

Persuasive Essay Rubric: Common Core for Reading and Writing Standards

Based on Common Core Standards for Reading/Writing in History/Social Sciences (www.corestandards.org)

Note: Students must MEET or EXCEED standard on the asterisked indicators in order to meet standard on the essay

	Exceeds Standard (A)	Meets Standard (B)	Almost to Standard MUST REWRITE	Below Standard=no R/W
Thesis/Claim	<input type="checkbox"/> Thesis/Claim is precise, knowledgeable, significant, and distinguished from alternate or opposing claims	<input type="checkbox"/> Thesis/Claim is precise and knowledgeable, and answers the prompt (W1)	<input type="checkbox"/> Thesis/Claim may be unclear or irrelevant, and/or may not answer prompt	<input type="checkbox"/> Thesis/Claim is missing
*Use of Evidence	<input type="checkbox"/> Develops the topic thoroughly by selecting the most significant and relevant facts, concrete details, quotations, or other information and examples from the text(s) <input type="checkbox"/> Skillfully integrates information into the text selectively to maintain the flow of ideas and advance the thesis <input type="checkbox"/> Skillfully assesses the strengths and limitations of each source	<input type="checkbox"/> Develops the topic by selecting significant and relevant facts, concrete details, quotations, or other information and examples from the text(s) (W2) <input type="checkbox"/> Integrates information into the text selectively to maintain the flow of ideas and advance the thesis (W3) <input type="checkbox"/> Assesses the strengths and limitations of each source (W4)	<input type="checkbox"/> Attempts to develop the topic using facts and other information, but evidence is inaccurate, irrelevant, and/or insufficient <input type="checkbox"/> Attempts to integrate information into the text selectively to maintain the flow of ideas and advance the thesis, but information is insufficient or irrelevant <input type="checkbox"/> Attempts to assess the strengths and limitations of each source, but misinterprets information	<input type="checkbox"/> Does not develop the topic by selecting information and examples from the text(s) <input type="checkbox"/> Does not integrate information from the text <input type="checkbox"/> Does not assess the strengths and limitations of each source
*Use of Analysis	<input type="checkbox"/> Skillfully draws evidence from informational texts to support analysis and thesis/claim <input type="checkbox"/> Skillfully delineates and evaluates the argument and specific claims in cited texts, assessing whether the reasoning is valid and the evidence is relevant and sufficient <input type="checkbox"/> Skillfully identifies false statements and fallacious reasoning	<input type="checkbox"/> Draws evidence from informational texts to support analysis and thesis/claim (W5) <input type="checkbox"/> Delineates and evaluates the argument and specific claims in cited texts, assessing whether the reasoning is valid and the evidence is relevant and sufficient (R3) <input type="checkbox"/> Identifies false statements and fallacious reasoning (R3)	<input type="checkbox"/> Attempts to draw evidence from informational texts to support analysis and thesis/claim but evidence is insufficient and/or irrelevant <input type="checkbox"/> Attempts to delineate and evaluate the argument and specific claims in cited texts, assessing whether the reasoning is valid and the evidence is relevant and sufficient, but analysis is insufficient <input type="checkbox"/> Attempts to identify false statements and fallacious reasoning, but argument is incomplete or insufficient	<input type="checkbox"/> Does not use evidence from the informational texts to support analysis and/or thesis/claim <input type="checkbox"/> Does not delineate or evaluate claims in text <input type="checkbox"/> Does not identify false claims or fallacious reasoning
*Organization, Writing Style and Conventions	<input type="checkbox"/> Organization skillfully sequences the claim(s), counterclaims, reasons, and evidence. <input type="checkbox"/> Provides a concluding statement or section that skillfully follows from or supports the argument presented. <input type="checkbox"/> Skillfully produces clear, coherent, sophisticated writing in which the development, organization, and style are appropriate to task, purpose, and audience	<input type="checkbox"/> Organization logically sequences the claim(s), counterclaims, reasons, and evidence. (W1) <input type="checkbox"/> Provides a concluding statement or section that follows from or supports the argument presented (W1) <input type="checkbox"/> Produces clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience (W4)	<input type="checkbox"/> Attempts to create a logical organization, but may be missing some elements of the argument, such as a counterclaim <input type="checkbox"/> Attempts to provide a concluding statement or section that follows from or supports the argument presented, but statement does not support thesis <input type="checkbox"/> Attempts to produce clear and coherent writing, but errors in conventions and writing style distract from understanding	<input type="checkbox"/> Does not provide logical organization <input type="checkbox"/> Does not provide a concluding statement or section that follows from or supports the argument presented <input type="checkbox"/> Does not produce clear and coherent writing

