Enjoyment of Reading Survey
Joan K. Jacobs
University of Connecticut
Version 9

Name: ______________________

Circle your current grade: 3 4 5 6

Circle if you are: male female

Circle your favorite subject in school. Select only one:

<table>
<thead>
<tr>
<th>reading</th>
<th>math</th>
<th>science</th>
</tr>
</thead>
<tbody>
<tr>
<td>social studies</td>
<td>art</td>
<td>gym/physical education</td>
</tr>
<tr>
<td>writing</td>
<td>Other</td>
<td></td>
</tr>
</tbody>
</table>

Everyone enjoys something. On this survey you will find a list of statements about reading. Please read each statement carefully and circle whether you:

<table>
<thead>
<tr>
<th>SD</th>
<th>strongly disagree with the statement</th>
</tr>
</thead>
<tbody>
<tr>
<td>D</td>
<td>disagree with the statement</td>
</tr>
<tr>
<td>U</td>
<td>are undecided about the statement</td>
</tr>
<tr>
<td>A</td>
<td>agree with the statement</td>
</tr>
<tr>
<td>SA</td>
<td>strongly agree with the statement</td>
</tr>
</tbody>
</table>

Example:
I like chocolate ice cream. SD D U A SA

<table>
<thead>
<tr>
<th>1</th>
<th>Most of my friends read.</th>
<th>SD</th>
<th>D</th>
<th>U</th>
<th>A</th>
<th>SA</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>I am excited when I think about reading a new book.</td>
<td>SD</td>
<td>D</td>
<td>U</td>
<td>A</td>
<td>SA</td>
</tr>
<tr>
<td>3</td>
<td>I choose to read during the summer and during school vacations.</td>
<td>SD</td>
<td>D</td>
<td>U</td>
<td>A</td>
<td>SA</td>
</tr>
<tr>
<td>4</td>
<td>I enjoy going to the library or bookstore to get books.</td>
<td>SD</td>
<td>D</td>
<td>U</td>
<td>A</td>
<td>SA</td>
</tr>
<tr>
<td>5</td>
<td>I like to read.</td>
<td>SD</td>
<td>D</td>
<td>U</td>
<td>A</td>
<td>SA</td>
</tr>
</tbody>
</table>

There are questions on both sides!
<table>
<thead>
<tr>
<th>6</th>
<th>I like to learn words.</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>I make time to read.</td>
</tr>
<tr>
<td>8</td>
<td>Reading makes me feel relaxed.</td>
</tr>
<tr>
<td>9</td>
<td>I read to escape.</td>
</tr>
<tr>
<td>10</td>
<td>I read to explore</td>
</tr>
<tr>
<td>11</td>
<td>read whenever I can.</td>
</tr>
<tr>
<td>12</td>
<td>My friends know I like to read</td>
</tr>
<tr>
<td>13</td>
<td>Reading is interesting for me.</td>
</tr>
<tr>
<td>14</td>
<td>Reading is my favorite hobby.</td>
</tr>
<tr>
<td>15</td>
<td>Reading makes me feel better when I am sad.</td>
</tr>
<tr>
<td>16</td>
<td>I am satisfied with my performance in reading.</td>
</tr>
<tr>
<td>17</td>
<td>When I like a book, I sometimes read it again.</td>
</tr>
<tr>
<td>18</td>
<td>When I read, I lose track of time.</td>
</tr>
<tr>
<td>19</td>
<td>I can read for 20-25 minutes without a break.</td>
</tr>
<tr>
<td>20</td>
<td>Sometimes when I read, I do not hear other people talking to me.</td>
</tr>
<tr>
<td>21</td>
<td>I suggest good books for my friends to read.</td>
</tr>
<tr>
<td>22</td>
<td>I read parts of books and stories aloud to my family or friends.</td>
</tr>
<tr>
<td>23</td>
<td>Reading is what I do well.</td>
</tr>
<tr>
<td>24</td>
<td>My teacher knows I am a good reader.</td>
</tr>
<tr>
<td>25</td>
<td>I talk to friends about what I read.</td>
</tr>
<tr>
<td>26</td>
<td>Overall, I enjoy reading.</td>
</tr>
</tbody>
</table>

