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including film and online media as well as the purely literary. In addition to new practical examples, readings, exercises and 'checkpoints' that help students to build confidence in their own critical readings of both primary and secondary texts, the book now also offers guidance on writing fully-Page 50/68

formed critical essays and tips for independent research.
Comprehensively updated and revised throughout, How to Read Texts is an indispensible guide for students making the transition to university study.

Paths to College and Career Jossey-Bass and PCG Education are proud to bring the Paths to College and Career English Language Arts (ELA) curriculum and professional development resources for grades 6-12 to educators across the country. Originally developed for EngageNY Page 52/68

and written with a focus on the shifts in instructional practice and student experiences the standards require, Paths to College and Career includes daily lesson plans, guiding questions, recommended texts, scaffolding strategies and other classroom resources. Paths to College and Page 53/68

Career is a concrete and practical ELA instructional program that engages students with compelling and complex texts. At each grade level, Paths to College and Career delivers a yearlong curriculum that develops all students' ability to read closely and engage in text-based discussions,

Page 54/68

build evidence-based claims and arguments, conduct research and write from sources, and expand their academic vocabulary. Paths to College and Career's instructional resources address the needs of all learners, including students with disabilities, English language learners, Page 55/68

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instruction, and Student Journals that give students learning tools for each module and a single place to organize and document their learning. As the creators of the Paths ELA curriculum for grades 6–12, PCG Education provides a professional learning program that ensures the success of Page 57/68

the curriculum. The program includes: Nationally recognized professional development from an organization that has been immersed in the new standards since their inception. Blended learning experiences for teachers and leaders that enrich and extend the learning. A train-the-trainer Page 58/68

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South African universities face major challenges in meeting the needs of their students in the area of academic language and literacy. The dominant medium of instruction in the universities is English and, to a much Page 60/68

lesser extent, Afrikaans, but only a minority of the national population are native speakers of these languages. Nine other languages can be media of instruction in schools, which makes the transition to tertiary education difficult enough in itself for students from these schools. The focus of this Page 61/68

book is on procedures for assessing the academic language and literacy levels and needs of students, not in order to exclude students from higher education but rather to identify those who would benefit from further development of their ability in order to undertake their degree studies

successfully. The volume also aims to bring the innovative solutions designed by South African educators to a wider international audience.

Making Math Accessible for English Language Learners provides practical classroom tips and suggestions to Page 63/68

strengthen the quality of classroom instruction for teachers of mathematics. The tips and suggestions are based on research in practices and strategies that address the affective, linguistic, and cognitive needs of English language learners. Although this resource centers on Page 64/68

teaching English language learners, many of the tips and suggestions benefit all students. Making Math Accessible for English Language Learners follows five case studies of composite student profiles throughout the book with opportunities for reflection to increase personal

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