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Fourth Grade Guided Reading Books

*`Ik heet
August, en ik
ga niet
beschrijven
hoe ik*

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eruitzie. Wat je ook denkt, ik weet bijna zeker dat het erger is.

Auggie Pullman is geboren met een gezichtsafwijking, en ook na veel operaties ziet hij er nog

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*heel ongewoon
uit. Hij doet
zijn best niet
op te vallen,
maar mensen
schrikken als
ze hem zien,
en ze staren
of kijken weg.
Als hij tien
is gaat hij
voor het eerst*

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naar een
Books

gewone school.
Auggie is bang
dat hij niet
geaccepteerd
zal worden, en
hij krijgt
gelijk. Zijn
klasgenoten
negeren hem en
sommigen
beginnen hem

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te pesten.

*Maar er is één
meisje dat
zich niet door
Auggies
uiterlijk laat
afschrikken...
Wonder is het
eerste boek
van R.J.*

*Palacio en het
is meteen een*

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*enorm succes.
In Amerika was
Wonder hét
boek van het
jaar en
begonnen
lezers
campagnes
tegen pesten.
Het boek
verschijnt in
meer dan*

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*vijfentwintig
landen.*

*`Wonder heeft
de kracht om
het hart te
raken en
gedachten te
veranderen.*

The Guardian

*`Een prachtig
en grappig
verhaal dat je*

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Books

*soms ook tot
tranen roert.*

The Wall

Street Journal

*`Een zeldzaam
pareltje,
prachtig
geschreven en
met personages
die zich
nestelen in je
geheugen en in*

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je hart.

Amazon.com

*Discusses ways
to integrate
reading
instruction
with language
instruction
and includes
lessons that
emphasize
ongoing*

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assessment and
Books

*choosing
appropriate
books
according to
reading and
language
level.*

*De spin
Charlotte is
voor het
varkentje*

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*Wilbur niet
alleen een
lieve vriendin
- doordat ze
zo knap,
moedig en
trouw is, redt
ze ook zijn
leven.*

*Learn when and
how to teach
the Guided*

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*Reading block
using Guided
Reading the
Four-Blocks (R)
Way for grades
1-3. This
224-page book
gives a
glimpse into
classrooms
that use the
Guided Reading*

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*model within a
balanced
literacy
program. The
book includes
a list of
materials
needed,
comprehension
skills and
strategies,
and activities*

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*for before,
during, and
after reading
a text. It
also includes
a list of
children's
literature.
The book
supports the
Four-Blocks (R)
Literacy*

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Model.
Books

This volume informs the reader about new teachers in urban underserved schools and their development as teachers for social equity.

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Guided Reading
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The accounts of five novice teachers who grew up outside the communities in which they teach lead to chapters that contain advice for teacher educators,

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*future and
current*

*teachers, and
school*

*leaders. These
early career
teachers*

*learned much
about bridging
the cultural
divide between
themselves and*

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their students, confronted and resolved big challenges that may immobilize some who set out to teach in these communities. They brought

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*to their
classrooms
strong social
justice
orientations,
including a
moral
imperative to
make a
difference in
the world, an
awareness of*

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*social and
educational
inequalities,
and a strong
sense of
responsibility
to positively
influence the
life
trajectories
of students in
their charge.*

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*Their
narratives
offer insights
on the
dispositions
and contexts
that will help
early career
teachers
survive and
thrive and
make a*

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*difference in
their
students'
lives.*

*'De
reuzenperzik'
is een
fantastisch
kinderboek van
bestselleraute
ur Roald Dahl,
met prachtige*

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*tekeningen van
bekroond*

illustrator

Quentin Blake.