There are questions on both sides!
1.) When I read for pleasure, I pick the following (Check all that apply):

- Novels/chapter books
- Cartoons/comic books
- Humorous books
- Sports books
- Newspapers
- Magazines
- Poetry books
- Fantasy books
- Mystery books
- History books
- Science books
- Scary books
- Biographies
- Other

2.) If I were in charge of my reading/language arts class, I would have my students do 10 of the following activities (Check 10):

- Write a story
- Learn sign language
- Write a book
- Create a game or puzzle
- Write a poem
- Learn about an author or illustrator
- Give a speech
- Read a poem
- Read a favorite book again
- Write the story of your life (autobiography)
- Read a challenging, new book
- Draw/illustrate a story or poem
- Tell a story
- Read a true story
- Make a cartoon or comic
- Read a biography or autobiography
- Learn a different language (Spanish, French)
- Read to learn how to do something
- Listen to someone read aloud
- Work on a crossword or other word puzzles
- Write a story about someone's life (biography)
- Read a book aloud
- Watch a play/movie of a book that you have read
3.) I am most likely to read a book for pleasure that:

☐ a teacher suggests  ☐ my friend suggests
☐ a librarian suggests  ☐ has won an award
☐ is by an author whose books I have read  ☐ I just happened to see (hear about) in _____________

4.) Three favorite books that I would take on a month-long trip are:

1. __________________________________________
2. __________________________________________
3. __________________________________________

5.) In the past week, I have read for at least half an hour (30 minutes):

☐ No days  ☐ 1-2 days  ☐ 3-4 days  ☐ 6-7 days

6.) In the past month, I have read ______ book(s) for pleasure:

☐ No books  ☐ 1-2 books  ☐ 3-4 books  ☐ 5-7 books  ☐ 8 or more books

7.) My favorite time to read for pleasure is:

☐ Never  ☐ In the morning before school
☐ During school  ☐ During the midmorning
☐ Lunchtime  ☐ After school
☐ In the evening  ☐ Before falling asleep
☐ Whenever I can  ☐ _______________

8.) When I read I like to:  ☐ read one book  ☐ juggle more than one book at a time

9.) I like to receive books as presents.

☐ YES  ☐ NO

10.) I view books as presents.

☐ YES  ☐ NO

11.) I have a library card.

☐ YES  ☐ NO
12.) If I read a book that I like, I am likely to read more books by the same author.  □ YES  □ NO

13.) If I read a book that I enjoy, I am likely to read more books about that topic.  □ YES  □ NO

14.) I borrow books from the library:

□ Once a week  □ Twice a week  □ A couple of times a month
□ Every few months  □ A few times a year  □ Hardly ever
□ Never

15.) The number of books I have at home:

□ None  □ Less than 10  □ 11-20
□ 21-30  □ 31-40  □ Too many to count

16.) If I could meet any literary character (for example, Laura from *Little House on the Prairie*, the Lion from *The Wizard of Oz*, Harry from *Harry Potter*, Curious George, Arthur, Babar) I want to meet:

• ____________________________
• ____________________________
• ____________________________

17.) Where is your ideal reading spot?

□ Bedroom  □ Living Room  □ Family Room
□ Public Library  □ Kitchen  □ Bookstore
□ Car  □ Home Library  □ Other ________

18.) The last three books that I have read are:

1. ____________________________
2. ____________________________
3. ____________________________
Current Classroom Practices for Reading

Susannah Richards, University of Connecticut

This study focuses on the nature of reading instructional practices across the United States. Please help us learn more about reading classroom practices by taking a few minutes to complete this survey.

This survey is designed to provide information about the instructional practices and approaches you use with students in your reading classroom. It is very important that the answers reflect actual practices. Please be assured that your individual responses will be held in the strictest confidence.

For the purposes of this study, average readers are reading at their current grade level. Talented readers are defined as students who are reading at least two grade levels above their current grade level. For example, a third grader reading at the fifth grade level would be considered a talented reader for this study.

