C1. What areas of word analysis did the target student work on today? (For each area you choose below, place an "X" in a box to indicate whether it was a focus of instruction or was touched on briefly.)

Letter-sound relationships (C1a).
Sound segmenting:
- Counting the number of sounds in words (C1b).
- Sound spelling/invented spelling/developmental spelling (C1c).
- Segmenting a part of the word (for example, ‘many’ without ‘m’ is ‘any,’ or ‘upstairs’ without ‘stairs’ is ‘ups’) (C1d).
- Other segmenting tasks (C1e).

Sound blending:
- Blending initial sound with a rhyming word (onset-rime) (C1f).
- Blending individual phonemes (sounds) into real words (C1g).
- Blending phonemes (sounds) into nonsense words (C1h).
- Blending syllables (C1i).
- Other blending tasks (C1j).

Word recognition, sight words (C1k).
Structural analysis, examining word families, prefixes, suffixes, contractions, etc. (C1l).
Use of context, picture, and/or sentence meaning and structure to read words (C1m).
Use of phonics-based or letter-sound relationships to read words in sentences or stories (C1n).

C2. Did the materials used by the target student in work on word analysis contain any of the following? (Mark all that apply.)

- Sounds only (C2a)
- Pictures or objects to identify letters, words (C2b)
- Isolated words and letters (C2c)
- Individual sentences (C2d)
- Connected text (for example, stories, articles, poems, etc.)
  - with controlled vocabulary (sight words and/or words easily sounded out) (C2e)
  - with patterned or predictable language (C2f)
  - that is literature-based or thematic (C2g)

C3. What did you do when a student got stuck or made errors in word analysis? (Mark all that apply.)

- I corrected the student's errors or modeled the correct answer (C3a)
- I told the student to try again (C3b)
- I gave oral cues - sounding out parts of the word for them (C3c)
- I ignored the error and waited for the student to self-correct (C3d)

C4. Did your instruction in word analysis include any of the following? (Mark all that apply.)

- I listened to the target student read (C4a)
- I took running records or conducted a miscue analysis (C4b)
- I administered a word analysis test (C4c)

C2. Did the materials used by the target student in work on word analysis contain any of the following? (Mark all that apply.)

- Sounds only (C2a)
- Pictures or objects to identify letters, words (C2b)
- Isolated words and letters (C2c)
- Individual sentences (C2d)
- Connected text (for example, stories, articles, poems, etc.)
  - with controlled vocabulary (sight words and/or words easily sounded out) (C2e)
  - with patterned or predictable language (C2f)
  - that is literature-based or thematic (C2g)

C3. What did you do when a student got stuck or made errors in word analysis? (Mark all that apply.)

- I corrected the student's errors or modeled the correct answer (C3a)
- I told the student to try again (C3b)
- I gave oral cues - sounding out parts of the word for them (C3c)
- I ignored the error and waited for the student to self-correct (C3d)

C4. Did your instruction in word analysis include any of the following? (Mark all that apply.)

- I listened to the target student read (C4a)
- I took running records or conducted a miscue analysis (C4b)
- I administered a word analysis test (C4c)
### A - Comprehension

**A0.** Was the work in comprehension in... (Mark all that apply.)
- Listening comprehension (A0a)
- Reading comprehension (A0b)

**A1.** What areas of comprehension did the target student work on today? (For each area you choose below, place an “X” in a box to indicate whether it was a focus of instruction or was touched on briefly.)

<table>
<thead>
<tr>
<th>Area</th>
<th>Focus of Instruction</th>
<th>Touched on Briefly</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activating prior knowledge or making personal connections to text</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Making predictions, previewing, or surveying</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vocabulary-comprehension relationships</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students generating their own questions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading for pleasure or information</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Self-monitoring for meaning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Using visualization or imagery</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Using charts, graphs, figures, tables, or other visual aids in text</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Using concept maps, story maps, or text structure frames</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Answering questions that have answers directly stated in the text</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Answering questions that require inferences</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sequencing information or events</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identifying story structure</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Practicing other skills such as identifying similarities or understanding referents</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Comparing and/or contrasting information or texts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Summarizing important details</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Analyzing and evaluating text</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Examining literary techniques or author's style</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Written literature extension project</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Non-written literature extension project (e.g., puppet show, play, shadow box, book talk)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**A2.** Did the materials used by the target student in work on comprehension include any of the following? (Mark all that apply.)

