

## STAFF DEVELOPMENT SURVEY: READING WORKSHOP

Name: \_\_\_\_\_

Grade: \_\_\_\_\_

Read the boxes, then tick the top box to indicate approximate placement on a continuum.

	NOVICE (1)	APPRENTICE (2)	PRACTITIONER (3)	EXPERT (4)
Focus Lessons	<input type="checkbox"/> I am not using <b>focus lessons</b> as part of my teaching. I teach skills that I think most of my students need to learn in a whole class situation.	<input type="checkbox"/> I occasionally use <b>focus lessons</b> to direct attention to reading strategies and skills the students need to acquire. I attempt to adapt these lessons to meet the needs of the students.	<input type="checkbox"/> I frequently use <b>focus lessons</b> to direct attention to reading strategies and skills the students need to acquire. I frequently adapt these lessons to meet the needs of the students at their different levels.	<input type="checkbox"/> I consistently use <b>focus lessons</b> to direct attention to reading strategies and skills the students need to acquire. I plan and implement these lessons daily to meet the needs of the students at their different levels.
Shared/Guided Reading	<input type="checkbox"/> I primarily use whole class instruction, although I may also use some ability groups for reading instruction.	<input type="checkbox"/> I use whole class instruction. I group mostly by ability with some flexible grouping.	<input type="checkbox"/> I use some combination of: (a) flexible groups for <b>shared/guided reading</b> , (b) <b>literature circles</b> , and (c) targeted intervention for some students.	<input type="checkbox"/> I use flexible groupings and interventions based on needs for <b>shared/guided reading</b> and <b>literature circles</b> .
Read Aloud	<input type="checkbox"/> I read aloud to my students on a daily basis. In my <b>read-alouds</b> I rarely discuss different genres and I rarely demonstrate comprehension strategies.	<input type="checkbox"/> I read aloud to my students on a daily basis. In my <b>read-alouds</b> I occasionally discuss different genres and I occasionally demonstrate comprehension strategies.	<input type="checkbox"/> I read aloud to my students on a daily basis. In my <b>read-alouds</b> I sometimes discuss different genres and I sometimes demonstrate a comprehension strategies.	<input type="checkbox"/> I read aloud to my students on a daily basis. In my <b>read-alouds</b> I use and discuss different genres and demonstrate a variety of comprehension strategies.

	NOVICE (1)	APPRENTICE (2)	PRACTITIONER (3)	EXPERT (4)
Word Study	<input type="checkbox"/> Although I am familiar with methods of <b><u>word study</u></b> , I am uncertain about when and how to use them in my teaching.	<input type="checkbox"/> I have a rudimentary understanding of one or two methods of <b><u>word study</u></b> . I am sometimes able to choose appropriate word study activities to use with my students based on their individual needs. I provide word study activities for my students irregularly.	<input type="checkbox"/> I have a good understanding of three or four methods of <b><u>word study</u></b> . I am often able to choose appropriate word study activities to use with my students based on their individual needs. I provide appropriate word study activities for my students several times a week.	<input type="checkbox"/> I have a good understanding of five or more methods of <b><u>word study</u></b> . I am readily able to choose appropriate word study activities to use with my students based on their individual needs. I provide appropriate word study activities for my students on a daily basis.
Formal Conferencing	<input type="checkbox"/> I am not using <b><u>formal reading conferences</u></b> with individual students.	<input type="checkbox"/> I am using <b><u>formal reading conferences</u></b> with individual students 2-3 times/year.	<input type="checkbox"/> I am using <b><u>formal reading conferences</u></b> with individual students 4-6 times/year.	<input type="checkbox"/> I use ongoing <b><u>formal reading conferences</u></b> to guide instruction.
Informal Conferencing	<input type="checkbox"/> I am not using <b><u>informal reading conferences</u></b> with individual students.	<input type="checkbox"/> I am using <b><u>informal reading conferences</u></b> with individual students 2-3 times/year.	<input type="checkbox"/> I am using <b><u>informal reading conferences</u></b> with individual students 4-6 times/year.	<input type="checkbox"/> I use <b><u>informal reading conferences</u></b> with individual students on an ongoing basis (once a week).
Independent Reading	<input type="checkbox"/> I am not including <b><u>independent reading</u></b> as part of my teaching	<input type="checkbox"/> I am using <b><u>independent reading</u></b> as silent reading time but do not use this time to informally conference or guide students in selection of books.	<input type="checkbox"/> I use <b><u>independent reading</u></b> but do not necessarily do it every day or for the full amount of time recommended for my grade level. I am using some of the elements but not all of them consistently.	<input type="checkbox"/> In <b><u>independent reading</u></b> time children read daily for at least the amount of time appropriate to their grade level. While children read on their own or with partners I use informal reading conferences to monitor decoding strategies, comprehension, and reading goals, while supporting children in self-selecting just-right books in reading for pleasure.