Score for this draft: _____

Teacher notes and additional comments:

Common Core Rubrics For A Persuasive Essay

Deborah J. Jesseman



Common Core Rubrics For A Persuasive Essay:

A Teacher's Guide to Using the Common Core State Standards With Gifted and Advanced Learners in the English/Language Arts National Assoc For Gifted Children, Todd Kettler, Elizabeth Shaunessy-Dedrick, 2021-09-23 A Teacher's Guide to Using the Common Core State Standards With Gifted and Advanced Learners in the English Language Arts provides teachers and administrators a blueprint for differentiating the Common Core State Standards for English Language Arts for gifted and advanced students through the use of acceleration depth complexity and creativity within and across grade levels. It illustrates the differences between learning experiences for typical and advanced students based on the same standard and provides an array of examples across five of the information text and literary text standards while integrating the other aspects of language arts teaching and learning. The book highlights implementation features such as classroom management and assessment of student work that allow teachers to make data based decisions about instruction for particular students. It also offers guidance to teachers on reading selections for advanced learners at all grade levels.

Mapping Comprehensive Units to the ELA Common Core Standards, K-5 Kathy Tuchman Glass, 2012-04-26 Translating the Common Core State Standards CCSS into an effective curriculum is at the top of many educators' to-do lists and this book shows you how. Master teacher and curriculum specialist Kathy T. Glass familiarizes teachers and curriculum designers with the key points of the ELA Common Core Standards and demonstrates how to design effective curriculum units to align with them. She provides practical and accessible tools for developing a unit map and for making the important connections among all map components including differentiated instruction. Also included are a rationale for each component of unit and lesson design. Practical quality instruments to plan exciting content rich units of study aligned to the CCSS. Reproducible templates and examples of unit curriculum maps and sample lessons. In addition, this practitioner friendly guide provides templates, exercises, rubrics, and assessment tools and instructional strategies. A companion website offers helpful online resources that readers can download and use. Teachers, curriculum designers or directors, administrators, PLC members and others who plan to use the Common Core State Standards to write meaningful and effective curriculum will find valuable navigational assistance from a skilled and experienced professional throughout these pages. [Writer's Workshop for the Common Core](#)

Warren Combs, 2014-01-09 Writing instruction expert Warren Combs presents a step by step plan for teaching writing workshops that are aligned to the Common Core State Standards. The book is filled with practical mini lessons, strategies and tools for every stage of the writing process from prewriting through publication. Scripting is provided to show teachers how to model each strategy for students. In addition, Dr. Combs shows how teachers can use the following elements: The concepts Voice, Pictures and Flow to help students understand the essential elements of writing. The words Invite, Model, Write, Look and Learn to model effective writing for students and have them learn from your example. Revision strategies such as Jot and Blend, Combining Sentences, Writing Leads and Writing Closes. Peer revision using Peer Assisted Learning Systems (PALS).

Student self assessment rubrics The book also includes scoring guides and pacing guides to help teachers implement writing workshops more easily As Dr Combs demonstrates you can give workshops more structure while still making writing come alive for your students

Mapping Comprehensive Units to the ELA Common Core Standards, 6-12 Kathy Tuchman Glass,2013-05-09 Your blueprint for skilled Common Core literacy alignment This all in one instructional resource is your best guide to building high quality CCCS aligned curriculum units across Grades 6 12 easily manageably and effectively Master teacher Kathy Tuchman Glass provides thorough explanations and step by step exercises and templates centered around key CCCS ELA concepts to help you Challenge and engage students in all content areas using the CCCS ELA framework Use existing curriculum and materials to design new CCCS aligned units of study Identify CCCS ELA essential understandings for informational text evidence based writing and other critical competencies Conduct resource rich workshops and professional development

