**K-2 English Language Arts / Literacy Survey**

1. What English Language Arts/Literacy program(s) are you using with the majority of your students this school year? For each program used, indicate whether it is used as primary or support material. If you do not use a program, please leave that row blank.

|  |  |  |  |
| --- | --- | --- | --- |
|  | Primary Material | Support Material | Neither |
| Accelerated Reader |  |  |  |
| Book It! |  |  |  |
| Reading Street/Scott Foresman-Pearson |  |  |  |
| Scholastic Direct Instruction |  |  |  |
| District adopted common basal series |  |  |  |
| Harcourt Reading/Harcourt |  |  |  |
| Great Source |  |  |  |
| Trophies/Harcourt |  |  |  |
| Journeys |  |  |  |
| Houghton Mifflin Reading/Houghton Mifflin Harcourt |  |  |  |
| MacMillan/McGraw-Hill |  |  |  |
| Literacy by Design/Houghton Mifflin Harcourt |  |  |  |
|  | Primary Material | Support Material | Neither |
| RAZ-Kids |  |  |  |
| Treasures/Macmillan-McGraw-Hill |  |  |  |
| Literature or Elements of Literature/Holt McDougal |  |  |  |
| SRA Reading or Open Court Reading |  |  |  |
| Trade Books |  |  |  |
| Reading Wonders/McGraw-Hill |  |  |  |
| Storytown/Harcourt |  |  |  |
| Prentice Hall Literature/Prentice Hall Pearson |  |  |  |
| Other *(please specify)* |  |  |  |

1. In the last 12 months, how much training, professional development, or professional learning about the Common Core State Standards have you participated in total?

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | None | ½ day (1-4 hours) | 1 day (5-8 hours) | 2 days (9-16 hours) | 3 days | 4-5 days | >5 days |
| General training on the Common Core State Standards |  |  |  |  |  |  |  |
| Content-specific training on the Common Core State Standards for English Language Arts/Literacy |  |  |  |  |  |  |  |

1. How familiar are you with the Common Core State Standards for the grade(s)/subject(s) you teach?

🔿 Very unfamiliar

🔿 Somewhat unfamiliar

🔿 Somewhat familiar

🔿 Very familiar

The next section is designed to provide a collective snapshot of the current Common Core English/Language Arts knowledge and practice in your local setting. In order to gather the most accurate information, please do not guess on the items, and answer as candidly as possible. Remember that many items have no correct or incorrect answers.

1. In the following list, which tool(s), if any, do you use? *(Please check ALL that apply.)*

❒ ATOS

❒ Degrees of Reading Power (DRP)

❒ Flesch-Kincaid

❒ The Lexile Framework

❒ Reading Maturity Metric

❒ SourceRater

❒ Coh-Metrix Text Easability Assessor

❒ Other *(please specify)* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

❒ I do not use any quantitative tools.

1. Give the title of a text you recently taught to your class:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

For questions 6-9, please use the title of the text you identified in question 5.

1. Approximately how many students read/interacted with the text you identified in question 5? *(Select one.)*

🔿 All

🔿 Most

🔿 Some

🔿 Few

1. Select the category that *best* describes the text you identified in question 5:

🔿 Poetry

🔿 Science fiction/Fantasy

🔿 Biography

🔿 Newspaper/Magazine

🔿 Other Fiction

🔿 Other Nonfiction

1. Please select the option that *best* applies to the text you identified in question 5:

🔿 I chose (or helped choose) this text.

🔿 It is part of the district curriculum.

🔿 It is part of the school curriculum.

🔿 It is part of the state adopted curriculum.

🔿 It has been traditionally taught for this class.

