

# Individual Reading Conference

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## **1. Initial Questions – choose a few of the following:**

- ✓ How's it going?
- ✓ Why did you choose this book?
- ✓ Have you read any other books by this author?
- ✓ Why do you like or dislike this book so far?
- ✓ Who are the main characters? Tell me about them. How did you feel about one of them? Which characters were the most well-developed?
- ✓ Was there a problem in the story? Tell me about it.
- ✓ Did you solve the problem before you read about it? How?
- ✓ Did you come up with a different solution than the author? What was it?
- ✓ How did the story end?
- ✓ Did the ending surprise you? How?
- ✓ What was your favorite part? Tell me about it.
- ✓ Was there anything confusing about the author's style?
- ✓ What did you admire about the author's style that you might use in your own writing?
- ✓ What techniques did the author use to grab your attention?
- ✓ What were some interesting vocabulary words you found in this book? Can you define them?

## **2. Research – assess skills and strategies:**

Ask the child to read orally a page from a chapter book or several pages from a picture book. As the child reads, observe and take note of the following strategies:

- ✓ Does the child self-correct?
- ✓ Does the child use picture clues to help when stuck?
- ✓ Does the child skip the word and read on, coming back to figure it out? (Context clues)
- ✓ Does the child substitute a word that doesn't begin with the same sound but makes sense in the sentence? (Good strategy if not done too often).

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- ✓ Does the child repeat part of a sentence when stuck on a word?
- ✓ Does the child say a word that begins with the same sound? (Even if it is not the correct word).
- ✓ Does the child reverse letters? (eg: “was” for “saw”)
- ✓ Does the child wait or look at you for help often?
- ✓ Does the child miss so many words that it may hurt comprehension?

### 3. **Instruction:**

Choose 1 or 2 “teaching points” based on your observations and discuss them during the conference.

### 4. **Record** the date and important observations on the anecdotal notes section of the Reading Evaluation form (pp. 88-89).

### **Professional Resources That Teach How to Conduct a Reading Conference:**

-  *Easy-to-Manage Reading and Writing Conferences* by Laura Robb, Scholastic, 1998.
-  *Guiding Readers and Writers* by Irene Fountas and Gay Su Pinnell, Heinemann, 2001.
-  *In the Company of Children* by Joanne Hindley, Stenhouse, 1996. (see Chapter 10 “Learning from Our Conferencing and Record-Keeping”)
-  *In the Middle* by Nancie Atwell, Heinemann, 1998. (see Chap. 7 “Responding to Writers and Writing”)
-  *On Solid Ground* by Sharon Taberski, Heinemann, 2000.