

Procedural Text Passages Fifth Grade

A collection of papers on bilingual education covers these topics: (1) second-language acquisition theories relevant to bilingual education; (2) the age factor in native language maintenance and in the development of English proficiency of overseas Japanese children; (3) applying the Cummins language proficiency model to students who acquire language bimodally; (4) acquisition of Spanish sounds in two-year-old Chicanos; (5) bilingual education's role in Puerto Rican students' cultural adjustment; (6) qualitative analysis of teacher disapproval behavior; (7) assessing a community's ethnolinguistic complexity; (8) a bilingual education program effective with both Spanish and Asian language students; (9) Spanish mathematics instruction in some Texas schools; (10) oral history in bilingual social studies; and (11) a ten-year-old language learner's journal. Other topics include (1) improving vocational education for bilingual students; (2) the microcounseling approach for limited-English-proficient adults; (3) linguistic interferences among Korean students learning English; (4) scoring a Spanish informal reading inventory for bilingual students; (5) classroom observation for Spanish-speaking parents; (6) bilingual education on television; (7) the impact of state evaluation systems on limited-English-speakers; (8) issues in bilingual education policy formation; (9) language rights versus racial nondiscrimination; (10) bilingual education in higher education; (11) bilingual bicultural education; and (12) Hispanic women in higher education. (MSE)

Help learners in grades 1-8 get it "write" with practical strategies to help them write and understand mathematics content. This resource is designed in an easy-to-use format providing detailed strategies, graphic organizers, and activities with classroom examples by grade ranges. Specific suggestions for differentiating instruction are included with every strategy for various levels of readers and learning styles. 208pp. plus Teacher Resource CD.

The Skills of Document Use: From Text Comprehension to Web-Based Learning examines functional literacy from a psychological standpoint. It offers a comprehensive discussion of the cognitive skills involved in reading, comprehending, and making use of complex documents. Understanding such skills is important at times when printed and online information systems are being used more and more extensively for work, education, and personal development. It is also very important to understand how the Internet transforms the way we search, read, and comprehend documents. The core purpose of the book is to inform research scientists, students, and instructional designers about recent advances in the psychology of document comprehension. Whereas reading research has mostly focused on basic cognitive processes involved in simple comprehension tasks, this book extends the psychology of reading to more complex, real-life comprehension activities. The book draws a link between research areas usually separated: language psychology, on the one hand, and Web design, on the other hand. The work also attempts to bridge a gap between research in cognitive psychology and practical issues in the design and use of information systems. It invites the reader to a guided journey from theoretical models of text comprehension to concrete issues in the design and use of instructional technology. The book will be of interest to students specializing in psychology, language, communication, and publishing. It will also be useful to all those who are involved in the training of literacy skills, or in the design of information systems accessible to a wide audience.

Research in cognitive psychology, linguistics, and artificial intelligence – the three disciplines that have the most direct application to an understanding of the mental processes in reading – is presented in this multilevel work, originally published in 1980, that attempts to provide a systematic and scientific basis for understanding and building a comprehensive theory of reading comprehension. The major focus is on understanding the processes involved in the comprehension of written text. Underlying most of the contributions is the assumption that skilled reading comprehension requires a coordination of text with context in a way that goes far beyond simply chaining together the meanings of a string of decoded words. The topics discussed are divided into five general areas: Global Issues; Text Structure; Language, Knowledge of the World, and Inference; Effects of Prior Language Experience; and Comprehension Strategies and Facilitators, and represent a broad base of methodology and data that should be of interest not only to those concerned with the reading process, but also to basic science researchers in psychology, linguistics, artificial intelligence, and related disciplines.

