

The Christmas Surprise

By Jayden

One year I was sitting on santa's lap and said Santa I want a puppy for Christmas. Santa said that is a big present to ask for He had to make sure my mom and dad were okay with it.

on Christmas I came downstairs with my brothers and we saw lots of presents. We all screamed Wow! I didn't see a puppy but I was so excited by the presents I did see

when we were getting ready to open some presents my older brother heard a noise. He said what's that. Everyone be quiet Then we all heard a whining sound. My other brother thought my parents were joking and said that isn't cool. The next time we heard the sound it was coming from a box. We tried to open the box. but when my other brother lifted it up to tear the paper off we saw something fluffy come out it was a puppy. We couldn't believe it. We said thanks mom and dad! We named her bailey.

Independent Writing Conference Form

Student: Jayden

Continuing Goal

Personal Narratives

Current Writing Focus

- | | |
|---|--|
| <input type="checkbox"/> ideas | <input type="checkbox"/> writing fluency |
| <input type="checkbox"/> organization | <input type="checkbox"/> conventions |
| <input checked="" type="checkbox"/> voice | <input type="checkbox"/> presentation |
| <input type="checkbox"/> word choice | <input type="checkbox"/> other |

date: 8/27

writing piece:

The Christmas Surprise

- ☐ engaged
☒ improving
☐ frequently off task

Strengths:

Staying on topic
Told a complete story

Today's Teaching Point:

Jayden read each sentence to me, talked about what belongs and what does not

date: 9/2

writing piece:

The Christmas Surprise

- ☒ engaged
☐ improving
☐ frequently off task

Strengths:

Has removed unrelated events from last conference

Today's Teaching Point:

Adding emotions
Talked about emotions felt that day, made a list

date:

writing piece:

- ☐ engaged
☐ improving
☐ frequently off task

Strengths:

Today's Teaching Point:

My New School

By Zack

Last year we moved to a new house. When we moved I had to go to a new school. I was nervous. My dog and my cat moved to my new house with me.

My mom took me to my new school. I got to meet my teacher Mrs. Pritchett. She seemed nice but I didn't want my mom to leave. My mom walked with us to my new classroom.

My new school is next to an ice cream shop that has bubble gum ice cream which is my favorite!

When I got to my new room, the kids were excited to meet me. Everyone ran up to me. My teacher asked one girl named Tanesha to help me put away my coat and bag.

My teacher told me were to sit and let me find a book to read. I had a great first day at my new school.

Independent Writing Conference Form

Student: Zack

Current Unit of Study:

Personal Narratives

Student Writing Focus

- | | |
|---|--|
| <input checked="" type="checkbox"/> ideas | <input type="checkbox"/> writing fluency |
| <input type="checkbox"/> organization | <input type="checkbox"/> conventions |
| <input type="checkbox"/> voice | <input type="checkbox"/> presentation |
| <input type="checkbox"/> word choice | <input type="checkbox"/> other |

date: 8/28
writing piece:

My New School

- ☐ engaged
☒ improving
☐ frequently off task

Strengths:

Had an idea for a personal narrative

Today's Teaching Point:

Getting started — planned together using post-it notes

date: 9/3
writing piece:

My New School

- ☒ engaged
☐ improving
☐ frequently off task

Strengths:

Followed through with turning post-its into a story

Today's Teaching Point:

Adding words to show emotion

date:
writing piece:

- ☐ engaged
☐ improving
☐ frequently off task

Strengths:

Today's Teaching Point:

My First Roller Coaster

By Layla

I was at King's Island last summer i wanted to ride a roller coaster. have you ever been on a roller coaster I had never ridden a roller coaster I picked a roller coaster that was not too big and not too small. I stood in line with my mom and my brother. The line was long and curvy. We waited When it was my turn, I sat in the seat. I fastened my buckle The bar came down over my head. I was very nervous. The roller coaster started moving. I could hear it click as it went up the hill. At the top of the hill it stop and speeded downwards the car loop around over and over. I screamed over and over. When it pulled into the station, I was still scream it was scary but fun. I can't wait to ride my next roller coaster

Independent Writing Conference Form

Student: Layla

Current Unit of Study
Personal Narratives

Student Writing Focus

- | | |
|---------------------------------------|---|
| <input type="checkbox"/> ideas | <input checked="" type="checkbox"/> writing fluency |
| <input type="checkbox"/> organization | <input checked="" type="checkbox"/> conventions |
| <input type="checkbox"/> voice | <input type="checkbox"/> presentation |
| <input type="checkbox"/> word choice | <input type="checkbox"/> other |

date: 8/29
writing piece:

My First Roller
Coaster

- ☒ engaged
☐ improving
☐ frequently off
task

Strengths:

Had beginning, middle and end

Today's Teaching Point:

Strengthening sentences — short, choppy

date: 9/2
writing piece:

My First Roller
Coaster

- ☒ engaged
☐ improving
☐ frequently off
task

Strengths:

Some good, descriptive phrases

Today's Teaching Point:

Adding words to show emotion

Revisited last week's teaching point, modeled how to
strengthen a sentence

date:
writing piece:

- ☐ engaged
☐ improving
☐ frequently off
task

Strengths:

Today's Teaching Point:

Hiking Scare

By Brianna

My family went on a trip with some other families to gatlinburg. It takes lots of hours to get to tennessee from Indiana. We did lots of fun things together while we were there.

