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*For teachers We  
know that the  
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*Standards are encouraging you to reevaluate the books that you assign to your students. To help you decide which books are right for your classroom, each free ebook in this series contains a Common Core-aligned*

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*teaching guide and*

*a sample chapter.*

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*Tapestry by Rachel*

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*designed to help you*

*put the new*

*Common Core State*

*Standards into*

*practice. "Riveting. .*

*. . A microcosm of*

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*this country's story. .*

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*. . The real-life saga*

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*of struggle, survival,*

*triumph and tragedy*

*serves as an*

*uplifting companion*

*to Alex Haley's*

*Roots."*—USA

*Today In this*

*extraordinary feat*

*of genealogical*

*research, author*

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*Swarns, a respected Washington-based reporter for the New York Times, tells the fascinating and hitherto untold story of Ms. Obama's black, white, and multiracial ancestors; a history that the First Lady herself did not*

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County

*know. At once epic,  
provocative, and  
inspiring, American*

*Tapestry is more  
than a true family  
saga; it is an*

*illuminating mirror  
in which we may all  
see ourselves.*

*Between the State  
and the Schoolhouse  
examines the*

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*Common Core State  
Standards from the  
initiative's*

*promising*

*beginnings to its*

*disappointing*

*outcomes. Situating*

*the standards in the*

*long history of state*

*and federal efforts*

*to shape education,*

*the book describes a*

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*series of critical lessons that highlight the political and structural challenges of large-scale, top-down reforms. Education policy expert Tom Loveless argues that there are too many layers between the*



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*state and the*

*classroom for a*

*national standards*

*approach to be*

*effective.*

*Specifically, he*

*emphasizes the*

*significant gap*

*between states' roles*

*in designing*

*education policy and*

*teachers' roles as*

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*implementers of  
policy. In addition,*

*he asserts that top-  
down policies are*

*unpredictable,*

*subject to political*

*and ideological*

*pressures, and*

*vulnerable to the*

*pendulum effect as*

*new reforms emerge*

*in response to*

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*previous ones. One*

*of the most*

*ambitious education*

*reforms of the past*

*century, the*

*Common Core*

*aimed to raise*

*student success,*

*prepare larger*

*numbers of students*

*for both college and*

*careers, and close*

*the gap between*

*high-achieving students*

*and those who are*

*at risk of dropping*

*out of school.*

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*achievement gaps.*

*Yet, as Loveless*

*documents, a decade*

*later there remains a*

*lack of significant*

*positive impact on*

*student learning.*

*Between the State*

*and the Schoolhouse*

*marks an important*

*contribution to the*

*debate over the*

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*standards movement*

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*and the role of*

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*federal and state*

*governments in*

*education reform.*

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excellent resource to  
assess and manage  
student's  
understanding of  
concepts outlined in  
the Common Core  
State Standards*

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*Initiative. The material emphasized in this book is*

*placed on Reading*

*Literature and*

*Reading*

*Informational Text*

*Common Core*

*Standards. Practice*

*problems in this*

*book involve:*

*answering questions*

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*that refer explicitly  
to stories as basis  
for answers;*

*determining central  
messages, lessons, or  
moral as conveyed  
via key details in  
stories; determining  
meaning of words  
and phrases as they  
are used in the  
stories; describing*



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*how each successive  
part builds on*

*earlier sections of  
the stories;*

*distinguishing their  
own point of view*

*apart from narrator  
or characters in*

*stories; explaining  
specific aspects of*

*text's illustrations as  
it relates to the*

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*stories; and*

*comparing and*

*contrasting themes*

*or plots in the*

*stories. These*

*standards are*

*covered extensively*

*through multiple-*

*choice practice*

*problems. This book*

*contains over 250*

*practice problems*

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*aligned to each*

*Common Core State*

*Standard. In*

*addition the book*

*contains an answer*

*key to practice*

*problems.*

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Georgia  
Performance  
Standards on Math  
Education During  
the First Year of  
Implementation  
Unrolling Common  
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Performance***

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***Standards***

*For courses in Math*

*for Future Elementary*

*Teachers. Empowering*

*Tomorrow's Math*

*Teachers Mathematics*

*for Future Elementary*

*Teachers, 5 th Edition*

*connects the*

*foundations of*

*teaching elementary*

*math and the "why"*

*behind procedures,*

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*formulas and  
reasoning so students*

