

Running Record Examples 3rd Grade Observation

Developing Teachers' Assessment Capacity Christopher DeLuca, Sandra Johnson. 2019-12-13 Given the academic benefits of assessment-driven teaching, and the growing accountability context of educational systems around the world, there is a rapidly developing need to educate teachers in effectively using assessments to promote, monitor, and report on student learning. However, assessment has historically been a neglected area in teacher education programmes, and empirical research has consistently shown assessment as an area of challenge for many teachers. While there is an increased focus across teacher education and professional literature on enhancing the assessment capacity of educators, there remains little empirical research on innovative and data-based strategies to effectively achieve this goal. The purpose of this text is to consolidate existing research on assessment education and to provoke innovative and effective approaches to educating teachers and teachers-in-training about assessment. Given the dearth of relevant research, this text also considers the matter of retention and extension of initial assessment learning into teaching careers. Combined, the articles in this text provide a foundation for novel thinking about developing teachers' assessment capacity from pre-service to in-service contexts. This book was originally published as a special issue of *Assessment in Education*.

The Next Step Forward in Guided Reading Jan Richardson. 2016 This resource-rich book includes

planning and instructional tools, prompts, discussion starters, teaching points, intervention suggestions, and more to support all students. Plus, an online resource bank with downloadables and videos. Jan Richardson's latest thinking on Guided Reading helps teachers take the next step forward to pinpoint instruction that supports every reader. Richardson uses the Assess-Decide-Guide framework to take a deep dive into each guided reading stage, covering PreA to Fluent readers, their needs, and the best ways to support and challenge them. A master reading teacher at all levels, Richardson skillfully addresses all the factors that make or break guided reading lessons: support for striving readers, strategies for reaching ELLs, making home-school connections--all with an unwavering focus on reading for deeper comprehension, to develop thoughtful, independent readers. The book includes dozens of must-have record-keeping, assessment, and reference forms, as well as how-to video links that provide show Jan in action with diverse readers.

Guided Reading Irene C. Fountas, Gay Su Pinnell. 2017 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 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: *Introducing Texts Effectively in Guided Reading Lessons*

The Next Step Forward in Running Records Jan Richardson, C. C. Bates, Maryann McBride. 2021-01-15 In the hands of informed teachers, running records reveal the meaning-making, problem-solving strategies children are using as they process text. Richardson, Bates, and McBride provide expert analysis of sample running records and offer how-to videos that take teachers beyond calculating a simple accuracy rate to observing their students' reading behaviors--and then taking next steps to plan targeted lessons.

Beginning Reading and Writing Dorothy S. Strickland, Lesley Mandel Morrow. 2000-09-29 In this essay collection, scholars in the area of early literacy provide concrete strategies for achieving excellence in literacy instruction. The collection presents current, research-based information on the advances and refinements in the area of emerging literacy and the early stages of formal instruction in reading and writing. Following a foreword (Alan Farstrup) and an introduction (Dorothy S. Strickland and Lesley Mandel Morrow), chapters in the collection are: (1) *Beginning Reading and Writing: Perspectives on Instruction* (William H. Teale and Junko Yokota); (2) *Becoming a Reader: A Developmentally Appropriate Approach* (Susan B. Neuman and Sue Bredekamp); (3) *Literacy Instruction for Young Children of Diverse Backgrounds* (Kathryn H. Au); (4) *Enhancing Literacy*

Growth through Home-School Connections (Diana H. Tracey); (5) Children's Pretend Play and Literacy (Anthony D. Pellegrini and Lee Galda); (6) Talking Their Way into Print: English Language Learners in a Prekindergarten Classroom (Celia Genishi, Donna Yung-Chan, and Susan Stires); (7) Organizing and Managing a Language Arts Block (Lesley Mandel Morrow); (8) Classroom Intervention Strategies: Supporting the Literacy Development of Young Learners at Risk (Dorothy S. Strickland); (9) Teaching Young Children to Be Writers (Karen Bromley); (10) Phonics Instruction (Margaret Moustafa); (11) Reading Aloud from Culturally Diverse Literature (Lee Galda and Bernice E. Cullinan); (12) Fostering Reading Comprehension (Linda B. Gambrell and Ann Dromsky); (13) Assessing Reading and Writing in the Early Years (Bill Harp and Jo Ann Brewer); (14) Sign of the Times: Technology and Early Literacy Learning (Shelley B. Wepner and Lucinda C. Ray); and (15) Still Standing: Timeless Strategies for Teaching the Language Arts (Diane Lapp, James Flood, and Nancy Roser). (NKA)

