

Teacher Survey: K-12 English Language Arts

COGNITIVE DEMAND LEVEL DEFINITIONS

Recall/Reproduce = Recall, recognize, or locate information or follow instructions: Level B

- Identify or describe what is explicitly stated
- Identify components of text
- Identify terms
- Use structure or relationships to determine word meaning
- List ideas
- Apply grammar, punctuation, or spelling rules
- Write simple sentences

Skills/Concepts = Use information to develop an interpretation, apply concepts, or make connections: Level C

- Explain theme, character motivation, or character traits
- Explain main idea, purpose, relationships, or organization
- Make predictions or basic inferences from a text
- Organize information around ideas/topics
- Connect ideas within a text
- Classify components of text
- Use context clues to determine word meaning
- Summarize ideas/events
- Write a paragraph using a basic structure
- Edit for mechanics and conventions

Strategic and Extended Thinking = Critically evaluate, analyze, or synthesize information: Level D

- Examine relationships among textual elements and explain reasoning
- Compare or analyze elements/characteristics from multiple works or multiple parts of extended texts
- Evaluate author's purpose, craft, or technique
- Analyzes argument(s) (logic, language, emotional appeal, similarities/differences)
- Support ideas with examples, text references, quotations, citations, etc.
- Compare information across texts
- Evaluate validity of information or quality of evidence
- Analyze use or evaluate effectiveness of literary devices
- Synthesize information around ideas or topics
- Develop logical arguments and cite supporting evidence
- Gather, analyze, and evaluate information to infer meaning
- Write full compositions



1. In a typical day, approximately how many minutes do you spend teaching this group of students English language arts?

2. In addition to the minutes listed in (1), approximately how many minutes do you spend teaching this group of students literacy in the content areas?

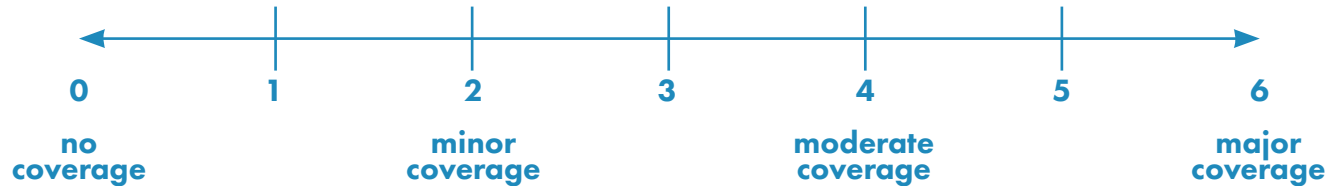
3. Approximately what percentage of your ELA instructional time for this group of students **this past year**, including instruction on literacy in the content areas, is dedicated to each of these five topic areas? (Use the table below. Responses should sum to 100%).

	Percent
Foundational reading skills (phonological awareness, phonics and word recognition, fluency)	
Reading (text and print features, comprehension, author's craft, critical analysis)	
Listening and speaking	
Vocabulary	
Writing (processes and strategies, contexts, purposes, components, conventions, spelling)	
Total	100%

Level of Coverage & Cognitive Demand

Step 1: Indicate level of coverage for each topic.

Considering all of your English language arts instruction over the last year, what level of coverage did you give to each of the following topics?



Step 2: Indicate cognitive demand emphasis

Thinking about the time you spent on each topic, indicate your degree of focus on each level of cognitive demand (0 = no focus, 1 = minor focus, 2 = moderate focus, 3 = major focus). Note, for each topic, only one “major focus” may be selected.

The three cognitive demand levels are:

- **Recall/reproduce** = Recall, recognize, or locate information or follow instruction
- **Skills/concepts** = Use information to develop an interpretation, apply concepts, or make connections
- **Strategic/extended thinking** = Critically evaluate, analyze, or synthesize information

Example															
Level of Coverage			Cognitive Demand Emphasis												
			Recall/ Reproduce	Skills/Concept	Strategic/ Extended thinking										
1	①	②	③	④	⑤	⑥	Comprehension of words or phrases in a text	①	②	③	④	⑤	⑥	⑦	⑧
	①	②	③	④	⑤	⑥	Comprehension of sentences	①	②	③	④	⑤	⑥	⑦	⑧
	①	②	③	④	⑤	⑥	Comprehension of paragraphs	①	②	③	④	⑤	⑥	⑦	⑧
	①	②	③	④	⑤	⑥	Comprehension of multi-paragraph texts	①	②	③	④	⑤	⑥	⑦	⑧

