Writing

is a Social

Experience

**Sentence Starters**

This is a great strategy to help students extend and push their thinking about a topic. For younger kids you can write them on the paper so they fill in the blank. Older students can benefit from a list. When they feel like their done send them back to choose 3-4 sentence starters. Eventually students stop needing the list. They do the extending all on their own.

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| **Essays, Persuasive text, Expository**For example…Another example is…In addition to…This makes me realize…This is important because…The reason for this is…Another reason is…This connects with…This connects to (me, my city, or my world)…On the other handI partly disagreeI used to think… but now I thinkThis makes me wonder | **Narrative, Non-Fiction Writing**I felt…I was thinking…I was wondering…I noticed…I heard…I heard…It smelled…It felt...It reminded me…I remembered…The world was…The day was…All of a sudden… |

**THE THREE COMPONENTS OF A GOOD**

**WRITING CONFERENCE**

**Writing is a social experience. It’s a conversation between you and your child. Children should be checking in with you often while writing. When they come to you talk about their work, encourage them to add more and send them back to work.**

**Component One: *Talk with the students about what they are doing as writers***

**Listen to your student**

**Ask open-ended questions**

**Ask assessment questions**

**Read the students writing**

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**Component Two: *Talk with students on how to be a better writer***

Give the students **constructive feedback**. Discuss

 components of the genre of writing you are studying

Teach an aspect of writing e.g. structure,

 developing ideas, genre, meaning, details, conventions

 voice etc

Ask the student to **‘have a go’** (apply) what they’ve just

 learned.

Let the student know we **expect them** to work on that

 aspect!

**Component Three: Celebrate and share their work**

1. Take a moment to type their work out

2. Scan/Email the work to a loved one

3. Share the piece at a the dinner table

**Possible Writing Conference Questions**

**Open Ended Questions:**

Would you like me to read your work?

Would you like to read your work to me?

How's it going today in your writing?

What are you doing today as a writer?

What work are you doing as a writer this period?

What do you need help with today?

What do you really want the reader to know here?

What kind of details do you really want the reader to know?

What is the key message you want us to hear?

Do you want us to infer something here- to read between the lines?

Could you say more about that?

Is there something here that doesn’t quite fit…

Is there anything here that is inconsistent with what you said before?

What do you think a reader might be thinking here?

What do you mean by…?

Are you doing anything to try and persuade the reader?

Have you skipped any important parts?

Could you explain what you mean by…?

What's the focus of your piece?

How are you going to do this work?

**Assessment questions:**

How did you [pick the idea for your draft] this time?

What strategies are you going to use to do this work?

How are you planning to get started with your draft?

Have you done some of the [revision work] you tried in your last piece?

I’m not sure about the setting, have you been clear with this or have I missed something?

What kinds of revisions have you made?

Have you planned out your draft?

Whose voice is heard mainly in the text?