

Card Retell for "Hill of Fire" by Thomas P. Lewis

by Kelly Daffos

This worksheet will aid your students in re-telling the story Hill of Fire by Thomas P. Lewis. Card Retell is an excellent comprehension activity to assess students' understanding of the story. Students work in pairs. One student retells while the other records on the worksheet. If the re-teller misses the cue, the recorder places a check mark in the "without cue" column. When the re-teller is finished, the recorder asks if there is anything else the he/she remembers. If additional cues are mentioned, they are marked in the "without cue" column. Then the recorder asks what the re-teller remembers about each of the mentioned cues and if he/she is able to elaborate, the "with cue" column is marked. The roles are switched and the second student re-tells the story. This is an excellent way to encourage each student to talk and to be heard.



Cued Retell Comprehension Guide Examples

Sharon Vaughn Vaughn, Sylvia Linan-Thompson

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Literacy Assessment and Intervention for Classroom Teachers Beverly A. DeVries,2019-05-31 The fifth edition of this comprehensive resource helps future and practicing teachers recognize and assess literacy problems while providing practical effective intervention strategies to help every student succeed DeVries thoroughly explores the major components of literacy offering an overview of pertinent research suggested methods and tools for diagnosis and assessment intervention strategies and activities and technology applications to increase students skills Updated to reflect the needs of teachers in increasingly diverse classrooms the fifth edition addresses scaffolding for English language learners and offers appropriate instructional strategies and tailored teaching ideas to help both teachers and their students Several valuable appendices include assessment tools instructions

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Assessing Readers Rona Flippo, 2014-01-23 A Co publication of Routledge and the International Reading Association. This new edition of *Assessing Readers* continues to bridge the gap between authentic informal and formative assessments and more traditional quantitative and summative assessment approaches. At the heart of the book is respect and confidence in the capabilities of knowledgeable teachers to make the correct literacy decisions for the students they teach based on appropriate assessments. Inclusive and practical, it supports individual classroom teachers' knowledge, beliefs, decisions and roles and offers specific assessment instruction and organizational ideas and strategies while incorporating a range of perspectives that inform the field of reading and literacy education, covering the most important ideas and information found in more traditional reading diagnosis books. Changes in the Second Edition: Addresses the Common Core State Standards. Includes Response to Intervention (RTI). Discusses family literacy in language diverse homes and the needs of ELL students. Covers formative assessment. Offers ideas and guidelines for ELL assessment. Looks at issues of accountability and teaching to prescribed state tests and objectives versus accommodating to them the pitfalls and problems and how to cope. Provides new practical examples including new rubrics, more teacher developed cognitive assessments, a new case study and new teacher developed strategy lessons. *Qualitative Reading Inventory*, 3 Lauren Leslie, JoAnne Schudt Caldwell, 2001. New Features: clear examples are given on how to use QRI 3 in reading intervention and testing to demonstrate student growth; two new diagnostic options are illustrated to help teachers assess students' reading levels; new high school passages representing typical text found in literature, social studies and science texts are included, aiding teachers in assessing struggling readers at the secondary level; numerous passages have been added for pre-primer to grade 3 levels. **BOOK JACKET** **The Informed Reading Teacher** Bill Harp, Jo Ann Brewer, 2005. Based on the idea that the best literacy teacher is the informed literacy teacher, this new book provides an accessible presentation of research and the teaching methods that stem from it. By emphasizing assessment and evaluation along with literacy skills and strategies as the basis for effective literacy teaching, chapters explain more than what to do in a literacy classroom; they help you understand why to do it. The book gives readers an understanding of the nature of reading and writing, equips them with the materials to teach and develops in them the vital ability to select from this knowledge the best practices for meeting children's individual needs. For parents, teachers and child care specialists of elementary school reading students. *Learning to Read with Literature*

Donna Louise Wiseman,1992 **Assessing Students with Special Needs** John Venn,2004 Known for its practical applied approach the fourth edition of John Venn's Assessing Students with Special Needs continues to focus on how teachers can use assessment as a guide to instruction This noteworthy revision focuses on what teachers really need to know to include assessment in the curriculum Coverage includes all of the core information expected of an assessment text but the book goes far beyond the basics by addressing multicultural considerations technology and assessment high stakes testing and the reauthorization of IDEA The book clearly shows how assessment is more than giving a test to a child but is an essential tool for teachers as they help students achieve learn develop and grow

Spotlight on Comprehension Linda Hoyt,2005 Spotlight on Comprehension presents a tapestry of short highly practical essays loaded with ready to use strategies for teaching reading comprehension and assessing understanding Hoyt and an All Star ensemble of contributors including Ellin Keene Tony Stead Nell Duke Franki Sibberson Mike Opitz David and Yvonne Freeman Adria Klein Mary Lee Hahn and Gretchen Owocki cover the spectrum of comprehension instruction addressing topics like implementing the latest research on reading comprehension into your instruction improving children's comprehension strategies especially questioning inferring and summarizing helping emerging developing and second language readers improve their comprehension using writing to build reading comprehension tackling a range of texts and genres across the curriculum including standardized tests building a robust vocabulary organizing instruction around guided reading the read aloud and independent reading Best yet Hoyt and her expert contributors include handy tools like checklists sample lesson plans book lists strategy lists assessment rubrics and learning extensions that will help you take their ideas and use them in your own classroom immediately Each chapter even includes Key Questions designed to stimulate personal reflection and support professional conversations or book study groups Read Spotlight on Comprehension in short segments or all at once by yourself or with friends and colleagues and gather a wealth of strategies for building a literacy of thoughtfulness which will empower your students to get the most meaning from the varied texts of our world

Linguistics and Language Behavior Abstracts ,2003

The Praxis Series Elementary Education Content Knowledge Study Guide Revised 2008 Educational Testing Service,2009-02-20 Authentic test preparation materials from the people who make the Elementary Education Content Knowledge test Strategies for Teaching English Learners Lynne T. Díaz-Rico,2008 Thoroughly updated the second edition includes a description of the unique contributions of non native English speaking teachers make to the teaching of English up to date information on the demographics of English learners and the demand for English teachers worldwide a profile of an elementary school with an innovative social justice curriculum approach suggestions about the use of learning centers in English as a foreign language elementary classrooms an expanded definition of culture to include a contemporary emphasis on identity a critical view about the study of gender and race in the classroom new ways to incorporate volunteers into classroom instruction ways to encourage virtual volunteering and finally project based learning and service learning are

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The ... Yearbook of the National Reading Conference National Reading Conference (U.S.). Meeting,1987

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