

Conferring with Students during Daily 5

ASSESSMENT FOR LEARNING GRANT PROJECT



CAFÉ Menu Review

- Comprehension
- Accuracy
- Fluency
- Expanded Vocabulary



Overview of Conferring

1. Observe: Child reads aloud
2. Reinforce and teach (Evaluate and set goal for student to start process)
3. Practice the strategy
4. Plan
5. Encourage

Setting goals with student: <https://www.thedailycafe.com/articles/goal-setting-with-a-student-and-teacher-new-to-cafe> (2 parts)

Example of emergent reader: <https://www.thedailycafe.com/articles/combining-multiple-strategies> (Connect to the story, First sound, Blend, Back up and re-read)



Coaching toward a Target

Getting Started:

<https://www.thedailycafe.com/articles/diving-right-into-daily-5-and-cafe>




Example of a conference:

<https://www.thedailycafe.com/articles/read-with-expression-to-enhance-fluency>

Short Conferences:

<https://www.thedailycafe.com/articles/week-2-in-beths-room-cross-checking-and-short-conferences>

Productive, Effective, Focused Teaching and Learning

1. Check calendar for appointments.
2. Prepare (30 seconds)
Review your conferring notes for the student's strengths and strategy focus.
3.  Observe (1 minute) "[Student], please read so I can listen in; then tell me about yourself as a reader."
Observe the student. Is he or she applying the skill/strategy taught or reinforced last time you met?
What is the student doing well with his or her strategy/skill application?
Record this on the conferring sheet.
4.  Reinforce and Teach (1 minute)
I noticed _____; what did you notice? Today we are going to _____.
Verbally share with student your observations of what he or she was doing well.
Teach or reinforce the skill or strategy you feel is just right for the student now by
 - explicit explanation,
 - modeling,
 - thinking aloud,
 - offering advice.
5. Practice (1 minute) "Now it is your turn. You try . . ."
Ask the student to practice the skill/strategy while you listen in.
6.  Plan (30 seconds) "This is what I am hearing, and because of that, this may be our next step."
Next Based on today's teaching and learning, decide and agree together what the next step will be. It isn't uncommon for students to need continued practice with the previous strategy.
Write this plan on the coaching sheet.
7. Encourage (15 seconds)
Just before you leave the student, encourage him or her to continue to practice the skill taught or reinforced today.
Student should articulate the goal.

- The times above serve as guidelines, and though it isn't necessary to strictly adhere to them, they will give you a general idea so you can keep your conferences focused and brief.
- Each step above may be shorter or longer, depending on what the child is doing that day, and where you are in the gradual release of teaching the skills or strategies to the student.
- Remember that brief, focused conferences that occur frequently are considerably more beneficial than sporadic, lengthy ones.



Using Assessments to Choose a Strategy

- What we are seeing
- Potential Goals
- Possible Strategies
- Alternative Strategies
- Pick one and try it out – be flexible

Graphic 14 From Assessment to Conferencing: Sample Needs and Strategies


What We Are Seeing	Potential Goals	Possible Strategy	Alternative Strategy
Reading too quickly	Fluency	Adjust and apply different reading rates to match text	Phrasing, use punctuation
Leaving off ends of words	Accuracy	Cross checking	Chunk letters together
Little expression, lacks prosody, and omits punctuation	Fluency	Phrasing, using punctuation	Voracious reading
Can't remember what was read	Comprehension	Check for understanding	Retell or summarize Make a picture or mental image Determine importance using theme, main ideas, and supporting details
Stalls on words	Accuracy	Skip the word, then come back	Blend sounds; stretch and reread
Student jumps right into reading story, then lacks understanding	Comprehension	Use prior knowledge to connect with text	Ask questions while reading Make connectors to text
Doesn't remember details but understands the main idea	Comprehension	Retell the story	Recognize literary elements
Doesn't stick with a book	Reading Behaviors Book Selection	Read appropriate-level text Choose good-fit books	Voracious reading
Chooses books that are too hard	Reading Behaviors Fluency Expand Vocabulary Comprehension Accuracy	Read appropriate-level text	Ask: Does this make sense?
Can comprehend literally but can't read between the lines	Comprehension	Infer and support with evidence	Ask questions while reading Predict what will happen; use text to confirm
Reads words with correct letters but wrong sounds	Accuracy	Flip the sound	Cross checking
Sounds out each individual letter	Accuracy	Chunk letters together	Blend sounds
Beginning reader, knows few words but most letter sounds	Fluency Accuracy	Practice common sight words and high-frequency words	Blend sounds; stretch and reread
Doesn't remember details from nonfiction	Comprehension	Use text features (titles, headings, captions, graphic features)	Determine and analyze author's purpose and support with text
Doesn't understand the text because does not understand key word in selection	Expand Vocabulary	Tune in to interesting words	Reread to clarify the meaning of a word Ask someone to define the word for you




