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Alignment: Overall
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Core Code X partially meets the expectations of alignment to the standards. The materials include quality texts that encompass the balance of text types required by the standards and also support students' knowledge building, though some texts may

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require additional
consideration due to
level of complexity.

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the ground up to help
teachers teach, practice,
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confident with the key instructional shifts of the Common Core with rich texts and tasks to enhance their

understanding and teaching. It also ensures that less confident or newer teachers have a professional learning tool and day-by-day

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Vocabulary at the Core,
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(© 2009), is the definitive guide for every teacher engaged in helping students learn essential academic vocabulary. In clear, precise language, Benjamin and Crow explain why vocabulary is at the core of all learning and communicating and why word study should play a more significant role in English class and

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assessment, get the most
out of field placements,
and collaborate

successfully with other
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district personnel who
provide staff
development for special
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rigor to our youngest
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implement standards that
spell out quite clearly
what students must
know, but do not give us
either the methods or
materials that help our

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the Common Core State Standards (CCSS) are a controversial entity. They are provocative for the way in which they have been developed, for the ways they are being implemented and evaluated, for their content, and for their failure to explicitly consider the needs, interests, and histories of diverse populations.

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While the CCSS
continue to be
problematized by critics
around the
country—including the
editors of this volume—it
is evident our nation is
moving toward (some
would argue we have
arrived at) a national set
of standards and/or a
national curriculum. This
text will be an important
volume for multiple

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audiences, in large part because it will bring together critical perspectives on the CCSS and the notion of national standards/curricula. It will simultaneously provide a social justice orientation as a way to interpret the CCSS and respond to their limits, while presenting practical examples of social

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Standardized tests
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English, but secondary
students (grades 6-12)
come to school speaking
a variety of dialects and
languages, thus creating a
conflict between
students ' language of
nurture and the
expectations of school.

The purpose of this text
is twofold: to explain and

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illustrate how language varieties function in the classroom and in students' lives and to detail linguistically informed instructional strategies. Through anecdotes from the classroom, lesson plans, and accessible narrative, it introduces theory and clearly builds the bridge to daily classroom practices that respect

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students' language varieties and use those varieties as strengths upon which secondary English teachers can build. The book explains how to teach about language variations and ideologies in the classroom; uses typically taught texts as models for exploring how power, society, and identity interact with language,

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