

The Study of Instructional Improvement
Instructional Log

**Language Arts
Glossary**

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Language Arts Gateway Section

The log begins with general questions (Questions 1-4) about your language arts instruction. These questions are what we refer to as the "Gateway" section. Your answers to these questions will decide what other sections of the log you need to complete, making this section especially important.

Before you begin, find out who your target student is for the day. This student will be identified on your log each day, and you will report on the language arts instructional experience of this target student.

Question 1: How much total time did the target student spend on language arts today? Please include all language arts instruction the target student received including routine times such as morning board work, even if the instruction took place in another room or by another teacher.

Language arts includes reading, writing, listening, and speaking. Mark the total amount of time the student spent in instruction when language arts was the focus. When language arts was the focus during more than one period of instruction, please add together and report the cumulative amount of time the student spent in language arts instruction. This includes time the student spent in language arts instruction with other teachers such as Title 1 teachers, special education teachers, or tutors. It also includes computer lab time that is spent on language arts instruction and practice.

Language arts time might include time when an individual student or a small group of students works for a sustained period of time on language arts, while other students work on other subject matter. Language arts periods also include times when all students in the class work on reading, writing, or listening. In both of these examples, language arts is a central focus. Please do not use this log to report on times when writing or reading is done by the student, but is not a focus of the lesson. For example, **don't use the log to report on science or social studies lessons where students are asked to do some reading or writing, but the processes of reading or writing are not a focus.** That is, if reading and writing are needed to complete an assignment, but the focus of the instruction is on the science or social studies content being read rather than on how to read or write better, do not log this time. However, if the reading or writing processes are a focus of the lesson (e.g., you explain how to use previewing and surveying skills or you work on how to organize a report), include the time in Question 1 and report on the areas taught.

Include times the target student was present, exposed to instruction, and/or expected to do work with a primary focus on developing language arts. Do not include non-instructional time such as transitions, late starts, and major interruptions (e.g., fire drills, long announcements, bathroom breaks). Please add together the individual blocks of time and record the total time the target student was involved in reading or language arts instruction on the log form.

Note: If the target student did not have language arts that day, it is still important that you complete Questions 1 and 3. In that case, after you answer Question 3, you are finished with language arts logging for that day.

Question 2: Of the language arts time recorded in Question 1, how much time were you either the teacher or an observer of the teaching?

In this log we would like you to report in more detail on the instruction that you provided to the student and of which you have first-hand knowledge. This includes your own personal teaching as well as instruction that you plan and supervise. For example, you may have provided instruction through assigning practice exercises, by team-teaching with another teacher, or by planning an instructional activity and directly supervising an aide (or student teacher) as the aide delivered the instruction. Please record the actual cumulative amount of time the target student was involved in language arts instruction under your direct supervision.

On some days the target student may be in language arts under your supervision across a few different periods of instruction. For example, the target student may have worked on word analysis in the morning and in the afternoon the target student may have listened to you read and work on comprehension. Please add together the individual blocks of time and record the total time the target student was involved in reading or language arts instruction under your supervision. The number of minutes in this question should reflect the amount of time spent on the areas that you record in this log.

Note: If you were not the teacher and did not observe firsthand any of the language arts instruction today, it is still important that you complete Questions 1- 3. In that case, after you answer question 3, you are finished with language arts logging for today.

Question 3: Please mark the reason(s) why you recorded 0 minutes in Questions 1 or 2, and then stop here.

If you answered “0” to Questions 1 or 2, please explain the reason(s). The reasons listed in this question are those reasons most commonly given during our pretest work. If the reason that the student did not have instruction with you is not listed, please mark “Other” and briefly indicate the reason.

Note: The response “Participating in standardized testing or test preparation” refers to district-wide or school-wide standardized test programs (usually used for evaluation). **Please do not include language arts assessments that you administer for instructional purposes. If you conducted an instructional assessment, please include the assessment time in Questions 1 and 2, and log the topic assessed in Question 4.**

If you marked “0” minutes in Questions 1 or 2, and then completed Question 3 you are finished with today’s log.

Question 4: To what extent were the following topics a focus of your work with the target student in reading/language arts today?

This question asks which topics were focuses of the target student’s language arts instruction today. Please go through the entire list and check all the topics encountered by the target student. However, please remember to consider what actually happened during the day’s instruction, not what you had planned. Your topic selections determine which of the remaining sections of the language instructional log you will be asked to complete.

As you consider what you taught, please record how much focus was placed on each topic. Topics can be taught in different combinations and with different degrees of emphasis. On some days you may teach multiple topics, while on other days you may teach just one.

A major focus

Use this category if the topic was a main emphasis or a primary teaching objective in the language arts instruction experienced by the target student today. Similar to courses of study in college where you can have more than one major, you may have more than one area of major focus on a given day. The major focus for the day may have been new material that you were introducing, or it may have been review or practice to which you devoted a large percentage of the language arts instruction

A minor focus

Use this category if the topic was a focus of instruction for the target student today, but was not a primary emphasis or your main teaching objective. Instruction or practice in this topic area may have been a smaller feature of the lesson or supportive of your teaching in the area(s) of major focus. Again similar to courses of study in college, your minor focus may be directly related to your major focus or it may be another area of study. For example, your major focus for a lesson may be a feature of comprehension such as “drawing conclusions.” Earlier in the day, you may have spent some time on identifying and reviewing how to read compound words (word analysis), but it was not a major emphasis of instruction. Typically, less of your instructional time would have been spent on areas recorded a “minor focus.” You may have had more than one area of minor focus on a given day.

