

Conference Script (Narrative), Beginning of the Year

QUESTIONS/SCORING/COMMENTS	
<p>Motivation and Interest <i>I want start by asking you some questions about your motivation survey.</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>	<ul style="list-style-type: none"> • When you took the reading survey, you said _____. Can you tell me a little bit more about that? • Your favorite book is _____. How old were you when you read that book? Why did you like it? • Your favorite author is _____. What books have you read by that author? Why do you like that author? • Your favorite genre/topic is _____. What books have you read in this genre/topic? Why do you like this genre/topic?
<p>Book Selection</p>	<p>Range and Volume of Reading</p> <ul style="list-style-type: none"> • Why did you choose this book? • Is this book an easy read, somewhat challenging, very challenging? • Have you read other books like this one before?
<p>Fluency/Decoding <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</p> <p>___ 95% or greater ___ 90 to 94% ___ less than 90%</p> <hr/> <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 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"> • Who is the main character? • What do you know about him/her? • Who are the other characters? • Where does the story take place? • What is the big problem? • How is the character feeling? Why? • What has happened so far in the story? • What do you think will happen next? Why do you think that?
<p>Comprehension Rubric</p> <p>___ Extended Response: Answers are complete, accurate, and detailed to include key vocabulary, a big idea, and/or the integration of knowledge.</p> <p>___ Complete Response: Answers are complete, accurate, and include detail.</p> <p>___ Partial Response: Answers are mostly complete, accurate, and include some detail.</p> <p>___ Limited Response: Answers are incomplete, inaccurate, and/or do not include detail.</p>	

Conference Script (Informational), Beginning of the Year

QUESTIONS/SCORING/COMMENTS	
<p>Motivation and Interest <i>I want start by asking you some questions about your motivation survey.</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>	<ul style="list-style-type: none"> • When you took the reading survey, you said _____. Can you tell me a little bit more about that? • Your favorite book is _____. How old were you when you read that book? Why did you like it? • Your favorite author is _____. What books have you read by that author? Why do you like that author? • Your favorite genre/topic is _____. What books have you read in this genre/topic? Why do you like this genre/topic?
<p>Book Selection</p>	<p>Range and Volume of Reading</p> <ul style="list-style-type: none"> • Why did you choose this book? • Is this book an easy read, somewhat challenging, very challenging? • Have you read other books like this one before?
<p>Fluency/Decoding <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</p> <p>___ 95% or greater ___ 90 to 94% ___ less than 90%</p> <hr/> <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 (Quadrant One)</p> <ul style="list-style-type: none"> • What is the topic of the book? • What are some important facts that you have learned? • What is the author’s main point or idea? • Explain an opinion stated in the text. • What is the purpose of this text/book? How do you know? • What caused _____ to happen?
<p>Comprehension Rubric</p> <p>___ Extended Response: Answers are complete, accurate, and detailed to include key vocabulary, a big idea, and/or the integration of knowledge.</p> <p>___ Complete Response: Answers are complete, accurate, and include detail.</p> <p>___ Partial Response: Answers are mostly complete, accurate, and include some detail.</p> <p>___ Limited Response: Answers are incomplete, inaccurate, and/or do not include detail.</p>	

Conference Script (Narrative)

QUESTIONS/SCORING/COMMENTS	
Book Selection (<i>optional</i>)	<p>Range and Volume of Reading</p> <ul style="list-style-type: none"> • Why did you choose this book? • Is this book an easy read, somewhat challenging, very challenging? • Have you read other books like this one before?
<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</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 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"> • Who is the main character? • What do you know about him/her? • Who are the other characters? • Where does the story take place? • What is the big problem? • How is the character feeling? Why? • What has happened so far in the story? • What do you think will happen next? Why do you think that?
	<p>Craft and Structure (Quadrants Two and Three)</p> <ul style="list-style-type: none"> • Do you like the book so far? Why? • What two words would you use to describe the main character? • What do you think the author is trying to tell you in this book? What makes you think that? • What do you think is the turning point of the story? Why? • What is the genre of the text? How do you know? • What does that word _____ mean?
	<p>Integration of Knowledge and Ideas (Quadrant Four)</p> <ul style="list-style-type: none"> • What do you think the author is trying to tell you? What makes you think that? • How is this book different or similar to other stories you have read?

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	
<p>Book Selection (<i>optional</i>)</p>	<p>Range and Volume of Reading</p> <ul style="list-style-type: none"> • Why did you choose this book? • Is this book an easy read, somewhat challenging, very challenging? • Have you read other books like this one before?
<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 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"> • What is the topic of the book? • What are some important facts that you have learned? • What is the author’s main point or idea? • Explain an opinion stated in the text. • What is the purpose of this text/book? How do you know? • What caused _____ to happen? <p>Craft and Structure</p> <ul style="list-style-type: none"> • How is the text structured or organized? • Explain how the text features helped you understand the information. <p>Integration of Knowledge and Ideas</p> <ul style="list-style-type: none"> • How did the ideas in this book connect to what you already know about the topic? • How did this _____ (picture, map, graph) help you understand what you were reading? • How is this book different or similar to other books you have read on this topic?

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?