

Feed-forward for Powerful Teaching in Writing

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Feed-forward : Demonstrated previous day/s, now called for BEFORE writing begins, prompted, praised lavishly when child initiates

Early learning and teaching feed-forward in writing: by the end the child should always initiate

Reread to decide what comes next

Use only lower case letters (monitoring lower case letters on the run and after rereading)

Make sure you “see” a word space before you write a word (monitoring word spaced on the run and after rereading)

Write the first letter quickly when you don’t know a word, then go to the practice page

Write the words you know quickly

Mid learning and teaching feed-forward in writing: by the end the child should always initiate

“See” where the next line starts before writing

Use your best letters (monitoring on the run and during rereading)

Go to the practice page when you don’t know the word

Will you want to listen to it? OR

Do you know something about what it looks like?

Don’t wait for me if you can say it slowly

Align the hang down letters (monitoring on the run and during rereading)

Later learning and teaching feed-forward in writing: by the end the child should always initiate

Think of words that start like the word you are writing (and write it on the practice page)

Think of words that sound like the word you are writing (and write it on the practice page)

Remember, we only started your story. When you come to the end of a sentence, think of

another good connecting sentence to write.