

# **SURVEYS OF ENACTED CURRICULUM<sup>©</sup>**

## **Teacher Survey Primary 1-6 English Language**

Thank you for agreeing to participate in this survey of instructional practices and content.

Your participation in this survey is voluntary. The questionnaire poses no risk to you, and there is no penalty for refusal to participate. You are free to withdraw from the study at any stage by returning the questionnaire without completing it.

STATE

LGA

SURVEY ID CODE

RURAL/URBAN

CLASS (e.g. P1)

MALE/FEMALE

**Reporting Period: Most recent school year (current year, if reporting after March 1st)**

**Please read each question and its response choices carefully, and then mark your response by filling in an appropriate response circle. A pen or pencil may be used to complete the survey.**

**CLASS DESCRIPTION**

CD.1	What class/grade do you teach?	① 1	② 2	③ 3	④ 4	⑤ 5	⑥ 6				
CD.2	How many arms are in the class/grade level that you teach, it	① None	② 1	③ 2	④ 3	⑤ 4					
CD.3	How many students are in the target class?	① 20 or fewer	② 11 to 30	③ 31 to 40	④ 41 to 50	⑤ 51 to 60	⑥ 61 to 70	⑦ 71 to 80	⑧ more than 80		
CD.4	What percentage of the students in the target class speak the local language? (Mark nearest 10%)	① Less than 10	② 10	③ 20	④ 30	⑤ 40	⑥ 50	⑦ 60	⑧ 70	⑨ 80	⑩ 90+ %
CD.5	How many students with significant learning difficulties or intellectual disabilities are in the target class?	① None	② 1	③ 2	④ 3	⑤ 4	⑥ 5	⑦ more than five			
CD.6	<u>During a typical week</u> approximately how many hours will the target class spend in ELAR	① 0	② 1	③ 2	④ 3	⑤ 4	⑥ 5	⑦ 6	⑧ 7	⑨ 8	⑩ 9
	<b>Number of instructional hours:</b>										
CD.7	What is the average length of each class period for the target English language class?	① Not applicable	② 30 to 40 minutes	③ 41 to 50 minutes	④ 51 to 60 minutes	⑤ 61 to 90 minutes	⑥ 91 to 120 minutes	⑦ Varies due to block scheduling or integrated instruction			
CD.8	For how many weeks will the target English language class meet in a typical school term?	① 2 or less weeks	② 3 or 4 weeks	③ 5 or 6 weeks	④ 7 or 8 weeks	⑤ 9 or 10 weeks	⑥ 11 or more weeks				
CD.9	What is the achievement level of most of the students in the target class, compared to national norms?	① Below Basic	② Basic	③ Proficient	④ Advanced						
CD.10	What is considered <u>most</u> in scheduling students into the target class?	① Ability or prior achievement	② Limited English proficiency	③ Teacher recommendation	④ Student Age	⑤ Parent request	⑥ Student decision	⑦ Local language proficiency	⑧ No one factor		

Please estimate the amount of time students in the target class spend with each of the following types of instructional sources.

		Instructional Emphasis			
		none	Slight (less than 10% of instructional time)	Moderate (10% - 25% of instructional time)	Sustained (more than 25% of instructional time)
<b>Forms of Text</b>					
FT.1	Myths, tales, fables, or epics	①	①	②	③
FT.2	Short stories	①	①	②	③
FT.3	Novels (including chapter books)	①	①	②	③
FT.4	Picture books	①	①	②	③
FT.5	Drama	①	①	②	③
FT.6	Poetry	①	①	②	③
FT.7	Public documents	①	①	②	③
FT.8	Consumer, technical, and business writing (e.g., manuals, how-to texts, ads, memos)	①	①	②	③
FT.9	Newspaper or magazine articles	①	①	②	③
FT.10	Speeches	①	①	②	③
FT.11	Essays	①	①	②	③
FT.12	Criticism and commentary	①	①	②	③
FT.13	Historical accounts	①	①	②	③
FT.14	Biography and autobiography	①	①	②	③
FT.15	Content area materials	①	①	②	③
<b>Sources of Text</b>					
		none	Slight (less than 10% of instructional time)	Moderate (10% - 25% of instructional time)	Sustained (more than 25% of instructional time)
ST.1	Basal readers	①	①	②	③
ST.2	Anthologies	①	①	②	③
ST.3	"Leveled" books	①	①	②	③
ST.4	Textbooks	①	①	②	③
ST.5	Children's trade books	①	①	②	③
ST.6	Young adult trade books	①	①	②	③
ST.7	Other supplementary texts	①	①	②	③
ST.8	Periodicals	①	①	②	③
ST.9	Non-print media	①	①	②	③

