

## Reading Passages With Lexile Data Classworks

"The purpose of this casual-comparative study was to find out if applying a stringent reading comprehension program utilizing Achieve 3000 can improve the fourth graders' comprehension and written scores/skills at the Lew Muckle Elementary School. Purposive sampling was used to select thirty-nine participants from three intact group. Each group consisted of thirteen students who participated in interventions and completed a pretest and posttest to compare Lexile scores. These scores were compiled and analyzed to obtain substantial data. It was concluded that the students who participated in the in school and afterschool Achieve 3000 reading comprehension program received higher Lexile scores on their posttest scores" -- Abstract.

Teachers facing the challenge of meeting the diverse reading needs of students will find the structure and tools they need in Jan Richardson's powerful approach to guided reading. Richardson has identified the essential components of an effective guided reading lesson: targeted assessments, data analysis that pinpoints specific strategies students need, and the use of guided writing to support the reading process. Each chapter contains planning sheets to help teachers analyze assessments in order to group students and select a teaching focus Includes detailed, ready-to-go lesson plans for all stages of reading: emergent, early, transitional, and fluent

Organized by specific reading skills, this book is designed to enhance students' reading comprehension. The focused, meaningful practice and entertaining topics motivate students to learn.

"An ingenious simplicity and grace mark the first-person telling of the story of eleven-year-old

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Rinko and her Japanese family in Berkeley, California. Times are hard for everyone in 1935, but being Japanese is for Rinko an added burden. . . . Compared with the many worldly-wise contemporary book heroines, Rinko in her guilelessness is genuine and refreshing, and her worries and concerns seem wholly natural, honest and convincing".--The Horn Book.

Final Report. NCEE 2012-4006

Leveled Books (K-8)

A Jar of Dreams

Resources in Education

Effective Instruction for All Students

LSAT Reading Comprehension

Discusses the use of leveled texts in kindergarten through eighth-grade classrooms, examines the "text base" needed for effective language literacy instruction, provides guidelines for creating a high-quality leveled book collection and matching books to readers, and explains how to analyze and level books.

The focus of this book is computer based assessment of the receptive skills.

**Abstract:** The present study examines the effects that the READ 180 intervention program had on at-risk high school students. For the purpose of this study students identified as at risk were subjected to criteria set by the district, and included English Language Learners, Special Education Students and students who were economically

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disadvantaged. Other students who met the set criteria included students who failed to pass their third administration of TAKS or TAKS in the 8th grade, 9th graders who received 2100 or less, and second year 9th grade students who failed TAKS or TAKS A as 9th graders. The intervention focused on improving students' reading proficiency levels by observing the effects the program had on students' reading Lexile Levels and TAKS scores upon completing the READ 180 program. The data collected was preexisting data of 62 students who received the intervention for a period of one school semester. The participants spent a total of 90-minutes a day receiving reading intervention that focused on the application of mixed method instruction including: teacher-led whole-group instruction, small group instruction, modeled and independent reading, and interaction with instructional software. The sample used in the study involved five READ 180 classes from two different campuses within a school district in South Texas. The data were gathered and observed to examine the degree of improvement students experienced in reading comprehension during the course of the six months. The result of the study indicated that READ 180 did have an effect on student reading proficiency based on the student's pretest and posttest reading Lexile Levels and TAKS scores. The data show that, based on the reading Lexile pretest scores administered in January 2010 and posttest administered in April 2010, students

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averaged a gain of 50.9L. Participants also showed an increase in TAKS scores. Pretests of TAKS exams administered in Spring of 2009 showed that 6.5% of students passed TAKS. The examination of posttest exams administered in Spring of 2010 indicated that 37.1% of students passed their TAKS exams. On average 80.6% of the sample reported gains. Based on the results presented by the pre- and posttest data the research concluded that the interventions presented by the READ 180 program had a positive effect on reading levels of the sample population. The researcher further concluded that the READ 180 intervention program has the potential to provide the school district with researched-based instructional techniques needed to improve the reading proficiency levels of at-risk high school students. As a result of the study, the researcher recommended that the school district consider moving forward with the use of the READ 180 program. This report presents estimates from a large-scale, multi-district RCT (randomized controlled trial) on the effectiveness of a summer reading program on improving student reading comprehension for economically disadvantaged grade 3 students reading below the 50th percentile nationally. This study focused on the summer between grades 3 and 4 for three reasons: (1) independent reading demands increase dramatically in grades 3 and 4 (Chall 1983; National Research Council 1998); (2) the grade 3 to grade 4 transition was not a focus of

