

The Power of a Conversation: Strategic One-On-One Reading
Conferences to Support Independent Reading

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Abstract

Children learn through reading, but they need support as they read independently. Independent reading holds real potential for reading growth when students are supported appropriately. However, it can be challenging for teachers to appropriately support students in their independent reading. There are many misconceptions about independent reading and conferring with readers. Many teachers are hesitant to implement the one-on-one conferences in their classrooms. Or, they are implementing them, but not in ways that motivate, push, and challenge readers. This project examines the key components of a reading conference between a student and a teacher, identifies the importance of independent reading and how to best use reading conferences to support it within the reading workshop model, provides strategies teachers can use to implement effective and strategic conferring sessions, and identifies four types of reading conferences a teacher can conduct with a reader. Teachers play an important part of supporting students in their independent reading and when done effectively can lead to significant student growth and motivation.

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Chapter 1

Problem Statement

Children learn to read by reading, but instructional support is necessary (Miller & Moss, 2013). A reading workshop model has been a popular component of many reading programs in many schools. The model was designed to include time for students to read independently and for teachers to spend time conferring with students, involving a one-on-one meeting between a student and a teacher (Gill, 2000). When teachers meet with students during a one-on-one reading conference, several events are taking place at once: a purposeful conversation between teacher and student, an encounter of two people building on the meaning of a text, and a teacher using reading strategies to develop a proficient reader (Pletcher & Christensen, 2017). Conferences give teachers opportunities to assess student learning and provide a student with individualized instruction (Gill, 2000).

Individual discussions about self-selected texts that students read during independent reading can be powerful; however, some literacy experts believe there are many pitfalls with independent reading and it can be detrimental to students as they develop into readers. During the 1990s SSR; Drop Everything and Read (DEAR) and Uninterrupted, Sustained Silent Reading (USSR) were commonly used in independent reading blocks in many schools and during these times the teacher was expected to read and be a role model for students. The National Reading Panel reported that it was unable to locate the effectiveness of such reading programs (Kelley & Clausen-Grace, 2006). Some literacy educators such as Timothy Shanahan (1997) argue that general reading skills can only take students so far and students need increased direct reading

instruction from the teacher. He argues that the reading workshop model doesn't provide sufficient time to develop those skills. Shanahan writes that reading practices such as DEAR (Drop Everything And Read) and SSR (Sustained Silent Reading) periods, which provide time for independent reading into the classroom, reduce the amount of reading instruction time available to students. He disagrees with proponents of the reading workshop model like Gail Boushey and Joan Moser (2012), who advocate for a structure for teaching reading that requires extended periods of time for whole-group lessons, daily small group sessions, and conferring with individual students about texts they are reading independently. Shanahan (1997) argues that this approach negatively affects readers because that model doesn't allow students to make deep meaning of the texts they are reading. Shanahan argues that readers would benefit from more text-based discussions on texts that the teachers have read and such discussions push readers to develop deeper insight into the meaning of the texts.

Importance and Rationale of the Project

Reading is an essential skill. Students come into classrooms with all sorts of reading experiences, many of them not positive. National trends reveal that there is a decline in literary reading of young readers. In *Reading at Risk: A Survey of Literary Reading in America*, the National Endowment for the Arts surveyed literary reading habits of more than 17,000 adults and found that the percentage of Americans reading literature has drastically dropped over the last 20 years, and the steepest decline in literary reading is in the youngest age groups (Ivanov, 2009). It is time to inspire youth to become real readers who want to be engaged, active readers, and citizens (Keene & Zimmermann, 2007). Teachers must stay informed about what works and make the

right decisions when working with students. They must be committed to making reading meaningful and a joyful experience so students continue to be lifelong readers (Keene & Zimmermann, 2007). Conversations teachers have with students about the books they are reading independently should be authentic and enjoyable.

Good readers read more, and we must give children time to read (Keene & Zimmerman, 2007). In an age of high-stakes testing pressures, there has been a narrowing of the curriculum with a focus on basic skills and less authentic reading (Zoch, 2015). Materials that resemble tests often replace the use of children's literature. This must change. It is essential that teachers provide students with opportunities to choose their own books and have conversations with students about what they are reading, which empowers readers and motivates them to read (Miller, 2009).

Independent reading outside of school is a strong indicator of future reading success, and studies suggest that students spend significantly less time reading independently outside of school in middle school years (Knoester, 2010). Because of this, it is increasingly important that students develop strong independent reading habits in early years. Habits of independent reading, or students choosing to read on their own, are strong indicators of future reading and school success (McKool, 2007). So few children choose to read outside of school, especially as they get older. Therefore, it is important for students to spend time reading independently in elementary grades to develop those reading habits.

Steven Lane (2009) claims that literacy skills are a precursor to success. Being able to read and write is essential for communication and Lane claims that "People are the movers and shakers of society" (p.5). Adults and children who do not have strong

reading and writing capabilities struggle. Lane writes his book, *Igniting a Passion for Reading*, for a population of readers who have the ability to read, but are disengaged readers and lack a love of reading. He states that often educators are not overly concerned with making reading an attractive choice, and as a result, children and young adults spend less time reading, which negatively affects their vocabulary development, fluency, and comprehension.

Background of the Project

Independent reading is an essential part of the reading workshop model and teachers must support students individually in their reading. Independent reading as part of the reading workshop model encourages the pursuit of knowledge and is an opportunity that should be provided to students (King & Stuart, 2012). However, supporting students in this independent reading can be challenging, yet worthy of study. Conferring is the number one way to support students' independent reading (Boushey & Moser, 2012). Yet, there are many misconceptions about independent reading and conferring with readers and many reasons teachers are hesitant to implement the one-on-one conferences in their classrooms. Or, they are implementing them, but not in ways that motivate, push, and challenge readers.

Barbara Miller and Debra Moss (2013) explain that there are many reasons teachers give for not doing independent reading in the classroom, including scarce instructional time. This is evident in the time focused on independent reading has decreased. Schools have decreased the emphasis on independent reading and focused more on explicit whole-group literacy instruction because they believe it will raise test scores. Students are reading less independently; however, schools that do this have

eliminated one of the most powerful ways to improve student achievement (Miller & Moss, 2013).