Level of Coverage		Cognitive Demand Emphasis		
		Recall/ Reproduce	Skills/Concept	Strategic/ Extended thinking
Phonological Awareness				
① ② ③ ④ ⑤ ⑥	Onset-rime			
① ② ③ ④ ⑤ ⑥	Rhymes (e.g., recognition, production)			
① ② ③ ④ ⑤ ⑥	Syllables (e.g., identification, deletion)			
① ② ③ ④ ⑤ ⑥	Phonemes (e.g., the distinct sounds /c/, /a/, and /t/: identification, blending, deletion)			
Phonics and Word Recognition				
① ② ③ ④ ⑤ ⑥	Alphabetic principle (recognizing that letters connect with sounds)			
① ② ③ ④ ⑤ ⑥	Letter names			
① ② ③ ④ ⑤ ⑥	Sound and symbol relationships	① ② ③	① ② ③	① ② ③
① ② ③ ④ ⑤ ⑥	Blending sounds			
① ② ③ ④ ⑤ ⑥	Use of phonics rules to decode words			
① ② ③ ④ ⑤ ⑥	Use of patterns within words to decode (e.g., word families)			
① ② ③ ④ ⑤ ⑥	Sight words			
Fluency to Support Comprehension				
① ② ③ ④ ⑤ ⑥	Prosody (e.g., phrasing, intonation, and inflection)			
① ② ③ ④ ⑤ ⑥	Automaticity of words and phrases			
① ② ③ ④ ⑤ ⑥	Speed and pace			
① ② ③ ④ ⑤ ⑥	Accuracy			
① ② ③ ④ ⑤ ⑥	Repeated/silent reading for fluency			
READING				
Text and Print Features				
① ② ③ ④ ⑤ ⑥	Book handling			
① ② ③ ④ ⑤ ⑥	Directionality; sequence of letters and text			

Level of Coverage		Cognitive Demand Emphasis		
		Recall/ Reproduce	Skills/Concept	Strategic/ Extended thinking
① ② ③ ④ ⑤ ⑥	Parts of a book (e.g., cover, title, front, back, author, illustrator)			
① ② ③ ④ ⑤ ⑥	Distinctions between letters, words, and sentences			
① ② ③ ④ ⑤ ⑥	Identification of environmental print (signs and symbols found in students' everyday environment, e.g., road signs, logos)			
① ② ③ ④ ⑤ ⑥	Identification of structural elements (e.g., index, table of contents, headings, electronic menus, icons)			
① ② ③ ④ ⑤ ⑥	Identification of graphical elements (e.g., graphs, charts, images, illustrations)			
① ② ③ ④ ⑤ ⑥	Identification of technical elements (e.g., bullets, instructions, forms, sidebars)			
① ② ③ ④ ⑤ ⑥	Identification of electronic elements (e.g., hypertext links, animations, etc.)			
① ② ③ ④ ⑤ ⑥	Characteristics associated with particular genres, structures, and forms for literary and informational texts			
Comprehension				
① ② ③ ④ ⑤ ⑥	Comprehension of words or phrases in a text	① ② ③	① ② ③	① ② ③
① ② ③ ④ ⑤ ⑥	Comprehension of sentences	① ② ③	① ② ③	① ② ③
① ② ③ ④ ⑤ ⑥	Comprehension of paragraphs	① ② ③	① ② ③	① ② ③
① ② ③ ④ ⑤ ⑥	Comprehension of multi-paragraph texts	① ② ③	① ② ③	① ② ③
Comprehension of Textual Elements				
① ② ③ ④ ⑤ ⑥	Comprehension of descriptive elements (e.g., detail, color, and condition)	① ② ③	① ② ③	① ② ③
① ② ③ ④ ⑤ ⑥	Comprehension of literary elements (e.g., events, characters, setting, plot, narrator)	① ② ③	① ② ③	① ② ③

