

jennings informal reading assessment

jennings informal reading assessment is a valuable tool designed to evaluate students' reading abilities in an educational setting. This assessment method provides educators with insights into a student's reading fluency, comprehension, and decoding skills without the constraints of formal standardized testing. By utilizing the Jennings informal reading assessment, teachers can identify reading levels, monitor progress, and tailor instruction to meet individual student needs effectively. This approach is especially beneficial for early readers or those who require additional support in literacy development. The assessment focuses on practical, real-time observation and analysis, making it both flexible and informative. In this article, the key components, administration procedures, scoring methods, benefits, and applications of the Jennings informal reading assessment will be explored in detail to provide a comprehensive understanding of its role in literacy education.

- Overview of Jennings Informal Reading Assessment
- Key Components of the Assessment
- Administration and Scoring Procedures
- Benefits of Using Jennings Informal Reading Assessment
- Applications in Educational Settings

Overview of Jennings Informal Reading Assessment

The Jennings informal reading assessment is an evaluative tool designed to gauge a student's reading proficiency in a flexible, non-standardized environment. Unlike formal assessments that rely heavily on rigid testing protocols, this informal method emphasizes a naturalistic approach to understanding a student's reading capabilities. It is widely used by educators to determine reading levels, identify strengths and weaknesses, and support individualized instruction plans. The Jennings assessment incorporates various reading tasks that reflect everyday reading situations, allowing for a holistic view of a student's literacy skills.

Purpose and Objectives

The primary purpose of the Jennings informal reading assessment is to provide educators with actionable data on student reading performance. Objectives include measuring reading fluency, evaluating comprehension skills, and assessing word recognition and decoding abilities. The assessment aims to facilitate early identification of reading difficulties, enabling timely intervention to improve literacy outcomes.

Target Audience

This assessment is typically administered to elementary and middle school students, particularly those in early grade levels or those exhibiting reading challenges. It is suitable for diverse student populations, including English Language Learners (ELLs) and students with learning disabilities, owing to its adaptable and student-centered approach.

Key Components of the Assessment

The Jennings informal reading assessment comprises several critical components that collectively provide a comprehensive picture of a student's reading proficiency. These components are designed to evaluate different aspects of reading, ensuring a well-rounded assessment.

Reading Fluency

Reading fluency is assessed by observing the student's ability to read text smoothly, accurately, and with appropriate expression. This component measures the speed and ease of reading, which are essential indicators of reading competence.

Comprehension Evaluation

Comprehension skills are evaluated by asking students to answer questions related to the text they have read. This can include literal, inferential, and evaluative questions that test understanding, interpretation, and critical thinking.

Decoding and Word Recognition

This component assesses the student's ability to recognize words accurately and apply phonetic strategies to decode unfamiliar words. It provides insight into foundational reading skills critical for reading development.

Informal Observation and Anecdotal Notes

Educators often incorporate informal observations and anecdotal records during the assessment. These notes capture behaviors such as self-correction, use of context clues, and reading strategies, enriching the overall evaluation.

Administration and Scoring Procedures

The administration of the Jennings informal reading assessment is designed to be straightforward and minimally intrusive, allowing for a natural reading environment. Scoring is typically qualitative and quantitative, providing both numerical data and descriptive feedback.

Preparation and Materials

Teachers prepare by selecting appropriate reading passages that match the student's grade and ability level. Materials may include leveled books, word lists, and comprehension question sheets to facilitate the assessment process.

Conducting the Assessment

During the assessment, the student reads aloud while the teacher records errors, hesitations, and self-corrections. Following the reading, comprehension questions are posed to gauge understanding. The session typically lasts between 10 to 20 minutes, depending on the student's age and attention span.

Scoring and Interpretation

Scoring involves calculating accuracy rates, error patterns, and comprehension scores. Teachers analyze these results to classify reading levels—such as emergent, instructional, or independent—and identify specific skill deficits. This information guides instructional planning and intervention strategies.

Benefits of Using Jennings Informal Reading Assessment

The Jennings informal reading assessment offers several advantages over traditional formal assessments, making it a preferred choice for many educators focused on reading development.

- **Flexibility:** Can be adapted to suit individual student needs and classroom contexts.
- **Real-Time Feedback:** Provides immediate insights into student reading behavior and performance.
- **Encourages Natural Reading:** Assesses students in a less pressured environment, promoting authentic reading experiences.
- **Supports Differentiated Instruction:** Helps teachers tailor lessons based on specific student strengths and weaknesses.
- **Early Identification:** Facilitates timely detection of reading difficulties for prompt intervention.

