

## 1<sup>st</sup> Grade Fluency Folder

Dear Parent(s),

We have created this Fluency Folder to help your child develop effective reading skills. Your child will need and use this folder throughout the school year. Please keep this folder safe. It will be your responsibility to keep this folder intact. It will not be replaced. This folder will need to be brought to school and taken home on a daily basis. Below is a list of ways we will use this reading folder:

1. **Sight Word List:** These lists contain the first 100 and 200 words from the Fry Instant Word Lists (1980). The students will be required to know how to read the words on each set. The daily practice is designed to help the students build reading fluency. Begin by practicing Set 1. The student will be tested weekly for mastery. Fluency is being able to read words accurately and quickly. The student will move on to the next set when at least 75% (20 words) has been mastered. When the child moves into the next set please continue to review any words that have not been mastered from the previous sets. This is part of the daily framework. Please help your child to achieve this goal. These words may be written on sentence strips to be practiced at home.
2. **Sight Word Phrases:** In addition to Sight Word Lists, there are Sight Word Phrases. Please follow the directions indicated for Sight Word Lists. As with the Sight Word List, please remember that the student will move on to the next set when at least 75% (20 phrases) has been mastered. When the child moves into the next set please continue to review any phrases that have not been mastered from the previous sets. These phrases contain the first 100 and 200 words from the Fry Instant Word List (1980). Repeated reading of a few phrases per week gives students practice reading high-frequency words and developing fluency and general proficiency. These phrases may be written on sentence strips to be practiced at home.
3. **Reading Passages:** After the first 9 weeks, the students will begin to use the reading passages found in this folder. The same story will be read 3 times per evening, Monday-Thursday for homework. Your child's homework log will indicate which story is to be read each week.
  - a. Your child will read the 1<sup>st</sup> time to build accuracy. It should be timed for 1 minute. Count the number of words read correctly and record the words per minute (wpm) in the Home Practice section.
  - b. Your child will read the story a 2<sup>nd</sup> time to practice using punctuation when reading and to develop expression.
  - c. Your child will read the story a 3<sup>rd</sup> time to develop comprehension.
  - d. In addition to fluency practice, your child will answer one to two questions per night from the passage. This will help to enhance comprehension and vocabulary development.

We have found these reading folders to be very effective in developing reading skills. By working together, your child will become a successful reader.

# Texas Reading First Fluency Packets

**SJ Ball**

## **Texas Reading First Fluency Packets:**

### **Research-based Methods of Reading Instruction for English Language Learners, Grades K-4** Sylvia

Linan-Thompson, Sharon Vaughn, 2007 This book is packed with dozens of field tested lessons for helping English language learners develop proficient reading skills     *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 Kloof 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 Wanzeck Florida State U Mary Jane White U of Minnesota Mitchell L Yell U of South Carolina Naomi Zigmond U of Pittsburgh      **The Eleventh Mental Measurements Yearbook**  
Buros Center, 1992-08 Customers who place a standing order for the Tests in Print series or the Mental Measurements Yearbook series will receive a 10% discount on every volume To place your standing order please call 1 800 848 6224 in the U S or 919 966 7449 outside the U S The most widely acclaimed reference series in education and psychology the Mental Measurements Yearbooks are designed to assist professionals in selecting and using standardized tests The series initiated in 1938 provides factual information critical reviews and comprehensive bibliographic references on the construction use and validity of all tests published in English The objectives of the Mental Measurements Yearbooks have remained essentially the same since the publication of the series These objectives include provision to test users of factual information on all known tests published as separates in the English speaking countries of the world candidly critical test reviews written for the MMY series by qualified professional people representing a variety of viewpoints unique publication of each volume in the MMY series with new volumes supplementing rather than supplanting previous series volumes Each yearbook is a unique publication supplementing rather than supplanting the previous volumes

*Reading Instruction for Students who are at Risk Or Have Disabilities* William D. Bursuck, Mary Damer, 2007 Organized according to the Reading First categories of reading development and instruction as presented in the report of the National Reading Panel this exciting and timely new text presents teaching strategies for children at risk including children of poverty children for whom English is not their primary language and children with learning and behavioral disabilities These are the children No Child Left Behind challenges teachers to serve more effectively The book is more than a list of teaching strategies that are scientifically validated the scientifically validated practices included are integrated into a systematic teaching process that stresses the use of student outcome data within authentic classroom contexts to guide practice The teaching strategies have been field tested with at risk children in both rural and urban teaching settings Most of the strategies have resulted from work the authors did in their recent four year federally funded model demonstration grant in which they have implemented an extensive reading problem prevention model in grades K 3 in three inner city schools Thus the teaching strategies in the book are ones that the authors implemented every day with at risk children not just findings from research articles Features of this First Edition Include Content organized around the five components validated by the National Reading Panel phonemic awareness phonics fluency vocabulary and comprehension Readers learn how to use DIBELS and other curriculum based assessment results for early identification of children at risk of reading failure and to monitor student progress A unique feature is using DIBELS assessments to pinpoint student skill development as they acquire alphabetic principle Accompanying DVD shows teacher explicitly teaching letter sound recognition regular word decoding sight words multisyllable word reading passage reading vocabulary and comprehension Text explains how to use Differentiated