Level of Coverage		Cognitive Demand Emphasis		
		Recall/ Reproduce	Skills/Concept	Strategic/ Extended thinking
① ② ③ ④ ⑤ ⑥	Literary analysis (e.g., analysis of themes, character development, imagery in complex texts, symbolism, voice).	① ② ③	① ② ③	① ② ③
① ② ③ ④ ⑤ ⑥	Comprehension of main idea(s), key concepts, details in informational texts	① ② ③	① ② ③	① ② ③
① ② ③ ④ ⑤ ⑥	Drawing inferences and conclusions from texts	① ② ③	① ② ③	① ② ③
① ② ③ ④ ⑤ ⑥	Comprehension of persuasive elements (e.g., propaganda, advertisement, and emotional appeal)	① ② ③	① ② ③	① ② ③
① ② ③ ④ ⑤ ⑥	Comprehension of expository or informational elements (e.g., explanation, lists, and organizational patterns such as description, cause-effect, and compare-contrast)	① ② ③	① ② ③	① ② ③
① ② ③ ④ ⑤ ⑥	Comprehension of the content of technical elements (e.g., bullets, instructions, forms, sidebars)	① ② ③	① ② ③	① ② ③
① ② ③ ④ ⑤ ⑥	Comprehension of electronic elements (e.g., hypertext links, animations)	① ② ③	① ② ③	① ② ③
① ② ③ ④ ⑤ ⑥	Comprehension of graphical elements (e.g., maps, graphs, charts, illustrations)	① ② ③	① ② ③	① ② ③
Comparison of Textual Elements				
① ② ③ ④ ⑤ ⑥	Comparison of textual elements within a literary text, such as characters, events, settings	① ② ③	① ② ③	① ② ③
① ② ③ ④ ⑤ ⑥	Comparison of textual elements across two or more literary texts, such as characters, events, settings, themes, use of rhetorical devices	① ② ③	① ② ③	① ② ③
① ② ③ ④ ⑤ ⑥	Comparison of textual elements within an informational text, such as main ideas, details, explanations	① ② ③	① ② ③	① ② ③

Level of Coverage		Cognitive Demand Emphasis		
		Recall/ Reproduce	Skills/Concept	Strategic/ Extended thinking
① ② ③ ④ ⑤ ⑥	Comparison of textual elements across two or more informational texts, such as main ideas, details, explanations, evidence for perspective	① ② ③	① ② ③	① ② ③
① ② ③ ④ ⑤ ⑥	Comparison of textual elements across one or more literary texts and one or more informational texts	① ② ③	① ② ③	① ② ③
Comprehension Monitoring Strategies				
① ② ③ ④ ⑤ ⑥	Cognitive strategies (e.g., questioning, predicting, summarizing, visualizing)			
① ② ③ ④ ⑤ ⑥	Metacognitive processes and self-regulation of strategies (e.g., reflecting on one's thinking/comprehension, self-correction)			
Author's Craft				
① ② ③ ④ ⑤ ⑥	Authors' purpose and how it shapes organization, format, and meaning in a text.	① ② ③	① ② ③	① ② ③
① ② ③ ④ ⑤ ⑥	Author's use of point of view (e.g., first vs. third person, multiple perspectives, U.S. vs. non-U.S. perspective)	① ② ③	① ② ③	① ② ③
① ② ③ ④ ⑤ ⑥	Impact of author's word choice on meaning and tone in genres (e.g., court opinion vs. newspaper editorial)	① ② ③	① ② ③	① ② ③
① ② ③ ④ ⑤ ⑥	Author's use of language variation in a text (e.g., dialects, code-switching, the role of race/gender on language and use)	① ② ③	① ② ③	① ② ③
① ② ③ ④ ⑤ ⑥	Author's use of literary devices (e.g., analogy, simile, metaphor, hyperbole, flashbacks, structure, archetypes).	① ② ③	① ② ③	① ② ③
① ② ③ ④ ⑤ ⑥	Author's choices of aesthetic aspects of text (e.g. beat, rhymes, alliteration)	① ② ③	① ② ③	① ② ③

