

teacher college running records

teacher college running records are an essential tool in the assessment and development of reading skills among students, particularly in teacher education programs. These records provide a systematic way for future educators to observe, record, and analyze students' reading behaviors and progress. By mastering the use of running records, teacher college students gain valuable insights into literacy development, error patterns, and instructional needs. This article explores the significance of teacher college running records, their methodology, applications, and best practices. Furthermore, it examines the role of running records in promoting effective reading instruction and how teacher candidates can utilize them to enhance their teaching strategies. The following sections will provide a detailed understanding of running records within the context of teacher education, guiding prospective teachers in their journey to become proficient literacy instructors.

- Understanding Teacher College Running Records
- The Methodology of Running Records
- Applications of Running Records in Teacher Education
- Best Practices for Using Running Records
- Challenges and Solutions in Implementing Running Records

Understanding Teacher College Running Records

Teacher college running records refer to a formative assessment technique used by teacher candidates to evaluate students' reading abilities. This approach involves observing and documenting a student's reading behavior in real time, focusing on errors, self-corrections, fluency, and comprehension. Running records are widely recognized in literacy education for their ability to provide detailed, immediate feedback that helps shape instructional decisions. In teacher education programs, learning to administer and interpret running records equips future teachers with practical skills to support diverse learners effectively.

Definition and Purpose

A running record is essentially a continuous, written account of a student's oral reading performance. It captures every word read correctly or incorrectly, along with notable reading strategies or miscues. The primary

purpose of running records in teacher college settings is to assess reading progress, identify specific areas of difficulty, and tailor instruction accordingly. This hands-on assessment fosters a deeper understanding of student literacy development, which is critical for creating targeted teaching interventions.

Importance in Teacher Preparation

Incorporating running records into teacher training programs is vital because it bridges theory with practice. Teacher candidates learn to analyze reading behaviors beyond simple right-or-wrong metrics, delving into the cognitive processes children use when decoding text. This knowledge enhances their ability to differentiate instruction and support early readers or struggling students. Mastery of running records ensures that teacher graduates are well-prepared to meet literacy challenges in diverse classroom environments.

The Methodology of Running Records

The methodology behind teacher college running records involves a structured process of observation, notation, analysis, and interpretation. It requires teacher candidates to attentively listen and record a student's reading aloud, marking errors, self-corrections, and other relevant reading behaviors. This section outlines the procedural steps and tools used to conduct running records effectively.

Steps for Conducting Running Records

Conducting running records typically follows these essential steps:

1. Select an appropriate reading passage that matches the student's instructional reading level.
2. Explain the task to the student and ensure they understand the expectations.
3. Observe the student reading aloud while making real-time notes of errors, substitutions, omissions, insertions, and self-corrections.
4. Mark the running record using a standardized notation system, such as checkmarks for correct words and specific symbols for errors.
5. Calculate accuracy rate, error rate, and self-correction rate based on the recorded data.
6. Analyze the miscues to determine reading strategies used or areas needing improvement.

7. Use findings to plan instructional interventions tailored to the student's needs.

Tools and Notation Systems

Teacher college students are introduced to various tools and notation systems to facilitate the efficient recording and analysis of running records. Commonly used symbols include:

- A checkmark (✓) for correctly read words
- An underline for substituted words
- An omission sign (–) for skipped words
- An insertion sign (+) for added words
- SC to denote self-corrections

These notations help standardize data collection, ensuring clarity and accuracy in assessment results. Additionally, some programs incorporate digital tools or apps designed to streamline the running record process.

Applications of Running Records in Teacher Education

Running records serve multiple purposes within teacher education, extending beyond assessment to inform instruction, monitor progress, and support literacy development. This section highlights key applications that demonstrate the versatility and educational value of running records.

Formative Assessment and Progress Monitoring

Running records are primarily used as formative assessments, providing ongoing feedback about a student's reading development. Teacher candidates learn to use running records to monitor progress over time, identifying trends and changes in reading behavior. This continuous assessment model enables timely instructional adjustments, which are crucial for effective literacy teaching.