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previous studies; and (3) Texas state assessment data are available for the first time for students beginning in grade 3, and those data were used to control for baseline differences in this study. Each student in the treatment group was sent a single shipment of eight books matched to his or her reading level and interest area during the first part of the summer (June/July 2009), followed by a reminder postcard each week for six weeks. Eight books were chosen because this was the number used in two of the summer reading programs shown to have statistically significant positive effects on reading comprehension for specific subgroups (Kim 2006) or for the entire sample (Kim and White 2008). Seven previous studies examined summer reading programs, and five found a statistically significant improvement in reading achievement following implementation of a reading program (Allington et al. 2010; Butler 2010; Crowell and Klein 1981; Kim 2006; Kim and White 2008). Of the five studies that used an RCT design, three found a statistically significant effect on reading achievement (Allington et al. 2010; Kim 2006; Kim and White 2008). The current study's confirmatory finding did not replicate the findings from these studies. Two of the five RCT studies found that students sent books over the summer reported reading more books than did students who were not sent books (Kim 2007; Kim and Guryan 2010); an exploratory analysis in the current study found similar results. The

summer reading program examined in this study did not include teacher support, instructional components, or parent involvement, which several previous studies had included to varying degrees--four RCTs (Kim 2006, 2007; Kim and Guryan 2010; Kim and White 2008) and one quasi-experiment (Butler 2010). These other components could potentially account for differences in observed effects across studies. Also, the program examined in the current study spanned a single summer, whereas the program examined in Allington et al. (2010) spanned three summers. Further, the current study sample consisted of economically disadvantaged students reading below the 50th percentile nationally, while the samples in the studies with statistically significant results consisted of students with economically diverse backgrounds (Kim 2006, 2007; Kim and Guryan 2010; Kim and White 2008) and were not composed exclusively of students reading below the 50th percentile nationally (Allington et al. 2010; Butler 2010; Crowell and Klein 1981; Kim 2006, 2007; Kim and Guryan 2010; Kim and White 2008). One possible inference to draw from this study, and the more recent work of Kim and colleagues (Kim and Guryan 2010; Kim and White 2008), is that some of the components that Kim and his colleagues added--in particular, personalized teacher encouragement of each student to read the books during the summer and brief, small group lessons on strategies for reading--may be essential components to success.

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Although such additions may be costly and time intensive for the teaching staff, many teachers find this type of activity a rewarding part of their jobs. Future scale-up research could continue to examine the issue of varied types of teacher and parent support components that Kim included (Kim 2006, 2007; Kim and Guryan 2010; Kim and White 2008). Allington (2010) found that when students were provided books over a period of three summers, even without any additional support components, student reading significantly improved. Therefore, it may be that teacher and parent support components are necessary for a summer reading program to be effective during a single summer, but may be less important if students participate in summer reading programs over a longer time period. Appended are: (1) Description of the Lexile Framework[R] for Reading; (2) Findings from previous studies of summer reading programs; (3) Student interest survey, explanatory letter, postcard, and summer reading survey; (4) Power analysis; (5) Texas Assessment of Knowledge and Skills–Lexile linking study; (6) Recruitment and study sample details; (7) Participating district profiles; (8) Description of the grade 3 Texas Assessment of Knowledge and Skills–Reading; (9) Random assignment; (10) Missing Data; (11) Summer reading survey results; (12) Models used for primary, sensitivity, and exploratory analyses; and (13) Tables of analytic output. (Contains 44 tables, 3 figures and 48 footnotes.).

