Literacy: It All Connects

Feedback
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Feedback

Giving Feedback:
Peer Listener's/Reader's Role

General guidelines:
• be positive; be gentle; be specific; don't "overload" the author
• listen/read attentively
• say something positive first
• ask questions about anything that is not clear
• ask questions if details are not enough
• use "I statements": I would like to know more about what happened when.... I am not sure what this means .... I would like to know more details about.... I think I'd enjoy this more if you'd SHOW your anger not just tell me about it...
• avoid using "you should" statements: NO: You should add more details... YES: It would be interesting to know more details about.... NO: You should show, not tell. YES: Can you show in descriptive words or action words that you were so angry?

Getting Feedback:
Author's Role

General guidelines:
• ask specific questions to get specific responses;
• say "Thank you" to end the feedback session and show that you have enough feedback to go ahead with your revision
• guide your listener/reader by asking him/her to focus on something specific: Do you like my lead? What part of my story did you like best? Why? Did I put in enough details? Does my dialogue sound real?
• ask questions for specific responses: Why do you like that part of my story? Why don't you like the part about.... ?

NOTE: The peer responses are only suggestions. The author has the choice to accept and use them, or not.

Teacher Prompts for In-Process Writing

Suggested questions the teacher should ask during conferences or in writing journals:

• How's your piece coming?
• What are your concerns about this piece right now?
• What do you like best about this piece right now?
• What class activities are helping you with this piece?
• What will you do next with this piece? Why? How?

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The Laurent Clerc National Deaf Education Center is comprised of two federally mandated demonstration schools for students from birth through age 21 who are deaf. Located on the campus of Gallaudet University, these schools work in collaboration with a national network of exemplary programs and professionals to identify, research, develop, evaluate, and disseminate innovative curricula, materials, educational strategies, and technologies for students who are deaf or hard of hearing. The Clerc Center also provides training and technical assistance to families and programs throughout the United States, and serves as a model individualized educational program, working in close partnership with its students and their families.

Working for Deaf and Hard of Hearing Children Throughout the United States