Dit e-book kun

je op je

smartphone,

tablet én op

je e-reader

lezen. Dit e-

book is

geschikt voor

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*zowel iOS- als
Android-bestur
ingssystemen.*

*James woont al
jaren bij zijn
tantes Spons
en Spijker in
een raar
bouwvallig
huis op de top
van een hoge
heuvel in het*

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*zuiden van
Engeland.*

*James moet van
die niet zo
lieve tantes
altijd hard
werken. Aan
dit saaie
leven komt een
eind als hij
van een oud
mannetje een*

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*zakje
toverkracht
krijgt. James
laat het zakje
bij de kale
perzikboom
vallen, en dan
groeit er aan
de boom een
reusachtige
perzik die zo
groot wordt*

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Books

*als een huis!
James kruipt
door een
tunnel de
reuzenperzik
binnen en
ontmoet Ouwe-G
roene-
Sprinkhaan,
juffrouw Spin,
Lieveheersbees
t en nog meer*

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*dieren. Samen
beleven ze de
gekste
avonturen,
zoals een
wilde tocht
van de heuvel
af, en zelfs
een luchtreis
over de
ocean. 'Roald
Dahl is de*

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*beste kinderbo
ekenschrijver
ter wereld.'* -

VPRO-gids

This book

*examines the
implementation
of three*

*empirically
supported resp
onse-to-*

intervention

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*(RTI) models
in four
different
school
districts. The
book addresses
the complexity
of putting RTI
into place in
the elementary
grades,
showing how*

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*the process
actually took
place and what
impact it had
on school
climates and
student
learning and
behavior.*

*--from
publisher
description*

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Pete describes the family vacation in Maine with the Tubmans, highlighted by the antics of his younger brother Fudge.

[Management,](#)
[Mini-lessons,](#)
[and Strategies](#)

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: a Complete
Guide to
Organizing and
Managing an
Effective
Reading
Workshop that
Builds
Independent,
Strategic
Readers
An Ecological

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Framework for
Educational
Policy,
Research, and
Practice in
Multilingual
Settings
New Teachers
in Urban
Schools:
Journeys
Toward Social

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Equity

Teaching

De wilde robot

Simplifying

Small-Group

Instruction

Models for

Implementing

Response to

Intervention

A Resource for

Teaching

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Language

Learners, K-5

Ready to Go

Guided

Reading:

Infer, Grades

3 - 4

De

reuzenperzik

A Professional

Development

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Guide

Organizing and
Managing the
Language Arts
Block

More Than

Guided Reading

Literacy and justice
for all? What
happens when
teachers are faced
with educational

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policies ostensibly focused on ensuring that all children will be reading by third grade? This book focuses on how eight educators in one Texas elementary school navigated the policies of the Texas Reading Initiative, a precursor to the No

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Child Left Behind Act. Exploring how an educational policy that supported a monolithic, simply defined view of literacy education actually decreased expectations for all students, teachers share their views and provide a basis

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for understanding how «leaving no child behind» has the potential to lower the bar for many children. The Colonization of Literacy Education reveals how teachers' instructional practices were subject to

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educational policy constructions of the literacy capabilities of children of color. Legend speelt zich af in het Los Angeles van 2130, dat ondergelopen is na een overstroming. De 15-jarige June, telg uit de elite van de Republiek, is een

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wonderkind. Ze is gehoorzaam en loyaal en wordt dan ook klaargestoomd voor een van de belangrijkste functies in de militaire rangorde van haar land. De eveneens 15-jarige Day, geboren in een sloppenwijk, is de meest gezochte

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crimineel van de
Republiek. Normaal
gesproken zouden
hun wegen zich
nooit kruisen, maar
dat gebeurt wel als
de broer van June,
een belangrijke
militair, wordt
vermoord en Day de
hoofdverdachte is.
De overheid opent
de jacht op hem.

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Een ultiem kat-en-muisspel tussen June en Day gaat van start: zij wil haar broers dood wreken, terwijl hij probeert uit handen van de overheid te blijven en intussen ook nog zijn familie wil redden van een mysterieuze epidemie. Maar dan

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komt June erachter dat de overheid iets met haar broers dood te maken heeft en er alles aan doet om dat verborgen te houden.

De klassieker Sjakie en de chocoladefabriek is een bestseller van kinderboekenschrijver Roald Dahl, met

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prachtige
tekeningen van
bekroond illustrator
Quentin Blake.
Sjacie en de
chocoladefabriek
werd al twee keer
verfilmd, onder
meer door Tim
Burton, met Johnny
Depp in de rol van
Willie Wonka. Dit e-
book kun je op je

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smartphone, tablet
en op je e-reader
lezen. Dit e-book is
geschikt voor zowel
iOS- als Android-be
sturingssystemen.

