

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	Bertha: Dad, can we plant a garden?					
13	Dad: Yes! That will be fine!					
18	Gramps: We can plant vegetables.					
24	Mike: Yum! Let's dig it together .					
30	Mom: Dad and I will dig.					
36	Mike: I will drop five seeds.					
43	Gramps: I will set in green plants.					
49	Bertha: And I will get water !					
55	Narrator: Days pass. The sun shines.					
59	Rain plinks and plunks.					
67	Bertha: I can spot buds on the vines.					
72	Dad: Sun and water made					
76	them grow .					
80	Narrator: Days pass. The sun shines.					
84	Rain-drips and drops.					
89	Bertha: The vegetables got big!					
94	Dad: We should pick them.					
98	Mom: Yes, it's time!					

Totals

WCFL: _____

Error Rate: _____

Vocabulary: _____/18

Accuracy Rate: _____

Self-Correction Rate: _____

Running Record First Grade

Lisa B. Fiore

A red circular graphic with a gradient, appearing as a stylized arrow or a partial circle, located to the right of the author's name.

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.

New to This Edition: Incorporates the latest research findings and instructional practices. Chapters on motivation, content area teaching, new literacies and family literacy. Addresses timely topics such as response to intervention, the new common core standards, English language learning and policy issues.

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, 2023-10-10 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

Apprenticeship in Literacy Linda Dorn, Tammy Jones, 2023-10-10 Grounded in social and cognitive learning theories the second edition of Apprenticeship in Literacy Transitions Across Reading and Writing K 4 still details the seven principles of apprenticeship learning and helps K 4 teachers implement and assess guided reading assisted writing literature discussion groups word study lessons and literacy centers across an integrated curriculum The new edition also features the following Updated research emphasizing the importance of early reading as a road map for success Information on how behaviors from emergent to fluent align to the Common Core State Standards Dozens of new classroom examples students work photographs transcripts teacher student conferences and reproducible resources Language prompts that promote self regulated learners Schedules for implementing a workshop framework in whole group small group and one to one settings Suggestions for incorporating information texts into a balanced literacy program Stronger emphasis on the importance of the writing process Additional ideas on establishing routines and organizing the classroom The theme of apprenticeship in literacy resonates throughout the book children learn from teachers and teachers learn from one another as they promote children's transfer of knowledge across multiple contexts The final chapter provides real world examples of teachers working together to ensure that all children become literate Since its original publication in 1998 Apprenticeship in Literacy has become a teacher favorite covering all aspects of a balanced literacy program in an integrated manner and showing how all components are differentiated to address the needs of diverse learners An apprenticeship approach to literacy emphasizes the role of the teacher in providing demonstrations engaging children monitoring their understanding providing timely support and ultimately withdrawing that support as the child gains independence

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

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web standard 1 2 3 of the code states that if any of the substances are contained in food listed in box 1 below no matter how small the amount which may be present as an ingredient or an ingredient of a compound ingredient or the substance is used as a food additive or an ingredient or component of such a substance or a substance or food us

how to declare food allergens on food products correctly - Jul 01 2022

web august 24 2022 any severe reaction to food that elicits an immunological response is defined as a food allergy in today s world food allergies are very common with their prevalence spreading to many countries around the globe affecting most children 4 6 compared to adults 1 2

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web in february 2021 new plain english allergen labelling requirements were introduced for how certain foods known to be common allergens are declared these changes will mean food allergen information is clearer and easier to find on food labels food businesses have three years to update their labels to meet the new requirements

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web the use of precautionary allergen labelling there will be occasions during the food manufacturing process where it is not possible to avoid the unintended presence of allergens to address this precautionary allergen labelling pal was introduced to communicate the risk of unintended presence of allergens in foods to consumers

fda issues guidances on food allergen labeling requirements - Sep 03 2022

web november 29 2022 today the u s food and drug administration fda issued two guidance documents about food allergen labeling requirements to help the food industry meet the requirements to

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web allergen declarations refers to required information on food packaging where certain allergens are present e g in the ingredient list and or a contains statement while pal and advisory labelling refers to statements that indicate the possible presence of allergens as a consequence of allergen cross

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web 31 may 2021 european union comments on codex circular letter cl 2021 9 ocs fl request for comments information on allergen labelling revision of the general standard for the labelling of prepackaged foods cxs 1 1985

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web allergen advice statements can also be used on the product label to explain how allergen information is presented on a

label for example allergen advice for allergens see ingredients

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web dec 31 2020 the list above contains the correct naming of all 14 allergens as well as the allergen s letter code as recommended by the codex commission it is possible to mark dishes e g on a restaurant menu with a codex letter code or a food allergen icon it is however necessary to provide an adjacent information sheet

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web food allergen declarations new food labelling requirements for declaring allergens on 25 february 2021 the food standards code was changed to introduce new requirements for allergen labelling as set out in standard 1 2 3 external site and schedule 9 external site

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web jan 10 2023 food allergies occur when the body s immune system reacts to certain proteins in food food allergic reactions vary in severity from mild symptoms involving hives and lip swelling to severe

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web may 9 2023 the new requirements will help ensure that mandatory food allergen declarations are clear and consistent for consumers these requirements include declaring allergen information in a specific format and location on food labels and using simple plain english terms for allergen declarations

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web declaration by patient visitor 1 do you have a fever cough shortness of breath blocked or runny nose sore throat or cannot smell no yes 2 have you been tested covid 19 positive pcr or art in the last 7 days for fully vaccinated persons or 14 days for unvaccinated or partially vaccinated persons no yes 3

example declaration stating allergen free gluten free and non gmo - Mar 29 2022

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web the following known food allergens must be declared on food labels for more information on our labelling requirements read our labelling guidelines for food importers and manufacturers in addition sfa adopts a science based risk assessment and management approach that is consistent with international standards

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web food allergens that need to be declared on your label if your food or drink contains a common allergen or ingredient sourced from it you must state this clearly on your label the allergens that must be declared are peanuts almonds brazil nuts cashews hazelnuts macadamias pecans pine nuts pistachios walnuts crustacea molluscs

code of practice on food allergen management for food business - May 11 2023

web with the increasing health burden posed by food allergens comes the expectation that fbos take steps to accurately declare the presence of allergenic ingredients minimize the risk from and where possible prevent unintended allergen presence and that competent authorities provide guidance and oversight where necessary to fbos on food aller

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web declaration of allergens date 18th july 2019 to whom it may concern product loctite lb 8014 known as food grade antiseize referenced document regulation eu no 1169 2011on the provision of food information to consumers declaration to the best of our knowledge loctite lb 8014 known as food grade antiseize does not contain any

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christians all over the world welcome

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