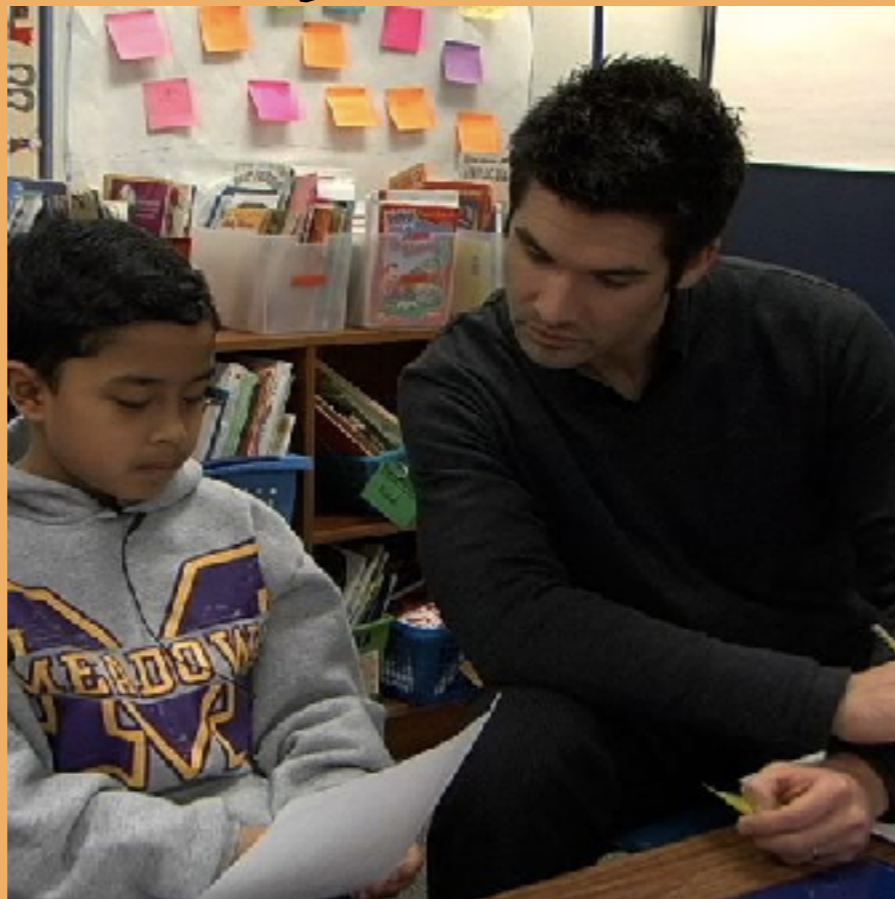


Conferring in Reading and Writing Workshop



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Target:

*-focus on the aspect of conferring
during reading and writing
workshop*



*What is our purpose for having our students read and write?
Do our students see it the same way?*



http://viewpure.com/YKnbsP_xzD4





A conference is a short interaction between teacher and student during the independent practice time of Workshop.

An effective conference can reinforce a mini-lesson or previous teaching point and always moves the student forward. Remember the purpose is to improve the reader/writer not just the current piece of work.

The Workshop Model

This framework outlines the components of a workshop model that can be used in any content. Although the times may vary slightly, the instructional components establish the rituals and routines for seamless classroom instruction. The warm-up (not technically part of a workshop model) has been added to facilitate transitions from bell to bell and set the tone for learning.

Warm- up (5 minutes)

The teacher posts a brief assignment that may be done independently. This may be a brief reading, writing, editing, or problem solving activity to ready them for learning.

Mini-Lesson (10-15 minutes)

The teacher provides whole class direct and explicit instruction in one of the following ways:

- ☐ conduct a shared reading demonstrating a reading strategy
- ☐ read and think aloud for a specific purpose
- ☐ teach a key concept
- ☐ demonstrate a writing strategy
- ☐ direct students in a hands-activity

Teacher outlines the work to be done including

- ☐ the expectations as to how to apply the content learned in the mini-lesson to the work
- ☐ the expectation of completed work

Independent Work Time (30-40 minutes)

Students work independently, in pairs, or small groups.

