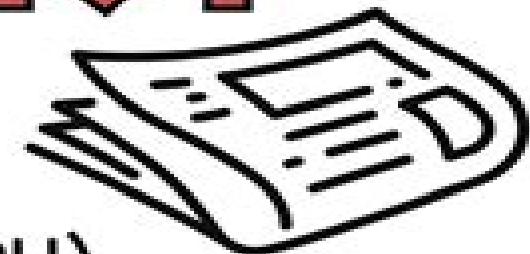


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# NONFICTION SUMMARY

1. USE YOUR OWN WORDS
2. KEEP IT SHORT (1 PARAGRAPH)
3. INCLUDE TITLE & AUTHOR
4. CLEARLY STATE MAIN IDEA
5. SUPPORT MAIN IDEA WITH DETAILS



## Summarize The Main Ideas In Nonfiction Text

**Douglas Ray Reutzel, Robert B. Cooter**

## **Summarize The Main Ideas In Nonfiction Text:**

**Leveled Text-Dependent Question Stems: Summarizing** Debra J. Housel, 2015-02-01 Build student understanding of summarizing through leveled text dependent question stems Engage each student at their level with these dynamic questions

**Nonfiction Strategies That Work** Lori G. Wilfong, 2014-04-03 Teachers are being bombarded with ideas for teaching nonfiction but what really works In this essential book dynamic author Lori G Wilfong describes ten best practices for teaching nonfiction and how to implement them in the classroom She also points out practices that should be avoided helping you figure out which strategies to ditch and which to embrace Topics covered include Finding quality differentiated texts to teach content Selecting support strategies with purpose Providing students with a range of scaffolds for effective summary writing Purposely selecting vocabulary words to support content learning Working with students to develop strategies to cite textual evidence Using text structure as both a reading and writing tool for analyzing nonfiction And much more Every chapter begins with an engaging scenario and ends with action steps to help you get started The book also contains tons of handy templates that you can reproduce and use in your own classroom

*Differentiation Strategies for Language Arts* Wendy Conklin, 2009-08 Written specifically for K 12 language arts teachers this resource provides the nuts and bolts of differentiation Presented in an easy to implement format this handy notebook is designed to facilitate the understanding and process of writing differentiated lessons to accommodate all readiness levels learning styles and interests The lessons are based on various differentiation strategies including tiered assignments tiered graphic organizers leveled questions multiple intelligences leveled learning centers problem based learning independent investigations and reading buddies Additionally the lessons are vertically aligned and provided at four different levels K 2 3 5 6 8 and 9 12 This resource includes a variety of digital resources and is aligned College and Career Readiness Standards

*Effecting Change for Culturally and Linguistically Diverse Learners, 2nd Edition* Almitra L. Berry, 2021-07-01 Help teachers understand and close the provision gap for culturally and linguistically diverse learners effecting greater opportunities for academic success Written by Dr Almitra Berry this completely revised second edition introduces a new five step framework that focuses on academic achievement and equity for all students This professional resource guides you through a data driven approach to determine whether your curriculum and instruction are meeting the needs of culturally diverse students Educators will learn how to evaluate the effectiveness of curriculum identify and implement instructional practices that are proven effective monitor progress and provide intensive small group instruction to help learners succeed This timely book provides a collection of practical resources such as planning templates data analysis forms and reflective questions for each step of the process

**Effecting Change for Culturally and Linguistically Diverse Learners** Almitra L. Berry, 2021-07-01 Help teachers understand and close the provision gap for culturally and linguistically diverse learners effecting greater opportunities for academic success Written by Dr Almitra Berry this completely revised second edition introduces a new five step framework

that focuses on academic achievement and equity for all students. This professional resource guides you through a data driven approach to determine whether your curriculum and instruction are meeting the needs of culturally diverse students. Educators will learn how to evaluate the effectiveness of curriculum, identify and implement instructional practices that are proven effective, monitor progress and provide intensive small group instruction to help learners succeed. This timely book provides a collection of practical resources such as planning templates, data analysis forms and reflective questions for each step of the process.