*gain a deeper*

*understanding to bring*

*into their own*

*classrooms. Through*

*her text, Beckmann*

*teaches mathematical*

*principles while*

*addressing the realities*

*of being a teacher.*

*With in-class*

*collaboration and*

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*activities, she*

*challenges students to*

*be actively engaged.*

*An inquiry-based*

*approach to this course*

*allows fu.*

*Correlates with the*

*Student Workbook;*

*Reviews the Common*

*Core State Standards*

*(CCSS) for Reading*

*and Mathematics;*

*Provides correct*



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*answers and sample*  
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Assessments;

*Correlation charts and  
skills charts help  
educators track  
students strengths and  
weaknesses with the  
CCSS.*

*Author's abstract:  
America's teachers  
face many obstacles  
but one of the most*

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*common is change. The  
shift to standards-*

*based teaching and the*

*national initiative of*

*common standards*

*have created*

*challenges for school*

*districts as they prepare*

*and support their*

*teachers through these*

*changes. This*

*dissertation provides*

*insight into how one*

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*county supported its*

*teachers through the*

*transition to Common*

*Core Georgia*

*Performance*

*Standards.*

*Additionally, the*

*research looks at the*

*perceptions of teachers*

*toward the support*

*given and resources*

*provided by the district*

*and school level*

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*administration.*

*Our 1st edition Georgia*

*8th Grade Math Test*

*Prep for Common*

*Core State Standards is*

*an excellent resource to*

*assess and manage*

*student's understanding*

*of concepts outlined in*

*the Common Core State*

*Standards Initiative.*

*This resource is*

*formatted into three*

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*sections: Diagnostic,*

*Practice, and*

*Assessment with*

*multiple choice in each*

*section. The material*

*covered*

*includes knowing that*

*there are numbers that*

*are not rational, and*

*approximate them by*

*rational numbers;*

*expressions and*

*equations work with*

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*radicals and integer  
exponents;*

Core Clayton

*County*  
*understanding the*

*connections between  
proportional*

*relationships, lines, and  
linear equations;*

*analyzing and solving  
linear equations and*

*pairs of simultaneous  
linear equations;*

*defining, evaluating,  
and comparing*

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*functions; using*

*functions to model*

*relationships between*

*quantities;*

*understanding*

*congruence and*

*similarity using*

*physical models,*

*transparencies, or*

*geometry software;*

*understanding and*

*apply the Pythagorean*

*Theorem; solving real-*

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*world and*

*Core Clayton*  
*County*  
*mathematical problems*

*involving volume of*

*cylinders, cones, and*

*spheres; and*

*investigating patterns*

*of association in*

*bivariate data. These*

*standards are covered*

*extensively by the*

*practice problems. This*

*book contains over 600*

*practice problems*



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*Common Core State*

*Standard. In addition*

*the book contains an*

*answer key to practice*

*problems. Paperback:*

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*Poetry Across the Year*

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*Plans to Adopt and  
Implement Common  
Core State Standards in  
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States. Summary. Issues  
& Answers. REL  
2012-No. 136  
Branches of  
Government: Common  
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Core Gr. 3,*

*Parent/Teacher Edition*

*Understanding the*

*Failure of Common*

*Core*

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Georgia 6th

Grade Math

Test Prep for

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is an excellent resource to assess and manage student's understanding of concepts outlined in the Common Core State Standards Initiative. This resource is

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formatted into  
three sections:  
Diagnostic,  
Practice, and  
Assessment with  
multiple choice  
in each section.  
The material  
covered  
includes  
understanding  
ratio concepts

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and using ratio  
reasoning to  
solve problems;  
applying and  
extending  
previous  
understandings  
of multiplication  
and division to  
divide fractions  
by fractions;  
computing

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fluently with  
multi-digit  
numbers and  
find common  
factors and  
multiples;  
applying and  
extending  
previous  
understandings  
of numbers to  
the system of

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rational  
numbers;  
applying and  
extending  
previous  
understandings  
of arithmetic to  
algebraic  
expressions;  
reasoning about  
and solving one-  
variable



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equations and  
inequalities;

representing

and analyzing

quantitative

relationships

between

dependent and

independent

variables;

solving real-

world and

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mathematical

problems

involving area,

surface area,

and volume; and

developing an

understanding

of statistical

variability.

These standards

are covered

extensively by

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problems. This  
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over 1000  
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aligned to each  
Common Core  
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In addition the  
book contains  
an answer key

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Core Clayton

County

to practice  
problems.

