

SURVEYS OF ENACTED CURRICULUM[©]

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		① 1	② 2	③ 3	④ 4				
CD.3	How many students are in the target class?	① 20 or fewer				③ 41 to 50		⑥ 71 to 80			
		① 11 to 30				④ 51 to 60		⑦ more than 80			
		② 31 to 40				⑤ 61 to 70					
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
	Number of instructional hours:										
CD.7	What is the average length of each class period for the target English language class?	① Not applicable					④ 61 to 90 minutes				
		① 30 to 40 minutes					⑤ 91 to 120 minutes				
		② 41 to 50 minutes					⑥ Varies due to block scheduling or integrated instruction				
		③ 51 to 60 minutes									
CD.8	For how many weeks will the target English language class meet in a typical school term?	① 2 or less weeks					⑤ 7 or 8 weeks				
		② 3 or 4 weeks					⑥ 9 or 10 weeks				
		③ 5 or 6 weeks					⑦ 11 or more weeks				
		④ 7 or 8 weeks									
CD.9	What is the achievement level of most of the students in the target class, compared to national norms?	① Below Basic				③ Proficient					
		② Basic				④ Advanced					
CD.10	What is considered <u>most</u> in scheduling students into the target class?	① Ability or prior achievement					④ Parent request				
		② Limited English proficiency					⑤ Student decision				
		③ Teacher recommendation					⑥ Local language proficiency				
		④ Student Age					⑦ No one factor				

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

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

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Survey Of Instructional Content

Teacher Survey

Primary 1-6

English Language

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.

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

Step 3

<i>Time on Topic</i>		<i>Primary 1-6 English Language</i>	<i>Expectations for Students in English/Language Arts/Reading</i>				
<none>	3	Concept of print	Memorize/Recall	Perform Procedure/Explain	Generate/Create/Demonstrate	Analyze/Investigate	Evaluate
①①②●	301	Book handling	p ● s ②	p ① s ●	p ① s ②	p ① s ②	p ① s ②
①①②●	302	Directionality; sequence of text	p ① s ②	p ① s ②	p ● s ②	p ① s ②	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 s ②	p ① s ②
①●②③	304	Letter, word, and sentence distinction	p ● s ②	p ① s ●	p ① s ②	p ① s ②	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 s ②	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 s ②	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 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 s ②	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 s ②	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

Response Codes Time on Topic

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)

Response Codes Expectations for Students

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
①②③	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
①②③	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
①②③	103	Phoneme segmentation	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
①②③	104	Sound patterns	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
①②③	105	Rhyme recognition	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
①②③	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
①②③	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
①②③	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
①②③	202	Consonants	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
①②③	203	Consonant blends	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
①②③	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
①②③	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
①②③	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
①②③	207	Patterns within words	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
①②③	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
①②③	209	Vowel phonemes	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
①②③	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
①②③	211	Blending sounds	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>	3	Vocabulary	Memorize/ Recall	Perform Procedures / Explain	Generate/ Create/ Demonstrate	Analyze/ Investigate	Evaluate
0 1 2 3	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
0 1 2 3	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
0 1 2 3	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
0 1 2 3	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
0 1 2 3	305	Word origins	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
0 1 2 3	306	Idiomatic Expressions	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
0 1 2 3	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
0 1 2 3	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
0 1 2 3	309	Denotation and connotation	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
0 1 2 3	310	Analogies	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
0 1 2 3	311	Sight 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	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	Concept of Print	Memorize/ Recall	Perform Procedures / Explain	Generate/ Create/ Demonstrate	Analyze/ Investigate	Evaluate
0 1 2 3	401	Book handling	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
0 1 2 3	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
0 1 2 3	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
0 1 2 3	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
0 1 2 3	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
0 1 2 3	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

Time on Topic Primary 1-6 English Language

Expectations for Student Performance

<none>	6	Comprehension (cont.)	Memorize/ Recall	Perform Procedures / Explain	Generate/ Create/ Demonstrate	Analyze/ Investigate	Evaluate
①②③	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
①②③	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
①②③	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
①②③	610	Test-taking strategies	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
<none>	7	Verbal Reasoning	Memorize/ Recall	Perform Procedures / Explain	Generate/ Create/ Demonstrate	Analyze/ Investigate	Evaluate
①②③	701	Fact and opinion	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
①②③	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
①②③	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
①②③	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
①②③	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
①②③	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
①②③	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
①②③	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
①②③	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
①②③	801	Theme/thesis	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
①②③	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
①②③	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
①②③	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
①②③	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
①②③	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
①②③	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
①②③	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
①②③	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
①②③	902	Drafting and revising	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
①②③	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
①②③	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
①②③	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
①②③	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
①②③	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
①②③	1002	Main ideas	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
①②③	1003	Organization	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
①②③	1004	Word choice	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
①②③	1005	Support and elaboration	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
①②③	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
①②③	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
①②③	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
①②③	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
①②③	1102	Poetry	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
①②③	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
①②③	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
①②③	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
①②③	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
①②③	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
①②③	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
①②③	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
①②③	1201	Use of syllables	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
①②③	1202	Spelling	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
①②③	1203	Capitalization and punctuation	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
①②③	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
①②③	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
①②③	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
①②③	1207	Grammatical analysis	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
①②③	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
①②③	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
①②③	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
①②③	1301	Listening	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
①②③	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
①②③	1303	Demonstrating confidence	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
①②③	1304	Nonverbal communication	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
①②③	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
①②③	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
①②③	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
①②③	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
①②③	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

Time on Topic Primary 1-6 English Language

Expectations for Student Performance

<none>	13	Listening and Speaking (cont.)	Memorize/ Recall	Perform Procedures / Explain	Generate/ Create/ Demonstrate	Analyze/ Investigate	Evaluate
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.