name:	date:
Unit 3 assessed by:	WORD COUNT: 98
Week 2: Time to Plan	th Rupping Record Sheet

erend doubt	Bremon 1-Credi-correction Minimating Instruction Verbusi	E	S-C	HÍV	8-C
	Serific Clock, corn we plant a gardent				
13	Dod: Yes! That will be the!				
10	Grompic: We can plant yegetables.				
24.	Miles: Yumi Let's do 2 Nogemer.				
242	Morn: God ond I will dig.				
246	Miles: I will strop five seeds.				
43	Communic I will set in green plants.		1		
49	Berlin: And I will get water!				
33	Nometon: Days pass, The sun shines.				
99	Rotin plinks and plunks.				
67	Serific II coom sport louds on the wines.		1		
72	Dod: Sun and water made		1		
294	Street groter.				
80	Nortotor: Goys poss. The sun shines.				
84	Rain-drips and drops.				
89	Berti: The vegetobles got bigl.				
94	Doct: We should plot them.				
90	More: Yes, I's time!	_			

Accuracy Rate:	Self-Correction Bate:

Running Record First Grade

CH Cherryholmes

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 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 guestions 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 CliffsTestPrep RICA Jerry Bobrow, Ph.D., Beth Andersen, Karen Sekeres, Rhonda Byer, Chris Collins, Dana Gottlieb, 2007-05-21 Why Cliffs Test Prep 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 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 Literacy in Teacher Preparation and Practice Patrick M. Jenlink, 2022-04-01 Today the meaning of instruction literacy what it means to be literate has shifted dramatically Literacy involves more than a set of conventions to be learned either through print or technological formats Rather literacy enables people to negotiate meaning The past decade has witnessed increased attention on multiple literacies and modalities of learning associated with teacher preparation and practice Research recognizes both the increasing cultural and linguistic diversity in the new globalized society and the new variety of text forms from multiple communicative technologies. There is also the need for new skills to operate successfully in the changing literate and increasingly diversified social environment Linguists anthropologists educators and social theorists no longer believe that literacy can be defined as a concrete list of skills that people merely manipulate and use Rather they argue that becoming literate is about what people do with literacy the values people place on various acts and their associated ideologies In other words literacy is more than linguistic it is political and social practice that limits or creates possibilities for who people become as literate beings Such understandings of literacy have informed and continue to inform our work with teachers who take a sociological or critical perspective toward literacy instruction Importantly as research indicates the disciplines pose specialized and unique literacy demands Disciplinary literacy refers to the idea that we should teach the specialized ways of reading understanding and thinking used in each academic discipline such as science mathematics engineering history or literature Each field has its own ways of using text to create and communicate meaning Accordingly as children advance through school literacy instruction should shift from general literacy strategies to the more specific or specialized ones from each discipline Teacher preparation programs emphasizing different disciplinary

literacies acknowledge that old approaches to literacy are no longer sufficient Literacy in Teacher Preparation and Practice Enabling Individuals to Negotiate Meaning introduces the reader to a collection of thoughtful research based works by authors that represent current thinking about literacy across disciplines and the preparation of teachers to enter classrooms Each chapter focuses on teaching guided by literacies across disciplines and the preparation of teachers who will enter classrooms to instruct the next generation of students *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

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