

Teaching MAIN IDEA in primary grades

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Teaching Main Idea 2nd Grade

**Lesley Mandel Morrow, Timothy
Shanahan, Karen K. Wixson**



Teaching Main Idea 2nd Grade:

Teaching Main Idea Comprehension James F. Baumann, 1986 Intended to help classroom teachers curriculum developers and researchers this book provides current information on theoretical and instructional aspects of main idea comprehension Titles and authors are as follows The Confused World of Main Idea James W Cunningham and David W Moore The Comprehension of Important Information in Written Prose Peter N Winograd and Connie A Bridge What Do Expert Readers Do When the Main Idea Is Not Explicit Peter P Afflerbach and Peter H Johnston Research and Instructional Development on Main Idea Skills Joanna P Williams Actively Teaching Main Idea Skills Mark W Aulls The Direct Instruction of Main Idea Comprehension Ability James F Baumann Teaching Students Main Idea Comprehension Alternatives to Repeated Exposures Victoria Chou Hare and Adelaide Bates Bingham Teaching Middle Grade Students to Summarize Content Textbook Material Barbara M Taylor Graphic Organizers Cuing Devices for Comprehending and Remembering Main Ideas Donna E Alvermann Getting the Main Idea of the Main Idea A Writing Reading Process James Flood and Diane Lapp and Main Idea Instruction for Low Performers A Direct Instruction Analysis Edward J Kameenui EL

2nd Grade Reading Comprehension Philip Abraham, 2003-12-15

Young Meaning Makers—Teaching Comprehension, Grades K-2 D. Ray Reutzel, Sarah K. Clark, Cindy D. Jones, Sandra L. Gillam, 2016-05-01 One of the most critical elements in the Common Core State Standards CCSS is the effective teaching of reading comprehension in the early years This timely resource provides evidence based practices for teachers to use as they work to meet standards associated with comprehending complex literature and informational texts The authors offer a practical model with classroom applications drawing on the Construction Integration CI model of text comprehension Illustrating why comprehension is so important in the CCSS framework the book distills six key principles for meeting CCSS and other high challenge standards Chapters show teachers how to build oral language and text comprehension skills with young readers including selecting texts organizing materials scheduling time and assessing the acquisition of knowledge Book Features A practitioner friendly model for teaching comprehension of informational and narrative texts in the early grades Guidance for how to create a classroom environment that supports oral language acquisition Instructional strategies including teaching children to understand text structures key details and main ideas of a story or information text A standards based series of formative comprehension assessments Read it with the gusto it provides and deserves and go out into your classrooms and make texts come to life through the magic of understanding From the Foreword by P David Pearson University of California Berkeley This is a must read for teachers and educators as they strive to meet the new literacy standards and improve reading comprehension outcomes for their students Linda B Gambrell Reading Research Quarterly The authors start with the most respected theory add an insightful analysis of relevant Common Core standards and combine the two with solid practical instructional ideas Bravo James W Cunningham professor emeritus University of North Carolina at Chapel Hill

Ai-Enhanced Literacy Mary Ehrenworth, Philip Seyfried, 2025 Teach

students to use AI tools in a thoughtful critical and ethical way during reading and writing instruction The relationship between AI and literacy education isn't simple Every tool that makes work more efficient also requires careful consideration In this measured look at the powerful capabilities of artificial intelligence literacy experts Mary Ehrenworth and Philip Seyfried take K-12 teachers on a tour of what's possible when AI tools are seamlessly integrated into literacy teaching and learning Each chapter examines AI's potential to expand literacy instruction deepen student understanding and make the teacher's role more interesting and satisfying You'll find both theoretical approaches and practical examples to help you Understand and feel at ease with current AI tools Create AI-enhanced spaces in your classroom Harness AI as a writing coach Develop students' reading comprehension with digital texts and tools Extend multilingual competencies using AI-powered translation tools Build and use engaging text sets Teach students to think critically about and with AI Using AI tools to improve reading and writing instruction can feel overwhelming but it is a critical skill for today's literacy teachers AI-Enhanced Literacy illuminates a strategic and successful path toward wise and seamless AI use your own and your students

