**What to teach in a conference?**

**Meaning**

* Is the student writing about one small moment, event, or idea?
* Am I able to determine the writer’s message?

**Structure**

* Are students including key elements of the genre?
* Are students including the most important events or factors?
* Are students excluding extraneous events or factors?
* Are students grouping their ideas in meaningful ways?
* Are students drawing readers in with their lead and wrapping things up with their ending?

**Elaboration**

* Are students elaborating important scenes or stances?
* Are students using specific details?

**Craft**

* Are students writing in a way that will help the reader envision or enjoy the writing more (audience awareness)?
* Are students using figurative or sensory language?

**Conventions**

* Are students using all they know about spelling to spell words?
* Are students using internal and external punctuation?
* Are students using punctuation to add meaning to their writing?

Taken from *Learning from Classmates: Using Students’ Writing as Mentor Texts* by Lisa Eickholdt, (Heinemann, 2015).