Touched on briefly

Use this category if the target student only briefly experienced a topic. For example, you may have spent 5 minutes reading the words on the word wall or a sight vocabulary list.

Not taught today

You should mark a response in every line of Question 4, one for each topic. If you did not choose A major focus, A minor focus, or Touched on briefly, please indicate that this area was not taught today.

How to decide whether or not to record a topic: Teachers may work on several language arts topics in the course of a single lesson. Please use the following principles to decide whether or not to record a topic: If you were focusing on one topic (e.g., comprehension) and another topic (e.g., word analysis) was implicit in the first topic, please do not also record the second topic. This rule applies only to situations in which the second task was merely incidental to the instruction (i.e., a tool used in completing the first task), and not a focus of instruction or intended practice—for instance, applying word analysis skills when reading to find answers to comprehension questions. However, if the second task was a focus of the day’s instruction (e.g., you worked on how to decode words ending in “-tion” and then worked on finding the main idea in a selection), please mark both.

In this category we are interested in learning which topics were a focus of your language arts instruction. The topics you will be reporting on are:

4a. Comprehension

Comprehension includes work on the meaning of written or spoken language. It includes work on both reading and/or listening comprehension. Comprehension may include a variety of attempts to understand the meaning of a particular passage or text.

Comprehension also includes strategies (e.g., surveying the text before reading, generating questions about text) that, once learned, can be used to understand written language.

Comprehension includes work on both narrative (including poetry, stories,...) and informational and persuasive text (including letters, directions, reports, persuasive arguments, editorials). For the purposes of this log, persuasive text will be included with informational text.

4b. Writing

Writing includes work on written composition of both narrative (including poetry, stories,...) and informational text (including letters, directions, reports, persuasive arguments, editorials). It includes written compositions done on a computer as well as those that are handwritten or dictated. Writing includes the wide range of activities that entail generating ideas and sharing them in text, the production of stories, or the organization of information in writing. Writing also includes activities designed to help students prepare information or organize their ideas, and the processes that lead from this prewriting work to final written products. In the primary years, writing may be drawing a picture and using a series of letters to represent their ideas. In later years, it might include writing complete sentences, paragraphs, reports, letters, poems, stories, or essays. **Writing does not include activities where the focus is on developing penmanship skills or where the main purpose is to make a copy of words or other text (e.g. copying spelling words, or copying a math word problem from the blackboard). Do not log penmanship in the language arts log, or lessons on copying words in the writing section.**

4c. Word analysis

Word analysis includes work on the structure of words or the sounds and letters that make up words. For example, word analysis activities might illustrate similarity or difference in the structure or sounds of whole words (e.g., word families, common endings). Word analysis might involve segmenting, isolating, or examining the letters and sounds that make up parts

of words. Word analysis activities might involve using letters or sounds to construct parts of words or whole words. Developmental spelling (sometimes called invented or phonetic spelling) would also be included in word analysis. Development of sight words (i.e., increasing the number of words a child recognizes immediately), and use of context cues to read words (using syntax, pictures, meaning of the other words in a sentence to read words) should also be included in word analysis.

4d. Concepts of print

Concepts of print encompasses work on understanding that the print carries the meaning and on the spatial concepts of written language. It includes directionality (e.g., reading print from left to right, top to bottom), book concepts (e.g., title page, front and back cover), and concepts of a word and a letter.

4e. Reading fluency

Reading fluency is the ability to read sentences, stories, and other connected text easily and quickly. Work in this area includes activities such as choral and echo reading, partner read-alouds, Reader’s Theater, and re-reading previously read text. The emphasis in these activities should be on fluent reading, rather than (or in addition to) improving comprehension. **If the practice is with individual words, please record the activity in “Word Analysis” section (4c) as “Word recognition, sight words” (c1k).**

4f. Vocabulary

Vocabulary includes work on the definition or meaning of words, and the use of words (e.g., multiple meaning words). It includes both oral work on vocabulary and written work. Recognizing or identifying synonyms and antonyms, drawing a picture to illustrate the meaning of a word, and using newly introduced vocabulary in a sentence are some examples of activities in vocabulary development. **If vocabulary development is directly tied to the text the student is reading, please record the activity in the “Comprehension”(4a) section as “Vocabulary-comprehension relationships” (A1c).**

4g. Grammar

Grammar includes study of the English language in written or spoken form. It includes activities such as recognizing questions, forming questions from statements, subject-verb agreement, verb tense, recognizing the parts of speech, identifying parts of a sentence, or correcting punctuation of individual sentences(s). For example, if a teacher writes a sentence on the board and asks the target student to edit the spelling, capitalization and punctuation errors. **If the activity (e.g., correcting punctuation) occurs within the context of the target student’s written composition, please record this in the category for “Writing” (4b).**

4h. Spelling

Standard spelling activities require the target student to learn about or spell words with standard English spelling (e.g., written or oral practice in standard spelling of words or correctly writing the spelling for common word families). **Spelling activities where students write the sounds they hear, sometimes referred to as developmental, invented or phonetic spelling, should be recorded in the category for “Word Analysis” (4c) as “Sound spelling/invented spelling/developmental spelling” (C1c).**

4i. Research strategies

Research strategies include work on a wide range of activities that entail the use of reading or writing to study, learn about, or research a topic. For example, research strategies include learning to use dictionaries, encyclopedias, and other library resources. Research strategies also include activities such as learning how to use an index or glossary, or learning the parts of a newspaper. Strategies for collecting information, such as interviewing and note taking, should also be recorded in research strategies.

