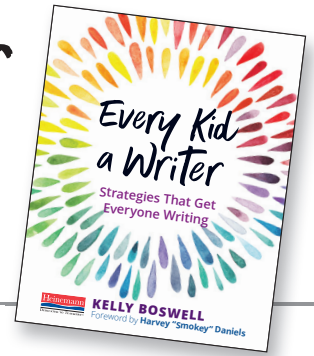


Every Kid a Writer

Strategies That Get Everyone Writing

by **KELLY BOSWELL**



Coaching and Conferring with Writers

Question and Listen

What are you working on today as a writer?

How is it going?

What are you most proud of in this piece?

Is there a section where you'd like some help?

Compliments and Questions

Can I tell you something that I noticed? I noticed...

As a reader, I noticed...

I noticed that you _____. How did you know to do that?

Will you reread this section again? It was so powerful.

Is there anything that you need from me today?

Is there anything I can do to support you today?

Nudge or Teach

As a reader, I.... What can you do to help your reader?

Can I teach you something that writers do?

Can I show you something that helped me when I was writing?

Could you think of a way to tell your reader...?

Can I show you something that a writing teacher once showed me?

Wrap It Up

Would you like to try this today?

Okay, so today—and every day—remember to...

Thank you for sharing your writing with me!

Carry on...

Reflection Questions

CHAPTER 2

1. Am I making my thinking and writing visible to my students?
2. Am I engaging in the same kinds of writing experiences that I'm asking my students to engage in?
3. Are there multiple opportunities for my students to see the authentic struggle that all writers encounter?
4. What mentor texts can I use to highlight an element of craft or structure?
5. What kinds of writing experiences am I engaging in outside of the classroom? What ideas from this chapter might I try?

CHAPTER 3

1. What kind of physical space have I created for my students? Is the classroom organized in a way that fosters collaboration and independence?
2. Do I have a *daily* time in my schedule that is specifically carved out for writing? If not, what can I do to make the time? Are there parts of my instructional day that I can rethink or remove?
3. Am I checking in and chatting with my students each day about their writing? If so, how is my body language and my language of response?
4. Do my students know that this is a safe place to take risks as writers and try something new, even if it might not be "correct"? If I'm not sure, how can I find out how my students are feeling about their writing?

CHAPTER 4

1. Am I providing students an opportunity to share their writing with a partner each day?
2. When I write in front of my students, am I modeling how consideration of my audience influences how I write and what I write?
3. Am I providing opportunities for students to share their writing with the outside world?
4. Are there multiple opportunities in my classroom to share and celebrate students' writing?

CHAPTER 5

1. Am I allowing my students to make choices when they engage in writing? Or am I making most of the decisions in terms of writing topics, assignments, and form?
2. What might I lose if I let go of some of the control in terms of writing? What might I gain?
3. How can I provide my students some choice with structure?
4. What choices might be highly motivating to my less-than-enthusiastic writers?

Reflection Questions *continued*

CHAPTER 6

1. What conventions am I currently focusing on in my classroom? What are the specific language standards in my state for my grade?
2. Do I notice kids tensing up when they write, anxious that everything needs to be perfect on the page? What can I do to help kids develop a healthy perspective on conventions?
3. Am I narrowing the focus of my teaching on one convention at a time when I teach? Or am I trying to teach too many conventions in each lesson?
4. What are some ways that I could publish student writing in my classroom? How might writing for an authentic reader change my students' perspective on conventions?

CHAPTER 7

1. How am I assessing my students' writing? How are these assessments shaping my students' views of themselves as writers? How are they shaping their attitudes toward writing?
2. If my gaze is a mirror for my students at this age, what is my gaze showing them?
3. How can I provide feedback that is both helpful and respectful?
4. What baggage am I carrying with me in terms of writing? How was my writing evaluated when I was a student? What is my identity as a writer?



Mentor Text			
What do we see?	What do we call it?	Why would we use it?	Who else tried it?
...	ellipsis	Pause... something is coming	
!	exclamation point	To show strong forceful emotion	



Name _____

Writing Attitude Survey

Read each statement and circle a number between 1 and 5.

A 1 means you *strongly disagree*; a 5 means you *strongly agree*.

I like writing at school. 1 2 3 4 5

I like writing at home. 1 2 3 4 5

I'm a good writer. 1 2 3 4 5

I can easily choose a topic. 1 2 3 4 5

Writing is fun. 1 2 3 4 5

Writing is important. 1 2 3 4 5

I get nervous when I write. 1 2 3 4 5

I look forward to writing time. 1 2 3 4 5

Name _____

Writing Attitude Survey

Read (or listen as your teacher reads) the following questions.

Circle the face that shows your feelings.

How do you feel when you write at school?



How do you feel when you write at home?



How do you feel when your teacher talks to you about your writing?



How do you feel when you see your friends write?



How would you feel if someone gave you writing supplies for a gift?



How do you feel when someone asks you to show them your writing?

