

# Surveys of Enacted Curriculum

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## SURVEY OF INSTRUCTIONAL PRACTICES AND CONTENT

for

## English Language Arts and Reading

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Thank you for participating in this survey of English language arts or reading instruction. The survey is part of a collaborative effort to provide education policymakers, administrators, and most importantly, teachers like yourself with comparative information about language arts instruction. To learn more about this project, please visit the project website: <http://www.SECsurvey.org/>

Your participation in this survey is voluntary. All your responses are confidential. No one outside of the research team will ever have access to your individual responses, nor will your individual responses be shared with staff in your school, district or state. If your school or district has received web access to the SEC data and reports, displays of your responses can be accessed only by you, protected by a password only you will know. All data from this survey will remain the sole possession of the Surveys of Enacted Curriculum (SEC) Collaborative. No individuals will be identified in any reports. The questionnaire poses no risk to you. There is no penalty for refusal to participate. You may decline to participate simply by returning the questionnaire without completing it, without penalty or loss of services or benefits to which you would be otherwise entitled.

YOU MAY USE PEN OR PENCIL TO COMPLETE THIS SURVEY.

**NOTE:** The full survey takes over an hour to complete. If your school agreed to administer only portions of the survey, that information has been provided to you. Please turn to and complete the appropriate sections. In advance, please know that we, the SEC Collaborative, value your sincere effort to answer the questions to best describe your instructional practice. Thank you!

A joint project of the Council of Chief State School Officers, the Wisconsin Center for Education Research, and Learning Point Associates, with funding support from the National Science Foundation, the U.S. Department of Education, and participating states and districts.

**Instructions for Selecting the Target Class --**

*English Language Arts or reading instruction* -- For all questions, please describe only activities that are part of English language arts or reading instruction. If you teach more than one class, respond only for the first class that you teach each week. If that is a split class (i.e., the class is contains more than one group for language arts instruction and each group is taught separately), respond for only one group.

**Please read each question and its response choices carefully, and then mark your response by filling in an appropriate response circle.**

# Section I

## Survey of Instructional Practices for English Language Arts and Reading

### SCHOOL DESCRIPTION

- 1 Which of these categories best describe the way your English language arts classes at this school are organized? (Check all that apply)
- ① Departmentalized Instruction
  - ② Subject Area Specialist (non-departmental)
  - ③ Self-contained (e.g., teach multiple subjects)
  - ④ Team taught
- 2 How many periods of language arts, reading or English do you teach each day this term? (If this number varies from day to day, please provide an approximate answer)
- ①   ②   ③   ④   ⑤   ⑥   ⑦  
Number of classes

### TARGET CLASS DESCRIPTION

- 3 Which term best describes the target class, or course, you are teaching?
- ① English Language Arts
  - ② Reading
  - ③ Dramatics/Speech
  - ④ English as a Second Language
  - ⑤ Literature
  - ⑥ Journalism/Writing
  - ⑦ Technical Writing
  - ⑧ AP/IB Classes
  - ⑨ Other



## HOMEWORK

- 14 How many minutes do you expect the typical student in the target class to spend outside the class on a normal homework assignment?
- ① I do not assign homework      ③ 31-60 minutes  
 ① Less than 15 minutes      ④ 61-90 minutes  
 ② 15-30 minutes      ⑤ More than 90 minutes
- 15 How often do you usually assign language arts homework to be completed outside the target class?
- ① Never (Skip to # 25)      ③ 3-4 times per week  
 ① Less than once per week      ④ Every day  
 ② Once or twice per week
- 16 Does homework count towards student grades in the target class?
- ① Never      ② Usually does  
 ① Usually does not      ③ Always does

### RESPONSE OPTIONS

- 0 - None**  
**1 - Little** (10% or less of homework)  
**2 - Some** (11-25 % of homework)  
**3 - Moderate** (26-50% of homework)  
**4 - Considerable** (more than 50% of homework)

Considering the entire school year, how much of their English language arts homework time do you expect students in the target class to spend on the following tasks?

	None	Little	Some	Moderate	Considerable
17 Research, plan and write a report	①	②	③	④	⑤
18 Read assigned text	①	②	③	④	⑤
19 Engage in a writing process (e.g., prewriting, drafting, editing, revising)	①	②	③	④	⑤
20 Complete a worksheet or answer assigned questions	①	②	③	④	⑤
21 Work on a demonstration or presentation	①	②	③	④	⑤
22 Collect data or information	①	②	③	④	⑤
23 Participate in word study activities (e.g., spelling, vocabulary)	①	②	③	④	⑤
24 Other (Specify: _____)	①	②	③	④	⑤

# INSTRUCTIONAL ACTIVITIES IN READING AND ENGLISH LANGUAGE ARTS

Listed below are activities that students in the target class may engage in during reading and English language arts instruction. Please estimate the amount of time a typical student in your class will spend engaged in each activity over the course of a school year. The activities are not mutually exclusive; across activities, your answers will probably exceed 100%. Consider each activity on its own and mark the response choice that best matches the amount of reading and English language arts instructional time that a typical student in your target class engages in over the course of a school year for that category.