## **SURVEYS OF ENACTED CURRICULUM®**

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### **Survey Of Instructional Content**

#### **Teacher Survey**

#### **Primary 1-6**

#### **English Language**

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The following pages request information regarding topic coverage and your expectations for students in the target English, language arts, and reading class for **the most recently completed school year**. The content matrix that follows contains lists of discrete topics associated with English, language arts, and reading instruction.

**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**

(one class/period or less)

**2 = Moderate Coverage**

(one to five classes/periods)

**3 = Sustained Coverage**

(more than five classes/periods)

**Step 1**

**Step 2**

<i>Time on Topic</i>	<i>Primary/1-6 English Language</i>	<i>Expectations for Students in English/Language Arts/Reading</i>					
<none>	4	Concept of print	Memorize/ Recall	Perform Procedure/ Explain	Generate/ Create/ Demonstrate	Analyze/ Investigate	Evaluate
① ① ② ③	301	Book handling	p ① s ②	p ① ②	s p ① s ②	p ① s ②	p ① s ②
① ① ② ③	302	Directionality; sequence of text	p ① s ②	p ① ②	s p ① s ②	p ① s ②	p ① s ②
① ② ③	303	Parts of a book (e.g., cover, title, front, and back)	p ① s ②	p ① ②	s p ① s ②	p ① s ②	p ① s ②
① ① ② ③	304	Letter, word, and sentence distinction	p ① s ②	p ① ②	s p ① s ②	p ① s ②	p ① s ②
① ① ② ③	305	Structural elements (e.g., index, glossary, table of contents, titles, etc.)	p ① s ②	p ① ②	s p ① s ②	p ① s ②	p ① s ②
① ① ② ③	306	Graphical elements (e.g. graphs, charts, images, illustrations)	p ① s ②	p ① ②	s p ① s ②	p ① s ②	p ① s ②
① ① ② ③	307	Technical elements (e.g., bullets, instructions, forms, sidebars)	p ① s ②	p ① ②	s p ① s ②	p ① s ②	p ① s ②
① ① ② ③	308	Electronic elements (e.g., hypertext links, animations, etc.)	p ① s ②	p ① ②	s p ① s ②	p ① s ②	p ① s ②
① ① ② ③	309	Environmental print, i.e., prints or symbols found in students' everyday environment	p ① s ②	p ① ②	s p ① s ②	p ① s ②	p ① s ②
<none>	5	Fluency	Memorize/ Recall	Perform Procedure/ Explain	Generate/ Create/ Demonstrate	Analyze/ Investigate	Evaluate
① ① ② ③	401	Phrasing, intonation, and inflection	p ① s ②	p ① ②	s p ① s ②	p ① s ②	p ① s ②
① ① ② ③	402	Automaticity of words and phrase	p ① s ②	p ① ②	s p ① s ②	p ① s ②	p ① s ②
① ① ② ③	403	Reading pace and accuracy	p ① s ②	p ① ②	s p ① s ②	p ① s ②	p ① s ②

## 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 be able to do. For each topic listed, please indicate the performance expectations that you consider to be the primary goal of your instruction on that topic, as well as the performance expectation that most supports or helps to scaffold the primary performance expectation.