1. To what extent do you agree with the following statements as they apply to the text you identified in question 5:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Strongly disagree | Somewhat disagree | Somewhat agree | Strongly agree |
| (a) The text really engages my students. |  |  |  |  |
| (b) The reading level is at the grade level that I am teaching. |  |  |  |  |
| (c) The reading level is appropriate for the abilities of my students. |  |  |  |  |
| (d) This text has worked well for me in the past. |  |  |  |  |
| (e) The content of the text fits well within what we are studying. |  |  |  |  |

1. The next set of questions asks about your last English Language Arts/Literacy unit. Please indicate the level of emphasis during that unit for each of the following activities:

|  |  |  |  |
| --- | --- | --- | --- |
|  | Not an emphasis | Minor emphasis | Major emphasis |
| (a) Reading a text |  |  |  |
| (b) Discussing language author uses in text or themes or ideas found in the text |  |  |  |
| (c) Relating a text to other texts |  |  |  |
| (d) Making connections to student experiences |  |  |  |
| (e) Discussing vocabulary words |  |  |  |
| (f) Narrative/creative writing |  |  |  |
| (g) Informational/persuasive writing |  |  |  |
| (h) Foundational reading skills (K- 5) |  |  |  |
| (i) Speaking and listening skills |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
|  | Not an emphasis | Minor emphasis | Major emphasis |
| (j) Attending to grammar and writing conventions |  |  |  |
| (k) Other *(please specify)*  |  |  |  |

1. Please indicate the extent to which you agree or disagree with the following statements as they relate to your English Language Arts/Literacy teaching this school year.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Strongly disagree | Somewhat disagree | Somewhat agree | Strongly agree | Not applicable |
| (a) I figure out additional structures and scaffolds for all of my students. |  |  |  |  |  |
| (b) I deemphasize sections of the text if I think they are too difficult for my students. |  |  |  |  |  |
| (c) I take challenging sections of the text and reword them so that my students canunderstand. |  |  |  |  |  |
| (d) I provide more advanced texts for students who are reading above grade level. |  |  |  |  |  |
|  | Strongly disagree | Somewhat disagree | Somewhat agree | Strongly agree | Not applicable |
| (e) In addition to the text, I provide easier texts for students who are reading belowgrade level. |  |  |  |  |  |
| (f) The majority of texts I assign to my students are fiction. |  |  |  |  |  |
| (g) All of my students read the same text. |  |  |  |  |  |

The Common Core emphasizes giving all students access to complex text, which is characterized by the presence of academic vocabulary and varied sentence structures. The CCSS defines a model for determining how easy or difficult a particular text is to read based on qualitative and quantitative components. The following questions focus on the qualitative aspects of text complexity.

\*\*\*\*\*\*

The Common Core emphasizes regular practice with complex text and its academic vocabulary (also known as Tier 2 vocabulary), including words which are highly generalizable and represent subtle or precise ways to say relatively simple things. Academic vocabulary helps students access and understand increasing levels of complex texts across all content areas.

You can refer to the following excerpt to answer questions 12-26.

1. In the bolded type area of the excerpt below, please circle the SIX different examples of academic vocabulary:

**Lost Penguin Back In His Natural Habitat**

by Joyce Grant

A woman was walking her dog along a beach in New Zealand in late June when she saw something that looked like a white ball in the sand.

It turned out to be a young Emperor penguin that was very, very lost.

**At his age, he should have been close to Antarctica, swimming for fish, squid and krill and playing on the ice floes. But this penguin started swimming north and just kept going.**

**The penguin attracted a lot of attention in New Zealand. It has been 40 years since an Emperor penguin has been seen there.**

**Researchers at the country’s Department of Conservation were called in. They decided to watch the penguin closely, but not to disturb it in any way. Many New Zealanders came to Peka Peka Beach to look at the elegant penguin. They were careful to keep their dogs away from it so it wouldn’t be frightened.**

**The public nicknamed the animal *Happy Feet*.**

Researchers started to notice that Happy Feet didn’t seem well. It turns out he had been eating the sand from the beach, likely thinking it was snow.

The public raised more than 11,000 pounds for an operation to get the sand out of his belly.

The operation was a success, and Happy Feet was taken to a zoo in Wellington, NZ. A group of experts met to decide how best to help Happy Feet return to the wild.

Last Sunday, they put him on a boat called the Tangaroa, in a specially built ice-filled crate and took him out into the Southern Ocean, southeast of New Zealand. There, they released him into the ocean, which is his natural habitat. He took one last look at his human helpers and then dived into the ocean.

The Common Core emphasizes regular practice with informational text and its domain-specific vocabulary, generally words that have low frequency use and are limited to specific knowledge domains. Domain-specific vocabulary (also known as Tier 3 vocabulary) helps students access and understand informational texts specific to content areas taught in school.