Enhancement of Literacy Instruction

By integrating the Jennings informal reading assessment into regular classroom routines, educators can continuously monitor progress and adjust

instruction. This ongoing feedback loop enhances literacy instruction and supports student growth effectively.

Applications in Educational Settings

The Jennings informal reading assessment is widely applied across various educational environments to support literacy development and academic achievement.

Elementary Classrooms

In elementary schools, this assessment is a foundational tool for reading instruction. Teachers use it to establish baseline reading levels, group students for targeted instruction, and track progress over time.

Special Education Programs

Special education professionals utilize the Jennings assessment to identify specific reading challenges and develop individualized education plans (IEPs) that address the unique needs of students with disabilities.

English Language Learner Support

For ELL students, the assessment helps in distinguishing language proficiency from reading ability, guiding appropriate instructional strategies that support both language acquisition and literacy development.

Intervention and Remediation

The Jennings informal reading assessment is instrumental in intervention settings, where timely and accurate assessment data informs the design and implementation of remediation programs aimed at closing reading gaps.

Frequently Asked Questions

What is the Jennings Informal Reading Assessment?

The Jennings Informal Reading Assessment is a tool used by educators to evaluate a student's reading abilities in an informal setting, focusing on comprehension, fluency, and decoding skills.

How is the Jennings Informal Reading Assessment administered?

It is typically administered one-on-one by a teacher who observes and records a student's reading behavior and responses while the student reads aloud or answers questions about a text.

What age group is the Jennings Informal Reading Assessment designed for?

The assessment is primarily designed for elementary and middle school students to help identify their current reading level and areas that need improvement.

How does the Jennings Informal Reading Assessment help in improving reading skills?

By identifying specific strengths and weaknesses in a student's reading abilities, teachers can tailor instruction and interventions to target areas such as vocabulary, comprehension, or fluency.

Can the Jennings Informal Reading Assessment be used for progress monitoring?

Yes, educators use the assessment regularly to track a student's reading progress over time and adjust instructional strategies accordingly.

Are there digital versions of the Jennings Informal Reading Assessment available?

Some educational platforms may offer digital tools inspired by the Jennings Informal Reading Assessment, but traditionally it is conducted in person with physical materials.

Additional Resources

1. Informal Reading Inventories: Preprimer Through Twelfth Grade

This comprehensive guide provides educators with strategies for assessing students' reading levels through informal reading inventories. It includes detailed instructions on administering assessments and interpreting results. The book is ideal for identifying students' strengths and weaknesses to tailor instruction effectively.

2. Assessing Reading: Multiple Measures, K-12

This book explores a variety of informal reading assessment tools, including those similar to Jennings' informal reading assessment. It emphasizes the use of multiple measures to gain a holistic understanding of a student's reading abilities. Practical examples and case studies help educators apply assessment data to improve instruction.

3. Reading Assessment: A Primer for Teachers and Tutors

Designed for educators and tutors, this primer covers essential informal reading assessment techniques. It offers clear guidance on conducting assessments, analyzing student responses, and planning targeted interventions. The book also addresses common challenges in reading assessment and provides solutions.

4. Informal Reading Assessment: A Classroom Guide

This classroom-focused book presents informal reading assessment methods that help teachers monitor student progress. It includes sample assessment tools and tips for effective record-keeping. The guide supports differentiated

instruction by helping educators identify individual student needs.

5. *Practical Reading Assessment: A Self-Teaching Guide*

This self-teaching guide introduces educators to informal reading assessment concepts and practices. It offers step-by-step instructions and practice exercises for administering assessments like Jennings'. The book is designed to build confidence and competence in reading evaluation.

6. *Reading Assessment in an RTI Framework: Functional Irregularity*

Focusing on Response to Intervention (RTI), this book discusses informal reading assessments within multi-tiered support systems. It explains how tools such as Jennings' informal reading assessment fit into RTI models to identify struggling readers early. Educators learn to use assessment data to guide instructional decisions.

7. *Assessing Reading Comprehension: Multiple-Choice, Cloze, and Retelling*

This title explores various informal methods for assessing reading comprehension, including techniques used in Jennings' informal reading assessment. It provides practical advice on selecting and adapting assessment tasks for diverse learners. The book highlights how comprehension assessment informs instructional planning.

8. *Informal Reading Assessments for Classroom Teachers*

Targeted at classroom teachers, this resource offers a range of informal reading assessment strategies that complement formal tests. It includes tools for evaluating fluency, decoding, and comprehension. The book helps teachers implement ongoing assessments to track and support student growth.

9. *Reading Assessment: Strategies for the Classroom*

This book presents a broad overview of informal and formal reading assessment methods. It emphasizes practical strategies for conducting assessments in everyday classroom settings. Educators will find guidance on interpreting results and using data to enhance reading instruction tailored to individual student needs.

