

## Dra Observation Guide For Duke

Reflects philosophy of Model Curriculum Guide for the English-Language Arts (K-8).

"Assessing and Addressing Literacy Needs: Cases and Instructional Strategies is designed to help preservice and inservice teachers understand the problems that children encounter when learning to read and to provide key instructional strategies related to best practices in literacy instruction. The text promotes reflection and analysis that will provoke thoughtful responses and discussions to help teachers use assessments to identify problems and employ appropriate strategies to help their students become better readers"-- Provided by publisher.

In *The Archive and the Repertoire* preeminent performance studies scholar Diana Taylor provides a new understanding of the vital role of performance in the Americas. From plays to official events to grassroots protests, performance, she argues, must be taken seriously as a means of storing and transmitting knowledge. Taylor reveals how the repertoire of embodied memory—conveyed in gestures, the spoken word, movement, dance, song, and other performances—offers alternative perspectives to those derived from the written archive and is particularly useful to a reconsideration of historical processes of transnational contact. *The Archive and the Repertoire* invites a remapping of the Americas based on traditions of embodied practice. Examining various genres of performance including demonstrations by the children of the disappeared in Argentina, the Peruvian theatre group Yuyachkani, and televised astrological readings by Univision personality Walter Mercado, Taylor explores how the archive and the repertoire work together to make political claims, transmit traumatic memory, and forge a new sense of cultural identity. Through her consideration of performances such as *Coco*

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Fusco and Guillermo Gómez-Peña's show *Two Undiscovered Amerindians Visit . . .*, Taylor illuminates how scenarios of discovery and conquest haunt the Americas, trapping even those who attempt to dismantle them. Meditating on events like those of September 11, 2001 and media representations of them, she examines both the crucial role of performance in contemporary culture and her own role as witness to and participant in hemispheric dramas. *The Archive and the Repertoire* is a compelling demonstration of the many ways that the study of performance enables a deeper understanding of the past and present, of ourselves and others.

*The Merchant of Venice* has been performed more often than any other comedy by Shakespeare. Molly Mahood pays special attention to the expectations of the play's first audience, and to our modern experience of seeing and hearing the play. In a substantial new addition to the Introduction, Charles Edelman focuses on the play's sexual politics and recent scholarship devoted to the position of Jews in Shakespeare's time. He surveys the international scope and diversity of theatrical interpretations of *The Merchant* in the 1980s and 1990s and their different ways of tackling the troubling figure of Shylock.

Combining concepts from topology and algorithms, this book delivers what its title promises: an introduction to the field of computational topology. Starting with motivating problems in both mathematics and computer science and building up from classic topics in geometric and algebraic topology, the third part of the text advances to persistent homology. This point of view is critically important in turning a mostly theoretical field of mathematics into one that is relevant to a multitude of disciplines in the sciences and engineering. The main approach is the discovery of topology through algorithms. The book is ideal for teaching a graduate or

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advanced undergraduate course in computational topology, as it develops all the background of both the mathematical and algorithmic aspects of the subject from first principles. Thus the text could serve equally well in a course taught in a mathematics department or computer science department.

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Far from creating a borderless world, contemporary globalization has generated a proliferation of borders. In *Border as Method*, Sandro Mezzadra and Brett Neilson chart this proliferation, investigating its implications for migratory movements, capitalist transformations, and political life. They explore the atmospheric violence that surrounds borderlands and border struggles across various geographical scales, illustrating their theoretical arguments with illuminating case studies drawn from Europe, Asia, the Pacific, the Americas, and elsewhere. Mezzadra and Neilson approach the border not only as a research object but also as an epistemic framework. Their use of the border as method enables new perspectives on the crisis and transformations of the nation-state, as well as powerful reassessments of political concepts such as citizenship and sovereignty.