Level of Coverage		Cognitive Demand Emphasis		
		Recall/ Reproduce	Skills/Concept	Strategic/ Extended thinking
① ② ③ ④ ⑤ ⑥	How text structure is used by the author (e.g., the structure of the beginning of a story) affects meaning and aesthetics.	① ② ③	① ② ③	① ② ③
① ② ③ ④ ⑤ ⑥	Influence of time, place, and culture on the author and his/her texts	① ② ③	① ② ③	① ② ③
① ② ③ ④ ⑤ ⑥	Influence of other source material (e.g., play by Shakespeare or the Bible) on an author's work under study	① ② ③	① ② ③	① ② ③
Critical Analysis				
① ② ③ ④ ⑤ ⑥	Distinguishing fact and opinion	① ② ③	① ② ③	① ② ③
① ② ③ ④ ⑤ ⑥	Distinguishing appeals to authority, reason, or emotion	① ② ③	① ② ③	① ② ③
① ② ③ ④ ⑤ ⑥	Validity, sufficiency, and significance of assertion or argument	① ② ③	① ② ③	① ② ③
① ② ③ ④ ⑤ ⑥	Author's assumptions or biases	① ② ③	① ② ③	① ② ③
① ② ③ ④ ⑤ ⑥	Comparison of topic, theme, treatment, scope, or organization across text genres.	① ② ③	① ② ③	① ② ③
① ② ③ ④ ⑤ ⑥	Distinguishing real from fantastical events in literature	① ② ③	① ② ③	① ② ③
① ② ③ ④ ⑤ ⑥	Distinguishing between what is directly stated in a text and what is meant (e.g., satire, sarcasm, irony, understatement)	① ② ③	① ② ③	① ② ③
① ② ③ ④ ⑤ ⑥	Logical reasoning in text (e.g., implications, development of argument)	① ② ③	① ② ③	① ② ③
① ② ③ ④ ⑤ ⑥	Locating textual evidence and/or use of references to support a position	① ② ③	① ② ③	① ② ③
① ② ③ ④ ⑤ ⑥	Drawing meaning from allegory and myth	① ② ③	① ② ③	① ② ③
① ② ③ ④ ⑤ ⑥	Critical interpretation of information sources	① ② ③	① ② ③	① ② ③
Vocabulary				
① ② ③ ④ ⑤ ⑥	Word definitions (including new vocabulary)	① ② ③	① ② ③	① ② ③

Level of Coverage		Cognitive Demand Emphasis		
		Recall/ Reproduce	Skills/Concept	Strategic/ Extended thinking
① ② ③ ④ ⑤ ⑥	Academic vocabulary	① ② ③	① ② ③	① ② ③
① ② ③ ④ ⑤ ⑥	Word relationships (e.g., categories, synonyms, antonyms)	① ② ③	① ② ③	① ② ③
① ② ③ ④ ⑤ ⑥	Structural analysis (e.g., compound words, inflectional forms, suffixes, prefixes, and root words)	① ② ③	① ② ③	① ② ③
① ② ③ ④ ⑤ ⑥	Multiple-meaning words and phrases	① ② ③	① ② ③	① ② ③
① ② ③ ④ ⑤ ⑥	Word or phrase meaning in context	① ② ③	① ② ③	① ② ③
① ② ③ ④ ⑤ ⑥	Word origins	① ② ③	① ② ③	① ② ③
① ② ③ ④ ⑤ ⑥	Meaning of figurative, connotative, or technical words or phrases	① ② ③	① ② ③	① ② ③
① ② ③ ④ ⑤ ⑥	Use of reference tools for vocabulary (e.g., dictionary, thesaurus, glossaries, both in paper and online)	① ② ③	① ② ③	① ② ③
Listening and Speaking				
① ② ③ ④ ⑤ ⑥	Listening comprehension	① ② ③	① ② ③	① ② ③
① ② ③ ④ ⑤ ⑥	Consideration of others' ideas	① ② ③	① ② ③	① ② ③
① ② ③ ④ ⑤ ⑥	Comparison of print, graphic, and non-print communications	① ② ③	① ② ③	① ② ③
① ② ③ ④ ⑤ ⑥	Distinctions between literal and figurative language when speaking and listening	① ② ③	① ② ③	① ② ③
① ② ③ ④ ⑤ ⑥	Characteristics of effective public speaking, oral presentation, and debate (e.g., narrative elements, description, argumentation)	① ② ③	① ② ③	① ② ③
① ② ③ ④ ⑤ ⑥	Appropriate use of diction and tone in speaking, as determined by purpose (e.g., telling a story, show and tell, conversations with peers, small groups)	① ② ③	① ② ③	① ② ③
① ② ③ ④ ⑤ ⑥	Appropriate use of language in speaking (e.g., syntax, conventions, and rhetorical structure in speech)	① ② ③	① ② ③	① ② ③