<b>Primary</b>	Indicate the performance expectation that represents the primary performance goal for instruction on this topic at this grade level for this class of students.
<b>Supporting</b>	Indicate the performance expectation that most supports (provides scaffolding) for achieving the goal indicated by the primary performance expectation

### Step 3

Time on Topic		Primary 1-6 English Language	Expectations for Students in English/Language Arts/Reading				
<none>	3	Concept of print	Memorize/Recall	Perform Procedure/Explain	Generate/Create/Demonstrate	Analyze/Investigate	Evaluate
①①②●	301	Book handling	p ① s ②	p ① s ●	p ① s ②	p ① ②	s p ① s ②
①①②●	302	Directionality; sequence of text	p ① s ②	p ① s ②	p ● s ②	p ① ② ●	s p ① s ②
①●②③	303	Parts of a book (e.g., cover, title, front, and back)	p ● s ②	p ① s ●	p ① s ②	p ① ②	s p ① s ②
①●②③	304	Letter, word, and sentence distinction	p ● s ②	p ① s ●	p ① s ②	p ① ②	s p ① s ②
①●②③	305	Structural elements (e.g., index, glossary, table of contents, titles, etc.)	p ● s ②	p ① s ●	p ① s ②	p ① ②	s p ① s ②
①①②●	306	Graphical elements (e.g. graphs, charts, images, illustrations)	p ① s ②	p ① s ②	p ● s ②	p ① ② ●	s p ① s ②
①●②③	307	Technical elements (e.g., bullets, instructions, forms, sidebars)	p ① s ②	p ① s ②	p ● s ②	p ① ② ●	s p ① s ②
①●②③	308	Electronic elements (e.g., hypertext links, animations, etc.)	p ① s ②	p ① s ●	p ● s ②	p ① ②	s p ① s ②
①①●③	309	Environmental print, (i.e., prints or symbols found in students' everyday environment)	p ① s ②	p ① s ●	p ① s ②	p ① ②	s p ① s ②
<none>	4	Fluency	Memorize/Recall	Perform Procedure/Explain	Generate/Create/Demonstrate	Analyze/Investigate	Evaluate
①①②③	401	Phrasing, intonation, and inflection	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
①①②③	402	Automaticity of words and phrases (e.g. sight and decodable words)	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
①①②③	403	Reading pace and accuracy	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②

# Expectations for Student Performance in English Language

## **Memorize/Recall**

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

## **Perform Procedures/Explain**

Follow instructions  
Give examples  
Check consistency  
Summarize  
Identify purpose, main ideas,  
organizational patterns  
Gather Information

## **Generate/Create/Demonstrate**

Create/develop connections among text,  
self, world  
Recognize relationships  
Dramatize  
Order, group, outline, organize ideas  
Express new ideas (or express ideas in  
new ways)  
Develop reasonable alternatives

## **Analyze/Investigate**

Categorize, schematize information  
Distinguish fact and opinion  
Compare and contrast  
Identify with another's point of view  
Make inferences, draw conclusions  
Predict probable consequences  
Generalize

## **Evaluate**

Determine relevance, coherence, internal  
consistency, logic  
Assess adequacy, appropriateness, credibility  
Test conclusions, hypotheses  
Synthesize content and ideas from several sources  
Integrate with other topics and subjects  
Critique

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### **Response Codes Time on Topic**

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#### **0 = None**

(Not covered)

#### **1 = Slight coverage**

(Less than one class/lesson)

#### **2 = Moderate coverage**

(One to five classes/lessons)