<b>AMOUNT OF INSTRUCTIONAL TIME</b>	
<b>0 - None</b>	
<b>1 - Little</b> (10% or less of instructional time for the school year)	
<b>2 - Some</b> (11-25 % of instructional time for the school year)	
<b>3 - Moderate</b> (26-50% of instructional time for the school year)	
<b>4 - Considerable</b> (more than 50% of instructional time for this set of activities)	

**How much of the English language arts instructional time in the target class do students use to engage in the following tasks?**

	<b>None</b>	<b>Little</b>	<b>Some</b>	<b>Moderate</b>	<b>Considerable</b>
25 Watch the teacher demonstrate/model English language arts processes (e.g., reading, writing, speaking)	①	②	③	④	⑤
26 Silently read books, magazines, articles, or other written material of their own choice	①	②	③	④	⑤
27 Collect, summarize, and/or analyze information from multiple sources	①	②	③	④	⑤
28 Maintain and reflect on a language arts portfolio of their own work	①	②	③	④	⑤
29 Engage in a writing process (e.g., prewriting, drafting, editing, revising)	①	②	③	④	⑤
30 Learn to use resources (e.g., dictionary, thesaurus, speller)	①	②	③	④	⑤
31 Use hands-on materials or manipulatives (e.g., letter tiles, boxes, puppets, costumes)	①	②	③	④	⑤
32 Work in pairs or small groups	①	②	③	④	⑤
33 Engage or participate in a language arts activity outside the classroom (e.g., attend a play, performance, or similar activity during school time)	①	②	③	④	⑤
34 Use computers or other technology (e.g., cameras, tape recorders) to learn/practice/explore language arts	①	②	③	④	⑤
35 Practice test-taking strategies	①	②	③	④	⑤
36 Work individually on assignments	①	②	③	④	⑤
37 Take a quiz or test	①	②	③	④	⑤

# INSTRUCTIONAL ACTIVITIES IN READING AND ENGLISH LANGUAGE ARTS

(continued)

<b>AMOUNT OF INSTRUCTIONAL TIME</b>	
<b>0 - None</b>	
<b>1 - Little</b> (10% or less of instructional time for the school year)	
<b>2 - Some</b> (11-25 % of instructional time for the school year)	
<b>3 - Moderate</b> (26-50% of instructional time for the school year)	
<b>4 - Considerable</b> (more than 50% of instructional time for this set of activities)	

**How much of the English language arts instructional time in the target class do students use to engage in the following tasks?**

	<b>None</b>	<b>Little</b>	<b>Some</b>	<b>Moderate</b>	<b>Considerable</b>
38 Work with teacher in guided reading or writing practice	①	②	③	④	⑤
39 Participate in a student-teacher conference	①	②	③	④	⑤
40 Listen to outside speakers in class	①	②	③	④	⑤
41 Read aloud (e.g., pair sharing)	①	②	③	④	⑤
42 View slides, overheads, films, videos, DVDs or listen to recordings	①	②	③	④	⑤
43 Listen to the teacher read aloud	①	②	③	④	⑤
44 Engage in a speech, oral presentation, or performance	①	②	③	④	⑤
45 Use work center/station	①	②	③	④	⑤
46 Engage in journal or free expressive writing	①	②	③	④	⑤
47 Use graphic organizers	①	②	③	④	⑤
48 Grade assignments/check homework	①	②	③	④	⑤

NOTE: The response options on this page refer to the amount of time available for each underlined cluster of activities separately.

**AMOUNT OF INSTRUCTIONAL TIME (for this set of activities)**

**0 - None**

**1 - Little** (10% or less of instructional time for this set of activities)

**2 - Some** (11-25 % of instructional time for this set of activities)

**3 - Moderate** (26-50% of instructional time for this set of activities)

**4 - Considerable** (more than 50% of instructional time for this set of activities)

**When students in the target class are engaged in constructing meaning from text activities as part of English language arts instruction, how much of that time do they use to engage in the following tasks?**

	<b>None</b>	<b>Little</b>	<b>Some</b>	<b>Moderate</b>	<b>Considerable</b>
49 Complete English language arts exercises from a text or worksheet	①	②	③	④	⑤
50 Write a response or explanation using brief constructed responses of several sentences or more	①	②	③	④	⑤
51 Respond creatively to texts	①	②	③	④	⑤
52 Relate text to personal experience or prior learning	①	②	③	④	⑤
53 Use reading and writing to solve real-world problems	①	②	③	④	⑤
54 Analyze information to make inferences or draw conclusions	①	②	③	④	⑤

**When students in the target class work in pairs or small groups as part of English language arts instruction, how much of that time do they use to engage in the following tasks?**

	<b>None</b>	<b>Little</b>	<b>Some</b>	<b>Moderate</b>	<b>Considerable</b>
55 Discuss <i>how</i> they read and <i>how</i> they write	①	②	③	④	⑤
56 Discuss <i>what</i> they read and <i>what</i> they write	①	②	③	④	⑤
57 Complete written assignments from the textbook or worksheets	①	②	③	④	⑤
58 Work on an assignment, report, or project that takes longer than a week to complete	①	②	③	④	⑤
59 Work on a writing project where group members engage in peer revision/editing	①	②	③	④	⑤
60 Review assignments or prepare for a test or quiz	①	②	③	④	⑤
61 Prepare or practice for a presentation	①	②	③	④	⑤

NOTE: The response options on this page refer to the amount of time available for each underlined cluster of activities separately.

**AMOUNT OF INSTRUCTIONAL TIME (for this set of activities)**

**0 - None**

**1 - Little** (10% or less of instructional time for this set of activities)

**2 - Some** (11-25 % of instructional time for this set of activities)

**3 - Moderate** (26-50% of instructional time for this set of activities)

**4 - Considerable** (more than 50% of instructional time for this set of activities)

**When students in the target class are engaged in activities that involve the use of hands-on materials as part of English language arts instruction, how much of that time do they use to engage in the following tasks?**

	<b>None</b>	<b>Little</b>	<b>Some</b>	<b>Moderate</b>	<b>Considerable</b>
62 Work on projects such as puppet shows, plays or dioramas	①	②	③	④	⑤
63 Build models or charts that support the text	①	②	③	④	⑤

**When students in the target class are engaged in activities that involve the use of computer or other educational technology as part of English language arts instruction, how much of that time do they use to engage in the following tasks?**

	<b>None</b>	<b>Little</b>	<b>Some</b>	<b>Moderate</b>	<b>Considerable</b>
64 Learn facts or practice procedures, skills or conventions	①	②	③	④	⑤
65 Engage in a writing process (e.g., prewriting, drafting, editing, revision)	①	②	③	④	⑤
66 Research and collect information (e.g., internet, CD-ROM)	①	②	③	④	⑤
67 Display and analyze data/information	①	②	③	④	⑤
68 Create multi-media presentations (e.g., website, PowerPoint)	①	②	③	④	⑤
69 Take a test, quiz, online assessment, or diagnostic inventory	①	②	③	④	⑤
70 Use individualized instruction or tutorial software	①	②	③	④	⑤
71 Communicate through e-mail	①	②	③	④	⑤

NOTE: The response options on this page refer to the amount of time available for each underlined cluster of activities separately.