Language Arts Focal Topics

Questions A1, B1, and C1

What areas did the target student work on today?

These items ask about specific activities that you might have done with the target student in the course of working on a focal topic. Not all activities will apply to your grade level. Please use the following guidelines in determining a topic's emphasis:

A focus of instruction

Use this category to represent topics if they received sustained attention in today's instruction. By sustained, we mean more than a brief comment or a few brief questions. Instead, the target student should have had a significant opportunity to learn about the topic described. For instance, the target student might have worked on sequencing a story (comprehension), or the target student might have written a story (writing), or the target student might have identified the beginning sound in a list of words (word analysis). Each of these topics and activities could be marked "a focus of instruction." There is no specific time criterion for whether a topic is a focus of instruction. Please use your judgment, taking into account the time that the student spent on the topic and the importance of the topic to the day's work.

Touched on briefly

Use this category to represent topics in which the target student was engaged for a moment or two. Examples include making a single prediction about a story, or explaining the meaning of one to two words when working on how to summarize a story, or pointing out an incorrectly spelled word when working on reorganizing a report. It can also include topics that come up when a student's question leads you to spend a short amount of time on a topic.

Section A: Comprehension

A0. Was the work in comprehension in ...

A0a. Listening Comprehension

Listening comprehension includes work on listening and understanding spoken language and text that is read to the child. Listening comprehension includes work on understanding what is read to them (e.g., retelling a story that has been read to them). It also includes discussions around stories and other text read to them (e.g., making predictions about what will happen next, or talking about how their lives are different from the lives of the characters in the story). **If the student has access to the text (i.e., can read along in their own book or from a chart or Big Book), the comprehension activities should be logged as “reading comprehension.”**

A0b. Reading Comprehension

Reading comprehension includes work on the meaning of written language. It includes any comprehension activities for which the student has had, has, or will have access to the text. It includes narrative and informational text including reading graphics. Comprehension may include a variety of attempts to understand the meaning of a particular passage or text. Comprehension also includes strategies (e.g., surveying the text before reading) that, once learned, can be used to understand written language. **If the student does not have the opportunity to read the text (i.e., a read-aloud without a copy of the text available to the student) then the activity should be logged as “listening comprehension.”**

A1. What areas of comprehension did the target student work on today?

Please check all the areas within writing that you and the target student worked on today. Please indicate if the area was a focus of instruction or touched on briefly.

Note: This section is organized so that areas of instruction that typically occur prior to reading are listed first. Areas typically begun during or after reading are listed later. However, this is only a way to help organize the topics. Please record these topics if they are included in your instruction today no matter when they occurred.

A1a. Activating prior knowledge and/or making personal connections to story or text

Include activities in which you demonstrated or asked the target student to consider what they already know about a topic as it relates to the content of the text prior to reading the text. This item also includes activities before, during or after reading that asked the student to connect the text to their own lives or something that they already know, considering the text in relation to personal experiences, opinions, or background knowledge.

A1b. Making predictions, previewing, surveying

Include activities in which you demonstrated or asked the target student to preview, survey, and/or making predictions about what would be in the text. This may also include making predictions about what will happen next in a story, or what information will be discussed in the next section of informational text. **If generating questions about the text, please record the activity in “Students generating their own questions” (A1d).**

A1c. Vocabulary-comprehension relationships

Include activities in which you helped the student to understand vocabulary and concepts that would be presented in reading. This may include discussing a list of words or definitions provided in a chapter, or it may be discussing a list of words from a story that you have identified as unfamiliar to most of your students. It may also be demonstrating or asking a student to explain how to use context to understand the meaning of an unfamiliar word in the text. You may ask the students to use the words from a story in a sentence of their own.

A1d. Students generating their own questions

Include activities in which you demonstrated or asked the target student to generate questions about the text. This may involve formulating questions that you expect to have answered by the text, or formulating questions that will help them to better understand the text, or to prepare for a test on the material covered in the text. For example, the student may form questions about inferences that can be made from a story (“Why did the main character hide from the storekeeper?”).

A1e. Reading for pleasure or information

Include interactions in which students are asked to spend a sustained period of time reading a story or passage for understanding. The target student may read silently or aloud. The text may be chosen by the target student or by the teacher. Examples of reading times include partner reading, SSR (sustained silent reading), DEAR (Drop Everything and Read), and round-robin oral reading when comprehension (rather than fluency) is the objective. For example, when students read and discuss the story as they are reading it or after they read it. Or, when students read in anticipation of writing a report about what they have read.

