

Name: \_\_\_\_\_

Fiction: 3

## Jill the Jellyfish

Jill was not like all of the other jellyfish. Jill hated her tentacles. She hated that she hurt people and other animals. Jill did not want to sting anyone. But sometimes, when she swam by them, one of her tentacles would get near a human or animal and sting them. This made them so mad at Jill, but Jill couldn't help it! Jill decided that she would only play with other jellyfish for now. She knew she couldn't play near the humans until she learned to control her tentacles. Her sister promised to help her learn how to control them. She could not wait to learn. She loved playing in the waves near the humans, but she didn't love hurting people.



	Words Per Minute
1st Read	
2nd Read	
Last Read	

# First Grade 100 Word Leveled Passages

**Michael C. McKenna, Katherine A.  
Dougherty Stahl**



## **First Grade 100 Word Leveled Passages:**

*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

*Fluency, Grades 1 - 3* Lewis, 2005-01-01 Use First Rate Reading Basics Fluency to produce first rate readers with fun interactive and original activities that emphasize reading skills for grades 1 3 These skills include accuracy automaticity expressiveness smoothness and performance skills This 80 page book includes a reproducible parent letter and student assessment and enriches students fluency with reading material throughout the year

*Learning to Read and Write in One Elementary School* Connie Juel, 2012-12-06 When a fourth grade student Jenny was asked about reading she stated I love to read you get real neat ideas I really like books about animals and biographies I m writing my autobiography now Oh I also really like Judy Blume books Her enthusiasm for reading is evident as she tells you about the Judy Blume book she just read Are You There God It s Me Margaret 1970 Jenny reads almost every night at home Jenny s classmate through 4 years of elementary school Anna responds when asked about reading I hate to read it s boring Anna says she never reads at home She says she d rather watch television or play with friends Anna would even rather clean her room than read She explains I d rather clean my room because it makes the room look neat Reading makes my head hurt because it s so boring and no fun Jenny and Anna attended a large neighborhood elementary school in Austin Texas The school is located in a lower socioeconomic status SES area of small houses duplexes mld apartments About 45% of the children at the school are Hispanic 35% are African American and 20% are Anglo The school consistently ranks among the lowest schools in the district on standardized reading achievement tests Upon entering first grade neither Jenny nor Anna could read the words that were to appear in their first preprimer reader

**Diagnosis and Correction of Reading Problems, Second Edition** Darrell Morris, 2013-10-02 This widely adopted text and teacher resource provides a comprehensive approach to assessing and remediating reading difficulties in grades K 6 Darrell Morris presents rich case studies of beginning and older readers struggling with different types of reading problems He shows how to administer a thorough diagnostic battery and provide instruction tailored to each student s needs In addition to one to one tutoring strategies small group and whole class applications are discussed Reproducible tools book lists and other user friendly materials can be photocopied from the book or downloaded and printed in a convenient 8 1 2 x 11 size New to This Edition Detailed explanations of how to adapt the techniques for classroom use The latest research findings pertaining to reading diagnosis Updated and expanded book lists Chapter on historical and theoretical foundations See also the Morris Informal

