

MAIN IDEA

and details!



Wind wears away the surface of rocks and mountains.

Rainwater washes away dirt and soil and dissolves certain types of rocks.

Rushing water from rivers wears away rock.

Erosion slowly wears away soil and rock, and it changes the shape of the landscape over many years.

Main Idea

Elizabeth C. McNally, Emily Corbin



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Power Practice: Main Idea and Details, Gr. 3-4, eBook Kimberly Futami,2007-01-01 *Leveled Text-Dependent Question Stems: Understanding Main Idea and Theme* Debra J. Housel,2015-02-01 Build student understanding of main idea and theme through leveled text dependent question stems Engage each student at their level with these dynamic questions

Comprehension Activities for Reading in Social Studies and Science LeAnn Nickelsen,2003-06 40 engaging before during and after reading activities and reproducibles that help students get the most from textbooks and other nonfiction front cover Making Connections High Intermediate Student's Book Kenneth J. Pakenham,2004-08-30 A textbook for

enhancing academic reading skills among students of English *Teaching Evidence-Based Writing: Nonfiction* Leslie Blauman,2016-10-14 At heart learning to read and write analytically is learning to think well For Evidence Based Writing Nonfiction renowned teacher Leslie Blauman combed the standards and her classroom bookshelves to craft lessons that use the best nonfiction picture books biographies and article excerpts to make writing about reading a clear concrete process Students learn to analyze and cite evidence about main idea point of view visuals and words and structure And best of all your students gain a confidence in responding to complex texts and ideas that will serve them well in school on tests and in any situation when they are asked What are you basing that on Show me how you know *Stories for the New Millennium* David DeRocco,1999 This is a fifty unit reproducible ESL EFL Literacy reading and discussion text The articles in Stories for the new Millennium are short and written at a beginner level The articles are complemented by a variety of exercises with attention paid to the different skill areas With its focus on modern and interesting issues Stories for the New Millennium is a great place for beginner students to learn to love to read Topics included are Cloning El Ninos Spontaneous Combustion Comic Books Titanic Solar Energy Komodo Dragons Human Senses Concussions Mars Pulsars Mutual Funds Mad Cow Disease Insects Casinos Forest Fires Plastic Irradiating Foods Digital Cameras Food Poisoning Super Models Space Stations Air Pollution Arthroscopic Surgery IQ Tests Computer Viruses Roller Coasters Aroma Therapy Fresh Water Liposuction Coffee Fingerprints Compact Discs Psychic Mediums Rap Music B Movies Fish Stocks Exchange Rates European Economic Community Ultraviolet Rays Opera Zapruder Film Chocolate Berlin Infomercials Hot Sauces World Cup Distance Learning

Language Power: Grades 3-5 Level A Teacher's Guide Elizabeth C. McNally,Emily Corbin,2012-10-30 **Content-Area Reading Strategies for Language Arts** Walch Publishing,2002 Contains easy to use reproducibles designed to help increase comprehension and retention of informational texts related to the language arts Asset-Based Language and Literacy Tonya Ward Singer,2025-06-11 Ensure multilingual learners thrive in every classroom every day Asset Based Language and Literacy is the essential guide for K 12 teachers to ensure all students including multilingual learners MLs thrive with the rigorous content literacy and language demands of school Building on the proven pedagogy and practical flip to format of the best selling first edition Tonya Ward Singer offers essential updates that help educators center ML assets

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Rethinking Small-Group Instruction in the Intermediate Grades Nancy N. Boyles, 2011 Small group instruction becomes a strategic differentiated tool for Response to Intervention in Dr Nancy N Boyle s new resource Rethinking Small group Instruction in the Intermediate Grades In this complete and ready to go resource Dr Boyles answers key questions about transforming small group instruction to meet RTI objectives How can I teach comprehension strategies during small group instruction How do I align high stakes standards with comprehension objectives Where do fluency vocabulary and author s craft fit in small group discussion How can I explicitly teach skills and promote meaningful discussions and How do I effectively include intermediate grade students who function at a primary level Rethinking Small group Instruction in the Intermediate Grades provides sixteen options to differentiate small group instruction Teachers focus on reinforcing comprehension skills and strategies while explicitly teaching students how to construct basic meaning about both literary and informational texts and master the art of discourse which leads to higher level critical and creative thinking Boyles shows intermediate teachers how to embed the Common Core State Standards into small group instruction and provides all of the rubrics checklists planning templates and prompts necessary to implement these instructional formats in both the book and the included CD The useful CD also contains target sheets matched to each objective that explain how to find the best evidence to meet the objective Let Rethinking Small group Instruction maximize the power of your small group instruction to differentiate your teaching and efficiently meet RTI goals and national standards at the same time **The Road to**

Independent Reading and Writing Cathy Collier, 2021-07-30 Transform young learners into independent readers and writers This easy to use classroom resource is packed with routines lessons centers charts resources and teaching tips Break key literacy concepts and skills into manageable teachable pieces *Historical Foundations of Educational Psychology* John A. Glover, Royce R. Ronning, 2013-11-11 This volume represents a beginning effort to compile a history of educational psychology The project began innocuously enough several years ago when we decided to add mon material about the history of educational psychology to the undergraduate course we were teaching What seemed like a simple task became very complex as we searched in vain for a volume dealing with the topic We ended up drawing on various histories of psychology

that devoted anywhere from a few paragraphs to several pages to the topic and on a very few articles addressing the issue We were startled frankly by the apparent lack of interest in the history of our field and decided to attempt to compile a history ourselves As is the case with any edited volume the contributing authors deserve credit for its positive features They uniformly made every effort asked of them and taught us much about educational psychology Any errors or omissions are our responsibility alone

