

Balanced Literacy Staff Development Priority Survey

Staff Name: _____					School _____					Gr. _____				
Directions: Read the Training Priorities in the left column. Indicate your <u>current level</u> by placing an (x) in the appropriate column to the right of the Priority.														
					No Knowledge	Knowledge (I know something I didn't know before.)	Application (I consistently use this knowledge and skill.)	Impact (Student learning is improved & demonstrated on specifically targeted assessments.)						
Assessment and Data Analysis:														
The Phonemic Awareness Test (PreK)														
Letter Identification (PreK-2)														
Concepts of Print (PreK-2)														
Yopp Singer Phoneme Segmentation (K-3)														
Dolch Word List (1-4)														
Rigby PM Benchmark Books (K-6)														
Running Records (K-6)														
Written Vocabulary (K-2)														
Dictated Sentences (K-4)														
IRI Diagnostic/Performance Assessment (2)														
Local Assessment (3-8)														
Content and Structures: (defined on back)														
USD 253 Balanced Literacy Components:														
Word Identification														
Vocabulary														
Fluency														
Comprehension														
Reading/Communication Connection														
Additional Balanced Literacy Components:														
Read Aloud														
Shared Reading														
Guided Reading														
Literacy/Literature Circles (3-6)														
Independent Reading														
Write Aloud (Modeled Writing)														
Shared (Interactive) Writing														
Guided Writing/Writing Workshop														
Independent Writing														
Book Selection/Materials/Resources														
Centers														
Grouping														
Schedules														
Cueing Systems/Questioning														
Before, During, & After Reading Strategies														
Reciprocal Teaching														
Which items from your list above are the top 3 <u>Content and Structures</u> items you need right now to get off the ground? (List below.)														
1.														
2.														
3.														

Description of Content Structures Priority Items

USD 253 Balanced Literacy Components definitions:

- **Word Identification**-teaching strategies for the recognition and pronunciation of words including sight words, decoding (phonological awareness, phonemic awareness), phonics, and structural analysis
- **Vocabulary**-the different words recognized, understood and/or used for reading, listening, speaking and writing including determining word meanings, figurative language, and word origins
- **Fluency**-fluent readers are able to read orally with comprehension, speed, accuracy and proper expression and includes the following areas for instruction: vocabulary, punctuation, sentence structure, rhythms of natural speech, and text organization
- **Comprehension**-students' ability to understand what is read through interactions between text and reader including concepts of print/text organization, prior knowledge/experience, types of literature, evaluation, application/transfer, and text structure
- **Reading/Communication Connection**-a mutual relationship between reading and writing (listening and speaking) that develops and extends the understanding of what is read and written including comprehension, fluency, vocabulary, and word identification

(Source: USD 253 Balanced Literacy Components hand out developed by District Reading Leadership Team)

Additional Components of Balanced Literacy definitions:

Book Selection//Materials/Resources-includes characteristics to consider when selecting books for a collection; matching books to individual children; selecting books suitable for guided reading; choosing levels and varieties of books, visuals, and hands-on materials; organization and management of leveled books and resources; developing classroom libraries

Centers-places set up in classrooms where students can engage in hands-on activities that allow them to obtain additional experience in using new skills, expand skill usage to more closely match their individual needs, and work cooperatively with other students

Cueing Systems/Questioning- CUEING SYSTEMS-questions using semantics (making sense), syntax (sentence structure, grammar) and letter-sound formation to decode words; QUESTIONING-teachers helping students to reflect on and explore text by asking questions and encouraging students to question themselves; making connections and focusing on main ideas through questioning; questioning to engage students at various levels of thinking (Bloom's Taxonomy)

Grouping-the process of determining the most appropriate groups based on such factors as reading processes, ability, experiences, and text level

Guided Reading-teacher works with small group who have similar reading processes; teacher selects and introduces new books and supports children reading whole texts to themselves making teaching points during and after the reading

Guided Writing (Writers Workshop)- students select writing topics; teacher guides the process through conferencing and students' individual needs; may include minilessons on specific writing skills, process writing, sharing sessions

Independent Reading-children read on their own or with partners from wide range of materials; some reading is from a special collection at their reading level

Independent Writing-students write independently; writing is generated by students and requires little teacher support; may include reflections, learning logs, journals, free writes

Literacy/Literature Circles-clusters of students talking about books; small, temporary groups are formed; students may engage in before, during or after activities; teacher and students generate discussion

Pre-, During, After Reading Strategies-PRE- (reader establishes in his mind a purpose and a plan for reading); DURING-(reading actively for a purpose and integrating prior knowledge); AFTER-(reader takes time to think about what he knew before reading, what he learned during reading and the connections made, and then links this together to build new knowledge)

Read Aloud-teacher reads aloud to whole class or small groups, involves careful selection of children's literature containing a variety of genres and represents our diverse society

Reciprocal Teaching-teaching strategies that will help students monitor and expand their own comprehension of texts; teaching students explicit ways to summarize ideas, ask questions, provide clarifications, and make predictions; "shared" learning

Schedules- organizing the classroom for balanced literacy; designing of schedules through problem-solving; organization of time and space

Shared Reading-using an enlarged or shared text that all children can see, teacher involves children in reading together following a pointer (may include rereading big books, poems, songs; rereading retellings; rereading alternative texts; rereading products of interactive writing)

Shared (Interactive) Writing-teacher guided activity designed to teach students about the writing process and how written language works; teacher and students "share the pen"; skills such as phonics, phonemic awareness, composition skills, high frequency words, conventions are emphasized

Write Aloud/Modeled Writing-writing the teacher does in front of the class by thinking aloud about writing process and decisions writers make while composing and by modeling writing techniques and conventions of print

(Sources: Carol Simoneau's presentations-ESSDACK; <http://www.allamericareads.org>; Guided Reading by Fountas and Pinnell)