Instructional Planning and Differentiation

Data gathered from running records guide teacher candidates in planning instruction that meets individual student needs. By understanding specific error patterns, such as decoding difficulties or comprehension lapses, future teachers can implement targeted interventions. This differentiation ensures that instruction is responsive and personalized, maximizing student engagement and learning outcomes.

Supporting Diverse Learners

Teacher college running records are particularly valuable when working with diverse learners, including English language learners and students with reading disabilities. The detailed insights provided by running records allow teacher candidates to identify unique challenges and strengths, adapting teaching approaches accordingly. This promotes inclusive education and supports equitable literacy development.

Best Practices for Using Running Records

To maximize the effectiveness of running records, teacher candidates must adhere to best practices that enhance accuracy, reliability, and instructional value. This section outlines key recommendations for administering and utilizing running records in teacher education settings.

Preparation and Environment

Creating a conducive environment is essential for obtaining valid running record data. Teacher candidates should ensure a quiet, distraction-free space where students feel comfortable reading aloud. Proper preparation includes selecting appropriate texts and familiarizing oneself with the notation system beforehand.

Consistent and Objective Recording

Consistency in recording is critical to maintaining the integrity of running records. Teacher candidates are advised to focus on objective observation, avoiding assumptions or subjective judgments. Real-time notation helps capture accurate data, which is vital for meaningful analysis and instructional planning.

Regular Practice and Reflection

Regular practice in conducting running records enhances proficiency and

confidence among teacher candidates. Reflecting on each assessment session encourages critical thinking about instructional implications and personal growth as an educator. Collaboration with peers and mentors can also provide valuable feedback and support in refining running record skills.

Challenges and Solutions in Implementing Running Records

While teacher college running records are highly beneficial, there are challenges that teacher candidates may encounter. Recognizing these obstacles and employing effective solutions ensures the successful integration of running records into teacher preparation and classroom practice.

Time Constraints

One common challenge is the time required to conduct and analyze running records, especially in busy classroom settings. Teacher candidates can address this by prioritizing assessments for students who need the most support and using abbreviated running record forms when appropriate. Efficient note-taking and familiarity with the process also help reduce time demands.

Interpreting Errors and Miscues

Interpreting reading errors accurately can be complex, requiring a nuanced understanding of reading processes. Teacher education programs emphasize training in analyzing miscues to distinguish between decoding errors, comprehension issues, or strategic reading attempts. Ongoing practice and mentorship are critical in developing these interpretive skills.

Engaging Reluctant Readers

Some students may feel anxious or reluctant to read aloud during running records, potentially affecting the reliability of the assessment. Building rapport, offering encouragement, and selecting engaging, level-appropriate texts can help alleviate anxiety. Teacher candidates are encouraged to create a supportive atmosphere that fosters student confidence.

Frequently Asked Questions

What are running records in teacher college?

Running records are a formative assessment tool used in teacher college programs to observe and document a student's reading behaviors and strategies in real-time.

Why do teacher candidates use running records?

Teacher candidates use running records to assess and analyze a student's reading level, accuracy, fluency, and comprehension skills to inform instruction.

How do running records help future teachers?

Running records help future teachers identify students' reading strengths and challenges, allowing them to tailor teaching strategies to individual needs.

What skills are assessed in running records?

Running records assess decoding ability, self-correction, use of cues (phonetic, semantic, syntactic), fluency, and comprehension during reading.

How are running records conducted in teacher training?

In teacher training, running records are conducted by having a student read aloud while the teacher candidate records errors, self-corrections, and notes reading behaviors.

What tools do teacher candidates use to take running records?

Teacher candidates typically use standardized running record forms or digital applications designed for recording and analyzing reading behaviors.

How do running records influence lesson planning in teacher college?

Running records provide data that help teacher candidates plan targeted reading instruction tailored to students' specific needs and reading levels.

Are running records used beyond teacher college?

Yes, running records are widely used by professional educators in classrooms to monitor reading progress and guide instruction throughout the school year.