**AMOUNT OF INSTRUCTIONAL TIME (for this set of activities)**

- 0 - None**
- 1 - Little** (10% or less of instructional time for this set of activities)
- 2 - Some** (11-25 % of instructional time for this set of activities)
- 3 - Moderate** (26-50% of instructional time for this set of activities)
- 4 - Considerable** (more than 50% of instructional time for this set of activities)

**When students in the target class participate in instruction about the processes of inquiry as part of English language arts, how much of that time do they use to engage in the following tasks?**

	None	Little	Some	Moderate	Considerable
72 Listening and responding to directions	①	②	③	④	⑤
73 Questioning (e.g., interviewing, probing, interrogating)	①	②	③	④	⑤
74 Skimming, scanning, taking notes	①	②	③	④	⑤
75 Organizing, outlining, summarizing information	①	②	③	④	⑤
76 Developing research questions	①	②	③	④	⑤
77 Conducting research procedures	①	②	③	④	⑤
78 Working with reference sources (e.g., dictionary, encyclopedia, internet)	①	②	③	④	⑤
79 Examining secondary or primary sources	①	②	③	④	⑤
80 Evaluating credibility and utility of information sources	①	②	③	④	⑤
81 Becoming literate in electronic media	①	②	③	④	⑤
82 Learning and using library skills (e.g., classification systems, serial locations)	①	②	③	④	⑤
83 Organizing information for display or presentation	①	②	③	④	⑤
84 Documenting findings (e.g., citations, references)	①	②	③	④	⑤

## ASSESSMENTS

**How often do you use each of the following strategies when assessing students in the target English language arts class?**

	Not at all	1 - 4 times per year	1 - 3 times per month	1 - 3 times per week	4 - 5 times per week
85 Students answer objective questions (e.g., multiple-choice, true/false, matching)	①	②	③	④	⑤
86 Students perform on-demand literacy tasks (e.g., writing to a prompt, reading aloud, giving a presentation)	①	②	③	④	⑤
87 Students assess their own work and progress (e.g., using rubrics, checklists, reflective journals)	①	②	③	④	⑤
88 Teacher monitors student responses and interactions during discussion	①	②	③	④	⑤

## INSTRUCTIONAL INFLUENCES

**How much does each of the following influence what you teach in the target English language arts class?**

	N/A	Strong Negative Influence	Somewhat Negative Influence	Little or No Influence	Somewhat Positive Influence	Strong Positive Influence
89 State curriculum framework or content standards	①	②	③	④	⑤	⑥
90 District curriculum framework, standards, or guidelines	①	②	③	④	⑤	⑥
91 Textbook / Instructional materials	①	②	③	④	⑤	⑥
92 State test or results from test	①	②	③	④	⑤	⑥
93 District test or results from test	①	②	③	④	⑤	⑥
94 National English language arts education standards	①	②	③	④	⑤	⑥
95 Your pre-service preparation	①	②	③	④	⑤	⑥
96 Students' special needs	①	②	③	④	⑤	⑥
97 Parental or community preferences	①	②	③	④	⑤	⑥
98 Preparation of students for next grade or level	①	②	③	④	⑤	⑥
99 Local priorities, directives, policies	①	②	③	④	⑤	⑥
100 Your professional development experiences	①	②	③	④	⑤	⑥
101 Screening/Diagnostic/Classroom assessment results	①	②	③	④	⑤	⑥

## CLASSROOM INSTRUCTIONAL PREPARATION

How well prepared are you to perform the following tasks?

	Not Well Prepared	Somewhat Prepared	Well Prepared	Very Well Prepared
102 Use/manage cooperative learning groups in English language arts	①	②	③	④
103 Integrate English language arts with other subjects	①	②	③	④
104 Provide instruction that meets state English language arts and/or reading standards	①	②	③	④
105 Use a variety of assessment strategies	①	②	③	④
106 Teach reading at your assigned level	①	②	③	④
107 Teach writing at your assigned level	①	②	③	④
108 Teach language arts at your assigned level	①	②	③	④
109 Teach literature at your assigned level	①	②	③	④
110 Teach critical thinking at your assigned level	①	②	③	④
111 Select and/or adapt instructional materials to implement the prescribed curriculum	①	②	③	④
112 Teach students with physical disabilities	①	②	③	④
113 Help students document and evaluate their own work	①	②	③	④
114 Teach classes for students with diverse abilities and learning styles.	①	②	③	④
115 Teach students from a variety of cultural backgrounds	①	②	③	④
116 Teach students who have limited English proficiency	①	②	③	④
117 Teach students who have learning disabilities that impact language arts learning.	①	②	③	④
118 Organize and manage the classroom	①	②	③	④
119 Support students' developmental and maturational needs	①	②	③	④
120 Involve parents in the English language arts education of their children	①	②	③	④

## OPINIONS AND BELIEFS ABOUT TEACHING

What is your opinion about each of the statements below?

