

# Informal Reading Conference

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Begin Time: \_\_\_\_\_ End Time: \_\_\_\_\_

- Bring me a book that you can read pretty well.

Title: \_\_\_\_\_

Genre: \_\_\_\_\_

How did you know? \_\_\_\_\_

- Why did you choose this book?
- Is this book easy, just right or challenging? How do you know?
- Tell me what the book is about so far.
- Read this part of the book for me. If you catch yourself thinking or talking back to the book, please do it out loud so I can hear your thinking.

Speed	Fluency	Punct.	Expr.	S/C	Rereading	Chunking	Uses finger	Skip and Return
1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	Y N	1 2 3

Miscues and comments:

**Comprehension:** Brief Retell or "What were you thinking?" Stopped to think on own \_\_\_\_\_

Making meaning: yes no with prompting \_\_\_\_\_

Strategy Use: monitoring connecting sensory imagery questioning inferring DI synthesis

Strengths	Goal
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What are your reading plans?

## A FRAMEWORK FOR AN INFORMAL READING CONFERENCE

Adapted from Reading Essentials by Regie Routman

- **Bring me a book that you can read pretty well.** (Is the child able to select books she can read and understand?)
- **Can you tell me what genre this book is? How do you know?** (Can the child determine the correct genre and give evidence of that genre?)
- **Why did you choose this book?** (Does the child take recommendations from peers? Is this a favorite author or series? Is he over relying on designated book levels?)
- **Is this book easy, just right, or challenging for you? How do you know?** (Does the child know that understanding requires reading easy and “just-right” books? Is she over relying on being able to read all the words?)
- **Tell me what the book is about so far.** (Can the child give an adequate retelling that shows she understands the gist and main ideas of the text? If not, check oral reading to be sure she can read the text. If oral reading is a problem, help her select an easier text. If not, probe to find out why she cannot say what the book is about.)
- **Read this part of the book for me. I want you to catch yourself thinking or talking back to the book, please do it out loud so I can hear your thinking.** (As you listen to the child read, pay attention to reading rate (speed), fluency (how smooth it sounds), use of punctuation (ending marks, commas, etc.), expression (voice inflections used), self corrections (catching errors), rereading (to make sense), chunking (finding small word parts inside larger words), tracking (using finger to pace), skip and return (read on to the end of the sentence and go back and try again). 1=weak 2=o.k. 3=strong. Jot down difficult vocabulary words so you can check for understanding.)
- **COMPREHENSION: Tell me what you remember about what you just read.** (if the child is reading fiction, does she understand character motivation and behavior? If she is reading nonfiction, is she also using charts, photos, and graphs to get information? Check whether difficult vocabulary is understood, is the student going beyond literal events in her retelling?) Note what strategy use you see evidence of.
- **Let’s discuss your strengths and what you need to work on.** (Always note first what the child has done successfully so she will continue to do it and be affirmed for her efforts.)
  - STRENGTHS:** (Focus on what the child does well- selecting a “just-right” book, thinking aloud, retelling appropriately, figuring out vocabulary, inferring meaning, rereading when necessary.)
  - GOALS:** (State, and have student restate, one or two goals that have resulted from the conference.)
- **What are your reading plans? How long to you think it will take you to complete this book?** (Has the student thought about it and set a realist goal? For example, if there are eighty pages left to read, and she allots one hour a day for reading, thirty minutes at home and thirty minutes in school, at a rate of about one page a minute, she should easily be done with the book in two days or less.)

## "CHILD FRIENDLY" Reading Goals

\*These are just a few from Regie's book. Create goals specific to your grade level expectations.

- ***Reread when meaning is unclear, when something doesn't make sense.*** (Good readers monitor their reading to make sure they understand the text.)
- ***Think about what you are reading and what's happening.*** (Good readers use helpful strategies to understand text; they predict, check- and sometimes change- their predictions, question themselves, question the author, summarize as they are reading.)
- ***Make sure you can decode and understand the words in the books you select.*** (Good readers know that if they can't easily decode almost all the words, they won't understand what they are reading. Good readers recognize most words automatically, which allows them to focus on meaning.)
- ***Think about why characters act and behave the way they do.*** (Good readers understand that fiction, historical fiction, and biographies are largely about people- what motivates them, how they relate and change, how they attempt to solve problems.)
- ***Make connections to your life and what you already know to help you understand the story.*** (Good readers rely on prior knowledge and experiences to help interpret text. Good readers know they need sufficient background knowledge before reading nonfiction and some fiction.)
- ***Read in your mind. Don't move your lips.*** (Good readers read a lot and read quickly; they don't have time to subvocalize.)
- ***Make a picture in your mind to help you understand.*** (Good readers form mental and visual images in order to understand more as they read and remember more afterwards.)
- ***Try reading in another genre.*** (Good readers balance their reading diets and know and understand how biography, poetry, nonfiction, and other genres work. This in turn increases their general knowledge and vocabulary.)
- ***Read more, at least thirty minutes a day at home, plus thirty minutes in school.*** (Good readers read a lot and in doing so increase their vocabulary, fluency, and prior knowledge.)
- ***When you don't know what a word means, use surrounding words- or read the next sentence or two- to help you figure it out.*** (Good readers have strong vocabularies and know how to determine concepts and word meanings from context.)
- ***Use the pictures (graphs, charts, visual aids) to help get meaning.*** (Good readers use and interpret visual sources of information when they read nonfiction.)
- Other goals might be related to reading in a specific genre, becoming familiar with specific authors, or increasing vocabulary (not knowing the meaning of an important word can make you misinterpret a whole section of text.)
- For younger students, add goals related to handling books, understanding the concepts of print, and using phonics strategies and other cueing systems you are teaching.

-adapted from Reading Essentials/Routman, p.106