Als Sjakie een
Gouden

Toegangkaart vindt
in een reep chocola,
gaat zijn diepste
wens in vervulling:
hij krijgt een

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rondleiding door de
geheimzinnige
chocoladefabriek
van meneer Willie
Wonka, de
ongelofelijkste,
geweldigste en verb
azingwekkendste
chocoladefabrikant
ooit. En wie zou niet
willen rondwandelen
op de plek waar ze
opstijglimonade met

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prik, holle-kiezen-
vullende karamels,
aardbeiensap-
waterpistolen of
aflikbaar behang
voor kinderkamers
maken? Maar in de
fabriek schuilen ook
grote gevaren.
Bijvoorbeeld voor
Caspar Slok, die
door een rivier van
hete chocolade

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wordt

meeegesleurd...

‘ Roald Dahl is de beste kinderboeken schrijver ter wereld. ’

– VPRO-gids

Is there too much emphasis on guided reading in primary classrooms? It's a question that many educators, like kindergarten

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teacher and literacy coach Cathy Mere, are starting to ask. Guided reading provides opportunities to teach students the strategies they need to learn how to read increasingly challenging texts, but Cathy found that she needed to find

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other ways to help students gain independence.

While maintaining guided reading as an important piece of their reading program, teachers need to offer students opportunities during the day to develop as readers, to learn

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to choose books, to find favorite genres and authors, and to talk about their reading. In *More Than Guided Reading*, Cathy shares her journey as she moved from focusing on guided reading as the center of her reading program to

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placing children at the heart of literacy learning—not only providing more time for students to discover their reading lives, but also shaping instruction to meet the needs of the diverse learners in her classroom. By changing the

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structure of the day, Cathy found she was better able to adjust the support she was providing students, allowing time for whole-class focus lessons, conferences, and opportunities to share ideas, as well as reading from self-selected texts using

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the strategies, skills, and understandings acquired in reader's workshop. The focus lesson is the centerpiece of the workshop. It is often tied to a read-aloud and connected to learning from the previous day, helping to build skills, extend

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thinking, and develop independence over time. This thoroughly practical text offers numerous sample lessons, questions for conferences, and ideas for revamping guided reading groups. It will help teachers tweak the

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mix of instructional components in their reading workshops, and provoke school-wide conversations about the place of guided reading in a complete literacy curriculum.

In Ik ben Malala (voor jongeren) schrijft Malala Yousafzai het

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verhaal van haar strijd voor onderwijs voor iedereen. In zeer korte tijd groeide ze uit tot een internationaal symbool van vreedzaam protest en in 2014 werd ze winnaar van de Nobelprijs voor de Vrede. Zij was nog maar tien jaar oud

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toen de Taliban de
macht overnam in
de plaats waar zij
woonde in Pakistan.
Vrouwen mochten
niet meer naar de
markt. Meisjes
mochten niet meer
naar school. Maar
Malala vocht voor
haar recht op
onderwijs. Op 9
oktober 2012 werd

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Guided Reading
Books

ze van dichtbij door het hoofd geschoten toen ze met de schoolbus onderweg was naar huis. Ze overleefde de aanslag. Vanuit haar nieuwe huis in Birmingham vervolgt ze haar campagne voor onderwijs voor alle kinderen in elk land. Op haar

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zestiende

verjaardag spreekt
Malala in New York
de Verenigde Naties
toe en pleit voor
onderwijs voor alle
kinderen. Vrede in
elk huis, op elke
straat, in elk dorp, in
elk land daar droom
ik van. Onderwijs
voor alle jongens en
meisjes op aarde.

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Het is mijn recht op
school te zitten en
boeken te lezen,
samen met

This unique book
tells the story of a
select group of
schools and
teachers who have
managed to beat
the odds in terms of
improving
elementary students

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reading
achievement.