## **GLOSSARY**

### **Formal Reading Conference**

A one-on-one reading evaluation which incorporates all of the following components: interview to determine reading habits/preferences, text introduction, silent or oral reading and response, observation of strategies used, and determination of comprehension level.

### **Guided Reading**

The teacher works with a small group of children who have similar reading processes. The teacher selects and introduces new books at the group's instructional level and supports children reading the whole text to themselves, making teaching points during and after the reading.

### **Independent Reading**

Children read on their own or with partners from a wide range of materials. The teacher confers with individual readers (informal reading conferences) to monitor decoding strategies, comprehension, and reading goals. A strong emphasis is placed on self-selection of just-right reading materials and reading for pleasure.

Time Allocated Daily	K	10 minutes at the beginning of the year working up to 20 by the end of the year
	1	20 minutes at the beginning of the year working up to 30 by the end of the year
	2	30 minutes

### **Informal Reading Conference**

A one-on-one reading evaluation in which the teacher listens to a student read aloud and retell, or the teacher silently reads a portion of text aloud along with the student and then asks the student to talk about what has been read; includes analyzing progress with the student and setting goals.

### **Literature Circles (also called Book Clubs or Novel Groups)**

Discussion groups of two to six students who meet regularly to explore their ideas about a book selection through genuine conversation.

### **Read-Alouds**

The teacher reads aloud to the whole group or small groups. A carefully selected body of children's literature is used and the collection contains a variety of genres and reflects the diversity of the children as well as society. Comprehension strategies such as "Stopping to Think" to help children think at a whole-text level can be utilized. After reading, comprehension strategies such as story mapping, character mapping, and writing about the text can also be utilized to help them understand what you are reading.

### **Shared Reading**

A book or chart, often enlarged and containing pictures and predictable language, is placed in front of the students and the teacher reads the story while pointing to the words and pausing to ask questions. After a few readings students are encouraged to read along with the teacher. Older students when reading the text in unison may either follow along on an enlarged display copy or on personal copies. Shared reading allows students to read texts that may be beyond their current ability and to develop the confidence to go on to other types of performance such as reader's theater and choral reading.

### **Word Study**

The teacher leads the whole class or a small group in the study of rules and principles of phonics and spelling. These lessons are based on the needs of students as identified by the teacher and use some combination of the following methods of explicit, systematic phonics instruction:

- word wall(s) used for spelling and reading (organized, for example, by genre, high-frequency words, word families, or vocabulary for units of study)
- “making word” activities (including word sorts)
- cloze activities
- “word family” activities (to help students learn patterning and chunking)
- activities to develop phonological awareness
- activities to develop phonemic awareness

### **Focus Lessons**

A focus lesson is a structured, concise mini-lesson that focuses on the strategies or skills they need to acquire in reading and writing.

Early focus lessons in writing, typically focus on establishing routines and procedures and helping students to find topics for writing. Later in the year a teacher focuses on qualities of writing, revision and editing strategies and skills appropriate to the age of the students.