

Renee Moore -- Culturally Engaged Instruction: Putting theory into practice
<http://www.goingpublicwithteaching.org/rmoore/>

ROUGH TRANSCRIPT -- Student Conference: Chris L.

RM: if you didn't quite like the sound of that.... that's the benefit, that's what writer's do, we read out loud to ourselves.... this is revision, so we're going to move stuff around... Couple of things... right here, you talk about what he looks like. Where should that go? You might want to make a circle around that and make a note to put that toward the front. See here, it's a distraction... you may need to, if you were writing this for the state test, I know who [name] is, but if you were writing this for the state test, they might not know who he is. You might want to put in parenthesis behind his name, "famous... star of Mississippi." This is a true story?

... You know what I really like, is how, you start of talking about how he helped you, that was your thesis right, how he influenced you... you tell the story nicely, you tell it in a sequence: I watched him, then I did it, so your sequence is very clear. Then you go on, broaden... it has a nice flow... I like that part. Look how nice and long your story is. Did it feel long when you wrote it? Now if I had walked in and said, "Write me a 5-paragraph essay?" what would you have said?

C: It's too long.

RM: It's too long. See, when you do it in steps, it makes it easier, doesn't it.... remember that for later on. Alright... tomorrow we're going to look at the little stuff... verbs.... don't throw this away.