In this fully revised and expanded third edition of the bestselling *Reciprocal Teaching at Work*, Lori D. Oczkus provides both tried-and-true and fresh solutions for teaching reading comprehension. Reciprocal teaching is a scaffolded discussion technique that builds on the Fab Four strategies that good readers use to understand text: predicting,

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questioning, clarifying, and summarizing. With a focus on these four evidence-based and classroom-tested strategies, Oczkus presents new ways to use reciprocal teaching to improve students' comprehension while actively engaging them in learning and encouraging independence. Appealing to students and teachers alike, reciprocal teaching encompasses social aspects of teaching and learning with modeling, think-alouds, and discussion. This helpful guide is packed with fresh material, including \*

- \* More than 40 new and updated step-by-step lessons and minilessons that reflect current thinking and best practice.
- \* Dozens of rich suggestions for diving into informational texts.
- \* Updated research and relevant results that show the effectiveness of reciprocal teaching.
- \* Creative and targeted tips that capitalize on the specific benefits of whole-class settings, guided reading groups, and literature circles.
- \* Ideas for differentiating instruction for struggling readers and English language learners.
- \* New and newly designed support materials, including reproducibles, posters, bookmarks, and a lesson planning menu.

With a wealth of ideas to get you started—and keep you going—this is the all-inclusive resource you need to help students become active, engaged, and independent readers who truly comprehend what they read.

Reviews and Testimonials "Literacy coach and author Lori Oczkus knows how to take the best of what works from long-established research and showcase it to make teaching and learning more effective, engaging, and enjoyable. In her latest edition of *Reciprocal Teaching at Work*, she demonstrates how to scaffold instruction so that all

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K–12 students can benefit from reciprocal teaching techniques, what she calls the "Fab Four"—predicting, questioning, clarifying, and summarizing—in whole-group, guided reading, and book club settings, for both fiction and informational texts. In clearly delineated lessons and minilessons, Lori deftly shares how to support students' learning, including English language learners and students who struggle, so they can successfully apply and monitor those four discussion strategies—as well as troubleshoot problems—to yield significant progress in their reading comprehension. Filled with great practical ideas, this gem of a book is a must-have for all literacy educators!" —Regie Routman, author of *Read, Write, Lead*; *Literacy Essentials*, and *Reading Essentials*

"Reciprocal teaching works to push students into deeper learning. There are decades of research on the impact of this instructional approach, and this book shows you how to implement and refine the practice such that all students succeed." —Doug Fisher, author of *Checking for Understanding* and *Visible Learning for Literacy*

"One of the great instructional research discoveries of the past three decades has been the efficacy of reciprocal teaching for improving student learning and reading comprehension. More than anyone, Lori Oczkus has explored practical ways for making reciprocal teaching an integral part of nearly any classroom setting. This current work by Lori represents the epitome of her work in translating reciprocal teaching research into practice. Readers will find this immensely readable book filled with strategies that can be easily implemented and that will improve student learning. If you are interested in improving

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your students' reading achievement, you need to read this book!" —Timothy Rasinski, author of *The Fluent Reader* and *Close Reading with Paired Texts* "In this new edition of *Reciprocal Teaching at Work*, Lori Oczkus offers new thinking while reinforcing the best practices that make her ideas timeless. Through these engaging lessons and smart instructional moves, you will empower your students to build the confidence and competence they need to become strong, independent readers." —Donalyn Miller, author of *The Book Whisperer* "On every page of this book, in every activity and plan, the voice of a gifted and empowering teacher inspires the reader. In a major revision of her classic work, Lori Oczkus engages the immediacy and demands of today's classrooms with the most robust constellation of strategies for teaching comprehension. She compellingly demonstrates how the "Fab Four" are engaged across the grades, and she powerfully scaffolds, supports, and reassures teachers in their efforts to incorporate reciprocal teaching across a broad communication, textual, and digital terrain." —Shane Templeton, Foundation Professor Emeritus of Literacy Studies University of Nevada, Reno, NV

Financial collapses—whether of the junk bond market, the Internet bubble, or the highly leveraged housing market—are often explained as the inevitable result of market cycles: What goes up must come down. In *Liquidated*, Karen Ho punctures the aura of the abstract, all-powerful market to show how financial markets, and particularly booms and busts, are constructed. Through an in-depth investigation into the everyday experiences

