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learn how to  
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trailblazers in data-  
based education  
reform Over a**

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**period of several years, Amanda Datnow and Vicki Park visited public schools with a reputation for being ahead of the pack in data-driven decision making. The results of this pioneering study reveal how education leaders can make data work**



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**for students and  
teachers, rather  
than against them.  
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meeting the  
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performance-based  
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**By following the advice in this book, you'll be able to transform data overload into a data-positive school culture. You'll learn the difference between "data-driven leadership" and "data-informed leadership," and how to use distribut**

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**edleadership to  
inspire collaboration  
and guided analysis.  
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narrative reflections  
drawn from real  
educatorsand  
administrators, the  
authors refine their  
observations  
andinterviews into  
practical  
conclusions that  
leaders can put to**

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**This book empowers leaders to support inquiry, build trust in data-based initiatives, establish goals for evidence use, and provide educators with the skills they need to mobilize data for the good of all stakeholders.**

**“Datnow and Park’s**

*Page 12/142*

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**ideas are easily  
accessible  
and grounded in  
clear examples, and  
their seven  
'calls' about what  
needs to be done  
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and you'll be  
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**learning.” —Michael Fullan, professor emeritus, University of Toronto “Datnow and Park uncover, at last, what it means to use data to inform leadership.**

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dynamics of reform  
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must read!” —Ann  
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**coaches. The standards are organised into two parts - leadership standards and content area literacy standards.**

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standards \***

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Content area  
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to know about  
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a comprehensi  
ve, single  
source for  
information  
about the  
critical issues  
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**counselors  
today. This  
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integrates and  
expands on  
the changes  
brought about  
by the ASCA  
National  
Model.**



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**Revisions to  
each chapter  
reflect the  
influence of  
the model.  
Several new  
chapters give  
further  
substance and  
clarification to  
implementatio  
n of the**

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**model.**

**Decoding C.**

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divided into  
four principal  
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describes the  
outcomes on  
teaching  
workshops for  
economics  
instructors,  
follow-on  
modules for  
applying these  
strategies, &  
opportunities to**

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**contribute to the  
scholarship of  
teaching.**

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development of  
sex differences in  
cognition to  
biological  
foundations and  
multiple social  
processes and  
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**factors.**

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the authors  
support content-  
area and  
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teachers alike by  
pairing more than  
75 short, kid-  
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writing is  
lucid and at  
the student's  
level. There  
are twenty-

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nine "one-  
concept"

chapters. Each  
chapter is  
suitably  
short,  
highlighting  
one economic  
principle. The  
student can  
study one  
concept and be

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reinforced by  
the learning  
process before  
proceeding to  
another  
chapter. Self  
review  
exercises  
conclude each  
chapter. The  
one-concept  
chapters also

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well  
integrated to  
show the  
relationship  
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basic concepts

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edition, Cathy  
Vatterott  
examines the  
role homework  
has played in  
the culture of  
schooling over  
the years; how

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such factors  
as family  
life, the  
media, and  
"homework gap"  
issues based  
on shifting  
demographics  
have affected  
the homework  
controversy;  
and what

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recent

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research as

well as common

sense tell us

about the

effects of

homework on

student

learning. She

also explores

how the

current

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**homework**

**debate has**

**been reshaped**

**by forces**

**including the**

**Common Core, a**

**pervasive**

**media and**

**technology**

**presence, the**

**mass hysteria**

**of**

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"achievement  
culture," and  
the increasing  
shift to stand  
ards-based and  
formative  
assessment.

The best way  
to address the  
homework  
controversy is  
not to

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**eliminate  
homework.**

Instead, the  
author urges  
educators to  
replace the  
old paradigm  
(characterized  
by long-  
standing  
cultural  
beliefs,

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moralistic

views, and

behaviorist

philosophy)

with a new

paradigm based

on the

following

elements:

Designing high-

quality

homework

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tasks; Differentiating

homework

tasks;

Deemphasizing

grading of

homework;

Improving

homework

completion;

and

Implementing



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**examples from**

**teachers and**

**schools**

**illustrate the**

**new paradigm**

**in action, and**

**readers will**

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new tools to  
start them on  
their own  
journey. The  
end product is  
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students, at  
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significantly  
fallen behind  
the chance to  
catch up and  
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"With the  
collaboration of a  
number of  
dedicated  
teachers and  
their students,

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Susan Empson  
and Linda Levi  
have produced a  
volume that is  
faithful to the  
basic principles  
of CGI while at  
the same time  
covering new  
ground with  
insight and  
innovation."



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highly  
anticipated  
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addresses the

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urgent need to help teachers understand and teach fraction concepts.

