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""II. Basic Research on Diffusion Flame Combustion (1962a€?1967)"";
""A. Combustion in a Cylindrical Duct""; ""B. Freejet Test""; ""C.
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(1966a€?1973)""; ""A. Origin and Principal Aims""; ""B. Studies Results"";
""C. Synthesis""; ""IV. Studies on Shock-Induced Combustion""; ""A.
Principle""; ""B. ENSMA and LATECAM Studies""; ""V. Prepha Program
(1992a€?1997)""; ""A. Origin and Principal Aims""; ""B. System Studies""
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""II. Theoretical Investigations for Scramjet Intake Designs""""A.
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Testing of Scramjet Propulsion Systems at TsAGI""; ""A. Scramjet
Propulsion System Model Concept""; ""B. Testing Focus""; ""C. Test
Results""; ""V. Considerations for Flight Testing Small-Scale Scramjet
Modules Using the RADUGA-D2 Flying Testbed""
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2. Record Nr.	UNINA9910786489103321
Autore	Johnson Kent R.
Titolo	Response to intervention and precision teaching : creating synergy in the classroom / / Kent Johnson, Elizabeth M. Street [[electronic resource]]
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Morningside Academy; Peer Coaching; Chart Shares; Precision Teaching Interventions at Each Tier; An Apple a Day; Summary
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Creating or Locating Fluency Sheets Features of Good Worksheets/Practice Opportunities; Summary; Chapter 10. Project-Based Learning, Building Complex Repertoires, and Ensuring Real-World Competence; The Two Camps; Two Examples; Turning the World View Right Side Up; Appendix 1. Precision Decisions for the Timings Chart: Data-Driven Decisions for Performance-Based Measures within Sessions; Appendix 2. Using the Timings Chart to Make Within-Session Decisions; Appendix 3. A Timings Standard Celeration Chart; Appendix 4. A Daily per Minute Standard Celeration Chart
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Sommario/riassunto

Successful implementation of response to intervention (RTI) for academic skills problems requires rigorous progress monitoring. This book shows how the proven instructional technology known as precision teaching (PT) can facilitate progress monitoring while building K-12 students' fluency in reading, writing, math, and the content areas. Detailed instructions help general and special education teachers use PT to target specific skills at all three tiers of RTI, and incorporate it into project-based learning. Of crucial importance for RTI implementers, the book provides explicit procedures