Reading Inventory Preprimer through Grade 8 a complementary assessment tool that yields systematic data on K 8 students reading abilities      *Structured Literacy Planner* Louise Spear-Swerling,2024-03-26 This book describes a set of explicit approaches to teaching reading that have become known as Structured Literacy and that are especially effective for struggling readers Chapter 1 explains in detail the two main themes involving Structured Literacy and poor reader profiles and why they are important to successful teaching of poor readers Chapter 2 describes the structure of English at multiple levels words sentences and longer discourse a grasp of which is essential for SL teaching of both word reading and comprehension Chapter 3 focuses on assessment of poor readers specifically how to determine poor reader profiles and target interventions properly for individual students as well as how to use diagnostic assessments to further identify specific skills to address in intervention Chapters 4 and 5 focus on students with a profile of Specific Word Recognition Difficulties that is difficulties specific to word reading Chapters 6 and 7 address students with a profile of Specific Reading Comprehension Difficulties which involves students who have poor reading comprehension despite good word reading The topic of Chapters 8 and 9 involves students with a profile of Mixed Reading Difficulties who have difficulties both in word reading and language comprehension      **Morris Informal Reading Inventory** Darrell Morris,2014-10-13 In one concise volume Darrell Morris provides a complete tool for assessing students reading ability Unlike most informal reading inventories IRIs Morris s approach incorporates measures of automaticity word recognition and fluency together with oral reading accuracy and comprehension This results in more efficient accurate and thorough assessments Included are an examiner s manual and all test materials for the basic IRI grades 2 8 plus a separate beginning reading inventory grades K 1 In a large size spiral bound format for ease of use the book features more than 90 pages of word letter lists illustrated reading passages and other test materials all with permission to photocopy See also Morris s *Diagnosis and Correction of Reading Problems* Second Edition which guides teachers through a comprehensive diagnostic battery for planning instruction and intervention      *Put Reading First* Bonnie B. Armbruster,2001 Summarizes recent research in reading and helps teachers understand how to successfully teach children in grades Kindergarten through grade three how to read covering five areas of reading instruction phonemic awareness phonics fluency vocabulary and text comprehension

**Handbook of Research on Reading Comprehension** Susan E. Israel,Gerald G. Duffy,2014-06-03 The Handbook of Research on Reading Comprehension assembles researchers of reading comprehension literacy educational psychology psychology and neuroscience to document the most recent research on the topic It summarizes the current body of research on theory methods instruction and assessment including coverage of landmark studies Designed to deepen understanding of how past research can be applied and has influenced the present and to stimulate new thinking about reading comprehension the volume is organized around seven themes historical perspectives on reading comprehension theoretical perspectives changing views of text elements of reading comprehension assessing and teaching reading comprehension

cultural impact on reading comprehension where to from here This is an essential reference volume for the international community of reading researchers reading psychologists graduate students and professionals working in the area of reading and literacy     *Assessment for Reading Instruction, Third Edition* Michael C. McKenna, Katherine A. Dougherty Stahl, 2015-06-23 This book has been replaced by *Assessment for Reading Instruction Fourth Edition* ISBN 978 1 4625 4157 7

**Leveled Reading, Leveled Lives** Timothy Shanahan, 2025-07-28 An engaging and evidence based examination of how reading instruction has been misinterpreted and misapplied for decades and how to right the course to improve reading skills for all students In *Leveled Reading Leveled Lives* leading literacy expert Timothy Shanahan curates a lively tour of the history of reading instruction in the United States arguing that the most popular reading instruction method is failing students and suppressing their literacy achievement He breaks down the reasons why teachers and researchers alike have favored this accepted wisdom known as instructional level theory in US schools over the past five decades and presents a compelling case for a new way forward that will bolster students reading skills Today it s not uncommon to find students in a fourth grade classroom reading books suitable for third second or even first graders Teachers suggest books to students at their deemed instructional levels but how these instructional levels are determined is suspect With a comprehensive critical analysis of instructional level pedagogy Shanahan exposes its shaky foundations and shows how faulty research findings have become so entrenched He gathers an extensive body of research studies that overwhelmingly contradict the instructional level theory and offers an evidence based consideration of how educators must instead use grade level reading to bring about maximum learning gains This seminal book concludes with practical advice for implementing grade level reading instruction including detailed descriptions of the types of instruction and scaffolding needed to increase students reading achievement from teaching decoding and challenging texts to scaffolding reading to maintaining motivation Shanahan asserts that a better approach can ensure that all students have an opportunity to leave high school with reading abilities commensurate with their personal social civic and economic goals     **Reading Assessment, Third Edition** JoAnne Schudt