One thing we did was go hiking. Lots of people hike in tennessee. Me and my friend makenzy we're running down a path in front of everyone. All of a sudden a man ahead of us yelled for us to stop. We thought we were in trouble.

makenzy and I get in trouble a lot. One time we broke my sisters toy and are moms were soooooo mad at us.

After we stopped he said there was a snake in front of us. We didn't see it but then we saw it slithering across a branch. It was a rattlesnake! Do you think rattlesnakes are creepy? I do. We waited for the snake to get to the other side of the trail. When we couldn't see it any more we ran fast to get past where it was. We didn't know there were rattlesnakes in the rocky mountains! It was so scary!

Independent Writing Conference Form

Student: Brianna

Student Writing Focus

- | | |
|---|--|
| <input checked="" type="checkbox"/> ideas | <input type="checkbox"/> writing fluency |
| <input type="checkbox"/> organization | <input type="checkbox"/> conventions |
| <input type="checkbox"/> voice | <input type="checkbox"/> presentation |
| <input type="checkbox"/> word choice | <input type="checkbox"/> other |

Current Unit of Study

Personal Narratives

date: 8/28

writing piece:

Hiking Scare

- ☐ engaged
☐ improving
☒ frequently off task

Strengths:

Lots of ideas

Today's Teaching Point:

Narrowing down topic

date: 9/2

writing piece:

Hiking Scare

- ☐ engaged
☒ improving
☐ frequently off task

Strengths:

Has a start - all sentences on topic

Today's Teaching Point:

Expanding ideas - added post-its to pages with additional thoughts

date:

writing piece:

- ☐ engaged
☐ improving
☐ frequently off task

Strengths:

Today's Teaching Point:

Current Unit of Study:
Personal Narratives

Snapshot of the Class

Date: Week of Sept. 4th

Jasmine *ready to try dialogue *struggles with punctuation	Tommy *sequencing of story is confusing *punctuation errors in character dialogue	Raymond *needs to add detail to story *no capitalization (sentences or proper nouns)	Sariah *longer writing & starting to section stories (ready for chapters)	Graham *off task during ind. writing time *loves comic strips in reader's workshop (try?)
Layla	Jen *last 3 stories nonfiction *detailed drawings with labels (ready for in depth nonfiction instruction)	Weston *needs personal word wall for spelling *likes using rhyming words	Quinn *many unfinished stories *9/7 - 1st completed story with help (CF)	Brianna
Annie *needs word wall for spelling *9/5 - readability improving in writing; CF: Rereading stories for fluency	Zeke *lacks details in stories *9/6 - CF: visualization	Kyle *only writes fiction stories *uses speech bubbles (ready for dialogue)	Aubrey *difficulty starting new stories *uses diagrams in NF writing ☺ *9/7 - CF: creating a list of ideas	Rio *consistently off task! *creative use of words (USE FOR SHARE TIME!)
Tamarra *lacks logical sequence in stories *9/8 - CF: Pull a page	Keagan *off task today (becoming more of a problem lately) *models writing after known authors (If You Give a Mouse a Cookie)	Riley *struggles with choosing ideas for stories *choppy sentences in many pieces	Everly *great ideas for writing, but mostly pictures *9/6 - CF: Adding words to pictures	Molly *tends to choose unfamiliar topics *lacks punctuation in stories
Kiersten *last two stories lacked sequence *starting to write lots of poems ☺	Ryan *spelling is a problem (needs word attack skills) *9/5 - Dictated GREAT story! CF: Post-it Planning	Zack	Jayden	Hadley *attempting longer pieces *Using Fig. Language from last week's lesson ☺ (SHARE IN WRAP UP!)

Other Notes/ Observations:

CF = Conference Focus

- *Noticed many stories straying from topic in parts (sentences that don't belong in the story/not related)
- *General confusion with apostrophes in writing (contractions & possessives)

Writing Ideas Continuum K-I

Experimenting	Emerging	Developing
<ul style="list-style-type: none"> Dictates a simple story Scribbles in place of letters and words Some pictures present Pictures show one or more topics 	<ul style="list-style-type: none"> Dictates a story with some structure Some letters and words are recognizable Pictures go with the story, might show more details than the writing No or very few details Topic is present Many different ideas without a focus 	<ul style="list-style-type: none"> Attempts to write a story with a beginning, middle and end Words can be read Pictures add to the story Simple details (colors, numbers, size, etc.) The pictures and words are mostly on topic Some ideas are clear Some details are clear

Writing Ideas Continuum 2-3

Developing	Proficient / Capable	Experienced
<ul style="list-style-type: none"> Attempts to write a story with a beginning, middle and end Words can be read Pictures add to the story Simple details (colors, numbers, size, etc.) The pictures and words are mostly on topic Some ideas are clear 	<ul style="list-style-type: none"> Writes a story with a beginning, middle and end Pictures use details to support the story Details support the story Stays on topic One main idea is developed Details support the story or main idea 	<ul style="list-style-type: none"> Writes a story with a problem and solution, has a logical sequence Pictures enhance the writing, pictures give clues to the reader Details help the reader visualize the story Expands on topic One clear main idea Interesting and important details that support the story or main idea
<ul style="list-style-type: none"> Some details are clear 		

Action Plan for Teaching

My plan is...

Week of:

Skills to address in whole group mini-lessons:

Skills to address in small groups:

Skill:	Students:

Skills to address I-on-I:

Skill:	Student:

Skill:	Student:

[illegible]