#### **3 = Sustained coverage**

(More than five 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		Primary 1-6 English Language	Expectations for Student Performance				
<none>	1	Phonemic awareness	Memorize/ Recall	Perform Procedures / Explain	Generate/ Create/ Demonstrate	Analyze/ Investigate	Evaluate
①①②③	101	Phoneme isolation (e.g., the distinct sounds /c/, /a/, and /t/)	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
①①②③	102	Phoneme blending (e.g., c/a/t=cat)	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
①①②③	103	Phoneme segmentation	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
①①②③	104	Sound patterns	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
①①②③	105	Rhyme recognition	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
①①②③	106	Phoneme deletion, substitution, and addition	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
①①②③	107	Identify Syllables	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
<none>	2	Phonics	Memorize/ Recall	Perform Procedures / Explain	Generate/ Create/ Demonstrate	Analyze/ Investigate	Evaluate
①①②③	201	Alphabetic principle (includes alphabet recognition and order)	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
①①②③	202	Consonants	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
①①②③	203	Consonant blends	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
①①②③	204	Consonant digraphs (e.g., ch, sh, th, etc.)	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
①①②③	205	Diphthongs (e.g., oi, ou, ow, oy [as in "boy"], etc.)	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
①①②③	206	R-controlled vowels (e.g., farm, torn, turn, etc.)	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
①①②③	207	Patterns within words	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
①①②③	208	Vowel letters (a, e, i, o, u, y)	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
①①②③	209	Vowel phonemes	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
①①②③	210	Sound and symbol relationships	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
①①②③	211	Blending sounds	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②



<i>Time on Topic</i>	<b>Primary 1-6 English Language</b>		<i>Expectations for Student Performance</i>				
<none>	3	<b>Vocabulary</b>	<b>Memorize/ Recall</b>	<b>Perform Procedures / Explain</b>	<b>Generate/ Create/ Demonstrate</b>	<b>Analyze/ Investigate</b>	<b>Evaluate</b>
①①②③	301	Compound words and contractions	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
①①②③	302	Inflectional forms (e.g., -s, -ed, and -ing)	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
①①②③	303	Suffixes, prefixes, and root words	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
①①②③	304	Word definitions (including new vocabulary)	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
①①②③	305	Word origins	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
①①②③	306	Idiomatic Expressions	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
①①②③	307	Synonyms, antonyms, and homonyms	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
①①②③	308	Word or phrase meaning from context	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
①①②③	309	Denotation and connotation	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
①①②③	310	Analogies	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
①①②③	311	Sight words	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
①①②③	312	Use of references	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
<none>	4	<b>Concept of Print</b>	<b>Memorize/ Recall</b>	<b>Perform Procedures / Explain</b>	<b>Generate/ Create/ Demonstrate</b>	<b>Analyze/ Investigate</b>	<b>Evaluate</b>
①①②③	401	Book handling	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
①①②③	402	Directionality; sequence of text	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
①①②③	403	Parts of a book (e.g., cover, title, front, and back)	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
①①②③	404	Letter, word, and sentence distinctions	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
①①②③	405	Structural elements (e.g., index, glossary, table of contents, subtitles, and headings)	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
①①②③	406	Graphical elements (e.g., graphs, charts, images, illustrations)	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②

Time on Topic		Primary 1-6 English Language	Expectations for Student Performance				
<none>	4	Concept of Print (cont.)	Memorize/ Recall	Perform Procedures / Explain	Generate/ Create/ Demonstrate	Analyze/ Investigate	Evaluate
0 1 2 3	407	Technical elements (e.g., bullets, instructions, forms, sidebars)	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
0 1 2 3	408	Electronic elements (e.g., hypertext links, animations, etc.)	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
0 1 2 3	409	Environmental print, i.e., prints or symbols found in students' everyday environment	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
<none>	5	Fluency	Memorize/ Recall	Perform Procedures / Explain	Generate/ Create/ Demonstrate	Analyze/ Investigate	Evaluate
0 1 2 3	501	Phrasing, intonation, and inflection	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
0 1 2 3	502	Automaticity of words and phrases (e.g., sight and decodable words)	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
0 1 2 3	503	Reading pace and accuracy	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
0 1 2 3	504	Independent reading (e.g., repeated/silent reading for fluency)	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
<none>	6	Comprehension	Memorize/ Recall	Perform Procedures / Explain	Generate/ Create/ Demonstrate	Analyze/ Investigate	Evaluate
0 1 2 3	601	Word meaning	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
0 1 2 3	602	Phrase	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
0 1 2 3	603	Sentence	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
0 1 2 3	604	Paragraph	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
0 1 2 3	605	Main idea(s), key concepts, and sequences of events	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
0 1 2 3	606	Descriptive elements (e.g., detail, color, and condition)	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
0 1 2 3	607	Narrative elements (e.g., events, characters, setting, and plot)	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
0 1 2 3	608	Persuasive elements (e.g., propaganda, advertisement, and emotional appeal)	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
0 1 2 3	606	Expository or informational elements (e.g., explanation, lists, and organizational patterns such as description, cause-effect, and compare-contrast)	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②