Promise Cards

Help children to remember the strategy they are working on

Personal CAFÉ menus

_____ 's Promise		
Goal	I promise to...	completed
		

Clip art from Discovery Education's Clip Art Gallery

_____ 's Promise		
Goal	I promise to...	completed
		

Clip art from Discovery Education's Clip Art Gallery



Recording Information

The Penseive

<https://www.thedailycafe.com/articles/a-conferring-notebook-tour-and-th-forms>

<http://www.thedailycafe.com/articles/recording-goals-in-the-pensieve>

Reading Conferring Sheet and 3 Samples of Conferring Sheets

Writing Conferring Sheet

Summary Sheet for Next Grade Level

Graphic 18 Reading Conferring Sheet with Icons		
Name <i>Jennie</i>		
Goals and Strategies		Strengths
<ul style="list-style-type: none"> Accuracy—Chunk Sounds and Letters Together 		<ul style="list-style-type: none"> Listening Comprehension
Date	Observation and Instruction	Next Steps to Meet Goal
2/8	<p><i>Jed</i> down the title of the selection.</p> <p>Observe... What do I notice related to the goal?</p> <p>Think J... Do I teach or reinforce what we planned yesterday? Or change the plan based on what I see today?</p>	<p>One child's "targets" each day</p> <ol style="list-style-type: none"> Comprehension—Think about your reading and what's happening in your selection. Practice strategy <p>AND Plan for tomorrow.</p>
2/9	<p>Jennie read <i>Super Fly Soap</i>.</p> <p>She came to 5 words she didn't know. She just skipped the words and went on.</p> <p>Teach her how to chunk sounds and letters together. Stop and check for understanding.</p>	<ol style="list-style-type: none"> Think about what you are reading! In your Reader's Notebook, log all the words you come across that you don't know and can use with this strategy. <p>Next, we will reread the words in your notebook and watch you using this strategy in your reading. Let's set an appointment to meet back tomorrow. (Write on calendar)</p>
2/10	<p><i>Super Fly Soap</i></p> <p>While reading came to 2 words, was able to chunk one word, could chunk the next word but couldn't say it fast.</p> <p>Identified the word she read using the strategy. Picked how she used the strategy. Teach how to fix the last word by chunking sounds together.</p>	<ol style="list-style-type: none"> Think about reading. Continue to write words in notebook she is chunking. <p>Reread notebook, see if she is transferring it to her reading.</p>
2/11	<p><i>Super Fly Soap</i></p> <p>Read fluently, came to the word "wrong" chunked and moved on. Seems like she has skill of the strategy but not all words work with chunking. Watch for "flip the sound." She is not using the correct words. (Claps for Soap)</p> <p>Modelled flip the sound with slip, so when chunking she may need to flip until it makes sense.</p>	<ol style="list-style-type: none"> Think about reading, Comprehend Use a sticky note while reading to record the words she is using the strategy with. See if she can flip the sound if it doesn't make sense. <p>Check the notes and see if flipping the sound is helping with chunking.</p>