<table>
<thead>
<tr>
<th>Type of Text</th>
<th>Focus of Instruction</th>
<th>Touched on Briefly</th>
</tr>
</thead>
<tbody>
<tr>
<td>Informational text</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Narrative text</td>
<td></td>
<td></td>
</tr>
<tr>
<td>with controlled vocabulary (sight words and/or words easily sounded out)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>with patterned or predictable language</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Literature-based or thematic text</td>
<td></td>
<td></td>
</tr>
<tr>
<td>short selection</td>
<td></td>
<td></td>
</tr>
<tr>
<td>chapter book</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**A3.** In which of the following ways did the target student demonstrate comprehension? (Mark all that apply.)

<table>
<thead>
<tr>
<th>Way</th>
<th>Focus of Instruction</th>
<th>Touched on Briefly</th>
</tr>
</thead>
<tbody>
<tr>
<td>Answered brief oral questions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Discussed text with peers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Did a think-aloud or explained how they applied a skill or strategy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Generated questions about text</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Answered multiple-choice questions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Completed sentences filling in the blanks</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Worked on concept maps, story maps, or text structure frames</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wrote brief answers to questions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wrote extensive answers to questions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Worked on a literature extension project (A3j)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### A - Comprehension (cont’d)

**A4.** Did your instruction in comprehension include any of the following? (Mark all that apply.)

<table>
<thead>
<tr>
<th>Activity</th>
<th>Focus of Instruction</th>
<th>Touched on Briefly</th>
</tr>
</thead>
<tbody>
<tr>
<td>I demonstrated or explained a skill (e.g., how to determine the main idea, how to make an inference)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I demonstrated or explained how to use a reading strategy (e.g., previewing, generating questions about text)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I explained why or when to use a reading strategy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I helped students practice a skill or strategy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I administered a comprehension test</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Proceed to Section B and/or C, ONLY IF you marked “major focus” or “minor focus” for Questions 4b or 4c.

### B - Writing

**B1.** What areas of writing did the target student work on today? (For each area you choose below, place an “X” in a box to indicate whether it was a focus of instruction or was touched on briefly.)

<table>
<thead>
<tr>
<th>Area</th>
<th>Focus of Instruction</th>
<th>Touched on Briefly</th>
</tr>
</thead>
<tbody>
<tr>
<td>Generating ideas for writing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Organizing ideas for writing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Literary techniques or author's style</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing forms or genres (e.g. letter, drama, editorial, Haiku)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing practice</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Revision of writing - elaboration</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Revision of writing - refining or reorganizing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Editing capitals, punctuation, or spelling</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Editing word use, grammar, or syntax</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sharing writing with others (e.g., author's chair, share-pair, performances)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**B2.** Did the target student's writing consist of... (Mark all that apply.)

<table>
<thead>
<tr>
<th>Type of Writing</th>
<th>Focus of Instruction</th>
<th>Touched on Briefly</th>
</tr>
</thead>
<tbody>
<tr>
<td>Letter strings or words (with or without illustration)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Separate sentence(s) (with or without illustration)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Separate paragraph(s)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Connected paragraphs</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**B3.** Did your instruction in writing include any of the following? (Mark all that apply.)

<table>
<thead>
<tr>
<th>Activity</th>
<th>Focus of Instruction</th>
<th>Touched on Briefly</th>
</tr>
</thead>
<tbody>
<tr>
<td>I demonstrated or did a think-aloud using my own writing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I explained how to write, organize ideas, revise or edit</td>
<td></td>
<td></td>
</tr>
<tr>
<td>using student writing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>using a published author's writing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I took dictation from the student</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I led the student and his/her peers in a group composition</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I commented on what the student wrote (not how)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I described what the student did well in his/her writing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I commented on how the student could improve his/her writing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I provided a writing or proofreading guide</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
A - Comprehension

A0. Was the work in comprehension in... (Mark all that apply.)
- Listening comprehension (A0a)
- Reading comprehension (A0b)

A1. What areas of comprehension did the target student work on today?
(For each area you choose below, place an “X” in a box to indicate whether it was a focus of instruction or was touched on briefly.)

