425 Appoints

- Extending the mounting of the text.
- World make

Francework for Guided Brading

The framework for a giolded reading known can be used to scallfield the teacher's role to ensure that the essential elements are implemented and integrated throughout instruction. Excerpts from a guided reading freeze (Frantis & Planett, 2001) are illustrated within the framework to illustrate bow each component is addressed within the country of the broom (Table III).

WILLIAM STATE SHOWS IN

According to the National Research Council (NRC) (2002), uses in fine children is estimated tohave difficulty learning to read in actions; either reparate bett entirease that as many as 45% of our children are having difficulty learning to read (National Institute of Child Health and Human Development INICHDI, 1999; The NRC report asserts that reading problems are more likely to occur among children who are poor, are minorities, articul influe wheels, or errive at school not speaking English Charte et al. 1998). The National Randows Panel (2000) argued that bulenced approaches are preferable when teaching children to read, based on their system of scientific researchbased reading instructional practions used by trailleers in classrooms agrees the country. Additionally, analist reading reactions as must of a bulanced literacy program amplices to the recommendations on literacy as suggested in position statements by the International Realing Association/The National Associations for the Education of Yesung Children (1998), and the Notional Croncil of Teachers of Throughout a 2000/25.

Caulded exading provides the measurest opportunity for trackers to captacity treat reading structurity for trackers to captacity treats reading structurities at the students' individual tevels. Combet measurements problems websing, compenhancies, and describing. And, it provides opportunities for establishing good reading liabits and structuries. The critical chronest. Inverses, is the statistical tracking that helps young trackers been the efficiency structures they must be become another their structures.

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International Reading Association

Research Division Report ,1976 Reading and Literature Alan Carroll Purves,1981 Based on data obtained from a random sample of United States schools in 1970 this monograph reports achievements in reading speed comprehension and word knowledge and in literary understanding interpretation and interest of American students aged 9 14 and 17 The monograph also contains demographic information on teachers permitting a profile of the secondary school English teacher Various sections of the monograph discuss the following 1 the International Association for the Evaluation of Educational Achievement IEA studies in reading and literature conducted in 14 countries which form the basis of this analysis 2 what United States teachers of reading and literature reported about themselves 3 student achievement in reading and literature and 4 student response to literature Extensive appendixes contain copies of the IEA reading comprehension and literature tests along with student and teacher questionnaires the Rasch Analysis of Reading discriminant analysis tables for student responses to literature and discriminant analysis with rigid axes rotation for literature teacher curricular patterns FL

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