**Readers Workshop**

**Unit 1, Grades 3 - 5**

**Teacher Survey:** This information can be used to plan lessons based on the needs of your class.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1 | 2 | 3 | 4 | 5 |
| none of the time | a few times | half the time | most of the time | all of the time |
| no students | a few students | half of the students | most of the students | all of the students |

|  |  |
| --- | --- |
| **Rating:** | **Expectations:** |
|  | The class understands the expectations of readers workshop. |
|  | The class transitions quickly & quietly to and from carpet area, and starts reading right away. |
|  | Personal resolutions and class goals are set. |
|  | Students are reading just right books. Students are reading an appropriate volume of pages for a particular time frame or completing an appropriate number of books per week according to the student’s reading level. |
|  | Reading logs are used at home and at school, and include titles, levels, pages, dates, and minutes. |
|  | The teacher records conferring conversations, making note of compliment and individualized teaching point to be followed up on. |
|  | Anchor charts are posted and students are directed to use them as links to earlier learning. |
|  | Students gather evidence from the text to prepare for conversations and partner work. |
|  | Students participate in class and partnership conversations by listening and responding with engagement. |
|  | Students pay attention to their partner’s reading histories, interests, and hopes. |
|  | Students use post-its to mark places that speak to them, places where the text stands out and calls to them as though it was written in large, bold print. |