Jennings Informal Reading Assessment

Jennings Informal Reading Assessment: A Comprehensive Guide for Educators

A comprehensive guide to the Jennings Informal Reading Assessment (JIRA), detailing its significance in identifying students' reading strengths and weaknesses, and providing practical strategies for implementation and interpretation.

This ebook, titled "Mastering the Jennings Informal Reading Assessment: A Practical Guide for Educators," offers a structured approach to understanding and utilizing the JIRA effectively. The content is organized as follows:

Introduction: Defining the JIRA, its purpose, and its place within a broader assessment framework.

Chapter 1: Administering the Jennings Informal Reading Assessment: Step-by-step guidance on administering each component of the JIRA, including preparation and materials needed.

Chapter 2: Analyzing and Interpreting JIRA Data: Deciphering the results, identifying patterns, and understanding the implications for instructional planning.

Chapter 3: Differentiated Instruction Based on JIRA Results: Strategies for adapting instruction based on individual student needs revealed by the JIRA.

Chapter 4: Integrating the JIRA into a Comprehensive Literacy Program: Connecting the JIRA to other assessment measures and aligning instruction with broader learning goals.

Chapter 5: Case Studies and Practical Examples: Real-world examples illustrating the effective use of the JIRA in diverse classroom settings.

Chapter 6: Addressing Common Challenges in Using the JIRA: Troubleshooting common issues educators may encounter when using the JIRA.

Conclusion: Summarizing key takeaways and emphasizing the ongoing role of formative assessment in improving reading outcomes.

The Introduction lays the groundwork by defining the Jennings Informal Reading Assessment, explaining its purpose in identifying a student's reading level and strengths/weaknesses, and emphasizing its role as a formative assessment tool. It will also briefly compare it to other informal reading inventories.

Chapter 1 provides a practical, step-by-step guide on how to properly administer the JIRA, covering the oral reading portion, silent reading comprehension, and vocabulary assessments. Specific instructions on creating a comfortable testing environment and maintaining objectivity will be provided.

Chapter 2 focuses on interpreting the data obtained from the JIRA. It covers calculating reading levels using various metrics, identifying areas of strength and weakness in reading comprehension, fluency, and vocabulary, and emphasizing the importance of qualitative data analysis alongside quantitative scores.

Chapter 3 translates assessment findings into actionable instructional strategies. This chapter will offer differentiated instruction techniques tailored to address specific reading challenges identified through the JIRA, emphasizing individualized learning plans and adapting teaching methods based on student needs.

Chapter 4 demonstrates how to integrate the JIRA effectively into a broader literacy program. It explains how the JIRA's findings can be used alongside other formative and summative assessments to build a comprehensive picture of student progress and inform curriculum adjustments.

Chapter 5 presents real-world examples and case studies showcasing how the JIRA has been used successfully in various educational settings. These examples illustrate the practical applications of the JIRA and its impact on student learning.

Chapter 6 addresses common challenges faced by educators when using the JIRA, providing practical solutions and troubleshooting strategies to overcome obstacles and ensure accurate and effective assessment. This includes dealing with reluctant readers and managing time constraints.

The Conclusion reinforces the key findings and reiterates the importance of ongoing formative assessment like the JIRA in fostering improved reading skills and comprehension. It emphasizes the

cyclical nature of assessment, instruction, and reassessment.

Keywords: Jennings Informal Reading Assessment, JIRA, Informal Reading Inventory, IRI, Reading Assessment, Reading Level, Reading Comprehension, Reading Fluency, Vocabulary Assessment, Differentiated Instruction, Formative Assessment, Literacy Instruction, Primary Education, Elementary Education, Special Education.

Recent Research and Practical Tips:

Recent research highlights the importance of utilizing formative assessment tools like the JIRA for effective reading instruction. Studies consistently demonstrate a correlation between frequent, targeted interventions based on assessment data and improved reading outcomes (e.g., Fuchs & Fuchs, 2007). The JIRA's ability to provide both qualitative and quantitative data allows for a nuanced understanding of a student's reading abilities, leading to more effective differentiated instruction.

Practical Tips:

Establish a comfortable testing environment: Create a relaxed atmosphere to reduce student anxiety and obtain accurate results.

Use a variety of passages: Select passages that reflect diverse genres and reading levels to obtain a comprehensive assessment.

Observe student reading behaviors: Pay attention to oral reading fluency, self-correction strategies, and comprehension strategies.

Focus on qualitative data: Don't rely solely on numerical scores; analyze student responses and reading behaviors to understand their strengths and weaknesses.

Collaborate with other educators: Share assessment results with colleagues and work together to develop individualized learning plans.