Another common problem with independent reading in classrooms is that not all students will respond to independent reading time with enthusiasm and confidence (Serravallo, 2017). Some students will avoid reading a selected text, others are greatly distracted while trying to read independently, and some may even fake reading. Teachers need to support readers and help them develop a reading life. When students engage in reading their own text during DEAR or SSR, teacher can see students flip pages but they are unaware of what is going on in their heads (Miller & Moss, 2013). In order to solve these problems, teachers need to focus on goals that increase students motivation and engagement develop strong reading habits (Serravallo, 2017). For teachers accustomed to reading instruction around a common text, it can feel foreign discussing books unfamiliar to the teacher.

An additional reason for decreased independent reading in the classroom is that it is difficult to manage a wide range of levels (Miller & Moss, 2013). During reading conferences, teachers ask students direct questions about the text the child is reading, his or her reading habits, and further elaboration and deep thinking about the text (Porath, 2014). Some teachers are hesitant to establish regular conferring routines because they feel inadequate to confer about books self-selected by students that they may not have read themselves (Serravallo, 2017).

Some teachers are reluctant to prioritize independent reading because they know they will need to confer with readers and they feel that conferring sessions become a one-sided monologue that doesn't feel authentic (Porath, 2014). Students need time to

talk about what they read (Miller & Moss, 2013). Independent reading isn't effective unless teachers talk with students about what they are reading. Teachers who meet with students in the conferring setting often ask themselves, "Am I saying the right things?" and "What should I tell my readers to move them along as a reader?" Teachers often lack confidence during the conversations as the teacher and students negotiate the meaning of the text through the work of skills and strategies (Pletcher & Christensen, 2017). Having one-on-one conversations with each student can feel daunting, and some teachers avoid implementing them because they feel they won't happen with enough frequency (Serravallo, 2017). Some teachers feel that avoiding independent reading by providing more structured reading times will eliminate the need for such conversations.

Statement of Purpose

In developing meaningful strategies to guide and facilitate independent reading through the use of conferring, I will create a presentation for elementary and middle school teachers that includes resources they can use to help when conferring one-on-one with students and strategies teachers can use for planning and implementing the conferences with regularity. This project will help empower teachers with the tools and plans they need to conduct conferences that support each student's growth and independence. Some of the strategies and resources include a book selection questionnaire, sample prompts for conferring, and record keeping templates. I will also describe sample protocols for conferring sessions with students that teachers can use to implement the model.

Objectives of the Project

To achieve the creation of this presentation of strategies, resources, and protocols, research will be studied and applied so teachers can lead regular student-centered conferring sessions that feel like conversations. The research will also help develop environments where authentic and safe learning can occur and where readers are growing.

1. Describe and highlight the importance of having one-on-one reading conferences with each student on a regular basis
2. Provide protocols teachers can use when setting up and conducting conferring sessions
3. Identify key components of a reading conference
4. Describe how to support reading during independent reading through the use of conferring sessions
5. Provide teaching strategies teachers can use during a reading conference
6. Identify examples of prompts teachers can use to converse with readers about any book
7. Highlight the importance of goal setting and provide resources teachers can use for helping students set reading goals

Definition of Terms

Conferring: tailoring instruction to each student's strengths and needs (Serravallo, 2019)

DEAR: Drop Everything And Read time is a regular time set aside for both teachers and students to set aside time to read books of choice (Miller & Moss, 2013)

Independent reading: time students spend reading self-selected books alone (Miller & Moss, 2013)

Reading conference: meetings between individual students and their teacher (Gill, 2000)

Reading workshop model: a 5-part workshop framework for teaching reading that allows teachers to observe students' progress and teach to their needs (Calkins & TCWRP, 2019)

SSR: Sustained Silent Readng is a period of time when students all read for a designated time period (Miller & Moss, 2013)

Scope of the Project

This project is specifically designed for elementary and middle school teachers to utilize for launching and conducting one-on-one reading conferences. This project will address information and strategies that help equip teachers to conduct conferring sessions that support students to be successful independent readers. This project is not a curriculum, rather, a presentation for teachers to support them as they encourage and motivate readers. This project is designed to be used in the general education setting; however, the resources and information included could be used in a resource room setting with special education students.

Interested audience members of this project may include general education teachers, reading teachers, special education teachers or literacy coaches. These individuals provide support to students in their independent reading in a variety of contexts and can use the information included in this project to support students and push them towards reading growth.

Some factors that are beyond my control include teacher buy-in for the reading workshop model. This project is designed to be part of the instructional framework of the reader's workshop which includes short focus lessons, independent reading, and reflection time. Not only is teacher buy-in essential, but there must be administrative support for the implementation of the reading workshop model and providing time for independent reading. Furthermore, a factor that is beyond my control is students access to high-quality texts for students to choose to read during independent reading time during the reading workshop model. This project includes a professional development that the administration must support so teachers can be equipped to successfully implement independent reading with the support of one-to-one conferring. The components of this project will push to develop motivated and engaged readers when used as part of that model.

Chapter 2

Introduction

Children learn through reading, but they need support as they read independently. Independent reading holds real potential for reading growth (Sanden, 2012). Reading is an act of constructing meaning, it is a process, and it is deeply personal, and, therefore, varies from reader to reader (Serravallo & Goldberg, 2007). Because of this, reading instruction should match individual readers and the instruction should teach toward independence. It is necessary that children have opportunities to talk about their reading with a teacher, and it is through those conversations that teachers can support the growing readers.

Researchers and authors from the past 20 years agree that students should be given time for self-selected reading daily in the classroom (Trudel, 2008). Time spent reading at school contributes significantly to gains in student reading achievement (Trudel, 2008). Traditional SSR or DEAR time included a daily period of time that students were reading silently anywhere from 10 to 30 minutes on average of self-selected texts and the teacher was reading along with students (Trudel, 2008). Research now suggests that an alternative to SSR called independent reading (IR) is more effective and at the heart of reading workshop (Trudel, 2008).

Much research has been done on the complex process of reading development for all ages and supporting students in their independent reading. In order for the reading workshop model to be effective, students must be supported in their independent reading and an effective method for support each reader is through regular reading conference sessions.

Theory/Rationale

There are many best practices for supporting readers in their independent reading, and those practices fall along a continuum of theories that attempt to capture those interactions between the reader, the text, and the teacher. These theories play an important role in understanding the importance of students reading texts independently and the opportunities readers needed to engage in dialogue about what they are reading. The goal of teaching reading is that individual readers will grow in their ability to make meaning of the texts and in their independence with reading and the social constructivist theory and the reader response theory lay out a framework for how best to support independent readers.