What challenges do teacher candidates face when using running records?

Teacher candidates may find it challenging to accurately record and analyze errors in real-time and interpret data to make instructional decisions.

Can running records assess comprehension in addition to decoding?

Yes, running records include prompts and follow-up questions to assess a student's comprehension as well as decoding and fluency skills.

Additional Resources

1. *Running Records in the Classroom: A Practical Guide for Teachers*

This book offers a comprehensive introduction to running records, helping teachers understand how to effectively assess student reading behaviors. It provides step-by-step instructions on administering, scoring, and analyzing running records, making it an essential resource for educators in teacher colleges. The practical examples and sample forms facilitate easy implementation in classroom settings.

2. *Assessing Reading Progress: Using Running Records for Data-Driven Instruction*

Focused on data-driven teaching strategies, this book explores how running records can inform instruction and intervention. It guides teachers in interpreting running record data to tailor lessons that meet individual student needs. The text also discusses integrating running records within broader assessment frameworks.

3. *Running Records and Literacy Instruction: Strategies for Teacher Candidates*

Designed for teacher candidates, this resource emphasizes the role of running records in literacy development. It includes detailed explanations of error analysis, self-correction rates, and fluency measures. Additionally, it provides lesson planning tips based on running record findings.

4. *Using Running Records to Support Early Readers*

This book concentrates on early childhood and primary education, offering techniques for using running records to support beginning readers. It highlights common reading challenges and how running records can help identify them. The author also discusses how to engage families in literacy development through sharing running record insights.

5. *Running Records: Tools for Teacher Reflection and Student Growth*

A reflective guide, this book encourages educators to use running records not only as assessment tools but also as a means to examine their teaching practices. It includes case studies that demonstrate how running records can

lead to professional growth and improved student outcomes. The text supports teacher candidates in developing a reflective mindset.

6. Mastering Running Records: From Theory to Practice in Teacher Education

This text bridges theoretical foundations with practical application of running records in teacher education programs. It covers the history and research behind running records and offers classroom-tested techniques. The book is ideal for teacher college students aiming to deepen their understanding of literacy assessments.

7. Running Records and Reading Assessment: A Guide for Pre-Service Teachers

Tailored for pre-service teachers, this guide breaks down the components of running records and their role in formative assessment. It includes sample transcripts and scoring exercises to build confidence in administering running records. The book also discusses ethical considerations and maintaining student confidentiality.

8. Implementing Running Records in Diverse Classrooms

This resource addresses the challenges and opportunities of using running records in multicultural and multilingual classroom settings. It provides strategies for adapting running records to meet diverse student needs and backgrounds. The author stresses culturally responsive assessment practices.

9. Running Records Made Easy: A Step-by-Step Approach for Teacher Candidates

A user-friendly manual, this book simplifies the running record process through clear instructions and visual aids. It is designed to build foundational skills for teacher candidates new to literacy assessment. The text includes troubleshooting tips and advice on communicating results to students and parents.

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Teacher College Running Records: A Comprehensive Guide to Effective Literacy Assessment and Instruction

This ebook delves into the critical role of running records in teacher colleges, exploring their significance in developing pre-service and in-service teachers' literacy assessment skills and informing effective instructional practices. We will examine the methodology, analysis, and application of running records, highlighting their value in fostering a deeper understanding of

student reading development.

Ebook Title: Mastering Running Records: A Guide for Teacher Colleges

Contents:

Introduction: Defining Running Records and Their Importance in Teacher Education

Chapter 1: The Methodology of Conducting a Running Record: Step-by-step guide, including material selection and administration.

Chapter 2: Analyzing Running Record Data: Decoding error analysis, fluency indicators, and comprehension strategies.

Chapter 3: Interpreting Running Record Results to Inform Instruction: Differentiated instruction based on assessment data, creating individualized learning plans.

Chapter 4: Using Running Records for Teacher Self-Reflection and Professional Development: Analyzing one's own teaching practices and refining instructional strategies.

Chapter 5: Technology and Running Records: Exploring digital tools and resources for conducting and analyzing running records.

