

Finding 2: The protocol supports students revising at the level of the word, phrase, and sentence.

Finding 3: The protocol does not seem to support overall structural revisions or additions of text larger than 2-3 sentences.

Once I analyzed the types of revisions students were making, I noticed they were generally at the sentence level. Students would add in words, phrases, or sentences in places or delete them. There was only one case in a group of 16 papers where a student chose to add in a new paragraph. There were 3 cases where students deleted whole sections of text but they did not replace them with anything. In no instances did students rearrange their texts structurally or make major revisions to the overall organization to the text. This was even in cases where the writer had one paragraph completely off topic. This finding had made me think about incorporating some structural elements into the conferencing protocol. It also surfaced a need for me to strengthen my teaching of some state reading standards and incorporate them more into the writing portion of the day. In fifth grade students are asked to analyze why a writer included certain paragraphs in a piece of writing and how they support the overall meaning of the text. I could see that my students needed to use this skill to analyze the flow of their own writing.