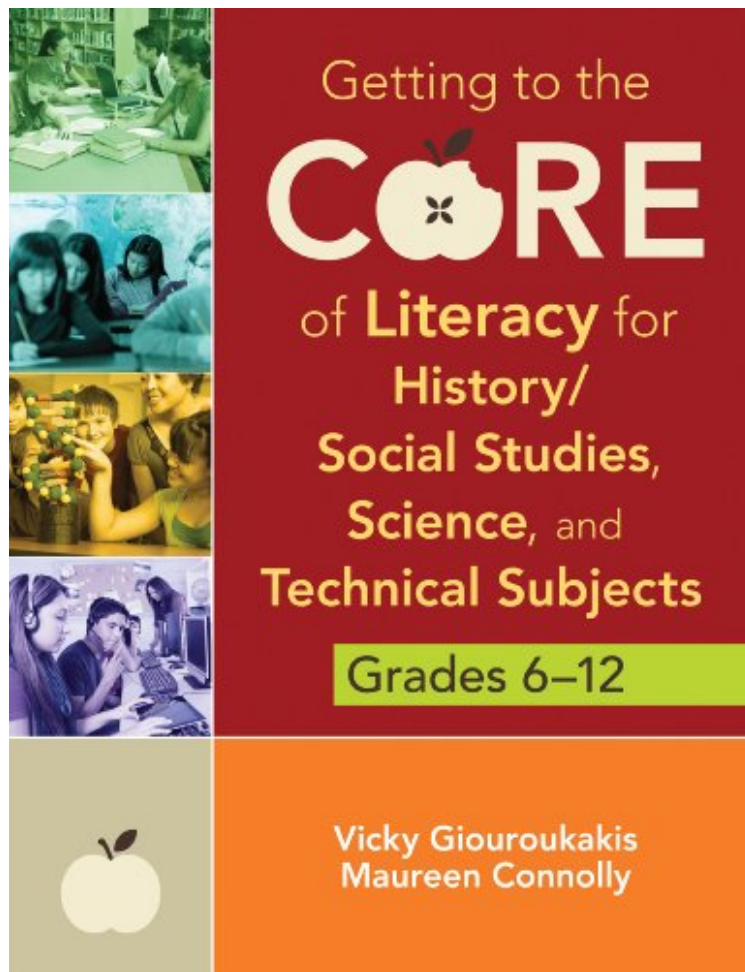


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Getting to the Core of Literacy for History/Social Studies, Science, and Technical Subjects, Grades 6–12

Vicky M. Giouroukakis, Maureen Connolly
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Vicky M. Giouroukakis, Maureen Connolly : Getting to the Core of Literacy for History/Social Studies, Science, and Technical Subjects, Grades 6–12 before purchasing it in order to gauge whether or not it would be worth my time, and all praised Getting to the Core of Literacy for History/Social Studies, Science, and Technical Subjects, Grades 6–12:

1 of 1 people found the following review helpful. Practical and thorough! By AMH The CCSS have been around for a while, but the need to support all teachers with successful implementation continues. This is an excellent resource for secondary content teachers, ESL teachers and special educators who are committed to building academic language and literacy across the disciplines.

Literacydash;itrsquo;s not just for English teachers anymore!The new Common Core English Language Arts Standards arenrsquo;t just for English teachers. Fluent reading and writing are critically important to the study of history/social studies, science, and technical subjects, too. In this practical resource, yoursquo;ll use teacher-tested, CCSS-based lessons as modelsmdash;and follow the principles of the Backward Design approach to curriculum development to set and meet your goals. Each lesson template includes The teaching strategies yoursquo;ll utilizeWays to incorporate technology and mediaVariations for differentiation and interdisciplinary connectionsLinks to the work of major educational theorists

This hands-on, research-based guide presents classroom-tested lessons and ideas for modifying existing lessons to meet the challenges of the CCSS. The authors also emphasize 21st century learning skills such as collaboration, critical thinking, and creativity, with technology and life and career skills components. Getting to the Core clearly breaks down key tenets of the CCSS, deftly addressing both timely topics (cyberbullying, social justice, and graphic novels), as well as more traditional secondary English experiences (Macbeth, Of Mice and Men, the Gettysburg Address, and The House on Mango Street). This melding cements the important place this book deserves on the shelf of any current or aspiring English educator. --Lawrence Butti, English Instructional Leader (11/28/2011)" This hands-on, research-based guide presents classroom-tested lessons and ideas for modifying existing lessons to meet the challenges of the CCSS. 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She also taught at Manhattanville College and Queens College, CUNY. Her research interests include adolescent literacy, standards and assessment, teacher education, and cultural and linguistic diversity. Her work has been featured in books and scholarly journals, and she frequently presents at regional, national, and international conferences. In 2010, Vicky was the recipient of the Educator of Excellence Award by the New York State English Council and has been serving on the Councilrsquo;s Executive Board since then. She has been interested in standards and assessment and how they affect teaching and learning ever since she began teaching. Moreover, her dissertation work was on the impact of state assessments in English on instructional practice. Vicky received a mastersquo;s degree in English Education from Teachers College, Columbia University. She also received a mastersquo;s degree in TESOL and a doctorate in Reading/Writing/Literacy from the University of Pennsylvania. Vicky resides in New York with her supportive husband and three loving children.Consulting Descriptionnbsp;Maureen Connolly, EdD, has been an English teacher at Mineola High School on Long Island, New York, for 12 years. She has also worked as a professor of Education at

Molloy College, Adelphi University, and Queens College. She has overseen service-learning grants for the New York Metropolitan Area and collaborated in the writing of several publications related to service-learning. While Maureen credits her passion for service to her mother, a music teacher who often coordinated trips for her pupils to perform at a local nursing home, she credits her love of literature and teaching to her grandmother, a professor of English at Hunter College, and her grandfather, a salesman for Macmillan. Maureen has developed many standards-based, service-learning projects that link community outreach, character education, and reading. In addition, she has been a part of the Learn to Serve with Character Research Project headed by New York State. Maureen earned her master's degree in Reading and her doctorate in Educational Leadership at St. John's University. She has been awarded the title of Honoree for the ASCD Outstanding Young Educator of the Year and granted the St. John's University LEAD Award. Also, she has presented workshops at regional, national, and international conferences, and volunteered to teach in India, Ghana, Peru, and Spain. Maureen is part of the Teachers for Global Classrooms Program which promotes global education. She believes that at the core of her profession is the need to develop purposeful learning that opens students' eyes to the potential for positive change in themselves and in their local, national, and global communities. Maureen resides in New York City.