Regularly monitor student progress: Use the JIRA at multiple points throughout the year to track student growth and adjust instruction accordingly.

Utilize technology: Explore digital tools to streamline the assessment process and analyze data more efficiently.

FAQs:

1. What is the Jennings Informal Reading Assessment (JIRA)? The JIRA is a widely-used informal reading assessment that helps educators determine a student's reading level and identify areas of strength and weakness in reading comprehension, fluency, and vocabulary.
2. How is the JIRA different from other informal reading inventories? While similar in purpose, the JIRA may have specific features or a unique approach to assessing reading skills, such as particular passage selection criteria or scoring methods, compared to other IRIs.
3. What age range is the JIRA suitable for? The JIRA can be adapted for a wide range of ages, typically from kindergarten through middle school, but the specific materials used would need to be age-appropriate.
4. How long does it take to administer the JIRA? The time needed varies depending on the student's reading level and the specific components assessed; it could range from 15 to 30 minutes.
5. What types of data does the JIRA provide? The JIRA provides both qualitative and quantitative data. Quantitative data includes reading levels and scores, while qualitative data includes observations of reading behaviors and strategies.
6. How can I use JIRA results to inform my instruction? Use the results to pinpoint specific reading skills needing improvement and to create differentiated learning plans, such as targeted intervention programs or small group instruction focusing on specific skills.
7. Are there any resources available to help me learn more about the JIRA? Numerous online resources, professional development workshops, and educational books cover the JIRA's administration and interpretation.
8. What are the limitations of the JIRA? The JIRA is a snapshot in time; it is an informal assessment and shouldn't be the sole measure for determining a student's reading ability. It is best used alongside other formal and informal assessments.
9. How can I ensure the ethical administration and interpretation of the JIRA? Ensure that assessment procedures are followed consistently, and interpretations consider the broader context of the student's learning environment and background.

Related Articles:

1. Formative Assessment in Reading: Explores various formative assessment strategies for improving reading instruction, including the role of informal assessments like the JIRA.
2. Differentiating Reading Instruction: Focuses on effective strategies for adapting reading instruction to meet the diverse needs of students, informed by assessment data.
3. Improving Reading Fluency: Discusses techniques and interventions for enhancing reading fluency, a key component assessed by the JIRA.

4. Assessing Reading Comprehension: Delves into the various methods of assessing reading comprehension, highlighting the strengths and weaknesses of different approaches.
5. The Role of Vocabulary in Reading: Examines the crucial role of vocabulary development in reading comprehension and strategies for building vocabulary.
6. Informal Reading Inventories (IRIs): A Comprehensive Overview: Provides a broad comparison of different informal reading inventories, including their strengths and limitations.
7. Developing Individualized Education Programs (IEPs): Explains the process of developing IEPs for students with reading difficulties, integrating data from the JIRA and other assessments.
8. Using Data to Drive Instruction: Illustrates how assessment data, including that from the JIRA, can be used to make informed decisions about curriculum and instruction.
9. Effective Strategies for Working with Reluctant Readers: Provides practical techniques for engaging reluctant readers and motivating them to participate in reading activities.

jennings informal reading assessment: *Reading Problems* Joyce Holt Jennings, JoAnne Schudt Caldwell, Janet W. Lerner, 2013-09-19 In this well-respected text, multiple approaches to teaching students with reading problems are presented with practical strategies, extensive descriptions of tests, and its own IRI. A comprehensive survey of teaching strategies, formal and informal assessment, theory, and research, *Reading Problems* by Jennings, Lerner, and Caldwell combines invaluable information from the field of reading with allied fields such as special education, bilingual education, medical science, and policy studies. The new Seventh Edition encourages the collaboration of general education teachers and reading teachers; offers strategies for ELL students; discusses both formal and informal assessment; emphasizes early literacy for young children; covers both reading and writing; includes information on specific reading skills, word recognition, phonics, fluency, vocabulary, and comprehension; updates on Special Education legislation; discusses the impact of the Common Core State Standards on literacy instruction and assessment.

jennings informal reading assessment: *Comprehension Assessment* JoAnne Schudt Caldwell, 2008-04-09 How can busy teachers successfully manage the complex task of assessing their students' reading comprehension? This invaluable book--the first stand-alone guide on the topic--presents reliable, research-supported guidelines and procedures for K-6 teachers to use in the classroom. Through practical tips and realistic examples, the book demonstrates time-saving ways to implement and adapt a wide range of existing assessments, rather than creating new ones. Also covered are strategies for conducting multiliteracy assessments, using classroom assessment to complement standardized testing, accommodating response-to-intervention mandates, and linking assessment to content-area instruction.

