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Concise and focused, the Wonders Reading/Writing Workshop is a powerful instructional tool that provides students with systematic support for the close reading of complex text. Introduce the week's concept with video, photograph, interactive graphic organizers, and more Teach through mini lessons that reinforce comprehension strategies and skills, genre, and vocabulary Model elements of close reading with shared, short-text reads of high interest and grade-level rigor

California Treasures is a research-based reading and language arts program for Grades K-6 that: builds a lifelong love of reading through explicit systematic instruction coupled with time-honored classics, contemporary nonfiction, and rich literature; addresses the four key aspects of language arts every day: listening, speaking, reading, and writing; integrates print resources with digital resources providing teachers with options for teaching styles; offers an equitable parallel Spanish program, California Tesoros de lectura; follows California's revised English language development standards by incorporating the required English language support into the program and providing a complete English language development component to assist students transitioning into English.

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The purpose of this study was to analyze the effectiveness of progress monitoring in an elementary school, as 16 second through fifth-grade students participated in Response to Intervention (RTI) nine-month small group instruction intervention in reading comprehension and fluency. This study examined the following research question: "What does student progress monitoring tell educators about the effectiveness of a Response to Intervention multi-tiered system of support with second through fifth-grade students who have IEPs and who have been referred for additional support through a Student Study Team process?" The dependent variable was the tracking and analysis of students' literacy skills over the school year on a trimester basis as recorded on the AIMSweb research-based assessment for monitoring literacy performance and progress. Results indicate that participating students experienced notable yet varying progress students in reading comprehension and fluency over the course of a school year. Data suggest that progress needed to be monitored on at least the trimester basis employed in this study to accurately capture students' growth in reading achievement. Progress monitoring assessment that followed the two-week winter break or a week break led to depressed performances for some students. Students had better results when they were assessed following periods of regular instruction without break or when assessed at the end rather than the beginning of a week.

California Treasures is a research-based reading and language arts program for Grades K-6 that: builds a lifelong love of reading through explicit systematic instruction coupled with time-honored classics, contemporary nonfiction, and rich literature; addresses the four key aspects of language arts every day: listening, speaking, reading, and writing; integrates

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print resources with digital resources providing teachers with options for teaching styles; offers an equitable parallel Spanish program, California Tesoros de lectura; follows California's revised English language development standards by incorporating the required English language support into the program and providing a complete English language development component to assist students transitioning into English.

This book will provide school administrators and teachers with the essential techniques, resources, and guidelines to start a comprehensive “Response To Intervention” process in their own schools. The reader will learn how to:

- Help stakeholders “buy-in” to the RTI process
- Inventory and organize intervention resources
- Create research-based and classroom-friendly student intervention plans
- Set objective goals for student improvement
- Apply decision rules to determine when a student who fails to respond to intervention should be referred

Aimed at parents of and advocates for special needs children, explains how to develop a relationship with a school, monitor a child's progress, understand relevant legislation, and document correspondence and conversations.

Provides students with their first guided practice, with fresh reading selections every week. Students can underline, circle, and highlight text to support answers with text evidence.

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