Fractions remain one of the key stumbling blocks in math education, and here Empson and Levi lay a

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foundation for understanding fractions and decimals in ways that build conceptual learning. They show how the same kinds of intuitive knowledge and sense making

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that provides the  
basis for  
children's  
learning of whole  
number  
arithmetic can be  
extended to  
fractions and  
decimals. Just as  
they did in  
Children's  
Mathematics and

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Economics

Mathematically,  
Empson and Levi  
provide  
important  
insights into  
children's  
thinking and  
alternative  
approaches to  
solving  
problems. Three

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themes appear throughout the book: building meaning for fractions and decimals through discussing and solving word problems the progression of children's strategies for

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solving fraction  
word problems  
and equations  
from direct  
modeling through  
relational  
thinking  
designing  
instruction that  
capitalizes on  
students'  
relational

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thinking  
strategies to  
integrate algebra  
into teaching and  
learning  
fractions. With  
illuminating  
examples of  
student work,  
classroom  
vignettes,  
"Teacher



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Commentaries"  
from the field,  
sample problems  
and instructional  
guides provided  
in each chapter,  
you'll have all  
the tools you  
need to teach  
fractions and  
decimals with  
understanding

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and confidence.

This volume is  
an excellent  
outcome of an  
American  
Economic  
Association  
Committee for  
Economic  
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project aimed at  
advancing the

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teaching of  
economics within  
a liberal arts  
context. Dave  
Colander and  
KimMarie  
McGoldrick  
assembled a  
most able panel  
of contributors  
for this effort  
that includes

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dialogue on what should be taught, how it should be taught, and how that teaching and learning should be assessed and rewarded. To the editors credit, they have not attempted to dictate policy but

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to stimulate  
debate on the  
topics. This  
volume is a must  
read for anyone  
seriously  
interested in the  
teaching of  
economics at the  
tertiary level.

William E.  
Becker, Indiana

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The economics major is a central part of a college education. But is that economics major doing what it is meant to do? And if not, how should it be

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changed? This book raises a set of provocative questions that encourage readers to look at the economics major in a different light than it is typically considered and

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provides a series  
of

recommendation  
s for change.

Responding to a  
Teagle

Foundation

initiative on the  
role of majors in  
higher education,  
the contributors  
eminent



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economists and administrators consider the relationship between the goals and objectives of the economics major and those of a liberal education. They address questions such

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as: What is the appropriate training for a person who will be teaching in a liberal arts school? What incentives would motivate the creation of institutional value through

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teaching and not  
simply research?

They also  
explore whether  
the disciplinary  
nature of  
undergraduate  
education is  
squeezing out  
the big-think  
questions, and  
replacing them

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with little-think questions, and whether we should change graduate training of economists to better prepare them to be teachers, rather than researchers.

Providing a

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stimulating  
discussion of the  
economics major  
by many of the  
leaders in US  
economic  
education, this  
book will prove a  
thought  
provoking read  
for those with a  
special interest

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in economics and  
economics  
education,  
particularly  
academics,  
lecturers, course  
administrators,  
students and  
researchers.

The Sixth  
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Guide by Melanie

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Powell, Derek  
Fry, Avi Cohen  
and Harvey King  
is carefully  
coordinated with  
the text,  
MyEconLab, and  
the Test Banks.  
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the Study Guide  
contains: Key  
concepts Helpful

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hints True/false/  
uncertain

questions that  
ask students to  
explain their  
answers Multiple-  
choice questions

Short-answer  
questions

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questions or  
misconceptions



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that the student explains as if he or she were the lecturer. Each part allows students to test their cumulative understanding with sample midterm tests.

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giants of  
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recounts his  
early life in  
New Orleans,  
his experiences  
in Chicago and  
New York during  
the 1920s, his  
infamous  
crowning as

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history of  
American  
culture.

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of College  
Economics  
provides the  
instructor with  
information to

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compare his/her  
students'

performance  
with that of  
similar  
students  
attending  
colleges and  
universities  
across the  
nation. - P. v.

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but also  
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teachers,  
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taxpayers,  
school board  
members, and  
the general  
public. This

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annual report  
card analyzes  
the state of  
American  
education using  
the latest  
measures of  
student  
learning,  
uncovers and  
explains  
important  
trends in

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achievement test scores, and identifies promising and disappointing educational reforms. Unlike similar reports intended solely for government use, the Brown Center annual report card is

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Technological  
Literacy

The Wide World  
of Trade

Validity is widely  
held to be the most  
important criterion  
for an assessment.

Nevertheless,  
assessment

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professionals have disagreed about the meaning of validity almost from the introduction of the term as applied to testing about 100 years ago. Over the years, the best and brightest people in assessment have contributed their thinking to this problem and the fact

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that they have not agreed is testimony to the complexity and importance of validity. Even today, ways to define validity are being debated in the published literature in the assessment profession. How can such a fundamental concept be so controversial? This



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book brings focus to diverse perspectives about validity. Its chapter authors were chosen because of their expertise and because they differ from each other in the ways they think about the validity construct. Its introduction and ten chapters bridge both the theoretical and

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the practical.