	Strongly Disagree	Disagree	Neutral / Undecided	Agree	Strongly Agree
121 Students learn language arts best when they engage in reading and writing to solve problems.	①	②	③	④	⑤
122 Students need extensive practice applying specific grammar, usage and mechanics skills.	①	②	③	④	⑤
123 Teaching reading strategies should be an integral part of the secondary curriculum.	①	②	③	④	⑤
124 All students can learn challenging content in English language arts.	①	②	③	④	⑤
125 Students learn English language arts best in classes with students of similar abilities.	①	②	③	④	⑤
126 It is important for students to learn basic language arts skills before engaging in critical thinking.	①	②	③	④	⑤
127 I enjoy teaching English language arts.	①	②	③	④	⑤
128 I am supported by colleagues to try out new ideas in teaching English language arts.	①	②	③	④	⑤
129 I receive support from the administration for teaching English language arts.	①	②	③	④	⑤
130 English language arts teachers in this school regularly share ideas and materials.	①	②	③	④	⑤
131 English language arts teachers in this school regularly observe each other teaching classes.	①	②	③	④	⑤
132 I have many opportunities to learn new things about English language arts teaching in my present job.	①	②	③	④	⑤
133 I am required to follow rules at this school that conflict with my best professional judgment about teaching and learning English language arts.	①	②	③	④	⑤
134 Most teachers in this school contribute actively to making decisions about the curriculum.	①	②	③	④	⑤
135 I have adequate time during the regular school week to work with my peers on English language arts curriculum or instruction.	①	②	③	④	⑤
136 I have adequate curriculum materials available for instruction.	①	②	③	④	⑤
137 Student absenteeism is a problem in my class.	①	②	③	④	⑤
138 Mobility of students in and out of our school is a concern.	①	②	③	④	⑤

## PROFESSIONAL DEVELOPMENT IN ENGLISH LANGUAGE ARTS OR READING

For the following items, please consider all the professional development activities in which you have participated over the past 12 months. For Professional development here means any activity that enhanced your professional knowledge and skills, including teacher networks, course work, in-service training, institutes, committee work, mentoring, etc.

**During the past 12 months, how much time have you spent engaged in professional development activities focused on English language arts, reading, or literature?**

0 = Did not participate  
 1 = 1- 5 hrs.  
 2 = 6-15 hrs.  
 3 = 16-35 hrs.  
 4 = 36-60 hrs.  
 5 = 60 hrs.+

- 139 Workshops or in-service about teaching or learning English language arts, reading, or literature
- 140 Summer institutes or conferences about teaching or learning English language arts, reading, or literature  
 College courses that supported the teaching or learning of English
- 141 language arts, reading, or literature (indicate number of hours in class)

Amount of Time					
①	②	③	④	⑤	⑥
①	②	③	④	⑤	⑥
①	②	③	④	⑤	⑥

**Over the past 12 months, how frequently have you engaged in each of the following activities focused on English language arts, reading, or literature?**

	Never	Once or twice a year	Once or twice a semester	Once or twice a month	Once or twice a week	Almost daily
142 Attended conferences related to English language arts, reading, or literature	①	②	③	④	⑤	⑥
143 Participated in teacher study groups, networks or collaboratives	①	②	③	④	⑤	⑥
144 Used teacher resource centers or internet resources to enrich your knowledge and skills	①	②	③	④	⑤	⑥
145 Worked on a committee or task force focused on curriculum and instruction	①	②	③	④	⑤	⑥
146 Engaged in informal self-directed learning (e.g., discussions with colleagues about English language arts, reading, or literature)	①	②	③	④	⑤	⑥

**Thinking still about your professional development activities in English language arts, reading, or literature over the past 12 months, how often has the following occurred for you?**

	Never	Rarely	Sometimes	Often
147 Observed demonstrations of teaching techniques	①	②	③	④
148 Received coaching or mentoring about my instruction from an activity leader, coach, or mentor.	①	②	③	④
149 Led group discussions	①	②	③	④
150 Conducted a demonstration of a lesson, unit or skill	①	②	③	④
151 Developed curricula or lesson plans with others	①	②	③	④
152 Reviewed student work or scored assessments	①	②	③	④
153 Developed assessments or tasks	①	②	③	④
154 Gave a lecture or presentation to colleagues	①	②	③	④

## PROFESSIONAL DEVELOPMENT IN ENGLISH LANGUAGE ARTS OR READING

(continued)

**Still thinking about your professional development activities over the past 12 months, were the following usually true?**

	Never	Rarely	Sometimes	Often
155 Designed to support the school's improvement plan	①	②	③	④
156 Consistent with your department's or grade level's plan to improve teaching	①	②	③	④
157 Aligned with your personal goals for your professional development	①	②	③	④
158 Built on what you learned in previous professional development activities	①	②	③	④
159 Provided follow-up activities that related clearly to what you learned	①	②	③	④

**During the last 12 months, did you participate in any of these activities?**

	Yes	No
160 I participated in professional development activities along with most or all of the teachers from my school.	①	②
161 I participated in professional development activities along with most or all of the teachers from my department or grade level.	①	②
162 I participated in professional development activities NOT attended by other staff from my school.	①	②
163 I discussed what I learned with other teachers in my school or department who did NOT attend the activity.	①	②

**Over the past 12 months, how much emphasis have your professional development activities placed on the following topics?**

	None	Minor	Moderate	Major
164 State content standards	①	②	③	④
165 Alignment of instruction to curriculum	①	②	③	④
166 Instructional approaches	①	②	③	④
167 Indepth study of a specific area in English language arts	①	②	③	④
168 Study of how children learn particular topics in language arts, reading or English	①	②	③	④
169 Individual differences in student learning	①	②	③	④
170 Meeting the learning needs of special populations of students (e.g., second language learners, students with disabilities)	①	②	③	④
171 Classroom assessment (e.g., diagnostic, textbook-linked tests, teacher-developed tests)	①	②	③	④
172 State or district assessment (e.g., preparing for assessments, understanding assessments, interpreting data)	①	②	③	④
173 Technology to support student learning	①	②	③	④