jennings informal reading assessment: *Words Their Way* Donald R. Bear, Marcia Invernizzi, Shane Templeton, Francine R. Johnston, 2012 *Words Their Way* is a hands-on, developmentally driven approach to word study that illustrates how to integrate and teach children phonics, vocabulary, and spelling skills. This fifth edition features updated activities, expanded coverage of English learners, and emphasis on progress monitoring.

jennings informal reading assessment: *Basic Reading Inventory* Jerry L. Johns, Laurie Elish-Piper, Beth Johns, 2012 CD-ROM includes video clips, performance booklets, summary sheets, annotated bibliography on IRIs.

jennings informal reading assessment: *Informal Reading Inventory* Betty D. Roe, Paul Clay Burns, 2007 Aids educators in assessing the reading abilities of kindergarten through twelfth grade students, and provides word lists, passages with questions, reproducible worksheets; and features step-by-step guidance on administering, scoring, and interpreting an informal reading inventory.

jennings informal reading assessment: *The Trauma-Sensitive Classroom: Building Resilience with Compassionate Teaching* Patricia A. Jennings, 2018-11-13 Selected as a Favorite Book for

Educators in 2018 by Greater Good. From the author of *Mindfulness for Teachers*, a guide to supporting trauma-exposed students. Fully half the students in U.S. schools have experienced trauma, violence, or chronic stress. In the face of this epidemic, it falls increasingly to teachers to provide the adult support these students need to function in school. But most educators have received little training to prepare them for this role. In her new book, Tish Jennings—an internationally recognized leader in the field of social and emotional learning—shares research and experiential knowledge about the practices that support students' healing, build their resilience, and foster compassion in the classroom. In Part I, Jennings describes the effects of trauma on body and mind, and how to recognize them in students' behavior. In Part II, she introduces the trauma-sensitive practices she has implemented in her work with schools. And in Part III, she connects the dots between mindfulness, compassion, and resilience. Each chapter contains easy-to-use, practical activities to hone the skills needed to create a compassionate learning environment.

jennings informal reading assessment: *Rice Improvement* Peter Randolph Jennings, 1979

jennings informal reading assessment: *Reading Assessment, Third Edition* JoAnne Schudt Caldwell, 2014-03-01 This trusted practitioner guide and course text helps K-8 teachers utilize assessment as an integral component of classroom instruction. It guides teachers step by step to recognize good reader behaviors, assess students' strengths and weaknesses, and make evidence-based instructional decisions. Formal and informal measures are discussed for evaluating specific components of literacy, with a focus on the Common Core State Standards (CCSS). Every chapter features activities for developing understanding; in-depth practice exercises are provided in several appendices. Helpful reproducible tools can be photocopied from the book or downloaded and printed in a convenient 8 1/2 x 11 size. New to This Edition *Chapter on major current initiatives: the CCSS and response to intervention. *Extensive CCSS content woven throughout the book. *Expanded coverage of vocabulary assessment, now in its own chapter. *Checklists to guide the selection of high-quality published instruments.

jennings informal reading assessment: *Equipped for Reading Success* David Kilpatrick, 2016-07-01 This volume is designed to prevent and correct most word-level reading difficulties. It trains phonemic awareness and promotes sight vocabulary acquisition, and therefore reading fluency.

jennings informal reading assessment: *I Am Jazz* Jessica Herthel, Jazz Jennings, 2014-09-04 The story of a transgender child based on the real-life experience of Jazz Jennings, who has become a spokesperson for transkids everywhere This is an essential tool for parents and teachers to share with children whether those kids identify as trans or not. I wish I had had a book like this when I was a kid struggling with gender identity questions. I found it deeply moving in its simplicity and honesty.—Laverne Cox (who plays Sophia in “Orange Is the New Black”) From the time she was two years old, Jazz knew that she had a girl's brain in a boy's body. She loved pink and dressing up as a mermaid and didn't feel like herself in boys' clothing. This confused her family, until they took her to a doctor who said that Jazz was transgender and that she was born that way. Jazz's story is based on her real-life experience and she tells it in a simple, clear way that will be appreciated by picture book readers, their parents, and teachers.

jennings informal reading assessment: *Content Area Reading Assessment* Lauren Leslie, JoAnne Schudt Caldwell, 2015 This informative new book gives pre- and in-service teachers valuable help for assessing reading comprehension and meeting the needs of adolescent learners in the age of the Common Core State Standards. The Content Area Reading Assessment (CARA) is a formative, group-administered assessment of reading comprehension that teachers can use to determine students' abilities to answer questions based on the Common Core State Standards (CCSS) for English Language Arts and Literacy (ELA) in Content Areas. CARA is comprised of literature, social studies, and science passages taken from representative textbooks at grades four through high school.

