

CONFERENCE ANALYSIS CHART – SAMPLE RESPONSES

Sample Lesson: Learning from Nonfiction, Christy Long, Grade 2, Inman, SC

Teacher Moves	Conference 1 (Sharks)	Conference 2 (France)
Checks for background knowledge	Sharks can't breathe air	
Checks for new learning	Can eat anything	150 food something in France
Checks for misconceptions or expansion on new learning by having child revisit the text	"Read me the part where you learned that"	So you're not sure what this word is here?
Teaches and/or praises strategies the child used to understand <ul style="list-style-type: none"> • Decoding strategies • Stop/think/react to new information • Using text features • Vocabulary strategies for new words • Other 	Praises by showing interest in what child learned	New word – what do you think it could be? What could we do? Walks him through Googling "societies" and reading definition Connects definition to study of communities Puts back in sentence to check for understanding Suggests additional strategy of reading on to see if meaning gets clearer, expands – "So they have a group, that's different from here" Breaks apart the word "together" to help him decode it
Encourages ongoing interest and motivation to learn more <ul style="list-style-type: none"> • Engages in discussion on the topic as an interested fellow reader, not evaluator • Encourages further research • Listens • Other 	"That's interesting, I didn't know that," "Thanks for teaching me" "I wonder how they sleep –how cool, maybe we could do some research on that?"	"I'm so glad you're smarter now, and you can make the other boys smarter by sharing" Continually shows how as a fellow reader she isn't quite clear on the meaning yet, and how she attempts to clarify (connects to current study of communities, "that's different than here, isn't it?", let's read on to see if it gets clearer)
Asks the child to prepare to share strategies used that will benefit other readers	Share BK and NL	Share vocabulary – google- teach them what a society is
Other		