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Focused Assessments and Targeted Lessons for Helping Every Student  
Become a Better Reader  
Reading Comprehension  
The Next Step Forward in Guided Reading

The Next Step in Guided Reading

READ 180

***Originally published in 1992. This book brings together the work of a number of distinguished international researchers engaged in basic research on beginning reading. Individual chapters address various processes and problems in learning to read - including how acquisition gets underway, the contribution of story listening experiences, what is involved in learning to read words, and how readers represent information about written words in memory. In addition, the chapter contributors consider how phonological, onset-rime, and syntactic awareness contribute to reading acquisition, how learning to spell is involved, how reading ability can be explained as a combination of decoding skill plus listening comprehension skill, and what causes reading difficulties and how to study these causes.***

***"A guide to better reading comprehension skills based on Sylvan's proven techniques for success. Activities, exercises, and tips to help catch up, keep up, and get ahead."--Cover.***

***The Handbook of Reading Assessment, Second Edition, covers the wide range of***

***reading assessments educators must be able to use and understand to effectively assess and instruct their students. Comprehensive and filled with numerous authentic examples, the text addresses informal classroom based assessment, progress monitoring, individual norm-referenced assessment, and group norm-referenced or 'high-stakes' testing. Coverage includes assessment content relevant for English language learners and adults. A set of test guidelines to use when selecting or evaluating an assessment tool is provided. New and updated in the Second Edition Impact on reading assessment of Common Core Standards for literacy; increased top-down focus on accountability and high stakes tests; innovations in computerized assessment of reading Latest developments in Response to Intervention (RTI) model, particularly as they impact reading assessment International Reading Association standards for reading educators and brief discussion of International Dyslexia Association standards Types of reading assessment, including discussion of formative versus summative assessment Expanded coverage of assessment of reading motivation Expanded coverage of writing assessment New and revised assessments across genres of reading assessment Companion Website: numerous resources relevant to reading and writing assessment; suggestions for evidence-based instructional practices that can be linked to assessment results; PowerPoint slides; test bank; study guides; application exercises***

***Is a ghost haunting the Oceanside Middle School auditorium? What else could explain the disasters surrounding the school play—everything from missing***

***scripts to a falling spotlight and damaged props? All seventh grader Gabby St. Claire has dreamed about is being a part of her school's musical. But a series of unfortunate events threatens to shut down the whole production. While trying to track down the culprit and save her fifteen minutes of fame, she also has to manage impossible teachers, cliques, her dysfunctional family, and a secret she can't even tell her best friend. Will Gabby figure out who or what is sabotaging the show . . . or will it be curtains for her and the rest of the cast?***

***The Flynt/Cooter Comprehensive Reading Inventory***

***Improving Reading Comprehension of Self-Chosen Books Through Computer Assessment and Feedback***

***Hungry, Hungry Sharks***

***Expanding Reading Comprehension in Grades 3-6***

***Impact of Implementation of the Self-Directed Technology Component of READ 180 on the Reading Comprehension of English Language Learners***

***Mathematics 2000***

Deaf children are not hearing children who can't hear. Beyond any specific effects of hearing loss, as a group they are far more diverse than hearing peers. Lack of full access to language, incidental learning, and social interactions as well as the possibility of secondary disabilities means that deaf learners face a variety of challenges in academic domains. Technological innovations such as digital hearing aids and cochlear implants have improved hearing and the possibility of spoken language for many deaf learners, but parents, teachers, and other professionals

are just now coming to recognize that there are cognitive, experiential, and social-emotional differences between deaf and hearing students likely to affect academic outcomes. Sign languages and schools and programs for deaf learners thus remain an important part of the continuum of services needed for this diverse population. Understanding such diversity and determining ways in which to accommodate them must become a top priority in educating deaf learners. Through the participation of an international, interdisciplinary set of scholars, Diversity in Deaf Education takes a broad view of learning and academic progress, considering "the whole child" in the context of the families, languages, educational settings in which they are immersed. In adopting this perspective, the complexities and commonalities in the social, emotional, cognitive, and linguistic mosaic of which the deaf child is a part, are captured. It is only through such a holistic consideration of diverse children developing within diverse settings that we can understand their academic potentials.