School Services for Children of Working Mothers .1943

Literacy Assessment and Metacognitive Strategies Stephanie L. McAndrews.2020-06-25 Packed with useful tools, this practitioner guide and course text helps educators assess and teach essential literacy skills and strategies at all grade levels (PreK-12). All six literacy modalities are addressed--listening, speaking, reading, writing, viewing, and visually representing. Chapters on specific literacy processes integrate foundational knowledge, assessments, and strategies for students who need support in literacy, including English language learners. Presented are dozens of authentic assessments along with differentiation ideas. In a large-size format for easy photocopying, the book features more than 70 reproducible assessment forms and resources. Purchasers get access to a webpage where they can download and print the reproducible materials.

Shaping Early Childhood Glenda Mac Naughton.2003-12-16 This should be essential reading for anyone involved in the training and professional development of early years practitioners... It is an impressive analysis of the historical and contemporary 'big ideas' that have influenced societies' and practitioners' views of children and the nature of the curriculum. There are powerful sections on parents and communities ... I particularly liked the stimulating 'ideas galleries' with their statements from researchers, policy-makers and practitioners around the world. Nursery World, October 2004 This key textbook introduces students and practitioners to a wide range of different approaches to early childhood. It provides practical strategies for developing and implementing early learning experiences that promote excellence and equity for children. The book presents the latest research and thinking about good practice, discusses how various philosophies and beliefs influence decisions in early childhood education, and identifies the key thinkers behind each approach. By examining different perspectives, the book helps early childhood practitioners to navigate their way through competing views, make informed choices, and be critically reflective in their work. In an accessible, lively and user-friendly way, it explores issues such as: What constitutes an appropriate early childhood curriculum How best to study and assess children Involving parents and children in early childhood learning The book features a range of pedagogical devices to inspire early childhood workers to reflect critically on their work and the ideas underpinning it, including: Boxed definitions of key terms Ideas summary charts and ideas galleries Clarification exercises Case studies Further reading lists This essential textbook is ideal for students undertaking early childhood qualifications at degree level, Masters courses in early childhood education, and for practitioners who work with children from birth to eight in early childhood settings.

Observation Skills for Effective Teaching Gary D. Borich.2016-01-08 Thoroughly updated for the

new era of Common Core Standards, this seventh edition of *Observational Skills for Effective Teaching* is vital in this time of educational change. It offers a detailed, yet easily accessible, handbook for teachers to prepare for and design their first classroom experiences. Updated with the newest research on effective teaching and learning, the book cogently introduces such topics as learning climate, classroom management, and lesson clarity with the newest findings that lead to desirable cognitive, social, and emotional outcomes in learners.

Resources in Education .2001

Better Feedback, Improved Lessons Jacqueline G. Van Schooneveld.2017-07-21 Good teaching does not just happen during classroom instruction. The instructional design practices teachers participate in outside of instruction can have impact on potential learning opportunities that take place during class time. Lesson planning is one of those practices that can improve a teacher's instruction; however, it needs to be supported. Although there are a plethora of lesson plan models to assist teachers, there are no concrete strategies to help principals, teacher educators and mentors give constructive feedback on lesson plans that can impact teachers' content, pedagogy or classroom management. This book addresses it, and provides specific strategies that supervisors can use. The goal is to use lesson plans as an educative tool.

Teaching English 3-11 Cathy Burnett,Julia Myers.2004-04-01 This title highlights aspects of progression and continuity in the teaching of English across the Foundation and Primary years and encourages readers to develop an understanding of key principles and the confidence to apply these appropriately to their classroom practice.

