**High School 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 |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
|  | Primary Material | Support Material | Neither |
| Harcourt |  |  |  |
| 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:

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

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

🔿 All

🔿 Most

🔿 Some

🔿 Few

1. Select the category that *best* describes with 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 with 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 with 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 |  |  |  |
| (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 can  understand. |  |  |  |  |  |
| (d) I provide more advanced texts for students who are reading above grade level. |  |  |  |  |  |
| (e) In addition to the text, I provide easier texts for students who are reading below  grade 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:

**Excerpt from Thomas Jefferson’s Inaugural Speech**

March 4, 1801

Friends and Fellow Citizens:

**During the contest of opinion through which we have passed, the animation of discussions and of exertions has sometimes worn an aspect which might impose on strangers unused to think freely and to speak and to write what they think; but this being now decided by the voice of the nation, announced according to the rules of the Constitution, all will, of course, arrange themselves under the will of the law, and unite in common efforts for the common good.**

All, too, will bear in mind this sacred principle, that though the will of the majority is in all cases to prevail, that will to be rightful must be reasonable; that the minority possess their equal rights, which equal law must protect, and to violate would be oppression. Let us, then, fellow-citizens, unite with one heart and one mind. Let us restore to social intercourse that harmony and affection without which liberty and even life itself are but dreary things. And let us reflect that, having banished from our land that religious intolerance under which mankind so long bled and suffered, we have yet gained little if we countenance a political intolerance as despotic, as wicked, and capable of as bitter and bloody persecutions. During the throes and convulsions of the ancient world, during the agonizing spasms of infuriated man, seeking through blood and slaughter his long-lost liberty, it was not wonderful that the agitation of the billows should reach even this distant and peaceful shore; that this should be more felt and feared by some and less by others, and should divide opinions as to measures of safety.

But every difference of opinion is not a difference of principle. We have called by different names brethren of the same principle. We are all Republicans, we are all Federalists. If there be any among us who would wish to dissolve this Union or to change its republican form, let them stand undisturbed as monuments of the safety with which error of opinion may be tolerated where reason is left free to combat it. I know, indeed, that some honest men fear that a republican government cannot be strong, that this Government is not strong enough; but would the honest patriot, in the full tide of successful experiment, abandon a government which has so far kept us free and firm on the theoretic and visionary fear that this Government, the world's best hope, may by possibility want energy to preserve itself? I trust not.

I believe this, on the contrary, the strongest Government on earth. I believe it the only one where every man, at the call of the law, would fly to the standard of the law, and would meet invasions of the public order as his own personal concern.

Sometimes it is said that man cannot be trusted with the government of himself.

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:

**Excerpt from Thomas Jefferson’s Inaugural Speech**

March 4, 1801

Friends and Fellow Citizens:

During the contest of opinion through which we have passed, the animation of discussions and of exertions has sometimes worn an aspect which might impose on strangers unused to think freely and to speak and to write what they think; but this being now decided by the voice of the nation, announced according to the rules of the Constitution, all will, of course, arrange themselves under the will of the law, and unite in common efforts for the common good.

All, too, will bear in mind this sacred principle, that though the will of the majority is in all cases to prevail, that will to be rightful must be reasonable; that the minority possess their equal rights, which equal law must protect, and to violate would be oppression. Let us, then, fellow-citizens, unite with one heart and one mind. Let us restore to social intercourse that harmony and affection without which liberty and even life itself are but dreary things. And let us reflect that, having banished from our land that religious intolerance under which mankind so long bled and suffered, we have yet gained little if we countenance a political intolerance as despotic, as wicked, and capable of as bitter and bloody persecutions. During the throes and convulsions of the ancient world, during the agonizing spasms of infuriated man, seeking through blood and slaughter his long-lost liberty, it was not wonderful that the agitation of the billows should reach even this distant and peaceful shore; that this should be more felt and feared by some and less by others, and should divide opinions as to measures of safety.

**But every difference of opinion is not a difference of principle. We have called by different names brethren of the same principle. We are all Republicans, we are all Federalists. If there be any among us who would wish to dissolve this Union or to change its republican form, let them stand undisturbed as monuments of the safety with which error of opinion may be tolerated where reason is left free to combat it. I know, indeed, that some honest men fear that a republican government cannot be strong, that this Government is not strong enough; but would the honest patriot, in the full tide of successful experiment, abandon a government which has so far kept us free and firm on the theoretic and visionary fear that this Government, the world's best hope, may by possibility want energy to preserve itself? I trust not.**

I believe this, on the contrary, the strongest Government on earth. I believe it the only one where every man, at the call of the law, would fly to the standard of the law, and would meet invasions of the public order as his own personal concern.

Sometimes it is said that man cannot be trusted with the government of himself.