1. In the bolded type area of the excerpt below, please circle the FOUR different examples of domain-specific vocabulary:

**Lost Penguin Back In His Natural Habitat**

by Joyce Grant

A woman was walking her dog along a beach in New Zealand in late June when she saw something that looked like a white ball in the sand.

It turned out to be a young Emperor penguin that was very, very lost.

**At his age, he should have been close to Antarctica, swimming for fish, squid and krill and playing on the ice floes. But this penguin started swimming north and just kept going.**

**The penguin attracted a lot of attention in New Zealand. It has been 40 years since an Emperor penguin has been seen there.**

**Researchers at the country’s Department of Conservation were called in. They decided to watch the penguin closely, but not to disturb it in any way. Many New Zealanders came to Peka Peka Beach to look at the elegant penguin. They were careful to keep their dogs away from it so it wouldn’t be frightened.**

**The public nicknamed the animal *Happy Feet*.**

Researchers started to notice that Happy Feet didn’t seem well. It turns out he had been eating the sand from the beach, likely thinking it was snow.

The public raised more than 11,000 pounds for an operation to get the sand out of his belly.

The operation was a success, and Happy Feet was taken to a zoo in Wellington, NZ. A group of experts met to decide how best to help Happy Feet return to the wild.

Last Sunday, they put him on a boat called the Tangaroa, in a specially built ice-filled crate and took him out into the Southern Ocean, southeast of New Zealand. There, they released him into the ocean, which is his natural habitat. He took one last look at his human helpers and then dived into the ocean.

1. Based on the academic vocabulary and/or figurative language in the excerpted text, please determine the level of complexity of its CONVENTIONALITY and VOCABULARY. Indicate your answer by placing an X in the corresponding area of the scale.

Conventionality and vocabulary:

 0 1 2 3 4

**Least complex** I--------------I--------------I---------------I----------------I **Most complex**

Definition of Conventionality and Vocabulary: Texts that include language that is explicit, literal, straightforward, and generally familiar tend to be easier to read than texts that include figurative, nuanced, archaic or otherwise unfamiliar language or an abundance of domain-specific vocabulary.

1. Please determine the complexity of the excerpt’s ORGANIZATION and STRUCTURE. Indicate your answer by placing an X in the corresponding area of the scale.

Organization and structure:

 0 1 2 3 4

**Least complex** I--------------I--------------I---------------I----------------I **Most complex**

Definition of Organization and Structure:

Less Complex – Organization of text and connections between ideas, processes or events are explicit and clear. Structure is chronological or easy to predict. Graphics, if used, directly support and assist in interpreting the written text. Text Features, if used, help the reader navigate and understand content but are not essential to understanding.

More Complex – Organization of text is intricate with possible changes in narrative viewpoint, time shifts, multiple characters, and storylines or can be specialized for a particular discipline. Connections between an extensive range of ideas or events may be implicit or subtle. Graphics are varied and may provide information not otherwise conveyed in the text. Text Features, if used are essential in understanding content.

1. Please determine the complexity of the excerpt’s PURPOSE. Indicate your answer by placing an X in the corresponding area of the scale.

Purpose:

 0 1 2 3 4

**Least complex** I--------------I--------------I---------------I----------------I **Most complex**

Definition of Purpose: Literary texts with a single level of meaning tend to be easier to comprehend than literary texts with multiple levels of meaning. Similarly, informational texts with an explicitly stated purpose are generally easier to comprehend than informational texts with an implicit, hidden, or obscure purpose.

1. Please determine the complexity of the excerpt’s INTERTEXTUALITY/CULTURAL KNOWLEDGE. Indicate your answer by placing an X in the corresponding area of the scale.Intertextuality/cultural knowledge:

 0 1 2 3 4

**Least complex** I--------------I--------------I---------------I----------------I **Most complex**

Definition of Intertextuality/Cultural knowledge: Texts that make few assumptions about the extent of prior knowledge and the depth of their cultural/literary and content/discipline knowledge are generally less complex than are texts that make many assumptions in one or more of those areas.