jennings informal reading assessment: *Wonders Placement and Diagnostic Assessment*,

Grades K-6 Donald Bear, McGraw-Hill Education, 2015-03-19

jennings informal reading assessment: *The Scandal of the Evangelical Mind* Mark A. Noll, 2022-03-15 Winner of the Christianity Today Book of the Year Award (1995) “The scandal of the evangelical mind is that there is not much of an evangelical mind.” So begins this award-winning intellectual history and critique of the evangelical movement by one of evangelicalism’s most respected historians. Unsparing in his indictment, Mark Noll asks why the largest single group of religious Americans—who enjoy increasing wealth, status, and political influence—have contributed so little to rigorous intellectual scholarship. While nourishing believers in the simple truths of the gospel, why have so many evangelicals failed to sustain a serious intellectual life and abandoned the universities, the arts, and other realms of “high” culture? Over twenty-five years since its original publication, *The Scandal of the Evangelical Mind* has turned out to be prescient and perennially relevant. In a new preface, Noll lays out his ongoing personal frustrations with this situation, and in a new afterword he assesses the state of the scandal—showing how white evangelicals’ embrace of Trumpism, their deepening distrust of science, and their frequent forays into conspiratorial thinking have coexisted with surprisingly robust scholarship from many with strong evangelical connections.

jennings informal reading assessment: *Developing Assessment-Capable Visible Learners, Grades K-12* Nancy Frey, John Hattie, Douglas Fisher, 2018-01-11 “When students know how to learn, they are able to become their own teachers.” —Nancy Frey, Douglas Fisher, and John Hattie Imagine students who describe their learning in these terms: “I know where I’m going, I have the tools I need for the journey, and I monitor my own progress.” Now imagine the extraordinary difference this type of ownership makes in their progress over the course of a school year. This illuminating book shows how to make this scenario an everyday reality. With its foundation in principles introduced in the authors’ bestselling *Visible Learning for Literacy*, this resource delves more deeply into the critical component of self-assessment, revealing the most effective types of assessment and how each can motivate students to higher levels of achievement.

jennings informal reading assessment: *Cities as Sustainable Ecosystems* Peter Newman, Isabella Jennings, 2012-09-26 Modern city dwellers are largely detached from the environmental effects of their daily lives. The sources of the water they drink, the food they eat, and the energy they consume are all but invisible, often coming from other continents, and their waste ends up in places beyond their city boundaries. *Cities as Sustainable Ecosystems* shows how cities and their residents can begin to reintegrate into their bioregional environment, and how cities themselves can be planned with nature’s organizing principles in mind. Taking cues from living systems for sustainability strategies, Newman and Jennings reassess urban design by exploring flows of energy, materials, and information, along with the interactions between human and non-human parts of the system. Drawing on examples from all corners of the world, the authors explore natural patterns and processes that cities can emulate in order to move toward sustainability. Some cities have adopted simple strategies such as harvesting rainwater, greening roofs, and producing renewable energy. Others have created biodiversity parks for endangered species, community gardens that support a connection to their foodshed, and pedestrian-friendly spaces that encourage walking and cycling. A powerful model for urban redevelopment, *Cities as Sustainable Ecosystems* describes aspects of urban ecosystems from the visioning process to achieving economic security to fostering a sense of place.

jennings informal reading assessment: *The Tourism and Leisure Experience* Michael Morgan, Peter Lugosi, J. R. Brent Ritchie, 2010 People do not buy products or even services; they purchase the total experience that the product or service provides. This book brings together established and emerging international scholars to provide systematic reviews and illustrative cases drawn from tourism, leisure, hospitality, sport and event contexts. The book provides a useful framework for focusing the goals and associated methodologies of future research efforts and for implementing the results of these efforts.

jennings informal reading assessment: *Jacob's New Dress* Sarah Hoffman, Ian Hoffman, 2014-03-01 One of 10 Best Indie Picture Books of 2014, ForeWord Reviews Runner-Up, 2014 New

England Book Festival: Children's Books 2014 Distinguished List of the Association of Children's Librarians of Northern California CCBC Choices 2015 An affirming story about gender nonconformity. Jacob loves playing dress-up, when he can be anything he wants to be. Some kids at school say he can't wear girl clothes, but Jacob wants to wear a dress to school. Can he convince his parents to let him wear what he wants? This heartwarming story speaks to the unique challenges faced by children who don't identify with traditional gender roles.

