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Nonfiction

Koko's Kitten

Can a gorilla love a kitten? One 230-pound lowland gorilla named Koko did. Koko was part of a study in which gorillas were taught American Sign Language, the system of communication used by many hearing-impaired people. Koko learned and used more than 500 signs and understood another 500 signs.

Koko was fascinated by cats. "The Three Little Kittens" and "Puss in Boots" were two of her favorite stories. One day Koko signed to her trainer, Dr. Francine Patterson, that she wanted a cat. Dr. Patterson gave Koko a toy cat, but she just pouted. It was obvious that this was not what Koko had meant. When someone brought three abandoned kittens to the center where Koko lived, Koko signed, "Love that," so Dr. Patterson let her pick one for a pet. Koko's choice was a male kitten with no tail. She named him All Ball.

Koko treated her kitten as she would have treated a baby gorilla. She carried him tucked against herself or held him gently and petted him. As a child would, she even dressed her pet in napkins and hats! The huge gorilla and the tiny kitten enjoyed playing chase together, as well as Koko's favorite game, tickling.

As Koko held her pet, she often signed, "Soft good cat cat."

First Reading

Words Read	Misues
10	_____
23	_____
31	_____
40	_____
49	_____
59	_____
71	_____
82	_____
96	_____
107	_____
117	_____
130	_____
143	_____
145	_____
156	_____
167	_____
180	_____
191	_____
201	_____
213	_____

Needs Work 1 2 3 4 5 Excellent
Paid attention to punctuation

Needs Work 1 2 3 4 5 Excellent
Sound good

Total Words Read _____

Total Errors _____

Correct WPM _____

7th Grade Fluency Passages Dibels

William D. Bursuck, Mary Damer

7th Grade Fluency Passages Dibels:

Enhancing Instructional Problem Solving John C. Begeny, Ann C. Schulte, Kent Johnson, 2012-05-09 This book presents a schoolwide model of instructional support designed to make the most of available time resources and personnel one that is also fully compatible with other problem solving models such as response to intervention. The authors provide a comprehensive and cohesive framework for linking assessment and intervention. They show how to interweave evidence based instruction with targeted professional development and other components that support improved learning outcomes for all K-8 students. Helpful tables describe dozens of research based assessments and interventions in reading, writing and math. In a large size format with lay flat binding to facilitate photocopying, the volume includes more than 20 reproducible worksheets and forms. The companion website features additional reproducibles and supplemental materials for use in conjunction with the book. This book is in The Guilford Practical Intervention in the Schools Series. **RTI in Practice** James L. McDougal, Suzanne B. Graney, James A. Wright, Scott P. Ardoian, 2010-01-07 A must have resource for educational professionals implementing Response to Intervention RTI programs in their schools. **RTI in Practice A Practical Guide to Implementing Effective Evidence Based Interventions in Your School** is an innovative and timely guide that presents concrete balanced perspectives and directions for implementing an effective RTI model in your school. Built upon the three tiers of effective general education and universal screening targeted interventions and intensive interventions this authoritative resource addresses Effective academic programs for all students. How to use data to make decisions in general education Guidelines for setting goals monitoring progress and graphing intervention outcomes. Multicultural considerations. Realistic case scenarios appear throughout to bring the implementation strategies to life and the book is packaged with a CD ROM containing numerous reproducible and customizable forms surveys and screening tools as well as an annotated list of resources for charting and monitoring individual student and classroom progress. **RTI in Practice A Practical Guide to Implementing Effective Evidence Based Interventions in Your School** is a complete resource providing educators and school professionals with the tips and tools needed for successful RTI program implementation.

Culturally Responsive Literacy Instruction Dorothy J. O'Shea, Festus E. Obiakor, 2009 Improve reading achievement for students from diverse backgrounds with research supported practices and culturally responsive interventions in phonemic awareness, phonics, decoding, fluency, vocabulary and comprehension. **Word Identification Fluency and Nonsense Word Fluency as Predictors of Reading Fluency in First Grade** Krista Denise Healy, 2007 **Handbook of Child Psychology, Child Psychology in Practice** William Damon, Richard M. Lerner, K. Ann Renninger, Irving E. Sigel, 2007-07-30 Part of the authoritative four volume reference that spans the entire field of child development and has set the standard against which all other scholarly references are compared. Updated and revised to reflect the new developments in the field the **Handbook of Child Psychology** Sixth Edition contains new chapters on such topics as spirituality, social understanding and non verbal communication.