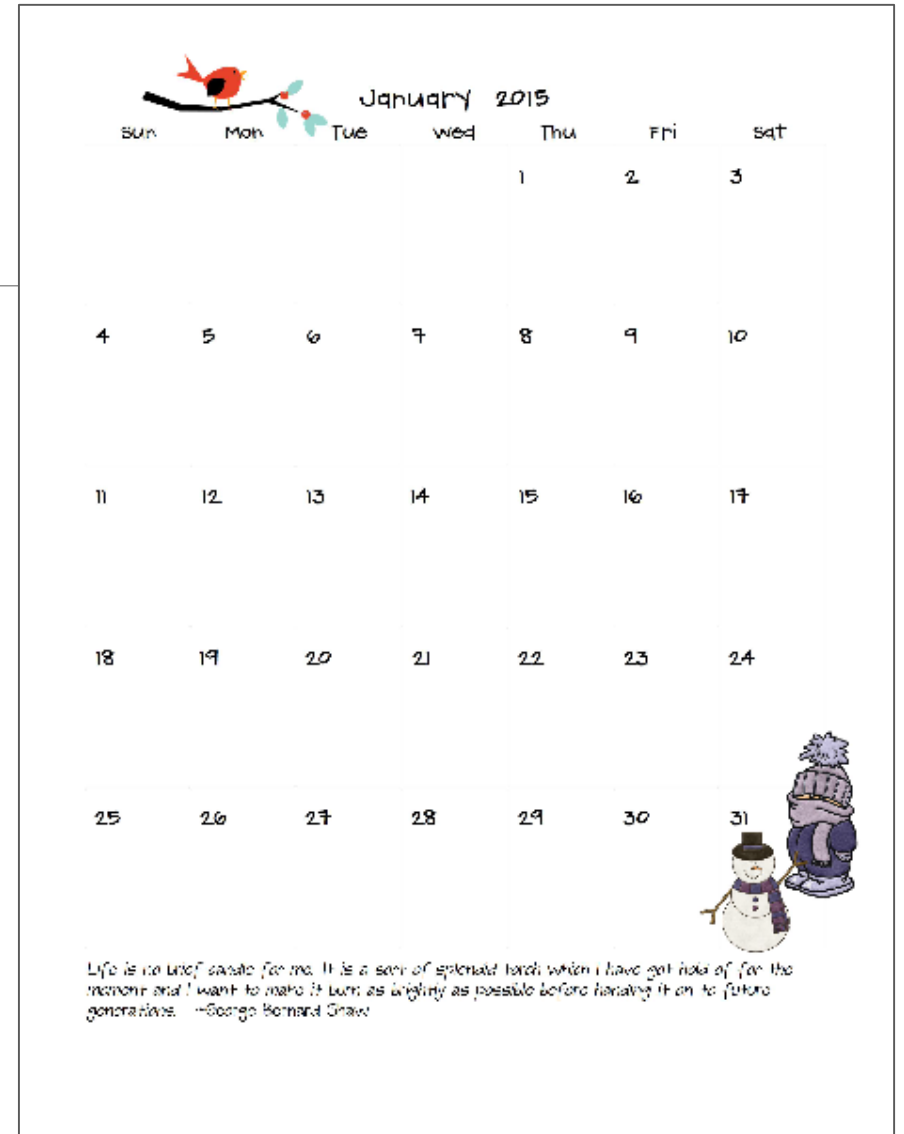
Using Touch Points to Monitor Progress

- At each conference, score the use of the strategy:
 - 1 = below standard
 - 2 = approaching standard
 - 3 = meeting standard
 - 4 = exceeding standard
- After child has mastered the strategy (achieved 4 or 5 scores of 3 or 4), move one
- Continue to occasionally monitor use of strategy



Appointment Calendar

Keep track of all appointments in one place



Curriculum Planning

Whole-Group Instruction Curriculum Calendar

month:	Week 1	Week 2	Week 3	Week 4
Phonics				
Accuracy				
Comprehension Skill				
Comprehension Strategy				
Question Stem				
Fluency				
Writing Skill				
Writing Workshop				
Math				



Whole/Small Group Planning

- Choose from CAFÉ Menu
- Whole Group: Choose strategies that many children are working on
- Small Group: Select group of children working on same strategy (regardless of reading level)

Comprehension
Use prior knowledge to connect with text
Make and adjust predictions; use text to confirm
Infer and support with evidence
Make a picture or mental image
Monitor and fix up
Check for understanding
Back up and reread
Ask questions throughout the reading process
Use text features (titles, headings, captions, etc.)
Summarize text; include sequence of main events
Use idea and supporting details; determine importance
Determine and analyze author's purpose
Recognize literary elements
Recognize and explain cause-and-effect
Compare and contrast within and between texts

Accuracy
Abundant easy reading
Look carefully at letters and words
Cross checking...Do the picture and/or words look right? Do they sound right? Do they make sense?
Flip the sound
Use the pictures...Do the words and pictures match?
Use beginning and ending sounds
Blend sounds; stretch and reread
Chunk letters and sounds together
Skip the word, then come back
Trade a word/guess a word that makes sense
Recognize words at site