## PERSONAL CHARACTERISTICS

- 174 Please indicate your gender.
- Female                      Male
- ①                              ②
- 175 Please indicate your ethnicity/race. [Mark all that apply]
- ① American Indian or Alaska Native
- ② Asian
- ③ Black or African American
- ④ Hispanic or Latino/a
- ⑤ Native Hawaiian or other Pacific Islander
- ⑥ White
- 176 How many years have you taught English language arts or reading prior to this year?
- | Less than 1 year | 1 - 2 years | 3 - 5 years | 6 - 8 years | 9 - 11 years | 12 - 15 years | More than 15 years |
|------------------|-------------|-------------|-------------|--------------|---------------|--------------------|
| ①                | ②           | ③           | ④           | ⑤            | ⑥             | ⑦                  |
- 177 How long have you been assigned to teach at your current school?
- | Less than 1 year | 1 - 2 years | 3 - 5 years | 6 - 8 years | 9 - 11 years | 12 - 15 years | More than 15 years |
|------------------|-------------|-------------|-------------|--------------|---------------|--------------------|
| ①                | ②           | ③           | ④           | ⑤            | ⑥             | ⑦                  |
- 178 What is the highest degree you hold?
- | N/A | BA or BS | MA or MS | Multiple MA or MS | Ph.D. or Ed.D. | Other |
|-----|----------|----------|-------------------|----------------|-------|
| ①   | ②        | ③        | ④                 | ⑤              | ⑥     |
- 179 What was your major field of study for the bachelors degree?
- ① Elementary education with a language arts, reading or English concentration
  - ② Elementary education with a concentration in another area (e.g., another education area such as science, mathematics, foreign language, etc.)
  - ③ Middle school education with a language arts, reading or English concentration
  - ④ Middle school education with a concentration in another area (e.g., another education area such as science, mathematics, foreign language, etc.)
  - ⑤ Secondary education with a language arts, reading or English concentration
  - ⑥ Secondary education with a concentration in another area (e.g., another education area such as science, mathematics, foreign language, etc.)
  - ⑦ English
  - ⑧ Other academic discipline (e.g., science, mathematics, foreign language, etc.)
- 180 What was your major field of study for the highest degree you hold beyond a bachelors degree?
- ① Language arts, reading or English
  - ② Curriculum and Instruction
  - ③ Administration
  - ④ Special Education
  - ⑤ Other disciplines (such as science, mathematics, foreign languages, etc.)
  - ⑥ None (bachelors is highest degree)
  - ⑦ Other (Specify: \_\_\_\_\_)

## PERSONAL CHARACTERISTICS (continued)

181 What certifications do you currently possess? [Mark all that apply]

- ① Emergency, provisional or temporary certification
- ② Elementary certification
- ③ Middle school certification
- ④ Secondary certification, in a field other than lang. arts
- ⑤ Secondary English language arts certification
- ⑥ National Board certification

## FORMAL COURSE PREPARATION

Please indicate the number of courses (quarter or semester) you have taken at the undergraduate or graduate level in each of the following areas:

		(Number of courses)									
		0	1-2	3-4	5-6	7-8	9-10	11-12	13-14	15-16	17+
182	English/American literature	①	①	②	③	④	⑤	⑥	⑦	⑧	⑨
183	Writing, composition, speech, and theater	①	①	②	③	④	⑤	⑥	⑦	⑧	⑨
184	Teaching of language arts, reading, or English	①	①	②	③	④	⑤	⑥	⑦	⑧	⑨

**This is the end of Section I of the survey.**

**Please continue on to Section II. Thank you.**

## Section II

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# Survey of Instructional Content for English Language Arts and Reading

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We now ask for the topics you teach and the expectations you have for student learning in the target reading or language arts class. The next few pages list numerous topics associated with English language arts and reading instruction. The lists were developed to gather objective information about the content that is taught across a wide variety of grade levels and programs. The lists comprehend nearly all topics that experience and research suggest have a place in reading, English language arts, and literature instruction in U.S. classrooms. However, they do not represent recommended or prescribed content and may or may not be reflective of your local curriculum.

**Please read the instructions on the next two pages carefully before proceeding.**



**STEP 1: Indicate topics not covered in this class.**

Begin by reviewing the entire list of topics identified in the topics column of each table, noting how topics are grouped. After reviewing each topic within a given grouping, if none of the topics listed within that group receive any instructional coverage, circle the “<none>” in the “Time on Topic” column for that group. For any individual topic which is not covered in this reading/language arts class, fill-in the circled “zero” in the “Time on Topic” column. (Not necessary for those groups with “<none>” circled.) Any topics or topic groups so identified will not require further response. [Note, for example, that the class described in the example below did not cover any topics under “Fluency” and so “<none>” is circled.]

**STEP 2: Indicate amount of time spent on each topic covered in this class.**

Examine the list of topics a second time. This time note the amount of coverage devoted to each topic by filling in the appropriately numbered circle in the “Time on Topic” column, based upon the following codes:

- 0 = None, not covered
- 1 = Slight coverage (less than 1 class/lesson)
- 2 = Moderate coverage (1 to 5 classes/lessons)
- 3 = Sustained coverage (more than 5 classes/lessons)

**Step 2**

Time on Topic		Reading and English/Language Arts	Expectations for Students in English Language Arts				
<none>	3	Vocabulary Development	Recall	Demonstrate / Explain	Analyze/ Investigate	Evaluate	Generate / Create
0 1 2 3	3	301 Compound words and contractions	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3
0 1 2 3	3	302 Inflectional forms (e.g., -s, -ed, -ing)	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3
0 1 2 3	3	303 Suffixes, prefixes, and root words	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3
0 1 2 3	3	304 Word definitions	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3
0 1 2 3	3	305 Etymology	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3
0 1 2 3	3	306 Synonyms and antonyms	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3
0 1 2 3	3	307 Multiple meanings	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3
0 1 2 3	3	308 Denotation and connotation	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3
0 1 2 3	3	309 Analogies	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3
<none>	4	Awareness of text and print features	Recall	Demonstrate / Explain	Analyze/ Investigate	Evaluate	Generate / Create
0 1 2 3	4	401 Book handling	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3
0 1 2 3	4	402 Directionality	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3
0 1 2 3	4	403 Parts of a book (e.g., cover, title, front, back)	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3
0 1 2 3	4	404 Letter and word recognition	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3
0 1 2 3	4	405 Punctuation	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3
0 1 2 3	4	406 Text features (e.g., index, glossary, headings)	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3
<none>	5	Fluency	Recall	Demonstrate / Explain	Analyze/ Investigate	Evaluate	Generate / Create
0 1 2 3	5	601 Prosody (e.g., phrasing, intonation, inflection)	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3
0 1 2 3	5	602 Syntactic cues (e.g., what sounds right)	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3
0 1 2 3	5	603 Semantic cues (e.g., what makes sense)	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3