Volume 4 Child Psychology in Practice edited by K Ann Renninger Swarthmore College and Irving E Sigel Educational Testing Service covers child psychology in clinical and educational practice New topics addressed include educational assessment and evaluation character education learning disabilities mental retardation media and popular culture children s health and parenting Concurrent and Predictive Validity of AIMSWEB and DIBELS on Standardized Reading Measures

Minh Van Non Ho,2007 **Reading Instruction for Students who are at Risk Or Have Disabilities** William D. Bursuck,Mary Damer,2007 Organized according to the Reading First categories of reading development and instruction as presented in the report of the National Reading Panel this exciting and timely new text presents teaching strategies for children at risk including children of poverty children for whom English is not their primary language and children with learning and behavioral disabilities These are the children No Child Left Behind challenges teachers to serve more effectively The book is more than a list of teaching strategies that are scientifically validated the scientifically validated practices included are integrated into a systematic teaching process that stresses the use of student outcome data within authentic classroom contexts to guide practice The teaching strategies have been field tested with at risk children in both rural and urban teaching settings Most of the strategies have resulted from work the authors did in their recent four year federally funded model demonstration grant in which they have implemented an extensive reading problem prevention model in grades K 3 in three inner city schools Thus the teaching strategies in the book are ones that the authors implemented every day with at risk children not just findings from research articles Features of this First Edition Include Content organized around the five components validated by the National Reading Panel phonemic awareness phonics fluency vocabulary and comprehension Readers learn how to use DIBELS and other curriculum based assessment results for early identification of children at risk of reading failure and to monitor student progress A unique feature is using DIBELS assessments to pinpoint student skill development as they acquire alphabetic principle Accompanying DVD shows teacher explicitly teaching letter sound recognition regular word decoding sight words multisyllable word reading passage reading vocabulary and comprehension Text explains how to use Differentiated Instruction to maximize learning for all students Specific strategies are detailed for implementing Response To Intervention RTI multi tier instruction during the reading block Examines building vocabulary knowledge through direct and indirect teaching strategies Comprehension strategies identified by the National Reading Panel that help students derive meaning from text are emphasized Strategies for individualizing instruction for adolescents and children who are bilingual and or ESL are included within each chapter Effective strategies for managing classroom behavior including instruction groups are provided so that student behavior does not interfere with reading instruction Classroom Assessment for Students in Special and General Education Cathleen G. Spinelli,2006 For courses in Assessment in Special Education Written for future teachers and experienced educators Classroom Assessment for Students in Special and General Education second edition provides the skills needed to effectively use assessment

particularly informal assessment in understanding the needs of the whole student The primary text on classroom assessment procedures is now revised with the latest in authentic curriculum and performance based assessment measures with direct connections to instruction IEP development and reporting to parents The focus is on providing teachers with a variety of assessment procedures the why what and how of testing directions on how to construct administer score interpret graph monitor write and report assessment results

Reading Horizons ,2012 The Administration and Supervision of

Reading Programs Shelley B. Wepner,Dorothy S. Strickland,2008 Now in its Fourth Edition this popular textbook is still the most comprehensive resource on the oversight of literacy programs PreK 12 With chapters written by experts with years of experience in schools this new edition has been completely updated to incorporate current views about the literacy field in relation to governmental changes and regulations such as the No Child Left Behind Act Offering specific guidelines that literacy leaders can use to improve their programs the text covers selecting materials assessing the quality of teachers providing staff development working with different types of learners and incorporating writing and technology

Academic Assessment and Intervention

Steven Little,Angeleque Akin-Little,2014-01-21 Serving students with academic deficiencies necessitates communication and collaboration among professionals from several disciplines Academic Assessment and Intervention brings together divergent approaches in order to demonstrate that scientific evidence rather than biases or previous practice must determine assessment practices that are selected and used for particular purposes Similar to a handbook in its comprehensive topical coverage this edited collection provides a contextual foundation for academic assessment and intervention describes both norm referenced and curriculum based assessment measurement in detail considers the implications of both of these assessments on ethnically diverse populations provides a clear link between assessment evidence based interventions and the RTI model and considers other important topics related to this area such as teacher behavior Intended primarily for graduate level courses in education school psychology or child clinical psychology it will also be of interest to practicing professionals in these fields

