The **Reading Life Conference** is what you will most likely use at the beginning of the year, and then throughout the year as you check in with your students. During this conference you and the student are having a discussion about what they are reading. You are noting the what genre of books they are picking, what skills they are using, etc. in order to get a picture of this student’s reading life.

The **Assessment conference** is one-on-one and usually last 5-6 minutes. During this time the student job is to be working. The teachers job is prompt and ask questions about the work the student is doing. This might include questions about the students reading life or asking the student to read aloud or asking what the student is writing about, or a direct question about the students writing. The teacher can then decide what an appropriate goal is for that student and can tailor their instruction toward that goal. At the end of an Assessment conference, the teacher will give the student a clear compliment and then send the student off to continue reading or writing.

A **Goal Setting Conference** is where the teacher and student work together to set a goal for the student and usually take about 5 minutes. Students should be only be working on one goal at a time and may take several weeks to accomplish one goal. At the end of this type of conference, send the student off with a specific strategy so that they can begin working toward their goal.

**Compliment Conferences** are short, usually under 2 minutes. The teacher will listen in while the student reads or writes, choose one strategy that the student is using (or approximating) and offer feedback about that strategy, making sure to name what strategy the student used and why it’s helpful or important. This type of conference can be done one-on-one or with a small group.

**Research-Decide-Teach Conferences** is the type of conference that you will use the most. This type of conference last between 5-7 minutes and has 6 steps.

- **Step 1** - the teacher begins by researching two things:
  - What is the student doing?
  - What is the next step?

  Both of these questions directly relate to what goal the student is working on, so it is helpful to know what the students goal is.

- **Step 2** - the teacher decides on one thing to compliment the student on and one thing to teach. These two items should be connected and decided on before the compliment is given.

- **Step 3** - the teacher gives a compliment - just like in a compliment conference.

- **Step 4** - the teacher teaches or reviews a strategy that will build onto the students goal, modeling the strategy for the student.

- **Step 5** - give the student a chance to practice and provide feedback
● Step 6 - Repeat the strategy taught and leave a visual reminder for the student to refer to as they independently practice.

**Strategy lessons** are designed to work with a small group of students who are all working on the same strategy. During this type of conference you will let the group know what the strategy, or goal is. Then the teacher will model this strategy. Next, the students will practice the specific strategy in one of their own, self-selected books. Finally the teacher will send them off to continue practicing the strategy being sure to give the students a visual reminder to take with them. During strategy lesson, students are working with text at their independent level.

**Guided Reading groups** are used when students have just begun a new reading level or are needing to be pushed to the next reading level. In this type of conference, the teacher selects the books and all students in this group are working from the same text. The teacher then gives a short introduction of the text. Next, the students will begin independently reading the selected text while the teacher supports the student in their work. This work is done with text at the student’s instructional level. It is also the longest type of conference and usually takes 10-12 minutes. The Reading Life Conference is what you will most likely use at the beginning of the year, and then throughout the year as you check in with your students. During this conference you and the student are having a discussion about what they are reading. You are noting the what genre of books they are picking, what skills they are using, ect. in order to get a picture of this student’s reading life.