

Reading Conference Planning

Planning considerations

- What is the purpose or goal of the conference?
- Would students prefer a one-on-one or small group conference?
- If you don't know the student's home language, consider including a bilingual resource teacher or paraeducator who also works with the student and can help you get a more complete picture of the student as a reader.
- Which areas of reading comprehension do you want to focus on?

Pick 1-2 texts or text excerpts to use during the conference and choose 2-3 prompts from the options listed below.

Choosing text excerpts

- Choose an excerpt from a novel, short story, textbook, article, or any other text with which the student is familiar (one that they have already read, previewed, or listened to).
- Prioritize an excerpt that taps into a student's interests and experiences.

Student prompts

Activate and build background knowledge

- What are your favorite things to read and why? What are your least favorite things to read and why?
- What are your favorite topics to read about? Least favorite?
- Do you read in languages other than English? Which ones? What kinds of things do you read?
- What do you know about [topic of the text]?

Previewing text (choose those that best apply to the text)

- What do you think this is about?
- Who wrote this?
- What do you think is going to happen?
- How is it organized? Are there any clues that help you to know how it is organized?
- What questions do you think this will answer?
- Does this remind you of anything else you have read?

Reading with a purpose

- What should our purpose be in reading this? To learn something new? To skim for information? To use the information to do something? To entertain ourselves?

- When reading something like this, what do you think are the most important things to pay attention to?

Expanding word knowledge

- What do you do when you see a word that you don't know in English? What about in [other language]?
- Have the student read a section of text (silently or aloud) and identify challenging or unfamiliar words. Ask the student what the word means and how they figure it out.
- What helps you learn new words?
- Do you notice any word similarities in English and [other language]?

Building fluency

- Ask the student to read an excerpt of a text in English and in another language* to better understand their reading abilities across languages. This can be helpful for learning about the student's phonological awareness and home literacy experiences. If you don't speak the student's language, have them read aloud to someone who does and who can describe the students' strengths and areas of growth in building fluency.

Monitoring comprehension

- Ask the student to read a section of a text. Ask students to paraphrase what they read in English, in another language, or a mix of languages.*
- What strategies do you use to monitor your understanding of what you read? What do you do when you notice that you're not understanding something you're reading?
- Ask about some strategies that all students have practiced in class and whether the student uses those strategies when they read.

Reading-writing connections

- Ask the student to share something they wrote about a text they read in class. What parts were easy/difficult to understand or write about? As you were writing, did you return back to the text? Why? How did it help you? How did you use the example/mentor text to help you in your own writing?
- What tools do you use or find helpful when you're writing? (Translation apps, graphic organizers, etc.)

**You may need to plan with a bilingual teacher*

Conference notes: