

1. Welcome and Thank You!

**It has been five years since we started our renewed focus on literacy and so much has changed since then. This information is anonymous and will be used to evaluate our progress and make decisions to support our next steps in literacy. Thank you for taking 5-10 minutes to complete the survey.**

\* 1. At my school, in the area of **READING**, my grade level has consistency in:

	Strongly Agree	Agree	Disagree	Strongly Disagree	I Don't Know	N/A
Content being taught	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sequence of instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Instructional materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Approaches to instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assessment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe this consistency is important	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments

\* 2. At my school, in the area of **WRITING**, my grade level has consistency in:

	Strongly Agree	Agree	Disagree	Strongly Disagree	I Don't Know	N/A
Content being taught	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sequence of instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Instructional materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Approaches to instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assessment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe this consistency is important	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments

\* 3. At my school, in the area of WORD STUDY, my grade level has consistency in:

	Strongly Agree	Agree	Disagree	Strongly Disagree	I Don't Know	N/A
Content being taught	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sequence of instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Instructional materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Approaches to instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assessment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe this consistency is important	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments

2.

1. Which school setting do you work in?

- Non-Title School
- Title School

\* 2. Grade

- Kindergarten
- 1st Grade
- 2nd Grade
- 3rd Grade
- 4th Grade
- 5th Grade

### 3. Kindergarten Reading and Writing Hold Tights and Look Fors

**As a district we have developed specific practices expected in all elementary classrooms (See below). Share your implementation of these best practices.**

Kindergarten Hold Tights for Reading



#### **What we will hold tight!**

##### **Reading Workshop 5 x per week for at least 90 minutes**

- **Daily mini-lesson/demonstration 10-15 minutes at least 2 x per day**
  - ✓ **Read Aloud #1:** Explicit modeling of level of proficiency, i.e. in the Fall concepts of print and in the Winter level B/C
  - ✓ **Read Aloud #2:** Focus on oral language i.e. vocabulary, talking about books
  - ✓ **Read Aloud #3:** Chapter or picture book to engage students in a comprehension conversation and for strategy instruction
  
- **Daily independent work time at literacy stations for 45 minutes**
  - ✓ Reading
  - ✓ Word work
  - ✓ Writing
  - ✓ Partner reading
  
- **Regular 1:1 planned conferring/work time support with specific students and targeted objectives**



## Writing Instruction Hold Tights

**Writing Workshop 4-5 x per week for at least 45 minutes (with additional writing across the day).**

- Daily *mini-lesson* 10-15 minutes
- Daily *independent writing* at least 20 minutes
- Daily **mid-workshop** teaching point
- Regular **1:1 planned conferring** opportunity with the teacher 3-5 minutes per student (Goal whole class 2x a month)
- *Small, flexible, targeted, instructional groups* as needed
- Daily **sharing/closure** 10-15 minutes

*See Guide to the Common Core Writing Workshop in each grade level Units of Study resource kit*

\*Adopted curriculum Teachers College Reading and Writing Project Units of Study for Teaching Writing  
Revised August 2016 following Writing Summer Institute

**\* 1. Best Practices in Reading Instruction**

	Daily	3-4 days a week	1-2 days a week	1-2 times a month	Never	N/A
Teach through whole group, focused mini-lessons.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My students read just right books.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My interactive read alouds are planned.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I use small group instruction (i.e. guided reading, book clubs, strategy groups...) to meet the needs of my students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I confer with readers in my class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My students write about their reading.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

\* 2. Best practices in WRITING Instruction

	Daily	3-4 days a week	1-2 days a week	1-2 times a month	Never	N/A
Teach through whole group, focused mini-lessons.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My students write independently based on the mini-lesson.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I use mentor texts.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I use anchor charts.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I confer with writers in my class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I use partnerships/intentional talk structures for conversations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments

#### 4. Reading and Writing Hold Tights and Look Fors

As a district we have developed specific practices expected in all elementary classrooms (See below). Share your implementation of these best practices.

Reading Hold Tights



### Reading Instruction “Hold Tights”

**Reading Workshop 4-5 x per week for at least 60 minutes with intermediate students and 90 minutes with primary students.**

- Daily *mini-lesson/demonstration* 10 minutes
- Daily *independent reading* time at least 20 minutes
- Regular *1:1 planned conferring* opportunity with the teacher 3-5 minutes per student with a goal whole of meeting with everyone in the class 2 x a month.
- *Small group* for 10-20 minutes as needed
  - *Readers above standard* at least once a week
  - *Readers at or near standard group* 3-4 times a week
  - Teacher works with *vulnerable readers/readers performing below standard* daily for mini-lesson, conferring **and/or** small group work
  - 2-3 groups per day with the vulnerable readers/readers performing below standard *sandwiched*
- **Daily read aloud**
  - 1 x a week tightly planned interactive/interrupted read aloud for 20-30 minutes
  - 4 or more x a week 10 minute read aloud across genres
- Daily **sharing**/closure 10-15 minutes

*\*See Reading Core Curriculum Support Guide pages 92-100; Adopted Curriculum Benchmark Literacy*

*Updated August 2016*



## Writing Instruction Hold Tights

**Writing Workshop 4-5 x per week for at least 45 minutes (with additional writing across the day).**

- Daily *mini-lesson* 10-15 minutes
- Daily *independent writing* at least 20 minutes
- Daily **mid-workshop** teaching point
- Regular **1:1 planned conferring** opportunity with the teacher 3-5 minutes per student (Goal whole class 2x a month)
- *Small, flexible, targeted, instructional groups* as needed
- Daily **sharing**/closure 10-15 minutes

*See Guide to the Common Core Writing Workshop in each grade level Units of Study resource kit*

\*Adopted curriculum Teachers College Reading and Writing Project Units of Study for Teaching Writing  
Revised August 2016 following Writing Summer Institute

\* 1. Best Practices in Reading Instruction

	3-4 days a	1-2 days a	1-2 times a	Never	N/A
	Daily	week	week	month	Never
Teach through whole group, focused mini-lessons.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My students read just right books.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My interactive read alouds are planned.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I use small group instruction (i.e. guided reading, book clubs, strategy groups...) to meet the needs of my students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I confer with readers in my class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My students write about their reading.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments



\* 2. Best practices in WRITING Instruction

	3-4	1-2	1-2		
	days	days	times		
	a	a	a		
	Daily	week	week	month	Never
					N/A

Teach through whole group, focused mini-lessons.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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My students write independently based on the mini-lesson.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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I use mentor texts.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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I use anchor charts.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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I confer with writers in my class

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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I use partnerships/intentional talk structures for conversations.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Comments

5. Five Elements of Effective Reading Instruction

Please rate your level of knowledge in each of the Five Elements. You can select more than one answer in each row.

\* 1. Phonemic Awareness-ONLY ANSWER if you teach K-2

	Excellent	Above Average	Average	Need Support	Need Resources	N/A
Developmental Scope and Sequence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Instructional Strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Instructional Materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Diagnostic Assessments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interventions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

\* 2. Phonics/Word Study

	Excellent	Above Average	Average	Need Support	Need Resources	N/A
Developmental Scope and Sequence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Instructional Strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Instructional Materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Diagnostic Assessments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interventions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

\* 3. Fluency

	Excellent	Above Average	Average	Need Support	Need Resources	N/A
Developmental Scope and Sequence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Instructional Strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Instructional Materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Diagnostic Assessments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interventions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

\* 4. Vocabulary

	Excellent	Above Average	Average	Need Support	Need Resources	N/A
Developmental Scope and Sequence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Instructional Strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Instructional Materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Diagnostic Assessments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interventions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

\* 5. Comprehension

	Excellent	Above Average	Average	Need Support	Need Resources	N/A
Developmental Scope and Sequence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Instructional Strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Instructional Materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Diagnostic Assessments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interventions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

6. Instructional Resources

\* 1. Overall availability of instructional resources for the teaching of:

	Sufficient	Insufficient	I Don't Know	N/A
Phonemic Awareness- <b>only K-2 answer</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Writing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Phonics/Word Study	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Speaking and Listening	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

2. Next year we will have access to a new e-reading tool for any student not at standard in reading, Learning Ally. More information on that will be coming. In order to decide if we should continue to subscribe to some of our current tech tools we need your input. How often do you use:

	daily	often	sometime	rarely	never
Book Flix	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
True Flix	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tumble Books	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other (please specify)

3. What is/are your primary instructional resources for reading?

- Benchmark Literacy
- Reading Units of Study
- Other: Please describe in box below
- Describe "other" instructional resources you regularly use to teach reading:

4. What is/are your primary instructional resources for writing?

- Writing Units of Study
- DMA Benchmarks
- Other: Please describe in box below
- Describe "other" instructional resources you regularly use to teach writing:

5. Do you have a classroom library?

Yes

No

6. My classroom library is:

	Agree	Disagree	Not Sure
leveled	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
balanced Fiction/Non-Fiction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
has diverse cultures represented	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
levels span the developmental age and stage of my learners	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
sufficient for all students to have book bags or tubs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
at least 500 books	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
organized for students to see covers and access books independently	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. Thank you!

**If you have additional comments, questions, or concerns please use the unlimited space in the comment box below.**

**And again, the Developing Readers and Writers Advisory sincerely appreciates your time and input.**

1. Please share any additional comments, questions, and/or concerns.