Paperback: 358

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Teachers'

Treasures, Inc.

Language:

English

"You mean I

have to change

my writing?"

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Georgia Heard  
frequently hears  
this question  
from students.

With Revision  
Toolbox, Second  
Edition, you'll  
lead students to  
see that revision  
is a natural part  
of narrative and  
nonfiction

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writing. Heard writes that students need to be able to bring the tools of revision to writing the way a carpenter comes equipped for a job with a toolbox. So she shares three

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revision toolbox

es--structure,

words, and

voice--each with

dozens of

teaching ideas

and strategies.

They'll help

writers: re-

envision

revision as an

engaging

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process, not as  
a punishment;

craft a piece

along the way

instead of

editing only at

the end; learn

and apply

revision

strategies for

work in any

genre; and



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reread their  
writing with

specific revision  
goals in mind.

This second  
edition brings  
Heard's lessons  
and

strategies--new  
and

familiar--into  
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Core era with a focus on narrative, informational, and opinion genres. She also includes tools for targeted instruction such as strategic conferences, reproducible

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planning  
templates for  
narrative and  
essays, and  
reproducible  
revision  
checklists.

The principles  
of teaching  
poetry  
discussed are  
applicable to

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any classroom

Core Clayton

of student

County  
poets,

regardless of

age.

"This 10-volume

compilation of

authoritative,

research-based

articles

contributed by

thousands of

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researchers and

experts from all

over the world

emphasized

modern issues

and the

presentation of

potential

opportunities,

prospective

solutions, and

future

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directions in the  
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the Earth and

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Mathematics for

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Teachers with

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Assessing  
Student  
Knowledge of  
the Common  
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Teaching  
Techniques that  
Work

Children are  
natural poets.  
They speak  
poetry all day  
long. They say  
wonderful  
poetic gems  
that surprise



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and delight us

and help us

look at the

world in a new

way. In Climb

Inside a Poem:

Reading and

Writing Poetry

Across the

Year, Georgia

Heard and

Lester

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Laminack tap  
into this  
natural  
inclination  
and  
demonstrate  
how reading  
and writing  
poetry can  
also support  
and extend  
young

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children's  
language and  
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development.  
Through an  
anthology of  
original  
children's  
poems and  
related  
lessons,  
Georgia and

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Lester  
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describe how  
to weave  
poetry into  
the fabric of  
a school day  
by reading a  
variety of  
poems for a  
variety of  
purposes.

Building on

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experiences,

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children then

engage in a

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writing

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components.

The poetry

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36-page poetry

playground.

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Climb Inside a

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a five-day

sequence of

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each poem in  
the anthology.

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repeated  
readings and  
by accessing  
the poems from  
multiple  
perspectives,  
these lessons  
model how



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poetry can be  
used to

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support basic

concepts in

print, develop

word

awareness,

expand reading

and writing

fluency, and

help children

write with

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feeling and  
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used to  
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extend a

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this guide  
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outfitting and  
organizing  
classrooms  
where poetry

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can flourish;

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highlight a

variety of

reading

strategies

that immerse

children in

the words and

music of

poetry; and

present a

complete unit

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problems in

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this book  
involve:  
explaining  
what the text  
says  
explicitly and  
when drawing  
inferences  
from the text;  
determining a  
theme of a  
story, drama,



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or poem from  
details in the  
text,

including how  
characters in  
a story or  
drama respond  
to challenges;  
comparing and  
contrast two  
or more  
characters,

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settings, or

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events in a

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story or

drama;

determining

the meaning of

words and

phrases as

they are used

in a text;

explaining how

a series of

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chapters,

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scenes, or

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stanzas fits

together to

provide the

overall

structure of a

particular

story;

describing how

a narrator's

or speaker's

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point of view

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events are

described;

analyzing how

visual and

multimedia

elements

contribute to

the meaning,

tone, or

beauty of a

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activities,

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teachers to

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and group

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Beckmann  
writes the  
leading text  
for the

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ultimately  
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MyLab (tm) Math

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program

designed to

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text to engage

students and

improve

results. The

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skill  
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that  
complements  
the text,  
helping  
students brush-  
up on skills

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the text, but  
instead covers  
basic skills  
needed prior

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class time re-

teaching

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students

should already

know. This

enables

students to



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experience in  
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while working  
through the  
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basic skills  
review, the  
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help students  
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concepts and  
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play in an  
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classroom.