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and ideologies of Wall Street investment bankers, Ho describes how a financially dominant but highly unstable market system is understood, justified, and produced through the restructuring of corporations and the larger economy. Ho, who worked at an investment bank herself, argues that bankers' approaches to financial markets and corporate America are inseparable from the structures and strategies of their workplaces. Her ethnographic analysis of those workplaces is filled with the voices of stressed first-year associates, overworked and alienated analysts, undergraduates eager to be hired, and seasoned managing directors. Recruited from elite universities as "the best and the brightest," investment bankers are socialized into a world of high risk and high reward. They are paid handsomely, with the understanding that they may be let go at any time. Their workplace culture and networks of privilege create the perception that job insecurity builds character, and employee liquidity results in smart, efficient business. Based on this culture of liquidity and compensation practices tied to profligate deal-making, Wall Street investment bankers reshape corporate America in their own image. Their mission is the creation of shareholder value, but Ho demonstrates that their practices and assumptions often produce crises instead. By connecting the values and actions of investment bankers to the construction of markets and the restructuring of U.S. corporations, *Liquidated* reveals the particular culture of Wall Street often obscured by triumphalist readings of capitalist globalization. Longlisted for the National Book Award New York Times Bestseller A former Wall

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Street quant sounds an alarm on the mathematical models that pervade modern life -- and threaten to rip apart our social fabric We live in the age of the algorithm. Increasingly, the decisions that affect our lives--where we go to school, whether we get a car loan, how much we pay for health insurance--are being made not by humans, but by mathematical models. In theory, this should lead to greater fairness: Everyone is judged according to the same rules, and bias is eliminated. But as Cathy O'Neil reveals in this urgent and necessary book, the opposite is true. The models being used today are opaque, unregulated, and uncontestable, even when they're wrong. Most troubling, they reinforce discrimination: If a poor student can't get a loan because a lending model deems him too risky (by virtue of his zip code), he's then cut off from the kind of education that could pull him out of poverty, and a vicious spiral ensues. Models are propping up the lucky and punishing the downtrodden, creating a "toxic cocktail for democracy." Welcome to the dark side of Big Data. Tracing the arc of a person's life, O'Neil exposes the black box models that shape our future, both as individuals and as a society. These "weapons of math destruction" score teachers and students, sort r sums, grant (or deny) loans, evaluate workers, target voters, set parole, and monitor our health. O'Neil calls on modelers to take more responsibility for their algorithms and on policy makers to regulate their use. But in the end, it's up to us to become more savvy about the models that govern our lives. This important book empowers us to ask the tough questions, uncover the truth, and demand change. -- Longlist for National Book

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Award (Non-Fiction) -- Goodreads, semi-finalist for the 2016 Goodreads Choice Awards (Science and Technology) -- Kirkus, Best Books of 2016 -- New York Times, 100 Notable Books of 2016 (Non-Fiction) -- The Guardian, Best Books of 2016 -- WBUR's "On Point," Best Books of 2016: Staff Picks -- Boston Globe, Best Books of 2016, Non-Fiction

DRA2+ provides teachers with a proven diagnostic reading assessment that not only establishes each student's reading level but also gives the teacher a Focus for Classroom Instruction designed to assist students' progression to the next reading level. Students and teachers meet in a one-on-one conference - giving the teacher invaluable insight as to each student's strengths and weaknesses Progress Monitoring now included! Teachers are now able to monitor progress during a brief conference with struggling readers, providing a great tool to measure the effectiveness of current intervention strategies DRA2's assessment of reading comprehension is the most extensive of any assessment; truly designed to provide teacher's guidance in pinpointing areas of need The research-based and validated Developmental Reading Assessment K-3 by Joetta Beaver and Primary Classroom Teachers helps you pinpoint students' strengths and abilities as readers in a quick, one-on-one conference. Now in its second edition, DRA2 for grades K-3 has added a fluency component that provides a WPM fluency rate, streamlines the assessment for easier use, and includes several new and revised Benchmark Books, a revised Teacher Guide, a simplified Focus for