Strategies for Independent Learners

Action Research

ESL (ELL) Literacy Instruction

Content Area Reading

Theory, Technology, and Public Policy on Bilingual Education

Preprimer Through Grade 8

"Every student deserves a great teacher, not by chance, but by design" — Douglas Fisher, Nancy Frey, & John Hattie What if someone slipped you a piece of paper listing the literacy practices that ensure students demonstrate more than a year's worth of learning for a year spent in school? Would you keep the paper or throw it away? We think you'd keep it. And that's precisely why acclaimed educators Douglas Fisher, Nancy Frey, and John Hattie wrote *Visible Learning for Literacy*. They know teachers will want to apply Hattie's head-turning synthesis of more than 15 years of research involving millions of students, which he used to identify the instructional routines that have the biggest impact on student learning. These practices are "visible" for teachers and students to see, because their purpose has been made clear, they are implemented at the right moment in a student's learning, and their effect is tangible. Yes, the "aha" moments made visible by design. With their trademark clarity and command of the research, and dozens of classroom scenarios to make it all replicable, these authors apply Hattie's research, and show you: How to use the right approach at the right time, so that you can more intentionally design classroom experiences that hit the surface, deep, and transfer phases of learning, and more expertly see when a student is ready to dive from surface to deep. Which routines are most effective at specific phases of learning, including word sorts, concept mapping, close reading, annotating, discussion, formative assessment, feedback, collaborative learning, reciprocal teaching, and many more. Why the 8 mind frames for teachers apply so well to curriculum planning and can inspire you to be a change agent in students' lives—and part of a faculty that embraces the idea that visible teaching is a continual evaluation of one's impact on student's learning. "Teachers, it's time we embrace the evidence, update our classrooms, and impact student learning in wildly positive ways," say Doug, Nancy, and John. So let's see *Visible Learning for Literacy* for what it is: the book that renews our teaching and reminds us of our influence, just in time.

Help budding scientists get it "write" with this treasure-trove of ready-to-implement strategies to help learners write and understand science content. This resource brings it all together in one easy-to-use format featuring an overview of the writing process, practical and detailed strategies to improve writing skills, and activities with classroom examples by grade ranges. Specific suggestions are included with every strategy to help differentiate instruction for various levels of learners and learning styles. Includes a Teacher Resource CD of activity reproducibles and graphic organizers. 2.

Now updated with 40 percent new materials, this bestselling work provides practitioners with a complete guide to implementing

response to intervention (RTI) in schools. The book includes reproducible planning and implementation worksheets.

From the critically acclaimed author and illustrator of *A Hungry Lion* comes a unique Halloween story about a stemless pumpkin who dreams of becoming a jack-o-lantern. Stumpkin is the most handsome pumpkin on the block. He's as orange as a traffic cone! Twice as round as a basketball! He has no bad side! He's perfect choice for a Halloween jack-o-lantern. There's just one problem—Stumpkin has a stump, not a stem. And no one seems to want a stemless jack-o-lantern for their window. As Halloween night approaches, more and more of his fellow pumpkins leave, but poor Stumpkin remains. Will anyone give Stumpkin his chance to shine?

Visible Learning for Literacy, Grades K-12

Foundations of Education: Instructional strategies for teaching children and youths with visual impairments

Writing Strategies for Science

Woodcock-Johnson IV

Writing Strategies for Social Studies

Implementing the Practices That Work Best to Accelerate Student Learning

"This report highlights children's gains in reading and mathematics over their first 6 years of school, from the start of kindergarten to the time when most of the children are completing fifth grade. It also describes children's achievement in reading, mathematics, and science at the end of fifth grade. Comparisons are made in relation to children's sex, race/ethnicity, family characteristics (e.g., family type, poverty status, primary home language), the types of schools attended (i.e., public or private), and residential and school mobility"--Title screen.

Winner of the 2013 Eleanor Maccoby Award from APA Division 7 Women's schooling is strongly related to child survival and other outcomes beneficial to children throughout the developing world, but the reasons behind these statistical connections have been unclear. In *Literacy and Mothering*, the authors show, for the first time, how communicative change plays a key role: Girls acquire academic literacy skills, even in low-quality schools, which enable them, as mothers, to understand public health messages in the mass media and to navigate bureaucratic health services effectively, reducing risks to their children's health. With the acquisition of academic literacy, their health literacy and health navigation skills are enhanced, thereby reducing risks to children and altering interactions between mother and child. Assessments of these maternal skills in four diverse countries - Mexico, Nepal, Venezuela, and Zambia - support this model and are presented in the book. Chapter 1 provides a brief history of mass schooling, including the development of a bureaucratic Western form of schooling. Along with the bureaucratic organization of healthcare services and other institutions, this form of mass schooling spread across the globe, setting new standards for effective communication - standards that are, in effect, taught in school. Chapter 2 reviews the demographic and epidemiological evidence concerning the effects of mothers' education on survival, health, and fertility. In this chapter, the authors propose a model that shows how women's schooling, together with urbanization and changes in income and social status, reduce child mortality and improve health. In Chapter 3, the authors examine the concept of literacy and discuss how its meanings and measurements have been changed by educational research of the last few decades. Chapter 4 introduces the four-country study of maternal literacy. Chapters 5, 6, and 7 present the findings, focusing on academic literacy and its retention (Chapter 5), its impact on maternal health literacy and navigation skills (Chapter 6), and changes in mother-child interaction and child literacy skills (Chapter 7). Chapter 8 presents a new analysis of school experience, explores policy implications, and recommends further research.

