

READING WRITING IN THE DISCIPLINES

One-on-One Conferences Video Transcript

Wendy Barrales:

So show me what you're working on, which question are you on?

Anher:

Number six. It's just that I'm having a problem with number six because I don't know what foreshadowing means.

Barrales:

Every student has at least one conference a marking period, and the conference is just ten-minute, one-on-one time where the student explains a challenge that they're facing and then the teacher helps them work through that challenge.

I'm just writing it down. "I'm having a problem with number six because I don't know what foreshadowing means." So now show me where it is in the text.

Anher:

Paragraph seven right here, it's bold, it's just—I was trying to look for— I was going to go to the dictionary. It's just that I didn't know...I didn't see foreshadowing in the dictionary.

Barrales:

So before you go to the dictionary, right? What other things can you do? That's our last resort, that's the last thing we can do.

Anher:

The last thing we can do.

Barrales:

So what steps do you take before you go to a dictionary?

Anher:

Like do... like reread the sentence.

Barrales:

Okay, so you want to reread it?

Anher:

Sure.

Barrales:

For the conference we want the student to have some struggle time before I intervene to support them in obtaining the answer.

Anher:

"This topic has foreshadowing a vocation in storytelling. "I told him that, yes, we can. "We had camels -- a one-hump, and two-hump..."

Barrales:

So Anher today was struggling with the word "foreshadowing," and I was prompting her to come to the resolution on her own through questions that will then remind her of what she already knows.

What did you notice about the word that you're having trouble with?

Anher:

I've never seen this word before, like it looks really odd to me.

Barrales:

There's a text feature being used. Name some of the text features on this page that you see.

She knows it, she just needs to remember what that is. The dictionary isn't going to constantly be there. You need to have strategies and tools to use when you're trying to figure out these kinds of challenges.

What about the specific word you're having trouble with?

Anher:

It's bold.

Barrales:

It's bolded. What does that mean?

Anher:

It's like an important word.

Barrales:

The author of this book has done that for a reason. Whoever made this book did that for a reason, right? So somewhere in this book there must be clues to figure it out.

Anher:

I was really confused because the book didn't have a glossary, so I didn't know what to do. So I just kept reading on paragraphs that I know. So Miss Wendy is like, "Why are you only on this page? Why aren't you going to the whole text? Why aren't you looking?" And I said, "Because the question says paragraph seven." So I think that the meaning might be in paragraph seven but I was actually incorrect. You can find it in the whole passage and I did find it.

Barrales:

What helped you figure out the word?

Anher:

Some things that helped me figure out the word was rereading the sentence and seeing if the word is in the bottom of "Words to Know." And since I didn't know that the page started at 148, I should find out where does the page actually start and see if that page actually has what I need that's important.

Barrales:

So looking at the whole text, right? Not just the one page that you're looking at. Right, you did that with the word, too, right? Do you just look at the word to figure out a word?

Anher:

No.

Barrales:

You look at the whole thing. You put all the clues together, right?

Anher:

Since the question said paragraph seven, I just stayed in paragraph seven, I didn't go...

Barrales:

So you had tunnel vision, right?

Anher:

Mm-hmm.

Barrales:

Okay, so what does it say?

Anher:

It says, "Foreshadowing: indicating or hinting about a future event." So it's predicting.

Barrales:

Good. So you could use the word "predicting." You want to try it?

Anher:

"So why does the author say that her experience was perhaps a foreshadowing a vocation of storytelling? Perhaps she was predicting that her vacation was just going to be about storytelling."

Barrales:

Vocation.

Anher:

Vocation.

Barrales:

Was storytelling, so "predicting" is an okay word to use there. Okay?

The standards are available to the students every day.

Here are some of the strengths you have today. You knew that bold words were important, you knew that underlined words are important, and you know the text features of Code X, right? And let me show you what standard that is.

So at first it's just understanding what the standard is saying they have to know. And then slowly it becomes part of everything they do.

So we did a little bit of determining the meaning of words and phrases because you didn't know "foreshadowing," right?

Just having it constantly around, they know that these are goals that they need to meet before they go to seventh grade. "Analyze how a particular sentence fits into the structure of the whole thing," right? Okay, so that's standard 6.5 and 6.4. At the end, we review their strengths, which challenge they had, what strategies are part of their resolution, and they set a goal of how they're going to overcome this challenge the next time they face it.

So now give me your goal. Next time you don't know a word, what are you going to do?

Anher:

Read the whole text, not stick at one page and just look at that page and see if I could just find the word.

Barrales:

And then what will you do?

Anher:

Replace the word and use it to answer my question.

Barrales:

"And then I will replace it..."

And then they have to actually sign to say that they're committing to working on this goal.

So read your goal and then sign. Once you understand what you have promised that you're going to work on, okay?

Anher:

"I am going to read the whole text and figure out the word and then I will replace the word and answer the question."

Barrales:

Okay, you can sign. Now are you ready for your share?

Anher:

Mm-hmm.

Barrales:

You know you have to tell it in a story? Can you tell your challenge and how you overcame it?

Anher:

Mm-hmm.

Barrales:

The share always closes the entire day.

Anher:

There once was a girl, she was doing a Code X response and she didn't know a word.

Barrales:

The share should always be in a narrative form because they're more engaged.

Anher:

So Miss Wendy sat down with her and she helped her throughout the way.

Barrales:

The share kind of follows a story plot in that "this is what happened, I had this problem, this is how I overcame the challenge." And so that's what she did today.

Anher:

Little Anher did not realize she had to read the whole text to figure out foreshadowing.

The really creative thing I love about conferences, you can make it into a story, like I did today. Or you might make it into a little sci-fi fantasy. It can be like on the star..."On the spaceship today, little Commander Anher had trouble annotating questions..." Like that, that's the creative thing about conference everybody likes.

Now she knows the steps of how to find a word and how to know the meaning, and little old Anher lived happily ever after. Thank you for listening.

All:

Thank you for sharing.