Instruction to maximize learning for all students Specific strategies are detailed for implementing Response To Intervention RTI multi tier instruction during the reading block Examines building vocabulary knowledge through direct and indirect teaching strategies Comprehension strategies identified by the National Reading Panel that help students derive meaning from text are emphasized Strategies for individualizing instruction for adolescents and children who are bilingual and or ESL are included within each chapter Effective strategies for managing classroom behavior including instruction groups are provided so that student behavior does not interfere with reading instruction

**Strategies for Teaching Students with Learning and Behavior Problems** Candace S. Bos,Sharon Vaughn,2006 Give your students the help they need and can use immediately Based on current research on the best practices for teaching students with learning and behavior problems in a variety of settings the sixth edition of Strategies for Teaching Students with Learning and Behavior Problems contains more applied teaching strategies than ever before There is also increased emphasis on the topics of progress monitoring and assessment diversity and English language learners and family involvement Icons throughout the text highlight discussions related to these topics About the Book bull Focuses on how to teach and how to apply methods making it easy to transfer new skills to school settings bull Basic how tos regarding IEPs consultation classroom and behavior management scheduling and classroom design are covered extensively bull Apply the Concept boxes allow the reader to see how concepts can be applied to learning situations bull Instructional Activities throughout the book provide teaching activities and games that can be taken right into the classroom bull Case studies of teachers and students working to succeed in classrooms are included in every chapter Information is presented in a way that is accessible and relevant New to This Edition bull Reflects new IDEA 2004 legislation bull Increased coverage of progress monitoring reflects the increased importance of assessment today bull Increased coverage of methods for communicating and working effectively with parents and families bull Spotlight on Diversity features incorporate the most current methods for teaching diverse students populations including students from culturally and linguistically diverse backgrounds bull All new Tech Tips highlight software and other technology that can enhance teaching and learning bull Classroom Applications discuss the use of in depth teaching methods in the classroom

**Linguistics and Language Behavior Abstracts** ,2008-02      **Resources in Education** ,1996      *Analysis and Comparison of the First-language and Second-language Oral Reading Behavior of Native Spanish-speaking Mexican American Children* Rosalinda Benavides Barrera,1983      **Diagnosis and Correction of Reading Problems, First Edition** Darrell Morris,2008-02-26 Darrell Morris demonstrates how to conduct a comprehensive diagnostic assessment interpret reading scores and provide individualized instruction that takes each student's specific strengths and weaknesses into account Small group and whole class applications are discussed and a special chapter describes an exemplary teacher training approach from publisher description      *The New Practical Reference Library* Charles Herbert Sylvester,Ellsworth D. Foster,1919      **School Psychology Review** ,2007      **The New Practical Reference Library** Charles H.

Sylvester,William Francis Rocheleau,1908      **American Doctoral Dissertations** ,1999      *Comprehensive Dissertation Index* ,1984      Resources in Education ,1997      **Elements of Literature** ,2000 State adopted textbook 2001 2007 grade 7  
**Curriculum-based Evaluation for Special and Remedial Education** Kenneth W. Howell,Mada Kay Morehead,1987  
The Texas Outlook ,1937      Yearbook of the National Reading Conference National Reading Conference (U.S.),2001  
50th Yearbook of the National Reading Conference James V. Hoffman,Diane L. Schallert,2001

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web finding the distance between two points the logic used to find the distance between two data points on a graph involves the construction of a right triangle using the two data points and the pythagorean theorem  $a^2 + b^2 = c^2$   $a^2 + b^2 = c^2$  to find the distance

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web 1 answer write the formula  $m = \frac{x_1 + x_2}{2}$   $m = \frac{y_1 + y_2}{2}$  substitute 2 3 for  $x_1$   $y_1$  and 2 2 for  $x_2$   $y_2$   $m = \frac{2 + 3}{2}$   $m = \frac{2 + 2}{2}$   $m = \frac{5}{2}$   $m = 2.5$  2 the midpoint of the line segment ab is  $m = 0.5$

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web midpoint formula easy define the formula for the midpoint of two endpoints  $x_1, y_1$  and  $x_2, y_2$  as  $m = \frac{x_1 + x_2}{2}, \frac{y_1 + y_2}{2}$  and direct high school students to apply it and solve the problems here

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web the distance between two points  $x_1, y_1$  and  $x_2, y_2$  is given by the formula  $r = \sqrt{(x_2 - x_1)^2 + (y_2 - y_1)^2}$  therefore if we know the x and y coordinates of both points we can apply this formula you may be wondering where this formula comes from

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web the formula gives the midpoint of the points  $(x_1, y_1)$  and  $(x_2, y_2)$  in the coordinate plane left  $(x_1 + x_2)/2, (y_1 + y_2)/2$  right want to learn more about

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