Name Date	
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# READING FLUENCY

Read the passages below and count how long you take to read them!

# The Wink!

The big day was here. Rosa was in the school

- 10 orchestra and tonight was the winter concert. It was
- 19 the first time she would play the piano in front of
- 30 an audience.
- 32 Rosa was worried all day in school. When she got
- 42 home she had butterflies in her stomach. She was still
- 52 scared when she left for the concert. Rosa went
- 61 backstage and peeked out from behind the curtain and
- 70 watched her friend Sam play his horn. Sam never made
- 80 a mistake. He looked fine. Then Rosa saw her parents
- 90 in the third row. Her father caught her eye and winked.
- 101 Suddenly, Rosa knew she could do it. She would
- 110 pretend she was playing for just her mom and dad.
- 120 Rosa stepped onto the stage. She played her song well.
- 130 When it was over, Rosa grinned. She winked at
- 139 her parents and ran off the stage. Rosa's stage fright
- 149 was over.

	Words per Hinute
1" Read	
2 <sup>™</sup> Read	
Last Read	

# **First Second Grade Fluency Passages**

Linda B. Gambrell, Lesley Mandel Morrow

#### **First Second Grade Fluency Passages:**

Handbook of Response to Intervention Shane R. Jimerson, Matthew K. Burns, Amanda Van Der Heyden, 2007-08-14 Until now practitioners have had access to few detailed descriptions of RTI methods and the effective role they can play in special education The Handbook of Response to Intervention fills this critical information gap In this comprehensive volume more than 90 expert scholars and practitioners provide a guide to the essentials of RTI assessment and identification as well as research based interventions for improving students reading writing oral and math skills **IEBPS Vol 6-N1** Iournal of Evidence-Based Practices for Schools, 2005-02-15 The Journal of Evidence Based Practices for Schools is a leader in publishing research to practice articles for educators and school psychologists. The mission of this journal is to positively influence the daily practice of school based professionals through studies demonstrating successful research based practices in educational settings As a result the editors are committed to publishing articles with an eye toward improving student performance and outcomes by advancing psychological and educational practices in the schools They seek articles using non technical language that 1 outline an evidence based practice 2 describe the literature supporting the effectiveness and theoretical underpinnings of the practice 3 describe the findings of a study in which the practice was implemented in an educational setting and 4 provide readers with information they need to implement the practice in their own schools in a section entitled Implementation Guidelines The Journal of Evidence Based Practices for Schools differs from other scholarly journals in that it features articles that demonstrate empirically based procedures for readers to apply the practice in their Children's Reading Comprehension and Assessment Scott G. Paris, Steven A. Stahl, 2005-03-23 The volume setting identifies critical issues and cutting edge research in assessing children's reading comprehension A Measure of Success Christine Espin, 2012 Simple in concept far reaching in implementation Curriculum Based Measurement CBM was developed in the 1980s as an efficient way to assess the progress of struggling students including those with disabilities Today there are few areas of special education policy and practice that have not been influenced by CBM progress monitoring The impact of CBM is reflected in recent education reforms that emphasize improvements in assessment and data based decision making Gathering an international group of leading researchers and practitioners A Measure of Success provides a comprehensive picture of the past present and possible future of CBM progress monitoring The book will be instrumental for researchers and practitioners in both general and special education particularly those involved in the rapidly growing Response to Intervention RTI approach an approach used to determine the performance and placement of students with learning difficulties A Measure of Success presents a nuanced examination of CBM progress monitoring in reading math and content area learning to assess students at all levels from early childhood to secondary school and with a wide range of abilities from high and low incidence disabilities to no disabilities This study also evaluates how the approach has affected instructional practices teacher training psychology and school psychology educational policy and research in the United States and beyond Timely and unique this volume will interest anyone in education who wants to harness the potential advantage of progress monitoring to improve outcomes for students Contributors Laurence Bergeron Lionel A Blatchley Renee Bradley Mary T Brownell U of Florida Todd W Busch U of St Thomas Heather M Campbell St Olaf College Ann Casey Theodore J Christ U of Minnesota Kelli D Cummings U of Oregon Eric Dion U du Qu bec Montr al Isabelle Dub U du Qu bec Montr al Hank Fien U of Oregon Anne Foegen Iowa State U Douglas Fuchs Vanderbilt U Lynn S Fuchs Vanderbilt U Gary Germann Kim Gibbons Roland H Good III U of Oregon Anne W Graves San Diego State U John L Hosp U of Iowa Michelle K Hosp Joseph R Jenkins U of Washington Ruth A Kaminski Panayiota Kendeou Neapolis U Pafos Cyprus Dong il Kim Seoul National U South Korea Amanda Kloo U of Pittsburgh Danika Landry U du Qu bec Montr al Erica Lembke U of Missouri Francis E Lentz Jr U of Cincinnati Sylvia Linan Thompson U of Texas at Austin Charles D Machesky Doug Marston James L McLeskey U of Florida Timothy C Papadopoulos U of Cyprus Kelly A Powell Smith Greg Roberts U of Texas at Austin Margaret J Robinson Steven L Robinson Minnesota State U Mankato Catherine Roux U du Qu bec Montr al Barbara J Scierka Edward S Shapiro Lehigh U Jongho Shin Seoul National U South Korea Mark R Shinn National Louis U James G Shriner U of Illinois Urbana Champaign Paul T Sindelar U of Florida Deborah L Speece U of Maryland Pamela M Stecker Clemson U Martha L Thurlow U of Minnesota Ren taTich U of Minnesota Gerald Tindal U of Oregon Paul van den Broek Leiden U the Netherlands Sharon Vaughn U of Texas at Austin Dana L Wagner Augsburg College Teri Wallace Minnesota State U Mankato Jeanne Wanzek Florida State U Mary Jane White U of Minnesota Mitchell L Yell U of South Carolina Naomi Zigmond U of Pittsburgh Best Practices in Literacy Instruction, Fifth Edition Linda B. Gambrell, Lesley Mandel Morrow, 2014-09-12 This book has been replaced by Best Practices in Literacy Instruction Sixth Edition ISBN 978 1 4625 3677 1 **Reading and Writing Skills:** Cognitive, Emotional, Creative, and Digital Approaches María Isabel de Vicente-Yagüe Jara, Elena Jiménez-Pérez, Pedro García Guirao, Olivia López Martínez, 2023-12-14 Basic Early Literacy Skills Bob Algozzine, Robert Algozzine, Emme Barnes, 2012-08 Basic Early Literacy Skills provides all the resources necessary for educating readers from grades K3  $\boldsymbol{A}$ Practical Guide to Reading Assessments Edward J. Kameenui, 2000 Guide to selecting and effectively using current reading Culturally Responsive Literacy Instruction Dorothy J. O'Shea, Festus E. Obiakor, 2009 Improve reading assessment tools achievement for students from diverse backgrounds with research supported practices and culturally responsive interventions in phonemic awareness phonics decoding fluency vocabulary and comprehension The Reading **Leadership Academy Guidebook**, 2002 Presentations and resources about scientifically based reading research Cover Differentiated Reading Instruction Sharon Walpole, Michael C. McKenna, 2007-01-24 This book provides a research based framework for making differentiated instruction work in the primary grades It includes scientifically validated techniques for teaching each component of the beginning reading program The authors describe how to use assessment to form differentiated small groups and monitor student progress plan which skills to target and when and implement carefully