Social Constructivism

A guiding theory of this project comes from Vygotsky who developed the Zone of Proximal Development (ZPD) as part of social constructivism. This theory is the foundation on which teacher-student reading conferences are built. Vygotsky's theory is based on the idea that two people collaborate to build knowledge through language (Unrau & Alvermann, 2013). During those conferences, the teacher and the students talk and it is through those interactions that children participate in meaning making. As children talk about what they read, they are building on their ideas. According to the constructivist theory, learners construct new knowledge when they interact with others (Unrau & Alvermann, 2013).

The context in which the new knowledge is constructed cannot be separated from what is learned (Unrau & Alvermann, 2013). In a reading conference, the teacher instructs the student and delivers instruction right at the learners' point of need. The

prompts and teaching points that the teacher provides to the student helps move the reader to take the new learning and become more independent with the new knowledge. The individualized instruction that takes place during a one-to-one conference allows for the learner to make meaning and learn the skills and strategies that they are ready to engage with and pushes them to grow.

Constructivism is a way of building knowledge and a goal of the theory is to provide a critical learning experience for learners (St. Pierre Hirtle, 1996). Inquiry is encouraged rather than just accepting knowledge. This theory recognizes that knowledge is never neutral (St. Pierre Hirtle, 1996). When a teacher meets with a student during a reading conferences, prompts are given to the student that allow for discussion and push the reader to actively participate by sharing his or her thoughts about the text and the world. Speech is the tool that allows the reader to engage in collaborative thinking with others.

Reader Response Theory

An additional guiding theory for this project stems from the work of Louise Rosenblatt and the reader response theory. Through the lens of this theory, it is believed that every reading experience is unique. When children are reading books independently, they each have unique experiences with the texts they are reading and through the lens of the reading response theory, different readers have different interpretations of a text and that should be celebrated (Spiegel, 1998). Meaning isn't made in the text, but rather in the reader. Every reader brings their own experiences to the book that they are reading independently. It is through conferring that a teacher can tap into that meaning that the reader is making. When talking about the book they are

reading and conferring with a teacher, readers can share their personal feelings and perspectives that affect how they understand and interpret the text. Students need opportunities to respond to the texts that they are reading, and one-on-one conferring sessions allows for educators to do just that.

In this theory, children's choice is honored, and children spend more time reading than learning about reading (Spiegel, 1998). Through the lens of the reading response model, reading should be authentic so readers enjoy the experience. Within the reader response framework, the stance of the reader is important. The response to literature is a transaction between the reader and the text and the stance of the reader greatly impacts how the reader responds to the text and the meaning that is made (Spiegel, 1998). This theory suggests that readers can respond either with an aesthetic response, which is focused on what the reader feels and thinks during the reading experience, and when readers respond efferently, they are reading to study a text (Spiegel, 1998). Because meaning is personal and made by the reader, it is important that readers have opportunities to share their stance on a text and confer with teachers and talk about the meaning they are making while reading.

Research/Evaluation

What is Reader's Workshop

The reading workshop is one component of a balanced literacy framework that encourages the pursuit of knowledge and allows students to work towards independence with reading (King & Stuart, 2012). It is deliberately designed to involve a combination of whole-class instruction, small-group instruction, one-on-one instruction, and independent practice of reading (Boushey & Moser, 2012). The five parts of the

reading workshop model are minilessons, work time, one-on-one instruction, small group work, and share time (Boushey & Moser, 2012). This structure allows teachers to engage students in reading for extended periods of time, provide focused instruction that builds stamina and independence, and meets the needs of all learners.

Minilessons. Minilessons are brief lessons that begin each reading block, and they are time for teacher-led explicit instruction (Boushey & Moser, 2012). It is during this part of the reading block that teachers instruct on and model reading strategies, skills, and behaviors in a whole group setting. The teacher selects a specific concept, known as the teaching point, to model to all the students. Most often the teaching point focused on a reading strategy or skill. The teaching point the teacher selects is clear and explicit using authentic texts.

Work Time. Work time during reading workshop that students practice what they learn during the minilessons. During some of this time, students are reading independently and practicing the skills and strategies learned during the minilesson with a book at their own level. During the work time, students read and draw on their repertoire of reading strategies and teachers use the time to circulate and make observations of students' work, confer one-on-one with individual readers, and lead small groups (Boushey & Moser, 2012).

One-on-One Instruction. Part of the reading workshop model includes one-on-one conferring sessions which provide opportunities for teachers to meet with students and assess where they are at and respond accordingly. These sessions are usually brief, no more than five minutes for each student, and teachers typically meet with each student once a week (Pletcher & Christiansen, 2017). According to Jennifer Serravallo

(2019), “Conferring is where the magic happens. It’s the heartbeat of the literacy block” (p.10). When teachers are conferring with students, they are tailoring instruction to each reader’s strengths and needs. Serravallo also points out that during a conferring session, teachers have a unique opportunity to become a researcher as they learn about their students and students have the opportunity to learn from the teacher.

Small Group Work. During small group work in the reading block, the teacher gathers groups of four to six students who need the same teaching and the teacher works with those students on those needed skills and strategies (Boushey & Moser, 2012). The teacher provides the small group of students with a common text at their level. Then the teacher listens while the students read the book to themselves. The teacher follows up with a teaching point and modeling. Small groups can also be focused on strategies and readers of a range of levels meet together for a focused lesson from the teacher on a particular strategy.

Share. At the end of each workshop session, the teacher provides an opportunity for students to share what they learned or discovered and for the teacher to remind students what they learned (Boushey & Moser, 2012). Share sessions are instructional and inspirational and are usually brief, usually only five to ten minutes. During this time, students are reflecting on their work as readers. Teacher can use this time to reinforce the teaching point from the day and allow students to share how they applied the strategy or skill in their independent reading.

Independent Reading

Independent reading is an important part of reader’s workshop because it provides an opportunity for readers to practice what they are learning. According to

literacy experts Debbie Miller and Barbara Moss (2013), independent reading must be accompanied by intentional instruction and conferring, which can improve background knowledge, comprehension, fluency, vocabulary and motivation. Independent reading is an essential part of the reading workshop.

Sherry Sanden (2012), literacy researcher, studied eight highly effective teachers for a year, looking at how they used independent reading in their classrooms. In her study, she observed the interactions between students and teachers and interviewed teachers. She concluded when teachers meet with students about what they are reading, there is a common focus and accountability for the readers. She observed in her study that failing to have some sort of weekly accountability requirements may result in students who don't maintain active engagement during reading.