<i>Time on Topic</i>	<b>Primary 1-6 English Language</b>		<i>Expectations for Student Performance</i>				
<b>&lt;none&gt;</b>	<b>6</b>	<b>Comprehension (cont.)</b>	<b>Memorize/ Recall</b>	<b>Perform Procedures / Explain</b>	<b>Generate/ Create/ Demonstrate</b>	<b>Analyze/ Investigate</b>	<b>Evaluate</b>
①①②③	607	Technical elements (e.g., bullets, instruction, form, sidebars)	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
①①②③	608	Electronic elements (e.g., hypertext links, animations, etc.)	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
①①②③	609	Strategies (e.g., activating prior knowledge, questioning; making connections, predictions; inference, imagery, summarization, re-telling)	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
①①②③	610	Test-taking strategies	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
<b>&lt;none&gt;</b>	<b>7</b>	<b>Verbal Reasoning</b>	<b>Memorize/ Recall</b>	<b>Perform Procedures / Explain</b>	<b>Generate/ Create/ Demonstrate</b>	<b>Analyze/ Investigate</b>	<b>Evaluate</b>
①①②③	701	Fact and opinion	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
①①②③	702	Appealing to authority, reason, or emotion	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
①①②③	703	Validity and significance of assertion or argument	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
①①②③	704	Relationships among purpose, organization, format, meaning in text	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
①①②③	705	Comparison of topic, theme, treatment, scope, or organization across texts	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
①①②③	706	Inductive/deductive approaches (e.g., making inferences and drawing conclusions from texts)	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
①①②③	707	Logical reasoning in text (e.g., implications, authors' rationale, development of argument, etc.)	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
①①②③	708	Textual evidence and/or use of references to support position	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
①①②③	709	Drawing meaning from allegory and myth	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②

Time on Topic		Primary 1-6 English Language	Expectations for Student Performance				
<none>	8	Literature	Memorize/ Recall	Perform Procedures / Explain	Generate/ Create/ Demonstrate	Analyze/ Investigate	Evaluate
0 1 2 3	801	Theme/thesis	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
0 1 2 3	802	Purpose (e.g., to inform, perform, critique, or appreciate)	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
0 1 2 3	803	Characteristics of genres and forms	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
0 1 2 3	804	Point of view (e.g., first or third person, multiple perspectives, etc.)	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
0 1 2 3	805	Literary devices (e.g., analogy, simile, metaphor, hyperbole, flashbacks, structure, and archetypes)	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
0 1 2 3	806	Literary analysis (e.g. symbolism, voice, style, tone, and mood)	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
0 1 2 3	807	Influence of time and place on authors and texts (e.g., historical era or culture)	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
0 1 2 3	808	Aesthetic aspects of text (e.g. dramatic or poetic elements)	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
<none>	9	Writing Processes	Memorize/ Recall	Perform Procedures / Explain	Generate/ Create/ Demonstrate	Analyze/ Investigate	Evaluate
0 1 2 3	901	Pre-writing (e.g., essential questions, topic selection, brainstorming, etc.)	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
0 1 2 3	902	Drafting and revising	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
0 1 2 3	903	Editing for conventions (e.g., usage, spelling, and structure)	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
0 1 2 3	904	Manuscript conventions (e.g., indenting, margins, citations, references, etc.)	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
0 1 2 3	905	Final draft and publishing	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
0 1 2 3	906	Use of technology (e.g., word processing, multimedia, etc.)	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②