**Summarizing, Paraphrasing, and Retelling** Emily Kissner, 2006 What's the big idea? That's a question students are asked all the time in papers, assessments and standardized writing tests of every sort. Whether summarizing research sources or synopsizing the plot of a two hundred page novel, the ability to cut through extraneous details and describe the major themes and highlights of a text is key to success in school and in life. Until now, however, summarization has been difficult to teach and learn, but with *Summarizing, Paraphrasing, and Retelling*, you'll discover a powerful and practical way to teach these vital skills. *Summarizing, Paraphrasing, and Retelling* is a slim do-it-all guide that presents everything you need for teaching kids to separate out trivial items in their reading and then identify and communicate the main ideas and crucial details. Emily Kissner breaks summarization down into smaller, more manageable skills such as paraphrasing, writing synopses, retelling and restating the main idea, illustrating what good summarization looks like and how to adjust your teaching to fit your students' needs. She offers not only methods for individual and group instruction but also handy reproducible resources such as assessment checklists, forms for group work, peer response sheets and sample passages for students to practice with. Best of all, Kissner's approach is a student-centered alternative to more traditional skill-and-drill preparations. Supported by research and tested in classrooms, *Summarizing, Paraphrasing, and Retelling* gives you both big ideas for powerful teaching and important particulars to help you plan instruction and analyze your students' progress. What's the big idea behind teaching summarizing? Read *Summarizing, Paraphrasing, and Retelling* and find out.

**Teaching Children to Read** Douglas Ray Reutzel, Robert B. Cooter, 2004 For Elementary Reading Methods courses. This comprehensive and balanced look at literacy practice has long been one of the most popular reading methods texts available. The text begins by introducing seven principles for comprehensive reading instruction and then explains the theoretical foundations of teaching reading. Part I builds on those foundations with specific methods in Part II and then in Part III it describes how to create a variety of learning centers and how to plan developmentally appropriate reading curriculum for students in both K-3 and 4-8 classrooms. Chapters 12 and 13 provide a continuum of knowledge by describing classroom organization and curriculum for grades 4-6 and 6-8.

**Making Nonfiction and Other Informational Texts Come Alive** Kathy Pike, Jean Mumper, 2004 Offering a fresh approach, this much-needed text mirrors the features that are traditionally found in nonfiction texts: illustrations, diagrams, insets, boxed materials to help clarify and explain the concepts being presented. This is a perfect complement to reading methods courses which includes a wealth of nonfiction titles that

teachers can readily use effectively in a balanced literacy program Packed with ideas and suggestions for the classroom Pike and Mumper offer everything one needs to know in order to use nonfiction texts in the classroom from using them in literature circles and as models for writing or for research purposes Publisher s description **McGraw-Hill Education TASC** Kathy A. Zahler,Diane Zahler,Stephanie Muntone,Thomas Evangelist,2014-02-21 The only TASC guide authorized by the test makers If you re looking for the most reliable guide to the TASC you ve found it McGraw Hill Education TASC is the only TASC guide authorized by CTB McGraw Hill the people who make the test It s packed with everything you need to succeed on the test and get the high school credential you want Only this guide can show you exactly what to expect on the test tell you how the test is scored and give you authentic TASC questions for practice That makes this bestselling guide your most reliable and accurate source for everything you need to know about the TASC These great features make McGraw Hill Education TASC the test takers 1 choice Concise reviews of all test topics Full length practice TASC test sections with complete explanations Pretest in every subject to help you plan your study Exclusive REAL TASC questions for practice straight from the test makers For your TASC test prep program nothing beats the official guide **OnTrack** ,2010 *Show what You Know on the WASL for Grade 6* ,2006 **Information & Technology Literacy Standards Matrix** Calvin J. Potter,2000 Intended to help library media specialists technology educators and curriculum planning teams identify where specific information and technology competencies might best fit into the assessed content areas of the curriculum this document presents a matrix that identifies the correlation between Wisconsin s Information and Technology Literacy ITL Standards and English language arts mathematics science and social studies standards An introductory section describes the Matrix Project the Matrix Project Advisory Group academic standards definitions the matrix models and the list of integration resources The second section presents Matrix Model 1 which correlates content standards for each of the four curriculum areas with the ITL Standards The third section presents Matrix Model 2 which separates the four content standards of the ITL Standards i e media and technology information and inquiry independent learning and the learning community and arranges them by three grade ranges K 4 5 8 and 9 12 The final section provides a listing of resources and resource providers for those educators desiring additional information or ideas on how to integrate information and technology competencies into curriculum and classroom instruction several World Wide Web sites that contain evaluated lesson plans many of which incorporate information and technology skills are included MES