The teacher circulates for 2 or 3 minutes to ensure all students are on task, and then

- ☐ confers with individuals for a few minutes, taking anecdotal notes
- ☐ work with a small group in direct instruction

Share Session (5 minutes)

The teacher reconvenes class to

- ☐ focus on the work of one or two students that use what was taught in the mini-lesson
- ☐ recap key learning of the day (1 minute)
- ☐ check for understanding (with short reflective writing or exit slips)
- ☐ give homework assignment

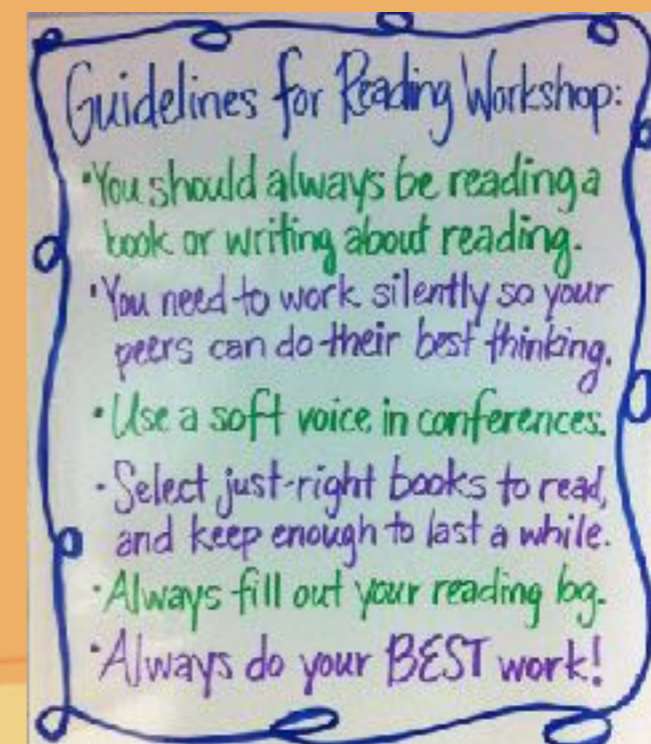
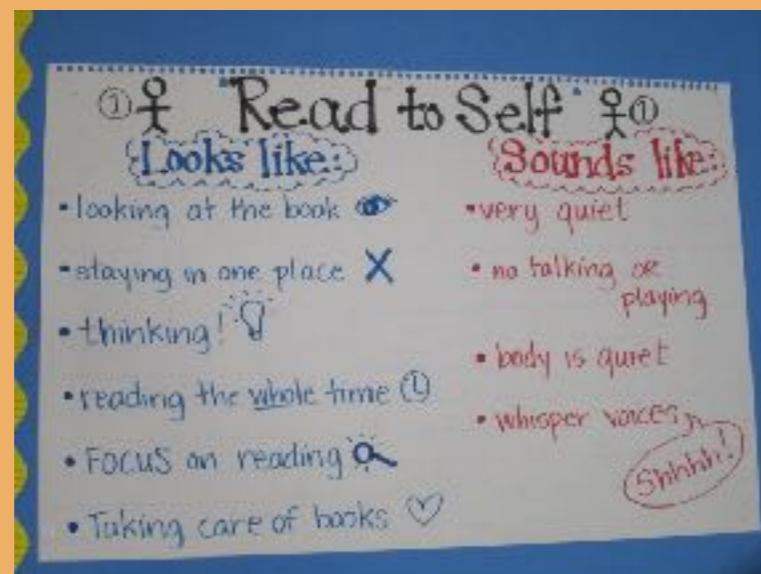
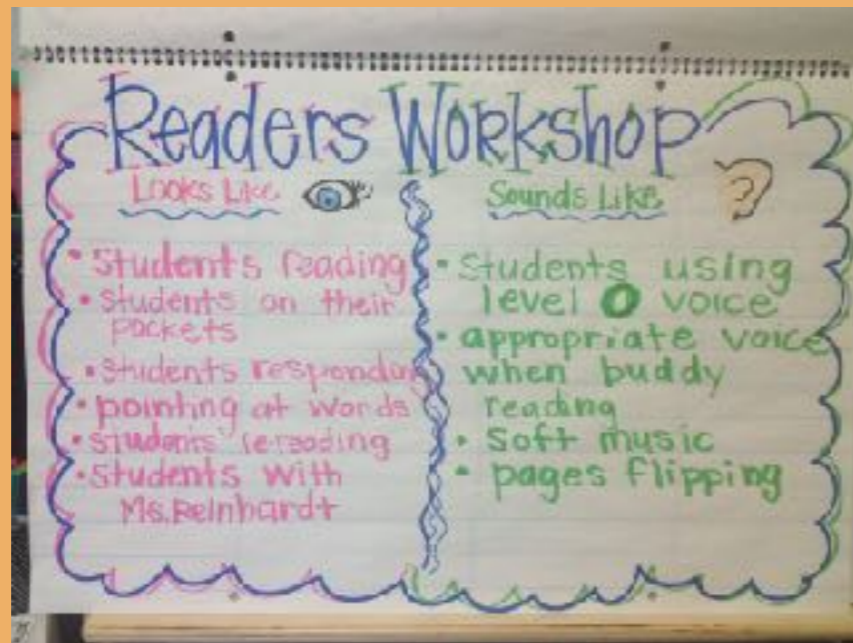