The 3 Habits of Highly Successful Reading Teachers Megan Milani.2000 What distinguishes successful reading classrooms from those where struggling readers are left behind? The 3 Habits of

Successful Reading Teachers starts with the premise that every student—even those who struggle the most—can learn to read. It guides teachers in providing daily practice with high-frequency words, letter sounds, and word-solving strategies, and includes formative assessment tools.

Special Publication .1981

Cliffsnotes Rica 3rd Edition Beth Andersen-Perak.2019-10-08 An updated test-prep study guide on California's RICA (Reading Instruction Competence Assessment) including two model practice exams. California's Reading Instruction Competence Assessment (RICA) test ensures that all candidates for Multiple Subject Teaching Credentials (meaning elementary school teachers) and Education Specialist Instruction Credentials (meaning special education teachers for all grades) possess the necessary knowledge and skills to effectively teach reading to students. All would-be California elementary school teachers and all would-be California special education teachers must pass the RICA. 13,000 exams are administered every academic year. This 3rd Edition includes subject review material for all five RICA domains and two model practice tests.

Teaching Young Children Mathematics Janice Minetola, Robert G. Ziegenfuss, J. Kent Chrisman.2013-09-11 Teaching Young Children Mathematics provides a comprehensive overview of mathematics instruction in the early childhood classroom. Taking into account family differences, language barriers, and the presence of special needs students in many classrooms throughout the U.S., this textbook situates best practices for mathematics instruction within the larger frameworks of federal and state standards as well as contemporary understandings of child development. Key topics covered include: developmental information of conceptual understanding in mathematics from birth through 3rd grade, use of national and state standards in math, including the new Common Core State Standards, information for adapting ideas to meet special needs and English Language

Learners, literacy connections in each chapter, 'real-world' connections to the content, and information for family connections to the content.

Running Records for Classroom Teachers, Second Edition Marie Clay.2017-08-08 Running Records for Classroom Teachers explains how to accurately record what children say and do as they read any book, and how teachers can score and interpret these records. When these standard recording and score procedures are used, Running Records provide accurate and reliable assessments of children's reading. Classroom teachers use records of text reading to check how well a text is matched to a child's reading, monitor the progress children are making, and compare and group students in their class. Running Records have been found to be good text reading assessments in many research studies. They provide different information from that obtained from tests of letters, sounds and words in isolation. Teachers find that close observation and recording of students' behaviour informs their understanding of how young children learn to read and allows them to provide appropriate learning opportunities.--Cover.

Using Qualitative Methods To Enrich Understandings of Self-regulated Learning Nancy E. Perry.2023-01-06 First published in 2002. In recent years, reported racial disparities in IQ scores have been the subject of raging debates in the behavioral and social science and education. What can be made of these results in the context of current scientific knowledge about human evolution and cognition? Unfortunately, discussion of these issues has tended to generate more heat than light. Now, the distinguished authors of this book offer powerful new illumination. Representing a range of disciplines-psychology, anthropology, biology, economics, history, philosophy, sociology, and statistics-the authors review the concept of race and then the concept of intelligence. Presenting a wide range of findings, they put the experience of the United States-so frequently the only locus of

attention-in global perspective. They also show that the human species has no races in the biological sense (though cultures have a variety of folk concepts of race), that there is no single form of intelligence, and that formal education helps individuals to develop a variety of cognitive abilities. This book offers the most comprehensive and definitive response thus far to claims of innate differences in intelligence among races.

Geodetic Leveling M. Christine Schomaker, Ralph Moore Berry.1981

Foundations of Education: Instructional strategies for teaching children and youths with visual impairments M. Cay Holbrook, Alan J. Koenig.2000