selected instructional strategies Vivid classroom examples illustrate what differentiated instruction looks like in action in each of the primary grades For additional helpful resources including classroom ready lesson plans teachers can purchase the complementary volume How to Plan Differentiated Reading Instruction Resources for Grades K 3 Striking a Balance Nancy L. Cecil, Albert Lozano, Mae Chaplin, 2020-05-04 Now in its sixth edition Striking a Balance clearly illustrates how to create a comprehensive early literacy program that places direct skills instruction within the context of rich and varied reading and writing experiences Text discussions dynamic activities and valuable appendices provide a variety of effective instructional resources selected based on research and teacher testimonials. The sixth edition incorporates recent updates to national and state standards as well as expanded sections on working with English language learners and students with special needs while maintaining the book s essential features classroom vignettes discussion questions field based activities a student website and study guide An essential resource for early literacy instructors this textbook s practical approach fundamentally demonstrates how children develop authentic literacy skills through a combination of direct strategy instruction and motivating contexts **Response to Intervention** Rachel Brown-Chidsey, Mark W. Steege, 2011-06-15 This bestselling work provides practitioners with a complete guide to implementing response to intervention RTI in schools The authors are leading experts who explain the main components of RTI high quality instruction frequent assessment and data based decision making and show how to use it to foster positive academic and behavioral outcomes for all students Implementation procedures are described in step by step detail In a large size format to facilitate photocopying the book includes reproducible planning and implementation worksheets The companion website features an accompanying PowerPoint presentation for use in RTI training New to this Edition Includes extensive new research that reflects the increasing adoption of RTI nationwide Expanded to include behavioral interventions Chapter on effective instructional practices for general education Chapter on implementation at the whole school and district levels Chapter featuring multiple intervention case studies See also Assessment for Intervention Second Edition which details a wide range of assessment procedures ideal for implementation in an RTI framework This book is in The Guilford Practical Intervention in the Schools Series edited by Sandra M Chafouleas Assessing Comprehension Thinking Strategies Ellin Keene, 2006-06-28 Developed by renowned author Ellin Keene Assessing Comprehension Thinking Strategies is an ideal tool for assessing students reading comprehension This book offers a unique way of assessing how students use thinking strategies to comprehend text and features four reading passages for each grade level 1 8 that offer high interest fiction and nonfiction text Each assessment is accompanied by a rubric that allows you to document students thinking and then score and monitor their growth Strategies assessed include thinking aloud using schema inferring asking questions determining importance in text setting a purpose for reading monitoring comprehension visualizing synthesizing and retelling and story structure structural patterns The assessments can be used in various ways to inform instruction and to assess learning All passages assessments and rubrics

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