

## A FRAMEWORK FOR AN INFORMAL READING CONFERENCE

Taken 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?)
- **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?)
- **What is the reading level of this book for you?** (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.** (Have a younger student and developing reader read orally. However, once the child is a "reader." Have her read silently, since most of the reading we do in the world is silent. Ask her to read two or three pages while you read along silently. Note the time she starts and finishes in order to approximate her reading rate per page. Jot down difficult vocabulary words so you can check to be sure she is figuring them out. Observe her as she reads silently. Does she sub vocalize, reread, use illustrations and visuals, get the humor, seem to skip over hard vocabulary?)
- **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?)
- **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, 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.) See pages 106-107 for goals.

- **How long do 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.)

## INFORMAL READING CONFERENCE

Name \_\_\_\_\_ Date \_\_\_\_\_

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

TITLE OF BOOK \_\_\_\_\_ GENRE \_\_\_\_\_

- Why did you choose this book?
- What is the reading level of this book for you? \_\_hard \_\_easy \_\_just-right
- Tell me what the book is about so far.
- Read this part of the book for me. (Take notes as the child reads silently or orally)
- Tell me what you remember about what you just read.
- Let's discuss your strengths and what you need to work on.  
Strengths:  
  
Goals:  
  
• How long do you think it will take to complete this book?