

PURPOSE

To assist content area staff in assessing students' reading interests, habits, perceptions, and engagement with text.



READING INTERVIEW QUESTIONS

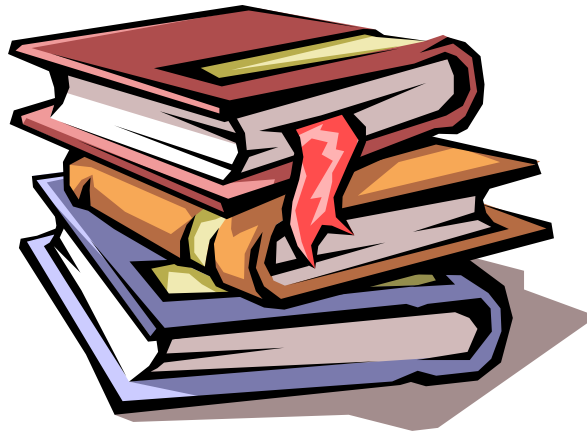
QUESTIONS FOR STUDENTS

1. What comes to your mind when I say reading?
2. Do you ever read aloud?
3. a. Walk me through an ordinary school day and tell me where you do any reading.

b. What are some details about choices you made concerning reading matter or reading as an activity.
4. What is your favorite kind of reading?
5. What is the worst kind of reading for you?
6. Do you ever get any help with reading?
7. What kind of help would be useful to you?
8. Do you have friends who read more than you do? Less than you do?
9. Do member of your family read at home? At work? What kind of reading?
10. Tell me about reading assignments you get.
11. What happens in your mind when you get a reading assignment?
12. Is there any reading outside school you have to do?
13. Have your ideas or feelings about reading changed as you've grown older?
14. Do you think most people think the same way about reading that you do?
15. How do you think teachers feel about reading?
16. Why should a person read?

School Assignments

17. Do you usually complete school assignments in _____ (Name the subject)?
18. How have you felt about reading assignments in the past?
19. Tell me about a recent difficult reading assignment. Why was it difficult?
20. What kind of reading strategies did you use?
21. What do teachers do to help students become good readers?
22. What do teachers do that help students get the assigned reading done?
23. Is there anything that teachers do that makes it harder to get reading assignments done?
24. Do you see any way to make school reading experiences better for students?
25. Do you think students are learning as much as they need to in order to do well in their adult lives?



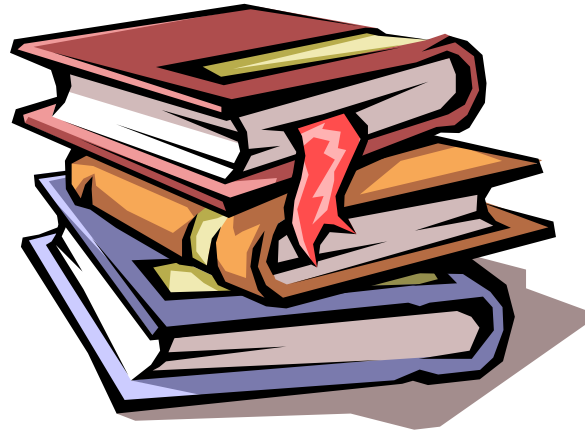
PURPOSE

To assist content area staff in assessing parents' reflections upon their child's reactions to reading for school, work, information, and pleasure.



QUESTIONS FOR PARENTS

1. What do you remember about your child's reactions when learning to read?
2. How would you describe your child's attitude toward reading?
3. Have his or her feelings about reading changed as she or he has gotten older?
4. Did your child read at home during elementary school? Middle school? High school?
5. Does your child read at home now? For school? For pleasure? For information? For work?
6. Does anyone in your family ever read aloud to anyone else?
7. How would you describe your own feelings about reading?



PURPOSE

To assist reading specialists, lead teachers, department chairs, and instructional teams in assessing school-wide collaborative instructional decisions on reading school policies and classroom instruction.



QUESTIONS FOR TEACHERS

1. How did you present content area reading instruction in the past? Now?
2. What grade and content areas do you teach now?

School policies

3. Tell me about your weekly school-wide reading programs or strategies.
4. Does the school have interventions for students who need help with reading?
5. Tell me about students who participate in reading intervention opportunities, how these interventions opportunities are selected, and how they are taught.
6. How do students feel about participating in these opportunities?
7. Is there professional development in reading instruction for content area teachers?

Reading

8. What kind of responses do you get from students about their reading assignments?
9. How would you describe the range of your students' reading abilities?
10. Do you see a difference between their abilities and their interests?

Wisconsin State Reading Association

and

The High School Reading Committee Present Current

Secondary Issues

With a Focus On

Exploring Students' Resistance To and Engagement

With Text

Open Forum

February 3, 2006

High School Reading Committee

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Patti Koefel

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