Originating with the
CIERA School
Change Project
directed by Barbara
Taylor and David
Pearson, it was
subsequently
expanded to include
the work of other
research teams
doing similar work. It

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combines large scale studies of effective schools and teachers (Part I) with case studies of individual schools and teachers who have successfully transformed research findings into situation-specific strategies appropriate to their

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schools and classrooms (Parts II and III). The book's distinct contribution is showing that no matter how consistent the research findings on effective school and classroom practice, groups of teachers must improvise their own situation-

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specific programs and practices. In short, they must be able to create variations on a common theme. Key features of this outstanding new volume include:

- *Integration of research and cases--One cannot fully understand

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research-based
general principles
without knowing
how they play
themselves out in
specific settings.
Similarly, one
cannot fully
understand cases
without seeing the
commonalities
across different
schools and

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classrooms sharing similar goals. This book provides both perspectives.

*Diverse cases--The schools and classrooms depicted in this book are urban, rural, and suburban; poor and middle class; and English-only and bilingual. Rather

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than telling readers how to beat the odds, it provides them with a wide variety of cases from which they can extrapolate to build their own customized teaching programs and practices.

*Summarizing
section--The final

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section contains a summary of research on effective schools and teachers and a concluding chapter by Gerry Duffy and Jim Hoffman in which they reflect on the book's content and possible directions for future research. The book

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is targeted to both in-service elementary teachers and literacy students in advanced college courses.

This widely adopted text and teacher resource provides a comprehensive approach to assessing and remediating reading

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difficulties in grades K-6. Darrell Morris presents rich case studies of beginning and older readers struggling with different types of reading problems. He shows how to administer a thorough diagnostic battery and provide instruction tailored

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to each student's needs. In addition to one-to-one tutoring strategies, small-group and whole-class applications are discussed.

Reproducible tools, book lists, and other user-friendly materials can be photocopied from the book or

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downloaded and
printed in a
convenient 8 1/2" x
11" size. New to
This Edition

*Detailed
explanations of how
to adapt the
techniques for
classroom use. *The
latest research
findings pertaining
to reading

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Books

diagnosis. *Updated and expanded book lists.*Chapter on historical and theoretical foundations. See also the Morris Informal Reading Inventory: Preprimer through Grade 8, a complementary assessment tool that yields

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systematic data on
K-8 students'
reading abilities.

Guided Reading:
Infer for third and
fourth grades
includes 36
nonfiction
readers--six sets of
two each for below-,
on-, and above-level
student readers.

This reading
Page 77/165

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comprehension

resource book

features

informational text

about topics such as

volcanoes, glaciers,

and voting. Ready

to Go: Guided

Reading: Infer

provides everything

you need to

complete a

comprehensive

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guided reading
program, including:

- discussion guides
- prompts to encourage students to work with the text
- leveled readers with intriguing topics
- graphic organizers and an observation sheet

Separated into three readability levels, informational

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readers capture students' attention with graphic charts, high-interest topics, colorful photos, and detailed maps.

Students are encouraged to apply guided reading strategies to the text and complete each reader with a writing prompt. Available

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for grades 1-6, the 12-book Ready to Go: Guided Reading series improves organizational reading by providing a set that includes everything you need for leveled reading success. Each 80-page resource book features three reproducible pages,

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six discussion guides, and 36 readers. Each grade span includes four books, focusing on the following comprehension strategies: -Infer -Connect -Question -Summarize Perfect for differentiation, each nonfiction reader contains

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short nonfiction
texts and text
features such as
photographs, charts,
maps, and callout
boxes.

[Tools, Outcomes,
and Implications](#)

[Wonder](#)

[Strategies for](#)

[Classroom](#)

[Intervention, 3-6](#)

[Teaching Literacy in](#)

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Guided Reading the
Four-Blocks® Way,
Grades 1 - 3

Legend

jongereneditie; hoe
één meisje opkwam
voor het recht op
onderwijs en de
wereld veranderde

The Reading
Minilessons Book,
Grade 4

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[Guided Reading](#)
[Finding the Right](#)
[Instructional Mix,](#)
[K-3](#)

[Broertjelijef](#)
[Sjacie en de](#)
[chocoladefabriek](#)