☐ Check here if you have students in your reading class who would be identified as talented readers, and respond to items 1-30 for both average and talented readers by completing both the right and left response scales.

☐ Check here if you do not have any talented readers in your reading class, and respond to items 1-30 for average readers by completing only the response scale on the left.

If you teach more than one reading class, please respond to the following items using one class as your point of reference.

<table>
<thead>
<tr>
<th>Response Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 Never</td>
</tr>
</tbody>
</table>

In my reading classroom
average readers...

Stem

In my reading classroom
talented readers...

<table>
<thead>
<tr>
<th>0 1 2 3 4 5</th>
<th>0 1 2 3 4 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Complete a pretest before they begin a new reading unit.</td>
<td>1. Complete a pretest before they begin a new reading unit.</td>
</tr>
<tr>
<td>2. Complete different homework assignments based on their reading abilities.</td>
<td>2. Complete different homework assignments based on their reading abilities.</td>
</tr>
<tr>
<td>3. Are grouped for reading instruction based on their reading level.</td>
<td>3. Are grouped for reading instruction based on their reading level.</td>
</tr>
<tr>
<td>4. Choose books they read in school.</td>
<td>4. Choose books they read in school.</td>
</tr>
<tr>
<td>5. Work independently on reading assignments.</td>
<td>5. Work independently on reading assignments.</td>
</tr>
<tr>
<td>6. Participate in whole group reading instruction.</td>
<td>6. Participate in whole group reading instruction.</td>
</tr>
<tr>
<td>7. Are encouraged to read books that are above their current grade level.</td>
<td>7. Are encouraged to read books that are above their current grade level.</td>
</tr>
<tr>
<td>8. Respond to their reading in journals (or in another written format(s)).</td>
<td>8. Respond to their reading in journals (or in another written format(s)).</td>
</tr>
</tbody>
</table>
Response Scale

<table>
<thead>
<tr>
<th>0 Never</th>
<th>1 Rarely</th>
<th>2 Occasionally</th>
<th>3 Sometimes</th>
<th>4 Usually</th>
<th>5 Consistently</th>
</tr>
</thead>
</table>

In my reading classroom average readers...

9. Are given time to pursue self-selected reading-related activities.

10. Complete different reading assignments based on their instructional level.

11. Are given different levels of vocabulary activities.

12. Do not need to complete activities for skills they have already mastered.

13. Use different reading materials from other groups of students within the same grade level.

14. May read books that are on reading lists in higher grade levels.

15. Determine their own pace for completing a book.

16. Are encouraged to read books that students are reading as a group at a specified pace.

17. Are encouraged to read non-fiction books as well as fiction books.

18. Work independently on self-selected projects related to reading (writing stories, creating a board game about a book, etc.).

19. Are asked not to read ahead in books that they read as a group.

20. Are encouraged to choose books based on their interests.

21. Are taught to evaluate books to estimate appropriate reading level.

22. Talk about what they are reading with other students.

23. Are encouraged to bring outside reading and prior knowledge into reading responses.


25. Reflect on their reading and evaluate what they have read.

26. Learn to develop and apply new ideas as a result of their reading.

27. Are encouraged to find deeper meaning in their reading.

28. Are required to show comprehension of the text during formal assessments.

29. Are given guiding questions to help them interact with the texts they are reading.

30. Are required to demonstrate comprehension of the text during class.

In my reading classroom talented readers...

0 1 2 3 4 5

14. May read books that are on reading lists in higher grade levels.

15. Determine their own pace for completing a book.

16. Are encouraged to read books that students are reading as a group at a specified pace.

17. Are encouraged to read non-fiction books as well as fiction books.

18. Work independently on self-selected projects related to reading (writing stories, creating a board game about a book, etc.).

