



# Reading Teacher Questionnaire

---

**2019  
Grade 4  
(Pilot)**

**Pilot**

The following questions ask about the organization of your classroom for reading, English, or language arts instruction. Please think about the reading, English, or language arts class that you teach when questioned about “reading,” “language arts,” “English,” or “English/language arts.” If you teach more than one fourth-grade class, please choose a single class to use as the basis for answering the questions about classroom organization.

Pilot

1. Which best describes your role in teaching English/language arts to this class? Language arts refers to reading, writing, literature, and related topics using print and digital texts. Select **one** circle.

- Ⓐ I do not teach English/language arts to this class.
- Ⓑ I teach all or most subjects, including English/language arts.
- Ⓒ The only subject I teach is English/language arts.
- Ⓓ We team teach, and I have primary responsibility for teaching English/language arts.

2. How many students are in this class? Enter the number of students.

3. In a typical week, about how much time in total do you spend with this class on English/language arts instruction? Language arts refers to reading, writing, literature, and related topics. Enter the hours and minutes and include in-class time only.

\_\_\_\_\_ hours and \_\_\_\_\_ minutes per week

4. To what extent have you provided instruction in the following types of text in English/language arts class so far this year? Select **one** circle in each row.

	Not at all	Small extent	Moderate extent	Large extent	
a. Fiction	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH855052
b. Exposition (i.e., text that aims to explain, inform, or describe, like newspaper or magazine articles, textbooks, or informational essays)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH855058
c. Argumentation and persuasion	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH855056
d. Multimedia or non-print text (e.g., texts including images, infographics, or animations)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH855055

5. When reading a story, article, or other passage with your students, how often do you ask your students to do the following activities? Select **one** circle in each row.

	Never or hardly ever	Once in a while	Sometimes	Often	Always or almost always	
a. Summarize the passage	(A)	(B)	(C)	(D)	(E)	VH811995
b. Interpret the meaning of the passage	(A)	(B)	(C)	(D)	(E)	VH811997
c. Question the motives or feelings of the characters	(A)	(B)	(C)	(D)	(E)	VH811998
d. Identify the themes of the passage	(A)	(B)	(C)	(D)	(E)	VH812001
e. Analyze two or more texts on the same topic	(A)	(B)	(C)	(D)	(E)	VH812005
f. Analyze the author's organization of information in a passage	(A)	(B)	(C)	(D)	(E)	VH812009
g. Critique the author's craft or technique	(A)	(B)	(C)	(D)	(E)	VH812011
h. Analyze the author's use of multimedia or non-print text (e.g., texts including images, infographics, or animations)	(A)	(B)	(C)	(D)	(E)	VH855005

6. This school year, to what extent have you emphasized the following tasks when teaching informational and literary texts in class? Select **one** circle in each row.

	No emphasis	Very little emphasis	Some emphasis	Quite a bit of emphasis	A lot of emphasis	
a. Locate and recall (e.g., identify main ideas or focus on specific elements of a story)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH812042
b. Integrate and interpret (e.g., make comparisons, explain character motivation, or examine relations of ideas across the text)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH812044
c. Critique and evaluate (e.g., evaluate text critically from many perspectives or evaluate overall text quality)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH812047

7. When you teach English/language arts, how often do you use the following teaching strategies? Select **one** circle in each row.

	Never or hardly ever	Once in a while	Sometimes	Often	Always or almost always	
a. I teach reading as a whole-class activity.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH855024
b. I create student groups with the same achievement level.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH855025
c. I create student groups with mixed achievement levels.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH855026
d. I create groups by random assignment.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH855027
e. I allow students to choose their own groups.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH855028
f. I use individualized instruction for reading.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH855034
g. Students work independently on an assigned plan or goal.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH855030
h. Students work independently on a goal they choose themselves.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH855031
i. Students use self-paced reading programs or apps.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH855032
j. I create opportunities for students to participate in (online or in-person) book clubs.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH855033
k. Students collaborate with peers and experts through the Internet or other digital connections.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH855029

8. When you teach English/language arts to your students, how do you use each of the following resources? Select **one** circle in each row.

	Not used	Supplement	Basis for instruction	
a. Hardback or soft cover/paperback textbooks, workbooks, or worksheets	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH855084
b. Electronic textbooks, workbooks or worksheets	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH855085
c. Children’s books (e.g., novels, collections of stories, nonfiction, graphic novels)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH855086
d. Materials from different subject areas (e.g., articles from science, passages from history, etc.)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH855087
e. Children’s newspapers and/or magazines	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH855092
f. Reading-related websites or apps	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH855089
g. Reading-related educational games	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH855090
h. Materials found on the Internet	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH855091
i. Multimedia or non-print texts (e.g., texts including images, infographics, or animations)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH855088

9. In your fourth-grade English/language arts class this year, how often do your students do each of the following activities? Select **one** circle in each row.

	Never	About once or twice a year	About once or twice a month	About once or twice a week	Every day or almost every day	
a. Build and practice vocabulary	(A)	(B)	(C)	(D)	(E)	VH812077
b. Build reading fluency	(A)	(B)	(C)	(D)	(E)	VH812078
c. Build reading comprehension	(A)	(B)	(C)	(D)	(E)	VH812083
d. Practice spelling, grammar, capitalization, punctuation, and other mechanics	(A)	(B)	(C)	(D)	(E)	VH812084
e. Access reading-related websites	(A)	(B)	(C)	(D)	(E)	VH812086
f. Conduct research for reading projects	(A)	(B)	(C)	(D)	(E)	VH812088
g. Read something they have chosen themselves	(A)	(B)	(C)	(D)	(E)	VH812089
h. Work in pairs or small groups to talk about something they have read	(A)	(B)	(C)	(D)	(E)	VH812091

10. Suppose your students did very well on their last English/language arts test. How likely do you think each of the following explanations is in this situation? Select **one** circle in each row.

	Not at all likely	Not likely	Somewhat likely	Quite likely	Extremely likely	
a. My students did well because they studied and were prepared.	(A)	(B)	(C)	(D)	(E)	VH262948
b. My students did well because they put in a lot of effort.	(A)	(B)	(C)	(D)	(E)	VH262949
c. My students did well because they always do well on tests.	(A)	(B)	(C)	(D)	(E)	VH262950
d. My students did well because I taught the concepts well.	(A)	(B)	(C)	(D)	(E)	VH262951
e. My students did well because they guessed well on the test.	(A)	(B)	(C)	(D)	(E)	VH337286
f. My students did well because they are just good at reading.	(A)	(B)	(C)	(D)	(E)	VH337287

11. How well has your education and professional training prepared you to teach students with the following attributes? Select **one** circle in each row.

	Not well at all	A little	Somewhat	Quite a bit	Extremely well	
a. Students lacking prerequisite knowledge or skills	(A)	(B)	(C)	(D)	(E)	VH812546
b. Students with special needs (e.g., physical disabilities, mental or emotional/psychological impairment)	(A)	(B)	(C)	(D)	(E)	VH812547
c. Disruptive students	(A)	(B)	(C)	(D)	(E)	VH812549
d. Uninterested students	(A)	(B)	(C)	(D)	(E)	VH812550
e. English-language learners (ELLs)	(A)	(B)	(C)	(D)	(E)	VH812551
f. Gifted and talented students	(A)	(B)	(C)	(D)	(E)	VH812553
g. Students with different cultural backgrounds (e.g., racial/ethnic, socioeconomic, religious)	(A)	(B)	(C)	(D)	(E)	VH854948