Reading for Academic Success, Grades 2-6 Richard W. Strong, Harvey F. Silver, Matthew J. Perini, 2007-08-28 Examines seven critical areas that can develop average or struggling readers into thoughtful high-achieving A-readers who can comprehend, analyze, and summarize different kinds of texts *Explaining Reading* Gerald G. Duffy, 2014-04-22 This trusted teacher resource and widely adopted text presents effective ways to demystify essential reading skills and strategies for K-8 students who are struggling It has been fully revised to focus on the Common Core State Standards (CCSS) for English language arts Following a concise introduction to the CCSS and explicit teaching, 30 engaging examples show how to be explicit when teaching each Literature, Informational Text, and Foundational Skills standard Grounded in authentic reading tasks that teachers can adapt for their classrooms, the examples guide teachers to differentiate instruction, model and scaffold learning, assess student skills, and align reading instruction with Common Core writing standards New to This Edition Significantly revised and restructured with a CCSS focus The teaching examples are all new or revised Provides practical ways to develop close reading of text Incorporates recent research on authentic tasks and adaptive teaching **The**

Mathematics Lesson-Planning Handbook, Grades K-2 Beth McCord Kobett, Ruth Harbin Miles, Lois A. Williams, 2018-02-09 This book brings together the best of Visible Learning and the teaching of mathematics The chapters on learning intentions, success criteria, misconceptions, formative evaluation, and knowing thy impact are stunning Rich in exemplars grounded in research about practice and with the right balance about the surface and deep learning in math, it's a great go-to book for all who teach mathematics John Hattie, Laureate Professor, Deputy Dean of MGSE, Director of the Melbourne Education Research Institute, Melbourne Graduate School of Education Your blueprint to planning K-2 math lessons for maximum impact and understanding Not sure of tomorrow morning's lesson plan Or maybe you feel it isn't tailored enough for your students' needs What do you do For that and more help is here **The Mathematics Lesson Planning**