Students with Learning Disabilities Cecil D. Mercer,Paige C. Pullen,2009 For courses in Learning Disabilities The seventh edition of this popular text offers comprehensive coverage and a balanced approach of all of the varying theories and practices in the field educational medical and psychological incorporating assessment definition characteristics and strategies all to help readers develop their own personal perspective It presents equal treatment to information about the characteristics definitions causes and controversies of learning disabilities with each researched based topic clearly designed to support both diagnosis and intervention Throughout the text best practices have been identified through thorough research and practical examples Revised to include the latest research and recent developments the seventh edition reflects the latest trends in the field of learning disabilities The authors have included new and expanded coverage of cultural diversity Responsiveness to Intervention techniques for identifying students with learning disabilities expanded coverage of effective practices to prevent

and remediate reading difficulties effective assessment strategies and teaching practices in the academic areas based on recent research a new chapter on ADHD a focus on how to teach and manage students with learning disabilities and information on the 2004 reauthorization of IDEA and the 2006 Code of Federal Regulations Current and classic Students with Learning Disabilities Seventh Edition will stimulate and interest its readers about the nature and needs of individuals with learning disabilities

The Essentials of Teaching Children to Read D. Ray Reutzel, Robert B. Cooter, 2005 *Teaching Children to Read* has always been well known for its comprehensive look at literacy instruction. This streamlined edition of that text has been developed to provide readers a brief version that offers essential information about reading instruction based on research that aligns with No Child Left Behind directives. The focus of this book is how to teach phonemic awareness, phonics, comprehension, vocabulary, fluency, and ongoing classroom assessment. Special features include a theory chapter to ground literacy background knowledge, an infusion of the most current research available to inform practice, and all five No Child Left Behind initiatives regarding phonemic awareness, phonics, comprehension, vocabulary, and fluency. A newly organized assessment chapter presenting four purposes of assessment as identified by Reading First legislation, including outcome assessment, screening instruments, diagnostic assessment tools, and ongoing progress monitoring assessments.

Differentiating Instruction in Inclusive Classrooms Diane Haager, Janette K. Klingner, 2005 Almost 90% of special education teachers work with disabled students in a general education classroom. In this guide Haager, reading and learning disabilities, California State U Los Angeles and Klingner, bilingual education U

Teaching Students with Learning Problems Cecil D. Mercer, Ann R. Mercer, 2005 For courses in teaching students with mild disabilities and students at risk for school failure. Also for courses in teaching students with disabilities in inclusive and Special Education settings. This top selling practical research based text contains the resources teachers need to make informed decisions concerning their students with learning or behavior problems, making it the most useful methods text on the market. Praised for its unique and comprehensive coverage of classroom assessment and methods for the content areas, it assists teachers in finding effective practices to facilitate instruction of students with learning problems.

Understanding Response to Intervention Robert J. Howell, Margaret T. Deiotte, Sandra L. Patton, 2008 This guide drills deep to deliver the nuts and bolts of RTI. Clear examples of effective implementation include systems and checklists to assess RTI progress. Learn specific strategies for realigning your school system. Respond to the needs of struggling students by building pyramids of intervention, solving problems in collaborative teams, monitoring student progress through data, and employing customized solutions to help every unique learner succeed.

Linguistics and Language Behavior Abstracts, 2009 Reading More, Reading Better Elfrieda H. Hiebert, 2009-05-04 Teaching students specific literacy skills is important but equally critical and often overlooked is giving them the time and opportunity to read actual texts. Bringing together leading scholars, this book focuses on how teachers can improve both the quality and quantity of reading experiences in K-12 classrooms. Essential topics include factors that make

reading tasks more or less productive for different types of learners ways to balance independent reading with whole class and small group instruction how to choose appropriate texts and the connections between reading engagement and proficiency The relevant research literature is reviewed and exemplary practices and programs are described *The Informed Reading Teacher* Bill Harp, Jo Ann Brewer, 2005 Based on the idea that the best literacy teacher is the informed literacy teacher this new book provides an accessible presentation of research and the teaching methods that stem from it By emphasizing assessment and evaluation along with literacy skills and strategies as the basis for effective literacy teaching chapters explain more than what to do in a literacy classroom they help you understand why to do it The book gives readers an understanding of the nature of reading and writing equips them with the materials to teach and develops in them the vital ability to select from this knowledge the best practices for meeting children's individual needs For parents teachers and child care specialists of elementary school reading students *Assessing Students with Special Needs* John Venn, 2007 Known for its practical applied approach the fourth edition of John Venn's *Assessing Students with Special Needs* continues to focus on how teachers can use assessment as a guide to instruction This noteworthy revision focuses on what teachers really need to know to include assessment in the curriculum Coverage includes all of the core information expected of an assessment text but the book goes far beyond the basics by addressing multicultural considerations technology and assessment high stakes testing and the reauthorization of IDEA The book clearly shows how assessment is more than giving a test to a child but is an essential tool for teachers as they help students achieve learn develop and grow

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