The need to reform secondary-level education to prepare young people for new economic realities has emerged. In an age of constant career changing, cognitive flexibility is a top-priority skill to develop in today's students. This shift requires methodological innovation that enhances children's natural abilities as well as updated, focused teacher education in order to prepare them adequately. *Educational Reform and International Baccalaureate in the Asia-Pacific* is a collection of innovative research that examines the development and implementation of IB curricula. Highlighting a wide range of topics including critical thinking, student evaluation, and teacher training, this book is ideally designed for educators, curriculum developers, instructional designers, administrative officials, policymakers, researchers, academicians, and students. Integrate technology into four content areas (language arts, science, social studies, and math) by using Microsoft Word in your classroom.

Basic Reading Inventory

Educational Reform and International Baccalaureate in the Asia-Pacific

Morris Informal Reading Inventory

Technical Report

Teaching Reading Comprehension to Students with Learning Difficulties, 2/E

Diagnosis and Correction of Reading Problems, Second Edition

Now in its fourth edition, *ESL (ELL) Literacy Instruction* combines a comprehensive scope with practical, research-based tools and applications for reading instruction. Designed for use by pre-service and in-service teachers, this guidebook provides the content and expertise to plan and implement reading programs that match the needs and abilities of students at all ages and levels of proficiency. The book explains different models of literacy instruction from systematic phonics to whole language instruction, discusses controversies in the field, and includes specific teaching methods within each model. The fourth edition highlights recent developments in education policy, new models of instruction, and devotes greater attention to issues surrounding assessment. The expanded companion website integrates with the text to offer additional tools and examples, and readers are encouraged to develop their own teaching strategies within their own instructional models. Providing a thorough overview of the history and current issues of ESL (ELL) literacy instruction, this book will be of great interest to pre-service and in-service teachers at all levels, from kindergarten to adult learners.

Advanced Topics in Information Resources Management is a series of books that features the most current research findings on various aspects of information resources management. From successfully implementing technology change to understanding the human factors in IT utilization, these volumes address many of the managerial and organizational applications and implications of information technology in organizations. *Advanced Topics in Information Resources Management, Volume 5* is a part of this

series. Advanced Topics in Information Resources Management, Volume 5 provides information technology researchers, scholars, educators, and practicing managers with the latest research on managing the technological, organizational, and human aspects of information utilization and management. This volume presents current trends and challenges in implementing and strengthening information resources strategies in organizations worldwide.

Bringing together a wide range of research on reading disabilities, this comprehensive Handbook extends current discussion and thinking beyond a narrowly defined psychometric perspective. Emphasizing that learning to read proficiently is a long-term developmental process involving many interventions of various kinds, all keyed to individual developmental needs, it addresses traditional questions (What is the nature or causes of reading disabilities? How are reading disabilities assessed? How should reading disabilities be remediated? To what extent is remediation possible?) but from multiple or alternative perspectives. Taking incursions into the broader research literature represented by linguistic and anthropological paradigms, as well as psychological and educational research, the volume is on the front line in exploring the relation of reading disability to learning and language, poverty and prejudice, and to instruction and schooling. The editors and authors are distinguished scholars with extensive research experience and publication records and numerous honors and awards from professional organizations representing a wide range of disciplines in the field of reading disabilities. Throughout, their contributions are contextualized within the framework of educators struggling to develop concrete instructional practices that meet the learning needs of the lowest achieving readers. The Texas Essential Knowledge and Skills (TEKS) divide reading skills into three areas: Understanding and Analysis Across Genres, Understanding and Analysis of Literary Texts, and Understanding and Analysis of Informational Texts. This workbook focuses specifically on informational texts, but also covers reading across genres. The book contains a wide range of informational passages organized by type. Each passage is followed by a complete full-length question set. This workbook will ensure that students have strong reading comprehension skills and can respond to challenging passages. Students will also be fully prepared for the informational reading tasks on the STAAR Reading tests. Focuses on Understanding and Analyzing Informational Texts - Includes 18 practice sets containing a wide range of informational texts - Covers all the passage types described in the TEKS including culture and history texts, expository texts, persuasive texts, and procedural texts - Includes science and history articles, reviews, interviews, speeches, flyers, advertisements, biographies, opinion pieces, and how-to articles - Each passage is followed by a full set of 15 questions with a range of formats - Complete reading comprehension question sets provide extensive practice responding to and analyzing texts Advanced Skill Development - Covers all the skills listed in the Informational Texts section of the TEKS including media literacy - Also covers the skills listed in the Understanding and Analysis Across Genres section of the TEKS - Provides focused practice with a wide range of passage types - Challenging passages build strong reading comprehension skills - Complex passages include embedded features like charts, tables, graphs, diagrams, quotations, sidebars, and photographs - Provides experience with a wide range of question types Preparation for the STAAR Reading Assessments - Provides experience with a wide range of informational text types - Develops the student's ability to respond to and analyze challenging texts - Ensures that students are able to analyze complex text features - Wide range of question formats challenge students and encourage skill development - Ongoing practice builds confidence