There are five key elements of independent reading that make it effective in the classroom. Those elements include the teacher providing guidance as students choose the books they want to read, students keeping records of their reading, students reflections of their reading in notebooks, and discussions between students and teachers (Trudel, 2008). These elements can be monitored through regular conferring sessions between a teacher and a student.

Supporting Choice through Conferring

Teacher's Role in Choice. In order to build students' stamina, and for students to be growing as readers with the books they read independently, Boushey and Moser (2012) suggest that students should spend the majority of their independent reading time reading books that they can read with 99-100% accuracy. When they are reading books at an appropriate level, they will have increased fluency, accuracy, and

comprehension (Boushey & Moser, 2012). It is necessary that teachers play a role in helping students select books that are at the appropriate level, and when conferring with students, teachers can help guide students towards selecting appropriate books.

Additionally, Richard Allington (2013) has done extensive work on supporting struggling readers. Struggling readers are students who really benefit from reading conferences. His research suggests that struggling readers participate in too little high-success reading activities; therefore, he strongly suggests that teachers are involved in helping students select texts to read so they can read with at least 98% word recognition accuracy and 90% comprehension. Teachers can best monitor book selections through weekly conferring sessions.

Supporting Choice Through the Environment. Regular reading conferences with students has been found to support students in their reading of self-selected texts. When students are given choice in what text they read, they are more interested and engaged (King & Stuart, 2012). Lucy Calkins (2001) suggests that children should read at least 30 minutes a day, preferably books of their choosing. Research suggests that readers need support in selecting texts and through conferring teachers can focus on which books students are currently selecting and focus on building a reader's self-confidence (Wutz & Wedwick, 2005).

Independent reading needs to happen during the school day because students should have opportunities to discuss and share items of interest from the books with classmates and their teacher (Sanden, 2012). For many kids, school is the only place with access to high-quality, appropriate, and interesting books that they can read without interruption (Hall, Hendrick & Williams, 2014). An appropriate environment that

is conducive to reading is necessary in order for students to successfully read independently in the classroom. It is in this environment that students can be reading and teachers can be conferring at the same time.

Researcher Sherry Sanden (2012) has found that students in the most effective schools spend more time independently reading than students in least effective schools. She spent a year carefully observing in highly effective teachers' classrooms and studying their use of independent reading time. She found that students were more likely to engage in reading even when not required when allowed to read books of personal interest. Teachers supported students in choosing their own books and monitoring their book choices to ensure they were of appropriate difficulty.

Keeping Records of Reading. Heidi Trudel (2008) conducted a study with her students during which she compared the effectiveness of SSR and IR methods. She found that one key element to effective independent reading that greatly impacted students' reading growth was students keeping records of what they read. When students respond in a notebook to what they are reading, it provides opportunities for ongoing assessment. Trudel (2008) found that teachers can use the data collected from the written responses to plan for conferring sessions with students. The data provides valuable assessment data on how various reading strategies were implemented by students when reading independently. Teachers can use that information to talk to students about the skills and strategies they are learning, and how they are applying them to the books they are reading independently.

To help keep track of whether students were making good choices of texts to read and sticking with books cover to cover, teachers should keep a log each day of

what students are reading independently using a “status of the class” (Kelley & Clausen, 2006). It is helpful to record the title of each of the students’ texts, the page number each student is currently reading, Checking in with each student and recording what book they are reading independently is a low-key procedure should only take 5 to 10 minutes, yet it provides accountability and support for readers, especially those who are having trouble sticking with a book (Kelley & Clausen-Grace, 2006).

Responding to Independent Reading. While students are reading, it is beneficial for them to carefully reflect on their thoughts about the text and to respond to the text in writing. After students have thoughtfully written about the book they are reading independently, they can talk one-on-one with the teacher during a conferring session (Kelley & Clausen-Grace, 2006). Teachers can then use the written reflections at a reading conference to start a discussion about the book. The logs should not be evaluative tools; rather, they should provide teachers with insight into the readers’ thoughts and progress (Kelley & Clausen-Grace, 2006). Readers need to be held accountable for engagement with the texts they are reading independently, and when students reflect and respond briefly to prompts in a reading log, they can use their thoughts for discussion with a teacher or a peer. When students write about their reading, they are exploring, questioning, making connections, inferring, and learning from the text. Written responses about a text push a reader to pause and think about what is being read.

Discussions about Reading. Time spent conferring in individualized discussions between a teacher and a reader allows teachers to assess students’ reading, as well as provide individualized instruction (Gill, 2000). According to Gill

(2000), teachers have the role of observer, collaborator, and demonstrator during a reading conference. During those individualized conversations, teachers make quick decisions about focal points and the prompts and questions they will use to address those focal points (Pletcher & Christiansen, 2017). Because of this, it is necessary that teachers keep careful notes regarding teaching points used in the conference.

Research also indicates that it is necessary that teachers only focus on one or two teaching points per conference (Pletcher & Christiansen, 2017).

Teachers are constantly making decisions. Researchers Griffith and Lacina (2017) observed teachers in elementary and middle school classrooms, and they noted that teachers of reading must make many moment-by-moment decisions along with thoughtful and deliberate planning decisions when working with readers. Teachers are looking at students for verbal and nonverbal feedback during a teaching session. Teachers must have knowledge of the reading content, pedagogical knowledge, pedagogical content knowledge, knowledge of the learner, and knowledge of educational goals and values (Griffith & Lacina, 2017). During conferring sessions with individual readers, teachers are observing decoding attempts, noticing reader's fluency and expression, all the while thinking about the history of the reader and the reader's strengths and goals.

When conferring with readers, teachers can differentiate instruction to meet the particular needs of the students. Researchers Watts-Taffe et al. (2012) took an inside look at two primary and two intermediate-grade classrooms in different states and closely studied the differentiation used by teachers and the teacher decisions behind the differentiation. Their study concluded that characteristics of effective differentiation

included methods to monitor students' progress, teachers with in-depth knowledge of the reading process and gradually releasing responsibility for learning back to students, and differentiating for all the learners, including those achieving at the highest levels. For teachers to make informed decisions about what to work on with each student and teaching points for each student, it is important that reading teachers display the characteristics that they described as a result of their study.

In another study, Mikita et al. (2018) examined scaffolding in a one-to-one setting with struggling first graders. They looked closely at the teacher responses to early elementary students' word-solving attempts, and how teachers responded to students solving unknown words when reading. They concluded that prompts teachers used should push readers to use reading strategies independently. Their study also revealed that prompting can be responsive to student needs while also focusing on the source of the information neglected. They concluded that teachers can choose a prompt to use with an appropriate amount of information and consider whether the student is getting closer to solving the word. The prompts teachers use have the power to push reader and fill in gaps of lacking knowledge.