What does Rick do to support comprehension and nudge students forward?

<https://www.teachingchannel.org/videos/personalize-reading-workshop#>



Set and Practice Expectations



Do students understand their

role?

Writers' Workshop	
Teachers' Jobs	Students' Jobs
<ul style="list-style-type: none">- Lead the mini-lesson- Conferences with students (talk about writing)	<ul style="list-style-type: none">- Participate in mini-lesson- Go to writing space- Get started right away- Write the whole time silently

To Get The Most From a
WRITING CONFERENCE:

- Tell the teacher how you're trying to make your writing better
- Tell the teacher what's hard
- Save up questions to ask during the conference
- Ask questions if you don't understand
- Try to repeat what the teacher says
- Speak up if you don't think the advice will help you
- Make a plan for what you'll do next

How a Conference Goes...

- ① Research
 - * What are you working on?
 - * How is it going?
- ② Compliment
 - * Reference to previous teaching points
 - * Specific!!
- ③ Teaching point
 - * Applies to the writer, not just the writing
 - * Explicit and focused
 - * Understood by teacher AND learner
- ④ Next steps
 - * Challenge to try it out
 - * Commitment to checking back
 - * Accountability




Goals of a Conference

- *To coach the student to think actively*
- *To assess what the student knows and needs to learn*
- *To teach the reader/writer*
- *To motivate the student to read/write more and apply the strategies taught*






Types of Conferences

- *Building confidence*
 - *Book choice/match*
 - *Mini-lesson follow-up*
 - *Goal setting*
 - *Goal follow-up*
 - *Strategy*
 - *Intervention/extra support*
 - *Word work*
 - *Stamina*
 - *Differentiating response*
- 



Look for's

- *The 'architecture' of a conference with a student allows for:*
 - *What goals are students working toward based on formative assessments?*
 - *How are students growing as readers and writers by applying learning to projects they care about?*
 - *What scaffolds am I providing to help students grow as effective readers and writers?*
- 



Architecture of a Conference

- *Research: what the student is intending to do and has done-*
 - *Observe: look over the student's writing or listen to them read*
 - *Interview: "so what are you working on today as a writer or a reader?"*
 - *Check your previous notes*





- *Compliment/Support*

- *“Let me compliment you on...” be specific and name the strategy*

- *“Can I tell you something I really like that you’ve done?”
describe exactly how the student used the strategy*

- *I notice that you...*

- *Check your previous teaching point*





- *Decide: based on your observations and previous notes, what will you teach and how will you teach*
- *Do you want to support the student's intention, plans, strategy or goal?*
- *Do you want to alter it or give a new one?*



■ Teach:

■ Name the strategy and tell why you are teaching it

■ “Today what I’d like to teach you is...”