A simple discussion of the kinds of sharks and their behavior

The purpose of the current study was to compare Irene C. Fountas and Gay Su Pinnell's guided reading levels to the reading comprehension and Lexile scores on the Criterion-Referenced Competency Test (CRCT). The researcher designed a correlational study to answer the following question: How do the Fountas and Pinnell guided reading levels among third grade students who were instructed in guided reading correlate with the reading comprehension and Lexile scores which were generated by the CRCT? The purpose was also to determine whether guided

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reading levels, gender, and ethnicity had a correlation to reading comprehension and Lexile scores on the CRCT. The participants in the study consisted of 546 third grade students who were instructed in guided reading for eight months during the 2007-2008 school year. The Pearson  $r$  and multiple regression analysis were used to analyze the data. The findings from the study showed that there was a positive linear relationship between guided reading levels and reading comprehension and Lexile scores on the CRCT. The findings also indicated that there was a positive linear relationship between gender, guided reading levels, and reading comprehension and Lexile scores. Furthermore, the findings indicated that there was a positive linear relationship between ethnicity, guided reading levels, and reading comprehension and Lexile scores.

Reading fluency has been identified as a key component of proficient reading. Research has consistently demonstrated significant and substantial correlations between reading fluency and overall reading achievement. Despite the great potential for fluency to have a significant outcome on students' reading achievement, it continues to be not well understood by teachers, school administrators and policy makers. The chapters in this volume examine reading fluency from a variety of perspectives. The initial chapter sketches the history of fluency as a literacy instruction component. Following chapters examine recent studies and approaches to reading fluency, followed by chapters that explore actual fluency instruction models and the impact of fluency instruction. Assessment of reading fluency is critical for monitoring progress and identifying

students in need of intervention. Two articles on assessment, one focused on word recognition and the other on prosody, expand our understanding of fluency measurement. Finally, a study from Turkey explores the relationship of various reading competencies, including fluency, in an integrated model of reading. Our hope for this volume is that it may spark a renewed interest in research into reading fluency and fluency instruction and move toward making fluency instruction an even more integral part of all literacy instruction.

Best Practices from Research

Comprehension Passages

Level A Teacher's Manual

The Influence of Successful Completion of a Spanish Course on Middle School Students' Reading Comprehension

A One-Stop Resource for Prospective and Practicing Educators

A Study in Reading Growth

*Developing reading skills is one of the critical reasons for public education in America. Having a reading intervention in place for fourth and fifth-grade students who struggle in reading is vital to set students up for success as learning to read switches to reading to learn. The Reading Wars are coming to an end with research-based strategies finding their way into classrooms. Curriculum companies are quick to offer budget-*

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*busting programs that promise success. READ 180 has been studied over the years in a variety of settings with varying degrees of success. However, the program is continually changing to meet student needs and with technological advances. This study focused on READ 180 being utilized as a Tier II intervention during a 90-minute multi-grade ELA block and its impact on fiction reading comprehension, non-fiction reading comprehension, Lexile levels, and vocabulary ability. Historical MAP assessment data was analyzed to determine if a statistically significant difference existed. Fourth and fifth grade students who received the READ 180 intervention exhibited growth in non-fiction reading comprehension. However, the increase was not statistically significant. Students showed statistically significant growth in their Lexile levels. The group exhibited no increase in vocabulary ability and a decrease in fiction reading comprehension levels based on MAP assessment data. Other studies have found that READ 180 increases student Lexile levels but not with statistically significant differences from students receiving regular instruction or other interventions (Alleyne, 2016; McWhorter, 2009; Piper, 2013). This researcher emphasizes*

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*increasing teachers' knowledge and practice on current evidence-based interventions and evidence-based practices. This would allow teachers to have the tools necessary to pull components of programs to create an instructional plan to meet the ever-widening range of affective and cognitive needs required for grade-level literacy development focused on individual student needs and interests.*