Common Core Standards a Step-By-Step Approach: English Language Arts - Grades K-5 Toby Karten,2012-01-01 Give your students a head start in achieving the critical knowledge and skills identified in the K 5 English Language Arts Common Core State Standards Common Core Standards A Step by Step Approach English Language Arts Grades K 5 is an essential tool for all ELA teachers striving to ensure students meet these standards in each of the four strands of the ELA Reading Writing Speaking and Listening and Language Written by Toby Karten an educator with more than 30 years of experience this valuable six page tri fold laminated guide includes Classroom management tips Core materials and resources Good teaching and assessment practices Additionally this valuable guide provides teachers with a step by step approach to teaching students in grades K 5 the literacy skills they need to meet the English and Language Arts Standards according to the CCS In one easy to read reference this approach is broken down by grade level and includes Review ELA standards from prior current and following years Determine student levels then decide topics for a particular time frame for small groups and individuals Share these topics and goals with students in a child friendly language Create a task analysis of a standard that includes visuals and graphic organizers Revisit and adjust groups and individual lessons based on formal and informal tests and assessments An essential desktop tool for any literacy teacher striving to help students meet the CCSS

The Common Core Companion: The Standards Decoded, Grades 3-5 Leslie Blauman,Jim Burke,2014-03-28 With the click of a mouse anyone has access to the standards So aligning our instruction should be a snap If only it were that simple Jim Burke anticipated the challenges and developed the Common Core Companion series for K 12 In his next smart move he deferred to the talents of Leslie Blauman to be author of the 3 5 volume What makes Leslie Blauman s Common Core Companion that version of the standards you wish you had It s the way Leslie translates each and every standard for reading writing speaking and listening language and foundational skills into the day to day what you do lesson ideas best literacy practices grouping configurations adaptations for ELL anchor charts and so much more The wisdom and how to s are all here page by page The standards for literature and informational texts put side by side

for easier planning Teaching ideas for each standard Recommendations on how to cultivate the habits of mind that are critical to meeting the standards including interpersonal skills collaboration and perseverance A glossary of academic language for each standard with adaptations for ELL students An online bank of graphic organizers student reproducibles sample classroom charts rubrics and photos Reproducible planning templates for each standard to help you map out lessons select books generate key questions and more With 30 years of classroom experience and consulting in schools nationwide Leslie Blauman brings to this book a keen eye for what teachers need in order to get students in the intermediate grades ready as readers writers thinkers and learners capable of meeting the Common Core s rising expectations in middle school Leslie s classroom is a working model for child staff development in reading writing and critical thinking in collaboration with the Public Education Business Coalition PEBC When considering the CCSS we need to remember that teachers do not teach standards Teachers teach kids A classroom teacher who mixes it up with kids every day Leslie Blauman teaches as if her hair s on fire

STEPHANIE HARVEY Coauthor of *The Comprehension Toolkit* *International Teacher Education* Cheryl J. Craig, Lily Orland-Barak, 2014-12-02 The book fills a gaping hole in the teacher education literature Nowhere is there a volume that globally surveys teacher education pedagogies and invites international scholars to describe the most productive ones in their home countries

Common Core Standards for High School English Language Arts Susan Ryan, Dana Frazee, 2012-10-18 Smart implementation of the Common Core State Standards requires both an overall understanding of the standards and a grasp of their implications for planning teaching and learning This Quick Start Guide provides a succinct all in one look at The content structure terminology and emphases of the Common Core standards for English language arts and literacy at the high school level The meaning of the individual standards within the four ELA strands Reading Writing Speaking and Listening and Language How the standards connect across strands grade bands and content areas to help students develop the communication and analytical skills essential for college and career readiness The areas of the ELA standards that represent the most significant changes to business as usual Here teachers and school leaders will find information they need to begin adapting their practices to ensure all students master the new and challenging material the standards present A practical lesson planning process to use with the Common Core based on Classroom Instruction That Works 2nd Ed is included along with three sample lessons

LEARN THE ESSENTIALS OF THE COMMON CORE The grade level and subject specific Quick Start Guides in the Understanding the Common Core Standards series edited by John Kendall are designed to help school leaders and school staffs turn Common Core standards into coherent content rich curriculum and effective classroom level lessons