1. Based on the academic vocabulary and 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 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) Jefferson starts the third paragraph by saying “but every difference of opinion is not a difference of principle.” What argument is he making in the section that starts with that sentence? |  |  |  |
| (b) Do you agree with that sentiment: “every difference of opinion is not a difference of principle”? |  |  |  |
| (c) The shortest sentence in the speech is the one that ends the third paragraph,  “I trust not.” What is it that Jefferson trusts will not happen in the United States? |  |  |  |
| (d) Jefferson refers to the turmoil in “the ancient world.” What is the ancient world? |  |  |  |

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) Jefferson starts the third paragraph by saying “but every difference of opinion is not a difference of principle.” What argument is he making in the section that starts with that sentence? |  |  |  |
| (b) Who is the speaker addressing in this speech? |  |  |  |
| (c) The shortest sentence in the speech is the one that ends the third paragraph, “I trust not.” What is it that Jefferson trusts will not happen in the United States? |  |  |  |
| (d) Does the speaker make a compelling argument? Support your response with  evidence from the text. |  |  |  |

1. Based on the excerpt, please sequence (order) the following questions in the order that you would use to guide students to the central idea and development of the text.
2. What is the central argument Jefferson is making in his speech? Highlight the sentences from the speech that make you select this as the central argument.
3. Jefferson uses the word *principle* frequently in this speech. What does it mean?
4. With a partner, find each sentence where *principle* is included and put that sentence into your own words. How many times does Jefferson use it?
5. This is an inauguration speech given by Jefferson when he was first elected. What can you conclude about the election Jefferson won from his speech? Concentrate on the first paragraph.
6. What contrary belief does Jefferson say he holds about the American form of government in the fifth paragraph?
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, “What does Jefferson say should be done with the people who want to ‘dissolve (destroy) this union’?”

Tim answered, “It’s weird. I think he wants to build them monuments to celebrate them as being different or something.”

What question would you ask next to help refocus Tim’s response to the text? *(Select one.)*

🔿 (a) “Where in the text is there support for your idea?”

🔿 (b) “Why is it important for us to be reading and thinking about Jefferson’s words?”

🔿 (c) “Is Jefferson confident or worried in this speech, would you say?”

🔿 (d) “Look at that long sentence in paragraph 3 again. You did well to focus on ‘monument,’ but what is Jefferson saying about monuments?”

🔿 (e) “How does your idea fit with Jefferson’s point that some people believe our government is not strong enough?”

🔿 (f) “Do you think those people should be celebrated for being different?”

1. Please provide a rationale for your answer below.

Mr. Jones is developing a lesson plan to go with the “Excerpt from Thomas Jefferson’s Inaugural Speech.” 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 students with the *Articles of Confederation* and then read the Preamble to the Constitution before reading this speech.

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

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

🔿 (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 expert from Thomas Jefferson’s Inagerual Speech. His objective is:

*“Students will closely read a nonfiction text and use evidence to support understanding the central argument of the text.”*

1. How could Mr. Jones *best* prepare students to build knowledge about the concepts (e.g, Inaugural, Federalist, Union, Republican, Patriot, Citizen) 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.

Mr. Jones developed the following two-part ELA student assignment for the culminating work following the Jefferson Inaugural Speech:

**Student Assignment**

**Part 1**: Read and reread the excerpt below from Federalist Paper 51 by James Madison. I have recorded this excerpt for you if you want to listen to it while you read along. Remember! You can slow down the rate of the podcast by adjusting the speed.

Once you have a sense of the argument Madison is making, work with your partner to annotate the parts of this essay that remind you of the central argument of Jefferson’s speech. Your annotations will be evaluated as part of your final assessment on this unit and will also be used to write the essay (Part 2).

[Madison’s essay was published in 1788, a dozen years before Jefferson wrote and delivered his speech. The Federalist Papers were a series of essays written to encourage Americans to support the brand-new United States Constitution.]

**Part 2**: Write an essay in which you trace the central argument in Federalist 51 and align it with what you believe the central argument is in Jefferson’s Inaugural Speech. You can use your annotated copy of Federalist 51 as well as all your collected work from Jefferson’s speech. But making your case for the central argument and providing the strongest textual evidence you can for it should be all your own thinking and synthesis. If you would find it helpful, use the ‘evidence chart template’ we have available in class to organize your thoughts before drafting your essay. You will get feedback on your first draft before submitting your final draft.

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. |  |  |  |  |
| (d) Focuses on building students’ academic vocabulary in context. |  |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Applies | Does not apply | Cannot tell from assignment | I don’t know |
| (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 students  directly experience the complexity of the text. |  |  |  |  |
| (g) Elicits direct, observable evidence of the degree to which a student can independently  demonstrate the major targeted grade-level CCSS standards with appropriately  complex 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 |  |  |  |  |  |
| (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 the  purposes 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).