Level of Coverage		Cognitive Demand Emphasis		
		Recall/ Reproduce	Skills/Concept	Strategic/ Extended thinking
① ② ③ ④ ⑤ ⑥	Effective nonverbal skills (e.g., gesture, eye contact)	① ② ③	① ② ③	① ② ③
① ② ③ ④ ⑤ ⑥	Behavioral norms in speaking (e.g., not interrupting, raising your hand)	① ② ③	① ② ③	① ② ③
① ② ③ ④ ⑤ ⑥	Characteristics of effective conversation and discussion with peers (e.g., in pairs, small groups)	① ② ③	① ② ③	① ② ③
① ② ③ ④ ⑤ ⑥	Dramatics, creative interpretation (engagement or viewing)	① ② ③	① ② ③	① ② ③
① ② ③ ④ ⑤ ⑥	Comprehension of diverse media formats (e.g., film, audio recordings, illustrations)	① ② ③	① ② ③	① ② ③
① ② ③ ④ ⑤ ⑥	Use of media supports to create presentations (e.g., creating audio and video recordings, PowerPoint/Prezi)	① ② ③	① ② ③	① ② ③
WRITING				
Writing processes and Strategies				
① ② ③ ④ ⑤ ⑥	How to select topics/genres	① ② ③	① ② ③	① ② ③
① ② ③ ④ ⑤ ⑥	Gathering and organizing information without technology, including use of print reference materials	① ② ③	① ② ③	① ② ③
① ② ③ ④ ⑤ ⑥	Gathering and organizing information with technology	① ② ③	① ② ③	① ② ③
① ② ③ ④ ⑤ ⑥	Pre-writing/planning, including use of procedural facilitators (e.g., graphic organizer, rubric, checklist, map)	① ② ③	① ② ③	① ② ③
① ② ③ ④ ⑤ ⑥	Drafting	① ② ③	① ② ③	① ② ③
① ② ③ ④ ⑤ ⑥	Revising (i.e., substantial changes to text)	① ② ③	① ② ③	① ② ③
① ② ③ ④ ⑤ ⑥	Editing (i.e., surface changes to text, including use of dictionaries, thesaurus, style manuals, etc.)	① ② ③	① ② ③	① ② ③

Level of Coverage		Cognitive Demand Emphasis		
		Recall/ Reproduce	Skills/Concept	Strategic/ Extended thinking
① ② ③ ④ ⑤ ⑥	Publishing, including use of technology	① ② ③	① ② ③	① ② ③
① ② ③ ④ ⑤ ⑥	Writing strategies (e.g., activating prior knowledge, questioning, summarizing)	① ② ③	① ② ③	① ② ③
① ② ③ ④ ⑤ ⑥	Collaboration and sharing in the writing process (e.g., working with, discussing, and giving feedback on writing)	① ② ③	① ② ③	① ② ③
① ② ③ ④ ⑤ ⑥	Metacognitive processes and self-regulation in writing (e.g., reflecting on one's thinking, self-correction)	① ② ③	① ② ③	① ② ③
① ② ③ ④ ⑤ ⑥	Developing motivation for writing (e.g., goal-setting)	① ② ③	① ② ③	① ② ③
Writing Contexts				
① ② ③ ④ ⑤ ⑥	Consideration of the purpose (i.e., writing for a particular objective)	① ② ③	① ② ③	① ② ③
① ② ③ ④ ⑤ ⑥	Consideration of the task (i.e., the assigned or chosen writing task)	① ② ③	① ② ③	① ② ③
① ② ③ ④ ⑤ ⑥	Consideration of the audience (i.e., writing for a particular audience)	① ② ③	① ② ③	① ② ③
① ② ③ ④ ⑤ ⑥	Discourse styles for writing in content areas other than ELA	① ② ③	① ② ③	① ② ③
Writing Application				
① ② ③ ④ ⑤ ⑥	Procedural text (e.g., technical, manual, how-to)	① ② ③	① ② ③	① ② ③
① ② ③ ④ ⑤ ⑥	Narration/literary texts (e.g., fiction, story, fable, biography, memoir)	① ② ③	① ② ③	① ② ③
① ② ③ ④ ⑤ ⑥	Poetry, drama (e.g., free verse, haiku, lyric, ballad, rhyme; dialogue)	① ② ③	① ② ③	① ② ③
① ② ③ ④ ⑤ ⑥	Expression (e.g., journal writing, diary writing)	① ② ③	① ② ③	① ② ③
① ② ③ ④ ⑤ ⑥	Communication (e.g., email, letter)	① ② ③	① ② ③	① ② ③

