

## Learning Sample Exemplars

### **Context:**

The class interviews one classmate each writing session by asking questions. The teacher records ideas then models a writing technique that good writers use. Together we (teacher and class) create sentences about that student practicing all the skills that good writers use. Finally, the students go back to their desks and write about the student who was interviewed. The teacher example is not visible to the students at this time so the student must rely on their memory, listening and observation skills. Each child has a writing goal that he/she is focusing on.

The following descriptive feedback was accompanied by a number of pictures of the student working as well as their written work. In addition the learning intentions were also referenced. A buddy class came in and helped the students add their personal reflections to their work that was posted on an electronic portfolio.

### **Descriptive Feedback**

*Student name*, your writing shows that you listen closely to writing lessons. You know to start your sentences in many different ways. Your writing has a clear beginning, middle and end. The next step in your writing is to start adding some transition words like also, or as well.

*Student name*, when we started interview writing in September you were able to write 3 short sentences about your classmates. You knew to put spaces between your words and you needed reminders to start each sentence with a capital letter. Your October writing shows a lot of growth. Your writing now has a concluding sentence. You are using "because" clauses to add details and prove your point. Also, you have started to add similes to your writing which add interest for your reader. *Student name*, this tells us that you are listening to our writing lessons. The next time you write try to include an introduction sentence like, "My classmate *Student name* is kind. He is always willing to help me." It is helpful to tell your reader who *Student name* is to you. Is he your friend, classmate, or little buddy?

*Student name*, when we first started interview writing in September you were able to write 2 short sentences. You knew to put spaces between your words. Now, you are able to write 4 sentences about a classmate. You have a mixture of sentence lengths which adds interest for your reader. The next step to improve your writing is to add a "because" sentence. For example, when writing about *Student name* you wrote "I like him." Next time try something like "I like him because he enjoys Pokemon just like me."

*Student name*, when we started interview writing in September you were able to write 2 sentences. You are being encouraged to use your "No Excuses" spelling sheet so you spell common words correctly. You work independently and try to sound words out. Every day you

put forth your best effort. *Student name*, your writing shows that you are now able to write 3 sentences about a classmate. We will help you with stretching words out and breaking the word into chunks so it is easier to put the sounds in the proper order.

*Student name*, when you started interview writing in September you were able to write 3 interesting sentences about your classmates. Your October writing shows a lot of growth. You are now writing a beginning sentence to introduce your classmates and several middle sentences as well as a great ending sentence. You are using some transition words like also to connect your ideas. Your writing is full of original ideas and you always challenge yourself to use all of the writing techniques taught. The next step for you is to use a variety of connecting words such as: as well, too, and not only. For example, *Student name* 's family is not only friendly to their pets they are thoughtful of each other.