*Low reading levels and lack of comprehension are current problems in high school classrooms confirmed by low standardized test scores and employer feedback as comprehension problems move into the workplace with students who do not have the necessary reading skills on the job. Midwestern high school science club students served as participants in the study with ages ranging from 14-18. The study was based on a pre-test-post-test control-group design by Creswell. Quantitative data was collected six times over a three-week period and was broken into two parts: Part 1 was three sessions using before-reading independent variables (classical, jazz, silence) with 69 students completing first three sessions; and Part 2 was three sessions of during-reading independent variables (classical, jazz, silence) with 75*

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*students completing three sessions. This independent online course room study examined reading comprehension comparing pre and post-test comprehension results. Non-fiction high school level reading text sets were selected from "Quality Reading Inventory-5th edition" by Leslie and Caldwell (2011). Data was uploaded into a statistical analysis software program, "Statistical Package for Social Sciences" (SPSS version 21.0) which provided an analysis of data using one-way ANOVA and means testing. Analysis showed a negative difference in group means between pre-and post-test results in both parts of the study; however, three tests showed significant differences. Prior to the study, students completed a computerized version of the Scholastic Reading Inventory to determine lexile levels. Several implications for the field of instructional design emerged including careful use of electronic text and music as a potential distraction to comprehension.*

*Students in grades 3-6 need to use increasingly sophisticated comprehension skills and strategies as they read and build knowledge across disciplinary content areas. Grounded in research, this book presents effective practices for integrating*

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*literacy instruction with literature, science, and social studies. Chapters address text selection, vocabulary development, strategy instruction, discussion formats, writing to express and expand comprehension, assessment, and more. Ways to meet the needs of emergent bilingual and culturally diverse students are highlighted throughout. Ideal for preservice and inservice teachers and professional staff development, the book includes classroom vignettes, text boxes with easy-to-read instructional procedures, and curriculum resources. Helpful reproducible forms can be downloaded and printed in a convenient 8 1/2" x 11" size. See also the authors' related book on the primary grades: Developing Reading Comprehension: Effective Instruction for All Students in PreK-2.*

*Much has been written on the topic of guided reading over the last twenty years, but no other leaders in literacy education have championed the topic with such depth and breadth as Irene Fountas and Gay Su Pinnell. In the highly anticipated second edition of Guided Reading, Fountas and Pinnell remind you of guided reading's critical value within a comprehensive literacy system, and the reflective, responsive teaching required to*

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*realize its full potential. Now with Guided Reading, Second Edition, (re)discover the essential elements of guided reading through: a wider and more comprehensive look at its place within a coherent literacy system a refined and deeper understanding of its complexity an examination of the steps in implementation—from observing and assessing literacy behaviors, to grouping in a thoughtful and dynamic way, to analyzing texts, to teaching the lesson the teaching for systems of strategic actions a rich text base that can support and extend student learning the re-emerging role of shared reading as a way to lead guided and independent reading forward the development of managed independent learning across the grades an in-depth exploration of responsive teaching the role of facilitative language in supporting change over time in students' processing systems the identification of high-priority shifts in learning to focus on at each text level the creation of a learning environment within which literacy and language can flourish. Through guided reading, students learn how to engage in every facet of the reading process and apply their reading power to all literacy contexts. Also check out our new on-demand mini-course:*

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*Introducing Texts Effectively in Guided Reading Lessons*  
*The Effects of Text-to-Speech on Reading Comprehension of*  
*Students with Learning Disabilities*

*An Evaluation of the Relationship Between Criterion-Referenced*  
*Competency Test Reading Comprehension and Lexile Scores and*  
*Fountas and Pinnell's Guided Reading Levels in a Georgia Public*  
*School District*

*4th-Grade Reading Comprehension Success*

*The Effects of Achieve 3000 Instruction Program on Reading*  
*Comprehension Scores of the Fourth Graders with Varying*  
*Abilities Attending the Lew Muckle Elementary School and the St.*  
*Croix Boys and Girls Club After School Reading Comprehension*  
*Program*

*Evidence from a Two-Year Randomized Control Trial*

*Handbook of Reading Assessment*

Presents a multifaceted model of understanding, which is based on the premise that people can demonstrate understanding in a variety of ways.

