

# Conferring With Readers



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# Exploring Our Beliefs

Think about these questions and be prepared to share.



- What **qualities** do you see in good readers?
- How do children **learn** how to read?

# Enduring Understanding

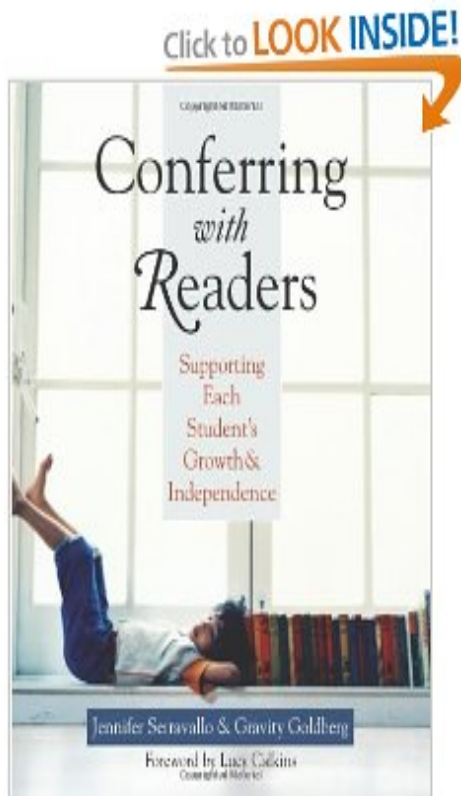


- Reading is the act of constructing meaning;
- Reading is a process; and
- Reading is deeply personal and, therefore, varies from reader to reader.

*Conferring with Readers: Supporting Each Student's Growth and Independence, Serravallo & Goldberg*

“Leslie was huddled next to one of the cracks below the roof trying to get enough light to read.”  
*Bridge to Terabithia*, by Katherine Paterson





- ❏ What is conferring?
- ❏ Establish classroom culture and purpose for conferring;
- ❏ Explore the reading conference architecture; and
- ❏ Learn how to implement reading conferences.

# Objectives



# What is Conferring?



- What do their teachers know about them?



- Conferring is *active*
- Conferring is *individualized*
- Conferring is *evolving*

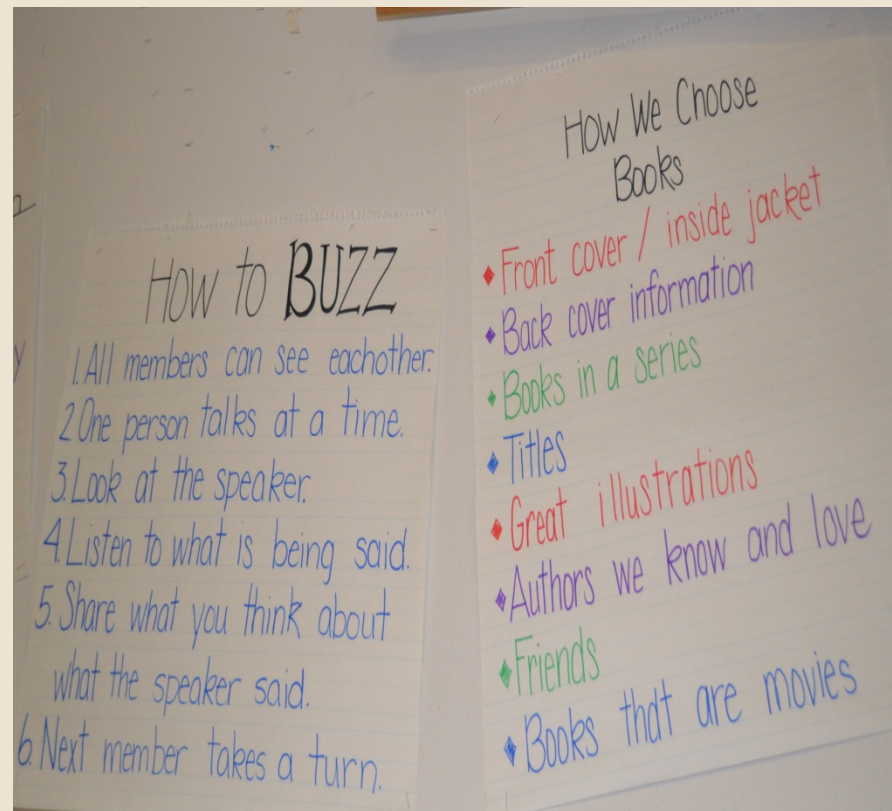
# Classroom Culture



- Jot down 3 things/elements that are essential in the classroom culture for a successful Reading Workshop.
- What is your most pressing issue in Reading Workshop?