19. Are asked not to read ahead in books that they read as a group.

20. Are encouraged to choose books based on their interests.

21. Are taught to evaluate books to estimate appropriate reading level.

22. Talk about what they are reading with other students.

23. Are encouraged to bring outside reading and prior knowledge into reading responses.


25. Reflect on their reading and evaluate what they have read.

26. Learn to develop and apply new ideas as a result of their reading.

27. Are encouraged to find deeper meaning in their reading.

28. Are required to show comprehension of the text during formal assessments.

29. Are given guiding questions to help them interact with the texts they are reading.

30. Are required to demonstrate comprehension of the text during class.
Teacher Information

1.) Sex:  □ Female  □ Male

2.) Ethnicity:  □ Caucasian-American  □ African-American  □ Asian-American  
□ Hispanic-American  □ Native-American  □ Other __________

3.) Years of teaching experience:  □ 1  □ 2-5  □ 6-9  □ 10-14  □ 15 or more

4.) Highest degree earned:  □ Bachelor's  □ Master's  □ Professional Diploma/Sixth Year  
□ Ph.D./Ed.D.

5.) Grade level that you are currently teaching:  □ 3rd  □ 4th  □ 5th  □ 6th  □ 7th

6.) Years that you have taught reading/language arts:  □ 1 or less  □ 2-5  □ 6-9  □ 10 or more

7.) Please check the box(es) below if you have received training in:  
□ Junior Great Books  □ Success for All  □ Whole Language techniques  
□ Other ______________

8.) Estimate the total number of hours devoted to weekly reading instruction for one class. ________

9.) What is the total number of students in your reading/language arts class? ________

10.) Estimate how many students in your reading class would be considered:

   a. talented readers (those reading two grade levels above their chronological grade) ________

   b. average readers (reading within one year of grade level) ________
11.) In your classroom, are students grouped for reading instruction by reading ability?

☐ YES  ☐ NO

12.) If yes, how are students grouped?

☐ Within class by reading ability
☐ Across classes within grade level
☐ Across grade levels
☐ Other ____________________________

13.) Which reading approaches do you use to teach reading in your classroom?

☐ Phonics
☐ Whole language
☐ Blend of phonics and whole language
☐ Other ____________________________

14.) What reading programs/materials do you use? (Check all that apply)

☐ Basal reader/literature anthology

☐ Series title ____________________________

☐ Series level ____________________________

☐ Basal reader/literature anthology

☐ Other ____________________________

15.) Estimate the percentage of reading/language arts students in your classroom belonging to the following groups.

_____% Caucasian-American  _____% African-American  _____% Asian-American

_____% Hispanic-American  _____% Native-American  _____% Other

16.) Does your district use the Schoolwide Enrichment Model?  ☐ YES  ☐ NO

17.) Does your district have a gifted and talented program?  ☐ YES  ☐ NO

18.) If yes, do gifted coordinators or teachers provide any services for talented readers?  ☐ YES  ☐ NO

Thank you for taking the time to complete this survey.
**Covering the Basics**

Where does the story take place?

When does the story take place?

Who are the main characters?

Describe the characters.

What happens in the story?

**Covering the Basics**

Where does the story take place?

When does the story take place?

Who are the main characters?

Describe the characters.

What happens in the story?

**What If?**

How would the problem change if the story took place elsewhere?

How would the characters' actions change if the story took place during another time?

How would the solution change if the story happened in another place?

If you were to choose a friend from the characters in the book, which one would you select? Why?
Biography and Autobiography

Why would an author write a biography about this individual?

How would the author learn about this person?

What were the major struggles that this individual faced?

Bloom's Taxonomy

What is the main idea of the story?

How does this story relate to your own life?

What lesson might the author be trying to teach us?

Why is this book significant?

Focus on Illustrations

What do you notice from the illustrations?

Based on the illustrations, what is the book about? Can you use artistic terms to describe the pictures in this book?

What details do you find intriguing?

What effect does the choice of color have upon you?