Handbook of Automated Essay Evaluation Mark D. Shermis, Jill Burstein, 2013-07-18 This comprehensive interdisciplinary handbook reviews the latest methods and technologies used in automated essay evaluation AEE methods and technologies Highlights include the latest in the evaluation of performance based writing assessments and recent advances in the teaching of writing language testing cognitive psychology and computational linguistics This greatly

expanded follow up to Automated Essay Scoring reflects the numerous advances that have taken place in the field since 2003 including automated essay scoring and diagnostic feedback Each chapter features a common structure including an introduction and a conclusion Ideas for diagnostic and evaluative feedback are sprinkled throughout the book Highlights of the book s coverage include The latest research on automated essay evaluation Descriptions of the major scoring engines including the E rater the Intelligent Essay Assessor the Intellimetric™ Engine c rater™ and LightSIDE Applications of the uses of the technology including a large scale system used in West Virginia A systematic framework for evaluating research and technological results Descriptions of AEE methods that can be replicated for languages other than English as seen in the example from China Chapters from key researchers in the field The book opens with an introduction to AEEs and a review of the best practices of teaching writing along with tips on the use of automated analysis in the classroom Next the book highlights the capabilities and applications of several scoring engines including the E rater the Intelligent Essay Assessor the Intellimetric™ engine c rater™ and LightSIDE Here readers will find an actual application of the use of an AEE in West Virginia psychometric issues related to AEEs such as validity reliability and scaling and the use of automated scoring to detect reader drift grammatical errors discourse coherence quality and the impact of human rating on AEEs A review of the cognitive foundations underlying methods used in AEE is also provided The book concludes with a comparison of the various AEE systems and speculation about the future of the field in light of current educational policy Ideal for educators professionals curriculum specialists and administrators responsible for developing writing programs or distance learning curricula those who teach using AEE technologies policy makers and researchers in education writing psychometrics cognitive psychology and computational linguistics this book also serves as a reference for graduate courses on automated essay evaluation taught in education computer science language linguistics and cognitive psychology

Stance and Voice in Written Academic Genres Carmen Sancho Guinda, 2012-09-24 Stance and Voice in Written Academic Genres brings together a range of perspectives on two of the most important and contested concepts in applied linguistics stance and voice International experts provide an accessible yet authoritative introduction to key issues and debates surrounding these terms

Stienboek Dan Powers, 2024-08-28 Stienboek a new novel by Dan Powers highlights the winner loser nature of change It captures the deeply divisive effects on Wisconsin s teachers and public schools caused by the educational political and economic upheavals leading up to the 2011 12 school year The story entwines the lives and personal struggles of four characters at Stienboek High School part of the Edenton Area School District in Northeast Wisconsin s Fox River Valley Against the volatile backdrop of the larger school and community conflicts each struggles to understand themselves and each other Principal Ryan Davvis a native of Minneapolis is in only his second year at the helm of rural John Stienboek High School where his troubled and deceased wife Lisa had left an unsettling legacy Ryan s secret need to discover her background and to cope with his own reactions to her unfaithfulness in their marriage is leading him toward a breakdown

His struggles with his own indiscretions also have him fearing they may reappear and cost him his position reputation and career Adding to Ryan s anxiety is a staff reluctant to address new teaching standards a school board member who for unknown reasons seems to want him gone and a school referendum that has little chance of passing Director of Maintenance and Transportation Dominic Samilton would have preferred a local candidate to have been hired as Stienboek s new principal replacing Walt Hannig however he likes Ryan and as a third generation local he willingly helps him navigate his new surroundings Back in high school Dominic had dated Lisa For his own reasons he never mentioned the fact to Ryan when they first met and he is now reluctant to have Ryan find out Dominic also struggles with his adopted daughter Nala s identity dilemma as she tries to negotiate being the only Black girl in a white high school and community Natalia Nala Samilton was adopted as a toddler by Dominic and his wife Kate who were unable to have children of their own The Samiltons have always loved and been honest with Nala They assumed there would probably be occasional issues bringing a Black child to Edenton but had been confident the community they and their families had lived in for generations would accept Nala as one of their own Growing up Nala had lots of friends and felt a part of her social group But as she got older and more aware she began noticing little ways she was treated differently when out in the community and even at school In middle school a few friends began to exclude her from some social events She began to question her identity and to avoid any limelight Having been told by the Samiltons that she had had a twin brother named Langston who died in infancy Nala began to wish he was there to talk to and advise her She begins imagining conversations with Lang and discussing how she can no longer be a Natalia but isn t sure how to fully embrace being Nala without hurting her parents Ayden Quant is a special education student whose impulsivity and tendency to lie belies his instinctual intelligence and insights He lives with his father whom he first met when he was almost four after his birthmother died of an overdose in West Virginia and his stepmom Anna Quant who hadn t previously known of his existence until he was brought to Wisconsin Ayden s best friend Allan Sparks is also his nemesis and delights in playing on Ayden s impulsivity to get him in trouble

