

Mrs. Rable's Class List 2003-2004

Ben • using approx. spelling • sticking to topic	* Austin B. using conversation but story is hard to follow	Adina <u>My Vacation</u> stuck to sequencing using time	Good: stuck to topic
Alexis good word choice sticks to topic uses detail - Goal: organization	Auston D. overusing "and" using some detail and explanation	Taelyn* writing story about cousin spending too much time on it conference to help w/ending	
Alyssa* Build-A-Beer good lead sentence organized work on ending + tense	* James rereading w/intonation attempting to use humor using pointy language	Mya adding on to story sticking to topic has boy, mid/working on ending	
Megan Ice Cream poem finished revising/editing excellent rhythm. wants to start a story	Abram <u>Fairy Tale</u> using time + sequence needs to consider ending / has good dialogue	Kayla using sense of humor having fun w/this story needs not to go too long w/story	
Alex good lead sentence using conversation taking risk w/longer text	Tyler <u>Family</u> - good information needs to reread and revise	Julia absent	
Ashley <u>Stinky Socks</u> love own story, using humor + good word choice	Share Hunter ended fairy tale needs title wonderful lang./word choice	* Heather planning using specific detail overusing "and" has run on sentences	
* Aaron Share excellent story good beginning, dialogue revise/edit prepare for path	Rachael Soccer explaining in sequence, the game of soccer	Share Jackson* excellent use of conversation and action • next conference, check ending	
Kylie writing "episodes" using "all of a sudden" "screach, boom, crash" "to be continued" don't lose the reader	Sona My Grandpa • humorous • black, scottish trier good word choice needs to reread to see it makes sense	Date: 4/19-23/2004 Subject: <u>Literacy</u> Skill: <u>roving conferences</u> Recorder: <u>M. Rable</u>	
* needs 1-1 conference			

One teacher's anecdotal notes from roving conferences

12 Writing Essentials for All Grade Levels

Teach these essentials well in any purposeful writing, and with guidance students can transfer their use to all forms of writing.

- **writing for a specific reader and meaningful purpose**
writing with a particular audience in mind (which may include the author herself) and defining the writing task
- **determining an appropriate topic**
planning the writing, researching, narrowing the focus, deciding what's most important to include
- **presenting ideas clearly, with a logical, well-organized flow**
organizing the writing in an easy-to-follow style and form at the word, sentence, and paragraph level; putting like information together; staying on the topic; knowing when and what information and words to add or delete; incorporating transitions
- **elaborating on ideas**
including appropriate details and facts to stated main ideas; explaining key concepts; supporting judgments; creating descriptions that evoke mood, time, and place, and develop characters
- **embracing language**
"fooling with words"—experimenting with nouns, verbs, adjectives, literary language, sensory details, dialogue, rhythm, sentence length, paragraphs—all to craft precise, lively writing
- **creating engaging leads**
attracting the reader's interest right from the start
- **composing satisfying endings**
developing original endings that bring a sense of closure
- **crafting authentic voice**
writing in a style that illuminates the writer's personality—may include dialogue, humor, point of view, unique form
- **rereading, rethinking, and revising while composing**
assessing, analyzing, reflecting, self-evaluating, planning, redrafting, and editing as you go—all part of the recursive, nonlinear nature of writing
- **applying correct conventions and form**
producing letters and words; employing editing and proofreading skills; using accurate spelling, punctuation, capitalization, grammar, legibility, formal rules of the genre
- **reading widely and deeply—and with a writer's perspective**
reading avidly; noticing what authors—and illustrators—do; developing an awareness of how stories work as well as the characteristics of various genres—such as fiction, poetry, persuasive pieces—and applying that knowledge and craft to one's own writing
- **taking responsibility for producing effective writing**
considering relevant responses and suggestions and willingly revising; sustaining writing effort; self-monitoring, self-evaluating, and setting goals; possibly publishing, including a suitable and pleasing presentation style and format; doing whatever is necessary to ensure the text is meaningful and clear to the reader as well as accurate, legible, and engaging

(For more information, see the expanded version of this list on pages 13–14.)