- Activating prior knowledge or making personal connections to text (A1a)
- Making predictions, previewing, or surveying (A1b)
- Vocabulary-comprehension relationships (A1c)
- Students generating their own questions (A1d)
- Reading for pleasure or information (A1e)
- Self-monitoring for meaning (A1f)
- Using visualization or imagery (A1g)
- Using charts, graphs, figures, tables, or other visual aids in text (A1h)
- Using concept maps, story maps, or text structure frames (A1i)
- Answering questions that have answers directly stated in the text (A1j)
- Answering questions that require inferences (A1k)
- Sequencing information or events (A1m)
- Identifying story structure (A1n)
- Practicing other skills such as identifying similes or understanding referents (A1o)
- Comparing and/or contrasting information or texts (A1p)
- Summarizing important details (A1q)
- Analyzing and evaluating text (A1r)
- Examining literary techniques or author's style (A1s)
- Written literature extension project (A1t)
- Non-written literature extension project (e.g., puppet show, play, shadow box, book talk) (A1u)

A2. Did the materials used by the target student in work on comprehension include any of the following? (Mark all that apply.)
- Informational text (A2a)
  - with controlled vocabulary (sight words and/or words easily sounded out) (A2b)
  - with patterned or predictable language (A2c)
- Literature-based or thematic text
  - short selection (A2d)
  - chapter book (A2e)

A3. In which of the following ways did the target student demonstrate comprehension? (Mark all that apply.)
- Answered brief oral questions (A3a)
- Discussed text with peers (A3b)
- Did a think-aloud or explained how they applied a skill or strategy (A3c)
- Generated questions about text (A3d)
- Answered multiple-choice questions (A3e)
- Completed sentences filling in the blanks (A3f)
- Worked on concept maps, story maps, or text structure frames (A3g)
- Wrote brief answers to questions (A3h)
- Wrote extensive answers to questions (A3i)
- Worked on a literature extension project (A3j)

A4. Did your instruction in comprehension include any of the following? (Mark all that apply.)
- I demonstrated or explained a skill (e.g., how to determine the main idea, how to make an inference) (A4a)
- I demonstrated or explained how to use a reading strategy (e.g., previewing, generating questions about text) (A4b)
- I explained why or when to use a reading strategy (A4c)
- I helped students practice a skill or strategy (A4d)
- I administered a comprehension test (A4e)

Proceed to Section B and/or C, ONLY IF you marked “major focus” or “minor focus” for Questions 4b or 4c.

B - Writing

B1. What areas of writing did the target student work on today?
(For each area you choose below, place an “X” in a box to indicate whether it was a focus of instruction or was touched on briefly.)

- Generators for ideas for writing (B1a)
- Organizers for ideas for writing (B1b)
- Literary techniques or author's style (B1c)
- Writing forms or genres (e.g., narrative, informational, persuasive) (B1d)
- Writing practice (B1e)
- Revision of writing: elaboration (B1f)
- Revision of writing: refining or reorganizing (B1g)
- Editing capitals, punctuation, or spelling (B1h)
- Editing word use, grammar, or syntax (B1i)
- Sharing with others (e.g., author's chair, share-pair, performances) (B1j)
- Written literature extension project (A1t)
- Non-written literature extension project (e.g., puppet show, play, shadow box, book talk) (A1u)

B2. Did the target student’s writing consist of . . . (Mark all that apply.)
- Short selection (B2a)
- Separate sentence(s) (with or without illustration) (B2b)
- Separate paragraph(s) (B2c)
- Connected paragraphs (B2d)

B3. Did your instruction in writing include any of the following? (Mark all that apply.)
- I demonstrated or did a think-aloud using my own writing (B3a)
- I explained how to write, organize ideas, revise or edit...
  - using student writing (B3b)
  - using a published author's writing (B3c)
- I took dictation from the student (B3d)
- I led the student and his/her peers in a group composition (B3e)
- I commented on what the student wrote (not how) (B3f)
- I described what the student did well in his/her writing (B3g)
- I commented on how the student could improve his/her writing (B3h)
- I provided a writing or proofreading guide (B3i)
C1. What areas of word analysis did the target student work on today?
(For each area you choose below, place an "X" in a box to indicate whether it was a focus of instruction or was touched on briefly.)