Caldwell, 2014-03-01 This trusted practitioner guide and course text helps K 8 teachers utilize assessment as an integral component of classroom instruction It guides teachers step by step to recognize good reader behaviors assess students strengths and weaknesses and make evidence based instructional decisions Formal and informal measures are discussed for evaluating specific components of literacy with a focus on the Common Core State Standards CCSS Every chapter features activities for developing understanding in depth practice exercises are provided in several appendices Helpful reproducible tools can be photocopied from the book or downloaded and printed in a convenient 8 1 2 x 11 size New to This Edition Chapter on major current initiatives the CCSS and response to intervention Extensive CCSS content woven throughout the book Expanded coverage of vocabulary assessment now in its own chapter Checklists to guide the selection of high quality published instruments     [Here's How Children Learn Speech and Language](#) Margo Kinzer Courter, 2011-07-25     [The](#)

Causes of High and Low Reading Achievement Ronald P. Carver, 2000-02-01 This book describes all of the important factors that cause some students to have low reading achievement and others to have high reading achievement. It concentrates on the main factors that influence how much a student gains in reading achievement during a year of school or a calendar year. An attempt is made to answer the following questions: what can educators do to increase reading achievement and what is beyond their influence? The author is directly concerned with achievement associated with normal or typical reading. The focus of the book is on things teachers can do during an entire school year that are likely to improve the reading level and reading rate of students, which in turn will increase their reading achievement. This effort to specify the most important causes of high and low reading achievement represents an integration of two disciplines of scientific psychology: experimental psychology and psychometrics. A glossary at the end of the book contains definitions of terms and concepts. Helpful appendices explain reading theory, the three laws of reading theory, and the equations that can be used to predict the accuracy of reading comprehension; provide conversions among units of reading rate; and list the numbered equations presented in the book.

**Universal Principles of Design, Revised and Updated** William Lidwell, Kritina Holden, Jill Butler, 2010-01-01 Universal Principles of Design, Revised and Updated is a comprehensive cross-disciplinary encyclopedia covering 125 laws, guidelines, human biases, and general considerations important to successful design. Richly illustrated and easy to navigate, it pairs clear explanations of every design concept with visual examples of the ideas applied in practice. From the 80/20 Rule to the Weakest Link, every major design concept is defined and illustrated. Whether a marketing campaign or a museum exhibit, a video game or a complex control system, the design we see is the culmination of many concepts and practices brought together from a variety of disciplines. Because no one can be an expert on everything, designers have always had to scramble to find the information and know-how required to make a design work. Until now, just a few of the principles that will broaden your design knowledge, promote brainstorming, and help you check the quality of your work: Baby Face Bias, Expectation Effect, Golden Ratio, Occam's Razor, Proximity, Scaling, Fallacy. The book is organized alphabetically so that principles can be easily and quickly referenced by name. For those interested in addressing a specific problem of design, the principles have also been indexed by questions commonly confronting designers: How can I help people learn from my design? How can I enhance the usability of a design? How can I make better design decisions? Each principle is presented in a two-page format. The first page contains a succinct definition, a full description of the principle, examples of its use, and guidelines for use. Side notes are included and provide elaborations and references. The second page contains visual examples and related graphics to support a deeper understanding of the principle. This landmark reference is the standard for designers, engineers, architects, and students who seek to broaden and improve their design expertise.

Reading Assessment JoAnne Schudt Caldwell, 2014-03-19 This trusted practitioner guide and course text helps K-8 teachers utilize assessment as an integral component of classroom instruction. It guides teachers step by step to recognize good reader

behaviors assess students strengths and weaknesses and make evidence based instructional decisions Formal and informal measures are discussed for evaluating specific components of literacy with a focus on the Common Core State Standards CCSS Every chapter features activities for developing understanding in depth practice exercises are provided in several appendices Helpful reproducible tools can be photocopied from the book or downloaded and printed in a convenient 8 1/2 x 11 size New to This Edition Chapter on major current initiatives the CCSS and response to intervention Extensive CCSS content woven throughout the book Expanded coverage of vocabulary assessment now in its own chapter Checklists to guide the selection of high quality published instruments

