

Writing Conference Cheat Sheet with Observational Notes

Developed by Nicole Lehr, CESA 6 (2014) and based on the work of L. Calkins and J. Anderson

Structure:	You Might Say:	Observational Notes
Research <ul style="list-style-type: none"> ✓ 0-2 minutes ✓ Sometimes involves on-the-spot research ✓ Other times you will draw on previous knowledge or research on the student and go right to the compliment 	<ul style="list-style-type: none"> • What are you working on as a writer today? Can you show me where you tried that? • What is your plan for writing today? • Can you take me on a tour of your writing? • Is there anything you want me to know about you as a writer? • What would you say is best about you as a writer? • What do you think you could use more help with as a writer? • Last time we met we were working on... How's that going? • Can you show me where you did that? 	
Compliment <ul style="list-style-type: none"> • 0-1 minute • Compliment a skill or strategy, a behavior, or volume and stamina • Skip the compliment if the student is not working or is acting inappropriately 	<ul style="list-style-type: none"> • One strategy you are trying is... This strategy is helping you get better at... • One thing about you as a writer that is so fantastic is that... • You're not the kind of writer who... Instead, you're the kind of writer who... 	
Teaching Point <ul style="list-style-type: none"> • At times the teaching point will come later in the conference, after the coaching, as part of the link 	<ul style="list-style-type: none"> • Now, can I give you one tip today – something that will help you to become an even better writer? • Today I want to teach you that writers... 	
Teach <ul style="list-style-type: none"> • 1-2 minutes • As you teach, you'll want to engage the child and make him or her feel a part of the work you are doing. <p>Try using language like: "Let's try this..." or "We could..."</p>	<ul style="list-style-type: none"> • Let's try a bit of this together. Let me try to explain to you what I mean... The other day when I was writing, _____, I... and so I... • Do you see how I'm...? • Do you remember in the <u>minilesson</u> when I ... let's see if we can... • Let's try a bit of this together and then you can try on your own. 	
Coach/Active Engagement <ul style="list-style-type: none"> • 2-4 minutes • Use short prompts that get the reader to do the work you just taught 	<ul style="list-style-type: none"> • Now you try... (restate teaching point and stick around to make sure writer is applying the strategy) • SHORT PROMPTS: Don't forget to... That's good... now... • Don't forget to keep track of your goals, ".....?" • Now you try this in your writing... I'll be back to check on you. When I come back I am going to ask to see talk about... 	
Link <ul style="list-style-type: none"> ✓ 30 seconds ✓ Consider leaving an artifact 	<ul style="list-style-type: none"> • So whenever you are _____, you can remember to... • Say back to me what you learned from this conference. • What's your plan as a writer when you get back to work on your own? 	