Level of Coverage		Cognitive Demand Emphasis		
		Recall/ Reproduce	Skills/Concept	Strategic/ Extended thinking
① ② ③ ④ ⑤ ⑥	Persuasion (e.g., position piece, persuasive essay, argument, editorial)	① ② ③	① ② ③	① ② ③
① ② ③ ④ ⑤ ⑥	Exposition (e.g., explanation, essay, report)	① ② ③	① ② ③	① ② ③
① ② ③ ④ ⑤ ⑥	Critiques, evaluation (e.g., literary criticism, movie review)	① ② ③	① ② ③	① ② ③
① ② ③ ④ ⑤ ⑥	Summarization (e.g., synopsis, paraphrase)	① ② ③	① ② ③	① ② ③
Writing Components				
① ② ③ ④ ⑤ ⑥	Organization	① ② ③	① ② ③	① ② ③
① ② ③ ④ ⑤ ⑥	Structure (e.g., beginning, middle, end)	① ② ③	① ② ③	① ② ③
① ② ③ ④ ⑤ ⑥	Content (e.g., ideas, topics, facts)	① ② ③	① ② ③	① ② ③
① ② ③ ④ ⑤ ⑥	Elaboration/detail (e.g., examples)	① ② ③	① ② ③	① ② ③
① ② ③ ④ ⑤ ⑥	Narrative/literary elements (e.g., plot, character, theme, mood, emotional response)	① ② ③	① ② ③	① ② ③
① ② ③ ④ ⑤ ⑥	Persuasive elements (e.g., thesis, argument, claim)	① ② ③	① ② ③	① ② ③
① ② ③ ④ ⑤ ⑥	Expository/informative elements (e.g., thesis, cause/effect, compare/contrast, problem/solution)	① ② ③	① ② ③	① ② ③
① ② ③ ④ ⑤ ⑥	Poetic elements (e.g., rhyme, meter, line, verse, stanza)	① ② ③	① ② ③	① ② ③
① ② ③ ④ ⑤ ⑥	Sentence variety	① ② ③	① ② ③	① ② ③
① ② ③ ④ ⑤ ⑥	Style (e.g., voice, tone, pacing)	① ② ③	① ② ③	① ② ③
① ② ③ ④ ⑤ ⑥	Figurative language (e.g., metaphor, simile, personification, symbolism, hyperbole)	① ② ③	① ② ③	① ② ③
① ② ③ ④ ⑤ ⑥	Semantics (e.g., word choice, descriptive words, analogies, transitions, slang)	① ② ③	① ② ③	① ② ③
① ② ③ ④ ⑤ ⑥	Citations and references	① ② ③	① ② ③	① ② ③

