

Name _____

Directions for the student: Practice reading 25 long ea words on this page. Choose 2-3 colors. Color **yes** if the sentence makes sense or could possibly be true. Color **no** if it does not make sense or could not be true.

1. A bean can leap.

yes	no
-----	----

2. A mean kid is near Al.

yes	no
-----	----

3. A seal has a beak.

yes	no
-----	----

4. Ears can hear.

yes	no
-----	----

5. Jean is clean and neat.

yes	no
-----	----

6. We beat Dean's team.

yes	no
-----	----

7. Meat has real tears.

yes	no
-----	----

8. Please eat the peas.

yes	no
-----	----

9. Neal reads at his seat.

yes	no
-----	----

10. A dream can leak.

yes	no
-----	----

Phonics Practice Act Practice Review

Michael Rajnik



Phonics Practice Act Practice Review:

The Cambridge Primary Review Research Surveys Robin Alexander, Christine Doddington, John Gray, Linda Hargreaves, Ruth Kershner, 2012-08-06 The Cambridge Primary Review Research Surveys is the outcome of the Cambridge Primary Review England's biggest enquiry into primary education for over forty years. Fully independent of government it was launched in 2006 to investigate the condition and future of primary education at a time of change and uncertainty and after two decades of almost uninterrupted reform. Ranging over ten broad themes and drawing on a vast array of evidence the Review published thirty one interim reports including twenty eight surveys of published research provoking media headlines and public debate before presenting its final report and recommendations. This book brings together the twenty eight research surveys specially commissioned from sixty five leading academics in the areas under scrutiny and now revised and updated to create what is probably the most comprehensive overview and evaluation of research in primary education yet published. A particular feature is the prominence given to international and comparative perspectives. With an introduction from Robin Alexander the Review's director the book is divided into eight sections covering children's lives and voices, school, home and community, children's development, learning, diversity and needs, aims, values and contexts for primary education, the structure and content of primary education, outcomes, standards and assessment in primary education, teaching in primary schools, structures and processes, teaching in primary schools, training, development and workforce, reform, policy, frameworks, governance, funding, reform and quality assurance. The Cambridge Primary Review Research Surveys is an essential reference tool for professionals, researchers, students and policy makers working in the fields of early years, primary and secondary education. **McGraw-Hill Reading**, 2001. **Revised Te Gr1-3 Collections 2001** HSP, 2000-03. Adopted by Rowan Salisbury Schools. Resources in Education, 1990-10. **Te Full Sails Gr 1/4 Signatures 99** Harcourt Brace, 1999. Course of Study, Public Schools, Mississippi Mississippi. State Department of Education, 1923.

McGraw-Hill Reading [Grade 4], 2001. *Raising Literacy Achievement in High-Poverty Schools* Eithne Kennedy, 2014-01-03. This book shares lessons gleaned from a two year intervention in a high poverty school which was highly successful in significantly narrowing the literacy achievement gap and in raising children's motivation and engagement in literacy both inside and outside school. Kennedy argues that there is much that disadvantaged schools can do to close the gap but this is more likely to occur when a research based approach to instruction with a dual emphasis on cognitive skills and motivation and engagement assessment and professional development is undertaken. Educational Review, 1899. *Educational Review* Nicholas Murray Butler, Frank Pierrepont Graves, 1899. Vols 19-34 include Bibliography of education for 1899-1906 compiled by James I Wyer and others. **Harcourt School Publishers Storytown** HSP, 2005-12. *Martindale Hubbell Law Directory* Martindale-Hubbell, 2003-12. Evenings with Grandpa John Walter Davis, 1913.

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