

Reading Comprehension Guide for the ACCUPLACER

Six skills prepare students to become better readers and for college-level courses:

- recognizing main ideas
- identifying supporting details
- recognizing implied main ideas and the central point
- understanding relationships that involve addition and time
- understanding relationships that involve illustration, comparison or contrast, and cause and effect
- understanding tone

MAIN IDEA

In order to become a better and faster reader, recognizing the main idea is the most important skill you can develop.

Think of the **main idea** as an "umbrella" idea. It is the author's primary point about a topic. All other material in the paragraph fits under the main idea. In a paragraph, authors often present the main idea to readers in a single sentence called the **topic sentence**.

Consider this example:

TV violence does affect people in negative ways. Frequent TV watchers are more fearful and suspicious of others. Heavy TV watchers are less upset about real-life violence than non-TV watchers. TV violence increases aggressive behavior in children.

You will see the word **topic** used in two different ways. First, **topic** can be used generally to mean the subject of the reading. Second, it can be used as a part of the phrase, **topic sentence**. In this example, the first sentence tells the reader the general subject or, **topic**, of the passage. The second sentence is the **topic sentence**, and in this case also gives the author's main idea. This sentence tells the reader what the passage is about and gives the main point the author is making.

SUPPORTING DETAILS

Supporting details are reasons, examples, steps, or other kinds of factual evidence that explain a main idea.

Consider this example:

Main idea: Our government should phase out the penny in the economy.

Reading Comprehension Guide Clearance

Williams, Richard D.

Reading Comprehension Guide Clearance:

Handbook of Research on Reading Comprehension, Second Edition Susan E. Israel, 2017-01-02 This edition provides a transformative snapshot of reading comprehension as a field of study at a seminal moment. It maintains the same high level of standards with respect to 1 historical perspectives useful for laying the foundation of study on reading comprehension 2 theoretical perspectives that allow the reader to consider different views on how specific areas have evolved since the first edition 3 excellent chapters on various elements of reading comprehension including major research studies in assessment cultural impacts of reading comprehension issues affecting English language learners and consideration of international populations and 4 identification of future research needs to help raise important questions and stimulate possible hypotheses for future research

Shifting the Balance, Grades 3-5 Katie Cunningham, Jan Burkins, Kari Yates, 2023-10-10 In this much anticipated follow up to their groundbreaking book *Shifting the Balance* 6 Ways to Bring the Science of Reading into the Balanced Literacy Classroom authors Jan Burkins and Kari Yates together with co author Katie Cunningham extend the conversation in *Shifting the Balance Grades 3 5 6 Ways to Bring the Science of Reading into the Upper Elementary Classroom* This new text is built in mind specifically for grades 3 5 teachers around best practices for the intermediate classroom *Shifting the Balance Grades 3 5* introduces six more shifts across individual chapters that Zoom in on a common but not as helpful as we had hoped practice to reconsider Untangle a number of misunderstandings that have likely contributed to the use of the common practice Propose a more science aligned shift to the current practice Provide solid scientific research to support the revised practice Offer a collection of high leverage easy to implement instructional routines to support the shift to more brain friendly instruction The authors offer a refreshing approach that is respectful accessible and practical grounded in an earnest commitment to building a bridge between research and classroom practice As with the first *Shifting the Balance* they aim to keep students at the forefront of reading instruction

Handbook of Research on Challenging Deficit Thinking for Exceptional Education Improvement Williams, Richard D., 2022-01-14 Exceptional education also known as special education is often grounded within exclusive and deficit mindsets and practices Research has shown perpetual challenges with disproportionate identification of culturally and linguistically diverse students especially Black and Indigenous students Research has also shown perpetual use of inappropriate placement in more restrictive learning environments for marginalized students often starting in Pre K Exceptional education practitioners often engage in practices that place disability before ability in instruction behavior management identification and use of related services and educational setting placement decisions These practices among others have resulted in a crippled system that situates students with exceptionalities in perceptions of deviance ineptitude and perpetuate systemic oppression The Handbook of Research on Challenging Deficit Thinking for Exceptional Education Improvement unites current theory and practices to communicate the next steps to end the current harmful practices and experiences of exceptional students through critical

analysis of current practices mindsets and policies With the information this book provides practitioners have the power to implement direct and explicit actions across levels to end the harm and liberate our most vulnerable populations Covering topics such as accelerated learning educator preparation programs and intersectional perspectives this book is a dynamic resource for teachers in exceptional education general teachers social workers psychologists educational leaders organizational leaders the criminal justice system law enforcement agencies government agencies policymakers curriculum designers testing companies current educational practitioners administrators post grad students professors researchers and academicians *Educational Screen & Audio-visual Guide*, 1970 *Current Index to Journals in Education*, 1999 **SRA**