Pre-primer Through Grade Twelve and Early Literacy Assessments

Advanced Topics in Information Resources Management, Volume 5

A Guidebook to Theory and Practice

Stumpkin

Writing Strategies for Mathematics (Reading and Writing Strategies)

Resources in Education

The use of printed words to capture language is one of the most remarkable inventions of humankind, and learning to read them is one of the most remarkable achievements of individuals. In recent decades, how we learn to read and understand printed text has been studied intensely in genetics, education, psychology, and cognitive science, and both the volume of research papers and breadth of the topics they examine have increased exponentially. Theories of Reading Development collects within a single volume state-of-the-art descriptions of important theories of reading development and disabilities. The included chapters focus on multiple aspects of reading development and are written by leading experts in the field. Each chapter is an independent theoretical review of the topic to which the authors have made a significant contribution and can be enjoyed on its own, or in relation to others in the book. The volume is written for professionals, graduate students, and researchers in education, psychology, and cognitive neuroscience. It can be used either as a core or as a supplementary text in senior undergraduate and graduate education and psychology courses focusing on reading development.

Teach with optimum impact to foster deeper expressions of literacy Whether through direct instruction, guided instruction, peer-led and independent learning—every student deserves a great teacher, not by chance, but by design. In this companion to Visible Learning for Literacy, Fisher, Frey, and Hattie show you how to use learning intentions, success criteria, formative assessment and feedback to achieve profound instructional clarity. Chapter by chapter, this acclaimed author team helps put a range of learning strategies into practice, depending upon whether your K-5 students are ready for surface, deep, or transfer levels of understanding.

A content reading methods text that takes a quick start, heuristic approach to imparting the skills future teachers need to improve their pupils' reading ability in essential content areas. Coverage of current theories and practices in comprehension, assessment and heuristics is organized around pre-reading, guided silent reading, and post-reading. With the questionable help of his friends, Big Brown Rooster manages to bake a strawberry shortcake that would have pleased his great-grandmother, Little Red Hen.

From Text Comprehension to Web-Based Learning

A Special Issue of exceptional

Reading Comprehension, Second Edition

Literacy and Mothering

The Skills of Document Use

Learn & Use Microsoft Word in Your Classroom

Action Research: Using Strategic Inquiry to Improve Teaching and Learning is a core text for the Action Research course in Education. The proposed text seeks to address the needs of practitioners as it will be primarily written for use with

level action research class. It will be oriented towards proactive planning as part of an organized, efficient process for and conducting an action research study. The book will be organized around implementation of the action research process and self-regulatory principles, which is characterized by four phases: task definition, goal setting and planning, enacting, and adapting. These four phases will be addressed as the learner considers what action research encompasses and a topic to be studied, then proceeds to establish a plan and enact it. This overall process is organized as can be seen in the Table of Contents. Michael Putnam and Tracy Rock will highlight methods and processes that incorporate formative data that is readily available to teachers, facilitating associations between classroom instruction and the action research process. The text will also discuss how action research can improve the teaching and learning process by reinforcing or changing perceptions about the use of data, including anecdotal notes or observations, in the research process.

