLIMENTS

### COMPLIMENT IDEAS

You wrote/drew many sentences/details. That shows the reader that you know a lot about this topic.

You wrote/drew many close-up details. Readers will learn something new from your writing!

All the sentences/pictures are about (the topic). Staying on topic is important for the reader to understand your message.

The words you wrote match the pictures you drew. Excellent!

### COMPLIMENT ORGANIZATION

I see a beginning, middle, and end. You have all three parts of the trait of organization.

The title \_\_\_ tells the reader what this will be about.

You wrote/drew multiple details and put them in order! That helps the reader follow along.

You connected (this idea) to (this idea) with “then.” That helps the reader follow your thinking.

### COMPLIMENT VOICE

Details like \_\_\_ show the reader how you feel about this topic.

There is so much feeling in this piece. That’s a sign of voice!

When you added the (exclamation mark, underline, all caps) to this part, you told the reader how important this is.

You have a lot of voice and feeling in the facial expressions you drew.

The speech bubbles in your picture give your characters a voice, too.

### COMPLIMENT WORD CHOICE

This (point to a word or phrase) is a purple word/phrase! You have chosen the right word for this part!

WOW! So many big words stretched out!

Many writers would use \_\_\_\_, but you chose (a synonym) instead.

Telling the reader what something (looks, feels, sounds, tastes, smells) like helps them understand it better.

### COMPLIMENT SENTENCE FLUENCY

I noticed that you wrote every word that you read aloud. That’s a huge step in learning to write so that others can read it!

You wrote several sentences— not just one. You have a lot to say!

These sentences all start in different ways. Varying sentence beginnings makes it more interesting for the reader.

You included some long sentences and some short sentences. This makes the writing sound better!

When you used these different end marks, you told the reader how they are supposed to read each sentence.

### COMPLIMENT CONVENTIONS

You are stretching out big words in your writing. What a spelling risk-taker!

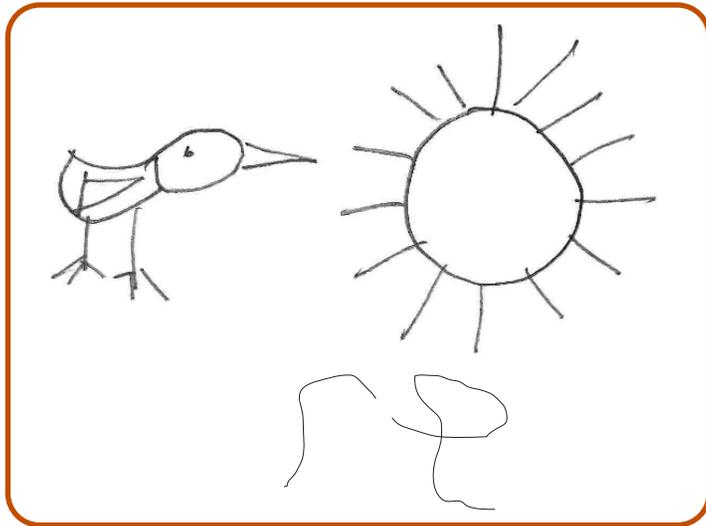
You have (capitals, end marks, spaces, etc.) in every sentence. That makes it so others can read it, too!

When you fixed this part (point to self-edits), you helped the reader understand what you were trying to say.



# WOULD YOU RATHER...

Start school at 6 a.m. or end school at 6 p.m.?



**NOW IT'S  
YOUR TURN**

I would prefer to go to school at 6 and get out earlier because then I could make the most of my day. It wouldn't be great to have to wake up that early, but then I would have more time for homework at the end of the day. It would leave me more time with friends and family after the day is over. The only bad thing is that it might make me very tired during the day, leaving me less likely to pay full attention to my classwork.

I would rather get up at 6am in the morning. Because I wake up early. And I love to start the day.

I think I would rather start school later and get done at 6pm. As a growing teenager, I know that I need my sleep and I like to sleep in. If I did have a sport or practice, we could meet before school starts and that still wouldn't be too early. I think it would help me a lot if I didn't have to wake up really early in the morning, but could sleep until 7 or 8 o'clock instead of getting up at 5 in the morning. I think if that happened, a lot of kids would miss school, and that isn't good for anyone. This is why school should start later and end at 6 pm.