

**COMMON CONFERENCES IN GRADES K-2**

If I see this . . .	I'll teach this to the student . . .
The student has trouble coming up with topics to write about.	<ol style="list-style-type: none"> <li>1. List of Topics to Write About</li> <li>2. Map of the Heart/Writing Territories</li> </ol>
The student plunges into writing without "rehearsing" what she's going to write	<ol style="list-style-type: none"> <li>3. Talk out the story/topic before writing</li> <li>4. Sketch part/parts of the story/topic</li> <li>5. Gather information about the topic before writing</li> </ol>
The student starts writing without envisioning the parts of her piece.	<ol style="list-style-type: none"> <li>6. Touch each page of the piece</li> <li>7. Sketch a picture for each page/write a key word at the top of each page</li> <li>8. Make a simple plan for a piece</li> </ol>
The student needs to develop fluency in writing text.	<ol style="list-style-type: none"> <li>9. Sounding out words/using the alphabet chart (labeling, simple sentences)</li> <li>10. Using the word wall/list of high frequency words</li> </ol>
The student writes undeveloped sections in his pieces.	<ol style="list-style-type: none"> <li>11. Use picture to generate more text</li> <li>12. Action, dialogue, thinking (narrative)</li> <li>13. Facts, definitions, comments (nonfiction)</li> <li>14. Similes</li> </ol>
The student uses general nouns and verbs in his writing.	<ol style="list-style-type: none"> <li>15. Brainstorming a word bank before drafting.</li> <li>16. Circling general words, and brainstorming alternatives.</li> </ol>
The student "stretches" parts of her pieces, but not the most important ones.	<ol style="list-style-type: none"> <li>17. Identifying and developing the "heart" of a story, or the most important parts</li> </ol>

	of a nonfiction piece.
The student moves abruptly from one part to another in a piece.	18. Time transitions (narrative) 19. Subheadings, bullets, topic sentences (nonfiction)
The student writes "all about" a topic	20. Zoom in pictures. 21. Choose a "small moment" to write about. 22. Focus on a part of an event or topic that helps get a "message" across
The student is "done" as soon as she writes the last word of a draft.	23. Basic "revisions"—adding to sketches, coloring sketches 24. Adding on by looking at the sketches. 25. Adding on by rereading 26. Revision tools: post-its, spiderlegs, footnotes, arrows, cutting and inserting more paper 27. Getting feedback from classmates
The student edits by reading her pieces silently to herself.	28. Self-editing by reading aloud. 29. Peer editing. 30. Using an editing checklist
The student uses endmarks inconsistently, or not at all.	31. Reading aloud for endmarks.
The student overuses "and"	32. Where to use—and not to use—"and"
The student doesn't capitalize the beginning of sentences consistently.	33. Touch each period and check that the next word is capitalized.
The student reads her writing with voice, but doesn't cue the reader to do the same.	34. Using the exclamation mark, the ellipsis, and all caps to signal emphasis.

The student doesn't know with whom she wants to share her writing.

- 35. Selecting classmates as an audience
- 36. Selecting people outside of class as an audience