jennings informal reading assessment: Public Health Ethics: Cases Spanning the Globe Drue H. Barrett, Leonard W. Ortmann, Angus Dawson, Carla Saenz, Andreas Reis, Gail Bolan, 2016-04-20 This Open Access book highlights the ethical issues and dilemmas that arise in the practice of public health. It is also a tool to support instruction, debate, and dialogue regarding public health ethics. Although the practice of public health has always included consideration of ethical issues, the field of public health ethics as a discipline is a relatively new and emerging area. There are few practical training resources for public health practitioners, especially resources which include discussion of realistic cases which are likely to arise in the practice of public health. This work discusses these issues on a case to case basis and helps create awareness and understanding of the ethics of public health care. The main audience for the casebook is public health practitioners, including front-line workers, field epidemiology trainers and trainees, managers, planners, and decision makers who have an interest in learning about how to integrate ethical analysis into their day to day public health practice. The casebook is also useful to schools of public health and public health students as well as to academic ethicists who can use the book to teach public health ethics and distinguish it from clinical and research ethics.

jennings informal reading assessment: Growing Readers Kathy Collins, 2004 Primary-grade teachers face an important challenge: teaching children how to read while enabling them to build good habits so they fall in love with reading. Many teachers find the independent reading workshop to be the component of reading instruction that meets this challenge because it makes it possible to teach the reading skills and strategies children need and guides them toward independence, intention, and joy as readers. In *Growing Readers*, Kathy Collins helps teachers plan for independent reading workshops in their own classrooms. She describes the structure of the independent reading workshop and other components of a balanced literacy program that work together to ensure young students grow into strong, well-rounded readers. Kathy outlines a sequence of possible units of study for a yearlong curriculum. Chapters are devoted to the individual units of study and include a sample curriculum as well as examples of mini-lessons and reading conferences. There are also four Getting Ready sections that suggest some behind-the-scenes work teachers can do to prepare for the units. Topics explored in these units include: print and comprehension strategies; reading in genres such as poetry and nonfiction; connecting in-school reading and out-of-school reading; developing the strategies and habits of lifelong readers. A series of planning sheets and management tips are presented throughout to help ensure smooth implementation. We want our students to learn to read, and we want them to love to read. To do this we need to lay a foundation on which children build rich and purposeful reading lives that extend beyond the school day. The ideas found in *Growing Readers* create the kind of primary classrooms where that happens.

jennings informal reading assessment: School, Family, and Community Partnerships Joyce L. Epstein, Mavis G. Sanders, Steven B. Sheldon, Beth S. Simon, Karen Clark Salinas, Natalie Rodriguez Jansorn, Frances L. Van Voorhis, Cecelia S. Martin, Brenda G. Thomas, Marsha D. Greenfeld, Darcy J. Hutchins, Kenyatta J. Williams, 2018-07-19 Strengthen programs of family and community engagement to promote equity and increase student success! When schools, families, and communities collaborate and share responsibility for students' education, more students succeed in school. Based on 30 years of research and fieldwork, the fourth edition of the bestseller *School, Family, and Community Partnerships: Your Handbook for Action*, presents tools and guidelines to help develop more effective and more equitable programs of family and community engagement. Written by a team of well-known experts, it provides a theory and framework of six

types of involvement for action; up-to-date research on school, family, and community collaboration; and new materials for professional development and on-going technical assistance. Readers also will find: Examples of best practices on the six types of involvement from preschools, and elementary, middle, and high schools Checklists, templates, and evaluations to plan goal-linked partnership programs and assess progress CD-ROM with slides and notes for two presentations: A new awareness session to orient colleagues on the major components of a research-based partnership program, and a full One-Day Team Training Workshop to prepare school teams to develop their partnership programs. As a foundational text, this handbook demonstrates a proven approach to implement and sustain inclusive, goal-linked programs of partnership. It shows how a good partnership program is an essential component of good school organization and school improvement for student success. This book will help every district and all schools strengthen and continually improve their programs of family and community engagement.

jennings informal reading assessment: Critical Reading and Writing for Postgraduates Mike Wallace, Alison Wray, 2016-04-30 Reading critically, and writing using critical techniques, are crucial skills you need to apply to your academic work. Practical and engaging, Critical Reading and Writing for Postgraduates is bursting with tools for analysing texts and structuring critical reviews, helping you to gradually build your skills beyond undergraduate level and gain confidence in your ability to critically read and write. New to this 3rd edition: Introduces a technique for developing critical thinking skills by interrogating paper abstracts Additional diagrams, exercises and concept explanations, enabling you to more easily understand and apply the various approaches A glossary, to help with understanding of key terms. Also new for this edition, a Companion Website provides additional resources to help you apply the critical techniques you learn. From templates and checklists, access to SAGE journal articles and additional case studies, these free resources will make sure you successfully master advanced critical skills. If you need to engage with published (or unpublished) literature such as essays, dissertations or theses, research papers or oral presentations, this proven guide helps you develop a reflective and advanced critical approach to your research and writing. The Student Success series are essential guides for students of all levels. From how to think critically and write great essays to planning your dream career, the Student Success series helps you study smarter and get the best from your time at university. Visit the SAGE Study Skills hub for tips and resources for study success!