Level B: Teacher's Guide hm Group,2000-04-13 Level B Grades 3 4 Children of the elementary school age think differently than do older children adolescents or adults They are more holistic in their interaction with the world The hm Program presents study skills appropriate for young children teaching them to listen observe and visualize with greater awareness Each student workbook teaches and reinforces the essential skills students need to be successful skills for perceiving organizing making sense of and using ideas and data The workbook functions as a text for learning study skills and as a reference resource throughout the year

Learning Targets Connie M. Moss,Susan M. Brookhart,2012 Discover how using student centered learning targets enables schools to raise student achievement and create a culture of evidence based results oriented practice includes reproducible planning forms

Improving Writing and Thinking Through Assessment Teresa L. Flateby,2010-06-01 Improving Writing and Thinking through Assessment is designed to help individual faculty and administrators select assessment approaches and measures to maximize their students writing and thinking The book offers useful guidance through presentation of recommended assessment guidelines and measurement principles in Part 1 and applications from a variety of contributors in Part 2 It addresses a wide range of audiences including instructors who want to assess and thus foster writing and thinking in their courses administrators and instructors planning to assess writing and thinking at the program or institutional level and graduate students interested in improving students writing and critical thinking This book is more guide than a cookbook By providing comprehensive standards and criteria that help individuals or teams develop plans and measures to improve writing and thinking the book should be helpful for academic and Student Affairs administrators and faculty as the principles apply equally to all engaged in assessment Contributors representing a wide range of educators illustrate many of the approaches and methods described in the theoretical section of the book using a variety of assessment strategies at both classroom and program levels Readers will see how different types of institutions both private and public as well as undergraduate and graduate have designed assessment strategies and plans to gauge and enhance writing and thinking growth in the classroom and across programs They candidly describe challenges encountered and solutions they adopted or suggest These chapters reflect approaches and perspectives from various discourse communities including writing program administrators composition faculty assessment professionals and individual faculty representing several disciplines The author argues the urgent need to develop strong writers and thinkers She discusses challenges and obstacles but underscores the necessity for more faculty involvement and institutional commitment This book will help institutions and individual faculty design and implement sound meaningful

assessment strategies to foster effective writing and thinking that will both advance the goals of the institutional mission and meet faculty's disciplinary objectives and scholarly concerns

Reading and Writing Across Content Areas Roberta L. Sejnost, Sharon Thiese, 2006-08-04 We often hear middle and high school teachers are frustrated because their students can't understand the textbooks or can't write effectively about their particular content This book will provide both the framework for solving this dilemma and the specific practical classroom practices that teachers can use each day to help students become more competent readers and writers Douglas Johnson Assistant Superintendent Kane County Regional Office of Education IL Every middle school and secondary teacher should have a copy of this book It not only provides the theoretical basis for each strategy but it also provides effective instructions for use of the strategies in the classroom Dorothy Giroux Program Director Initial Teacher Preparation Program School of Education Loyola University Chicago Eager for proven methods to strengthen your students content literacy Then this book is a must have for your classroom Using a step by step approach that makes the strategies easy to understand and implement the authors provide updated research based strategies that will help increase your students reading comprehension strengthen their writing skills and build vocabulary across content areas Expanded coverage of content literacy additional reading and writing strategies for exploring content and suggestions for working with struggling readers are included in this revised edition This rich resource also offers Tips for using trade books in the classroom Graphic organizers to help students recognize text structures Assessment tools Technology activities in every chapter Real classroom examples of how the strategies have been implemented More ways to evaluate the readability of textbooks Over 40 ready to use reproducibles Whether you are getting ready to begin teaching or are a veteran teacher this accessible invaluable handbook will give you the tools you need to help your students become lifelong learners

Learning and Study Strategies, 2014-06-28 This volume reflects current research on the cognitive strategies of autonomous learning Topics such as metacognition attribution theory self efficacy direct instruction attention and problem solving are discussed by leading researchers in learning and study strategies The contributors to this volume acknowledge and address the concerns of educators at the primary secondary and postsecondary school levels The blend of theory and practice is an important feature of this volume

Teaching Reading Comprehension to Students with Learning Difficulties, 2/E Janette K. Klingner, Sharon Vaughn, Alison Boardman, 2015-01-19 This practitioner resource and course text has given thousands of K 12 teachers evidence based tools for helping students particularly those at risk for reading difficulties understand and acquire new knowledge from text The authors present a range of scientifically validated instructional techniques and activities complete with helpful classroom examples and sample lessons The book describes ways to assess comprehension build the skills that good readers rely on and teach students to use multiple comprehension strategies flexibly and effectively Each chapter features thought provoking discussion questions Reproducible lesson plans and graphic organizers can be downloaded and printed in a convenient 8 1/2 x 11 size New to This Edition Chapters on

content area literacy English language learners and intensive interventions Incorporates current research on each component of reading comprehension Discusses ways to align instruction with the Common Core State Standards Additional instructional activities throughout

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Successful Strategies for Reading in the Content Areas, Grades 3-5 Shell Education, 2007-07-30 To be successful students must be able to comprehend the nonfiction material they encounter in textbooks reference materials and testing situations The ability to interpret nonfiction information depends on the development of several key skills and strategies Main Idea Supporting Details Using Text Organizers Summarizing Paraphrasing Using Parts of the Book Developing Vocabulary Making Inferences Prior Knowledge Making Connections Setting the Purpose Author's Point of View Questioning Structural Patterns Visualizing This systematic approach to reading instruction coupled with repeated exposure to a wide variety of nonfiction reading materials provides a structure in which students can achieve significant growth Each book has a CD with graphic organizers for use with Inspiration and activity templates for use with Microsoft Word

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