

## READING ASSESSMENT CONFERENCE

FALL GRADE 2

HAIRY CATERPILLARS

Ask, after reading, the following questions:

⇒ How do you usually figure out words you don't know? (Examples: "sting, toothbrush")

### Word strategies: (Do not show this list to students.)

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|--|--|
| <input type="checkbox"/> finger points                 | <input type="checkbox"/> skip it   |
| <input type="checkbox"/> reread it                     | <input type="checkbox"/> cover the ending and look for smaller words         |
| <input type="checkbox"/> look at the pictures          | <input type="checkbox"/> sound it out  |
| <input type="checkbox"/> ask someone                   | <input type="checkbox"/> try and figure out what makes sense in the sentence |
| <input type="checkbox"/> break the word into syllables |  |
| <input type="checkbox"/> look it up in the dictionary  |  |
| <input type="checkbox"/> chunk the word                |  |

Other:

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⇒ What do you do to help yourself when you don't understand what you are reading?

### Sense strategies: (Do not show this list to students.)

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|--|--|
| <input type="checkbox"/> reread it                                 | <input type="checkbox"/> try and make it make sense  |
| <input type="checkbox"/> skip it                                   | <input type="checkbox"/> make a picture in my mind   |
| <input type="checkbox"/> look in the paragraph for words I do know | <input type="checkbox"/> try another book  |
| <input type="checkbox"/> look at the pictures and the captions     | <input type="checkbox"/> make notes on what I've read  |
| <input type="checkbox"/> ask someone                               | <input type="checkbox"/> make a connection between the text, yourself, the world, another text |

Other:

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⇒ Did you know much about hairy caterpillars before? What is something that you learned or that surprised you about hairy caterpillars?

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⇒ What connections did you make as you were reading?

Connections to self or other text:

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\*\*Give a compliment to each student on his/her oral reading.

Adapted from District Assessment of Reading Team (DART) - 2004.

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