Contributors include most prominent names in the field of validity and their perspectives are at once cogent and controversial. From these diverse and well-informed discussions, the reader will gain a deep understanding of the core issues in

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validity along with directions toward possible resolutions. The debate that exists among these authors is a rich one that will stimulate the reader's own understanding and opinion. Several chapters are oriented more practically. Ways to study validity are

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presented by professionals who blend current assessment practice with new suggestions for what sort of evidence to develop and how to generate the needed information. In addition they provide examples of some of the options on how to present the validity

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argument in the most effective ways. The initial chapter by the Editor is an effort to orient the reader as well as providing an overview of the book. Bob Lissitz has provided a brief perspective on each of the subsequent chapters as well as presenting a series of questions regarding

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validation that the reader will want to try to answer for themselves, as he or she reads through this book. This book's topic is fundamental to assessment, its authors are distinguished, and its scope is broad. It deserves to become established as a fundamental

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and provides strategies to help create a seamless agenda to teach students the skills they need most to think conceptually and solve problems in today's complex world.

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health as an adult?  
To what degree  
does your  
neighbor's success  
influence your own  
potential? The  
importance of place  
is increasingly  
recognized in urban  
research as an  
important variable in  
understanding  
individual and

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household  
outcomes. Place  
matters in  
education, physical  
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iscrimination—issue  
s that determine the  
quality of life,  
especially among  
low-income

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residents of urban  
areas.

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brings together  
researchers from a  
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findings of studies in  
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and housing. The results are intriguing and surprising, particularly the debate over Moving to Opportunity, an experiment conducted by the Department of Housing and Urban Development, designed to test directly the effects

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of relocating individuals away from areas of concentrated poverty. Its results, while strong in some respects, showed very different outcomes for boys and girls, with girls more likely than boys to experience positive outcomes.



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Reviews of the literature in education and health, supplemented by new research, demonstrate that the problems associated with residing in a negative environment are indisputable, but

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also suggest the directions in which solutions may lie.

The essays collected in this volume give readers a clear sense of the magnitude of contemporary challenges in metropolitan America and of the role that place plays

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in reinforcing them.  
Although the  
contributors suggest  
many practical  
immediate  
interventions, they  
also recognize the  
vital importance of  
continued long-term  
efforts to rectify  
place-based  
limitations on  
lifetime

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opportunities.

In a broad sense,  
technology is any  
modification of the  
natural world made  
to fulfill human  
needs or desires.

Although people  
tend to focus on the  
most recent  
technological  
inventions,  
technology includes

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a myriad of devices and systems that profoundly affect everyone in modern society. Technology is pervasive; an informed citizenship needs to know what technology is, how it works, how it is created, how it shapes our society, and how society

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influences

technological

development. This

understanding

depends in large

part on an individual

level of

technological

literacy. Tech Tally:

Approaches to

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Literacy determines

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instruments for  
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findings and 12  
related  
recommendations  
that address five  
critical areas:  
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development;  
research on  
learning; computer-  
based assessment  
methods, framework  
development, and  
public perceptions  
of technology. This  
book will be of  
special interest to  
individuals and  
groups promoting  
technological

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literacy in the United States, education and government policy makers in federal and state agencies, as well as the education research community.

Louis Armstrong, in  
His Own Words  
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of Houses, a  
manual of  
interior***

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*design written  
by Edith  
Wharton with  
architect  
Ogden Codman,  
was first  
published in  
1897. In the  
book, the  
authors  
denounced Vict  
orian-style*

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*interior  
decoration and  
interior  
design,  
especially  
those rooms  
that were  
decorated with  
heavy window  
curtains,  
Victorian bric-  
a-brac and*

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*overstuffed  
furniture.*

*They argued  
that such  
rooms  
emphasized  
upholstery at  
the expense of  
proper space  
planning and  
architectural  
design and*

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*were,*

*therefore,*

*uncomfortable*

*and rarely*

*used. Wharton*

*and Codman*

*advocated the*

*creation of*

*houses with*

*rooms*

*decorated with*

*strong*

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*architectural  
wall and  
ceiling  
treatments,  
accentuated by  
well-suited  
furniture,  
rooms based on  
simple,  
classical  
design  
principles*



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*such as*

*symmetry and  
proportion and  
a sense of  
architectural  
balance. The  
Decoration of  
Houses is  
considered a  
seminal work  
and its  
success led to*

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*the emergence  
of*

*professional  
decorators  
working in the  
manner*

*advocated by  
its authors.*

*"This widely  
adopted text  
and K-8*

*practitioner*

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*resource*

*demonstrates*

*how successful*

*literacy*

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*combine*

*explicit*

*skills*

*instruction*

*with an*

*emphasis on*

*reading for*

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*meaning.*

*Distinguished  
researcher  
Richard L.  
Allington  
builds on the  
late Michael  
Pressley's  
work to  
explain the  
theories and  
findings that*

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*guide balanced  
teaching and  
illustrate  
what exemplary  
lessons look  
like in  
action.*

*Detailed  
examples offer  
a window into  
highly  
motivating*

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country.

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in scope, the  
book discusses  
specific ways  
to build word  
recognition,  
fluency,  
vocabulary,  
and

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*comprehension,  
especially for  
readers who  
are*

*struggling.*

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*Edition*

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*throughout to*

*reflect*

*important*

*recent*

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