A1f. Self-monitoring for meaning

Include activities where you demonstrated how or asked the target student to explain how they check for understanding as they read. For example, students may indicate asking themselves, “does what I am reading make sense to me? Are there parts of the text that I need to re-read or read more slowly because the meaning is not clear?” Or, you may have had the target student identify difficult vocabulary and unfamiliar concepts; or you may have taught students to identify dense or complicated text and modeled how to slow down reading speed to allow for better understanding.

A1g. Using visualization or imagery

Include activities in which you demonstrated how you visualized a section of a story or how your use of visualization helped you to understand a story. Also include activities in which you asked the student to draw an illustration of an event described in a story or to demonstrate how he/she used visualization to help in understanding a story. **This topic**

does not include using the illustrations to read or understand the story. Using the illustrations to read a story should be recorded in “Word Analysis”. Using illustrations or figures provided by a publisher in order to understand the story, should be recorded in “Using charts, graphs, ...in text” (A1h).

A1h. Using charts, graphs, figures, tables, or other visual aids in text

Include work on using text aids provided by a publisher such as maps, tables, charts, figures, illustrations or graphics to locate or interpret information or details.

A1i. Using concept maps, story maps, or text structure frames

Include activities in which you demonstrated the use of visual organizers to comprehend text, or in which you provided visual organizers for the target student to use. The student may also have been asked to create his or her own visual organizer of the information or story. For example, you may have modeled how to use a story map to organize information read in a text. Other examples include compare and contrast charts, pro and con charts, cause and effect diagrams, webs, outlines, or story frames. **If the student used only a timeline of events, please record that activity in “Sequencing information or events” (A1m).**

A1j. Answering questions that have answers directly stated in the text

Include in this category questions that are posed to students in oral or written form. Include questions that ask about information that is stated in the text such as questions about main idea, the names of the characters, who made a particular statement, when an event occurred, and other details. This category also includes story retelling. **However, if the student is asked to tell only the critical details in a text, please record the activity as “Summarizing important details” (A1q).**

A1k. Answering questions that require inferences

Include in this category questions that were posed to students in oral or written form that required the student to use the information in the text and the student’s own knowledge in order to make inferences. For example, the student may have explained cause-effect relationships, or used the character’s actions and words to determine character traits.

A1l. Explaining how to find answers or information

Include activities in which you demonstrated how to find answers or you guided the target student in how to locate answers to different kinds of questions. You may have also required the target student to explain how to locate answers to different kinds of question. For example, students might indicate how they used a glossary or headings to locate details in text or how they synthesize information; or students might explain that the answers are not be directly in the text and identify how they draw upon background knowledge to answer the question. **If the students are just answering questions that you pose to them (and not explaining how to locate the answer), please log this in “Answering questions that have the answer directly stated in the text” (A1j) or “Answering questions that require inferences” (A1k).**

A1m. Sequencing information or events

Include work on placing story events or information in an article in time order. This may include having asked about what happens before or after an event, placing pictures in order, organizing sentences that describe main ideas or events in time order, or creating or completing a timeline.

A1n. Identifying story structure

Include work on understanding text that requires understanding the structure of story (e.g., identifying the setting, the characters, the problem, development of the plot, and problem resolution). **If the student uses a story map or story frame, please record this activity as “Using concept maps, story maps, text structure frames” (A1i).**

A1o. Practice other skills such as identifying similes or understanding referents

Include work on reading skills that are not covered in this section, e.g. finding and identifying similes, explaining to which noun a pronoun refers, etc.

A1p. Comparing and/or contrasting information or texts

Include work on understanding text that requires the reader to tell how the story or characters or events or information or concept in the text is similar to or different from another part of this text or a different text. **If the work required the reader to compare something to a life event, record that under “Making personal connections to text” (A1a).**

A1q. Summarizing important details

Include activities in which you demonstrated or asked the target student to state the important information learned in text summarizing key concepts or main ideas, or to recite answers to questions generated in pre-reading. **If the student was doing a simple retelling of the information he/she remembered from the story and was not working on summarizing the critical aspects, then record the activity as working on “Answering questions that have answers directly stated in the text” (A1j).**

A1r. Analyzing and evaluating text

Include work on understanding text that required the reader to stand apart from text and to consider it critically. The text may be fiction or nonfiction. This category includes questions about fact versus opinion, themes or moral, author’s intent, the adequacy of evidence, and consistency of reasoning. For example: “How believable is the ending?”, “Was there enough information for us to believe that the main character could act in this way?”, “Is the author’s argument supported by facts?”, “What do you think the author is trying to tell his readers?”

A1s. Examining literary techniques or author’s style

Include work on understanding text that required the reader to stand apart from the text and consider the techniques and devices the author used in telling the story. For example: “How

did the author create a suspenseful mood?"; "Why did the author begin with a description of the house?"; "How did the author let you know how the main character was feeling?"

A1t. Written literature extension project

The target student extended their understanding of text through a written project. For example, the target student may have rewritten the story from a different point of view, written a new ending, written a letter to the author, written a review of the book for the school newspaper, or rewritten a story into a play, etc.