**Step 1** annotations: Arrows point to the circled “<none>” in the “Time on Topic” column for the “Vocabulary Development” group, the “Awareness of text and print features” group, and the “Fluency” group.

**STEP 3: Indicate relative emphases of each student expectation for every topic taught.**

The final step in completing this section of the survey concerns your expectations for what students should know and be able to do. For each topic area, please provide information about the relative amount of instructional time spent on work designed to help students reach each of the listed expectations by filling in the appropriately numbered circle using the response codes listed below. (Note: To the left of each content sheet, you will find a list of descriptors for each of the five expectations for students.)

- 0 = No emphasis (Not an expectation for this topic)
- 1 = Slight emphasis (Accounts for less than 25% of the time spent on this topic)
- 2 = Moderate emphasis (Accounts for 25% to 33% of the time spent on this topic)
- 3 = Sustained emphasis (Accounts for more than 33% of the time spent on this topic)

Note: A code of "3" should typically be given for only one, and no more than two expectation categories within any given topic. No expectation codes should be filled-in for those topics for which no coverage is provided (i.e., circled "0" or "<none>").

**Step 3**

Time on Topic		Reading and English Language Arts	Expectations for Students in English Language Arts				
<none>	3	Vocabulary Development	Recall	Demonstrate / Explain	Analyze/ Investigate	Evaluate	Generate / Create
0 1 2 3	301	Compound words and contractions	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3
0 1 2 3	302	Inflectional forms (e.g., -s, -ed, -ing)	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3
0 1 2 3	303	Suffixes, prefixes, and root words	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3
0 1 2 3	304	Word definitions	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3
0 1 2 3	305	Etymology	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3
0 1 2 3	306	Synonyms and antonyms	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3
0 1 2 3	307	Multiple meanings	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3
0 1 2 3	308	Denotation and connotation	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3
0 1 2 3	309	Analogies	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3
<none>	4	Awareness of text and print features	Recall	Demonstrate / Explain	Analyze/ Investigate	Evaluate	Generate / Create
0 1 2 3	401	Book handling	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3
0 1 2 3	402	Directionality	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3
0 1 2 3	403	Parts of a book (e.g., cover, title, front, back)	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3
0 1 2 3	404	Letter and word recognition	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3
0 1 2 3	405	Punctuation	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3
0 1 2 3	406	Text features (e.g., index, glossary, headings)	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3
<none>	5	Fluency	Recall	Demonstrate / Explain	Analyze/ Investigate	Evaluate	Generate / Create
0 1 2 3	601	Prosody (e.g., phrasing, intonation, inflection)	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3
0 1 2 3	602	Syntactic cues (e.g., what sounds right)	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3
0 1 2 3	603	Semantic cues (e.g., what makes sense)	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3

# Expectations for Students in English Language Arts and Reading

## Recall

- Provide facts, terms, definitions, conventions
- Describe
- Locate literal answers in a text
- Identify relevant information
- Reproduce sounds or words

## Evaluate

- Determine relevance, coherence, internal consistency, logic
- Test conclusions, hypotheses
- Critique
- Assess adequacy, appropriateness, credibility

## Demonstrate / Explain

- Follow instructions
- Give examples
- Summarize
- Identify purpose, main ideas, organizational patterns
- Check consistency
- Recognize relationships

## Generate / Create

- Integrate
- Dramatize
  
- Express ideas through writing, speaking, drawing
  
- Create / develop connections with text, self, world
- Synthesize content and ideas from several sources
- Integrate with other topics and subjects
- Develop reasonable alternatives
- Predict probable consequences

## Analyze / Investigate

- Categorize, schematize
- Distinguish fact and opinion
- Make inferences, draw conclusions
- Generalize
- Order, group, outline, organize ideas
- Gather information
- Compare and contrast
- Identify with another's point of view

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### Response Codes Time on Topic

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- 0 = None**  
(not covered)
- 1 = Slight coverage**  
(less than 1 class/lesson)
- 2 = Moderate coverage**  
(1 - 5 classes/lessons)
- 3 = Sustained coverage**  
(more than 5 classes/lessons)

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### Response Codes Expectations for Students

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- 0 = No emphasis**  
(Not a performance goal for this topic)
- 1 = Slight emphasis**  
(Less than 25% of time on this topic)
- 2 = Moderate emphasis**  
(25% to 33% of time on this topic)
- 3 = Sustained emphasis**  
(more than 33% of time on this topic)