Less Is More in Elementary School Renee

Rubin,Michelle Abrego,John Sutterby,2014-10-10 In this era of rigorous standards testing and overcrowded curricula many teachers are left wondering how they re ever going to cover the material Less Is More in Elementary School offers realistic solutions by providing ways teachers can streamline their curriculum get the most out of assessment communicate with families and engage students in their own learning This much needed book will help you meet the demands of the Common Core more efficiently and effectively You ll learn how to integrate the curriculum so that you can take time to slow down and explore topics in depth help students become critical readers problem solvers collaborators and communicators make students more engaged reflective and self regulating get the most out of assessment during this era of high stakes testing maintain high expectations for all students but modify instruction to ensure all students progress communicate more effectively with families to build trust during a time of change and high stakes assessments and overcome obstacles such as

the emphasis on testing the need for more technology and finding teacher collaboration time Each chapter is filled with practical strategies that you can implement immediately as well as suggested resources for learning more about a particular topic

Reading, Writing, and Rigor Nancy Boyles, 2018-04-12 What does rigor a word that frequently pops up in conversations about education really mean More specifically what does it mean for literacy instruction and how does it relate to challenging standards based assessments In this informative and practical guide literacy expert Nancy Boyles uses the framework from Webb s Depth of Knowledge DOK to answer these questions offering experience based advice along with specific examples of K 8 assessment items Boyles defines rigor and shows how it relates to literacy at each DOK level and explains the kind of thinking students will be expected to demonstrate She then tackles the essence of what teachers need to know about how DOK and its associated rigors are measured on standards based assessments Specifically readers learn how each DOK rigor aligns with standards text complexity close reading student interaction the reading writing connection and formative assessment Teachers coaches and administrators will find clear guidance easy to implement strategies dozens of useful teaching tools and resources and encouragement to help students achieve and demonstrate true rigor in reading and writing

A Non-Freaked Out Guide to Teaching the Common Core Dave Stuart, Jr., 2014-08-15 Implement the Common Core for ELA without all the stress *A Non Freaked Out Guide to Teaching the Common Core* uses the often neglected anchor standards to get to the heart of the Common Core State Standards CCSS teaching students the skills they need to be college and career ready Each anchor standard is broken down into its key points and a discussion of each anchor standard s central purpose helps outline the context for each required skill This easy to read guide gives educators the kind of clear explanations examples and strategies they need to feel comfortable teaching the CCSS and shows how CCSS skills can be integrated into virtually any existing lesson plan Getting a firm grasp of the anchor standards is the quickest way to start teaching the key concepts of the CCSS and this user friendly guide is designed to pave the way for both the first time teacher and the experienced pro

The Write Mind for Every Classroom Jason Wirtz, 2015-11-02 First and foremost and most inclusively anyone fascinated by thinking and learning about connections between brain research and writing should read *The Write Mind for Every Classroom* How to Connect Brain Science and Writing Across the Disciplines Teachers of writing across a wide range of grade levels will find this book useful especially those teaching adolescents The information and activities are designed for those teaching across secondary and post secondary content areas As writing becomes increasingly central across all content areas as a result of both federal and state mandates such as the Common Core State Standards CCSS this book will be useful to all teachers of adolescents College and university professors will find this book useful in helping to prepare today s pre service teachers Literacy coaches principals and mentor lead teachers will find much of value as will educators involved in teacher learning groups As brain based education enters the national spotlight it becomes increasingly important for educators at all levels to become intelligent consumers of brain based claims that have a

potentially far reaching impact on student learning The Common Core in Action Deborah J. Jesseman, 2015-06-19 This book addresses Common Core State Standard curriculum resources to assist the school librarian in collaborating with classroom teachers Librarians are being asked to understand the Common Core State Standards CCSS and their implications to programming and instruction as well as to collection development planning Using lesson plans originally published in School Library Monthly this title builds upon them adding many additional plans that address CCSS issues The plans will help you implement the standards and can also be used as stepping stones to facilitate planning conversations and collaboration with teachers to co teach lessons correlated with the standards The book begins with an overview of the CCSS what they are how are they different from the content standards and what the implications are for schools where the state has adopted them including what the CCSS mean for collection development It then goes on to explore the opportunities the CCSS present for the school librarian looking at how you can become a leader in employing the process The majority of the book is devoted to reproducible lesson plans organized by curricular area or topic and grade level for ease of use

