

Sentence frames and a conversation guide helped move students' conversations from questioning and storytelling to discussions about writing and editing choices using academic language.

One of the things I've found in the study is that students actively attempted to have a meaningful conversation around their writing. This was an extreme shift from what had been discussions about experiences and events and not constructive discussions about how to improve their writing. Students understood how to use the sentence frames and the conversation guide to discuss the writing. However, it took students different amounts of time to locate examples of specific things in their partners' writing. Most students were not able to articulate why they made the choices they made in their own writing and in the part of the protocol where they were to ask a question about their own writing many students did not attempt to ask their partner a question at all. What I found extremely interesting is that they would continue to struggle through the conversation and stayed completely on task even when they were not sure what to suggest to their partner or what to point out in the writing. They kept on trying to give some type of feedback. What this lets me know is that they were willing to take the time to continue attempting to analyze and edit their writing and the writing of their peers.