Types of Conferring Conversations

Coaching and Scaffolding Conference. The goal of a reading conference is for the teacher to leave the student with new knowledge of a reading strategy or skill and to build on a student's knowledge, skills, and experiences (Pletcher & Christensen, 2017). One teacher-research study of the reading acquisition of a second-grade student found that reading conferences provide opportunities for teachers to observe and assess a reader's strategies and behaviors, as well as provide demonstrations of reading

strategies at the reader's point of need. This helps ensure successful reading experiences (Gill, 2000).

Studies suggest that teachers respond to a student's reading behaviors with talk that is designed to bring the student a little further along (Rogers, 2004). In a study of four of the lowest achieving students in a school, researchers found that the errors that students encountered while reading provided space for the teacher to scaffold reading performance (Rogers, 2004). It is important that readers are not reading too easy of text so that there are opportunities for teaching.

Kelly and Clausen-Grace (2006) conducted a study to observe the metacognitive awareness, or ability of third graders to monitor and guide their thinking during the reading process, to determine whether direct instruction of metacognitive strategies for independent readers was necessary. They found that a redesigned independent reading block that gradually released responsibility to readers as they learn strategies was most effective (Kelley & Clausen-Grace, 2006). As students work on their goals, they'll need guided practice with strategies and conferring sessions are a great time to help students individually practice strategies they've already learned.

Goal-Setting Conference. According to literacy writer and teacher Jennifer Serravallo (2017), when students have a goal for their reading time, they are more likely to engage in meaningful thinking while enjoying the books they have selected to read. She suggests that goals are decided upon during individual conversations between a teacher and a reader. During the conversation, a teacher should use a reader's thinking, reading, and writing about reading to create goals. Patrick Allen (2009), experienced

teacher and author, writes that the outcome of every reading conference is for the reader to walk away with a goal or a plan in mind.

In a study that Kelley and Clausen-Grace (2006) conducted with third graders, they found that during their conferring sessions the teacher gave students opportunities to elaborate on how they had independently practiced strategies being taught in whole-group mini lessons in the context of their independent reading. The results from their students suggest that teachers should keep anecdotal records at the conferences that can be used to track progress and help with goal setting (Kelley & Clausen-Grace, 2006). Keeping written records of progress made and goals set during a reading conference allows teachers to plan for future teaching opportunities.

There is strong research evidence that setting goals increases motivation and that motivation positively affects behavior (Cabral-Marquez, 2015). Goal setting is a motivational technique if the goals set are specific, proximal, and appropriate difficulty (Cabral-Marquez, 2015). Setting reading goals pushes students to make conscious choices about what and when and how they read. Goal setting requires a classroom environment where students have choice in what they are reading, and many teachers incorporate individualized goal-setting during conferring sessions. When helping students set appropriately difficult goals requires consideration of a student's experiences, achievements and interests (Cabral-Marquez, 2015). Teachers play a significant role in helping readers set goals. It can be helpful to compiling a written list of reading goals that students can use as model to write their own, and this is especially helpful when setting reading goals has not been an integral part of a reading program (Cabral-Marquez, 2015).

Assessment Conference. An assessment conference allows educators to understand what readers know and what they need. For one-on-one conferences to be effective, sometimes teachers need to study a learner to know what to focus on during conferring sessions and possible goals (Serravallo, 2019). Assessment conferences help a teacher focus on future teaching points for future conferring sessions and can help a reader know what to focus on during independent practice time (Serravallo, 2019). Teachers can assess readers in this type of conference by first considering possible goals for the reader and then thinking of ways to assess each one (Serravallo, 2019). It is also helpful to use prompting that pushes a reader to self-reflect or demonstrate a skill during which assessment can be taking place (Serravallo, 2019). In such conferences, teachers can study a reader and consider possible goals.

Complimenting Progress Conference. The goal of a progress conference is to compliment the reader a reader and focusing on reinforcing strategies being used and offering compliments (Macken, 2018). This type of conference is effective when a reader needs more concrete evidence of their progress as a reader. It is not effective to show students what level they are reading at because reading is not about levels (Macken, 2018). Calkins (2001) suggests that reading conferences are a short interaction between a teacher and a reader, but they have great power to push a reader to a new level of reading by building the reader's confidence. A progress conference that is complimentary includes these elements: review, research, compliment, teaching point, and next steps (Macken, 2018). Complimenting students on their use of newly acquired strategies is essential because it prepares the student for the teaching point in the conference and helps build up a student so they feel confident to try the teaching

point when practicing in their independent reading (Macken, 2018). The conversation that takes place during a progress conference allows students to feel that they have made progress as a reader and understand what actions they took to achieve that progress.

Summary

Reading teachers must support students in their independent learning and when done strategically it holds potential for much growth. There is significant research on the complex process of reading development and how best to support readers as they engage in independent reading which is part of the reading workshop model. Teachers need to establish regular conferring routines that allow for regular and ongoing feedback. Additionally, book choice is an important part of supporting students in their independent reading and teachers can best support readers in the selecting appropriate texts through the use of one-on-one reading conferences. There are several different types of reading conferences that a teacher can conduct with a student and those conferences through a gradual release of responsibility model provide opportunities for teachers to observe, assess, and push readers towards growth and independence.

Conclusions

The research indicates that that educators can see reading growth when students are supported in their independent reading through one-on-one conferring sessions. Talk and discussion around books can be powerful in supporting readers. Strategic implementation is required and by doing so teachers can gradually release the responsibility of the strategies, skills, and habits of readers over to their students. Reading conferences also provide opportunities for supporting students in supporting

students as they choose books to read independently and by pushing readers to set goals to help them grow as readers. Effective reading conferences require strategic planning and consistent meetings.

Chapter 3

Introduction

Reading is an essential skill. Students come into classrooms with all sorts of reading experiences, many of them not positive. It is time to inspire youth to become real readers who want to be engaged, active readers, and citizens (Keene & Zimmermann, 2007). Research shows it is increasingly important that students develop strong independent reading habits in early years. Habits of independent reading, or students choosing to read on their own, are strong indicators of future reading and school success (McKool, 2007). Some teachers are reluctant to prioritize independent reading because they know they will need to confer with readers and they feel that conferring sessions become a one-sided monologue that doesn't feel authentic (Porath, 2014). This project equips teachers to have meaningful one-on-one conferring sessions with students as a way to support independent reading.