This practitioner resource and course text has given thousands of K-12 teachers evidence-based tools for helping struggling students--particularly those at risk for reading difficulties--understand and acquire new knowledge from text. The authors provide a range of scientifically validated instructional techniques and activities, complete with helpful classroom examples and sample lessons. The book describes ways to assess comprehension, build the skills that good readers rely on, and teach students to use multiple comprehension strategies flexibly and effectively. Each chapter features thought-provoking discussion questions. Reproducible lesson plans and graphic organizers can be downloaded and printed in a convenient 8 1/2" x 11" size. **New Edition** *Chapters on content-area literacy, English language learners, and intensive interventions. *Incorporates current research on each component of reading comprehension. *Discusses ways to align instruction with the Common Core State Standards. *Additional instructional activities throughout.

CD-ROM includes video demonstrations of the Basic reading inventory with a teacher and student, and software for scoring and analysing scores.

In this sequel to their bestseller *Visible Learning for Literacy*, Douglas Fisher, Nancy Frey, and John Hattie help teachers inspire students by sharing structures and tools that have high-impact on learning, and insights on which stage of learning to have that high impact. With *Teaching Literacy in the Visible Learning Classroom*, students will go from surface to deep learning and transfer learning. It's all about using the most effective practices - and knowing WHEN those practices are best leveraged to maximize student learning.

Fifth Grade

A Heuristic Approach

Using Strategic Inquiry to Improve Teaching and Learning

Cook-a-Doodle-Do!

Reading Framework for the ... National Assessment of Educational Progress

Research in Education

This practical resource and widely used text presents a wealth of research-based approaches to comprehension instruction. The authors offer specific classroom practices that help K-9 students compare and evaluate print and online sources, develop vocabulary, build study and test-taking skills, and become motivated readers.

An AEP Award winner, this resource provides detailed strategies and activities with classroom examples across multiple grade ranges. Learn practical standards-based strategies to help students understand Social Studies content. Specific suggestions for differentiating instruction for English language learners, gifted students, and below-grade level students are included with every strategy. Includes a Teacher Resource CD of customizable graphic organizers and other student activities. This resource is correlated to the Common Core State Standards and is aligned to the interdisciplinary themes from the Partnership for 21st Century Skills. 208 pages + CD

Help budding scientists get it "write" with this treasure-trove of ready-to-implement strategies to help learners write and understand science content. This resource brings it all together in one easy-to-use format featuring an overview of the writing process, practical and detailed strategies to improve writing skills, and activities with classroom examples by grade ranges. Specific suggestions are included with every strategy to help differentiate instruction for various levels of learners and learning styles. Includes a Teacher Resource CD of activity reproducibles and graphic organizers. This resource is correlated to the Common Core State Standards and is aligned to the interdisciplinary themes from the Partnership for 21st Century Skills. 208 pages + CD

*This widely adopted text and teacher resource provides a comprehensive approach to assessing and remediating reading difficulties in grades K-6. Darrell Morris presents rich case studies of beginning and older readers struggling with different types of reading problems. He shows how to administer a thorough diagnostic battery and provide instruction tailored to each student's needs. In addition to one-to-one tutoring strategies, small-group and whole-class applications are discussed. Reproducible tools, book lists, and other user-friendly materials can be photocopied from the book or downloaded and printed in a convenient 8 1/2" x 11" size. New to This Edition *Detailed explanations of how to adapt the techniques for classroom use. *The latest research findings pertaining to reading diagnosis. *Updated and expanded book lists. *Chapter on historical and theoretical foundations. See also the Morris Informal Reading Inventory: Preprimer through Grade 8, a complementary assessment tool that yields systematic data on K-8 students' reading abilities.*

Teaching Literacy in the Visible Learning Classroom, Grades 6-12

Principles and Strategies for Effective Practice

Teaching Literacy in the Visible Learning Classroom, Grades K-5

Theoretical Issues in Reading Comprehension

Reports, Recommendations, and Strategies

Theories of Reading Development

StumpkinSimon and Schuster

In one concise volume, Darrell Morris provides a complete tool for assessing students' reading ability. Unlike most informal reading inventories (IRIs), Morris's approach incorporates measures of automaticity (word recognition and fluency) together with oral reading accuracy and comprehension. This results in more efficient, accurate, and thorough assessments. Included are an examiner's manual and all test materials for the basic IRI (grades 2-8) plus a separate beginning reading inventory (grades K-1). In a large-size spiral-bound format for ease of use, the book features more

than 90 pages of word/letter lists, illustrated reading passages, and other test materials, all with permission to photocopy. See also Morris's *Diagnosis and Correction of Reading Problems*, Second Edition, which guides teachers through a comprehensive diagnostic battery for planning instruction and intervention.