***Guided Reading:
Determine
Importance for
third and fourth
grades features 36
readers—six sets of***

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*two each for
below-, on-, and
above-level student
readers. Filled with
compelling photos
and charts, this
nonfiction resource
features
informational text
about bees, robots,
and more. Guided
Reading:
Determine
Importance*

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***provides you with a
comprehensive
reading program.***

***Perfect for
differentiated
reading, each
teaching resource
for reading
comprehension
includes:***

- discussion guides***
- prompts to
encourage
students to work***

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*with the text and
text features
-leveled readers
with intriguing
topics -graphic
organizers and an
observation sheet
Separated into
three readability
levels,
informational
readers capture
students' attention
with graphic*

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*charts, captivating
photos, and more.*

*Students are
encouraged to
apply guided
reading strategies
to the text and
complete writing
prompts to show
comprehension.*

*Available for
grades 1-6, the
12-book Ready to
Go: Guided*

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***Reading series
makes guided
reading
organization easy
with an all-in-one
set. Each of these
80-page reading
comprehension
resource books
feature three
reproducible
pages, six
discussion guides,
and 36 readers.***

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Each grade span includes four books, focusing on the following comprehension strategies: -Analyze -Determine Importance -Synthesize -Visualize These Lexile (R) leveled readers contain short nonfiction texts and text

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*features such as
photographs,
charts, maps, and
vocabulary boxes
to keep students
engaged.*

*'De GVR' won in
1984 een Zilveren
Griffel. Een
bestseller van kind
erboekenschrijver
Roald Dahl, met
prachtige
tekeningen van*

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bekroond

***illustrator Quentin
Blake. The BFG
werd al twee keer
verfilmd, de laatste
keer door Steven
Spielberg. Dit e-
book kun je op je
smartphone, tablet
én op je e-reader
lezen. Dit e-book is
geschikt voor zowel
iOS- als Android-be
sturingssystemen.***

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*Sofie ligt 's nachts
in bed, maar slaap
is wel het laatste
waar ze aan denkt.
Voor haar raam
staat een reus zo
hoog als een huis,
die haar uit bed
plukt en ontvoert!
Maar Sofie heeft
geluk. Deze Grote
Vriendelijke Reus
spreekt
eigenaardig en*

*gebruikt de raarste
woorden, maar is
wel heel aardig.
Wat hij Sofie
echter vertelt over
de andere reuzen is
vreselijk. Sofie en
de GVR bedenken
een slim plan,
waardoor alle
kinderen weer
veilig in hun bed
kunnen liggen.
'Roald Dahl is de*

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*beste kinderboeke
nschrijver ter
wereld.' VPRO-gids*

*As a teacher of
literacy, you
transform the lives
of the children in
your classroom.*

*The Reading
Minilessons Book
offers short,
concise, purposeful
lessons with a
practical*

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application in a specific area of literacy. Each minilesson engages children in inquiry that leads to the discovery and understanding of a general principle. Growing out of the interactive read-aloud experience and linked to

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independent reading, teachers use many of these texts as examples from which they generalise the understanding. Each of the four types of reading minilessons (management, literary analysis, strategies and skills, and writing

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*about reading) in
The Reading
Minilessons Book
is organised into
broad categories,
or "umbrellas." An
umbrella helps
children develop a
deeper
understanding of
concepts and their
application. As
lessons build on
each other,*

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*teachers will often
make an anchor
chart, or visual
representation,
that can be
referenced again
and again as
children encounter
new texts and/or
minilessons. The
Fountas & Pinnell
Classroom(tm)
Reading
Minilessons Book,*

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***Grade 4 contains
225 reading
minilessons.***

***Stanley komt
onschuldig terecht
in een strafkamp
voor criminele
jongens die elke
dag een groot gat
moeten graven. Hij
ontdekt dat dit
zware werk iets te
maken heeft met
de avonturen van***

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zijn

overgrootvader.

Vanaf ca. 13 jaar.

Een muis spoelt

aan op een

onbewoond eiland

en moet al zijn

talent gebruiken

om in leven te

blijven.