■ “Let me teach you something that will help you as a reader/writer”

■ “Today I’d like to show you how to...”





- *Guided Practice*

- *“Let me watch you try that...”*

- *“Let’s find a place in your writing/reading where you can try (add) that...”*

- *“Can you add that (try that) now?”*

- *“Go ahead and try that and I will check back with you in a few minutes...”*





- *Link: by extrapolating from today's work whatever it is that the student will want to carry forward into tomorrow's work*

- *Name the strategy for the student*

- *"So remember, _____ from now on..."*

- *Remind the student to do this work often*


- *"Not just today, but every time you write/read..."*

- *"So remember, really effective writers/readers always..."*





Tips for Conferencing

- *Should last 5-10 minutes, preferably 5*
 - *Keep a nurturing tone*
 - *Give students time to think*
 - *Follow-up with more questions, not answers*
 - *Set goals*
 - *Keep simple records*
 - *Keep the student's needs driving the conference*
 - *Always turn it over to the student*
- 



*What does Erik do to support and move
the writer forward?*





- Record the conference
- student name
- date
- compliment
- teaching point or goal



Writer's Workshop Conference Notes

Name: Chloe E. Date: 11-28-11

Research
 -What are you working on today?
 -How's it going?
 -What have you been doing to make your writing stronger?
 -What are you planning to do next?
 -Who might this story be for?

Compliment
 -You did something good when you [strategy].
 -Good writers _____ and you did that right now.
 -The reason why writers use this strategy is because _____.