- Engaging in critical thinking and learning about how to interpret a text.
- Connecting reading and writing.
- Developing flexibility in responding and going beyond simple retelling or answering questions.
- Using the notebook to promote and support discussion.
- Formulating thoughtful and personal responses to what they read.
- Responding and reflecting continually during the reading of a text.
- Engaging in meaningful independent work while the teacher works with groups of students.
- Collecting, examining, and using interesting words and language patterns.
- Examining the writer's craft and recording the techniques they notice for later discussion and use in their own writing.
- Sketching or drawing to express their understanding in images as a support for discussion or writing.
- Recapped the story and summarized the plot.
- Stated the author's purpose.
- Elaborated on an opinion.
- Expressed an interest in the topic.
- Made connections with the characters.
- Showed empathy with the characters.
- Appreciated the richness of the author's choice of words.
- Noticed the size of the print and other elements of the text layout.
- Made predictions about the story.
- Requested information about books by the same author.
- Reflected on their writing in relation to the author's.
- Noticed and commented on illustrations and details.
- Referred to a previous entry.
- Gave an example from the text.
- Quoted passages from the text.
- Made connections between the author's life and the book.
- Generalized on the theme.
- Questioned the author's purpose for writing.
- Commented on the author's use of language.
- Commented on the mood of the story.
- Related the story to their own lives.
- Posed questions to resolve meaning.
- Showed personal reactions to the story.
- Compared books by the same author.
- Wrote in stream of consciousness.
- Showed pride in their writing.
- Reacted to characters.
- Compared the world of the characters to their world.
- Made connections to other books and movies.
- Explained their struggle with a text.
- Wondered why an author made a particular decision about some aspect of the story.
- Commented on how the character changed.
- Commented on the author's style or craft.
- Gave reasons for abandoning the story.
- Reflected on themselves as readers.
- Critiqued authors and shared what they would do differently.
- Recommended books and authors.
- Explored bigger issues beyond the text.
- Connected themes in books.
- Discussed genre.

APPENDIX H

Informal Reading Conference

NAME _____ DATE _____

- Bring me a book that you can read pretty well.*

TITLE OF BOOK _____ GENRE _____

- Why did you choose this book?*

- What is the reading level of this book for you? ____ hard ____ easy ____ just right*

- Tell me what the book is about so far.*

- Read this part of the book for me. (Take notes as the child reads silently or orally.)*

- Tell me what you remember about what you just read.*

- Let's discuss your strengths and what you need to work on.*

Strengths:

Goals:

- How long do you think it will take to complete this book?*

Use the Language of Helpful Response

When you start by celebrating the *whole* writing piece and noting what the writer has done well, other students will want to try what that writer has done. (Make sure your praise is not overfocused on particular aspects of the craft of writing.) Use the exact words of the writer whenever possible.

Start with What the Writing Does

- I love the way your first sentence. . . .*
- Your story reminded me of. . . .*
- I could picture exactly how. . . .*
- When you said [blank], I felt. . . .*
- Your dad is going to treasure this piece because. . . .*
- I noticed that. . . .*
- I really like the way you used conversation to let the reader know exactly how you felt. It seemed as if I were right there in the room with you.*

Then Move to What the Writing Has

- You tried out conversation.*
- You skipped lines so you could add in easily.*
- You spaced your words, which makes it easy for the reader to read your message.*
- I like the way you used the word [blank] instead of [blank].*

Encourage Your Youngest Writers and Your Developing Writers

- I like how you were stretching out your sounds as you wrote.*
- I saw you looking at the word wall to figure out a word. Good for you.*
- You're spacing better between words. That makes it easier for the reader.*
- You drew your picture first, and that got you going on your story.*
- I noticed you were using your reading finger to be sure your voice and your words matched.*
- I love the way your picture has lots of information in it.*
- You're continuing your story from yesterday. That's great.*
- Say your words slowly as you write them. That will help you hear more sounds.*

Use Language that Encourages and Clarifies

- I really like how you. . . .*
- So you're saying. . . .*
- Perhaps you could try. . . .*
- Can you say more about. . . ?*
- How about if you. . . ?*
- You might want to. . . .*
- Think about. . . .*
- Let's try this together. . . .*

What It Sounds Like to Focus on Content

- Think about how you can begin your writing so your reader knows exactly what you're writing about.*
- When you get stuck, read over what you've written so far. You might need to reread a few times to get ideas to get going again.*
- Sometimes it's easier to hear how your writing sounds if you quietly read it out loud to yourself.*
- Make sure your writing makes sense and is easy to understand.*
- Always keep your reader in mind as you are writing.*
- I noticed you tried . . . when you got stuck. That's what good writers do.*
- I saw you reading over what you wrote yesterday before you started writing today. That helps your thinking get going and helps you decide what you want to say next. Good for you.*
- Make sure your lead catches the reader's attention and makes it clear what you're writing about. You may want to try writing another lead or two and see which one works best.*
- Will the reader know your piece is finished? Do you have a satisfying and interesting ending that ties everything together?*