Imagine a

classroom where

all students are

engaged in

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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

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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

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*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*

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*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*

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*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*

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students climbing

*the mountain to
and through
college.*

*This book has been
replaced by Book
Buddies, Third
Edition, ISBN
978-1-4625-4549-0*

.

*The goal of this
book -- a
theoretically
based, well-*

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*organized, useful
guide for teaching
-- is to help the
beginning teacher
create a classroom
environment that
integrates literacy
development with
learning in all
areas of the
curriculum. The
major components
of an integrated
language program*

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are identified, and the skills teachers need to implement this kind of program in their own classrooms are described.

Designed to be kept and used as a resource in the classroom, this text provides fundamental information about

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language arts teaching. A constructivist orientation, an emphasis on teachers as reflective decision makers, and vivid portrayals of the classroom as a community of learners and inquirers are woven throughout

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*the book. Key features include: * a wealth of models, suggestions, and step-by-step guidelines for introducing integrated teaching and learning practices into elementary classrooms at the kindergarten, primary, and*

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*intermediate
levels; * a focus on
relevant research
in language arts
and professional
teacher
development; *
true-to-life
classroom
narratives that
model
instructional
strategies and
demonstrate*

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interactions
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between real teachers and students; and * an innovative chapter format that makes the text accessible as a resource for student, beginning, and experienced teachers.

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**Diagnosis and
Correction of
Reading Problems,
Second Edition
Gaten
Supporting
Struggling Readers
and Writers
The Ultimate
Guided Reading
How-To Book
Balancing Reading
& Language
Learning**

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***A Tutoring
Framework for
Struggling Readers
Continua of
Biliteracy
Ready to Go
Guided Reading:
Determine
Importance,
Grades 3 - 4
Responsive Guided
Reading in Grades
K-5
Building Literacy***

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**Through Small-
Group Instruction**

**Fluency in the
Classroom**

Dit e-book is NIET geschikt voor zwart-wit e-readers. 'En liefste?' vroeg Meneer Vos. 'Wat mag het wezen vanavond?' 'Ik denk dat we vanavond maar eens eend moesten eten,' zei Mevrouw Vos. 'Breng maar twee vette

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eenden mee, als je blieft.
Eén voor ons samen, en
één voor de kinderen.'
'Goed, dan nemen we
eenden!' zei Meneer
Vos. 'De beste die Bits
maar heeft.' Meneer
Vos zou niet zoveel
praatjes hebben als hij
had geweten dat de
boeren Bolus, Bits en
Biet hem op dat
ogenblik opwachten. Ze
liggen achter een boom

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bij de ingang van het hol, een geladen geweer in de aanslag. Ze zijn vastbesloten om Meneer Vos dood te schieten, uit te hongeren of uit te graven, al duurt het nog zo lang... 'Roald Dahl is de beste kinderboekenschrijver ter wereld.' – VPRO-gids De fantastische Meneer Vos won in 1972 een Zilveren

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Griffel en is nog steeds alom geliefd. Een geweldig verhaal van meesterverteller Roald Dahl, met prachtige tekeningen van Quentin Blake.

In an era of change in education, the time is right to refocus attention on guided reading practices. Guided reading remains an anchor in small

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group literacy instruction, but how has it changed with the new shifts? In this book, Michael Ford provides a practical resource to guided reading. He explains how it has evolved, why it s important, how to fit it into a comprehensive literacy program, how to select texts, how to position it for

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intervention, and how to assess students. Also included is an appendix with a listing of guided reading books.

Biliteracy - the use of two or more languages in and around writing - an increasingly inescapable feature of our lives and schools worldwide, yet one which most educational policy and practice

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continues blithely to ignore. The continua of biliteracy featured in the present volume offers a comprehensive yet flexible model to guide educators, researchers and policy-makers in designing, carrying out and evaluating educational programmes for the development of bilingual and

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multilingual learners, each programme adapted to its own specific context, media and contents. The continua model is premised on a view of multilingualism as a resource and on the metaphor of ecology of language.

Provides teaching strategies to help low-achieving intermediate

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students in language arts and English composition.

