

Name: _____ Date: _____ Conferencer Name: _____
 Title of Book: _____

Oral Reading Strategies:

(Teacher modeled, initialed / Student does on own)

- | | | |
|----------|----------|---|
| T | S | |
| ___ | ___ | Looks at the picture |
| ___ | ___ | Breaks the Word Apart (look for the little words you know) |
| ___ | ___ | Skips the Word (keep reading to see if you can discover what the word is) |
| ___ | ___ | Asks (does it look right, does it sound right, does it make sense?) |
| ___ | ___ | Sounds out word |
| ___ | ___ | Uses the beginning sound to figure out word (GTCW) |
| ___ | ___ | Asks someone |

Comprehension Strategies:

- Schema** Proficient (+) “Makes connections, expands interpretation of text...”
 Nearing Proficiency (*) “that reminds me of...”
 Novice (-) “no connection, response not connected to text...”

Uses Schema (reminds me of...)

- | | | | | | |
|-----|-----|---------------|---|---|---|
| ___ | ___ | Text to Self | + | * | - |
| ___ | ___ | Text to Text | + | * | - |
| ___ | ___ | Text to World | + | * | - |

Record Gist of the story / beginning, middle, end / sequence of events
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Questioning:

- Proficient (+) “poses questions to clarify or enhance meaning of text ...”
 Nearing Proficiency (*) “poses literal questions ...”
 Novice (-) “irrelevant or no questions...”

+ * -

Conference Notes:	Concerns / Concepts that need to be developed:
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Check Reading Log _____ Chooses Just Right books: Yes No
 Form developed by Kathy Adams, Laurel, Montana