A1u. Non-written literature extension project (for example, puppet show, play, shadow box, book talk)

The target student worked on creating a response to a text selection using a medium other than writing. For example, the target student made a shadow box of an event in the story, acted out a play based on the text, created puppets and had the puppets act out the story, or created a game based on information in the text, etc.

A2. Did the materials used by the target student in work on comprehension include any of the following?

A2a. Informational text

Informational or expository text provides information, instructions, or facts. For example, many science articles are informational. Directions and recipes are also informational. For the purposes of this log, persuasive text will be included with informational text. Include in the informational category, text designed to inform, instruct or persuade.

Narrative text . . .

Narrative text refers to stories. For example, fables, fairy tales, and children's stories are all considered narratives. Many poems and plays are also narratives. Typically, narratives have characters and plots. We would like you to include any text that has a primary purpose of entertainment or enjoyment such as poems, songs, and rhymes in the narrative text category.

A2b. with controlled vocabulary (only sight words and/or words easily sounded out)

The target student used text that is intentionally designed to be easier or more accessible for beginning readers. Vocabulary may have been controlled by: 1) including only words that were phonetically regular using patterns previously taught (i.e., words could be sounded out); 2) using a high number of common sight words (e.g., this, the, boy, look); or 3) adding very few new irregular words (i.e., words not easily decodable) and introducing them in context.

A2c. with patterned or predictable language

The text used by the target student included repeated patterns and/or refrains, i.e., rhyming patterns or verses repeated throughout (e.g., poems, songs, or text such as Brown Bear, Brown Bear, Napping House, or If You Give a Mouse a Cookie).

Literature-based or thematic text...

The target student read stories or trade books containing subject matter that is understandable to children of this age, however, no organized effort was made to strategically limit the words used in the text.

A2d. short selection

This category includes illustrated story books, short stories, songs, and poems that do not have highly predictable or controlled vocabulary. A single selection within an anthology or a basal reader would also be included in this category.

A2e. chapter book

This category includes books that have multiple connected chapters. Mark this category even if the target student only read one chapter, or a part of a single chapter, on a given day as long as the remainder of the book was read at other times.

A3. In which of the following ways did the target student demonstrate comprehension?

This question asks about the types of tasks in which the target student was engaged today. Although we are asking about the target student here, if you asked the whole class to do something, please consider the target student “engaged” in that task – whether or not you directly heard or saw the target student’s thoughts or work, or whether or not the target student appeared to be working.

A3a. Answered brief oral questions

Students were asked brief questions requiring an oral response. The questions required answers that could be given in a few sentences (e.g., the target student identified the main idea or described the major trait of a main character).

A3b. Discussed text with peers

The target student discussed the text with peers without your ongoing involvement. The questions or areas discussed may have included both short answer and lengthier responses (e.g., tell about a time when something like this happened to you, or tell how this story is similar to one that you have read before, etc.).

A3c. Did a think-aloud or explained how they applied a skill or strategy

The target student or another student in the target student’s group orally discussed or explained their thinking about and attempts to understand a story or text as they read it. The target student may also have explained the steps in applying a reading skill or strategy to text. The target student might have done this orally or in writing.

A3d. Generated questions about text

The target student formulated questions to help in understanding or remembering the meaning or content of the text (e.g., changing a heading in section of a text into a question, or asking “Why did [main character] do that?”). The questions may have been framed, pursued, and answered only by the target student, or they may have also been directed at the teacher or to other students in the class. The questions may have been formulated in pre-reading or may have been formulated after reading. It may have been done orally or in writing.

A3e. Answered multiple choice questions

The target student answered true-false or multiple choice questions choosing the correct answer from among 2 or more possible responses.

A3f. Completed sentences by filling in the blanks

The target student completed sentences by filling in blanks left in the sentence or paragraph. This is sometimes referred to as a cloze procedure.

A3g. Worked on concept maps, story maps or text structure frames

The target student worked on a visual organizer such as a story frame, web, character map, concept map, or outline of the story. The organizer may have been created by the target student, or provided by the teacher and completed by the target student. These organizers usually are designed to help the target student understand the major parts of the story, the relationships in a story, or the important concepts and ideas in a selection.

A3h. Wrote brief answers to questions

The target student answered questions requiring written responses less than a paragraph (e.g., a worksheet with questions about specific details, or questions placed on the board that were answered by writing a sentence or two).

A3i. Wrote extensive answers to questions

The target student answered questions requiring extended responses (e.g., a paragraph or more in length). For example, a worksheet or response journal with questions requiring explanation, elaboration, or other involved responses.

A3j. Worked on a literature extension project

The target student extended their understanding of text through a literature extension project. For example, the target student may have rewritten the story from a different point of view, written a new ending, written a letter to the author, written a review of the book for the school newspaper, or rewritten a story into a play. The student may have created a poster, acted out the story, given a book talk, or worked on a multimedia project.

A4. Did your instruction today include any of the following:

A4a. I demonstrated or explained a skill (e.g., how to determine the main idea, how to make an inference)

Include interactions in which you demonstrated a skill, or explained the steps in a skill. Skills are ways students demonstrate understanding of text, e.g., sequencing events, identifying main characters or identifying the main idea, making an inference about a character's traits, drawing a conclusion about why the author included certain evidence, etc.