Level of Coverage		Cognitive Demand Emphasis		
		Recall/ Reproduce	Skills/Concept	Strategic/ Extended thinking
Writing conventions				
① ② ③ ④ ⑤ ⑥	Capitalization	① ② ③	① ② ③	
① ② ③ ④ ⑤ ⑥	Punctuation	① ② ③	① ② ③	
① ② ③ ④ ⑤ ⑥	Handwriting (e.g., print, cursive)	① ② ③	① ② ③	
① ② ③ ④ ⑤ ⑥	Grammar (e.g., nouns, verbs, adjectives, adverbs)	① ② ③	① ② ③	
① ② ③ ④ ⑤ ⑥	Sentence construction (e.g., simple, compound, declarative, exclamatory)	① ② ③	① ② ③	
① ② ③ ④ ⑤ ⑥	Formatting (e.g., paragraphing, line breaks, headings, appropriate spacing, margins, use of bolding, italics)	① ② ③	① ② ③	
Spelling				
① ② ③ ④ ⑤ ⑥	Letter-sound patterns (e.g., rime patterns, decodable words, orthographic patterns)	① ② ③	① ② ③	
① ② ③ ④ ⑤ ⑥	High-frequency words (e.g., Dolch list words, irregular words)	① ② ③	① ② ③	
① ② ③ ④ ⑤ ⑥	Common spelling rules (e.g., syllable structures, double the final consonant before adding a suffix to maintain short vowel sound)	① ② ③	① ② ③	
① ② ③ ④ ⑤ ⑥	Morphological patterns (e.g., affixes, inflections, roots, base words, compound words)	① ② ③	① ② ③	

Text Complexity

Across the year, approximately what percentage of your reading instructional time is spent on informational texts?

Considering all of the texts the **median** student read for instructional purposes in the **spring** semester, what are the two **literary texts** on which the most time was spent? Please provide their titles and authors in the table below.

Considering all of the texts the **median** student read for instructional purposes in the **spring** semester, what are the two **informational texts** on which the most time was spent? Please provide their titles and authors in the table below.

Answer the questions regarding the two literary texts and the two informational texts that you listed below.

	Literary Text 1	Literary Text 2	Informational Text 1	Informational Text 2
TITLE				
AUTHOR (IF KNOWN)				

		Literary Text 1	Literary Text 2	Informational Text 1	Informational Text 2
Median student in your class	To what extent did the median student read this text (i.e., did they read the whole thing or only a portion of it)? (circle one)	None of it Just a portion The whole text	None of it Just a portion The whole text	None of it Just a portion The whole text	None of it Just a portion The whole text
	To what extent did the median student comprehend this text? (circle one)	None Minor Moderate Major Complete	None Minor Moderate Major Complete	None Minor Moderate Major Complete	None Minor Moderate Major Complete
ELL student	To what extent did this ELL student read this text (i.e., did they read the whole thing or only a portion of it)? (circle one)	None of it Just a portion The whole text	None of it Just a portion The whole text	None of it Just a portion The whole text	None of it Just a portion The whole text
	To what extent did this ELL student comprehend this text? (circle one)	None Minor Moderate Major Complete	None Minor Moderate Major Complete	None Minor Moderate Major Complete	None Minor Moderate Major Complete

		Literary Text 1	Literary Text 2	Informational Text 1	Informational Text 2
Student with disabilities	To what extent did this student with disabilities read this text (i.e., did they read the whole thing or only a portion of it)? (circle one)	None of it Just a portion The whole text	None of it Just a portion The whole text	None of it Just a portion The whole text	None of it Just a portion The whole text
	To what extent did this student with disabilities comprehend this text? (circle one)	None Minor Moderate Major Complete	None Minor Moderate Major Complete	None Minor Moderate Major Complete	None Minor Moderate Major Complete
	How many days did you spend on the text?				
	To what extent did you provide the following scaffolds/supports provided for this text? 0 = not at all, 1 = somewhat, 2 = a great deal				
	Text read aloud	① ② ③	① ② ③	① ② ③	① ② ③
	Vocabulary pre-taught	① ② ③	① ② ③	① ② ③	① ② ③
	Background/prior knowledge brainstormed or activated	① ② ③	① ② ③	① ② ③	① ② ③
Other language supports (LIST)	① ② ③	① ② ③	① ② ③	① ② ③	

Instruction of ELLs and SWDs

Please answer the following questions.

A. How many students are in the target class?

English Language Learners (ELL) refers to the subset children who have been identified as not fully English proficient on the (***insert name of ELP assessment used in the state***) and receive ESL or bilingual education support provided by you or another teacher. When we ask questions about ELLs, answer only for these students (Please do **not** answer for students who have never been or are no longer identified as ELLs as per ***insert name of ELP assessment used in the state***).

