
What a Gem! The Resource Sheet for IDR Conferences

Categories: Individualized Daily Reading, Making Meaning

Have you had the opportunity to find the content, assessment, and technology feature gems in the third edition of *Making Meaning* designed to support teaching and learning? One gem I found is the unit-specific “Resource Sheet for IDR Conferences” in the *Making Meaning Assessment Resource Book*.

The “Resource Sheet for IDR Conferences” was designed to guide our questioning during Individualized Daily Reading (IDR) Conferences. Beginning in Unit 2, the unit-specific “Resource Sheet for IDR Conferences” outlines a process to use when conferring with individual students about their independent reading. It includes questions we can ask to probe each student’s thinking about what he or she is reading and to assess the student’s comprehension of the text.

A Gem: Discuss-the-Text Questions

The third section of the resource sheet, “Discuss the Text,” provides specific questions related to the unit’s strategy and the genre or genres taught.

When I’m conferring with students during IDR Conferences, the unit-specific questions help me to be more precise as I confer. The well-constructed questions allow me to focus the conference on the learning goals of the unit. Selecting questions from this list—rather than generating my own questions—provides me the opportunity to listen more attentively and focus on the needs of the student.

During *Making Meaning* strategy lessons, I can use those same questions to help me probe students thinking as they engage in the learning. I have used the open-ended questions to scaffold students who might be stuck, to select strategic questions for partners to extend their conversations, and to coach students as they engage in writing about reading extensions. Using the questions across the days of instruction allows me to strategically deepen and extend learning.

3 Discuss the Text

Notice where the student is in the text and ask the student comprehension questions related to the context and to the text's genre. You might ask questions such as:

- Q *What did you wonder about this [book] before you began reading?*
- Q *Have any of the things you wondered about been explained in your reading? If so, what have you found out?*
- Q *What is something you have learned about [a character/a topic]?*
- Q *What are you wondering now?*
- Q *What do you think is important to understand and remember from the part you just read? Why do you think that idea is important?*
- Q *What is the problem the main character is having in this story? How do you think the problem will be solved?*
- Q *What do you visualize (see, hear, and feel) as you read these words?*
- Q *What do you think will happen next?*
- Q *What do you think might be a theme in this story? What in the story makes you think so?*

A Gem: Suggestions for Supporting Readers

The "Suggestions for Supporting Readers" section provides specific recommendations for supporting students.

When planning, I refer to the suggestions for guidance with supporting students' instructional needs. By focusing on the observed student's reading behaviors, I am able to differentiate based on the characteristics of the reader. I found this valuable when considering where the students might struggle during strategy lessons, as I prepare for IDR, and as I consider what small-group instruction might benefit student growth.

SUGGESTIONS FOR SUPPORTING READERS

- If a student is reading a text that is not at the right level (there are many miscues and a lack of fluency and comprehension), you might help the student find a more appropriate text (perhaps by selecting two or three titles at the correct level from which he or she may choose) and plan to confer with the student again in the next day or two.
- If a student reads a passage fluently but is struggling to comprehend it, you might intervene using one or more of the following suggestions:
 - Define unfamiliar vocabulary words.
 - Provide necessary background knowledge.
 - Suggest an appropriate strategy on the “Reading Comprehension Strategies” chart and have the student reread the text, applying the strategy.
 - Ask clarifying questions about the text.
 - Help the student find a more appropriate text.
- If a student comprehends a passage but does not read it fluently, you might intervene using one or both of the following suggestions (depending on the student’s needs):
 - Provide opportunities for the student to practice reading fluently. For support with developing fluency, you might teach IDR Mini-lesson 4, “Reading with Expression,” and IDR Mini-lesson 5, “Reading in Meaningful Phrases.” The mini-lessons can be found in Appendix A of the *Teacher’s Manual*.
 - Provide the student with strategies to use when he or she has difficulty reading unfamiliar words. For support with teaching word-analysis skills, you might teach IDR Mini-lesson 6, “Using Word-analysis Strategies” (see Appendix A in the *Teacher’s Manual*).
- If a student is reading a text that is at the right level, you might have the student continue to read texts at this level or help the student select texts at a slightly higher level.
- For more information about supporting students’ reading development, see “Reading Development” in the Assessment Overview.

The “Suggestions for Supporting Readers” section features references to two additional gems: IDR Mini-lessons and the “Stages of Reading Development” chart.

- The IDR Mini-lessons are gems because they provide well-crafted lessons to supplement instruction provided during IDR. They focus on topics such as selecting appropriate texts, conferring, self-monitoring, using word-analysis strategies, and fluency. The IDR Mini-lessons are located in Appendix A of the Making Meaning Teacher’s Manual.
- The “Stages of Reading Development” chart is a gem because it shows the stages through which students commonly progress as they develop as readers. It also lists behaviors students may display and provides suggestions for supporting students at each stage. The “Stages of Reading Development” chart is located in the Introduction of the Making Meaning Assessment Resource Book.

As you engage in teaching Making Meaning, what gems have you found to support both teaching and learning?

If you want to know more about the gems of the 3rd edition, check out the “New to Third Edition” section of the introduction of your Making Meaning Teacher’s Manual, page xvi, or see [this PDF](#).