Handbook Grades K 2 Your Blueprint for Building Cohesive Lessons guides teachers step by step through the decision making process of planning K 2 math lessons that are purposeful rigorous and coherent Instructional experts Beth McCord Kobett Ruth Harbin Miles and Lois A Williams streamline and deepen the lesson planning process showing teachers how to access students complex needs clarify learning intentions and select tasks that will best lead to student understanding of mathematical concepts and skills Along the way teachers create an individualized blueprint for planning K 2 math lessons for maximum student learning The lesson planning process guides teachers to Identify the mathematical content language and social learning intentions for a lesson or unit and connect goals to success criteria Determine the purpose of a math lesson you re planning by distinguishing between conceptual understanding procedural fluency and transfer Select worthwhile tasks and materials that make the best use of representations manipulatives and other instructional tools and resources Choose the format of your lesson using reasoning and number routines games whole class discussion and pairs or small group work Anticipate student misconceptions and evaluate understanding using a variety of formative assessment techniques Decide how you ll launch your lesson facilitate questioning encourage productive struggle and close your lesson Included is a lesson planning template and examples from kindergarten first and second grade classrooms Chapter by chapter the decision making strategies empower teachers to plan math lessons strategically to teach with intention and confidence and to build an exceptional foundation in math for all students *Leveled Text-Dependent Question Stems: Identifying Point of View* Debra J. Housel,2015-02-01 Build student understanding of identifying point of view through leveled text dependent question stems Engage each student at their level with these dynamic questions **Teaching with the Common Core Standards for English Language Arts, PreK-2** Lesley Mandel Morrow,Timothy Shanahan,Karen K. Wixson,2012-11-01 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 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 The objective of the chapters 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 Assessment for Reading Instruction, Third Edition Michael C. McKenna,Katherine A. Dougherty Stahl,2015-06-23 This book has been replaced by Assessment for Reading Instruction Fourth Edition ISBN 978 1 4625 4157 7 *Forum* ,1983 **Resources in Education** ,1992-05 **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 *Teaching Reading Comprehension to Students with Learning Difficulties* Sharon Vaughn, Alison Boardman, Janette K. Klingner, 2024-06-25 Now in a revised and expanded third edition this important resource helps teachers understand how good readers comprehend text and how best to support students who are struggling It presents effective instructional methods for learners at all grade levels including those with reading disabilities Every chapter translates state of the art research into practical classroom applications All facets of comprehension are addressed including assessment vocabulary background knowledge and text structure Chapters also cover English learners intensive intervention and content literacy Utility as a teacher guide and course text is enhanced by sample lesson plans graphic organizers and chapter opening study questions New to This Edition Chapter on text selection and text structure Chapter on teachers frequently asked questions providing specific actionable advice More than twice as many sample lesson plans Revised throughout with the latest research and teaching techniques *Examining the Potential for Response to Intervention (RTI) Delivery Models in Secondary Education: Emerging Research and Opportunities* Epler, Pam, 2017-03-24 To provide the highest quality of education to students school administrators must adopt new frameworks to meet learners needs This allows teaching practices to be optimized to create a meaningful learning environment *Examining the Potential for Response to Intervention RTI Delivery Models in Secondary Education Emerging Research and Opportunities* is a pivotal reference source for the latest perspectives on research based intervention and instruction strategies to effectively meet students learning requirements Highlighting numerous topics such as professional development progress monitoring and learning assessment this book is ideally designed for educators professionals academics school administrators and practitioners interested in enhancing contemporary teaching practices *Think Big with Think Alouds* Molly Ness, 2017-07-13 I m guessing that those two are planning a surprise The author keeps mentioning the storm because she wants us to think that the character s upset Wait yikes I gotta go back and reread because I m not getting this part These are the flickering thoughts of a strategic reader If only we could bottle all these mental moves and pour them into the minds of our students then readers achievement would grow exponentially In *Think Big With Think Alouds* Molly Ness delivers a process that comes close to bottling that magic Molly spent a year researching teachers think alouds and she uses these findings to help you know just what to do The big time saver You focus on just these five strategies asking questions making

inferences synthesizing understanding the author's purpose and monitoring and clarifying Select the one or two strategies that align to your text and get ready with a stack of sticky notes Grab a pencil and you are on your way to dynamic lessons using Molly's three step planning process Read Once Go wild putting a flurry of sticky notes on spots that strike you Read Twice Whittle your notes down to the juiciest stopping points Read Three Times Jot down what you will say so there's no need to wing it in front of the kids Other practical tools include More than 20 ready made think aloud scripts for favorite texts by Sandra Cisneros Seymour Simon Shel Silverstein and many others to use for think alouds for fiction informational text and poetry Fun small group and partner activities to gradually transfer comprehension strategies to your students Downloads on the companion website including spinner and dice templates planning forms and think aloud scripts Molly Ness is an associate professor at Fordham University's Graduate School of Education She graduated Phi Beta Kappa from Johns Hopkins University and earned her PhD in reading education from the University of Virginia A former Teach For America corps member she is an experienced classroom teacher and reading clinician Her numerous books and articles focus on reading comprehension the instructional decisions of teachers and the assessment and diagnosis of struggling readers

Building Comprehension in Every Classroom Rachel Brown, Peter Dewitz, 2013-10-09 This book presents a practical model and specific unit and lesson planning ideas for enhancing students reading comprehension in any 2-8 classroom The authors provide innovative suggestions that help teachers construct a comprehension curriculum organized around literature informational texts or a basal reading program Vivid case examples and vignettes bring to life ways to build the knowledge strategies and motivation that children need to engage with different types of texts and become proficient enthusiastic readers Graphic elements throughout the volume link instructional and assessment practices directly to the Common Core standards

