

name: \_\_\_\_\_ date: \_\_\_\_\_

Unit 3 assessed by: \_\_\_\_\_ WORD COUNT: 98

## Week 2: Time to Plant! Running Record Sheet

word count	Errors Misreading	S-C Self-correction Instruction	E	S-C	E M S V	S-C M S V
7	Berth: Dad, can we plant a garden?					
13	Dad: Yes! That will be fine!					
18	Gramp: We can plant vegetables.					
24	Mike: Yum! Let's dig it <b>together</b> .					
30	Mom: Dad and I will dig.					
36	Mike: I will drop five seeds.					
43	Gramp: I will set in <b>green</b> plants.					
49	Berth: And I will get <b>water</b> !					
55	Narrator: Days pass. The sun shines.					
59	Rain plinks and plunks.					
67	Berth: I can spot buds on the vines.					
72	Dad: Sun and water made					
76	them <b>grow</b> .					
80	Narrator: Days pass. The sun shines.					
84	Rain-drips and drops.					
89	Berth: The vegetables got big!					
94	Dad: We <b>should</b> pick them.					
98	Mom: Yes, it's time!					

Totals

WCFL: \_\_\_\_\_

Error Rate: \_\_\_\_\_

Vocabulary: \_\_\_\_\_/18

Accuracy Rate: \_\_\_\_\_

Self-Correction Rate: \_\_\_\_\_

# Running Record First Grade

**Linda Baker, Mariam Jean Dreher, John  
T. Guthrie**

## **Running Record First Grade:**

*Teaching Literacy in First Grade* Diane Lapp, 2005-05-05 First grade is a year of important new experiences for students and teachers alike Some students will arrive knowing how to read others will know a few letters of the alphabet and most will be somewhere in between Including dozens of reproducibles this book guides first grade teachers in the many decisions they face about how to orchestrate effective appropriate and engaging instruction A special strength of the book is the authors deep understanding of the oral language base of literacy learning both reading and writing and their expertise in differentiating instruction for English language learners

**Teaching First Grade** Min Hong, 2001-07 A mentor teacher shares insights strategies and lessons for teaching reading writing and math and laying the foundation for learning success

Assessment for Reading Instruction Katherine A. Dougherty Stahl, Kevin Flanigan, Michael C. McKenna, 2019-12-09 This book provides a comprehensive conceptual framework and hands on practical tools for reading assessment The authors present a clear roadmap for evaluating K 8 students strengths and weaknesses in each of the basic competencies that good readers need to master Teachers learn how to select administer and interpret a wide range of formal and informal assessments and how to use the results to improve instruction In a large size format for easy photocopying the book includes 30 reproducible assessment tools Provided by publisher

Assessment of Young Children Lisa B. Fiore, 2012-05-31 In an era of standards and norms where assessment tends to minimize or dismiss individual differences and results in punitive outcomes or no action at all Assessment of Young Children provides teachers with an approach to assessment that is in the best interest of both children and their families Author Lisa B Fiore explores a variety of ways to study and assess young children in their natural environments while stressing the importance of bringing children and families into the process This lively text helps the reader learn how to cultivate developmentally appropriate practice create appropriate expectations examine children s work interact in groups and improve their teacher behavior Accounts of real experiences from children families teachers and administrators provide on the ground models of assessment strategies and demonstrate how children are affected Assessment of Young Children explores both standardized and authentic assessment work sampling systems and observation skills Readers will walk away with strategies for communicating information about children and portfolio assessment and how the use of formal and informal methods of observation documentation and assessment are connected to teacher and student inquiry Assessment of Young Children encourages an assessment strategy where the child remains the focus and explores how collaboration with children families and colleagues creates an image not a diagnosis of the child that is empowering rather than constraining Special Features Include Case Study examples that anchor the concepts presented in the chapters and engage readers more deeply in the content Now what and Avenues for Inquiry throughout the book present students with concrete extensions of the material that they may pursue for further investigation

**Best Practices of Literacy Leaders** Allison Swan Dagen, Rita M. Bean, 2020-02-05 This authoritative text and practitioner resource has now

been extensively revised and expanded with 70% new material covering new topics and standards in literacy leadership. Prominent experts present research based methods for improving instruction, assessment and professional learning experiences in PreK-12. The distinct roles of teachers, reading literacy specialists, literacy coaches, special educators and principals are explored with an emphasis on fostering a culture of collaboration. Chapters highlight the standards that apply to each component of a schoolwide literacy program, give examples of what they look like in schools and share implications for classroom practice and professional learning. Pedagogical features include guiding questions, case examples, vignettes, engagement activities and annotated resources for further learning.