Schools around the world use online programs like Accelerated Reader and Reading Counts to improve students' reading comprehension of real books, but how can such software be used most effectively? In this unique resource, researcher Keith Topping analyzes independent research studies and brings you best practices on quality implementation to enhance effectiveness. He explains the evidence base for the

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programs in a comprehensible way and addresses many common questions, such as "Does it work?," "How should it be implemented to make it work?," and "Is it cheaper and more efficient in teacher time than what we were doing before?" He also discusses best practices for using the assessment data, for tailoring implementation in elementary vs. high schools, and for working with disadvantaged students. Appropriate for teachers, literacy coaches, curriculum leaders, and other stakeholders, the book will provide you with a strong research foundation and easily accessible information to help you fine-tune your understanding of the reading programs and implement them more successfully in your schools and classrooms.

Contemporary Critical Reading equips students with the critical reading, writing, thinking, and problem-solving skills essential to understanding and responding to current issues and ideas.

These Leveled Phonics Passages are the perfect way to follow-up learning after a whole group reading lesson. Use them in a variety of ways year after year!

Guided Reading

Investigating Student Reading Success Through the Use of READ 180 in a Multi-grade ELA Block

Critical Reading, Critical Thinking

An Assess-Decide-Guide Framework for Supporting Every Reader

The Curtain Call Caper

Reading Acquisition

These Leveled Comprehension Passages are the perfect way to follow-up learning after a whole group reading lesson. Use them in a variety of ways year after year!

Comprehension Passages

Reading at the middle school level can be a barrier to progress in all content areas because reading is a

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requirement for learning. This leads to students failing to maintain levels of achievement as other subgroups. The Purpose of this study is to identify if using a specialized self-directed reading instructional program, READ 180, can ensure the reading success and improvement of English Language Learners. The study was conducted in an English learner intervention class, Language Development Through the Use of Technology (LD Tech), that was created to reduce the achievement gap of students who were either newcomers to the United States, Long-Term English Learners who were still reading two to three levels below their grade, students who have limited support in their primary language and limited proficiency in English, and Newcomers to the United States who have a very strong support in their primary language. The results suggest that English Learners who participate in the use of the self-directed software as a reading intervention starting in sixth grade, could be reading at grade level and can reclassify as Fluent English Proficient by the time they promote to high school. The results suggest that READ 180 promoted an increase in lexile level and reading performance with a gain. The data reflect that there were three students who grew more than 300 lexile points. The majority of students made gains that were significantly more than expected for growth in one year with a strong positive correlation  $r=.87$ ,  $p$

Fans of *Pax and A Dog's Way Home* will love this heartwarming story of a girl living in a shelter and the homeless dog she's determined to reunite with his family. Piper's life is turned upside down when her family moves into a shelter in a whole new city. She misses her house, her friends, and her privacy—and she hates being labeled the homeless girl at her new school. But while *Hope House* offers her new challenges, it also brings new friendships, like the girls in *Firefly Girls Troop 423* and a sweet street dog named Baby. So when Baby's person goes missing, Piper knows she has to help. But helping means finding the courage to trust herself and her new friends, no matter what anyone says about them—before Baby gets taken away for good. Told in alternating perspectives, this classic and heartfelt animal tale proclaims the importance of hope,

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the power of story, and the true meaning of home.

Assessment of K-12 Reading Skills in English & Spanish

Instructional Design Implications about Comprehension of Listening to Music Before and During Reading  
Quick Reads

Children's Reading Comprehension and Assessment

Issues in Computer-Adaptive Testing of Reading Proficiency

A Comprehensive Study on the Effect of High School Reading Proficiency Levels of "at Risk" Students : a  
Thesis

School districts are increasingly adopting technology-based resources in an attempt to improve student achievement. This paper reports the two-year results from randomized control trial of Achieve3000 in the Wake County Public School System (WCPSS) in Raleigh, North Carolina. Achieve3000 is an early literacy program that differentiates non-fiction reading passages based on individual students' Lexile scores. Two key questions and focal areas for research are addressed: (1) Do students who use Achieve3000 outperform students who do not use Achieve3000 on a host of reading achievement measures?; and (2) Does the performance of students who use Achieve3000 differ across student subgroups? An experimental research design in the form of a cluster-randomized trial was employed. Data for this investigation come from the school system's administrative and testing records; Amplify, Inc.'s mClass reporting system; and Achieve3000's activity completion and LevelSet Lexile pre- and post-test assessments. Results from a two-year randomized control trial of Achieve3000 suggest

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that the impacts, implementation, and overall promise of a technology literacy solution fell short of expectations. Tables and figures are appended. [SREE documents are structured abstracts of SREE conference symposium, panel, and paper or poster submissions.].