**Time on Topic Reading**

**Expectations for Students in English Language Arts**

<none>	1	Phonemic awareness	Recall	Demonstrate / Explain	Analyze / Investigate	Evaluate	Generate / Create
0 1 2 3	101	Phoneme isolation	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3
0 1 2 3	102	Phoneme blending	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3
0 1 2 3	103	Phoneme segmentation	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3
0 1 2 3	104	Onset-rime	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3
0 1 2 3	105	Sound patterns	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3
0 1 2 3	106	Rhyme recognition	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3
0 1 2 3	107	Phoneme deletion/substitution	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3
<none>	2	Phonics	Recall	Demonstrate / Explain	Analyze / Investigate	Evaluate	Generate / Create
0 1 2 3	201	Alphabet recognition	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3
0 1 2 3	202	Consonants	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3
0 1 2 3	203	Consonant blends	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3
0 1 2 3	204	Consonant digraphs (e.g., ch, sh, th)	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3
0 1 2 3	205	Diphthongs (e.g., oi, ou, ow, oy)	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3
0 1 2 3	206	R-controlled vowels (e.g., farm, torn, turn)	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3
0 1 2 3	207	Patterns within words	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3
0 1 2 3	208	Vowel letters (a, e, i, o, u, y)	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3
0 1 2 3	209	Vowel phonemes (15 sounds)	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3
<none>	3	Vocabulary	Recall	Demonstrate / Explain	Analyze / Investigate	Evaluate	Generate / Create
0 1 2 3	301	Compound words and contractions	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3
0 1 2 3	302	Inflectional forms (e.g., -s, -ed, -ing)	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3
0 1 2 3	303	Suffixes, prefixes, and root words	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3
0 1 2 3	304	Word definitions (including new vocabulary)	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3
0 1 2 3	305	Word origins	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3
0 1 2 3	306	Synonyms and antonyms	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3
0 1 2 3	307	Word or phrase meaning from context	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3
0 1 2 3	308	Denotation and connotation	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3
0 1 2 3	309	Analogies	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3
<none>	4	Awareness of text and print features	Recall	Demonstrate / Explain	Analyze / Investigate	Evaluate	Generate / Create
0 1 2 3	401	Book handling	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3
0 1 2 3	402	Directionality	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3
0 1 2 3	403	Parts of a book (e.g., cover, title, front, back)	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3
0 1 2 3	404	Letter and word distinctions	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3
0 1 2 3	405	Punctuation	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3
0 1 2 3	406	Text features (e.g., index, glossary, table of contents, subtitles, headings, fonts)	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3
0 1 2 3	407	Graphics (e.g., images, illustrations)	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3
<none>	5	Fluency	Recall	Demonstrate / Explain	Analyze / Investigate	Evaluate	Generate / Create
0 1 2 3	501	Prosody (e.g., phrasing, intonation, inflection)	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3
0 1 2 3	502	Automaticity of words and phrases (e.g. site and decodable words)	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3
0 1 2 3	503	Speed/Pace	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3
0 1 2 3	504	Accuracy	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3

**Time on Topic Reading** (continued)

**Expectations for Students in English Language Arts**

<none>	6	Comprehension	Recall	Demonstrate / Explain	Analyze / Investigate	Evaluate	Generate / Create
0 1 2 3	601	Word meaning from context	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3
0 1 2 3	602	Phrase	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3
0 1 2 3	603	Sentence	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3
0 1 2 3	604	Paragraph	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3
0 1 2 3	605	Main idea(s), key concepts	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3
0 1 2 3	606	Narrative elements (e.g., events, characters, setting, plot)	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3
0 1 2 3	607	Persuasive elements (e.g., propaganda, advertisement, emotional appeal)	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3
0 1 2 3	608	Expository elements (e.g., description, explanation, lists)	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3
0 1 2 3	609	Technical elements (e.g., bullets, instruction, form, sidebars)	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3
0 1 2 3	610	Electronic elements (e.g., hypertext links, animations)	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3
0 1 2 3	611	Strategies (e.g. prior knowledge, prediction, inference, imagery, summarization)	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3
0 1 2 3	612	Metacognitive process (i.e. reflecting about one's thinking process)	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3
0 1 2 3	613	Self-correction strategies (e.g. monitoring, cueing systems, and fix-up)	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3

<none>	7	Critical Reading	Recall	Demonstrate / Explain	Analyze / Investigate	Evaluate	Generate / Create
0 1 2 3	701	Fact and opinion	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3
0 1 2 3	702	Appeals to authority, reason, emotion	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3
0 1 2 3	703	Validity and significance of assertion or argument	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3
0 1 2 3	704	Relationships among purpose, organization, format, and meaning of text	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3
0 1 2 3	705	Author's assumptions	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3
0 1 2 3	706	Comparison of topic, theme, treatment, scope, or organization across texts	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3
0 1 2 3	707	Inductive/deductive approaches to comprehension	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3
0 1 2 3	708	Logical and faulty reasoning in text	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3
0 1 2 3	709	Textual evidence	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3

<none>	8	Author's Craft	Recall	Demonstrate / Explain	Analyze / Investigate	Evaluate	Generate / Create
0 1 2 3	801	Theme	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3
0 1 2 3	802	Purpose (e.g., inform, perform, critique, appreciation)	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3
0 1 2 3	803	Characteristics of genres	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3
0 1 2 3	804	Point of view (i.e., first or third person, multiple perspectives)	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3
0 1 2 3	805	Literary devices (e.g., simile, metaphor, hyperbole, flashbacks, structure, archetypes)	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3
0 1 2 3	806	Literary analysis (e.g. symbolism, voice, style, tone, mood)	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3
0 1 2 3	807	Influence of time and place on authors and texts	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3

**Time on Topic Writing**

**Expectations for Students in English Language Arts**

<none>	9	Writing Processes	Recall	Demonstrate / Explain	Analyze / Investigate	Evaluate	Generate / Create
0 1 2 3	901	Printing, cursive writing, penmanship	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3
0 1 2 3	902	Pre-writing (e.g., topic selection, brainstorming)	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3
0 1 2 3	903	Drafting	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3
0 1 2 3	904	Editing for conventions (e.g., usage, spelling, structure)	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3
0 1 2 3	905	Manuscript conventions (e.g., indenting, margins, citations, references, etc.)	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3
0 1 2 3	906	Final draft, publishing	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3
0 1 2 3	907	Use of technology (e.g., word processing, multimedia)	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3

<none>	10	Writing Components	Recall	Demonstrate / Explain	Analyze / Investigate	Evaluate	Generate / Create
0 1 2 3	1001	Purpose, audience, context	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3
0 1 2 3	1002	Main ideas	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3
0 1 2 3	1003	Organization	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3
0 1 2 3	1004	Word choice	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3
0 1 2 3	1005	Support and elaboration	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3
0 1 2 3	1006	Style, voice, technique	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3

