

READING CONFERENCE

The Reading Conference is a brief discussion with an individual child or small group of children. The conference may occur before, during or after independent reading takes place.

MATERIALS:

The teacher will need to devise a record system which suits his or her needs (see **Reading Comprehension Questions**) a relaxed setting such as a conference table or carpeted area.

PROCEDURES:

- The procedures for a reading conference should be established with the whole class.
- A child does not require a reading conference for every book that he/she reads.
- The teacher should set up a realistic conference schedule (it is possible to work with 4-5 children during a reading time).
- The conference should be kept short:
- If the teacher feels that there is a need for a more intensive conference, it should be scheduled at another time.
- The teacher might consider conferencing with a group of children that are all reading the same material or material with a common theme.
- The teacher will need to use effective questioning techniques to extend the child's understanding of the material and to heighten his/her involvement in reading.
- The Reading Conference should be a positive experience, allowing for expression of the child's personal thoughts and opinions.
- The teacher will need to develop an efficient record-keeping system to record the reading strategies used by the child, the level of books read by the child, problems the child encountered, etc.

EXTENSIONS:

- Children that are making good progress will need shorter and fewer conferences:
- These children may also be trained to peer conference.
- Let these students conference with another school adult.

A Framework for an Reading Conference

- Bring me a book that you are reading.
 - Why did you choose this book?
 - What is the reading level of this book for you?
 - Tell me what the book is about so far.
 - Read this part of the book for me.
 - Tell me what you remember about what you just read.
 - Let's discuss your strengths and what you need to work on.
 - How long do you think it will take you to complete this book?
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Questions to Ask During a Reading Conference

With Fiction:

What is the problem in the story so far?

What is the main character like?

Tell me about the setting, where the story has taken place.

What is your favorite part so far?

What is happening in the story right now?

With Nonfiction:

What is the most interesting thing you have learned so far?

What is your favorite part?

What else are you hoping to learn?

How is the book organized?

READING WORKSHOP

Conference Discussion Starters

Conferences should last five minutes for individual students, ten to fifteen for small groups.

- ☆ What do you think of this book?
- ☆ What's this book about?
- ☆ What were you wondering about as you read this book?
- ☆ If you had a chance to talk with the author, what would you ask him or her?
- ☆ Why do you suppose the author gave the book this title?
- ☆ Have you read other books by this author? If so, how are the other books like this one?
- ☆ If you could be like any character in the book, who would it be and why?
- ☆ Does this book remind you of any other books you have read? Which ones?
- ☆ If this story took place in a different time, how would it be different?
- ☆ Who is telling the story?
- ☆ Tell me a little bit about your favorite part.
- ☆ Can you show me a word that you didn't know before but were able to figure out? How did you figure it out?
- ☆ Why did you choose this book?
- ☆ Are you like anyone in this book? If so, why?
- ☆ What do you think is going to happen next? Why?
- ☆ Would you read me your favorite part?
- ☆ Is there a place in the story that you didn't understand?
What did you do about it?
- ☆ Is there anyone in the class you would recommend this book to?
- ☆ Who? Why?

Note Taking

ML
FL
C
OR

Mini lesson understood
Read fluently
Comprehension
Oral Reading

~~ML~~ Didn't
~~FL~~ Didn't
~~C~~ Didn't
Describe FL, skips, etc.

More Questions to Ask During a Reading Conference

Opening the Conversation

- How is your reading going?
- What are you thinking about your book?
- Where are you in your reading?
- Is this a good book choice for you?
- Talk to me about your reading
- That is a book, author I love.
- That is a book I want to read.

Sampling the Student's Oral Reading

- Read a part you really liked.
- Read from where you are.
- Listen to your reading. How does it sound?
- Read your letter so far.

Encourage Monitoring and Reflection

- How well do you understand your book?
- Do you have any questions for me?
- Are there any confusing parts?
- Is this book "just right" for you?
- How are you doing with the variety of books you are reading?
- How can I help?
- What can I help you think about?
- What's going well in your reading? What can I help you do better?
- What goals do you have for your reading?
- What do you think about your reading so far?
- How are you doing with your letter writing?
- Choose the best letter you have written so far. Why is it your best?

Encourage Connections

- How is this book like ...
- When I read this book I ...
- This book reminded me of ...
- Did you notice that this author...

Encourage Critical Thinking

- Would you recommend this book to other students?
- What's the best part of your reading so far?
- What do you think about the author's writing
- How does this book compare with the author's other books?

Extending the Student's Reading Interests

- I suggest this...because...
- What are you thinking about reading next?

Extending Problem-Solving Strategies

- Let me show you a way to figure out that word
- In today's minilesson we... Have you tried that strategy or have you been thinking about that?
- How are you doing with what you just learned in the minilesson
- What problems have you encountered that I can help you with?