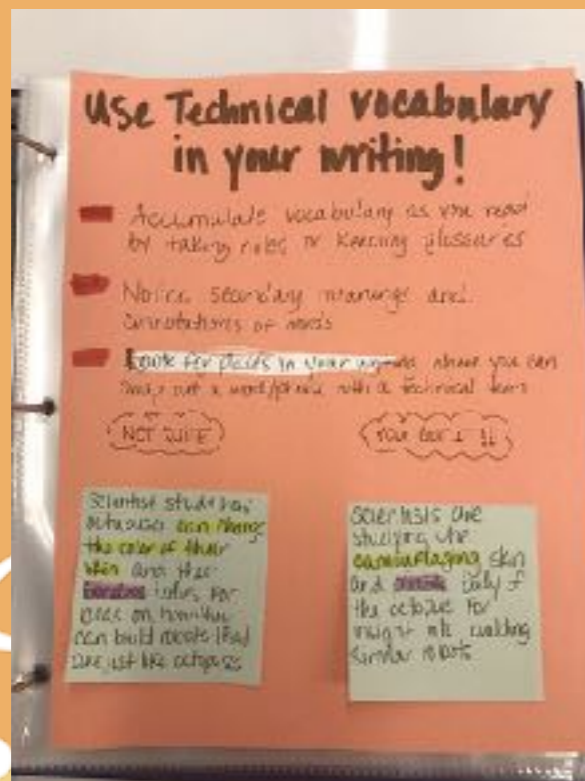
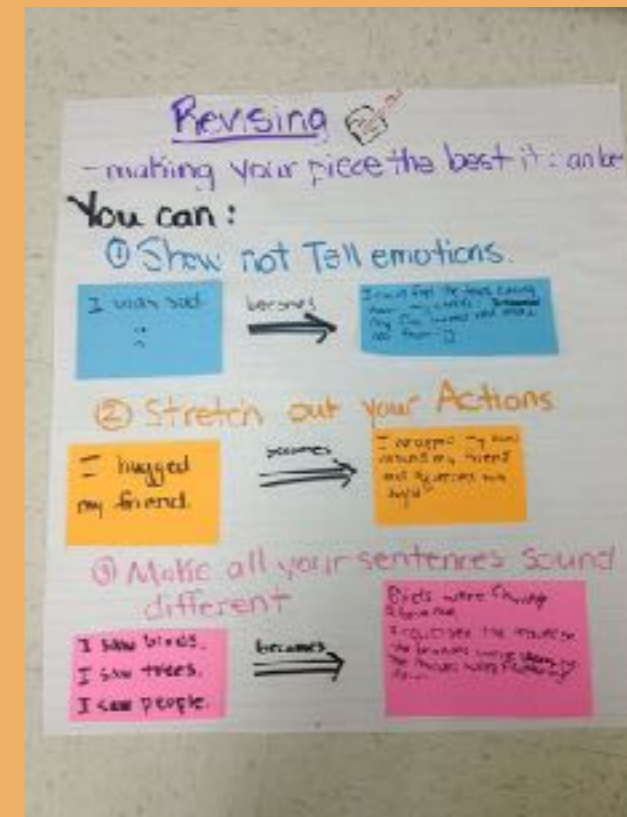
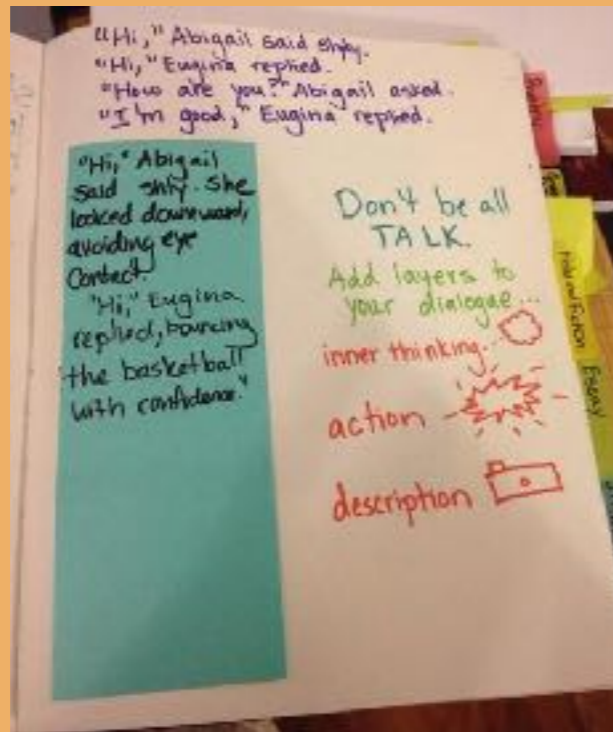
Guided Practice
 -Now I want you to try.
 -Can you look in your piece and see how you can _____?