Jan Richardson s highly anticipated update to the classic bestseller *The Next Step in Guided Reading* helps you and your students move forward."

In this study, I implemented the use of technology to investigate the effectiveness of text-to-speech (TTS) on the reading comprehension of students with learning disabilities (LD). In a freshman self-contained classroom, I used the classroom-based text and TTS on four participants during a 48-min English class period for 16 weeks. An A-B-A-B withdrawal design evaluated the effectiveness of TTS on reading comprehension, the dependent variable, measured through accuracy of participants' responses to reading comprehension questions from curriculum-based measures (CBMs). Following intervention, I assessed maintenance of the effect of TTS on reading comprehension for 4 weeks. Additionally, I measured participants' perspectives on the use of TTS when reading using a researcher-developed social validation survey. After visual analysis of the data, results showed a functional relation between the independent variable and participants' increased reading comprehension accuracy as measured by CBMs. Three out of four participants scored higher on reading comprehension using TTS as the intervention when reading instructional passages.

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Results on participants' oral reading fluency (ORF) also indicated an increased level of words read per min at the end of each condition. Comparison of pre- and posttest achievement on the universal screener (i.e., Lexile) showed that two of four participants increased their reading scores. Maintenance results showed continued increase in reading comprehension accuracy on CBMs with TTS compared to baseline performance. Social validation questionnaires revealed participants enjoyed using TTS to acquire information from literature. Lastly, major findings are discussed with implications for practice and recommendations for future research needed to increase the use of TTS in the classroom.

This quantitative, causal-comparative study investigated the effect of foreign language education on reading comprehension by students' biological sex. The theoretical framework for this study is Piaget and Barlett's Schema Theory. Participants in this study consisted of middle school students within a PK-8 school. A convenience sample of 200 students was selected, 100 males and 100 females. All students were given a pretest and posttest using the Scholastic Reading Inventory (SRI). Independent variables consisted of enrollment in a Spanish course and biological sex while the dependent variable was reading comprehension skills as determined by assessment results on the SRI. An analysis of covariance, ANCOVA, was used in analyzing the data collected in this study. When controlling for pretest scores, there was a significant difference in Lexile scores of students who took a Spanish course and those who did

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not, a significant difference in the Lexile scores of female students who took Spanish and those who did not, and a significant difference in the Lexile scores of male students who took Spanish and those who did not. However, there was not a significant difference in the Lexile scores based on biological sex of students taking Spanish after controlling for the pretest Lexile scores. For future studies, the following are recommended: using data from schools in different settings, such as in an urban environment, analyzing data from students of different grade levels, such as elementary or high school students, analyzing data from students who completed a foreign language course other than Spanish, and comparing results from students who completed different foreign language courses.

Stay

Focusing on Contemporary Issues

The Nation's Report Card

The Impact of Achieve3000 on Elementary Literacy Outcomes

Diversity in Deaf Education

Does a Summer Reading Program Based on Lexiles Affect Reading Comprehension?

*Fountas & Pinnell Leveled Literacy Intervention (LLI) is a powerful early intervention system that can change the path of a student's journey to literacy. The LLI Orange System is specifically targeted at Foundation/Kindergarten students. Please note the program guide is not suitable for educators who have not yet purchased an LLI Orange System.*

*This component is only available separately so that schools with the LLI Orange System can purchase additional copies of the program guide if they require. Find out more about the Fountas & Pinnell LLI System at [www.pearson.com.au/primary/LLI](http://www.pearson.com.au/primary/LLI)*

*After eight weeks at Papp's Dog School, Henry's dog Mudge earns a certificate and lots of liver treats.*