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.

   [Print the number of minutes using all three boxes. For example, write 015 if you taught for 15 minutes.]

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

   [Print the number of minutes using all three boxes. For example, write 015 if you taught for 15 minutes.]

3. Please mark the reason(s) why you recorded 0 minutes in Question 1 or 2, and then stop here.
(For any of the following items you choose, place an "X" in the corresponding box. Mark all that apply.)

   - Target student was absent
   - Use of context, picture, and/or sentence meaning and structure to read words (C1m)
   - Use of phonics-based or letter-sound relationships to read words in sentences or stories (C1n)
   - School was not in session (e.g., vacation period)
   - Target student participated in standardized testing/test preparation
   - Target student received "pull out" instruction
   - Other

C2. Did the materials used by the target student in work on word analysis contain any of the following? (Mark all that apply.)

   - Sounds only (C2a)
   - Pictures or objects to identify letters, words (C2b)
   - Isolated words and letters (C2c)
   - Individual sentences (C2d)
   - Connected text (for example, stories, articles, poems, etc.)
       - with controlled vocabulary (sight words and/or words easily sounded out) (C2e)
       - with patterned or predictable language (C2f)
       - that is literature-based or thematic (C2g)

C3. What did you do when a student got stuck or made errors in word analysis? (Mark all that apply.)

   - I corrected the student's errors or modeled the correct answer (C3a)
   - I told the student to try again (C3b)
   - I prompted the student to use the context (other words in sentence, pictures, what they already know) to read the word (C3c)
   - I gave oral cues - sounding out parts of the word for them (C3d)
   - I ignored the error and waited for the student to self-correct (C3e)

C4. Did your instruction in word analysis include any of the following? (Mark all that apply.)

   - I listened to the target student read (C4a)
   - I took running records or conducted a miscue analysis (C4b)
   - I administered a word analysis test (C4c)

C2. Did the materials used by the target student in work on word analysis contain any of the following? (Mark all that apply.)

   - Sounds only (C2a)
   - Pictures or objects to identify letters, words (C2b)
   - Isolated words and letters (C2c)
   - Individual sentences (C2d)
   - Connected text (for example, stories, articles, poems, etc.)
       - with controlled vocabulary (sight words and/or words easily sounded out) (C2e)
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C3. What did you do when a student got stuck or made errors in word analysis? (Mark all that apply.)

   - I corrected the student's errors or modeled the correct answer (C3a)
   - I told the student to try again (C3b)
   - I prompted the student to use the context (other words in sentence, pictures, what they already know) to read the word (C3c)
   - I gave oral cues - sounding out parts of the word for them (C3d)
   - I ignored the error and waited for the student to self-correct (C3e)

C4. Did your instruction in word analysis include any of the following? (Mark all that apply.)

   - I listened to the target student read (C4a)
   - I took running records or conducted a miscue analysis (C4b)
   - I administered a word analysis test (C4c)

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.

   [Print the number of minutes using all three boxes. For example, write 015 if you taught for 15 minutes.]

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

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3. Please mark the reason(s) why you recorded 0 minutes in Question 1 or 2, and then stop here.
(For any of the following items you choose, place an "X" in the corresponding box. Mark all that apply.)

   - Target student was absent
   - Use of context, picture, and/or sentence meaning and structure to read words (C1m)
   - Use of phonics-based or letter-sound relationships to read words in sentences or stories (C1n)
   - School was not in session (e.g., vacation period)
   - Target student participated in standardized testing/test preparation
   - Target student received "pull out" instruction
   - Other

4. To what extent were the following topics a focus of your work with the target student in reading/language arts today? (Place an "X" in one of the boxes for each item.)

   - a. Comprehension
   - b. Writing
   - c. Word analysis
   - d. Concepts of print
   - e. Reading fluency
   - f. Vocabulary
   - g. Grammar
   - h. Spelling
   - i. Research strategies

   A major focus
   A minor focus
   Touched on briefly
   Not taught today

   Complete section(s) if this topic was a major or minor focus

   If you marked major focus or minor focus for Questions 4a, 4b, or 4c, please turn the page and answer the questions for the section(s) indicated in the color boxes above.

   All others STOP HERE.