Conferring Clinic
Conferring is a means of both assessing and providing individualized instruction to students in a way that no whole class instruction can. Teachers can quickly gather information about their students to determine where they are and move them to where they need to go.
Conferring is the heart of the workshop!
Reading Workshop

goes this way

We read, read, read!

We share:
- Shore
- Mini-lessons
- I teach

Independent / Partner Reading / Conferring / Small Groups

Partner Reading / Conferring / Small Groups

Yay!

each and every day!
教学生一个可以立即使用并在未来阅读和写作中继续使用的策略或工艺技巧。

教作者，而不是故事。

教读者，而不是这本书。
What can I use anyway?

- Anchor charts from lessons
- Learning Progressions or Bands of Text Complexity
- Rubrics
- Checklists
- Child’s thinking from work (stickies, responses, etc.)
Progress Monitoring

Helps you teach better and your student’s learn more because you are more intentional

**BUT**

You may need to try several systems before you find the one that works for you.
Record Keeping Ideas

- Clipboard with calendar
- Record sheet with student names and goals
- Notebook with sections for each student
- One page grid with a box for each student
- Individual Student Form
- Technology
- UoS Checklists
Documentation Details

Today’s date
Student’s name
Area of strength/Compliment
Teaching point
Goals for future conferences/Next steps
Who do I confer with?
Phases of Conferring

RESEARCH
What is the reader/writer trying to do?

LINK
Restate what they can use continually to help them in the today and in the future. Artifact!

DECIDE
Decide what to teach and how. Start with a compliment on what they are doing well.

TEACH
Teach one strategy or craft technique that can transfer to any writing or book.
Research

Ask open ended questions-

➢ “How’s it going?”
➢ “What are you doing as a writer/reader?”
➢ “How can I help you today?”
➢ Ask follow up questions
Decide

Give yourself time to think-

➢ “What is it you can teach that will make the biggest impact on this child as a writer or reader?”
➢ “How will I teach this strategy or craft technique?”
➢ “What resources will I use?”
Teach

Give Feedback-

➢ Start with a compliment or strength
➢ Name and define the specific strategy or craft technique you intend to teach.
➢ Demonstrate or use mentor text to model-Conferring Toolkit
After the child has tried out the strategy or technique, name what the writer or reader has done.

Link how they can do it again in the future and leave them with an artifact.
Artifact
Specific strategy or craft technique
&
Example of strategy or craft technique
Conferences in Action

Reading - Research Decide Teach

Writing Conference
But...when???

Confer with students after your mini-lesson while students are working independently.

Confer with 3-5 students each day for 3-5 minutes.
"It will not be our words or assignments that sweep kids off their feet and turn them into readers. We must invite them to role play their way into becoming the readers and writers that they want to become." — Lucy Calkins
Helpful Tips

➢ The writer not the writing
➢ The reader not the book
➢ Prompt twice then give TP with artifact
➢ Keep eye on the time!
➢ Keep notes for follow up
Small Group
Small Group Possibilities

Small Group Read Aloud with Discussion

Self-assessment with learning progressions

Strategy Group: explain and give an example, coaching kids in their books

Strategy Group: guided practice, coaching kids in their books

Guided Reading
How do I know what to do?
Possible Progression of Small Groups

Session 1:
Re-do a whole class minilesson (less time demonstrating) and coaching readers in their books

Session 2:
Scaffold with guided practice using your read aloud text and coaching readers in their books

Session 3:
Name the teaching point you have been working on and coaching readers in their books