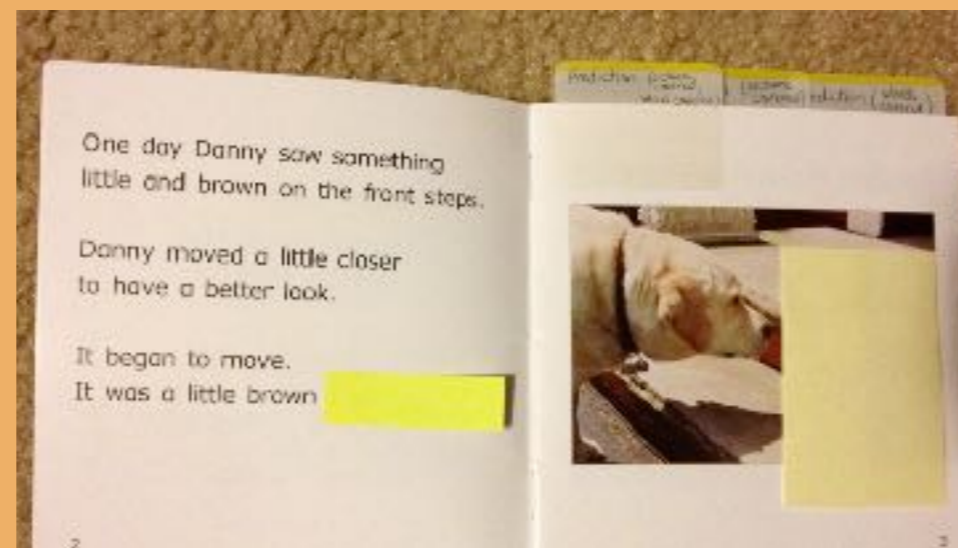
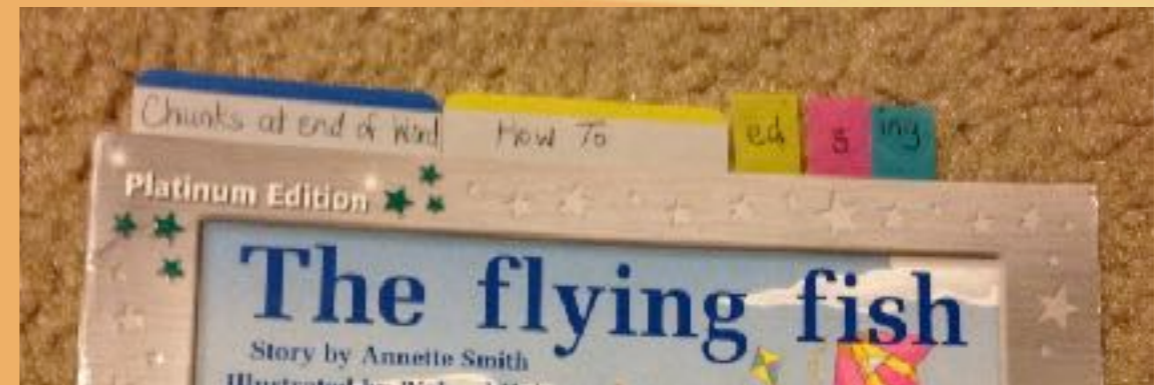
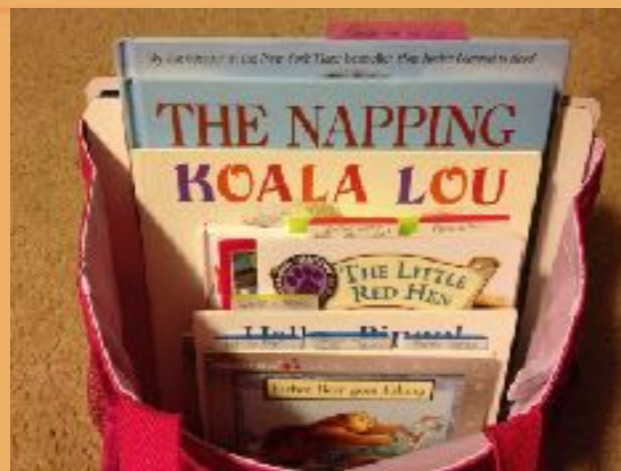
Teaching Point
 -May I give you a tip?
 -May I show you another thing good writers do?
 -Today I want to teach you how good writers _____ by _____ (how they do it).
 -Good writers do _____ by thinking (asking reflective questions to help yourself write).

Link
 -Remember, whenever you write you can always _____.
 -When you do this it helps the reader _____.

Notes
 Story about Thanksgiving break. Going to her aunt's house.
 Just started so we discussed what she'd write & sticking to a small moment.
 Watch me practice _____ as my writing. Did you see how I did that?
 Can you look in your piece and see how you can _____?

Toolkits to Support Conferencing







Helpful Resources

- Teachers College Reading and Writing Project
 - readingandwritingproject.org
- Jennifer Serravallo
 - <http://www.jenniferserravallo.com/blog/videos-galore/>
- Rick Kleine
 - <https://www.teachingchannel.org/videos/student-reading-workshop-lesson>
- Two Writing Teachers
 - twowritingteachers.org
- Scholastic
 - <https://www.scholastic.com/teachers/blog-posts/beth-newingham/readers-notebook/>



THINK **BIG**
START *small*





What if I fall?
Oh, but my darling,
what if you *fly*?
-e.h.

