The LESSON the author is teaching you

Steps-

1. What is the problem?

2. What does the character(s) do about

3. What lesson does the character learn?

4. What lesson does the author want you to

Don't be afraid Examplesto try new things Always Always

Always tell the truth Always be kind to others Don't be a bully

Never give UP

Don't Steal

Always ask if you want something that is not yours (Note the Great) Treat others
the way
You want
to be
treated

Teaching Central Message In First Grade

Debra J. Housel

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Teaching with the Common Core Standards for English Language Arts, Grades 3-5 Lesley Mandel Morrow, Karen K. Wixson, Timothy Shanahan, 2012-12-06 The Common Core State Standards CCSS are the first academic standards to be independently adopted by almost every state in the country The purpose and intent of the Common Core standards for English Language Arts ELA as well as Literacy in History Social Studies and Science education are the focus of this book This volume is aimed at educators administrators graduate students university professors and others who deal with students in grades 3 through 5 Each of the chapters addresses one of the major English Language Arts domains literature informational texts foundational skills writing speaking and listening language technology and assessment They contain invaluable information insight and research from literacy leaders in their respective fields Their objective is twofold to provide a theoretical background and detailed explanation of each of the CCSS ELA standards as well as practical suggestions classroom vignettes models instructional resources and unit ideas to implement the standards **Teaching Disciplinary** Literacy in Grades K-6 Sarah Lupo, Christine Hardigree, Emma Thacker, Amanda Sawyer, Joi Merritt, 2021-09-06 Accessible and engaging this text provides a comprehensive framework and practical strategies for infusing content area instruction in math social studies and science into literacy instruction for grades K 6 Throughout ten clear thematic chapters the authors introduce an innovative Content Driven Integration CDI model and a roadmap to apply it in the classroom Each chapter provides invaluable tools and techniques for pre service classroom teachers to create a quality integrated thematic unit from start to finish Features include Chapter Previews Anticipation Guides Questions to Ponder Teacher Spotlights Now You Try it sections and more Using authentic examples to highlight actual challenges and teacher experiences this text illustrates what integrating high quality rich content infused literacy looks like in the real world Celebrating student diversity this book discusses how to meet a wide variety of students needs with a focus on English Language Learners culturally and linguistically diverse students and students with reading and writing difficulties A thorough guide to disciplinary integration this book is an essential text for courses on disciplinary literacy elementary primary literacy and English Language Arts ELA methods and is ideal for pre service and in service ELA and literacy teachers as well as consultants literacy scholars and curriculum specialists Little Readers, Big Thinkers Amy Stewart, 2023-10-10 Young learners are full of questions and wonderings so much so that sometimes they need a guide for their curiosity Author Amy Stewart brings her manageable approach to close reading in Little Readers Big Thinkers Teaching Close Reading in the Primary Grades With Stewart guiding you ll be able to harness the big thinking we know is inside their inquisitive minds She showcases ways that close reading can teach even the youngest students new ways to enjoy texts think about them critically and share that thinking with peers and adults With its description of the pillars of close reading multiple lesson sequences for grades K 2 and real life classroom scenarios Little Readers Big Thinkers offers a trove of insights What close reading is and is not How to encourage students to

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Instructional Strategies Chapter 9 Consider Equity in Literacy Epilogue Appendix A List of Figures and Tables Appendix B Templates and Tools Appendix C Process for Prioritizing Standards Appendix D Essential Understandings and Guiding Ouestions References and Resources Index **Leveled Text-Dependent Ouestion Stems: Identifying Key Details** Debra J. Housel, 2015-02-01 Build student understanding of key details through leveled text dependent guestion stems Engage each student at their level with these dynamic questions Language Power: Grades 3-5 Level C Teacher's Guide Nancy Bosse, Christine Dugan, 2012-10-30 The Role of the Literary Canon in the Teaching of Literature Robert Aston, 2020-05-12 This book investigates the role of the idea of the literary canon in the teaching of literature especially in colleges and secondary schools in the United States Before the term canon was widely used in literary studies which occurred in the second half of 20th century when the canon was first seriously viewed as politically and culturally problematic the idea that some literary texts were more worthy of being studied than others existed since the beginning of the discipline of the teaching of literature in the 1800s The concept of the canon however extends as far back as to Ancient Greece and its meaning has evolved over time Thus this book charts the changing meaning of the idea of the literary canon examining its influence specifically in the teaching of literature from the beginning of the field to the 21st century To explain how the literary canon and the teaching of literature have changed over time and continue to change this book constructs a theory of canon formation based on the ideas of Michel Foucault and the assemblage theory of Manuel DeLanda illustrating that the literary canon while frequently contested is integral to the teaching of literature yet changes as the teaching of literature changes

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