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Guided Reading & Analysis: The American Revolution and Confederation, 1774-1787.

Chapter 5- The American Revolution and Confederation, pp 15-100

Pending Assignment:

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Programme:

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Key Concept 5.1: Entsile attempts to assert tighter control over sto North Assert can colonies and the colonial resolve

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to puerse self-povernment led to a colonial independence movement and the Kerolotomacy War.

Key Concept 3.2: The American Revolution's democratic and regulation ideals improve experiments with different forms of government.

Key Concept 3.3c Migration within Horth America and competition over resources, boundaries, and trade interaction conficts makes a confer or destroy.

Guided Reading, pp 85-95

As pile had the thigher all down your notes in the mode volume. Consider your notes to be elaborations on the Objectives and Main class presented in the left column. When you have the contion, weakles what you need by assessment to the right hand column.

The First Continental Congress p. 35-36.

Key Concepts & Main Ideas	Notice	Analysis
British imperial afterspot to reassert control over its colonies and the colonies assettion to these attempts, produced a new American requisits, single with situagues over the new nation's social, political, and economic identity.	Significance of the Intelestable Acts. - Interest Earl Other condition between Bertain and colorages. - Ment two years many Assertions mustbed the constitution that only ediction that to sever lives to Bertain. This First Conferental Congress. - proposes wher to respond to Bertain's threats between, most Assertions had no desire the independence and washed in protest professionant inflingements of rights and restore relationables with convex like at two before the seven years are: - All plates and delegates, escept CAL to the convexion in Philly 1774 The Delegates. - Deverse group return views ranged from studied to convexions in Philly 1774 The Delegates. - Entered group return views ranged from studied to convexions. - Radicals a Farince Henry (Visy, Samuel Adams & John Adams (Man) & Moderness tens Coope Washington (Visy and June Delegates). - Philips of the Congress. - Delegates with a convex of scenario a educated of the change florate policy visiting affecting an observed and researches Colored proposed a plan by Action of the Congress. - Delegates with a section of scenario of scenarios proposed a plan by Action of the Congress. - Delegates and an extend a source of scenarios of scenarios proposed a plan between the proposed affecting to the section of scenarios of scenarios (Values of proposed and form of scenarios of scenarios of scenarios (Values of proposed and form of scenarios of scenarios (Values of Samuel and Form of scenarios of scenarios (Values of Samuel and Form of scenarios of scenarios of scenarios (Values of Samuel and Samuel Samuel Samuel (Values of Samuel	Summerite the purpose of the First Counties and Congress. The purpose of the First Continued to Congress was the the not concern to a sets and respond to the list of review to the first of the proposed to the list of the proposed to the list of the property was to destrict how to feature to the sets of the list of t

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indexes that identify the instructional focus of each strategy pinpoint the text frames in play as students read and learn and correlate students comprehension processes across the phases of strategy implementation In addition each strategy is cross referenced with the Common Core's reading writing speaking listening and language standards **Content Area Reading** and Learning Diane Lapp, James Flood, Nancy Farnan, 2005-04-11 How can teachers make content area learning more accessible to their students This text addresses instructional issues and provides a wealth of classroom strategies to help all middle and secondary teachers effectively enable their students to develop both content concepts and strategies for continued learning The goal is to help teachers model through excellent instruction the importance of lifelong content area learning This working textbook provides students maximum interaction with the information strategies and examples presented in each chapter Content Area Reading and Learning Instructional Strategies Third Edition is organized around five themes Content Area Reading An Overview The Teacher and the Text The Students The Instructional Program School Culture and Environment in Middle and High School Classrooms Pedagogical features Each chapter includes a graphic organizer a chapter overview a Think Before Reading Activity one or more Think While Reading Activities and a Think After Reading Activity The activities present questions and scenarios designed to integrate students previous knowledge and experience with their new learnings about issues related to content area reading literacy and learning and to serve as catalysts for thinking and discussions New in the Third Edition The latest information on literacy strategies in every content area Research based strategies for teaching students to read informational texts Up to date information for differentiating instruction for English speaking and non English speaking students An examination of youth culture and the role it plays in student learning A look at authentic learning in contexts related to the world of work Ways of using technology and media literacy to support content learning Suggestions for using writing in every content area to enhance student learning Ideas for using multiple texts for learning content A focus on the assessment instruction connection Strategies for engaging and motivating students Content Area Reading and Learning Instructional Strategies Third Edition is intended as a primary text for courses on middle and high school content area literacy and learning **Literacy for Learning Gregory** Berry, 2013-12-24 Literacy for Learning A Handbook of Teaching Strategies for Middle and High School Teachers is a collection of proven effective teaching strategies to promote content area literacy and help teachers incorporate literacy learning as a means of improving learning in all subject areas The book presents a concise overview of content area literacy research and a rationale for teachers in all subject areas Those who teach or are about to teach middle and high school students will find a variety of engaging strategies for improving student comprehension and retention of content material Numerous examples of how the strategies can be used across the curriculum are included 122 strategies in all are included plus tips and suggestions for their use This valuable handy and easy to use resource contains strategies for teaching reading writing and vocabulary Each section contains numerous strategies for use across the curriculum An additional section

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