**Teaching Reading in the Elementary Grades** Marvin L. Klein,Susan Peterson,Linda Simington,1991 Grade level 1 2 3 4 5 6 7 p e i t *Lesson Plans for the Busy Librarian* Joyce Keeling,2002-03-05 Suggests learning activities for developing library skills such as researching a topic finding books on the shelves and acting out stories **Show What You Know on Ohio's Fourth Grade Proficiency Test** Deborah Tong,Patricia Nay,Vicki Kiner,Jolie S. Brams,1999-06 *How is My Fifth Grader Doing in School?* Jennifer Richard Jacobson,Dottie Raymer,2000 Helps parents determine their fifth grader s educational progress through a collection of

exercises **Alternate Performance Indicators (APIs)** ,2000 *Show What You Know on Ohio's Sixth Grade Proficiency Test* Jolie S. Brams,Patricia Nay,Joan Schrader,Deborah Tong,2000-12

**Nonfiction Author Studies in the Elementary Classroom** Carol Brennan Jenkins,Deborah Jean Downs White,2007

If you've experienced the delight and wonderment that children bring to nonfiction read alouds take the next step and invite nonfiction authors into your classroom through author study Like its fiction counterpart nonfiction author studies engage students deeply and help them interact with texts in multiple ways and Nonfiction Author Studies in the Elementary Classroom shows you how to guide and support these interactions while honoring readers fascination with the world around them Drawing on the latest research and the experiences of classroom teachers Carol Brennan Jenkins and Deborah White make the case for studying nonfiction writers and their books with zeal and rigor They give you a strong rationale for nonfiction author study outlining how and why it's effective and what its principal goals are Then they turn over the discussion to five teachers who showcase units they developed and implemented in their own classrooms Each unit investigates a well known and well loved nonfiction author Gail Gibbons The Pumpkin Book Ann Morris On the Go Teamwork Play and What Was It Like Grandma Jim Arnosky The All About series Jean Fritz Can't You Make Them Behave King George and George Washington's Mother Sandra Markle Outside and Inside Snakes Each author study takes you step by step through its key questions themes and instructional moments providing everything you'll need along the way including worksheets booklists biographical information web based resources student samples curriculum maps and links to literacy standards Author study isn't just for fiction anymore Get ready to find out why Read the wisdom of practicing teachers and explore what nonfiction author study can do for you Pick up Nonfiction Author Studies in the Elementary Classroom teach its units and find a fresh way to deepen your readers connection to the captivating world of nonfiction texts

**Using Children's Literature Across the Curriculum** Catherine M.

O'Callaghan,2011 This resource uniquely offers preservice and inservice teachers templates for using quality children's literature to implement six themes across grades K-8 The themes are based on national curriculum standards and text sets are carefully selected to facilitate discussion analysis and problem solving across the grades Using Children's Literature Across the Curriculum provides teachers with a guide to using multilayered texts to facilitate students attainment of critical literacy It is designed to be a supplemental text to guide teachers in designing literacy instruction The instructional sequence includes collaborative inquiry activities across the curriculum to extend each theme to math science technology and social studies Teachers are shown how to incorporate family literacy with a component entitled Home School Connections and to differentiate instruction for individual learners with a section entitled On Your Own Activities The theme concludes with a critical literacy activity that applies the content knowledge of the theme with collaborative inquiry A unique feature of the handbook is the emphasis on performance based assessment with each instructional sequence containing two rubrics for the teacher to implement The instructional sequences are meant as models for teachers to use in developing their own themes in

order to facilitate critical literacy. These models can be adjusted to fit the reading level of the students as teachers become more familiar with the text's structure and their students' needs.

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