1. In the space provided, please write a few sentences explaining your rationale.

One of the main shifts of the Common Core State Standards for ELA/Literacy is to increase the emphasis on reading, writing, and speaking grounded in evidence from text, both literary and informational. Text-dependent questions are questions that can only be answered by referring to evidence provided in the text. Text-specific question are also text-dependent, but address the unique text and no other by attending to its particular structure, language, concepts, ideas, and details.

*The next series of items focuses on text-dependent and text-specific questions that a teacher may use based on the reading.*

1. Suppose the questions below are used by teachers in a lesson about the excerpt. Please indicate if the question is Text-Dependent, or not.

|  |  |  |  |
| --- | --- | --- | --- |
|  | Text-dependent | Not text-dependent | I don’t know |
| (a) What is the main idea of “Lost Penguin Back In His Natural Habitat?” |  |  |  |
| (b) Which detail from the article best explains how people should approach a penguin? |  |  |  |
| (c) What would you do if you discovered a lost animal?  |  |  |  |
| (d) Can you think of any stories where other animals have gotten lost? |  |  |  |

1. Please indicate which of the following Text-Dependent questions is Text-Specific, or not.

|  |  |  |  |
| --- | --- | --- | --- |
|  | Text-specific | Not text-specific | I don’t know |
| (a) What is the main idea of “Lost Penguin Back In His Natural Habitat?” |  |  |  |
| (b) Which detail from the article best explains how people should approach a penguin? |  |  |  |
| (c) What lesson can you learn from reading this article?  |  |  |  |
| (d) What is the author’s tone of this article? |  |  |  |

1. Based on the excerpt, please indicate the sequence of the following questions in the order that you would use to guide students to the central idea and development of the text.
2. What are some of the details that describe a penguin’s habitat?
3. What is a habitat?
4. According to the article, why was it strange for people to find Happy Feet?
5. What would be other things you would want to ask the author about penguins?
6. What words in the article do we need to define, in order to understand what a habitat is?
7. \_\_\_\_\_\_ 2. \_\_\_\_\_\_ 3. \_\_\_\_\_\_ 4. \_\_\_\_\_\_ 5. \_\_\_\_\_\_\_
8. Mr. Jones, with the intent to focus the students on the main idea of the excerpt, asks his students, “How do we know that the penguin was in the wrong habitat?”

Tim answers, “Because he is lost.”

What question would you ask *next* to help refocus Tim’s response to the text?

🔿 (a) “Can you show which words or ideas support your idea?”

🔿 (b) “Think about your own experience. Have you ever been lost?”

🔿 (c) “Why is it important for us to know why he is lost?”

🔿 (d) “How do you know he is lost? Where is his natural habitat?”

🔿 (e) “What does the author want us to know about penguins?”

🔿 (f) “Do you think the penguin knew he was lost?”

1. Please provide a rationale for your answer below.

Mr. Jones is developing a lesson plan to go with the excerpt from “Lost Penguin Back In His Natural Habitat.” His objective is: *“Students will closely read a nonfiction text and use evidence to support understanding the central idea of the text.”*

The following questions focus on some aspects of his plan development.

1. How could Mr. Jones *best* meet the needs of students who read well above the grade level text band? *(Select one.)*

🔿 (a) Provide an additional text, *The Penguin's Peril: Taylor-Made Tales #4*, by Ellen Miles (reading level: 3rd grade).

🔿 (b) Have students examine the text for content-specific vocabulary words.

🔿 (c) Have students write a short story about penguins.

🔿 (d) Group students for discussion by aptitude.

🔿 (e)I don’t know.

1. How could Mr. Jones *best* provide the appropriate scaffolds so that all students have opportunities to engage in the work of the lesson? *(Select one.)*

🔿 (a) He could rewrite the text and substitute more complex text and difficult vocabulary with easier words and phrases.

🔿 (b) He could create a podcast or audio recording of the passage for students to listen to while reading along.

🔿 (c) He could build background knowledge by providing a summary of the text.

🔿 (d) He could group students homogeneously and give the English Language Learners a simpler text on the same subject.

🔿 (e) I don’t know.

Mr. Jones is developing a series of lesson plans to go with the excerpt from “Lost Penguin Back in his Habitat.” His objective is: *“Students will explore the field of ecology.”*

1. How could Mr. Jones *best* prepare students to build knowledge about the concepts (e.g., habitat, biology) in the text? *(Select one.)*

🔿 (a) He could provide a series of additional texts and videos on the topic.