# Classroom Culture

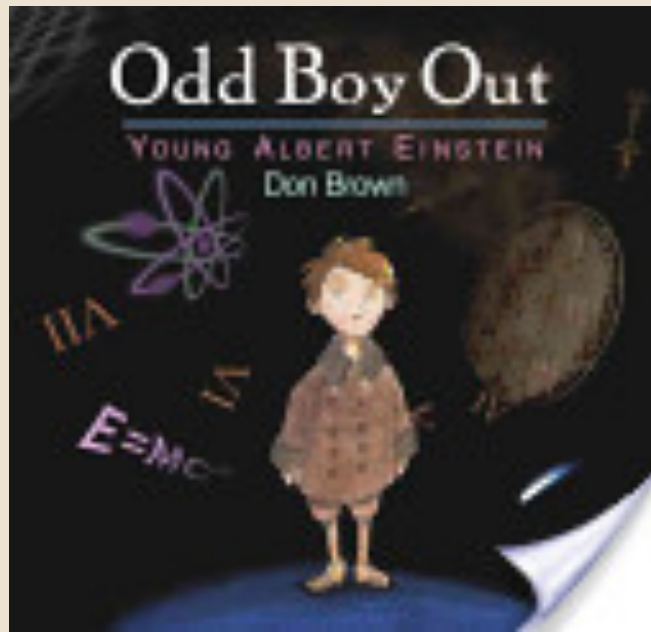
- Establish routines and stick to them as much as possible:
  - ☒ 1<sup>st</sup> 20 days—*Guiding Reading and Writers* Fountas & Pinnell
  - ☒ Use anchor charts for norms and strategies from mini-lessons
  - ☒ Comprehension Toolkit Strategies
  - ☒ Guided Reading
  - ☒ Interactive Read alouds which model comprehension strategies and skills



# Classroom Culture



- Use interactive read alouds for multiple purposes.



# Classroom Culture: Anchor Chart



## **STAMINA**

- Focus on goals
- Sometimes you have to do things you don't like in order to achieve goals
  - Explore your passion
- Learn as much as you can about something
  - Always wonder
  - Always think
  - Never give up

## Classroom Culture: Other Things to Consider



- Reading Workshop structure/culture is key
- Wide-variety of books available
- Familiar books and/or read alouds for re-reading and teaching
- Post-it Notes
- Roles of Students during Reader's Workshop\*
- Vary Reading Workshop activities
- Guided Reading/Strategy Reading Groups

### **During a Reading Workshop, a Reader May....**

- **Read independently**
- **Jot notes on Post-its as you read**
- **Jot a note of something you want to share with a friend**
- **Take a Post-it from an independent reading book and write more about it in your notebook**
- **Reread something read before**

### **During a Reading Workshop, a Reader May Not....**

- **Interrupt the teacher while conferring or holding small group instruction**
- **Interrupt another reader**
- **Do work for another subject area**

### **During Reading Conferences Readers are expected to....**

- **Give a brief summary of what he or she has been reading**
- **Explain his or her reading processes**
- **Explain what is going well or what is tricky**

# Reading Conference Architecture



Research  
Compliment  
Decide  
Teach  
Link

# Reading Conference Architecture

## Many Reasons to Confer



- Decoding and fluency
- Reinforce good reading skills used by the student
- To maintain comprehension during reading or repair comprehension when it breaks down
- Hold students accountable for lessons taught
- Help students grow as a reader
  - ☒ Increase reading levels
  - ☒ Explore other genres
- Improving student conversations about books

# Conference Starters



- How's it going?
- Tell me your favorite part so far
- How is the author's choice of words helping you to see what's happening? deepen your understanding? pull you into the character's world?
- Refer to research/anecdotal records
- Refer to mini-lesson—how is the student using the strategies taught?
- Refer to anchor charts.

# Teaching Resources



- Read alouds
- Student Books
- Specific texts for specific purposes
- Anchor charts



- Do your research
- Collect notes and data
- Ask students questions!

### Plan for Individual conferring

Meet with each student over a 2 week period

Plan ways to get students examining their reading behaviors and set goals

### Dive in and do it!

Cannot go wrong...the worst thing is to not start the process



# Reading Conference Implementation

## Wrap-Up



- What will you take back with you?
- What questions do you still have?
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# Bibliography & Useful Books



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