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Instruction, and Continuums to match each assessment text incorporated in the Teacher Observation Guides. In addition, this package also includes Word Analysis to help you assess 40 important skills in the areas of Phonological Awareness, Metalanguage, Letter/Word Recognition, Phonics, and Structural Analysis and Syllabication. You can also administer DRA k/3 on a handheld device - learn more here. View the DRA2 Virtual Brochure. Download the DRA2 Virtual Brochure. The contributors to *Affective Trajectories* examine the mutual and highly complex entwinements between religion and affect in urban Africa in the early twenty-first century. Drawing on ethnographic research throughout the continent and in African diasporic communities abroad, they trace the myriad ways religious ideas, practices, and materialities interact with affect to configure life in urban spaces. Whether examining the affective force of the built urban environment or how religious practices contribute to new forms of attachment, identification, and place-making, they illustrate the force of affect as it is shaped by temporality and spatiality in the religious lives of individuals and communities. Among other topics, they explore Masowe Apostolic Christianity in relation to experiences of displacement in Harare, Zimbabwe; Muslim identity, belonging, and the global ummah in Ghana; crime, emotions, and conversion to neo-Pentecostalism in Cape Town; and spiritual cleansing in a Congolese branch of a Japanese religious movement. In so doing, the contributors demonstrate how the social and material living conditions of African cities generate diverse affective forms of

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religious experiences in ways that foster both localized and transnational paths of emotional knowledge. Contributors. Astrid Bochow, Marian Burchardt, Rafael Cazarin, Hansjörg Dilger, Alessandro Gusman, Murtala Ibrahim, Peter Lambertz, Isabelle L. Lange, Isabel Mukonyora, Benedikt Pontzen, Hanspeter Reihling, Matthew Wilhelm-Solomon

A classic Faulkner novel which explores the lives of a family of characters in the South. An aging black man who has long refused to adopt the black's traditionally servile attitude is wrongfully accused of murdering a white man.

Developmental Reading Assessment

In *The 20/20 Diet*, Dr. Phil McGraw identifies seven reasons other diets fail people over and over again: hunger, cravings, feeling of restriction, impracticality and expense, boredom, temptations, and disappointing results or plateaus. Then, he addresses each of these roadblocks by applying the latest research and theories that have emerged since his last best seller on the same topic, *The Ultimate Weight Solution*. Dr. Phil and his team have created a plan that you can start following right now and continue working for the rest of your life. In this diet, readers will start by eating only 20 key ingredients, called the “20/20 Foods,” which theories indicate may help enhance your body’s thermogenesis and help you feel full. But that's just the beginning. This book explains why you haven't been able to lose the weight before, and empowers you with cognitive, behavioral, environmental, social and nutritional tools so you can finally reach your goal, and learn lifelong healthy habits to maintain those results.

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A comprehensive overview of important contemporary issues in the field of reading research from the mid 1980s to mid 1990s, this well-received volume offers readers an examination of literacy through a variety of lenses--some permitting microscopic views and others panoramic views. A veritable "who's who" of specialists in the field, chapter authors cover current methodology, as well as cumulative research-based knowledge. Because it deals with society and literacy, the first section provides the broadest possible view of literacy. The second section defines the range of activities culturally determined to be a part of the enterprise known as literacy. The third focuses on the processes that individuals engage in when they perform the act of reading. The fourth section visits the environment in which the knowledge that comprises literacy is passed on from one generation to the next. The last section, an epilogue to the whole enterprise of reading research, provides apt philosophical reflection.

Documentary Storytelling has reached filmmakers and filmgoers worldwide with its unique focus on the key ingredient for success in the growing global documentary marketplace: storytelling. This practical guide reveals how today's top filmmakers bring the tools of narrative cinema to the world of nonfiction film and video without sacrificing the rigor and truthfulness that give documentaries their power. The book offers practical advice for producers, directors, editors, cinematographers, writers and others seeking to make ethical and effective films that merge the strengths of visual and aural media with the power of narrative storytelling. In this new, updated edition, Emmy Award-winning author Sheila Curran Bernard offers: New strategies for analyzing documentary work New conversations with filmmakers including Stanley Nelson (The Black Panthers), Kazuhiro Soda (Mental), Orlando von Einsiedel (Virunga), and Cara Mertes (JustFilms) Discussions previously held with Susan Kim (Imaginary

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Witness), Deborah Scranton (The War Tapes), Alex Gibney (Taxi to the Dark Side), and James Marsh (Man on Wire).