This project provides a framework for educators to set up reading conferences in their classroom with students or to take reading conference routines that are already happening and enhance them and make them more effective. The project is organized as follows: First, information is presented about where reading conferences can fit into the reading model and how they can be used to support independent reading. Second, strategies are presented of how to support independent reading through reading conferences. This section includes handouts that teachers can use for monitoring students' independent reading texts and supporting students as they select texts to read and confer with teachers about. Third, information is presented of how to conduct a conferring session and how to determine a focus through prompting, as well as ways to

record notes from the one-on-one session are shared along with handouts teachers can use. Finally, the project identifies different types of conferences teachers can hold with a student and how to determine which type of conference is best.

Project Components

Many teachers agree that Independent reading is an important component of reading instruction for all grade levels because it encourages the pursuit of knowledge (King & Stuart, 2012). However, supporting students in this independent reading can be challenging. Conferring is one way to support students' independent reading; however, many teachers are reluctant to implement them, or they are being implemented but not in ways that motivate, support, and push readers.

This project includes several components: describing and highlighting the importance of a reading conference within the reading workshop model, identifying key components of a reading conference, describing how to support independent reading through conferring, providing strategies to use for conferring, and highlighting the different types of reading conferences a teacher can conduct with a student. These components are covered in a one-hour presentation (Appendix A) designed for kindergarten through eighth grade teachers. Teachers can take the knowledge gained and the resources provided during the presentation back to their classrooms to implement reading conferences with their students.

Reading teachers must support students in their independent reading and when done strategically, it holds potential for much growth. At the start of the presentation, I will engage the audience members with a simple task of writing down how they currently conduct reading conferences in their classrooms, or what they know about reading

conferences. Then I will have audience members share what they already know about reading conferences to activate prior knowledge.

Overview of Reading Conferences

Following that, I will engage audience members in a brief overview of a reading conference and how it fits into the reading workshop model to give context for the entire workshop. The presentation describes for participants that reading conferences are usually brief sessions no more than five minutes when a teacher meets with a student and the discussion is tailored for the individual student (Pletcher & Christianson, 2017). Describing this for participants will help them better understand information that will be presented in the remainder of the slides. The participants are already expected to use the reading workshop model because it was mandated by the district; therefore, it is necessary that the presentation help teachers understand where reading conferences fits into their curriculum and using them as a tool to support independent reading.

Supporting Choice

A key to supporting students in their independent reading is allowing students to select the texts they want to read (Trudel, 2008). Teachers can use reading conferences to help monitor and support students in the reading of the texts through conferring sessions (Serravallo, 2019). To help teachers better support choice in their classrooms, the project includes an interest survey (Appendix B), which teachers can complete with students to learn about students' interests. This document will help teachers tailor their reading conferences and book recommendations for each student.

Effective Conferences

A third part of this project focuses specifically on strategies that teachers can use to implement and maximize the effectiveness of reading conferences. Keeping records of what each student is reading greatly affects reading growth (Serravallo, 2019). Included in the presentation is a document called the *class check-in* (Appendix C), which can be used by educators to track and record students' text selections. Additionally, another strategy included in the presentation involves students writing about their reading. The presentation equips teachers with prompts (Appendix D) that can be given to students to hold them accountable for engagement with the texts they are reading. This writing about what they are reading allows teachers insight into the readers' thoughts and progress that can be discussed at reading conferences (Kelley & Clausen, 2006).

Recommendations

A fourth part of this project focuses on recommendations for conducting conferring sessions. When conducting reading conferences teachers need to respond to students' reading behaviors with talk that is designed to take students a little further along (Rogers, 2004). The presentation includes a record keeping sheet (Appendix E) that teachers can use to record the focus of each session, the text discussed, and to note any progress or goal setting.

The final part of this project focuses on four types of conferring sessions that teachers can have with a student. The type of conferring session a teacher conducts with a reader depends on the needs of that reader (Griffith & Lacina, 2017). Those four types of sessions include coaching and scaffolding conferences, goal-setting

conferences, assessment conferences, and complimenting progress conferences. At the completion of the workshop, participants will be equipped to conduct each type of session with students and participants will complete a goal-setting sheet so they can intentionally plan what they will take away from the presentation and implement in their classroom and information can be gathered about future workshops that can help support their implementation of the goals (Appendix F).

Project Evaluation

To determine the success of this project, I will first administer a pre-survey (Appendix G) to all staff members, prior to the workshop. This will give me a general sense of the attendees' ranges of background knowledge and previous experiences with reading conferences. I will use the answers to gauge the attendees' understandings of how to support independent reading and the use of one-to-one conferring and to adapt my presentation as needed. I will distribute a post-survey (Appendix H) at the completion of the workshop, which will help me determine whether the workshop helped those who attended gain new knowledge about one-to-one conferring sessions as a way to promote and support independent reading. In the post-survey, teachers will identify three take-aways from the workshop that they hope to take back to their classroom and implement. I will check back in with the teachers a month after the workshop to see if they have implemented the take-aways they indicated on their surveys.

Project Conclusions

Researchers from the past 20 years agree that students should be given time for self-selected reading in the classroom each day (Trudel, 2008). Although many value

independent reading, supporting students with their independent reading can be challenging. It is necessary for teachers to support students with their independent reading and an effective method for support each reader is through regular reading conference sessions. Time spent conferring in individualized discussions between a teacher and a reader allows teachers to assess students' reading, as well as provide individualized instruction (Gill, 2000). If teachers are equipped with the knowledge and tools to use to conduct strategic conferring sessions, students can make great gains as readers. This project equips teachers to provide reading instruction that matches individual readers' needs, and the instruction provided in a conferring session will teach toward independence.

Plans for Implementation

The materials and information included in this project can be implemented in kindergarten through eighth grade classrooms. The teachers of these grades will participate in the workshop in January 2020. It is hoped that the information presented will become a useful tool in the implementation of reading conferences in those teachers' classrooms. For participants who are already implementing reading conferences, it is my hope that the teachers will use some of the information from the presentation to implement conferences that are more strategic and effective. Although this project was designed for the teachers at Jenison Christian School, it could be modified for use at other schools and in other districts. Parts of the presentation, such as the handouts, could also stand alone for use during coaching sessions with individual teachers.