🔿 (b) He could have students write definitions for content-specific vocabulary words.

🔿 (c) He could have students write a short story.

🔿 (d) He could group students by aptitude for a discussion.

🔿 (e) I don’t know.

From the readings that he chose, Mr. Jones developed the following two-part ELA assignment for his students:

**Student Assignment**

**Part 1**:Make a comic strip and draw Happy Feet’s story in the article, using at least five frames. Make sure you include one detail from the text in each of the boxes to support your comic. In the last box draw what you think happened to Happy Feet.

**Part 2:** Draw penguins in their proper habitat. Using details from all of the texts we have read about penguins and habitats, describe what makes for a good penguin habitat and why.

There is a range of instructional practices teachers use every day; which ones are used is determined by the content and the students being taught.

Mr. Jones wants to know which instructional practices apply to his assignment.

1. Please indicate whether each of the following instructional practices applies or does not apply to Mr. Jones’ assignment.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Applies  | Does not apply | Cannot tell from assignment | I don’t know |
| (a) Targets a set of grade-level CCSS ELA/Literacy standards. |  |  |  |  |
| (b) Asks students to draw evidence from texts to produce clear and coherent writing that informs, explains, or makes an argument in various written forms( e.g., notes, summaries, short responses, or formal essays). |  |  |  |  |
| (c) Provides for authentic learning, application of literacy skills, student-directed inquiry, analysis, evaluation and/or reflection. |  |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Applies  | Does not apply | Cannot tell from assignment | I don’t know |
| (d) Focuses on building students’ academic vocabulary in context. |  |  |  |  |
| (e) Addresses instructional expectations and is easy to understand and use. |  |  |  |  |
| (f) Provides all students with multiple opportunities to engage with text of appropriate complexity for the grade level; includes appropriate scaffolding so that studentsdirectly experience the complexity of the text. |  |  |  |  |
| (g) Elicits direct, observable evidence of the degree to which a student can independentlydemonstrate the major targeted grade-level CCSS standards with appropriatelycomplex text(s). |  |  |  |  |

1. Over the past school year, how frequently have you done the following?

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Almost never/Never | Less than once a month | Several times a month | About weekly | Several times a week |
| (a) Read nonfiction text in the classroom |  |  |  |  |  |
| (b) Connected literacy instruction to other content (e.g., science, social studies) |  |  |  |  |  |
| (c) Sought texts from other content area teachers |  |  |  |  |  |

1. Over the past school year, how frequently have you done the following?

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Almost never/Never | Less than once a month | Several times a month | About weekly | Several times a week |
| (a) Discussed Common Core State Standards for ELA/Literacy with teachers in other grades |  |  |  |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Almost never/Never | Less than once a month | Several times a month | About weekly | Several times a week |
| (b) Discussed Common Core State Standards for ELA/Literacy with teachers in your own grade |  |  |  |  |  |
| (c) Looked at student ELA/Literacy work with other teachers for thepurposes of professional development |  |  |  |  |  |
| (d) Received suggestions for the Common Core Standards for ELA/Literacy-aligned curricular materials from colleagues |  |  |  |  |  |

1. In the last year, how frequently have you used the following websites for free resources and information about the Common Core State Standards?

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Almost never/Never | About once a month | Several times a month | About weekly | Several times a week |
| Teaching Channel |  |  |  |  |  |
| Teachers Pay Teachers |  |  |  |  |  |
| LearnZillion |  |  |  |  |  |
| Share My Lesson |  |  |  |  |  |
| BetterLesson |  |  |  |  |  |
| Achieve the Core |  |  |  |  |  |
| Khan Academy |  |  |  |  |  |
| Pinterest |  |  |  |  |  |
| My district education agency website |  |  |  |  |  |
| Other state or district education agency website |  |  |  |  |  |
| Other (please specify) |  |  |  |  |  |

Thank you very much for the time and thought you have put into completing this survey.

For more information about the organization conducting this research,

Student Achievement Partners,

visit [www.achievethecore.org](http://www.achievethecore.org).