The Learning Blueprint: Shaping Minds for Tomorrow 2025 Author1: ER. AMIT KHATUA, Author2: DHANASHRI RAJSHRI RAVINDRA JADHAV, Author3: MREDULA P , Author4: RAJEEVAN EPV, PREFACE In an era defined by accelerating digital transformation and increasingly sophisticated cyber threats organizations face unprecedented challenges in safeguarding their most critical assets Privileged access once confined to a handful of system administrators now spans cloud platforms DevOps pipelines and third party integrations As enterprises scale and complexity grows traditional perimeter defences and static password vaults prove insufficient It is against this backdrop that Enterprise Grade Privileged Access Management Architecting Cyber Resilience at Scale offers a comprehensive guide to designing implementing and sustaining robust privileged access controls tailored to today s dynamic IT landscapes This book emerged from a recognition that effective Privileged Access Management PAM must transcend isolated solutions and become an integral element of enterprise resilience Drawing on real world case studies industry best practices and innovative research we present a holistic framework that aligns technical controls with organizational policies governance requirements and user workflows Whether you are a security architect operations leader compliance officer or software engineer you will find practical guidance for embedding PAM into DevOps pipelines cloud infrastructures and compliance ecosystems What You Will Find in This Book

How to Design Questions and Tasks to Assess Student Thinking Susan M. Brookhart, 2014-08-20 With new standards emphasizing higher order thinking skills students will have to demonstrate their ability to do far more than simply remember facts and procedures But what s the best way for teachers to ensure that students have such skills In this highly accessible guide author Susan M Brookhart shows how to do just that by providing specific guidelines for designing targeted questions and tasks that align with standards and assess students ability to think at higher levels Aided by dozens of examples across grade levels and subject areas readers will learn how to Take a student perspective and view assessment

questions and tasks as problems to solve Design multiple choice questions that require higher order thinking Understand the difference between open and closed questions and how to use open questions effectively Vary and control the features of performance assessment tasks including cognitive level and difficulty to target different thinking skills Manage the assessment of higher order thinking within the larger context of teaching and learning Brookhart also provides an idea bank that teachers can use to jump start their own thinking as they create assessments Timely and practical How to Design Questions and Tasks to Assess Student Thinking is essential reading for 21st century teachers who want their students to excel in the classroom and beyond Note This product listing is for the Adobe Acrobat PDF version of the book

Learner Choice, Learner Voice Ryan L Schaaf,Becky Zayas,Ian Jukes,2022-06-15 Learner Choice Learner Voice offers fresh forward thinking supports for teachers creating an empowered student centered classroom Learner agency is a major topic in today s schools but what does it mean in practice and how do these practices give students skills and opportunities they will need to thrive as citizens parents and workers in our ever shifting climate Showcasing authentic activities and classrooms this book is full of diverse instructional experiences that will motivate your students to take an agile adaptable role in their own learning This wealth of pedagogical ideas from specific to open ended low tech to digital self expressive to collaborative creative to critical will help you discover the transformative effects of providing students with ownership agency and choice in their learning journeys

Language Power Margo Gottlieb,Mariana Castro,2017-02-17 Because explicit language instruction serves ALL students Here at last is every K 8 teacher s playbook on the critical role academic language plays in content learning and student achievement What exactly is so different Margo Gottlieb and Mariana Castro distill the complexities of language learning into four key uses through which students can probe the interplay between language and content and demonstrate their knowledge and understanding It s as straight forward as that Best of all Language Power is jam packed with hands on replicable resources to help you seamlessly integrate academic language into your daily routines targeted examples activities and templates Along the way you ll learn how to Identify plan assess and implement academic language instruction using the Discuss Argue Recount and Explain conceptual tool Utilize language within and across domains and content areas Apply the inquiry cycle to the theme of academic language use Expand stakeholders to include students other families No matter who your students are no matter which discipline you teach the research reads the same school achievement depends upon effective communication Read Language Power implement its resources and soon see for yourself what a powerful tool language is in realizing this goal This thought provoking and very practical book will be welcomed by all educators who are striving to provide a more equitable curriculum for students As Gottlieb and Castro suggest this endeavor requires classroom teachers to think critically about the language they use with students and develop the knowledge and skills to provide students with explicit and well planned support for the development of academic language Language Power will assist educators to make these endeavors a reality Pauline Gibbons Author of Scaffolding

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