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Appendix

Appendix A

The Power of a Conversation

Strategic One-On-One Reading Conferences to Support Independent Reading

Megan M. Westlund

Objectives

1. Describe and highlight the importance of having one-on-one reading conferences within the reading workshop model
2. Identify key components of a reading conference
3. Describe how to support reading during independent reading through the use of conferring sessions
4. Provide teaching strategies teachers can use during a reading conference
5. Identify examples of prompts teachers can use to converse with readers about any book
6. Highlight different kinds of conferring sessions each with unique goals and purposes

Warm-Up

Jot down what you know about reading conferences or how you use them in your classroom.



The Importance of a Conference

"Conferring is where the magic happens. It's the heartbeat of the literacy block"
-Jennifer Serravallo.

- These sessions are usually brief, usually no more than five minutes for each student and teachers typically meet with each student once a week (Pletcher & Christiansen, 2017).
- When teachers are conferring with students, they are tailoring instruction to each reader's strengths and needs.
- Conferring sessions provide teachers with the unique opportunity to become a researcher as they learn about their students. Students also have the opportunity to learn from the teacher (Serravallo, 2019).

The Reading Workshop Model

- The reading workshop model is deliberately designed with five parts which involves a combination of whole-class instruction, small-group instruction, one-on-one instruction, and independent practice of reading.

The Workshop Model (Boushey & Moser, 2012)

1. Minilessons
2. Work time
3. One-on-one instruction
4. Small group work
5. Share time



- Reading Conferences are an important part of the reading workshop model.

Supporting Independent Reading

- When teachers meet with students about what they are reading independently, there is a common focus and accountability for the readers (Sanden, 2012). She observed in her study that failing to have some sort of weekly accountability requirements may result in students who don't maintain active engagement during reading.
- Key elements of independent reading that make it effective in the classroom (Trudel, 2008):
 - ❖ Teacher providing guidance as students choose books
 - ❖ Students keeping records of their reading
 - ❖ Students reflecting in writing on what they are reading
 - ❖ Discussions between students and teachers
- These elements can or monitored through regular conferring sessions between a teacher and a student.

Supporting Choice Through Conferencing

- A Teacher's Role in Supporting Choice

- Teachers play a role in helping students select books that are at the appropriate level, and when conferring with students, teachers can help guide students towards selecting appropriate books that are based on a student's interests (Boushey & Moser, 2012).
 - See handout--Interest Inventory
- Struggling readers, especially, need teachers to support them and their book selections.
 - Richard Allington (2013) strongly suggests that teachers are involved in helping students select texts to read so they can read with at least 98% word recognition accuracy and 90% comprehension.



Supporting Choice Through Conferencing

- Supporting Choice Through the Environment

- Lucy Calkins (2001) suggests that children should read at least 30 minutes a day, preferably books of their choosing.
- A conducive environment for supporting independent reading is when students are engaged in reading books of their own choosing and teachers are conferring at the same time (Hall, Hendrick & Williams, 2014).
- Research suggests that readers need support in selecting texts and through conferring teachers can focus on which books students are currently selecting and focus on building a reader's self-confidence (Wutz & Wedwick, 2005).



Prompting During Conferring Sessions

- Teachers have the role of observer, collaborator, and demonstrator during a reading conference (Gill, 2000).
- During those individualized conversations, teachers make quick decisions about focal points and the prompts and questions they will use to address those focal points (Pletcher & Christiansen, 2017).
- It is necessary that teachers keep careful notes regarding teaching points used in the conference. Should only focus on one or two teaching points per conference (Pletcher & Christiansen, 2017).

Prompting During Conferring Sessions

- Teachers must have knowledge of the reading content, pedagogical knowledge, pedagogical content knowledge, knowledge of the learner, and knowledge of educational goals and values (Griffith & Lacina, 2017).
- The prompts teachers use have the power to push reader and fill in gaps of lacking knowledge and the prompts used in a conferring session depends on the needs of the reader.

To Determine Focus of the Conference

Take these steps to determine the type of conference:

- **Research-**
 - This part of the conference is an assessment that happens at the beginning. It involves getting a handle on how the student is understanding the book. May begin with, "Tell me about your book?" or sometimes start with something that was talked about from previous conference.
- **Decide-**
 - After listening to the reader talk, the teacher makes a quick decision about the focus of the conferring session. Teacher must decide what gap the student might have or what will push them to grow as a reader.
- **Teach-**
 - Teach and practice strategies, reading skills, habits of readers, and work to grow fluency.
- **Record-**
 - At end of conference, tell the student the summary of the conference and tell the student what you are going to put in the notes. Records of each conference is essential.

Conducting Conferring Sessions

- Studies suggest that teachers respond to a student's reading behaviors with talk that is designed to bring the student a little further along (Rogers, 2004).
- Keeping records on each conferring session is necessary. Need to record the focus of the session, text discussed, and anecdotal notes to track progress and to help with goal setting and planning future sessions.
 - See handout- Conferring Note-Taking

Conferring Sessions for _____			
Date of Conference	Text	Session Focus and Notes	Goal: What working on? Notes for future sessions.

Types of Conferencing Conversations

- Coaching and Scaffolding Conference
- Goal-Setting Conference
- Assessment Conference
- Complimenting Progress Conference



A Coaching and Scaffolding Conference

- The goal of a reading conference is for the teacher to leave the student with new knowledge of a reading strategy or skill and to build on a student's knowledge, skills, and experiences (Pletcher & Christensen, 2017).
- As students work on their goals, they'll need guided practice with strategies and conferring sessions are a great time to help students individually practice strategies they've already learned.
- This type of reading conference provides opportunities for teachers to observe and assess a reader's strategies and behaviors, as well as provide demonstrations of reading strategies at the reader's point of need.

Goal-Setting Conference



- According to literacy writer and teacher Jennifer Serravallo (2017), when students have a goal for their reading time, they are more likely to engage in meaningful thinking while enjoying the books they have selected to read.
- During the conversation, a teacher should use a reader's thinking, reading, and writing about reading to create goals.
- Give students opportunities to elaborate on how they had independently practiced strategies being taught in whole-group mini lessons in the context of their independent reading (Kelley & Clausen-Grace, 2006).

Assessment Conference



- An assessment conference allows educators to understand what readers know and what they need. Sometimes teachers need to study a learner to know what to focus on during conferring sessions and possible goals (Serravallo, 2019).
- Assessment conferences help a teacher focus on future teaching points for future conferring sessions and can help a reader know what to focus on during independent practice time (Serravallo, 2019).
- In this type of conference, a teacher may conduct a running record or use prompting to push a reader to self-reflect or demonstrate a skill during which she can assess what thinking and reading is taking place.