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it connects to

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many

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focus on the  
real world—and  
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on issues of  
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than their  
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world. The

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a set of tools

for helping

future

teachers

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interests, and

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realities of

an

increasingly

diverse

student body,

and in doing

so it provides

a meaningful

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answer to the

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question,

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ever use

this?”

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*Common Core*  
*State Standards is*  
*an excellent*  
*resource to assess*  
*and manage*  
*student's*

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Standards

Initiative. This

resource is

formatted into

three sections:

Diagnostic,

Practice, and

Assessment with

multiple choice and

open questions in

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*each section. The material covered includes emphasis on representing and solving problems by developing fluency with addition and subtraction of fractions, and developing understanding of the multiplication of fractions and of*



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*division of fractions  
in limited cases*

*(unit fractions  
divided by whole  
numbers and whole  
numbers divided  
by unit fractions);  
extending division  
to 2-digit divisors,  
integrating decimal  
fractions into the  
place value system  
and developing  
understanding of*

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*operations with  
decimals to  
hundredths, and  
developing fluency  
with whole number  
and decimal  
operations; and  
developing  
understanding of  
volume. These  
standards are  
covered  
extensively by the  
practice problems.*

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*This book contains*

*over 600 practice*

*problems aligned*

*to each Common*

*Core State*

*Standard. In*

*addition the book*

*contains an answer*

*key to practice*

*problems.*

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*double-sided pages*

*Publisher:*

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Treasures, Inc.

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Language: English

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you to reevaluate

the books that you

assign to your

students. To help

you decide which

books are right for

your classroom,

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into practice.

*"The*

*book is a delight,*

*written for young*

*people who may be*

*discovering Lincoln*

*and the Civil War*

*for the first time. . .*

*This may be the*

*book that brings*

*along a whole new*

*generation of*

*Lincoln*

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*fans."—Washington Post How did*

*President Abraham*

*Lincoln come to*

*believe that slavery*

*was "morally*

*wrong," and that*

*Congress needed*

*to pass a law to*

*abolish it once and*

*for all? What did he*

*do in January*

*1865—three*

*months before he*

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was

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assassinated—to

ensure passage of  
the Thirteenth

Amendment? This

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book answers

these questions

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the story of

Lincoln's life and

times from his

upbringing in

Kentucky and



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Illinois, through his  
work as a lawyer

and congressman,

to his candidacies

and victory in two

Presidential

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describes Lincoln's

duties in the Civil

War as Commande

r-in-Chief, his

actions as

President, and his

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also includes thirty  
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of selected Lincoln  
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bibliography, and a  
foreword by the  
author about his

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experience working  
as a consultant on  
the movie.

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Common Core  
State Standards is  
an excellent  
resource to assess  
and manage  
student's  
understanding of  
concepts outlined*

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emphasized in this  
book is placed on  
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and Reading  
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Standards. Practice  
problems in this  
book involve:

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answering questions that refer

explicitly to stories  
as basis for

answers;

determining central  
messages, lessons,  
or moral as

conveyed via key  
details in stories;

determining

meaning of words  
and phrases as

they are used in

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*the stories;*  
*describing how*  
*each successive*  
*part builds on*  
*earlier sections of*  
*the stories;*  
*distinguishing their*  
*own point of view*  
*apart from narrator*  
*or characters in*  
*stories; explaining*  
*specific aspects of*  
*text's illustrations*  
*as it relates to the*

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*stories; and  
comparing and*

*contrasting themes*

*or plots in the*

*stories. These*

*standards are*

*covered*

*extensively*

*through multiple-*

*choice practice*

*problems. This*

*book contains over*

*250 practice*

*problems aligned*



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*Language: English*

*Correlates with the*

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*Common Core*

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*Provides correct*

*answers and*

*sample responses*

*for the*

*Assessments;*

*Correlation charts*

*and skills charts*

*help educators*

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*track students'  
strengths and*

*weaknesses with  
the CCSS.*

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*Plans to Adopt and  
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*Common Core*

*State Standards in  
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focus was on the  
mathematics

standards and  
how the

participants  
changed their  
math classrooms.

It also looked  
at how teacher  
perceptions  
affected the  
changes in the  
classroom"--Leaf  
iii.

