

READING ASSESSMENT CONFERENCE

SPRING GRADE 2

Travelling Animals – Brylee Gibson

Ask, after reading, the following questions:

⇒ How do you usually figure out words you don't know? (Example: "aphid, springbok")

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

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

Other:

⇒ 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.)

- | | |
|--|--|
| <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:

⇒ Did you know much about travelling animals before? What is something that you learned or that surprised you about travelling animals?

⇒ What connections did you make as you were reading?

Connections to self or other text:

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

Adapted from District Assessment of Reading Team (DART) – 2004.
Adapted by Gina Rae, Jean Adshead & Faye Brownlie, SD#38, 2007.
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