

Name \_\_\_\_\_

The components of the reading workshop are listed below. Please use a checkmark (✓) to mark three (3) components you are most familiar with. Please use a question mark (?) to mark three (3) components you are less familiar with.

- \_\_\_ Whole-Group Reading Minilesson (p. 23)
- \_\_\_ Independent or Collaborative Work (p. 24)
- \_\_\_ Guided Reading for Below-Benchmark Students (p. 25)
- \_\_\_ Guided Reading for At-or-Above-Benchmark Students (p. 26)
- \_\_\_ Teacher Conference (p. 27)
- \_\_\_ Strategy Group (p. 28)
- \_\_\_ Literature Discussion Group (p. 29)
- \_\_\_ Debrief & Closure (p. 30)

The specialized vocabulary of the reading workshop is listed below. Please use a checkmark (✓) to mark three (3) terms you are most familiar with. Please use a question mark (?) to mark *at least* three (3) terms you are less familiar with.

- |  |   |
|--|---|
| <input type="checkbox"/> activate                          | <input type="checkbox"/> pattern analysis             |
| <input type="checkbox"/> analogy (as a way to solve words) | <input type="checkbox"/> prompt                       |
| <input type="checkbox"/> benchmark                         | <input type="checkbox"/> scaffolding                  |
| <input type="checkbox"/> cognitive apprenticeship model    | <input type="checkbox"/> solving strategy             |
| <input type="checkbox"/> comprehend                        | <input type="checkbox"/> sound analysis               |
| <input type="checkbox"/> decode                            | <input type="checkbox"/> strategic action             |
| <input type="checkbox"/> demonstration                     | <input type="checkbox"/> strategic behavior           |
| <input type="checkbox"/> differentiated                    | <input type="checkbox"/> strategy                     |
| <input type="checkbox"/> differentiated dismissal          | <input type="checkbox"/> tenacity                     |
| <input type="checkbox"/> fading                            | <input type="checkbox"/> think aloud                  |
| <input type="checkbox"/> fluency                           | <input type="checkbox"/> turn and talk                |
| <input type="checkbox"/> guided practice                   | <input type="checkbox"/> validate                     |
| <input type="checkbox"/> guiding (coaching)                | <input type="checkbox"/> visual analysis              |
| <input type="checkbox"/> instructional level (text)        | <input type="checkbox"/> zone of actual development   |
| <input type="checkbox"/> literacy centers                  | <input type="checkbox"/> zone of future development   |
| <input type="checkbox"/> model                             | <input type="checkbox"/> zone of proximal development |
| <input type="checkbox"/> more knowledgeable other          |   |
| <input type="checkbox"/> norm                              |   |

Review the pages in the Piece-by-Piece section (pp. 21 - 30) for those **components** with which you are most familiar. Record what information is new or interesting to you. In other words, what is unfamiliar about the familiar?

1.

2.

3.

Review the pages in the Piece-by-Piece section (pp. 21 - 30) for those **components** with which you are less familiar. Record what information is familiar or connected to the known for you. In other words, what is familiar about the unfamiliar?

1.

2.

3.

Review the glossary (pp. 53 - 56) for those **specialized vocabulary terms** with which you are most familiar. Record what information is new or interesting to you. In other words, what is unfamiliar about the familiar?

1.

2.

3.

Review the glossary (pp. 53 - 56) for those **specialized vocabulary terms** with which you are less familiar. Record what information is familiar or connected to the known for you. In other words, what is familiar about the unfamiliar?

1.

2.

3.