<none>	11	Writing Applications	Recall	Demonstrate / Explain	Analyze / Investigate	Evaluate	Generate / Create
0 1 2 3	1101	Narrative (e.g., stories, fiction, plays)	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3
0 1 2 3	1102	Poetry	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3
0 1 2 3	1103	Expository (e.g., report, theme)	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3
0 1 2 3	1104	Critical/evaluative (e.g. reviews)	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3
0 1 2 3	1105	Expressive (e.g., journals, reflections)	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3
0 1 2 3	1106	Persuasive (e.g., editorial, advertisement, argumentative)	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3
0 1 2 3	1107	Procedural (e.g., instructions, brochure)	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3
0 1 2 3	1108	Technical (e.g., manual, specifications)	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3
0 1 2 3	1109	Real world applications of writing	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3

**Time on Topic Language Study**

**Expectations for Students in English Language Arts**

<none>	12	Language Study	Recall	Demonstrate / Explain	Analyze / Investigate	Evaluate	Generate / Create
0 1 2 3	1201	Syllabication	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3
0 1 2 3	1202	Spelling	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3
0 1 2 3	1203	Capitalization and punctuation	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3
0 1 2 3	1204	Signs and symbols (i.e., semiotics)	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3
0 1 2 3	1205	Syntax and sentence structure	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3
0 1 2 3	1206	Grammatical analysis	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3
0 1 2 3	1207	Standard and non-standard language usage	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3
0 1 2 3	1208	Linguistic knowledge (including dialects and diverse forms)	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3
0 1 2 3	1209	History of language	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3
0 1 2 3	1210	Relationship of language forms, contexts, and purposes (e.g., rhetoric, semantics)	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3
0 1 2 3	1211	Aesthetic aspects of language	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3

**Time on Topic Oral Communication**

**Expectations for Students in English Language Arts**

<none>	13	Listening and Viewing	Recall	Demonstrate / Explain	Analyze / Investigate	Evaluate	Generate / Create
0 1 2 3	1301	Listening	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3
0 1 2 3	1302	Viewing	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3
0 1 2 3	1303	Nonverbal communication	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3
0 1 2 3	1304	Consideration of others' ideas	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3
0 1 2 3	1305	Similarities/differences of print, graphic, and nonprint communications	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3
0 1 2 3	1306	Literal and connotative meanings	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3
0 1 2 3	1307	Diction, tone, syntax, convention, rhetorical structure in speech	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3
0 1 2 3	1308	Media-supported communication	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3

<none>	14	Speaking and Presenting	Recall	Demonstrate / Explain	Analyze / Investigate	Evaluate	Generate / Create
0 1 2 3	1401	Speaking and conversation	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3
0 1 2 3	1402	Public speaking, oral presentation	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3
0 1 2 3	1403	Demonstrating confidence	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3
0 1 2 3	1404	Effective nonverbal skills (e.g., gesture, eye contact)	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3
0 1 2 3	1405	Knowledge of situational and cultural norms for expression	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3
0 1 2 3	1406	Conversation and discussion (e.g. Socratic seminars)	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3
0 1 2 3	1407	Debate and structure of argument	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3
0 1 2 3	1408	Dramatics, creative interpretation	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3
0 1 2 3	1409	Media-supported communication	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3

NOTE: On this page, please mark only the amount of time you use any of these sources of textual material, using the same codes as the prior pages. There is no need to code expectations for students.

**Time on Topic Instructional Sources**

**<none> 15 Forms of Text**

- ①  ②  ③ 1501 Myths, tales, fables, epics
- ①  ②  ③ 1502 Short stories
- ①  ②  ③ 1503 Novels (including chapter books)
- ①  ②  ③ 1504 Picture books
- ①  ②  ③ 1505 Drama
- ①  ②  ③ 1506 Poetry
- ①  ②  ③ 1507 Public documents
- ①  ②  ③ 1508 Consumer, technical, and business writing (e.g. manuals, how-to's, ads, memos)
- ①  ②  ③ 1509 Newspaper or magazine articles
- ①  ②  ③ 1510 Speeches
- ①  ②  ③ 1511 Essays
- ①  ②  ③ 1512 Criticism and commentary
- ①  ②  ③ 1513 Historical accounts
- ①  ②  ③ 1514 Biography, autobiography
- ①  ②  ③ 1515 Content area materials

**<none> 16 Genre (fiction or non-fiction)**

- ①  ②  ③ 1601 Traditional literature
- ①  ②  ③ 1602 Contemporary literature
- ①  ②  ③ 1603 Multicultural literature

**<none> 17 Sources of Text**

- ①  ②  ③ 1701 Basal readers
- ①  ②  ③ 1702 Anthologies
- ①  ②  ③ 1703 "Leveled" books
- ①  ②  ③ 1704 Textbooks
- ①  ②  ③ 1705 Children's trade books
- ①  ②  ③ 1706 Young adult trade books
- ①  ②  ③ 1707 Other supplementary texts
- ①  ②  ③ 1708 Periodicals
- ①  ②  ③ 1709 Non-print media

**<none> 18 Choice**

- ①  ②  ③ 1801 Teacher assigned
- ①  ②  ③ 1802 Class or group choice
- ①  ②  ③ 1803 Individual student choice

**END OF SURVEY**  
**Thank you for your participation!**

Please provide the information requested below:  
(Your name and e-mail address will be kept confidential.)

Name: \_\_\_\_\_

District: \_\_\_\_\_

School: \_\_\_\_\_

E-mail: \_\_\_\_\_

Providing your name and e-mail address will give you access, on the web at [www.SEOnline.org](http://www.SEOnline.org), to your individual results and the results for your school and/or district. A password will be emailed to you soon.