Communication research is evolving and changing in a world of online journals, open-access, and new ways of obtaining data and conducting experiments via the Internet. Although there are generic encyclopedias describing basic social science research methodologies in general, until now there has been no comprehensive A-to-Z reference work exploring methods specific to communication and media studies. Our entries, authored by key figures in the field, focus on special considerations when applied specifically to communication research, accompanied by engaging examples from the literature of communication, journalism, and media studies. Entries cover every step of the research process, from the creative development of research topics and questions to literature reviews, selection of best methods (whether quantitative, qualitative, or mixed) for analyzing research results and publishing research findings, whether in traditional media or via new media outlets. In addition to expected entries covering the basics of theories and methods traditionally used in communication research, other entries discuss important trends influencing the future of that research, including contemporary practical issues students will face in communication professions, the influences of globalization on research, use of new recording technologies in fieldwork, and the challenges and opportunities related to studying online multi-media environments. Email, texting, cellphone video, and blogging are shown not only as topics of research but also as means of collecting and analyzing data. Still other entries delve into considerations of accountability, copyright, confidentiality, data ownership and security, privacy, and other aspects of conducting an ethical research program. Features: 652 signed entries are contained in an authoritative work spanning four volumes available in choice of electronic or print formats. Although organized A-to-Z, front matter includes a Reader ' s Guide grouping entries thematically to help students interested in a specific aspect of communication research to more easily locate directly related entries. Back matter includes a Chronology of the development of the field of communication research; a Resource Guide to classic books, journals, and associations; a Glossary introducing the terminology of the field; and a detailed Index. Entries conclude with References/Further Readings and Cross-References to related entries to guide students further in their research journeys. The Index, Reader ' s Guide themes, and Cross-References combine to provide robust search-and-browse in the e-version.

Includes online access to new, customizable WJ IV score tables, graphs, and forms for clinicians Woodcock-Johnson IV: Reports, Recommendations, and Strategies offers psychologists, clinicians, and educators an essential resource for preparing and writing psychological and educational reports after administering the Woodcock-Johnson IV. Written by Drs. Nancy Mather and Lynne E. Jaffe, this text enhances comprehension and use of this instrument and its many interpretive features. This book offers helpful information for understanding and using the WJ IV scores, provides tips to facilitate interpretation of test results, and includes sample diagnostic reports of students with various educational needs from kindergarten to the postsecondary level. The book also provides a wide variety of recommendations for cognitive abilities; oral language; and the achievement areas of reading, written language, and mathematics. It also provides guidelines for evaluators and recommendations focused on special populations, such as sensory impairments, autism, English Language Learners, and gifted and twice exceptional students, as well as recommendations for the use of assistive technology. The final section provides descriptions of the academic and behavioral strategies mentioned in the reports and recommendations. The unique access code included with each book allows access to downloadable, easy-to-customize score tables, graphs, and forms. This essential guide Facilitates the use and interpretation of the WJ IV Tests of Cognitive Abilities, Tests of Oral Language, and Tests of Achievement Explains scores and various interpretive features Offers a variety of types of diagnostic reports Provides a wide variety of educational recommendations and evidence-based strategies

How Women's Schooling Changes the Lives of the World's Children

The Facilitating Effect of a Stable Concept on Fifth Grade Reading Comprehension

Response to Intervention

Texas Test Prep Reading Skills Workbook Informational Texts Grade 5: Preparation for the Star Reading Assessments LLBA.

Large-scale Testing of Students With Disabilities

Large Scale Testing of Students With Disabilities addresses three issues: accommodations, modifications, and reporting of outcomes. The purpose is not to present an exhaustive summary of the research in these areas but to focus attention on how the issues are considered and empirically validated. The research summarized in this issue should serve as a model for state departments to consider in adoption of policy, either as findings upon which to inform policy or as a method to adopt in generating findings themselves. The studies reflect critical methodologies that are either experimental in design or use extant data sets as well as present a theoretical framework in how to interpret empirical results.

Linguistics and Language Behavior Abstracts

Perspectives from Cognitive Psychology, Linguistics, Artificial Intelligence and Education

Findings from the Fifth-grade Follow-up of the Early Childhood Longitudinal Study, Kindergarten Class of 1998-99 (ECLS-K)

Handbook of Research on Reading Disabilities

The Use of Passage Reading Measures to Assess Reading Proficiency of Chinese Elementary School Students