

Reading Interview

A reading interview, typically at the beginning of the year, is helpful in getting to know your student's strengths, needs, interests, and weaknesses. They in turn get to know your style and structure, and rituals and routines of a conference.

Name _____

Date _____

Teacher _____ Grade _____

- What type of books do you like to read the most?

- Tell me about some of the last books you read.

- What do you like to read about?

- Do you have a favorite author? What do you like about that author?

- Does anyone in your family read a lot? Who?

- Who reads to you?

- Do you have books at your house?

- Where do you like to read?

- Have you been to a library?

- What else can you read besides books?

- Why is it important to know how to read?

Helpful Language for Conferences

Opening the Conversation

- ❖ How's your reading going?
- ❖ What are you thinking about your book?
- ❖ Where are you in your reading?
- ❖ Is this a good book choice for you?
- ❖ How are you enjoying this author?
- ❖ Talk to me about your reading.
- ❖ That is a {book, author} I love.
- ❖ That's a book I want to read.

Sampling the Student's Oral Reading

- ❖ Read a part you really liked.
- ❖ Read from where you are.
- ❖ Listen to your reading. How does it sound?

Encouraging Monitoring and Reflection

- ❖ How well do you understand your book?
- ❖ Do you have any questions for me?
- ❖ Are there any confusing parts?
- ❖ Is this book "just right" for you?
- ❖ How are you doing with the variety of books you are reading?
- ❖ How can I help?
- ❖ What can I help you do better?
- ❖ What goals do you have for your reading?
- ❖ What do you think about your reading list so far?

Encouraging Connections

- ❖ How is this book like {another book read}?
- ❖ When I read this book I...
- ❖ This book reminded me of {another text, characters, place, plot}.
- ❖ Did you notice that this author...

Encouraging Critical Reading

- ❖ Would you recommend this book to other students?
- ❖ What's the best part of your reading so far?
- ❖ What do you think about the author's writing?
- ❖ How does this book compare with this author's other books?

Extending the Student's Reading Interests

- ❖ I suggest this {title, author, genre} because I think you would like it.
- ❖ What are you thinking about reading next.

Extending Problem-Solving Strategies

- ❖ Let me show you a way to figure out that word.
- ❖ In today's mini-lesson, we...Have you tried that strategy? Or have you been thinking about that?
- ❖ How are you doing with what you just learned in the mini-lesson?
- ❖ What can I help you with?

Fountas, I. & Pinnell, G. Guiding Readers and Writers. Portsmouth, NH: Heinemann, 2001.

There is no right or wrong way to have a conference. You will find your own style. Conferences are not scripted- and can't be, because the shape of the conversation arises from the sharing that you and your students do with each other. The more genuine the conference, the more effective.

The goal is to have a few enjoyable and productive minutes with each reader, getting to know the reader and reinforcing or expanding the reader's knowledge.

The teacher's role for the conference is to help the reader with any problems he/she may be having, but the conference also gives you important information about the reader.

Reading and Conferencing:

- ❖ Sit next to the child and be at the same height.
- ❖ Teach the reader-not the text. Help the student learn more about being a reader, not simply helping him read the book.
- ❖ Review/discuss the child's list of books and interests.
- ❖ Together, set goals.
- ❖ The teacher is the listener and the guide.
- ❖ The student should do most of the talking.

More Language to Use When Conferencing:

- ❖ Self-Monitors
- ❖ Uses fix-up strategies
- ❖ Retells
- ❖ Makes connections
- ❖ Uses prior knowledge
- ❖ Asks questions
- ❖ Makes and revises predictions
- ❖ Draws conclusions

Reading Conference Log

Name _____

Date	Observation of the Reader	Goals for the Reader