READING CONFERENCE RECORD: PRIMARY

Name:	Date: Title:	Date: Title:	Date: Title:	Date: Title:
Reading Strategies				
Rereads				
Skips/Returns				
Uses Context Clues				
Uses Picture Cues				
Uses First/Last Letters				
Uses Memory of Patterns				
Decodes by Sounding Out				
Knows Sight Words				
Miscues Preserve Meaning				
Appropriate Level				
Reads Fluently				
Literal Comprehension				
Interpretive Comprehension				
Strategy Taught/Comments				

Key: + consistently ✓ sometimes

READING CONFERENCE RECORD: INTERMEDIATE

Name:	Date:	Date:	Date:
Reading Strategies	Title:	Title:	Title:
Rereads			
Skips>Returns			
Uses Context Clues			
Decodes			
Knows Sight Words			
Replaces Unknown Words			
Miscues Preserve Meaning			
Appropriate Level			
Reads Fluently			
Literal Comprehension			
Interpretive Comprehension			
Strategy Taught/Comments			

Key: + consistently ✓ sometimes

Name Megan

READING CONFERENCE RECORD

Reading Strategies	Date: Mr Fox Title: 9-94	Date: The Twits Title: 9-94	Date: Taste of Title: Blackberries 10-94	Date: Title:
Rereads				
Skips/Returns				
Uses Context Clues			✓ +	
Decodes				
Knows Sight Words	✓	✓	✓ +	
Replaces Unknown Words				
Miscues Preserve Meaning	✓	✓	✓ +	
Appropriate Level	yes	yes		
Reads Fluently	✓		✓ +	
Literal Comprehension	+	+	+	
Interpretive Comprehension	✓	✓	✓	
Strategy Taught	Using context clues	Rereading		

Key: + consistently ✓ sometimes

Comments:

9/94 appears to read word by word

9/94 discussed rereading + using context when text doesn't make sense

10/94 Reading was more fluent, retelling more complete

READING CONFERENCE RECORD: INTERMEDIATE 2

Name:	Date: Title:	Date: Title:	Date: Title:
Reading Strategies			
Rereads to Preserve Meaning			
Uses Context Clues			
Decodes Challenging Words			
Appropriate Level			
Reads Aloud Fluently			
Reads with Expression			
Reads with Confidence			
Literal Comprehension			
Interpretive Comprehension			
Strategy Taught/Goal			

Key: + consistently ✓ sometimes

READING CONFERENCE NOTES FOR Lindsey YEAR 96-97

DATE	TEXT/AUTHOR	GENRE	PAGE(S)	STRATEGIES/COMMENTS	Additional comments:
10/30/96	The Witches/Dahl	Fantasy	84	<input checked="" type="checkbox"/> Uses sentence structure <input checked="" type="checkbox"/> Uses context <input checked="" type="checkbox"/> Uses phonics <input checked="" type="checkbox"/> Knows most words on sight <input checked="" type="checkbox"/> Retells plot <input checked="" type="checkbox"/> Retells character <input checked="" type="checkbox"/> Relates to personal experience <input checked="" type="checkbox"/> Relates to other literature <input checked="" type="checkbox"/> Comments on author's craft <input type="checkbox"/> Notes specific literary devices	Choose a part that is so visual, I can just imagine her drawing it. - Read Dahl makes his characters so outrageous - He's my favorite author right now! - I'm going to try to use that style for my next story.
LEVEL <input type="checkbox"/> Independent <input checked="" type="checkbox"/> Instructional <input type="checkbox"/> Frustrational				MISCUES/ANALYSIS Very aggressive reading - no miscues magnificent - a little painstaking, but worked it out ←	
RESPONSE PROJECT				FOCUS-LESSON APPLICATION	FUTURE FOCUS/GOAL(S) Reading /re-reading all of Dahl's books
11/20/96	Sea World of Dolphins	Non-fiction	104-5	<input checked="" type="checkbox"/> Uses sentence structure <input checked="" type="checkbox"/> Uses context <input checked="" type="checkbox"/> Uses phonics <input checked="" type="checkbox"/> Knows most words on sight <input checked="" type="checkbox"/> Retells plot <input type="checkbox"/> Retells character <input type="checkbox"/> Relates to personal experience <input type="checkbox"/> Relates to other literature <input type="checkbox"/> Comments on author's craft <input type="checkbox"/> Notes specific literary devices	Excellent understanding! Lindsey was amazed at the fact that the dolphins' "sounds" can stun or kill prey.
LEVEL <input type="checkbox"/> Independent <input checked="" type="checkbox"/> Instructional <input type="checkbox"/> Frustrational				MISCUES/ANALYSIS rifles (rivals) SC echolocation - sounded out ← Aristotle (Aristotle) SC schoolers (scholars) SC an chent (Ancient) SC entering (entertaining) SC consistently self-corrects to make meaning	
RESPONSE PROJECT Writing non-fiction book @ dolphins				FOCUS-LESSON APPLICATION using glossary	FUTURE FOCUS/GOAL(S) wants to include a glossary at end of her own non-fiction book

Student Name _____

Reading Conference

Strand	Skill Assessment	1st Quarter			2nd Quarter			3rd Quarter			4th Quarter		
		N	W	I	N	W	I	N	W	I	N	W	I
A	Uses Print Conventions												
A	Identify Print Formats												
B	Decode Unfamiliar Words												
C, D	Adjusts Reading Speed												
D	Reads with Inflection												
D	Self Corrects for Meaning												
E	Activates Prior Knowledge												
E	Uses Varied Reading Strategies												
F	Infers Word Meaning Based on Context Clues												
G	Utilizes Text Structure												
G	Recognizes Authors Purpose												
G	Identifies Genre												
G	Connections (Text/Text, Text/Self, Text/World)												
G	Recognizes Literary Devices												
G	Distinguish between major and minor details												
G	Cite specific evidence from text												
G	Makes Inferences, Conclusions, Judgements												
H	Summarizes and Organizes Information												
H	Reads Independently												

N=Not at All

W=With Prompting

I=Independent

Note Date in Column

READING CONFERENCES		
	Student Requested	Teacher Requested
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		

<p>Name _____ Age ____ Grade ____</p> <p>Interests: _____</p> <p>_____</p> <p>_____</p> <p>_____</p>	
<p>Reading Strengths</p>	<p>Writing Strengths</p>
<p><u>OTHER OBSERVATIONS</u></p>	