Diagnostic Classroom Observation Nicole Saginor.2008-05-29 The best educators are the best learners. It's all about teaching, learning, and feedback, and this book brings common sense to common practice. --Raymond J. McNulty, Senior Vice President International Center for Leadership in Education At last, a diagnostic classroom observation tool that moves beyond generic criteria for examining teaching and learning. This is a must-have resource for teachers, administrators, and professional developers who want to look beyond the veneer of 'best practice' and use evidence-based, content-focused criteria to get to the heart of deep, conceptual teaching and learning. --Page Keeley, Senior Program Director Maine Mathematics and Science Alliance A complete instructional leadership system for improving classroom practice! Providing effective classroom evaluation is a critical function of authentic instructional leadership. Diagnostic classroom observation (DCO) is a research-based system that helps principals and other supervisors carry out classroom observations and evaluations to support effective teaching practices. Developed in collaboration with NWREL and the Vermont Institutes, the DCO model covers the entire supervision process, from preconference analysis to postconference follow-up, and includes protocols for observing math, science, and

literacy instruction. Program users can determine classroom quality and student engagement by evaluating four critical aspects of instructional practice: lesson planning, lesson implementation, lesson content, and classroom culture. Additionally, the author supplies readers with: - Classroom observation forms to help identify instructor strengths and weaknesses - Scoring forms to assist with the final evaluation and review process - Real-world vignettes that clearly illustrate key indicators of quality teaching - Methods for matching student learning assessments with appropriate instructional strategies - Guidance for introducing DCO into any school or school district Diagnostic Classroom Observation offers principals and teacher leaders a thoroughly tested and validated classroom observation system that improves instructional performance and enhances student learning.

Teaching Literacy in Second Grade Jeanne R. Paratore, Rachel L. McCormack. 2005-05-13 Second-grade classrooms are exciting places to visit. Children are consolidating their growing reading and writing expertise, exploring new genres, and becoming more effective communicators. This book takes the reader into several exemplary second-grade classrooms to demonstrate what teachers can do to optimize literacy learning for their students. Highlights include how to set appropriate short- and long-term goals for individual students, ways to plan instruction to meet those goals, and innovative ideas for partnering with parents.

Performance Management Sara Bubb, Pauline Hoare. 2013-07-04 This research-based book offers practical guidance on how to go about performance management. Based on experience of working with schools and running courses, and using the latest research on business strategies appropriate for education, it: o looks at what performance management means in practice o offers advice on how to go about monitoring o explains how to use data from pupil assessments o suggests ways to judge the effectiveness of teaching through analysing children's work o gives guidance on monitoring

planning, assessment and observing lessons o proposes how to 1853467693reas for development, set objectives and draw up action plans o contains useful photocopiable formats o uses case study material to illustrate potential problems and good practice Throughout, the purpose is to help schools and teachers to be more effective.

Taking Running Records Mary Shea.2000 A teacher shares her experience on how to take running records and use what they tell you to assess and improve every child's reading.

IEPs for ELs John J. Hoover,James R. Patton.2017-03-22 Develop and monitor high-quality IEPs for diverse learners High-quality IEPs are fundamental for guiding the educational process of and developing goals for students who require special education services. English learners (ELs) and other students with learning, emotional, or behavioral disabilities present unique challenges to educators responsible for referring, assessing, and placing them. This book guides educators through the process for creating high-quality IEPs for these K-12 learners. Readers will find: Practical guidance for developing and monitoring culturally and linguistically responsive IEPs Checklists, guides, and other reproducibles that support IEP development Case studies highlighting examples of appropriate IEPs

Four Powerful Strategies for Struggling Readers, Grades 3-8 Lois A. Lanning.2008-07-17 Help struggling readers succeed by teaching four research-based comprehension strategies with sample lessons and a gradual-release approach leading to student-directed learning.

Literacy in Grades 4-8 Nancy L. Cecil,Joan P. Gipe,Merrill E. Marcy.2017-10-23 Comprehensive yet succinct and readable, *Literacy in Grades 4-8, Third Edition* offers a wealth of practical ideas to help preservice and practicing teachers create a balanced and comprehensive literacy program while exploring the core topics and issues of literacy in grades 4 through 8. It addresses teaching to

standards; differentiating instruction for readers and writers; motivating students; using assessment to inform instruction; integrating technology into the classroom; working with English learners and struggling readers; and connecting with caregivers. Selected classroom strategies, procedures, and activities represent the most effective practices according to research and the many outstanding classroom teachers who were observed and interviewed for the book. The Third Edition includes added material connecting the Common Core State Standards to the instruction and assessment of literacy skills; a combined word study and vocabulary chapter to help readers integrate these important topics in their teaching; more on technology, including comprehension of multimodal texts, enhancing writing instruction with technology tools, and teaching activities with an added technology component; added discussion of teacher techniques during text discussions, strategic moves that help students become more strategic readers. Key features: In the Classroom vignettes; more than 50 activities, some with a technology component; questions for journal writing and for projects and field-based activities; troubleshooting sections offering alternative suggestions and activities for those middle-grade students who may find a particular literacy focus challenging.

