

## Conference Script (Narrative)

QUESTIONS/SCORING/COMMENTS	
<p>Book Selection (<i>optional</i>)</p>	<p>Range and Volume of Reading</p> <ul style="list-style-type: none"> <li>• Why did you choose this book?</li> <li>• Is this book an easy read, somewhat challenging, very challenging?</li> <li>• Have you read other books like this one before?</li> </ul>
<p>Fluency/Decoding (<i>optional</i>) <i>Open to where you are right now in the book. Read aloud.</i></p> <p>(Student should read at least 15 lines of text—approximately 150 words.)</p>	<p>Accuracy Rubric            ____ 95% or greater ____ 90 to 94% ____ less than 90%</p> <p>Prosody Rubric            ____ meaningful phrases and expression            ____ inconsistent phrase groups and expression            ____ little expression            ____ word by word</p>
<p>Comprehension Narrative <i>Now I am going to ask you some questions about what you are reading.</i></p> <p>(It is not necessary to ask all of the questions on the list. Aim to ask the student 2–4 questions.)</p>	<p>Key Ideas and Detail (Quadrant One)</p> <ul style="list-style-type: none"> <li>• Who is the main character?</li> <li>• What do you know about him/her?</li> <li>• Who are the other characters?</li> <li>• Where does the story take place?</li> <li>• What is the big problem?</li> <li>• How is the character feeling? Why?</li> <li>• What has happened so far in the story?</li> <li>• What do you think will happen next? Why do you think that?</li> </ul> <p>Craft and Structure (Quadrants Two and Three)</p> <ul style="list-style-type: none"> <li>• Do you like the book so far? Why?</li> <li>• What two words would you use to describe the main character?</li> <li>• What do you think the author is trying to tell you in this book? What makes you think that?</li> <li>• What do you think is the turning point of the story? Why?</li> <li>• What is the genre of the text? How do you know?</li> <li>• What does that word ____ mean?</li> </ul> <p>Integration of Knowledge and Ideas (Quadrant Four)</p> <ul style="list-style-type: none"> <li>• What do you think the author is trying to tell you? What makes you think that?</li> <li>• How is this book different or similar to other stories you have read?</li> </ul>

Comprehension Rubric

\_\_\_\_\_ Extended Response: Answers are complete, accurate, and detailed to include key vocabulary, a big idea, and/or the integration of knowledge.

\_\_\_\_\_ Complete Response: Answers are complete, accurate, and include detail.

\_\_\_\_\_ Partial Response: Answers are mostly complete, accurate, and include some detail.

\_\_\_\_\_ Limited Response: Answers are incomplete, inaccurate, and/or do not include detail.

Goal Setting

(If the student does not have a plan for what to read next, offer a suggestion.)

Range and Volume of Reading

- Did you like this book? Why or why not?
- What might you like to read next?
- Would you like to read more books by the same author?
- Would you like to read more books on this topic?

## Conference Script (Informational)

QUESTIONS/SCORING/COMMENTS	
Book Selection ( <i>optional</i> )	<p>Range and Volume of Reading</p> <ul style="list-style-type: none"> <li>• Why did you choose this book?</li> <li>• Is this book an easy read, somewhat challenging, very challenging?</li> <li>• Have you read other books like this one before?</li> </ul>
<p>Fluency/Decoding (<i>optional</i>) <i>Open to where you are right now in the book. Read aloud.</i></p> <p>(Student should read at least 15 lines of text—approximately 150 words.)</p>	<p><b>Accuracy Rubric</b></p> <p>___ 95% or greater ___ 90 to 94% ___ less than 90%</p>
	<p>Prosody Rubric</p> <p>___ meaningful phrases and expression</p> <p>___ inconsistent phrase groups and expression</p> <p>___ little expression</p> <p>___ word by word</p>
<p>Comprehension Informational <i>Now I am going to ask you some questions about what you are reading.</i></p> <p>(It is not necessary to ask all of the questions on the list. Aim to ask the student 2–4 questions.)</p>	<p>Key Ideas and Detail</p> <ul style="list-style-type: none"> <li>• What is the topic of the book?</li> <li>• What are some important facts that you have learned?</li> <li>• What is the author’s main point or idea?</li> <li>• Explain an opinion stated in the text.</li> <li>• What is the purpose of this text/book? How do you know?</li> <li>• What caused _____ to happen?</li> </ul>
	<p>Craft and Structure</p> <ul style="list-style-type: none"> <li>• How is the text structured or organized?</li> <li>• Explain how the text features helped you understand the information.</li> </ul>
	<p>Integration of Knowledge and Ideas</p> <ul style="list-style-type: none"> <li>• How did the ideas in this book connect to what you already know about the topic?</li> <li>• How did this _____ (picture, map, graph) help you understand what you were reading?</li> <li>• How is this book different or similar to other books you have read on this topic?</li> </ul>

Comprehension Rubric

\_\_\_\_\_ Extended Response: Answers are complete, accurate, and detailed to include key vocabulary, a big idea, and/or the integration of knowledge.

\_\_\_\_\_ Complete Response: Answers are complete, accurate, and include detail.

\_\_\_\_\_ Partial Response: Answers are mostly complete, accurate, and include some detail.

\_\_\_\_\_ Limited Response: Answers are incomplete, inaccurate, and/or do not include detail.

Goal Setting

(If the student does not have a plan for what to read next, offer a suggestion.)

Range and Volume of Reading

- Did you like this book? Why or why not?
- What might you like to read next?
- Would you like to read more books by the same author?
- Would you like to read more books on this topic?