A4b. I demonstrated or explained how to use a reading strategy (e.g., previewing, generating questions about text)

Include interactions in which you demonstrated how to use a strategy, or explained the steps in a strategy. Strategies are ways of approaching text that aid in the understanding of what is read, e.g., surveying the text, making predictions, generating questions before reading, or creating or using a web or concept map to help in understanding text.

A4c. I explained why or when to use a reading strategy

Include interactions in which you told the target students why or when to use a reading strategy or you explained how you chose a strategy as you read the text (i.e., conducted a think-aloud). Strategies are ways of approaching text that aid in the understanding of what is read, e.g., surveying the text, making predictions, generating questions before reading, or creating or using a web or concept map to help in understanding text, etc.

A4d. I helped students practice a skill or strategy

Include interactions in which you provided questions, assigned reading or practice activities for the student. The student may have practiced independently, in a small or large group, or with peers in cooperative learning groups.

A4e. I administered a comprehension test

Include interactions in which you gave the target student a comprehension test, either written or oral. You may have tested the target student in any size group (individual, small group, or large group). The questions may have been multiple choice, short answer, or open-ended.

Section B: Writing

B1. What areas of writing did the target student work on today?

Please check all the areas within writing that you and the target student worked on today.

Please indicate if the area was a focus of instruction or touched on briefly.

B1a. Generating ideas for writing

Include work on prewriting activities. Prewriting includes a variety of activities that help the target student to begin writing by developing ideas for writing. Some examples include brainstorming or rapidly collecting a range of ideas (e.g., collecting ideas about topics for writing, titles for a story, possible settings, characters); drawing pictures; discussing story starters; collecting words around a particular theme or words that evoke certain feelings to be used in a story; or talking with/rehearsing with peers. **If the student was writing a first draft without other idea generation activities, record this as “Writing practice”(B1e). If you just assign a story prompt or story starter, record this as “Writing practice” (B1e).**

B1b. Organizing ideas for writing

Include activities in which you taught or the target student practiced organizational strategies. Organizational strategies provide the target student with a set of steps or a device for organizing ideas into a written form. They include, for example, creating webs, story frames, outlines, cause and effect diagrams, pro and con charts. **If the student was writing a first draft without specifically organizing information, record this as “Writing practice” (B1e).**

B1c. Literary techniques or author’s style

Include activities during which you examined or adopted an author’s style, or used a set writing structure (e.g. fairy tales, fables), or worked on the use of other literary techniques, such as use of metaphors or similes, using dialogue to develop characters, or using particular words to set a mood. For example, you asked the target student to write their own version of Cinderella set in a different time or place or asked the target student to rewrite a book using the same structure (e.g. rewrite Brown Bear, Brown Bear into a new story called Red Car, Red Car), or asked a student to write a story that included similes or that had a suspenseful mood.

B1d. Writing forms or genres (e.g., letter, drama, editorial, Haiku)

Include work on specific literary forms or genres, for example, business or friendly letters, editorials, poetry, drama, research reports, advertisements, lyrics.

B1e. Writing practice

Include time allowed for the target student to write in ways not included in the categories “literary techniques, author’ style” or “writing forms or genres.” For example, the teacher may have asked the student to write in their journal about a specific topic, or write a reflection on a quotation, or write a story, or write about a personal experience, or write

about a field trip or other learning experience. Writing should have been a focus of instruction for this assignment.

B1f. Revision of writing – elaboration

Include work on making substantive revisions in the content or tone of an original text composition (target student’s writing, a peer’s writing, or a teacher’s writing). For example, this may include having added more information to support an idea, or explaining more about how the character feels, or adding dialogue, or adding details or information about what led to an event, or adding descriptions, or adding what would happen next. **If the revision occurred in isolation of student or teacher written composition, please record the activity in the “Grammar” section at the beginning of the log.**

B1g. Revision of writing – refining or reorganizing

Include work on making substantive revisions in the content or organization of an original text composition (target student’s writing, a peer’s writing, or a teacher’s writing). For example, this may include having identified information or sentences that do not belong in a paragraph, or using more exacting or more interesting vocabulary, or reorganizing information into a more meaningful organization, or clarifying what has already been written. This may have included identifying tangents, narrowing a topic to reasonable size, or identifying unnecessary details. **If the revision occurred in isolation of student or teacher written composition, please record the activity in the “Grammar” section at the beginning of the log.**

B1h. Editing capitals, punctuation, or spelling

Include work on recognizing and correcting errors in punctuation, spelling, or in the use of capitals in the context of original composition (the target student’s writing, a peer’s writing, or a teacher’s writing). **If this occurred in isolation of written composition, please record the activity in the “Grammar” or “Spelling” sections at the beginning of the log.**

B1i. Editing word use, grammar, or syntax

Include work on recognizing and correcting errors in word use (e.g., subject-verb agreements, verb tense, use of plurals), or in the use of standard English syntax/grammar in the context of original composition (e.g., target student’s writing, a peer’s writing, or a teacher’s writing). **If this occurred in isolation of written composition, please record the activity in the “Grammar” section at the beginning of the log.**

B1j. Sharing writing with others (e.g., author’s chair, share-pair, performances)

Include activities in which the student shared their writing with others such as author’s chair, a share-pair, oral presentation of student writing, reading what they have written to another class, etc.