Chapter 6: Addressing Diverse Learners with Running Records: Adapting the assessment process for students with diverse learning needs.

Chapter 7: Collaboration and Communication: Sharing Running Record Data: Effective communication with parents, administrators, and colleagues.

Conclusion: The enduring value of running records in teacher education and literacy instruction.

Introduction: Defining Running Records and Their Importance in Teacher Education

This introductory chapter establishes the foundation for understanding running records. It defines the term, explains its purpose in assessing reading progress, and emphasizes its crucial role in preparing future educators. It will highlight the benefits of using running records for both pre-service and in-service teachers, emphasizing their contribution to effective literacy instruction. We will also touch upon the historical context of running records and their evolution within the field of literacy education.

Chapter 1: The Methodology of Conducting a Running Record:

This chapter provides a detailed, step-by-step guide on conducting a running record effectively. It covers selecting appropriate texts based on student reading levels, the process of administering the assessment (including proper recording techniques), and maintaining a supportive and non-judgmental assessment environment. Examples of different text types suitable for running records will be included, as well as strategies for managing student anxiety during the assessment.

Chapter 2: Analyzing Running Record Data:

This section focuses on the critical analysis of the collected data. It teaches readers how to identify and categorize various types of reading errors (e.g., substitution, omission, insertion), analyze fluency markers (e.g., reading rate, accuracy, prosody), and assess comprehension strategies employed by the student. The chapter will include practical examples and charts to aid in the interpretation of running record data. We will delve into the significance of each error type and how it impacts a student's overall reading ability.

Chapter 3: Interpreting Running Record Results to Inform Instruction:

This crucial chapter demonstrates how to translate the data obtained from running records into effective instructional strategies. It emphasizes the importance of differentiated instruction, tailored to individual student needs and learning styles. We will explore various techniques for creating individualized learning plans based on identified strengths and weaknesses revealed in the running record analysis. Strategies for addressing specific reading difficulties will be detailed.

Chapter 4: Using Running Records for Teacher Self-Reflection and Professional Development:

This chapter explores the metacognitive aspects of using running records. Teachers learn to analyze their own instructional practices through self-reflection on running record data, leading to ongoing professional development. The chapter provides prompts and frameworks for teachers to critically examine their teaching methodologies and refine their approaches based on student progress. This encourages a growth mindset and continuous improvement in teaching literacy.

Chapter 5: Technology and Running Records:

This chapter explores the integration of technology into the running record process. It examines various digital tools and resources available for conducting, analyzing, and storing running record data. The advantages and disadvantages of different software and apps will be discussed, along with strategies for maintaining data privacy and security. This section addresses the increasing role of technology in modern educational settings.

Chapter 6: Addressing Diverse Learners with Running Records:

This chapter addresses the complexities of assessing diverse learners using running records. It explores strategies for adapting the assessment process to meet the needs of students with different learning styles, linguistic backgrounds, and disabilities. The chapter will emphasize the importance of culturally responsive assessment and inclusive practices. Specific examples and case studies will be provided to demonstrate effective adaptations.

Chapter 7: Collaboration and Communication: Sharing Running Record Data:

Effective communication is paramount. This chapter emphasizes the importance of sharing running record data with relevant stakeholders, including parents, administrators, and colleagues. It outlines strategies for effectively communicating assessment results in a clear and understandable manner. The chapter will explore different methods for collaborative planning and sharing best practices based on running record analysis.

Conclusion: The Enduring Value of Running Records in Teacher Education and Literacy Instruction

This concluding chapter summarizes the key takeaways of the ebook, reiterating the enduring value of running records as a powerful tool for both assessing and improving literacy instruction. It emphasizes the ongoing professional development opportunities provided by regular use of running records and underscores their contribution to effective teacher training programs in teacher colleges. The chapter will reiterate the importance of ongoing professional development and collaboration in utilizing running records effectively.

