

VOLUNTEER TRAINING FOR THE WRITING WORKSHOP
Richmond Elementary School

The Writing Process:



- Planning to Write
- Drafting
- Revising
- Editing
- Publishing

WRITING CONFERENCES		
Stage of the Writing Process	Things to Look For	Guidelines/Questions to Ask
Planning	<ul style="list-style-type: none"> • Story in pictures • Pictures in sequence of beginning, middle, end • Words that label important people, places and/or things in the pictures • Emergent writing limited to initial/final consonants and some vowels 	<ul style="list-style-type: none"> • How can I help? • What's the story in this picture? • What's happening first, second, third, etc.? • Can you show me how your story ends? • What can you tell me about the words you're adding to your picture? • What can you label first, second...? • Who are the characters in your story? • Where does the action take place? • How can you show the details on paper that you've just told me about?
Drafting	<ul style="list-style-type: none"> • Simple draft with numerous errors in spelling and punctuation • Incongruity between picture or map from planning and draft • Look past the errors in spelling and punctuation and focus on 	<ul style="list-style-type: none"> • Where is your writing today? • What will you do as a writer today with this piece? • Will you read your story to me? • Can you touch each page and tell me what you've written?

	<p>the content</p> <ul style="list-style-type: none"> • Drafts that are very limited with details • Lack of reasonable sequence • Basic sentence structure and/or incomplete sentences • Students needing assistance with transcribing, sounding out words to write • Repeated phrases, words (e.g. I like...I like...I like) 	<ul style="list-style-type: none"> • How can I help you? • What would you like feedback on? • Can you help me figure this part out? I don't know what you mean by... • Can you tell me more about...? • What happens next? • How will your story end? • Let's say the word slowly. What's the first sound you hear? Second? Last? • Can you think of a different way to say...? • Could you think of a way to tell readers more about...? Could you say it in a sentence?
<p>Revising</p>	<ul style="list-style-type: none"> • Pictures and writing that are incongruent • Drafts that are very limited with details • Lack of reasonable sequence • Basic sentence structure and/or incomplete sentences • Repeated phrases, words (e.g. I like...I like...I like) • Extraneous details that are unrelated to the main idea • Flat voice, lack of emotion or excitement 	<ul style="list-style-type: none"> • What's happening in your story? • Will you read what you have so far? • What happened first? • So...(retell what the child has said). Then what happened? • Wow! Let me see if I have this straight. Can you tell me more? • I see this in your picture, but can't find it in your writing? Is this important? How can we write about this? Where should we put this writing? • Is this what you wanted to say? • Does this make sense? • How can you fix this...? • Can you think of a different way to say this? • Can you think of a way to say this to help the reader get a picture in his/her mind? • Can you re-enact that part in a way that shows me how you felt? • The beginning, middle, end is a little confusing. How can you help me understand what you

		<p>want the reader to know? What can you write instead?</p> <ul style="list-style-type: none"> • What will you write next? Go ahead... • Where could you put this new word, phrase, question, and/or exclamation? • What's your plan for the rest of the story?
Editing	<ul style="list-style-type: none"> • Focus on one or two major areas that need work during a conference. Be careful not to overwhelm the child with mistakes. • Underline misspelled words, but let students correct errors independently with personal dictionaries. • Only fix-up what the writer is unable to do on his/her own. • Print clearly using a colored pencil (not red) so changes stand out. 	<ul style="list-style-type: none"> • Can you read your whole piece to me from the beginning? • What I noticed when I followed your reading was...Can I show you how to fix this?
Publishing	<ul style="list-style-type: none"> • A particular format that would compliment the story • Parts of the story that make natural page breaks • Illustrations in pen/ink or color with crayon or marker • Length of story – long stories may need word processing to avoid the tedium of recopying by hand • Student's preference for bookbinding (e.g. ribbon, yarn, rings, spiral, etc.) 	<ul style="list-style-type: none"> • Do you have any ideas for what you want your published story/book to look like? • What kind of pictures will you have? • Where could we divide your story for pages? Let's read this section and see if it works for page one, two, three, etc. • Which pages will have pictures? • What kind of pictures are you thinking about? • Do you have rough drafts of your pictures? • Can I see your illustrations? • What kind of binding would you like to make? What help do you need from me with binding?