**Reading Diagnosis and Remediation** William H. Rupley, Timothy R. Blair, 1989

**Woodcock-Johnson IV** Nancy Mather, Lynne E. Jaffe, 2016-01-22 Includes online access to new customizable WJ IV score tables graphs and forms for clinicians Woodcock Johnson IV Reports Recommendations and Strategies offers psychologists clinicians and educators an essential resource for preparing and writing psychological and educational reports after administering the Woodcock Johnson IV Written by Drs Nancy Mather and Lynne E Jaffe this text enhances comprehension and use of this instrument and its many interpretive features This book offers helpful information for understanding and using the WJ IV scores provides tips to facilitate interpretation of test results and includes sample diagnostic reports of students with various educational needs from kindergarten to the postsecondary level The book also provides a wide variety of recommendations for cognitive abilities oral language and the achievement areas of reading written language and mathematics It also provides guidelines for evaluators and recommendations focused on special populations such as sensory impairments autism English Language Learners and gifted and twice exceptional students as well as recommendations for the use of assistive technology The final section provides descriptions of the academic and behavioral strategies mentioned in the reports and recommendations The unique access code included with each book allows access to downloadable easy to customize score tables graphs and forms This essential guide Facilitates the use and interpretation of the WJ IV Tests of Cognitive Abilities Tests of Oral Language and Tests of Achievement Explains scores and various interpretive features Offers a variety of types of diagnostic reports Provides a wide variety of educational recommendations and evidence based strategies

**Teaching Reading** Barbara M. Taylor, P. David Pearson, 2005-04-11 This unique book tells the story of a select group of schools and teachers who have managed to beat the odds in terms of improving elementary students reading achievement Originating with the CIERA School Change Project directed by Barbara Taylor and David Pearson it was subsequently expanded to include the work of other research teams doing similar work It combines large scale studies of effective schools and teachers Part I with case studies of individual schools and teachers who have successfully transformed research findings into situation specific strategies appropriate to their schools and classrooms Parts II and III The book s distinct contribution is showing that no matter how consistent the research findings on effective school and classroom practice groups of teachers must improvise their own situation specific programs and practices In short

they must be able to create variations on a common theme Key features of this outstanding new volume include Integration of research and cases One cannot fully understand research based general principles without knowing how they play themselves out in specific settings Similarly one cannot fully understand cases without seeing the commonalities across different schools and classrooms sharing similar goals This book provides both perspectives Diverse cases The schools and classrooms depicted in this book are urban rural and suburban poor and middle class and English only and bilingual Rather than telling readers how to beat the odds it provides them with a wide variety of cases from which they can extrapolate to build their own customized teaching programs and practices Summarizing section The final section contains a summary of research on effective schools and teachers and a concluding chapter by Gerry Duffy and Jim Hoffman in which they reflect on the book s content and possible directions for future research The book is targeted to both in service elementary teachers and literacy students in advanced college courses      *Recipes, Wrappers, Reasoning and Rate : a Digest of the First Reading Assessment* Donald R. Gallo, National Assessment of Educational Progress (Project), 1974      **The ABCs of CBM, First Edition** Michelle K. Hosp, John L. Hosp, Kenneth W. Howell, 2012-09-26 This pragmatic accessible book presents an empirically supported conceptual framework and hands on instructions for conducting curriculum based measurement CBM in grades K 8 The authors provide the tools needed to assess student learning in reading spelling writing and math and to graph the resulting data The role of CBM in systematic instructional problem solving is explained Every chapter includes helpful answers to frequently asked questions and the appendices contain over 20 reproducible administration and scoring guides forms and planning checklists The large size format and lay flat binding facilitate photocopying and day to day use See also *The ABCs of Curriculum Based Evaluation A Practical Guide to Effective Decision Making* by John L Hosp Michelle K Hosp Kenneth W Howell and Randy Allison which presents a broader problem solving model that utilizes CBM



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