FAQs:

1. What is the difference between a running record and other literacy assessments? Running records provide a detailed, real-time analysis of a student's reading process, unlike standardized tests which focus on overall performance.
2. What types of texts are suitable for conducting a running record? Running records can be conducted using various texts, including decodable books, leveled readers, and even excerpts from novels, based on the student's reading level.
3. How frequently should running records be conducted? The frequency depends on the student's needs. Regular monitoring, perhaps every few weeks or months, is common, especially for struggling readers.
4. How can I use running record data to differentiate instruction? By analyzing the types of errors and reading strategies used, you can tailor your teaching to address specific weaknesses and build on strengths.
5. What are some common errors identified in running records? Common errors include substitutions, omissions, insertions, and self-corrections. Analyzing the patterns of errors provides crucial insights.
6. How can technology enhance the running record process? Apps and software can assist with recording, analyzing, and storing data, facilitating efficient data management and analysis.
7. How can I effectively communicate running record results to parents? Use clear and concise language, focusing on the student's strengths and areas for improvement, while offering strategies for home support.
8. What is the role of professional development in mastering running records? Ongoing training and collaboration with colleagues are essential for refining skills in conducting, analyzing, and using running record data effectively.
9. Can running records be used to assess students with diverse learning needs? Yes, with appropriate adaptations, running records can be used to assess students with diverse needs, including those with disabilities or from diverse linguistic backgrounds.

Related Articles:

1. Using Running Records to Improve Fluency: This article explores specific strategies for using running record data to target and improve reading fluency.
2. Running Records and Differentiated Instruction: A detailed look at tailoring instruction based on individual student data from running records.
3. Technology Tools for Running Records: A review of various software and apps for efficient running record management.
4. Analyzing Error Patterns in Running Records: A deeper dive into interpreting different types of reading errors and their implications.
5. Running Records and Comprehension Strategies: Focusing on how running records can illuminate

a student's comprehension strategies.

6. Collaboration and Communication Using Running Record Data: Strategies for sharing data effectively with parents and other stakeholders.

7. Running Records for Students with Dyslexia: Adapting the running record process for students with specific learning differences.

8. The Impact of Running Records on Reading Growth: Research-based evidence demonstrating the effectiveness of running records in improving reading skills.

9. Professional Development Opportunities for Running Records: Resources and training opportunities for teachers seeking to improve their skills in using running records.

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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>. Blackline masters are available on the Running Records Dropbox at <https://bit.ly/3gnggIq>

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of a student's journey to literacy. The LLI Orange System is specifically targeted at Foundation/Kindergarten students. Please note the program guide is not suitable for educators who have not yet purchased an LLI Orange System. This component is only available separately so that schools with the LLI Orange System can purchase additional copies of the program guide if they require. Find out more about the Fountas & Pinnell LLI System at www.pearson.com.au/primary/LLI

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or for teachers to make decisions that reflect the needs of the students in front of them. When teachers trust themselves and trust their students to create reading experiences that matter, they positively impact student growth. *Trusting Readers* puts the independence back into independent reading and bolsters that independence with collaboration. Jen and Hannah offer a clear definition of independent reading. Their vision of conferring supports teachers as they support young readers. They help teachers craft reading experiences for students that are centered around their engagement, instructional needs, and identities as readers. *Trusting Readers* is an essential and accessible guide that provides teachers with the inspiration, information, and tools needed to grow enthusiastic independent readers. Jen and Hannah outline practical steps for teachers to implement independent reading time or to enrich their current practice with multiple entry points whether you've been teaching one year or twenty. In addition, they provide a model for reading conferences that support tailored instructional choices and keep students at the center. In Part 1 of *Trusting Readers*, Jen and Hannah define independent reading as based on the principles of time, choice, talk, and teacher support. Each chapter keeps student independence and reading identity development at the forefront, while leading teachers through the process of setting up classroom routines that safeguard time and space for independent reading in any environment. Part 2 focuses on conferring during independent reading using *The Cycle of Conferring*, a framework that teachers can use to help students set meaningful reading goals that not only build their skills, but also support their growth into joyful, purposeful, engaged readers. Dig into *Trusting Readers* and consider new possibilities for vibrant independent reading to thrive in your classroom in visible and invisible ways. What is the best that could happen when you trust yourself, your students, and the power of independent reading?

