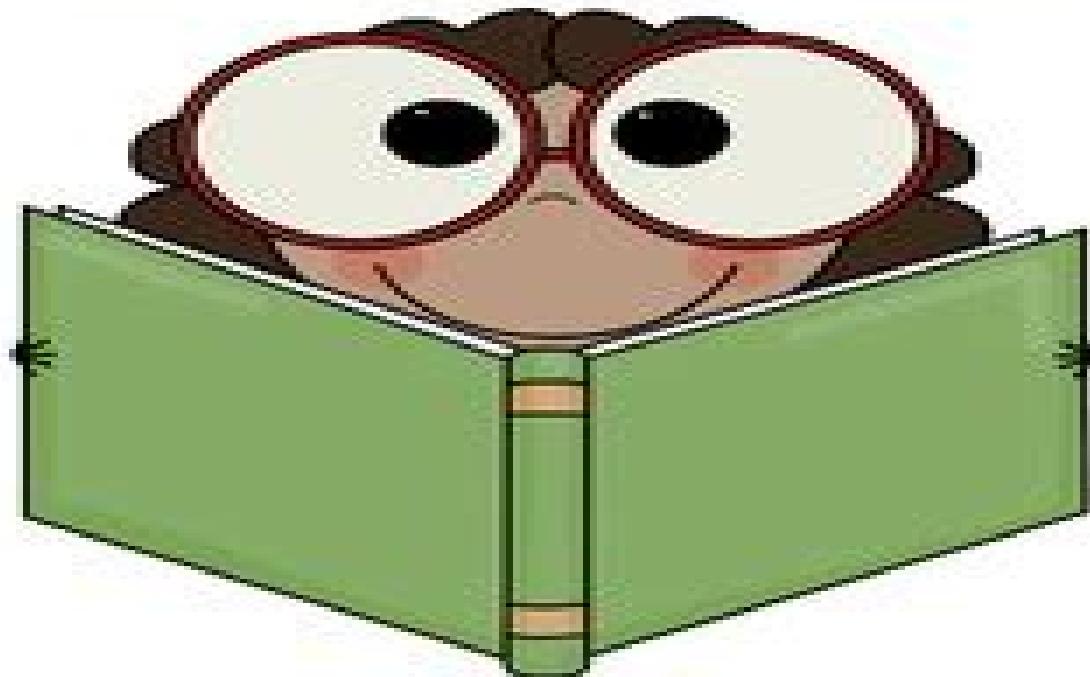


FLUENCY FOLDER



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Making the Most of Small Groups Debbie Diller,2023-10-10 Author Debbie Diller turns her attention to small reading groups and the teacher's role in small group instruction. *Making the Most of Small Groups* Differentiation for All grapples with difficult questions regarding small group instruction in elementary classrooms such as How do I find the time? How can I be more organized? How do I form groups? How can I differentiate to meet the needs of all of my students? Structured around the five essential reading elements: comprehension, fluency, phonemic awareness, phonics, and vocabulary, the book provides practical tips, sample lessons, lesson plans, and templates. Suggestions for related literacy work stations and connections to whole group instruction. In addition to ideas to use immediately in the classroom, Diller provides an overview of relevant research and reflection questions for professional conversations.

Foundations of Education: Instructional strategies for teaching children and youths with visual impairments M. Cay Holbrook, Alan J. Koenig, 2000

Resources in education

,1988-02 *Teaching Literacy in First Grade* Diane Lapp, 2005-05-05 First grade is a year of important new experiences for students and teachers alike. Some students will arrive knowing how to read, others will know a few letters of the alphabet, and most will be somewhere in between. Including dozens of reproducibles, this book guides first grade teachers in the many decisions they face about how to orchestrate effective, appropriate, and engaging instruction. A special strength of the book is the authors' deep understanding of the oral language base of literacy learning, both reading and writing, and their expertise in differentiating instruction for English language learners.

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The

Oxford Handbook of African American Citizenship, 1865-Present Henry Louis Gates, Jr., 2012-05-24 Collection of essays tracing the historical evolution of African American experiences from the dawn of Reconstruction onward through the perspectives of sociology, political science, law, economics, education, and psychology. As a whole, the book is a systematic study of the gap between promise and performance of African Americans since 1865. Over the course of thirty-four chapters, contributors present a portrait of the particular hurdles faced by African Americans and the distinctive contributions African Americans have made to the development of U.S. institutions and culture. From publisher description.

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