jennings informal reading assessment: Digital Media, Youth, and Credibility Miriam J. Metzger, Andrew J. Flanagin, 2008 The difficulties in determining the quality of information on the Internet--in particular, the implications of wide access and questionable credibility for youth and learning. Today we have access to an almost inconceivably vast amount of information, from sources that are increasingly portable, accessible, and interactive. The Internet and the explosion of digital media content have made more information available from more sources to more people than at any other time in human history. This brings an infinite number of opportunities for learning, social connection, and entertainment. But at the same time, the origin of information, its quality, and its veracity are often difficult to assess. This volume addresses the issue of credibility--the objective and subjective components that make information believable--in the contemporary media environment. The contributors look particularly at youth audiences and experiences, considering the implications of wide access and the questionable credibility of information for youth and learning. They discuss such topics as the credibility of health information online, how to teach credibility assessment, and public policy solutions. Much research has been done on credibility and new media, but little of it focuses on users younger than college students. Digital Media, Youth, and Credibility fills this gap in the literature. Contributors Matthew S. Eastin, Gunther Eysenbach, Brian Hilligoss, Frances Jacobson Harris, R. David Lankes, Soo Young Rieh, S. Shyam Sundar, Fred W. Weingarten

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published in 1974. The Princeton Legacy Library uses the latest print-on-demand technology to again make available previously out-of-print books from the distinguished backlist of Princeton University Press. These editions preserve the original texts of these important books while presenting them in durable paperback and hardcover editions. The goal of the Princeton Legacy Library is to vastly increase access to the rich scholarly heritage found in the thousands of books published by Princeton University Press since its founding in 1905.

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come together to bring healing and transformation to our lives.

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jennings informal reading assessment: *Bringing Words to Life* Isabel L. Beck, Margaret G. McKeown, Linda Kucan, 2013-01-31 Hundreds of thousands of teachers have used this highly practical guide to help K-12 students enlarge their vocabulary and get involved in noticing, understanding, and using new words. Grounded in research, the book explains how to select words for instruction, introduce their meanings, and create engaging learning activities that promote both word knowledge and reading comprehension. The authors are trusted experts who draw on extensive experience in diverse classrooms and schools. Sample lessons and vignettes, children's literature suggestions, Your Turn learning activities, and a Study Guide for teachers enhance the book's utility as a classroom resource, professional development tool, or course text. The Study Guide can also be downloaded and printed for ease of use (www.guilford.com/beck-studyguide). New to This Edition *Reflects over a decade of advances in research-based vocabulary instruction. *Chapters on vocabulary and writing; assessment; and differentiating instruction for struggling

readers and English language learners, including coverage of response to intervention (RTI).

*Expanded discussions of content-area vocabulary and multiple-meaning words. *Many additional examples showing what robust instruction looks like in action. *Appendix with a useful menu of instructional activities. See also the authors' *Creating Robust Vocabulary: Frequently Asked Questions and Extended Examples*, which includes specific instructional sequences for different grade ranges, as well as *Making Sense of Phonics, Second Edition: The Hows and Whys*, by Isabel L. Beck and Mark E. Beck, an invaluable resource for K-3.

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success of subjects' countermeasures. The actual use of the polygraph in the arena of national security, including its role in deterring threats to security. The book addresses the difficulties of measuring polygraph accuracy, the usefulness of the technique for aiding interrogation and for deterrence, and includes potential alternatives—such as voice-stress analysis and brain measurement techniques.

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Camille A. Famington, Melissa Roderick, Elaine Allensworth, Jenny Nagaoka, Tasha Seneca Keyes, David W. Johnson, Nicole O. Beechum, 2012-06-11

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Kenyon, 2013-09-26 Heutagogy, or self-determined learning, redefines how we understand learning and provides some exciting opportunities for educators. It is a novel approach to educational practice, drawing on familiar concepts such as constructivism, capability, andragogy and complexity theory. Heutagogy is also supported by a substantial and growing body of neuroscience research. Self-Determined Learning explores how heutagogy was derived, and what this approach to learning involves, drawing on recent research and practical applications. The editors draw together contributions from educators and practitioners in different fields, illustrating how the approach can be used and the benefits its use has produced. The subjects discussed include: the nature of learning, heutagogy in the classroom, flexible curriculum, assessment, e-learning, reflective learning, action learning and research, and heutagogy in professional practice settings.

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