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Humanity and  
warmth. They are  
the cornerstones  
of quality

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in genres more

informational

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Nonfiction,"

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help students  
create inviting  
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strategically  
combine a  
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texts--including  
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concepts  
outlined in the  
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and using ratio

reasoning to

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applying and

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of  
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fluently with  
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numbers and find  
common factors  
and multiples;

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extending  
previous

understandings

of numbers to

the system of

rational

numbers;

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understandings

of arithmetic to

algebraic



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reasoning about  
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dependent and  
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variables;

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Using Texts in  
Grades 6-12

***Based on  
interviews with***

*Page 157/236*

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**state officials in  
the six Southeast**

**Region states**

**(Alabama, Florida,  
Georgia,**

**Mississippi, North  
Carolina, and**

**South Carolina),**

**this study**

**describes state**

**processes for**

**adopting the**

**Common Core**

**State Standards (a**

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***common set of  
expectations across***

***states for what***

***students are***

***expected to know***

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***language arts and***

***math) and plans***

***for implementing***

***the common***

***standards and***

***aligning state***

***assessment***

***systems to them.***

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***This study used  
interviews with***

***state education***

***agency staff in the***

***Southeast Region***

***to examine three***

***research questions***

***about the Common***

***Core State***

***Standards: (1)***

***What processes did***

***the six Southeast***

***Region states use***

***for adopting the***



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**common**

**standards?; (2)**

**What is (or will be)**

**the process for**

**state**

**implementation of**

**the common**

**standards?; and (3)**

**How are the states**

**planning to**

**address the**

**alignment of their**

**assessment**

**programs to the**

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**common**

**standards? The**

**following are the**

**key findings: (1)**

**Respondents in all**

**six states reported**

**that one step in the**

**adoption process**

**was state**

**education agency**

**review of the**

**common standards**

**to determine the**

**extent of**

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*alignment between  
the common*

*standards and*

*existing state*

*standards and to*

*gather information*

*to disseminate to*

*the public; (2) Four*

*states (Florida,*

*Mississippi, North*

*Carolina, and*

*South Carolina) did*

*not adopt any state-*

*specific standards*

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*in addition to the  
common standards.*

*Alabama and*

*Georgia did; (3)*

*Respondents in*

*Florida and*

*Mississippi*

*reported that*

*teachers in their*

*state will begin*

*teaching under the*

*common standards*

*in 2011/12.*

*Respondents in*

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Core Clayton  
**Alabama, Georgia,  
and North Carolina**

**reported that**

**teachers will begin**

**doing so in**

**2012/13. The**

**respondent in**

**South Carolina**

**reported that**

**teachers will begin**

**doing so in**

**2013/14. States**

**varied in how they**

**will roll out their**

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*teaching*

*timeline--all at*

*once for grades*

*K-12 or phased in*

*over time in*

*different grades;*

*(4) All six states*

*reported a general*

*implementation*

*process moving*

*from developing*

*curriculum and*

*instruction*

*resources to*

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***training educators***

***to teaching the***

***standards in***

***classrooms. All six***

***states have***

***dedicated 2011/12***

***to educator***

***training. Some***

***states also plan to***

***develop resources***

***and materials in***

***2011/12, and***

***Florida and***

***Mississippi will***

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**also begin  
classroom  
implementation.**

**All six**

**implementation**

**timelines call for**

**teaching the**

**common standards**

**before preparing**

**new assessments**

**aligned with them**

**(expected in**

**2014/15); (5) All**

**six states reported**



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***that state  
education agency  
staff are training  
educators on the  
new common  
standards, with  
three states  
(Alabama, Georgia,  
and North  
Carolina) also  
involving staff at  
regional  
professional  
development***

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***agencies. All six state respondents reported that their states will use a combination of approaches to deliver training, including face-to-face training for school staff, online sessions for district staff and teachers, and train-the-trainer***

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**sessions for**

**district teams, who**

**in turn will train**

**teachers; (6) In**

**four states**

**(Florida, Georgia,**

**Mississippi, and**

**South Carolina),**

**respondents**

**reported that**

**monitoring**

**standards**

**implementation**

**will occur at the**

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*local level. North  
Carolina will tie*

*monitoring of local*

*implementation of*

*the common*

*standards to the*

*statewide*

*evaluation of*

*implementation of*

*the state's Race to*

*the Top initiative.*

*At the time of data*

*collection,*

*Alabama had not*

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County

***yet decided whether the state education agency would monitor local implementation; and (7) All six respondents reported that their state will follow the timeline and process of the assessment consortium to***