Time on Topic		Primary 1-6 English Language	Expectations for Student Performance				
<none>	10	Elements of Presentation (Verbal and Written)	Memorize/ Recall	Perform Procedures / Explain	Generate/ Create/ Demonstrate	Analyze/ Investigate	Evaluate
0 1 2 3	1001	Purpose, audience, and context	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
0 1 2 3	1002	Main ideas	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
0 1 2 3	1003	Organization	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
0 1 2 3	1004	Word choice	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
0 1 2 3	1005	Support and elaboration	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
0 1 2 3	1006	Style, voice, technique, and use of figurative language	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
0 1 2 3	1007	Writing Conventions (e.g., capitalization, punctuation, indentation, citation, etc.)	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
0 1 2 3	1008	Transitional Devices	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
<none>	11	Writing Applications	Memorize/ Recall	Perform Procedures / Explain	Generate/ Create/ Demonstrate	Analyze/ Investigate	Evaluate
0 1 2 3	1101	Narrative (e.g., stories, fiction, and plays)	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
0 1 2 3	1102	Poetry	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
0 1 2 3	1103	Expository (e.g., report, theme, essay, etc.)	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
0 1 2 3	1104	Critical/evaluative (e.g., review)	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
0 1 2 3	1105	Expressive (e.g., journals or reflections)	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
0 1 2 3	1106	Persuasive (e.g., editorial, advertisement, or argumentative)	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
0 1 2 3	1107	Procedural (e.g., instructions, brochure, lab report, etc.)	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
0 1 2 3	1108	Technical (e.g., manuals, specifications, research report, etc.)	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
0 1 2 3	1109	Real world applications of writing (e.g., resumes, letters to editor, note taking, etc.)	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②

Time on Topic		Primary 1-6 English Language	Expectations for Student Performance				
<none>	12	Grammar	Memorize/ Recall	Perform Procedures / Explain	Generate/ Create/ Demonstrate	Analyze/ Investigate	Evaluate
①①②③	1201	Use of syllables	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
①①②③	1202	Spelling	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
①①②③	1203	Capitalization and punctuation	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
①①②③	1204	Signs and symbols (e.g., semiotics)	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
①①②③	1205	Syntax and sentence structure	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
①①②③	1206	Parts of speech (noun, pronoun, verbs, etc.)	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
①①②③	1207	Grammatical analysis	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
①①②③	1208	Direct and Indirect speeches	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
①①②③	1209	Standard and non-standard language usage	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
①①②③	1210	Linguistic knowledge (including dialects and diverse forms)	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
<none>	13	Listening and Speaking	Memorize/ Recall	Perform Procedures / Explain	Generate/ Create/ Demonstrate	Analyze/ Investigate	Evaluate
①①②③	1301	Listening	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
①①②③	1302	Public speaking and oral presentation	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
①①②③	1303	Demonstrating confidence	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
①①②③	1304	Nonverbal communication	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
①①②③	1305	Effective nonverbal skills (e.g., gesture, eye contact, etc.)	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
①①②③	1306	Consideration of others' ideas	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
①①②③	1307	Knowledge of situational and cultural norms for expression	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
①①②③	1308	Debate and structure of argument	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
①①②③	1309	Dramatics and creative interpretation	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②

<i>Time on Topic</i>	<b>Primary 1-6 English Language</b>		<i>Expectations for Student Performance</i>				
<b>&lt;none&gt;</b>	<b>13</b>	<b>Listening and Speaking (cont.)</b>	<b>Memorize/ Recall</b>	<b>Perform Procedures / Explain</b>	<b>Generate/ Create/ Demonstrate</b>	<b>Analyze/ Investigate</b>	<b>Evaluate</b>
①①②③	1310	Selecting presentation format	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
①①②③	1311	Literal and connotative meanings	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
①①②③	1312	Diction, tone, syntax, convention, or rhetorical structure in speech	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
①①②③	1313	Media-supported communication	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
①①②③	1314	Interviewing	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②

**Thank you for your participation in this survey.**