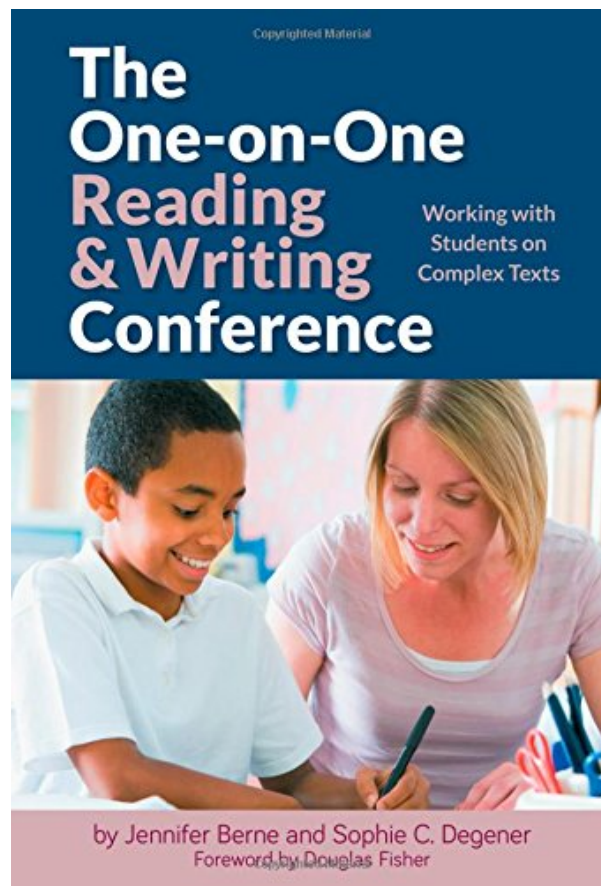


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by Jennifer Berne and Sophie C. Degener  
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Jennifer Berne is associate professor and department chair of literacy and elementary education at Northern Illinois University. Sophie C. Degener is associate professor of reading and language at National Louis University.

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Personal interactions are the single most effective way for teachers to understand and evaluate their student as learners. Responding specifically to new Common Core State Standards in reading and writing, this book introduces pre- and inservice teachers to a method of one-on-one interaction the authors refer to as the "stretch conference." This book provides detailed practical advice on the logistics of implementing these conferences during the busy school day, including tips on how and when to schedule conferences and how to successfully manage the classroom during conference time. The authors argue that, rather than using valuable conference time for word-level concerns and editing, teachers should focus on more ambitious goals that will deepen (or "stretch") students' skills in comprehension and writing. This resource suggests where conferences fit in with other important pieces of literacy instruction; introduces a variety of high-quality cues to use during conferences; and shows how conferences can function as formative assessment for reading and writing skills.

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- Published on: 2015-01-23
- Original language: English
- Number of items: 1
- Dimensions: 8.90" h x .60" w x 6.10" l, .0 pounds
- Binding: Paperback
- 160 pages

## About the Author

Jennifer Berne is associate professor and department chair of literacy and elementary education at Northern Illinois University. Sophie C. Degener is associate professor of reading and language at National Louis University.

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**HIGHLY RECOMMENDED** text for all 3-8 grade teachers of reading and writing!

By S.Lorey

This is an excellent book for new as well as seasoned teachers! The authors, Jennifer Berne and Sophie Degener, present a concrete framework and many examples for how teachers can provide meaningful instruction during student-teacher conference time--i.e. challenging students to **THINK** about how to improve the quality of their writing and access complex, sophisticated levels of understanding from the texts they read. Supportively aligned with the rigor of Common Core State Standards for English Language Arts, this text clearly yet concisely defines strategies and approaches teachers can readily utilize to maximize one-on-one interactions with students and prompt thinking that improves and "stretches" students' literacy

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