

# Conferring *with* Readers

## Supporting Each Student's Growth & Independence

Gravity Goldberg & Jennifer Serravallo • Foreword by Lucy Calkins

*Conferring with Readers* shows you how to confer well and put students on the path to becoming better, more independent readers.

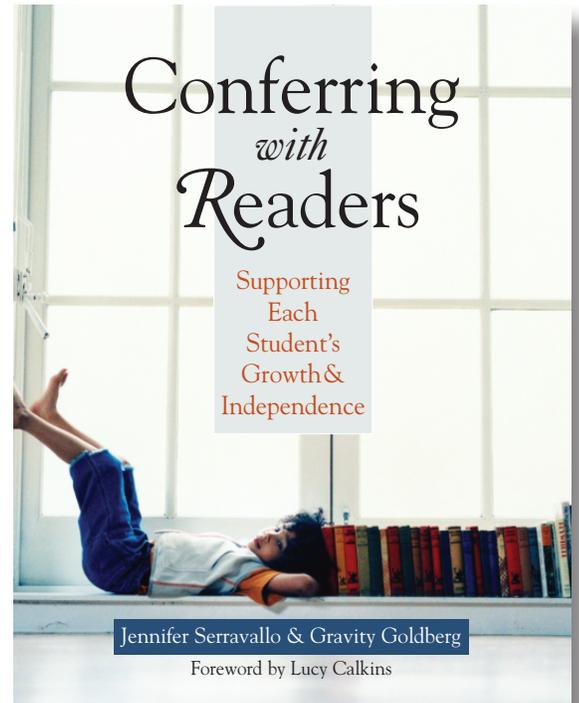
It shows you how to determine what readers have learned and what they need to practice, then provides suggestions for targeting instruction to meet students' needs. Its explicit teaching methods demonstrate:

- researching a student's use of skills through questions and observations
- complimenting to support and build upon successes
- following up on prior instruction for accountability and depth of understanding
- explaining a reading strategy by providing an explicit purpose and context
- modeling the strategy to make the invisible brainwork of reading more visible
- guiding a reader in practicing the strategy
- linking the strategy to independent reading.

*Conferring with Readers* repeatable frameworks target six specific purposes:

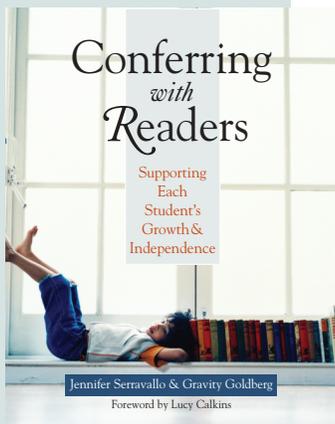
- matching students to just-right books
- reinforcing students' strengths
- supporting students during whole-class studies
- helping students move from one reading level to the next
- holding students accountable for previous learning
- deepening students' conversations about books in order to deepen their thinking.

Read *Conferring with Readers*. You'll feel confident and well equipped to foster any student's growth and independence as a reader.



A great  
reading  
conference  
only  
takes five  
minutes,  
but its  
impact  
can last a  
lifetime.

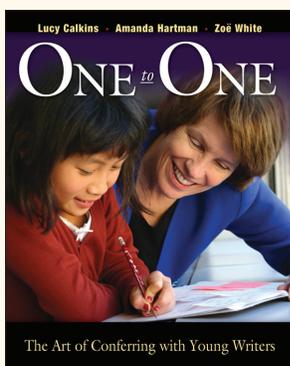
## About the Authors



**Gravity Goldberg** is a full-time staff developer at the Teachers College Reading and Writing Project at Columbia University, where she consults with principals, coaches, and teachers in New York City and throughout the country. Gravity was a special educator and third-grade teacher in Boston and is currently a doctoral candidate at Teachers College, Columbia University, where she is also a part-time instructor in the preservice early childhood education department.

**Jennifer Serravallo** is a full-time staff developer at the Teachers College Reading and Writing Project at Columbia University, where she consults nationally to help urban, suburban, and rural schools develop strong reading and writing workshops. She is an alumn of Vassar College and Teachers College, and a former New York City public school teacher of grades three, four, and five.

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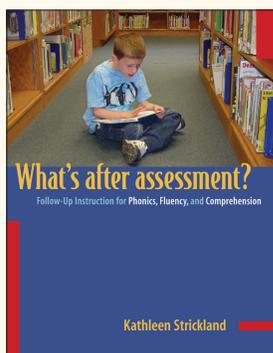
#### One to One

*The Art of Conferencing with Young Writers*

LUCY CALKINS, AMANDA HARTMAN, AND ZOE RYDER WHITE

978-0-325-00788-5 / 0-325-00788-8 / 2005 / 232pp / \$24.00

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KATHLEEN STRICKLAND

978-0-325-00572-0 / 0-325-00572-9 / 2005 / 176pp / \$21.00

In *What's After Assessment?*, Kathleen Strickland provides a comprehensive instructional resource that will help you select the strategies that best match your students' needs. With emphases on engaging kids in the process of improving their own reading and on differentiated teaching, Strickland shows you how to develop children's abilities to use semantic, syntactic, and graphic strategies to help them build a variety of meaning-making skills.