Gives middle school teachers a range of tools to help monitor literacy behavior continuously as they teach, as well as conduct periodic assessments for accountability. Intended to guide teachers' ongoing observations of student's progress within a literature-based reading program.

Teacher educators will find this volume to be a valuable tool for preservice teacher preparation as well as graduate level courses

The Problem with Work develops a Marxist feminist critique of the structures and ethics of work, as well as a perspective for imagining a life no longer subordinated to them.

All key issues of research and practice in comprehension instruction are addressed in this highly regarded professional resource and course text. Leading scholars examine the processes that enable students to make meaning from what they read--and how this knowledge can be applied to improve teaching at all grade levels. Best practices for meeting the needs of diverse elementary and secondary students are identified. Essential topics include strategies for comprehending different types of texts, the impact of the Common Core State Standards (CCSS), cutting-edge assessment approaches, and the growing importance of digital genres and multimodal literacies. User-friendly features include end-of-chapter discussion questions. New to This Edition Incorporates the latest research and instructional practices. Chapters on the CCSS, critical theory, culturally responsive instruction, and response to intervention. Chapters on teaching fiction and informational texts in the secondary grades. Expanded coverage of multimodal literacy learning. Timely topics such as text

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complexity, close reading, digital literacies, and neuroscience are discussed in multiple chapters.

Our schools are troubled with a multiplication of studies, each in turn having its own multiplication of materials and principles. Our teachers find their tasks made heavier in that they have come to deal with pupils individually and not merely in mass. Unless these steps in advance are to end in distraction, some clew of unity, some principle that makes for simplification, must be found. This book represents the conviction that the needed steadying and centralizing factor is found in adopting as the end of endeavor that attitude of mind, that habit of thought, which we call scientific. This scientific attitude of mind might, conceivably, be quite irrelevant to teaching children and youth. But this book also represents the conviction that such is not the case; that the native and unspoiled attitude of childhood, marked by ardent curiosity, fertile imagination, and love of experimental inquiry, is near, very near, to the attitude of the scientific mind. If these pages assist any to appreciate this kinship and to consider seriously how its recognition in educational practice would make for individual happiness and the reduction of social waste, the book will amply have served its purpose. It is hardly necessary to enumerate the authors to whom I am indebted. My fundamental indebtedness is to my wife, by whom the ideas of this book were inspired, and through whose work in connection with the Laboratory School, existing in Chicago between 1896 and 1903, the ideas attained such concreteness as comes from embodiment and testing in practice. It is a pleasure, also, to acknowledge indebtedness to the intelligence and sympathy of those who coöperated as teachers and supervisors in the conduct of that school, and especially to Mrs. Ella Flagg Young, then a colleague in the University, and now Superintendent of the Schools of

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Chicago.

Advances in medical, biomedical and health services research have reduced the level of uncertainty in clinical practice. Clinical practice guidelines (CPGs) complement this progress by establishing standards of care backed by strong scientific evidence. CPGs are statements that include recommendations intended to optimize patient care. These statements are informed by a systematic review of evidence and an assessment of the benefits and costs of alternative care options. Clinical Practice Guidelines We Can Trust examines the current state of clinical practice guidelines and how they can be improved to enhance healthcare quality and patient outcomes. Clinical practice guidelines now are ubiquitous in our healthcare system. The Guidelines International Network (GIN) database currently lists more than 3,700 guidelines from 39 countries. Developing guidelines presents a number of challenges including lack of transparent methodological practices, difficulty reconciling conflicting guidelines, and conflicts of interest. Clinical Practice Guidelines We Can Trust explores questions surrounding the quality of CPG development processes and the establishment of standards. It proposes eight standards for developing trustworthy clinical practice guidelines emphasizing transparency; management of conflict of interest ; systematic review--guideline development intersection; establishing evidence foundations for and rating strength of guideline recommendations; articulation of recommendations; external review; and updating. Clinical Practice Guidelines We Can Trust shows how clinical practice guidelines can enhance clinician and patient decision-making by translating complex scientific research findings into recommendations for clinical practice that are relevant to the individual patient encounter, instead of implementing a one size fits all approach to patient care. This book contains information directly related to the

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work of the Agency for Healthcare Research and Quality (AHRQ), as well as various Congressional staff and policymakers. It is a vital resource for medical specialty societies, disease advocacy groups, health professionals, private and international organizations that develop or use clinical practice guidelines, consumers, clinicians, and payers.