Open Court Reading Marilyn Jager Adams,2002 Contains materials designed to aid students in understanding the stories and lessons in Level 5 of the SRA Open Court reading series Blackline masters in the decodable books allow students to apply their knowledge of phonics elements to read simple texts **Federal Register**, 2007-07-10 **SRA Open Court Reading**, 2002 *Foundations and Strategies for Teaching Children to Read* Lou E. Burmeister,1983 *Clearing*, 2005 **SRA** *Open Court Reading* WrightGroup/McGraw-Hill,2001-07 **Yearbook of the American Reading Forum** American Reading Forum. Annual Conference,1982 **Education Abstracts** Norman John Powell,Paul McCracken Cook,1941

Education Abstracts,1941 *Teaching Through Text* Michael C. McKenna,Richard David Robinson,2002 *Teaching Through Text* provides a broad range of techniques to enhance students literacy development and learning across the curriculum McKenna and Robinson focus on describing illustrating and applying both teacher directed and student centered strategies Student centered strategies are illustrated through graphic organizers concept bridges and applicable exercises

The Education Index, 1991 *Reading Specialists in the Real World* MaryEllen Vogt,Brenda A. Shearer,2003 This research based text written from a sociocultural perspective describes the diverse and evolving roles of reading specialists This is the only text on the market that prepares teachers to become reading specialists discussing the roles of diagnostician intervention provider curriculum designer professional developer coach mentor supervisor literacy program evaluator and action researcher This text may also be used for professional development by reading specialists and to prepare administrators to coordinate implement and evaluate programs for teaching reading language arts *American Book Publishing Record Cumulative, 1950-1977: Title index* R.R. Bowker Company. Department of Bibliography,1978 **Content Reading and Literacy** Donna E. Alvermann,Stephen F. Phelps,2005 The Fourth Edition Builds on Past Strengths and Adds New Ones Student Centered Culturally Diverse Students Evidence Based Standards Written by renowned authors Donna Alvermann and Steven Phelps the Fourth Edition includes more emphasis and information on addressing the literacy needs of English language learners and culturally diverse students a new focus on evidence based practices and standards and key information on newer frameworks for reading and writing instruction such as the sociocultural New Literacies Framework that equips students to teach content area literacy from a student centered approach What Continues to Make This Book a

Best Seller Increased discussion of English language learners New evidence based research icons highlighting current research New standards icons from various subject areas help pre service teachers make the connection on how content area literacy instruction helps them meet the standards in their disciplines New writing icons throughout the chapters point to writing examples Thoroughly revised Chapter 7 Reading to Learn New information for all of the content areas in every chapter is represented in the examples lessons vignettes and scenarios making it easier for students enrolled from different discipline areas to locate content specific relevant examples Ringing Endorsements for Content Area Reading and Literacy Fourth Edition Chapter 14 Teaching for Diversity This is an excellent chapter that certification students and other graduate students can use to understand more about the types of diversity categories that are present in instructional settings This textbook is excellent for students Lavernia F Hutchison University of Houston Central Campus There are many strengths in this text I particularly like the way it is laid out I believe that helping the students to see the importance of content literacy from the very beginning is extremely important Immediately following this topic the students then move directly into diversity which includes the understanding the meaning of language and culture Both of these topics form the basis for the rest of the course Overall I believe that this book is an excellent text for teaching in the Content Area Randy M Wood Baylor University The strengths of this text include the authors in depth knowledge of the field of content area reading Their chapter on assessing textbooks is invaluable for secondary teachers who don t understand the difficulty of some textbooks and the problems these texts can cause students The chapter on multiculturalism and the ESL learner is a strength The chapter on vocabulary is outstanding Patricia J Pollifrone Gannon University Please visit the book specific website at <http://www.ablongman.com/alvermann4e> to learn more

Education Clearing Houses and Documentation Centres

International Conference on Educational Research, Robert de Montvalon, Unesco, United Nations Educational, Scientific and Cultural Organization. Education Clearing House, World Health Organization, 1956

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