B2. The target student’s writing consisted of...

B2a. Letter strings or words (with or without illustration)

Includes strings of letters used to represent words, groups of letters with spaces in between to resemble words, picture labeling, individual words, and phrase writing (**not a complete sentence**).

B2b. Separate sentence(s) (with or without illustration)

Includes a sentence or sentences that are complete, but are not connected into paragraph form. The sentence or sentences may have been written to describe a picture or pictures or to make a statement about an event or person. The sentences should express complete thoughts.

B2c. Separate paragraph(s)

Includes sentences that are connected into a meaningful paragraph of three or more sentences. To be considered a paragraph, the sentences should have a common topic. “Separate paragraph(s)” includes both a single paragraph and a series of paragraphs written on different topics. A poem of a single stanza would be included in this category.

B2d. Connected paragraphs

Includes 2 or more connected paragraphs, for example, in a story, an article, an essay, or a report. A poem with multiple stanzas would be included in this category.

B3. Did your instruction in writing include any of the following?

B3a. I demonstrated or did a think-aloud using my own writing

Include interactions in which you demonstrated how to write, organize ideas, revise or edit using your own writing. You may also have done a think-aloud explaining to the target student the thinking and decision making that you did as you wrote or revised.

I explained how to write, organize ideas, revise or edit . . .

Include interactions in which you explained the process or steps in writing, organizing ideas, revising or editing using another person’s writing to illustrate your points. **If you used your own writing, please record this in the category, “I demonstrated or did a think-aloud using my own writing” (B3a).**

B3b. using student writing

This could be writing produced by the target student or any other student.

B3c. using a published author’s writing

B3d. I took dictation from the student

Include interactions in which the target student told you the story or what message he or she wished to convey and you wrote the words as the target student dictated them.

B3e. I led the student and his/her peers in a group composition

Include activities in which you led the class or a small group in writing. For example, you may have written the group composition on an overhead or blackboard as the students dictated. You may have asked questions or made suggestions to stimulate or guide their composition. This activity may have been used to help students learn how to utilize a specific literary technique or just to give them additional writing practice.

B3f. I commented on what the student wrote (not how)

Include interactions in which you commented only on the content of the writing (i.e., what they conveyed in their writing, not commenting on how they wrote). For example, you may have said that you also went to a beach on your vacation or that you laughed when you read the part about the student's brother. Your comments may have been written or verbal.

B3g. I described what the student did well in his/her writing

Include comments pointing out positive aspects of how the student wrote. For example, you may have pointed out how the word choice helped to create a certain mood, or how the beginning aroused interest, or how the organization of the writing helped the reader to anticipate what would come next.

B3h. I commented on how the student could improve his/her writing

Include comments pertaining to how they conveyed their idea in writing. You may have pointed out areas of confusion or places that needed reorganization or you may have prompted the student to elaborate or refine some areas or to try a literary technique, or to use more varied vocabulary, or you may have recommended other ways to improve the writing.

B3i. I provided a writing or proofreading guide

Use this category if you provided a written guide for the target student to use in writing or proofreading. The guide might have included a series of questions, or an outline or description of what should be included in the writing. **Do not include story starters in this category.**

Section C: Word Analysis

C1. What areas of word analysis did the target student work on today?

Please check all the areas within word analysis that you and the target student worked on today. Please indicate if the area was a focus of instruction or touched on only briefly.

C1a. Letter-sound relationships

Include work on identifying or matching letters to sounds, or sounds to letters. The letter-sound relationship may have included identifying blends (e.g., st, pl) or digraphs (e.g., ch, th) as well as single letter sounds. It may have involved giving the sound for a particular letter, naming the letter that makes a sound (e.g., “What letter makes the /m/ sound?”), identifying words that contain a given sound, identifying the initial, medial or final sound in a word or words, matching a picture to a letter that represents the beginning sound, or producing words with a particular sound.

Sound segmenting...

Include activities in which you demonstrated and/or asked the target student to take words or groups of sounds and segment (break) these into the smallest spoken unit. For example, the target student might have segmented the word "cat" into the distinct sounds /c/, /a/, /t/, or you might have asked the target student how many sounds there are in a word. **If a child is identifying only a single sound in a word (e.g., the initial sound), please log this as “Letter-sound relationships” (C1a).** For this area, please indicate the type of segmenting activity by checking appropriate boxes. If the segmenting activity is not listed, please use “Other segmenting tasks” (C1e).

C1b. Counting the number of sounds in a word

The student indicated the number of sounds heard in a word presented orally. The student may have used counters to represent each of the sounds as they heard them in the word, but was not matching the sound to a letter.

C1c. Sound spelling/invented spelling/developmental spelling

Include work on listening for sounds in words and then writing or saying the letters that make those sounds. The student may have written on any medium (e.g., in the air, on their hand, on paper) or may have told someone how to spell the sounds in a word.

C1d. Segmenting a part of the word (e.g., ‘many’ without ‘m’ is ‘any,’ or ‘upstairs’ without ‘stairs’ is ‘up’)

Include work in which the student listened to a word and told what sounds would remain if part of the word were removed.