**New to This Edition:** Now copublished with the International Literacy Association (ILA) and grounded in ILA's updated Standards 2017, expanded grade range includes PreK. Chapters on new topics: writing instruction, sustaining schoolwide improvements and collaborative leadership. New chapters on core topics: the principal's role, assessment, middle and high school literacy programs, special education and culturally responsive instruction. Vignettes from leaders in diverse roles. Think About This: questions for discussion, reflection and end of chapter annotated resources.

**Best Practices in Literacy Instruction, Fourth Edition** Lesley Mandel Morrow, Linda B. Gambrell, 2011-06-16. A highly regarded teacher resource and widely adopted text, this book is grounded in current knowledge about literacy teaching and learning in grades PreK-8. The field's leading authorities present accessible recommendations for best practices that can be tailored to fit specific classroom circumstances and student populations. Provided are strategies for helping all students succeed, including struggling readers and English language learners, and for teaching each of the major components of literacy. The book also addresses ways to organize instruction and innovative uses of technology. Chapters include concrete examples, Engagement Activities and resources for further learning.

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**Engaging Young Readers** Linda Baker, Mariam Jean Dreher, John T. Guthrie, 2000-03-07. This volume demonstrates how promoting children's engagement with reading can greatly enhance reading achievement. From leading literacy researchers and educators, the book illuminates what a child needs to become an engaged reader and presents a set of instructional principles designed to facilitate this goal. Helping teachers offer a coordinated emphasis on competence and motivation in reading instruction, chapters blend research evidence with practical recommendations. Topics covered include ways to provide children with a good foundation at the word level, help if they are in trouble, ample time and materials for reading opportunities to share in a community of learners, instruction that is coherent, motivating and responsive to each child's strengths and weaknesses, school-wide coordination of instruction and continuities between home and school.

**Making the Most of Small Groups** Debbie Diller, 2007. Debbie Diller has already shown us how to productively occupy the rest of the class while meeting with small groups. Now she turns her attention to the groups

themselves and the teacher's role in small group instruction      Sustaining Extraordinary Student Achievement Linda E. Reksten, 2008-10-15 The author examines five Title I schools that overcame significant challenges to sustain student achievement and presents principles for building a culture of high standards and expectations      Reading Horizons , 2010

**Guided Reading** Mary Browning Schulman, Carleen daCruz Payne, 2000 Ideas resources and a list of children's books that can be used to implement guided reading      *Academic Language in Diverse Classrooms: English Language Arts, Grades K-2* Margo Gottlieb, Gisela Ernst-Slavit, 2013-09-25 Make every student fluent in the language of learning Language has always been the center of English Language Arts but with most states adopting CCSS the focus on language and literacy across the content areas is required Today it's more essential than ever that English language learners and proficient English learners have the supports to access and achieve the language of school The Common Core and ELD standards provide pathways to academic success through academic language Using an integrated Curricular Framework districts schools and professional learning communities can Design and implement thematic units for learning Draw from content and language standards to set targets for all students Examine standards centered materials for academic language Collaborate in planning instruction and assessment within and across lessons Consider linguistic and cultural resources of the students Create differentiated content and language objectives Delve deeply into instructional strategies involving academic language Reflect on teaching and learning With dynamic classrooms and units of learning this book gives you a streamlined path for designing and implementing curriculum that leads to student mastery of academic language the key to school success These volumes are packed with practical ideas that will help all teachers attend to language within their classrooms from the discourse level to word phrase levels This is a road map for teaching Common Core content in language rich classrooms and hence a resource every teacher needs within arm's reach It's all here and clearly presented this is pure gold for everyone who teaches students to speak listen read and write in school with special attention to English language learners Tim Boals Executive Director of WIDA      *Growing Readers* Kathy Collins, 2013-10-10 Primary grade teachers face an important challenge teaching children how to read while enabling them to build good habits so they fall in love with reading Many teachers find the independent reading workshop to be the component of reading instruction that meets this challenge because it makes it possible to teach the reading skills and strategies children need and guides them toward independence intention and joy as readers In *Growing Readers* Kathy Collins helps teachers plan for independent reading workshops in their own classrooms She describes the structure of the independent reading workshop and other components of a balanced literacy program that work together to ensure young students grow into strong well rounded readers Kathy outlines a sequence of possible units of study for a yearlong curriculum Chapters are devoted to the individual units of study and include a sample curriculum as well as examples of mini lessons and reading conferences There are also four Getting Ready sections that suggest some behind the scenes work teachers can do to prepare for the units Topics explored in these units

include print and comprehension strategies reading in genres such as poetry and nonfiction connecting in school reading and out of school reading developing the strategies and habits of lifelong readers A series of planning sheets and management tips are presented throughout to help ensure smooth implementation We want our students to learn to read and we want them to love to read To do this we need to lay a foundation on which children build rich and purposeful reading lives that extend beyond the school day The ideas found in Growing Readers create the kind of primary classrooms where that happens