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*which they belong.*

*Alabama, Florida,*

*Georgia,*

*Mississippi, and*

*South Carolina are*

*members of the*

*Partnership for*

*Assessment of*

*Readiness for*

*College and*

*Careers*

*consortium;*

*Alabama, North*

*Carolina, and*

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Core Clayton  
**South Carolina are  
members of the**

**SMARTER**

**Balanced**

**Assessment**

**Consortium.**

**Alabama and South**

**Carolina, members**

**of both consortia,**

**have not yet**

**decided which**

**consortium's**

**assessments they**

**will use. The**

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*findings of this  
study are limited*

*by the small*

*number of*

*interviews*

*conducted--one per*

*state--and cannot*

*be generalized*

*beyond the study*

*period since state-*

*level plans,*

*policies, and*

*procedures are*

*continually*



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*evolving and may  
have been updated*

*since the*

*completion of data  
collection. The*

*report is*

*nevertheless*

*useful, because it  
examines the six*

*states' ongoing*

*work on the*

*Common Core*

*State*

*Standards--itself a*

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*new and evolving*

*reform initiative*

*nationwide.*

*Education leaders*

*and policymakers*

*can benefit from*

*learning how other*

*states are*

*approaching this*

*work. [For the full*

*report, "Plans to*

*Adopt and*

*Implement*

*Common Core*

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County States.

*Issues & Answers.*

*REL 2012-No.*

*136," see*

*ED528960.]*

*For teachers We*

*know that the*

*Common Core*

*State Standards*

*are encouraging*

*you to reevaluate*

*the books that you*

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*assign to your  
students. To help*

*you decide which  
books are right for*

*your classroom,  
each free ebook in*

*this series contains  
a Common*

*Core-aligned  
teaching guide and*

*a sample chapter.*

*This free teaching  
guide for The*

*Alchemist by Paulo*

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***a fateful encounter  
with The  
Alchemist. The  
story of the  
treasures Santiago  
finds along the way  
teaches us, as only  
a few stories have  
done, about the  
essential wisdom of  
listening to our  
hearts, learning to  
read the omens  
strewn along life's***



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*path, and, above*

*all, following our*

*dreams.*

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*Common Core*

*State Standards*

*are encouraging*

*you to reevaluate*

*the books that you*

*assign to your*

*students. To help*

*you decide which*

*books are right for*

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*each free ebook in*

*this series contains*

*a Common*

*Core-aligned*

*teaching guide and*

*a sample chapter.*

*This free teaching*

*guide for Our Town*

*by Thornton Wilder*

*is designed to help*

*you put the new*

*Common Core*

*State Standards*

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***into practice.***

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***He has given familiar facts a deeply moving,***

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*philosophical  
perspective. . . .*

*Our Town is one of  
the finest*

*achievements of  
the current*

*stage."—Brooks*

*Atkinson Our Town*

*was first produced*

*and published in*

*1938 to wide*

*acclaim. This*

*Pulitzer Prize-*

*winning drama of*

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***life in the town of  
Grover 's Corners,  
an allegorical  
representation of  
all life, has become  
a classic. It is  
Thornton Wilder's  
most renowned and  
most frequently  
performed play.***

***Teach to the  
Common Core,  
differentiate  
instruction, and***

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engaged—all at the*

*same time! With*

*new Common*

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*and strategies, this*

*second edition of a*

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*in-one math*

*classroom*

*management*

*resource. Covering*

*everything from*

*lesson design to*

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*math-specific  
learning styles, the*

*book's 60+ tools*

*will enable you to:*

*Work in smarter,  
more efficient ways*

*with all of your  
students, no*

*matter the class  
size or make up*

*Create standards-  
based lesson plans,*

*tests, and*

*formative*

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every learner**

**regardless of  
understanding  
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style Integrate  
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**Science and**

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**Edition**

**Between the State**

**and the**

**Schoolhouse**

**Grade level: 1, 2, 3, 4,**

Page 193/236

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5, 6, 7, p, e, i, s, t.