Teaching With the Instructional Cha-Chas LeAnn Nickersen, Melissa Dickson, 2018-11-20 With foreword by Rick Wormeli Merging educational neuroscience with a formative assessment process and differentiated instruction LeAnn Nickelsen and Melissa Dickson developed a four step cycle of instruction 1 chunk 2 chew 3 check and 4 change that has the power to double the speed of student learning Compatible with any subject area the book's brain friendly teaching strategies and plentiful tools are designed to help transform students into active learners and independent thinkers Educational neuroscience and research based teaching strategies to improve student achievement Combine brain science with a formative assessment process and differentiated instruction to maximize student learning Examine effective teaching strategies and differentiation practices so you can bump it up or break it down according to student needs Consider the four step instructional cycle and understand the components of chunk chew check and change Explore how the formative assessment process can double the speed of learning Learn how to plan instruction and preassess efficiently so that daily learning targets and formative assessments enable each student to meet standards Receive templates and teaching strategies that can be easily differentiated and implemented in daily lesson plans Contents Introduction Maneuver Your

Footwork With Four Steps Part I Setting Up Your Classroom Dance Floor Chapter 1 Choreograph Your Instruction With the Cha Cha Steps Chapter 2 Move Smoothly From Broad Ideas to Smaller Ideas Chapter 3 Get to Know Your Dance Partners Part II Putting the Steps Together Chapter 4 Take Step One Chunk Instruct Chapter 5 Take Step Two Chew Learn Chapter 6 Take Step Three Check Evaluate Chapter 7 Take Step Four Change Differentiate Chapter 8 Finesse the Chunk Chew Check and Change Cycle Epilogue Swing Into Action With the Four Steps **Explaining Reading, Third Edition** Gerald G.

Duffy, 2014-04-29 This trusted teacher resource and widely adopted text presents effective ways to demystify essential reading skills and strategies for K 8 students who are struggling It has been fully revised to focus on the Common Core State Standards CCSS for English language arts Following a concise introduction to the CCSS and explicit teaching 30 engaging examples show how to be explicit when teaching each Literature Informational Text and Foundational Skills standard Grounded in authentic reading tasks that teachers can adapt for their classrooms the examples guide teachers to differentiate instruction model and scaffold learning assess student skills and align reading instruction with Common Core writing standards New to This Edition Significantly revised and restructured with a CCSS focus The teaching examples are all new or revised Provides practical ways to develop close reading of text Incorporates recent research on authentic tasks and adaptive teaching **Developing Reading Comprehension** Katherine A. Dougherty Stahl, Georgia Earnest

Garcia, 2015-02-18 Early literacy instruction typically emphasizes foundational skills often at the expense of engaging young children in reading and supporting their comprehension of different types of texts This book explains the essential elements of comprehension and shares a wealth of classroom tested instructional practices It presents developmentally informed strategies for scaffolding comprehension skills using content to promote engagement and implementing high level discussions and writing tasks Ways to teach and assess English learners and other diverse students are highlighted throughout The book features explicit links to the Common Core State Standards CCSS as well as helpful reproducible forms Purchasers get access to a Web page where they can download and print the reproducible materials in a convenient 8 1 2 x 11 size

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web correct answer brake drum machined beyond its limit the greatest drawback of drum brakes is that they are susceptible to fade brake fade is loss of stopping power that occurs when excessive heat reduces friction between brake shoe linings and drum

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web answer a is correct rust and debris result in an uneven surface on the hub flange answer b is wrong sticking slide pins cause uneven pad wear answer c is wrong since it has four new rotors it is likely something else like the hub flange answer d is wrong excessive lateral runout will cause a vibration in the steering wheel

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web all of the following could be true except a rear tires out of balance b dragging brake shoes c defective rear wheel bearing d binding parking brake cable study with quizlet and memorize flashcards containing terms like a restricted brake hose on the right side neither a nor b brake light switch and more

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times to deplete the fluid reserve in the accumulator of a hydro boost system a technician applies the brake pedal with moderate pressure and starts the engine