

Stage	How to fortify it conversationally
5. Edit for grammar and punctuation.	Both students read the piece again to one another and talk about where and if punctuation or grammar changes are needed. If it sounds weird, it likely could be clarified.
6. Write final draft and publish.	Students work together to write the final draft, asking each other along the way if a part is clear and if any final changes might help.

Here is a transcript from two third-grade students in a sheltered English classroom having a conversation about character changes at the first stage of writers' workshop. The writing prompt is "Describe a character in a story who changes from the beginning to the end." The graphic organizer they completed before the discussion had four rows to take notes about characters from four different texts. The graphic organizer had two columns: one for the beginning of the story and one for notes from the end of the story.

Elena: Do you know any story that has character changes?

Daniela: Yes, *The Ugly Vegetables*.

Elena: What happened before?

Daniela: She was feeling embarrassed.

Elena: Um hum. What happened after?

Daniela: She was proud of herself.

Elena: Do you know any other stories?

Daniela: "James Ale."

Elena: What happened before?

Daniela: James Ale was feeling embarrassed because a car hit Bobby.

Elena: Uh huh. What happened after?

Daniela: He feels proud because he made a park.

Elena: Can you please say that one more time? I didn't understand what you said.

Daniela: What part? (*Pointing to paper.*) After. He feels proud because he made a park for kids to go play there.

Elena: (*Smiles and nods.*) So I know *Muggie Maggie*. Before, Maggie did not know cursive.

Daniela: Ummm . . .

Elena: After, she learned cursive.

Daniela: *(Nods.)*

Elena: Do you know any other stories?

Daniela: Do you know another story?

Elena: *The Ugly Vegetables.*

Daniela: *(Nods.)*

Elena: Before the girl was embarrassed. After, she liked more vegetables to do soup and eat.

Daniela: OK.

Elena: I liked talking about the character changes.

Daniela: Me, too. I liked talking to you because I liked how you did complete sentences.

Elena: I like that we did eye contact. And also we did “um hum.” *(Nods head.)*

What strengths do you notice about the conversation between these two students? What were they able to do language-wise (vocabulary, sentences,



Students should converse before, during, and after writing.