C1e. Other segmenting tasks

Include any other type of segmenting task here.

Sound blending...

Include work on blending or putting together individual sounds. For example, you said the distinct sounds /c/, /a/, and /t/ and then the target student blended the sounds together to say the word /cat/, or the student said the sound for the letters in a word and blended them together to say the word (i.e., decoding). Blending may have occurred with the letters visible or working only with the sounds. For this area, please indicate the type of blending activity by checking appropriate boxes. If the blending activity is not listed, note the activity in “Other blending tasks” (C1j).

C1f. Blending initial sound with a rhyming word (onset-rime)

Sometimes called onset-rime, this involves having the student substitute different letters at the beginning of common phonograms to produce new (and rhyming) words. For example, blending /b-/at/, /c-/at/, /s-/at/, /th-/at/

C1g. Blending individual phonemes (sounds) into real words

e.g. /m/ - /a/ - /p/= /map/; /h-/a-/p/-/e/-/n/= /happen/

C1h. Blending phonemes (sounds) into nonsense words

e.g. /k-/e-/s/= /ket/; or /m-/i-/g/= /mig/; or /s-/t/-/i/-/p/ = /stip/

C1i. Blending syllables

e.g., /un/-/der/-/stand/= /understand/

C1j. Other blending tasks

Include any other type of blending task here.

C1k. Word recognition, sight words

Include work on quickly recognizing and reading words (without needing to decode them) in isolation (i.e., not in the context of sentences and stories). These words may have been previously practiced and may be very common (e.g., “then”, “it”, “help”), or words that were very difficult to sound out using conventional phonetic rules (e.g., “have”, “the”, “some”), or may have been beyond the decoding ability of the students (e.g., “elephant”). Work with word walls, flash cards, or word lists would be included in this category.

C1l. Structural analysis, examining word families, prefixes, suffixes, contractions, etc.

Include work learning about and using knowledge of the structure of the word, for example, using knowledge of prefixes, suffixes, and syllables to help decode words. Also included in this category is the identification of prefixes (e.g., re-, dis-), suffixes (e.g., -able, -tion), compound words, common syllables in words, and reading contractions.

C1m. Use of context, picture, and/or sentence meaning and structure to read words

Include work on the use of meaning, illustrations, or syntax (sentence structure) to read words in connected text (sentences or stories).

C1n. Use of phonics-based or letter-sound relationships to read words in sentences or stories

Include work on using phonics and sound-letter relationships to decode words when reading connected text (e.g., sentences, stories, poems, other connected text).

C2. Did the materials used by the target student in work on word analysis contain any of the following?

C2a. Sounds only

The target student worked orally with no written representation. For example, without any letters visible, the student blended sounds presented by the teacher or another individual.

C2b. Pictures or objects to identify letters, words

The target student used worksheets, books, or cards with pictures, or used objects to represent sounds.

C2c. Isolated words and letters

The target student worked with letters, sounds, or words in isolation, i.e., **not in sentences or connected text**.

C2d. Individual sentences

The target student worked with individual sentences. The sentences may have been accompanied by illustrations.

Connected text (for example, stories, articles, poems, etc.) . . .

C2e. with controlled vocabulary (only sight words and/or words easily sounded out)

The target student used text that was intentionally designed to be easier to decode or to include only familiar words. Vocabulary may have been controlled by: 1) including only words that are phonetically regular using patterns previously taught (i.e., words can be sounded out); 2) using a high number of common sight words (e.g., this, the, boy, look); or 3) adding very few new irregular words (i.e., words not easily decodable) and introducing them in context.

C2f. with patterned or predictable language

The text used by the target student included repeated patterns and/or refrains, i.e., rhyming patterns or verses repeated throughout (e.g., poems, songs, or text such as Brown Bear, Brown Bear, Napping House, or If You Give a Mouse a Cookie).

C2g. that is literature-based or thematic

The text used by the target student was standard text and did not emphasize special patterns and/or refrains. Little or no attempt was made to limit the vocabulary to decodable or sight words.

C3. What did you do when a student got stuck or made errors in word analysis?

Include any interactions in which the target student was a participant or observer. For example, if the group of students that included the target student was participating in a round-robin reading session and the target student observed your response to another student's error, that interaction would also be logged here.

C3a. I corrected the student(s)' errors or modeled the correct answer**C3b. I told the student to try again****C3c. I prompted the student to use the context (other words in sentence, pictures, what they already know) to read the word****C3d. I gave oral cues – sounding out parts of the word for them****C3e. I ignored the error and waited for the student to self-correct****C4. Did your instruction in word analysis include any of the following?****C4a. I listened to the target student read**

Include any time that the target student read aloud to you whether individually or in a group setting. The text read should have been at least a sentence long.

C4b. I took running records or conducted a miscue analysis

Include any time when you took notes about the target student's reading (e.g., recording pauses, misread words, repeated reading of the same passage).

C4c. I administered a word analysis test

Include interactions in which you gave the target student a test of the student's skills in word analysis, either written or oral. You may have tested the target student in any size group (individual, small group, or large group). The questions may have been multiple choice, short answer, or open-ended.

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