This action research report describes a program to increase students' reading comprehension and fluency through the use of guided reading. The targeted population consists of second and fourth grade students in a northwest suburban

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area of a large city located in the Midwest. The problems of low reading comprehension and fluency scores were documented through the use of district provided comprehension and fluency assessments and teacher surveys. The literature showed multiple factors that contribute to the problem of low reading

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fluency and

comprehension scores.

These factors included individual students, school curriculum and classroom environment, teacher training, and family involvement.

Literature review suggested the following solutions to improve reading comprehension and fluency: increasing family involvement,

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teaching thinking skills, creating flexible groups in the classroom, utilizing a meaningful reading curriculum, improving teacher education, and setting up a positive classroom environment. These researchers focused on the use of leveled texts, graphic organizers, and flexible groups during guided reading. The

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analysis of student achievement data was determined by looking closely at district fluency and comprehension assessment scores as well as teacher surveys. The teacher researchers created lessons in which the students were working in reading centers and in small teacher-lead flexible

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guided reading groups. The students also completed activities that improved their reading comprehension and fluency. After completing the sixteen-week study the students were assessed using district provided comprehension and fluency assessments. In addition to these assessments, a rubric

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was used to evaluate each of the graphic organizers completed by the students. Post intervention analysis of the district provided comprehension assessment, district provided fluency assessment, and rubric for the independent use of graphic organizers showed that both the second and fourth grade

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students at Sites A and B increased in the areas of reading comprehension and fluency. All in all the interventions of guided reading with leveled texts, flexible grouping, and graphic organizers yielded positive results for the second and fourth grade students at both Sites A and B. Appended are: (1) Teacher Survey; (2)

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Graphic Organizer Rubric, and (3) Lesson Plans; and (4) Revised Lesson Plans. (Contains 5 tables and 11 figures.) [Master Thesis, Saint Xavier University].

This hands-on book presents an innovative approach to guided reading that is manageable even for teachers who are new to small-group,

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differentiated reading instruction. --from publisher description. Na een schipbreuk spoelt de lading van een vrachtschip aan op een onbewoond eiland. Uit een van de kapotte kisten komt Roz tevoorschijn, een robot. Ze snapt niet wat er gebeurd is en wat ze nu moet doen. Kan een robot wel overleven in

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de wilde natuur? De dieren op het eiland zijn bang voor haar of gedragen zich agressief. Pas als Roz zich ontfermt over een jong gansje zonder ouders, maakt ze vrienden en gaat ze zich thuis voelen op het eiland. Maar dan verschijnen er een aantal robots die Roz met geweld terug willen halen omdat haar

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grondstoffen heel kostbaar zijn. Roz en haar nieuwe vrienden gaan het gevecht aan! De avonturen van Roz en de wilde dieren op het eiland zijn in Amerika zeer succesvol. Mede door de korte hoofdstukken, het spannende en ontroerende verhaal en de vele illustraties. Het wordt er 'een moderne

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klassieker' genoemd.
Het is in meer dan 20
talen vertaald.

The A to Z on how to
organize, plan, teach,
and assess reading
workshops.

[A Study of
Implementation and
Maintenance
Improving Reading
Comprehension and
Fluency Through the
Use of Guided Reading](#)

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[Recipe for a Blue Ribbon School](#)
[Democracy in Picturebooks from Sweden and United States, 2000-2020](#)
[The Colonization of Literacy Education](#)
[Teaching Language and Literature in Elementary Classrooms](#)
[Reading Without Limits](#)
[Teaching Strategies to Build Independent](#)

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Reading for Life
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A Story of Reading in
One Elementary School

De GVR-filmeditie

A Resource Book for

Professional

Development

Ik ben Malala

This study is a
critical contribution
toward the
development of
global conceptions

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of how
picturebooks
present democracy
to young children.
Picturebooks
provide an
essential
opportunity for
children who are
future leaders and
citizens to gain
understanding of

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democratic
principles and
practices.

Offers two distinct
approaches to oral
reading instruction
that can be
incorporated into
primary-grade
literacy curricula
and includes
lesson plan ideas,

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vignettes and
examples, and
reproducibles.

