

Student #2: JJ

A person I consider interesting is Kobe Bryant. Kobe is a NBA superstar **he** also **play** for the L.A. Lakers where **he live** with his lovely wife and child. I say he would be interesting because he's a leader, role model, and he can reach out to the younger generation.

The two problems I want J.J. to work on are the subject verb agreement and the run-on sentence. Notice that the subject verb agreement is used correctly other places in the sample. During individual conference, I would point that out. Next, I would watch and listen to see whether JJ self-corrects those two errors. I may ask: "Why do you think you missed them when you did your editing or proofreading?" Because JJ demonstrated understanding of the use of subject verb agreement with third person subject elsewhere in the same passage, I would encourage slowing down during editing or adding subject/verb agreement to a list of personal "Warning Signs." (These are areas that a student will remind him/herself to go back and double check before submitting a piece of writing).

To address the run-on sentence, I would ask JJ to divide the sentence using vertical lines to indicate where the ideas change. Next, I would encourage JJ to experiment with the ideas to determine which ones could be combined and which might need a separate sentence. Run-ons

and fragments from student work make great examples for class mini-lessons. The emphasis here is not so much on “correction” as on “how many other ways are there to say this?” We would then brainstorm various sentence combinations and forms, and identify which are well-constructed and which are not.