*Based on interviews*

*with state officials in*

*the six Southeast*

*Region states*

*(Alabama, Florida,*

*Georgia, Mississippi,*

*North Carolina, and*

*South Carolina), this*

*study describes state*

*processes for adopting*

*the Common Core State*

*Standards (a common*

*set of expectations*

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*across states for what  
students are expected to*

*know in English*

*language arts and*

*math) and plans for*

*implementing the*

*common standards and*

*aligning state*

*assessment systems to*

*them. This study used*

*interviews with state*

*education agency staff*

*in the Southeast Region*

*to examine three*

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*research questions*  
Core Clayton  
**Core State Standards:**

*(1) What processes did the six Southeast Region states use for adopting the common standards?; (2) What is (or will be) the process for state implementation of the common standards?; and (3) How are the states planning to*

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*address the alignment  
of their assessment*

*programs to the  
common standards?*

*The following are the  
key findings: (1)*

*Respondents in all six  
states reported that one  
step in the adoption*

*process was state  
education agency*

*review of the common  
standards to determine*

*the extent of alignment*

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*between the common  
standards and existing*

*state standards and to*

*gather information to*

*disseminate to the*

*public; (2) Four states*

*(Florida, Mississippi,*

*North Carolina, and*

*South Carolina) did not*

*adopt any state-specific*

*standards in addition to*

*the common standards.*

*Alabama and Georgia*

*did; (3) Respondents in*

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Core Clayton  
County

*Florida and Mississippi*

*reported that teachers  
in their state will begin*

*teaching under the*

*common standards in*

*2011/12. Respondents*

*in Alabama, Georgia,*

*and North Carolina*

*reported that teachers*

*will begin doing so in*

*2012/13. The*

*respondent in South*

*Carolina reported that*

*teachers will begin*

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*doing so in 2013/14.*

Core Clayton

*States varied in how*

Course

*they will roll out their*

*teaching timeline--all at*

*once for grades K-12 or*

*phased in over time in*

*different grades; (4) All*

*six states reported a*

*general implementation*

*process moving from*

*developing curriculum*

*and instruction*

*resources to training*

*educators to teaching*



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*the standards in  
classrooms. All six*

*states have dedicated  
2011/12 to educator*

*training. Some states  
also plan to develop*

*resources and materials  
in 2011/12, and Florida*

*and Mississippi will  
also begin classroom*

*implementation. All six  
implementation*

*timelines call for  
teaching the common*

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Core Clayton

County

*standards before preparing new assessments aligned with them (expected in 2014/15); (5) All six states reported that state education agency staff are training educators on the new common standards, with three states (Alabama, Georgia, and North Carolina) also involving staff at*

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*regional professional  
development agencies.*

*All six state*

*respondents reported  
that their states will use  
a combination of  
approaches to deliver  
training, including face-  
to-face training for  
school staff, online  
sessions for district  
staff and teachers, and  
train-the-trainer  
sessions for district*

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*teams, who in turn will train teachers; (6) In four states (Florida, Georgia, Mississippi, and South Carolina), respondents reported that monitoring standards*

*implementation will occur at the local level. North Carolina will tie monitoring of local implementation of the common standards to*

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*the statewide evaluation of implementation of the state's Race to the Top initiative. At the time of data collection, Alabama had not yet decided whether the state education agency would monitor local implementation; and (7) All six respondents reported that their state will follow the timeline and process of the*

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*assessment consortium*

*to which they belong.*

*Alabama, Florida,*

*Georgia, Mississippi,*

*and South Carolina are*

*members of the*

*Partnership for*

*Assessment of*

*Readiness for College*

*and Careers*

*consortium; Alabama,*

*North Carolina, and*

*South Carolina are*

*members of the*

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***SMARTER Balanced  
Assessment  
Consortium. Alabama  
and South Carolina,  
members of both  
consortia, have not yet  
decided which  
consortium's  
assessments they will  
use. The findings of  
this study are limited by  
the small number of  
interviews  
conducted--one per***

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*state--and cannot be generalized beyond the study period since state-level plans, policies, and procedures are continually evolving and may have been updated since the completion of data collection. The report is nevertheless useful, because it examines the six states' ongoing work on the Common Core*



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*State Standards--itself a new and evolving reform initiative nationwide. Education leaders and policymakers can benefit from learning how other states are approaching this work.*

*Appended are: (1) Study methods; (2) Structured interview protocol; and (3) Quick reference state*

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*information on the  
Common Core State*

*Standards. (Contains 2*

*boxes, 6 tables and 7*

*notes.) [For "Plans to*

*Adopt and Implement*

*Common Core State*

*Standards in the*

*Southeast Region*

*States. Summary.*

*Issues & Answers. REL*

*2012-No. 136," see*

*ED528961.].*

*Here is a personal and*

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*compassionate book for everyone writers, poets, teachers, lovers of life, and especially those seeking to find their writing voices again or for the first time. It is an autobiographical travelogue moving from a volcano in Hawaii to Fort Sill, Oklahoma, and places in between, with writing at its heart.*