Geared towards
primary school
teachers to
understand the
foundation for
literacy
development

If you keep doing
what you have

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always done, you
will continue to get
what you have
always
gotten. Westside
Elementary in
Powell, Wyoming,
went from
mediocre scores on
the Wyoming State
Test to being one
of the top

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academic schools
in the state. In
Recipe for a Blue
Ribbon School,
author and school
principal Brent
Walker details
different
interventions that
resulted in
Westside being
recognized as a No

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Child Left Behind-
Blue Ribbon
School.Real
change requires
you to start using
what you already
have differently.In
most cases the
changes were not
new but a different
way of doing
things. The staff

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started using
assessment data to
drive the
schedules,
programs, use of
time, collaboration,
and use of
technology to truly
focus on each child
becoming
proficient in
reading, math, and

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writing. In addition, different amounts of learning time were provided for every student.

These two paradigm shifts allowed Westside's staff to prove their philosophy: All kids can learn. True change requires

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trust, courage, and stamina. By working together as a team using a unique collaboration model, the staff of Westside made passive learners into active learners. Discover how you too can help your students achieve

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academic
greatness!

This book offers essential guidance to preservice and inservice teachers seeking to create, revise, or add new strategies to the teaching of the language arts block. The focus is

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on how to
implement effective
strategies in the
context of a well-
planned classroom
and a smoothly
choreographed
daily schedule. In a
series of vivid case
studies, Lesley
Mandel Morrow
brings to life the

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methods used by
exemplary teachers
to create rich,
student-friendly
learning
environments for
children in grades
K-4. No component
of organizing the
language arts block
is omitted,
including setting up

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and running
classroom learning
centers, assessing
different
instructional needs,
conducting whole-
class and small
group meetings,
and linking
language arts to
content area
instruction.

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Enhancing the practical utility of the book are sample daily schedules and classroom management tips for each grade level, along with dozens of reproducible learning activities,

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lesson plans, and
assessment and
record-keeping
tools.

'IEORG IDUR' won
in 1991 de Prijs
van de
Nederlandse
Kinderjury. Een
fantastisch
kinderboek volledig
in kleur van

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bestsellerauteur
Roald Dahl, met
prachtige
tekeningen van
bekroond illustrator
Quentin Blake.
'Esio Trot' werd
verfilmd met in de
hoofdrollen Dustin
Hoffman en Judi
Dench. Dit e-book
kun je op je

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smartphone, tablet
en op je e-reader
lezen. Op je
smartphone of
tablet zie je
bovendien alle
illustraties in kleur.
Dit e-book is
geschikt voor
zowel iOS- als And
roid-besturingssyst
emen. Vanaf zijn

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balkon kan meneer Hoppe precies op het balkon van zijn onderbuurvrouw kijken. Al jaren is hij stiekem verliefd op mevrouw Zilver, maar hij is te verlegen om haar aan te spreken. In gedachten verzint hij de grootste

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heldendaden om
indruk op haar te
maken. Kon hij
haar maar
bevrijden uit
handen van een
bende gewapende
boeven... Op een
dag hoort hij
mevrouw Zilver
zeggen dat haar
schildpad maar niet

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wil groeien. Meneer Hoppe grijpt zijn kans en verzint voor haar een indrukwekkende toverspreuk. In eerste instantie werkt de truc, maar dan loopt het volledig uit de hand... Deze editie van 'IEORG IDUR'

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is volledig in kleur
geïllustreerd door
Quentin Blake.

‘Roald Dahl is de
beste kinderboeke
nschrijver ter
wereld.’ – VPRO-
gids

Fourth grade is a
momentous year
for literacy learning.
Having left the

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primary grades
behind, students
must grapple with
more demanding
texts and content
material--and
effective,
motivating
instruction can help
them succeed. This
book helps
teachers vanquish

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the dreaded "fourth-grade slump" by creating an energized and organized learning environment in which all students can improve their reading and writing strategies. Taking readers into the classroom of an

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exemplary fourth-grade teacher, the book includes useful assessment tools, differentiation techniques, mini lessons, unit plans, reproducibles, and examples of student work. Special attention is given to meeting

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the challenges of high-stakes testing without sacrificing instructional quality.

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