Creating a Coaching Culture for Professional Learning Communities Jane A.J. Kise, Beth Russell. 2010-11-01 Build a collaborative coaching culture that ensures all adults learn through activities that keep the team focused on student learning. This practical resource provides activities designed to meet a wide variety of needs so you can choose the ones that fit your leadership style, the learning styles of team members, and the particular needs of the school.

Beginnings & Beyond Ann Miles Gordon, Kathryn Williams Browne. 2004 Beginnings & Beyond is the tool students need to develop vital skills necessary to become successful teachers and caregivers. They will come to thoroughly understand the fundamentals of early childhood education

through a discussion of the topic from an historical perspective, present-day issues and future trends. In this sixth edition, the authors have emphasized multiculturalism and NAEYC's developmentally appropriate practice to support the viewpoint that there is more than one correct way to care for and educate young children.

Testing, Teaching, and Learning National Research Council, Division of Behavioral and Social Sciences and Education, Board on Testing and Assessment, Committee on Title I Testing and Assessment. 1999-11-06 State education departments and school districts face an important challenge in implementing a new law that requires disadvantaged students to be held to the same standards as other students. The new requirements come from provisions of the 1994 reauthorization of Title I, the largest federal effort in precollegiate education, which provides aid to level the field for disadvantaged students. *Testing, Teaching, and Learning* is written to help states and school districts comply with the new law, offering guidance for designing and implementing assessment and accountability systems. This book examines standards-based education reform and reviews the research on student assessment, focusing on the needs of disadvantaged students covered by Title I. With examples of states and districts that have track records in new systems, the committee develops a practical decision framework for education officials. The book explores how best to design assessment and accountability systems that support high levels of student learning and to work toward continuous improvement. *Testing, Teaching, and Learning* will be an important tool for all involved in educating disadvantaged students—state and local administrators and classroom teachers.

Early Childhood Assessment Carol S. Lidz. 2002-12-16 A new guide to conducting more comprehensive and meaningful psychological assessments of young children *Early Childhood*

Assessment presents a thorough, step-by-step approach to the comprehensive psychological assessment of young children. In addition to covering major psychological tests, this invaluable resource includes specific guidelines and formats for interviewing parents and other caregivers, observing children and caregiver-child interaction, conducting dynamic assessments, writing reports, and evaluating outcomes of recommended interventions. Dr. Lidz's approach encourages a broad range of observation with an overarching objective of completing a picture of the whole child, from family life to social-emotional and neuropsychological functioning. She leads the reader through each step of a comprehensive assessment, touching on the major data sources necessary for a full understanding of the child within different environments. Throughout the book, Dr. Lidz advocates best assessment practices that reflect the interests of children and families. Features useful information on: * Conducting initial interviews and observations for setting the course of the assessment * Using standardized and nonstandardized approaches to generate both qualitative and quantitative data * Viewing children and families within their cultural contexts * Integrating assessment data sources to generate meaningful recommendations and readable reports Plus: * Includes unique chapters on play, observation of parent-child and teacher-child interactions, and dynamic assessment Early Childhood Assessment is a valuable tool for professionals and students who are concerned about the richness and complexity of children's development within their families and communities.