**Developing Voice Through the Language Arts** Kathryn Henn-Reinke, GERALYN A. CHESNER, 2007 Let every voice be heard Developing Voice Through the Language Arts shows prospective teachers how to use the language arts to connect diverse students to the world around them and help them develop their own literate voices This book considers the integrated nature of the primary language arts reading writing listening speaking viewing and visually representing Authors Kathryn Henn Reinke and GERALYN A CHESNER encourage preservice and inservice teachers to take a reflective balanced approach in preparing to teach language arts Reading Assessment in an RTI Framework Katherine A. Dougherty Stahl, Michael C. McKenna, 2012-01-01 The importance of Response to Intervention has never been clearer We strongly believe that RTI when fully implemented represents our best hope of building the kind of schoolwide framework necessary for making truly informed choices about the type and intensity of the reading instruction children receive Our goal for this book is to offer the guidance needed to use these and other tools in an RTI framework This is a book about the assessment component of RTI We offer guidance and tools for gathering the information needed in an RTI framework We have tried our best to write a book that is both practical and specific that reflects both research and common sense that is consistent with standards and that affords guidance in the issues central to RTI Organizing and Managing the Language Arts Block Lesley Mandel Morrow, 2003-01-01 This book offers essential guidance to preservice and inservice teachers seeking to create revise or add new strategies to the teaching of the language arts block The focus is on how to implement effective strategies in the context of a well planned classroom and a smoothly choreographed daily schedule In a series of vivid case studies Lesley Mandel Morrow brings to life the methods used by exemplary teachers to create rich student friendly learning environments for children in grades K 4 No component of organizing the language arts block is omitted including setting up and running classroom learning centers assessing different instructional needs conducting whole class and small group meetings and linking language arts to content area instruction Enhancing the practical utility of the book are sample daily schedules and classroom management tips for each grade level along with dozens of reproducible learning activities lesson plans and assessment and record keeping tools **Handbook of Research on Reading Comprehension, Second Edition** Susan E. Israel, 2017-01-02 This edition provides a transformative snapshot of reading comprehension as a field of study at a seminal moment It maintains the same high level of standards with respect to 1 historical perspectives useful for laying the foundation of study on reading comprehension 2 theoretical perspectives that allow the reader to consider different views on

how specific areas have evolved since the first edition 3 excellent chapters on various elements of reading comprehension including major research studies in assessment cultural impacts of reading comprehension issues affecting English language learners and consideration of international populations and 4 identification of future research needs to help raise important questions and stimulate possible hypotheses for future research

**CliffsTestPrep RICA** Rhonda Byer, Karen Sekeres, Beth Andersen, Jerry Bobrow, 2007-05-04 Why CliffsTestPrep Guides Go with the name you know and trust Get the information you need fast Written by test prep specialists About the contents Introduction A description of the test and scoring Strategies for all question types Part I Analysis of Exam Areas Multiple choice questions and strategies for each domain Essay questions approaches sample essays and critiques for each domain Case studies approaches sample essays and evaluations Part II Review of Key Concept and Assessments plus a Glossary Content specifications for all 4 domains Review of key concepts and assessments plus a glossary Part III 2 Full Length Practice Tests with Answers and Explanations Test Prep Essentials from the Experts at CliffsNotes

**Literacy and Young Children** Diane M. Barone, Lesley Mandel Morrow, 2003-01-01 One of two parents guides based on the revised National Curriculum this book is intended as an introduction to Key Stages 1 and 2 The need for parents to be involved in their children s education has taken root in recent years To be able to make choices however parents need to be informed This book is intended to enable them to get to grips with the elements of the National Curriculum and topical issues

Struggling Readers Ernest Balajthy, Sally Lipa-Wade, 2003-04-04 This practical book focuses on three distinct types of struggling readers that teachers will instantly recognize from their own classrooms the Catch On Reader the Catch Up Reader and the Stalled Reader Detailed case studies bring to life the specific problems these students are likely to face and illustrate research based instructional strategies that can help get learning back on track The book also illuminates the causes and consequences of literacy difficulties giving K 6 teachers a better understanding of how to meet the needs of each child A comprehensive appendix provides dozens of informal assessment devices ready to photocopy and use Other user friendly features include annotated bibliographies of key research descriptions of commercial materials and curricula designed for each type of learner and information on technology resources Photocopy Rights The Publisher grants individual book purchasers nonassignable permission to reproduce selected materials in this book for professional use For details and limitations see copyright page Key Features Struggling readers are a major focus of current teaching and legislation Extended case studies provide realistic instructional examples Research base evident throughout Covers the causes and consequences of reading difficulties as well as how to help

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