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teacher college running records: *Reading Instruction for Diverse Classrooms* Ellen McIntyre, Nancy Hulan, Vicky Layne, 2011-03-30 This practical, teacher-friendly book provides indispensable guidance for implementing research-based reading instruction that is responsive to students' diverse cultural and linguistic backgrounds. Structured around the "big five" core topics of an effective reading program—phonemic awareness, phonics, fluency, vocabulary, and comprehension—the book explains tried-and-true teaching strategies for fostering all students' achievement. Key topics include engaging diverse students in classroom discussion, involving families in learning, and assessing and teaching new literacies. Numerous classroom examples demonstrate a wide range of easy-to-implement lesson ideas and activities for students at different grade levels, including struggling learners. Issues specific to English language learners are woven throughout the chapters.

teacher college running records: *Why Write in Math Class?* Linda Schulman Dacey, Rebeka Eston Salemi, Katherine Hopping O'Connell, 2018 To help students communicate their mathematical thinking, many teachers have created classrooms where math talk has become a successful and joyful instructional practice. Building on that success, the ideas in *Why Write in Math Class?* help students construct, explore, represent, refine, connect, and reflect on mathematical ideas. Writing also provides teachers with a window into each student's thinking and informs instructional decisions. Focusing on five types of writing in math (exploratory, explanatory, argumentative, creative, and reflective), *Why Write in Math Class?* offers a variety of ways to integrate writing into the math class. The ideas in this book will help you make connections to what

you already know about the teaching of writing within literacy instruction and build on what you've learned about the development of classroom communities that support math talk. The authors offer practical advice about how to support writing in math, as well as many specific examples of writing prompts and tasks that require high-cognitive demand. Extensive stories and samples of student work from K-5 classrooms give a vision of how writing in math class can successfully unfold.

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teacher college running records: *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.

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benefit from foundational instruction in the skills of reading nonfiction. By instilling strong habits and routines, this unit will support students in taking charge of their own reading lives and reading nonfiction with curiosity and engagement as they learn deeply about the world around them--

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teacher college running records: Literacy Lessons Designed for Individuals Marie M. Clay, 2016-07-07 Part of the highly successful early intervention programme Reading Recovery for children experiencing reading and writing difficulties. *Literacy Lessons: Designed for Individuals*, in

two parts, provides administrators and specially-trained teachers with guidance for managing Reading Recovery. It answers the questions of Why?, When? and How? individual literacy lessons for young children at risk can be highly successful. This edition contains both Part One and Part Two (previously published in separate volumes). Part One helps practitioners to understand the latest theory and research surrounding Reading Recovery around the globe, giving insight into the importance of teacher-child conversation and exploring the relevance of phonemic awareness, spelling, phrasing and fluency in written language. Part Two is an essential resource to aid teaching of the Reading Recovery programme and is the perfect training manual for practising teachers.

teacher college running records: *Reading Without Limits* Maddie Witter, 2013-01-07 Imagine a classroom where all students are engaged in highly rigorous and fun learning every single day. That classroom can be yours starting tomorrow. You don't have to be a reading specialist to pick up this book. Anyone who wants to dramatically improve reading achievement will find helpful suggestions. You might be a third grade teacher whose students have mastered decoding, and you are ready to build their comprehension. Or you might be a high school science teacher whose students aren't yet reading on level with deep critical thinking. This book is for you. It doesn't matter whether you are a public, charter, private, or alternative education teacher: the Reading Without Limits program works in each one. Along with hundreds of ready-to-use teaching strategies, Reading Without Limits comes with a supplemental website where teachers can download even more resources for free! Reading Without Limits is the first book offered in the KIPP Educator Series. KIPP, or the Knowledge is Power Program, began in 1994. As of Fall 2012, there are 125 KIPP schools in 20 states and the District of Columbia serving nearly 40,000 students climbing the mountain to and through college.

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