Involved: Writing for College, Writing for Your Self helps students to understand their college experience as a way of advancing their own personal concerns and to draw substance from their reading and writing assignments. By enabling students to understand what it is they are being asked to write{u2014}from basic to complex communications{u2014}and how they can go about fulfilling those tasks meaningfully and successfully, this book helps students to develop themselves in all the ways the university offers. This edition of the book has been adapted from the print edition, published in 1997 by Houghton Mifflin. Copyrighted materials{u2014}primarily images and examples within the text{u2014}have been removed from this edition. --

Comprehension instruction is widely recognized as an essential component of developing students' pleasure and profit from reading. Yet despite significant recent gains in knowledge about how comprehension develops and how it can be taught effectively, classroom practice still lags behind research in this crucial area. This volume brings together the field's leading scholars to summarize current research and provide best-practice guidelines for teachers and teacher educators. Each coherently structured chapter presents key findings on a particular aspect of comprehension, discusses instructional practices supported by the research, and addresses what still

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needs to be known in order to provide the best possible comprehension instruction for every student. Topics covered include assessment, curriculum, methods, and comprehension difficulties, from the preschool level through high school.

Persistence theory emerged in the early 2000s as a new theory in the area of applied and computational topology. This book provides a broad and modern view of the subject, including its algebraic, topological, and algorithmic aspects. It also elaborates on applications in data analysis. The level of detail of the exposition has been set so as to keep a survey style, while providing sufficient insights into the proofs so the reader can understand the mechanisms at work. The book is organized into three parts. The first part is dedicated to the foundations of persistence and emphasizes its connection to quiver representation theory. The second part focuses on its connection to applications through a few selected topics. The third part provides perspectives for both the theory and its applications. The book can be used as a text for a course on applied topology or data analysis.

In *Living a Feminist Life* Sara Ahmed shows how feminist theory is generated from everyday life and the ordinary experiences of being a feminist at home and at work. Building on legacies of feminist of color scholarship in particular, Ahmed offers a poetic and personal meditation on how feminists become estranged from worlds they critique—often by naming and calling attention to problems—and how feminists learn about worlds from their efforts to transform them. Ahmed also provides her most

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sustained commentary on the figure of the feminist killjoy introduced in her earlier work while showing how feminists create inventive solutions—such as forming support systems—to survive the shattering experiences of facing the walls of racism and sexism. The killjoy survival kit and killjoy manifesto, with which the book concludes, supply practical tools for how to live a feminist life, thereby strengthening the ties between the inventive creation of feminist theory and living a life that sustains it.

The first medical specialty selection guide written by residents for students! Provides an inside look at the issues surrounding medical specialty selection, blending first-hand knowledge with useful facts and statistics, such as salary information, employment data, and match statistics. Focuses on all the major specialties and features firsthand portrayals of each by current residents. Also includes a guide to personality characteristics that are predominate with practitioners of each specialty. “A terrific mixture of objective information as well as factual data make this book an easy, informative, and interesting read.” --Review from a 4th year Medical Student

In the tradition of *WONDER* and *TO KILL A MOCKINGBIRD* this award-winning New York Times bestseller is an intensely moving, lyrically-written novel. *COUNTING BY 7S* tells the story of Willow Chance, a twelve-year-old genius who is obsessed with diagnosing medical conditions and finds comfort in counting by 7s. It has never been easy for her to connect with anyone other than her adoptive parents, but that hasn't kept her from leading a quietly happy life . . . until now. Suddenly Willow's world is

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tragically changed when her parents both die in a car crash, leaving her alone in a baffling world. Her journey to find a fascinatingly diverse and fully believable surrogate family is a joy and a revelation to read.

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