**Writing Toward Home**

Page 211/236

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*offers practical advice on overcoming some of the obstacles writers of all ages face: writer's block, fear of rejection, confronting silencing critics in your head, finding the time to write. Each short chapter speaks to the larger truths about writing and how to truly live the writer's life: how to become*

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*more of a risk taker,  
how to excavate the*

*past as a source, and*

*how to become an acute  
observer of the world.*

*Writing Toward Home*

*is a book that will*

*remind you-and help*

*you remind your*

*students-that the true*

*source of writing is the*

*creative self. In this fast*

*culture when most*

*people have so little*

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*time to do anything but  
menial tasks, it will  
jumpstart you, it will  
awaken to you the  
journey within, it will  
make you want to write.*

*A Teacher's Guide to  
Using the Common  
Core State Standards in  
Mathematics provides  
teachers and  
administrators with  
practical examples of  
ways to build a*

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*comprehensive,  
coherent, and  
continuous set of  
learning experiences  
for gifted and advanced  
students. It describes  
informal, traditional,  
off-level, and 21st  
century math  
assessments that are  
useful in making  
educational decisions  
about placement and  
programming.*

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*Featuring learning experiences for each grade within one math progression, the book offers insight into useful ways of both accelerating and enriching the CCSS mathematics standards. Each of the learning experiences includes a sequence of activities, implementation examples, and*



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*formative assessments.*

*Specific instructional*

*and management*

*strategies for*

*implementing the*

*standards within the*

*classroom, school, and*

*school district will be*

*helpful for both K-12*

*teachers and*

*administrators.*

*Georgia 7th Grade*

*Math Test Prep*

*A Teacher's Guide to*

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*Lincoln*

*Common-Core Aligned*

*Teacher Materials and*

*a Sample Chapter*

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We know that  
the Common  
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Standards are  
encouraging  
you to  
reevaluate the  
books that you  
assign to your  
students. To  
help you*

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each free  
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series  
contains a  
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Core-aligned  
teaching guide  
and a sample*

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*chapter. This  
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World by  
Aldous Huxley  
is designed to  
help you put  
the new Common  
Core State  
Standards into  
practice.*

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is the  
greatest 20th  
century writer  
in English."—C  
hicago Tribune  
Aldous  
Huxley's tour  
de force,  
Brave New  
World is a  
darkly satiric*

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*vision of a  
"utopian"  
future—where  
humans are  
genetically  
bred and pharm  
aceutically  
anesthetized  
to passively  
serve a ruling  
order. A  
powerful work*

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*of speculative*

*fiction that*

*has enthralled*

*and terrified*

*students for*

*generations,*

*it remains*

*remarkably*

*relevant to*

*this day as*

*both a warning*

*to be heeded*



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*as we head*

*Core Clayton*  
*County*  
*into tomorrow*

*and as thought-*

*provoking,*

*satisfying*

*entertainment.*

*Our 2nd*

*edition*

*Georgia 3rd*

*Grade Math*

*Test Prep for*

*Common Core*

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State

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Standards is

an excellent

resource to

assess and

manage

student's

understanding

of concepts

outlined in

the Common

Core State

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Standards  
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Initiative.

*This resource  
is formatted  
into three  
sections:  
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Practice, and  
Assessment  
with multiple  
choice and  
open questions*

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*in each  
section. The  
material  
covered  
includes  
emphasis on  
representing  
and solving  
problems  
involving  
multiplication  
and division;*

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*understanding  
properties of  
multiplication*

*and the  
relationship  
between*

*multiplication  
and division;*

*multiplying  
and dividing*

*within 100;*

*solving*

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*problems*

*involving the  
four*

*operations,*

*and identify*

*and explain*

*patterns in*

*arithmetic;*

*using place*

*value*

*understanding*

*and properties*

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*of operations  
to perform  
multi-digit*

*arithmetic;*

*developing*

*understanding*

*of fractions*

*as numbers;*

*solving*

*problems*

*involving*

*measurement*

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*and*

*estimation;*

*representing*

*and*

*interpreting*

*data; and*

*reasoning with*

*shapes and*

*their*

*attributes.*

*These*

*standards are*



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*covered*

*extensively by*

*the practice*

*problems. This*

*book contains*

*over 500*

*practice*

*problems*

*aligned to*

*each Common*

*Core State*

*Standard. In*

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book contains  
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to practice  
problems.*

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