Math Running Records in Action Nicki Newton. 2016-06-17 In this new book from popular consultant and bestselling author Dr. Nicki Newton, you'll discover how to use Math Running Records to assess students' basic fact fluency and increase student achievement. Like a GPS, Math Running Records pinpoint exactly where students are in their understanding of basic math facts and

then outline the next steps toward comprehensive fluency. This practical book introduces a research-based framework to assess students' thinking and move them toward becoming confident, proficient, flexible mathematicians with a robust sense of numbers. Topics include: Learning how often to administer Math Running Records and how to strategically introduce them into your existing curriculum; Analyzing, and interpreting Math Running Records for addition, subtraction, multiplication, and division; Using the data gathered from Math Running Records to implement evidence-based, research-driven instruction. Evaluating students' speed, accuracy, flexibility, and efficiency to help them attain computational fluency; Each chapter offers a variety of charts and tools that you can use in the classroom immediately, and the strategies can easily be adapted for students at all levels of math fluency across grades K-8. Videos of sample running records are also available for download at <https://guidedmath.wordpress.com/math-running-records-videos>.

Getting MORE Excited About USING Data Edie L. Holcomb.2017-02-23 Put data to WORK to better meet the needs of all students The new reporting requirements under ESSA, combined with the flexibility to act on that data, provide a huge opportunity for education leaders. This is your opportunity to rebuild data processes and rekindle excitement about using data for school and student growth. This updated edition addresses both cultural and technical aspects of using data and features: Guiding questions and protocols for effective PLC's New material on the use of formative assessment in schoolwide planning and instructional design Renewed focus on the role of students Advice concerning issues of electronic storage, retrieval, and data security

School Counseling Practicum and Internship Helen S. Hamlet.2016-10-28 School Counseling Practicum and Internship: 30 Essential Lessons combines crucial counselor knowledge with the experience of experts in the field into one practical guide for addressing the real world of school

counseling. Drawing on more than a decade of teaching, author Helen S. Hamlet, PhD presents a collection of lessons and techniques that includes forms, websites, activities, and current information focusing on a range of challenging issues. This unique text is a resource that practicum and internship students, counselor educators, and practicing school counselors will keep and refer to for years to come.

Running Records Marie M. Clay.2002

An Observation Survey of Early Literacy Achievement (DVD) Marie Clay.2007-11 Two demonstrations of the six observation tasks in Marie M. Clay's An observation survey of early literacy achievement: running records, letter identification, concepts about print, word test, writing vocabulary, hearing and recording sounds in words.

Preschool Assessment Marla R. Brassard,Ann E. Boehm.2008-09-16 Education.

Pathways to Independence Jo Worthy,Karen Broaddus,Gay Ivey.2001-04-20 This comprehensive text presents a core of research-based approaches to engaging, effective literacy instruction in the middle grades. Methods and materials are described to foster reading skills, content mastery, and writing in different formats and for different purposes. The authors emphasize the need to tailor instruction to the needs, strengths, skill levels, and interests of diverse students. They offer recommendations for reading lists that incorporate critically acclaimed fiction and nonfiction, popular series books, and other student-friendly materials. Special features include case studies, examples of teaching and assessment activities, and commentary from middle-school teachers and students. Appendices contain reproducible forms and lists of recommended reading materials and resources.

Truly Guided Reading Liz Simon.2014-01-21 Guided Reading is the classroom Reading Recovery

with supplements. In the classroom every child is involved in focussed reading instruction, small groups necessitate exceptional organization, all this without the year-long training that Reading Recovery participants have. Over the years teachers have been directed towards Guided Reading without knowledge of how to organize the class while working with small groups and further, without the knowledge of what is involved in overt reading instruction. This book will change that and give teachers the resources to organize and put in place worthwhile and relevant activities for children to independently engage in. In this book, significant suggestions are forwarded to make Guided Reading easier to implement and more effective. This book challenges held views about Guided Reading - misconceptions and misapplications of Guided Reading will be highlighted and in place will be effective pedagogy to help children move towards being truly confident, thinking readers. The teaching practices emphasized are: * Managing differentiated reading instruction for early, developing, early fluent readers, including a chapter relating to older readers. * Class management while working with small groups - independent tasks. * Questioning and prompting so children acquire and use self-help reading and comprehension strategies. * Encouraging student talk where they explore and exchange ideas. * Assessment (and recording) that informs instruction.

School Children and the War Series United States. Office of Education.1943

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Running Record Examples 3rd Grade Observation Introduction

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