Strategy Groups

Examples:

<https://www.thedailycafe.com/articles/introducing-small-groups-to-guide-readers>

<https://www.thedailycafe.com/articles/Supporting-Small-Group-and-Whole-Group-Goals>

<https://www.thedailycafe.com/articles/accuracy-intervention-group-in-beths-room> (emergent readers)

<https://www.thedailycafe.com/articles/word-work-with-a-small-group>

Graphic
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Strategy Groups and Instruction

Goal	Strategy	Names	Touch Points	Individual Confering Touch Points
Date	Lesson			



Whole Group Curriculum Calendar

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Graphic 8 Whole-Group Instruction Curriculum Calendar				
Month:	Week 1	Week 2	Week 3	Week 4
Phonics	/a/ -afe, -ave, -aze	/ou/ -ound, -ow, -own		
Accuracy	Reread to clarify meaning of word 1.2.2	Reread to clarify meaning of word 1.2.2	Use prefixes, suffixes, and abbreviations to determine the meaning of the word. 1.2.2	Use prefixes, suffixes, and abbreviations to determine the meaning of the word. 1.2.2
Comprehension Skill	2.2.3 Understand story elements <ul style="list-style-type: none"> Describe physical traits of characters and tell how they act. Retell the important events of a story. Describe the setting of a story. Identify the speaker/narrator in a story. 	2.2.3 Understand story elements <ul style="list-style-type: none"> Describe physical traits of characters and tell how they act. Retell the important events of a story. Describe the setting of a story. Identify the speaker/narrator in a story. 	2.2.3 Understand story elements <ul style="list-style-type: none"> Describe physical traits of characters and tell how they act. Retell the important events of a story. Describe the setting of a story. Identify the speaker/narrator in a story. 	<ul style="list-style-type: none"> Organize summary information from <i>informational/expository text</i> and/or <i>literary/narrative text</i> into a teacher-provided graphic organizer to enhance text comprehension. Summarize the text. 2.1.7
Comprehension Strategy	<ul style="list-style-type: none"> Identify the main idea of informational/expository passage and support with text-based evidence with teacher guidance. 	<ul style="list-style-type: none"> Identify the main idea of informational/expository passage and support with text-based evidence with teacher guidance. 	<ul style="list-style-type: none"> Identify the main idea of informational/expository passage and support with text-based evidence with teacher guidance. 	Author's Viewpoint (not until 3rd grade)
MSD Question Stem	In your own words, write a summary of the story. Include three main events from the story in your selection. LC02	In your own words, write a summary of the story. Include three main events from the story in your selection. LC02	In your own words, write a summary of the story. Include three main events from the story in your selection. LC02	What is the author's purpose for writing the story? Provide three details from the story to support your answer. LT08
Fluency	Reread to make it smooth. 1.4.2	Reread to make it smooth. 1.4.2	I read, you read the same words. 1.4.2	I read, you read the same words. 1.4.2
Writing Skill	Interview Questions	Interview Questions	Interview Questions	Interview Questions
Writing Workshop	Community Presentations	Community Presentations	Community Presentations	Community Presentations
Math Lessons: 10.9–11.10	Game: Multiplication Draw		Game: Beat the Calculator	



Whole Group Examples

Cross-Checking: <https://www.thedailycafe.com/articles/teaching-cross-checking-whole-class-in-beths-room>

Linking Whole Group lesson to conferring: <https://www.thedailycafe.com/articles/cross-checking-using-the-gradual-release>

Debriefing about Cross-Checking: <https://www.thedailycafe.com/articles/teaching-accountability-and-cross-checking-part-2-of-2>

Use the Pictures to Figure out the Words <https://www.thedailycafe.com/articles/use-the-picturesdo-the-words-and-pictures-match-and-cross-checking> (Emergent Readers)

Skip the words and come back: <https://www.thedailycafe.com/articles/skip-the-word-then-come-backlayered-with-two-other-strategies>



Class CAFÉ Board

- Keep it simple
- Keep it close
- Let children help
- Use it!



Portable CAFÉ Board



Children's Names on CAFÉ Board



Daily 5 Review

Choosing activities: <http://www.thedailycafe.com/articles/check-inlimiting-the-number-of-word-work-and-listen-to-reading>

Word Work Tour <http://www.thedailycafe.com/articles/word-work-materials-tour-in-joans-classroom>