How would the effect of the illustrations change if the illustrator had used primarily dark brown instead?
### SEM-R Lesson Template

**Weekly Goal:**

<table>
<thead>
<tr>
<th>Phase 1</th>
<th>Phase 2</th>
<th>Phase 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mon.</strong></td>
<td><strong>Phase 1</strong></td>
<td><strong>Phase 2</strong></td>
</tr>
<tr>
<td>Date:</td>
<td># of minutes</td>
<td># of minutes</td>
</tr>
<tr>
<td></td>
<td>Book Title:</td>
<td></td>
</tr>
<tr>
<td># of students</td>
<td></td>
<td>SIR Target:</td>
</tr>
<tr>
<td># of sped.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Tues.</strong></td>
<td># of minutes</td>
<td># of minutes</td>
</tr>
<tr>
<td>Date:</td>
<td>Book Title:</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>SIR Target:</td>
</tr>
<tr>
<td># of students</td>
<td></td>
<td></td>
</tr>
<tr>
<td># of sped.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Wed.</strong></td>
<td># of minutes</td>
<td># of minutes</td>
</tr>
<tr>
<td>Date:</td>
<td>Book Title:</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>SIR Target:</td>
</tr>
<tr>
<td># of students</td>
<td></td>
<td></td>
</tr>
<tr>
<td># of sped.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Thurs.</strong></td>
<td># of minutes</td>
<td># of minutes</td>
</tr>
<tr>
<td>Date:</td>
<td>Book Title:</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>SIR Target:</td>
</tr>
<tr>
<td># of students</td>
<td></td>
<td></td>
</tr>
<tr>
<td># of sped.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fri.</strong></td>
<td># of minutes</td>
<td># of minutes</td>
</tr>
<tr>
<td>Date:</td>
<td>Book Title:</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>SIR Target:</td>
</tr>
<tr>
<td># of students</td>
<td></td>
<td></td>
</tr>
<tr>
<td># of sped.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Teacher Reflection Log:**

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University of Connecticut, The National Research Center on the Gifted and Talented, 2002
### SEM-R Lesson Template (Week One)

#### Weekly Goal:
To develop a positive classroom climate and introduce SIR and the reading logs.

<table>
<thead>
<tr>
<th>Phase 1</th>
<th>Phase 2</th>
<th>Phase 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mon.</strong>&lt;br&gt; Date: 9/23</td>
<td>15 # of minutes&lt;br&gt; Book Title:&lt;br&gt; <em>Matilda</em> (Ch. 1)&lt;br&gt; ✓ Introduce other books by Roald Dahl</td>
<td>45 # of minutes&lt;br&gt; ✓ Name Game&lt;br&gt; ✓ SIR Discussion #1&lt;br&gt; ✓ Introduce Reading Logs&lt;br&gt; ✓ SIR&lt;br&gt; SIR Target: 15 minutes</td>
</tr>
<tr>
<td><strong>Tues.</strong>&lt;br&gt; Date: 9/24</td>
<td>15 # of minutes&lt;br&gt; Book Title:&lt;br&gt; <em>Thank You, Mr. Falker</em></td>
<td>45 # of minutes&lt;br&gt; ✓ Review name game&lt;br&gt; ✓ Reading Interest-a-Lyzer&lt;br&gt; ✓ SIR&lt;br&gt; SIR Target: 16 minutes</td>
</tr>
<tr>
<td><strong>Wed.</strong>&lt;br&gt; Date: 9/25</td>
<td>10 # of minutes&lt;br&gt; Book Title:&lt;br&gt; <em>It Looks Like Spilt Milk</em></td>
<td>25 # of minutes&lt;br&gt; ✓ SIR</td>
</tr>
<tr>
<td><strong>Thurs.</strong>&lt;br&gt; Date: 9/26</td>
<td>15 # of minutes&lt;br&gt; Book Title:&lt;br&gt; <em>Library Lil</em></td>
<td>40 # of minutes&lt;br&gt; ✓ SIR Discussion #2&lt;br&gt; ✓ SIR</td>
</tr>
<tr>
<td><strong>Fri.</strong>&lt;br&gt; Date: 9/27</td>
<td>20 # of minutes&lt;br&gt; Book Title:&lt;br&gt; <em>Frindle</em>&lt;br&gt; ✓ Introduce other books by Andrew Clements</td>
<td>25 # of minutes&lt;br&gt; ✓ SIR</td>
</tr>
</tbody>
</table>

**Teacher Reflection Log:**
I was surprised at how quickly my students got used to the idea of reading silently for an extended period of time. I expected that getting them settled would require much effort! When they started to lose interest on Thursday, I put a sticky note by the target stop time on the clock. It really helped to focus the most inattentive students.