Complimenting Progress Conference

- This type of conference is effective when a reader needs more concrete evidence of their progress as a reader. It focuses on reinforcing strategies students are already using by offering helpful praise and compliments.
- Complimenting students on their use of newly acquired strategies is essential because it prepares the student for the teaching point in a conference and helps build up a student so they feel confident to try the teaching point when reading on their own (Macken, 2018).
- The conversation that takes place during a progress conference allows students to feel that they have made progress as a reader and understand what actions they took to achieve that progress.

Wrapping Up

Reading teachers **must** support students in their independent reading and when done strategically it holds potential for much growth.

These conversations can be **powerful**. I strongly encourage you to make time for them in your reading block.



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Appendix B

A Reader's Interest Inventory

Reader's Name _____

Check each box below that you would like to know more about.

_____ video games	_____ famous people	_____ cars
_____ other countries	_____ sports	_____ outer space
_____ water sports	_____ singers	_____ art or artists
_____ monsters	_____ heroes	_____ cooking
_____ insects	_____ national parks	_____ science
_____ dirt bikes	_____ fishing	_____ hunting
_____ kids in business	_____ horses	_____ inventions
_____ star wars	_____ computer coding	_____ designing
_____ detectives	_____ crafting	_____ computers
_____ animals	_____ boats	_____ dancing

What types of writing do you like to read?

_____ graphic novels	_____ animal stories	_____ biographies
_____ adventure stories	_____ historical fiction	_____ science fiction
_____ poetry	_____ magazines	_____ romances
_____ mysteries	_____ comic books	_____ short stories
_____ fantasies	_____ picture books	_____ chapter books

|

Westlund, 2019

Appendix C

Class Check-In

Weekly Tracker— Independent Reading

Week of _____

Name	Book Title	Page # Currently Reading

Westlund, 2019

Appendix D

Thinking About My Reading

Respond in your reading log to a prompt below.

Inferring

Pick one character and explain why you would or wouldn't want to have him or her as your friend. Give details from the story to support your reasons.

While you were reading, does anything about the setting or the characters remind you of any other books you've read before?

Pick an event from the story in which you disagree with how the character handled the situation and rewrite it in the way you think it should have happened.

How would the story be different if it was told through another character's eyes?

What do the character's choices or actions tell you about him or her?

What is the mood or tone of this story? What makes you say that?

What character traits does a character in the story possess? What clues in the story make you believe that?

Story Structure

What is a problem that a character is facing in the story? Give details.

What are some of the most important parts of the story?

Asking Questions

What are some unanswered questions you have about the story? Explain.

What do you want to know more about as you read the book?

What are some questions you have that you'd like to ask the main character?

Author's Purpose

What is the author's message of the book? Why do you think that?

What did the author do to help you visualize the story while you were reading?

How does the author provide information or details to make the story seem realistic?

What do you think about the title of the story? If you could choose another title, what would you choose?

Author's Craft

What are some interesting words, phrases, or sentences in the story?

What language did the author use to help you visualize a part of the story?

Appendix E

Conferring Sessions for _____

Date of Conference	Text	Session Focus and Notes	Goal- What working on? Notes for future sessions.

Westlund, 2019

Appendix F

Implementing Reading Conferences in Classroom Goal-Setting Planning Sheet

Participants Name:

1. What is your next step regarding reading conferences?
2. What additional support do you need regarding reading conferences?

Westlund, 2019

Appendix G

Supporting Independent Reading Through Conferring Workshop Pre-Survey

Participants Name (optional):

Return completed questions to Megan by _____

1. What does “independent reading” mean to you? What does it look like in your classroom?

2. What does “reading conferences” or “conferring session” mean to you? What does it look like?

3. What are you currently doing in your classroom to conduct reading conferences?

4. Is there anything else about supporting independent reading that you’d like to know more about?

Appendix H

Supporting Independent Reading Through Conferring Workshop Post-Survey

Participants Name (optional):

1. What does “independent reading” mean to you? What does it look like?

2. What does “reading conferences” or “conferring session” mean to you? What does it look like?

3. What are 3 take-aways from the workshop that you want to take back and implement in your classroom?
 - 1.

 - 2.

 - 3.

4. Is there anything else related to supporting kids in their independent reading that you'd still like to know about? Be specific.

GRAND VALLEY STATE UNIVERSITY
ED 693/695 Data Form

NAME: Megan M. Westlund

MAJOR: (Choose only 1)

- | | | |
|--|--|---|
| <input type="checkbox"/> Adult & Higher Education | <input type="checkbox"/> Educational Differentiation | <input type="checkbox"/> Library Media |
| <input type="checkbox"/> Advanced Content Specialization | <input type="checkbox"/> Education Leadership | <input type="checkbox"/> Middle Level Education |
| <input type="checkbox"/> Cognitive Impairment | <input type="checkbox"/> Educational Technology | <input checked="" type="checkbox"/> Reading |
| <input type="checkbox"/> College Student Affairs Leadership | <input type="checkbox"/> Elementary Education | <input type="checkbox"/> School Counseling |
| <input type="checkbox"/> Early Childhood Education | <input type="checkbox"/> Emotional Impairment | <input type="checkbox"/> Secondary Level Education |
| <input type="checkbox"/> Early Childhood Developmental Delay | <input type="checkbox"/> Learning Disabilities | <input type="checkbox"/> Special Education Administration |
| <input type="checkbox"/> TESOL | | |

TITLE: The Power of a Conversation: Strategic One-On-One Reading Conferences to Support Independent Reading

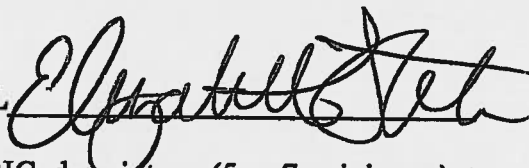
PAPER TYPE: (Choose only 1)

SEM/YR COMPLETED: Fall 2019

☒ Project

☐ Thesis

SUPERVISOR'S SIGNATURE OF APPROVAL



Using key words or phrases, choose several ERIC descriptors (5 - 7 minimum) to describe the contents of your project. ERIC descriptors can be found online at:

<http://eric.ed.gov/?ti=all>

- | | |
|---------------------------|---------------------|
| 1. Reading | 6. Motivation |
| 2. Reading Comprehension | 7. Reading Response |
| 3. Individualized Reading | 8. Prompting |
| 4. Choice Reading | 9. |
| 5. Engagement | 10. |