



Writing Conferring “Look-Fors”: Collecting

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Look for and support your writers’ developing habits and skills along the writing process.

Collecting **Habits**

While collecting ideas/topics, student shows these...

- Many: gathering a lot of possible ideas/topics
- Openness: list both great and not so great ideas, without judgement
- Focus on brainstorming: Do not write full “rough drafts,” just short starts
- Engagement: care about [at least some], interested to write or explore
- Unstuck: Refer to strategies in the classroom (charts, past lessons, notebook)
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Collecting **Narrative Skills**

While collecting ideas/topics, student considers...

- Plot: think, “could this be like a story, have a beginning-middle-end?”
- Problem: “does something happen in this? Is there a problem to solve or issue?”
- Characters: “do [people] do things in this? Are these [people] I could write about?”
- Mentors: “are these stories kind of like [some of] these in books, on TV, etc.?”
- Other classroom strategies: refer to charts, past lessons, notebook
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Collecting **Non-narrative Skills**

While collecting ideas/topics, student considers...

- Topics: think, “does this sound like a topic for the news, a speech, or a class?”
- Facts: “could I find, or do I know, facts for this? Are there places to learn more?”
- Teachable: “is this something I could teach others through my writing/creating?”
- Mentors: “are these topics kind of like [some of] these in articles, on TV, etc.?”
- Other classroom strategies: refer to charts, past lessons, notebook
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Writing Conferring “Look-Fors”: Rehearsing

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Rehearsing **Habits**

While rehearsing ideas/topics, student shows these...

- Experimenting: test out many collected ideas/topics with an open mind
- Multiple tries: try out one *strategy* on several *ideas/topics* and vice versa
- Search for potential: look for ideas/topics that have qualities of a full piece
- Search for engagement: look for ideas/topics of greatest interest
- Unstuck: Refer to strategies in the classroom (charts, past lessons, notebook)
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Rehearsing **Narrative Skills**

While rehearsing ideas/topics, student considers...

- Meaning: think, “what am I trying to say? What do I want [readers] to know?”
- Structure: “what is the best beginning-middle-end? What if I changed this?”
- Story-telling: try out dialogue, inner thinking, setting description, action description
- Audience: put *specific* readers in mind, “would this interest them? How could it?”
- Other classroom strategies: refer to charts, past lessons, notebook
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Rehearsing **Non-narrative Skills**

While rehearsing ideas/topics, student considers...

- Meaning: think, “what am I trying to say? What do I want [readers] to know?”
- Structure: “what are the parts? Which order? What if I changed this?”
- Teaching: try out teaching a few facts in different ways (anecdotes, definitions, etc)
- Audience: put *specific* readers in mind, “would this interest them? How could it?”
- Other classroom strategies: refer to charts, past lessons, notebook
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Writing Conferring “Look-Fors”: Drafting

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Drafting **Habits**

While drafting ideas/topics, student shows these...

- Length over perfection: write quickly, getting most words down
- Openness: recognize revision is a time to repair, rethink; “mistakes” are okay now
- Notation: system of quick notations (“more here,” circle possible misspelling)
- Audience in mind: note parts audience will love, be confused by, want more, etc.
- Known conventions: use known conventions and/or refer to a recently-taught list
- Unstuck: Refer to strategies in the classroom (charts, past lessons, notebook)
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Drafting **Narrative Skills**

While drafting ideas/topics, student considers...

- Mentors: have mentor texts open for inspiration/reference
- Control of time: “how do readers know when this is? When scenes change? etc.”
- Storytelling: dialogue, inner thinking, setting description, action description
- Length shows importance: give the most important scenes/part the most writing
- Other classroom strategies: refer to charts, past lessons, notebook
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Drafting **Non-narrative Skills**

While drafting ideas/topics, student considers...

- Mentors: have mentor texts open for inspiration/reference
- Organization: related ideas are clearly together in parts/sections
- Teaching readers: use repetition, definition, explanation, etc.
- Length shows importance: give the most important ideas/sections the most writing
- Other classroom strategies: refer to charts, past lessons, notebook
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Writing Conferring “Look-Fors”: Revising

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Look for and support your writers’ developing habits and skills along the writing process.

Revising **Habits**

While revising ideas/topics, student shows these...

- Audience in mind: have *specific* readers in mind, image their suggestions
- Add-to: add revisions to one draft, instead of rewriting multiple drafts
- Lenses: reread with lenses, such as “meaning,” “structure,” “humor,” “setting,” etc.
- Known conventions: use known conventions and/or refer to a recently-taught list
- Unstuck: Refer to strategies in the classroom (charts, past lessons, notebook)
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Revising **Narrative Skills**

While revising ideas/topics, student considers...

- Meaning: think, “which parts could more clearly match my message?”
- Structure: “do characters grow/change across parts? How can I show this more?”
- Story-telling: balance dialogue, inner thinking, setting description, action description
- Mentors: what do texts I admire do that I could experiment with?
- Other classroom strategies: refer to charts, past lessons, notebook
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Revising **Non-narrative Skills**

While revising ideas/topics, student considers...

- Meaning: think, “which parts could more clearly match my message?”
- Structure: “does this order work? Do parts connect? How could this be clearer?”
- Teaching: “would someone unfamiliar with this topic need more clarification?”
- Mentors: what do texts I admire do that I could experiment with?
- Other classroom strategies: refer to charts, past lessons, notebook
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Writing Conferring “Look-Fors”: Editing

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Look for and support your writers’ developing habits and skills along the writing process.

Editing **Habits**

While editing ideas/topics, student shows these...

- Read aloud: reading it outloud sounds like storytelling/reporting (etc.)
- Known conventions: use known conventions and/or refer to a recently-taught list
- Awareness: aware of the area(s) in conventions I tend to miss, focus there
- Risks: new skills and complex sentences may not be perfect at first, but don’t avoid
- Unstuck: Refer to strategies in the classroom (charts, past lessons, notebook)
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Editing **Narrative Skills**

While editing ideas/topics, student considers...

- Mentors: look for examples of conventions in mentor texts to try
- Common editing: dialogue punctuation, time markers, character descriptions, etc.
- Other classroom strategies: refer to charts, past lessons, notebook
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Editing **Non-narrative Skills**

While editing ideas/topics, student considers...

- Mentors: look for examples of conventions in mentor texts to try
- Common editing: quotes, transitional phrases, topic sentences, etc.
- Other classroom strategies: refer to charts, past lessons, notebook
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