*Originating in a recent CIERA conference held at the University of Michigan, this book brings together the nation's most distinguished researchers to examine how readers understand text and how comprehension is assessed. The first part provides both national and historical contexts for the study of reading comprehension. The second part examines how vocabulary, motivation, and expertise influence comprehension, and it includes analyses of the developmental course and correlates of comprehension. Chapters in the third part consider how schools focus on comprehension for instruction and assessment. The fourth part includes chapters on large-scale assessment that analyze how test formats and psychometric characteristics influence measures of reading comprehension. At the end of each part is a commentary--written by an expert--that reviews the chapters, critiques the main points, and synthesizes critical issues. Key features of this outstanding new book include: \*Integration of Research and Practice--provides a bridge between conceptual issues studied by researchers concerned with reading comprehension theories and practical issues addressed by educators concerned with classroom instruction and*

*assessment. \*Comprehension Focus--provides a thorough history and rigorous research-based analyses of reading comprehension. \*Assessment Focus--provides innovative approaches to comprehension assessment that include the influences of vocabulary, decoding, and motivation. \*Synthetic Commentaries--provides periodic summaries that analyze and synthesize research, practices, and issues discussed in each part.*

*\*Expertise--contributing authors and commentators are highly respected authorities on reading comprehension (see table of contents). This text is appropriate for educational and psychological researchers, reading educators, and graduate students in education and psychology. It is part of the CIERA series, which includes the following volumes: Taylor and Pearson: Teaching Reading: Effective Schools, Accomplished Teachers (2002) Van Kleeck, Stahl, and Bauer: On Reading Books to Children: Parents and Teachers (2003) Hoffman and Schallert: The Texts in Elementary Classrooms (2005) Designed around the real-world legal applications of reading comprehension, the Manhattan Prep Reading Comprehension LSAT Strategy Guide is an essential tool for a surprisingly tricky part of the LSAT. Containing the best of Manhattan Prep's expert strategies, this book will train you to approach the LSAT as a law student would approach a legal text—actively and with a purpose. The Reading Comprehension LSAT Strategy Guide teaches you how to recognize the core argument and then use it as a framework on which to organize the entire passage, improving the speed and clarity with*

*which you read. To further improve your reading, it walks you through the process of annotation, discussing where and how to take notes in order to maximize your comprehension without eating up precious time. It also looks at what types of questions the LSAT asks and then arms you with the skills you need to spot issues and identify correct answers. Each chapter in the Reading Comprehension LSAT Strategy Guide features drills and full practice sets—made up of real LSAT questions—to help you absorb and apply what you’ve learned, while numerous, in-depth solutions walk you through the process of selecting the right answer and help you to achieve mastery. Further practice sets and other additional resources are included online and can be accessed through the Manhattan Prep website. Used by itself or with other Manhattan Prep materials, the Reading Comprehension LSAT Strategy Guide will push you to your top score.*

*Assessment for Reading Instruction, Third Edition*

*Phonics Passages*

*Matching Texts to Readers for Effective Teaching*

*Understanding by Design*

*Responsive Teaching Across the Grades*

*The Gabby St. Claire Diaries*

**This book has been replaced by Assessment for Reading Instruction, Fourth Edition, ISBN 978-1-4625-4157-7.**

**This is the eBook of the printed book and may not include any media, website access codes, or print supplements that may come packaged with the bound book. Designed to help educators assess the “Big Five” components of reading instruction as identified by the National Reading Panel—phonemic awareness, phonics, vocabulary, fluency, and comprehension—the CRI is recognized as a leader in the field for its ability to ensure quick and reliable assessment of the reading skills and needs of students in grades Pre-K through 12. The groundbreaking features that made this book’s original edition a top choice of teachers and literacy coaches for many decades are continued here, along with a number of changes that make the analysis of data more efficient and increase student learning, among them a Spanish version to help educators better serve the needs of English speakers and/or English learners. Fountas and Pinnell Leveled Literacy Intervention (LLI) Orange (Grade K) Program Guide  
Reading Fluency  
Henry And Mudge Take the Big Test**