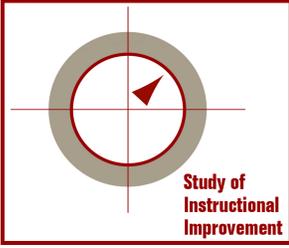


LANGUAGE ARTS LOG



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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.)

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If 0 minutes, skip to Question 3.

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.)

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If more than 0 minutes, skip to Question 4.

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
- I was absent
- School was not in session (e.g., vacation period)
- There was a field trip, assembly, visitor, or other special event
- 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.)

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

	A major focus	A minor focus	Touched on briefly	Not taught today	
a. Comprehension.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<div style="background-color: #4a7c59; color: white; padding: 5px; width: 30px; margin: 0 auto;">A</div>
b. Writing.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<div style="background-color: #8e44ad; color: white; padding: 5px; width: 30px; margin: 0 auto;">B</div>
c. Word analysis.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<div style="background-color: #e91e63; color: white; padding: 5px; width: 30px; margin: 0 auto;">C</div>
d. Concepts of print.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	None
e. Reading fluency.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	None
f. Vocabulary.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	None
g. Grammar.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	None
h. Spelling.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	None
i. Research strategies....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	None

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.



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.)

	A focus of instruction	Touched on briefly
Activating prior knowledge or making personal connections to text (A1a).....	<input type="checkbox"/>	<input type="checkbox"/>
Making predictions, previewing, or surveying (A1b).....	<input type="checkbox"/>	<input type="checkbox"/>
Vocabulary-comprehension relationships (A1c).....	<input type="checkbox"/>	<input type="checkbox"/>
Students generating their own questions (A1d).....	<input type="checkbox"/>	<input type="checkbox"/>
Reading for pleasure or information (A1e).....	<input type="checkbox"/>	<input type="checkbox"/>
Self-monitoring for meaning (A1f).....	<input type="checkbox"/>	<input type="checkbox"/>
Using visualization or imagery (A1g).....	<input type="checkbox"/>	<input type="checkbox"/>
Using charts, graphs, figures, tables, or other visual aids in text (A1h).....	<input type="checkbox"/>	<input type="checkbox"/>
Using concept maps, story maps, or text structure frames (A1i).....	<input type="checkbox"/>	<input type="checkbox"/>
Answering questions that have answers directly stated in the text (A1j).....	<input type="checkbox"/>	<input type="checkbox"/>
Answering questions that require inferences (A1k).....	<input type="checkbox"/>	<input type="checkbox"/>
Explaining how to find answers or information (A1l).....	<input type="checkbox"/>	<input type="checkbox"/>
Sequencing information or events (A1m).....	<input type="checkbox"/>	<input type="checkbox"/>
Identifying story structure (A1n).....	<input type="checkbox"/>	<input type="checkbox"/>
Practicing other skills such as identifying similes or understanding referents (A1o).....	<input type="checkbox"/>	<input type="checkbox"/>
Comparing and/or contrasting information or texts (A1p).....	<input type="checkbox"/>	<input type="checkbox"/>
Summarizing important details (A1q).....	<input type="checkbox"/>	<input type="checkbox"/>
Analyzing and evaluating text (A1r).....	<input type="checkbox"/>	<input type="checkbox"/>
Examining literary techniques or author's style (A1s).....	<input type="checkbox"/>	<input type="checkbox"/>
Written literature extension project (A1t).....	<input type="checkbox"/>	<input type="checkbox"/>
Non-written literature extension project (e.g., puppet show, play, shadow box, book talk) (A1u).....	<input type="checkbox"/>	<input type="checkbox"/>

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)
- Narrative text
 - 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)



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A - Comprehension (cont'd)

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.)

	A focus of instruction	Touched on briefly
Generating ideas for writing (B1a).....	<input type="checkbox"/>	<input type="checkbox"/>
Organizing ideas for writing (B1b).....	<input type="checkbox"/>	<input type="checkbox"/>
Literary techniques or author's style (B1c).....	<input type="checkbox"/>	<input type="checkbox"/>
Writing forms or genres (e.g. letter, drama, editorial, Haiku) (B1d).....	<input type="checkbox"/>	<input type="checkbox"/>
Writing practice (B1e).....	<input type="checkbox"/>	<input type="checkbox"/>
Revision of writing - elaboration (B1f).....	<input type="checkbox"/>	<input type="checkbox"/>
Revision of writing - refining or reorganizing (B1g).....	<input type="checkbox"/>	<input type="checkbox"/>
Editing capitals, punctuation, or spelling (B1h).....	<input type="checkbox"/>	<input type="checkbox"/>
Editing word use, grammar, or syntax (B1i).....	<input type="checkbox"/>	<input type="checkbox"/>
Sharing writing with others (e.g., author's chair, share-pair, performances) (B1j).....	<input type="checkbox"/>	<input type="checkbox"/>

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

- Letter strings or words (with or without illustration) (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)



- Word Analysis

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.)

	A focus of instruction	Touched on briefly
Letter-sound relationships (C1a).....	<input type="checkbox"/>	<input type="checkbox"/>
Sound segmenting:		
Counting the number of sounds in words (C1b).....	<input type="checkbox"/>	<input type="checkbox"/>
Sound spelling/invented spelling/developmental spelling (C1c).....	<input type="checkbox"/>	<input type="checkbox"/>
Segmenting a part of the word (for example, 'many' without 'm' is 'any,' or 'upstairs' without 'stairs' is 'up') (C1d).....	<input type="checkbox"/>	<input type="checkbox"/>
Other segmenting tasks (C1e).....	<input type="checkbox"/>	<input type="checkbox"/>
Sound blending:		
Blending initial sound with a rhyming word (onset-rime) (C1f).....	<input type="checkbox"/>	<input type="checkbox"/>
Blending individual phonemes (sounds) into real words (C1g).....	<input type="checkbox"/>	<input type="checkbox"/>
Blending phonemes (sounds) into nonsense words (C1h).....	<input type="checkbox"/>	<input type="checkbox"/>
Blending syllables (C1i).....	<input type="checkbox"/>	<input type="checkbox"/>
Other blending tasks (C1j).....	<input type="checkbox"/>	<input type="checkbox"/>
Word recognition, sight words (C1k).....	<input type="checkbox"/>	<input type="checkbox"/>
Structural analysis, examining word families, prefixes, suffixes, contractions, etc. (C1l).....	<input type="checkbox"/>	<input type="checkbox"/>
Use of context, picture, and/or sentence meaning and structure to read words (C1m).....	<input type="checkbox"/>	<input type="checkbox"/>
Use of phonics-based or letter-sound relationships to read words in sentences or stories (C1n).....	<input type="checkbox"/>	<input type="checkbox"/>

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)



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