

Language Arts Fall/Spring Conference Resources

Important questions to ask yourself as you plan for conferences:

What do I want the outcome to be for conferences?

How do I want caregivers to feel as they leave their conference?

What is the most important information to share with families?

Formal assessments and data play a key role in guiding our instructional decisions to advance student learning, but I encourage you to reflect on their purpose during conferences. Focus most of your time on discussing the instruction you plan to support the student, sharing what you appreciate about the child, and finding ways to connect families with your classroom and school.

Foundational Skills

- [Foundational Skills Talking Points](#)
- [Lexia Talking Points](#)
- [Spelling Talking Points](#)
- [Folder](#) with additional/optional resources

Fall: Family's Hopes for the Year with Literacy

What are your hopes for your child's literacy development this year?

What are the strengths of your child at home with language and literacy?

As a family, do you have any traditions around language and literacy?

Spring: Family's Reflections on Literacy Growth

What changes have you noticed in your child's confidence or attitude toward reading and writing this year?

Do you have any goals or hopes for your child's literacy growth from now to the end of the year or over the summer?

Language Comprehension

- Potential topics to discuss with caregivers:
 - Current module you are teaching
 - Topic
 - Main targets for the module
 - What is the performance task for the current module

- Showing the main texts for the module
- Ask what students are coming home and talking about from the module topic
- Share a couple of the priority standards ([these are the ones featured on new report card](#)) you will be working on in class and how the family can support these standards in their conversations with students at home
- Share the [8 High Leverage practices from EL](#) with parents- what do they look like in instruction, how do they impact students' learning, how parents can put these into practice at home

Writing

- Overview of the writing topics students have been working on in current Module
- Share 1 sample of student writing from EL module
 - Could use one or two items from the current module's writing rubric to discuss the writing sample
- Share a writing priority standard ([these are the ones featured on the new report card](#)) you will be working on in class and how the family can support the standard at home
- [Developmental Spelling Stages](#) (foundational writing)
- [Reading and Writing Stages Connected with Spelling](#) (foundational writing)
- [Writing Standards Progression K-5](#)

For spring conferences- consider sharing work samples from the beginning of the year to this time of the year. Stress the growth the student has made using rubrics or resources above. Then share the next steps for their child's growth.

- If you use Forefront, for grades K, 2, 3 and 4 there are handouts that summarize progress. [Here is how to access them](#). These are more for teacher information than parent facing.