B. How many students in the target class are English language learners?

[If the number of ELLs is one or more, answer ELL questions 1-4.]

1. How many of these students do you expect will meet the majority of the ELA standards for your grade-level by year's end?

2. When you provide ELA instruction to the ELL students in your target class, how much do you emphasize grade-level standards versus (***insert name of ELP standards used in the state***)? Distribute 100 points to indicate your emphasis (your total must equal 100):

	Percent
Grade-level standards	
English Language Proficiency (ELP) standards	
Total	100%

3. When you provide ELA instruction to these ELLs, to what extent do you provide each of the following instructional supports to improve access to the CCR standards?

		I do not provide this	Occasionally provided	Often provided	Always provided
a.	Provide extended time	1	2	3	4
b.	Allow student to read quietly aloud to him/herself	1	2	3	4
c.	Simplify the language of the assignment	1	2	3	4
d.	Preview of academic vocabulary	1	2	3	4
e.	Use of sentence frames	1	2	3	4
f.	Connect to prior knowledge	1	2	3	4
g.	Provide home language support	1	2	3	4
h.	Use of visuals	1	2	3	4
i.	Use of realia	1	2	3	4
j.	Use of graphic organizers	1	2	3	4
k.	Modeling learning strategies	1	2	3	4

4. How often do you coordinate your instruction with the ELL teacher who provides supports for these ELLs?

		Never	Rarely	Sometimes	Often
a.	Joint lesson planning	1	2	3	4
b.	Co-teaching	1	2	3	4
c.	Consultation	1	2	3	4
d.	Monitoring individual student's progress	1	2	3	4

In this survey, **students with disabilities (SWDs)** refers to students with IEPs who participate in the regular state assessment (with or without accommodations). Please do not answer for students who participate in the alternate assessment.

5. Given this definition, how many students in your class are SWDs?

[If the number of SWDs is one or more, then answer questions 6-11.]

6. How many of these students have IEP goals in ELA?

7. How many of these students do you expect will meet the majority of the ELA standards for your grade level by year end?

8. When you provide ELA instruction to these SWDs, how much do you emphasize grade-level standards versus foundational-level skills (i.e., skills at a lower-grade level)? Distribute 100 points to indicate your emphasis (your total must equal 100).

	Percent
Grade-level standards:	
Foundational-level skills:	
Total	100%

9. When you provide ELA instruction to SWDs, to what extent do you provide the following test accommodations?

		I do not provide this	Occasionally provided	Often provided	Always provided
a.	Provision of extended time	1	2	3	4
b.	Provision of an adult reader (i.e., adult reads text to students)	1	2	3	4
c.	Provision of a scribe (to record students' responses)	1	2	3	4
d.	Provision of Braille or large font	1	2	3	4

10. When you provide ELA instruction to SWDs, to what extent do you provide the following instructional supports (i.e., adaptations or scaffolding)?

		I do not provide this	Occasionally provided	Often provided	Always provided
a.	Ensure adequate background knowledge on text before having SWD work on those passages.	1	2	3	4
b.	Pre-teach key vocabulary & concepts needed to comprehend the text	1	2	3	4
c.	Highlight main ideas in passages and structure activities to help SWD generate text-based and out-of-text based inferences based on the highlighted sections.	1	2	3	4
d.	Provide opportunities for repeated reading.	1	2	3	4
e.	Provide explicit instruction about text structure.	1	2	3	4



		I do not provide this	Occasionally provided	Often provided	Always provided
f.	Provide graphic models/organizers for SWD to fill in 'gaps' in text (where they need to generate text- or knowledge-based inferences).	1	2	3	4
g.	Structure peer-mediated activities in which higher-performing readers have been taught to take turns with, provide explanations to, and support word recognition among lower-performing readers.	1	2	3	4

11. How often do you coordinate your instruction with the SWD teacher who provides supports for these SWDs in your class

		Never	Rarely	Sometimes	Often
a.	Joint lesson planning	1	2	3	4
b.	Co-teaching	1	2	3	4
c.	Consultation	1	2	3	4
d.	Monitoring individual student's progress	1	2	3	4