

# Differentiated

# Main Idea

## AN EXPERIMENTAL INFO

Journal of Management Education 34(10):1039-1050, 2010.  
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Quinn's trip is sponsored, thanks to a grant from the Ford Foundation, by the Center for the Study of the Americas at the University of California, San Diego. Quinn is a senior research fellow at the center.

...the ...

## JANSEN ON THE FARM

Every day brought the same chores for Jensen. He stayed with Papa on his farm every summer, but Jensen was tired of doing the same work every day. Jensen's parents wanted him to learn responsibility, and spend time with his grandpa, but Jensen didn't like waking up early and doing the farm work. One thing Jensen did like was summer evenings on the porch. Instead of Papa just stories from when he was young,

One day, Jensen decided to stay in bed instead of getting up to help with farm chores. He just rolled over and went back to sleep instead of going Papo. Jensen finally got up and told Papo how he feels. And Papo

## 2 SCHOOL PROGRAMS

THAT school's president, including several staff members, happen upon the evidence that school is not doing, and immediately "school is a failure" is the first response. It is not only the first response, it is the only response that school will give. No more, no less, no other explanation. That's the only response that school will give.

## BASKETBALL TRYOUTS

## BASKETBALL TRYOUTS

Academy. She had never really played soccer before. She had gone to practices and games with her dad many times, but she usually went to the concession stand for snacks and played under the bleachers instead of watching games. She had been turned off the sport on her dad's shoulders many times after he had taken her to the soccer field after he had won and she

[illegible]

## HOW A TOWN BECOMES A CITY

To test the difference between a town and a city, it depends on what country the place is in. The United States, for instance, usually defines a town as a group of people who live within about 10 square miles. A city is a group of people who live within about 50 square miles. In other countries, the definitions are different. In some, a town is a group of people who live within about 10 square miles, and a city is a group of people who live within about 50 square miles. In other countries, the definitions are different. In some, a town is a group of people who live within about 10 square miles, and a city is a group of people who live within about 50 square miles.

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## Print & Digital



# Teaching Main Idea Comprehension

**David Bleich**



## **Teaching Main Idea Comprehension:**

**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

**Reading in a Second Language** William Grabe, 2009 Abstract **Resources in education**, 1986-09 **Readers, Teachers, Learners** William G. Brozo, 1991

**The Main Idea Strategy** Daniel J. Boudah, Ph.D., 2008-01 For some students the challenge of understanding content often results in failure In particular many students have difficulty understanding the main ideas in what they read especially when they have to read between the lines In response to this challenge some low performing students have acquired and use specific learning strategies to become successful despite their knowledge and skill deficits This research based book enables teachers to introduce The Main Idea Strategy to students The book includes step by step teacher lesson plans instructional resources and student practice lessons Perfect for classroom use tutoring programs or home schooling For elementary middle high school or adult literacy students *Teaching Struggling Readers* Richard L. Allington, 1998 Collects thirty two articles for teachers of struggling readers covering such topics as literacy interventions diverse student needs motivation and ownership reading for meaning accuracy and fluency and family and community collaboration

**The Main Idea Strategy** Daniel J. Boudah, 2012-07 For some students the challenge of understanding content often results in failure In particular many students have difficulty understanding the main ideas in what they read especially when they have to read between the lines In response to this challenge some low performing students have acquired and use specific learning strategies to become successful despite their knowledge and skill deficits This book provides step by step instructions for teachers to use The Main Idea Strategy See accompanying student practice materials ISBN 978 0 578 07233 3 Valuable for classroom use tutoring programs or home schooling For elementary middle high school or adult literacy students Secondary Reading, Writing, and Learning Marian J. Tonjes, 1991 This text aims to help teachers in guiding their students to become more self aware self monitoring and independent learners by incorporating

active learning into the classroom situation Study reading study writing study learning techniques are explained

*Reading-Canada-lecture : R-C-L* ,1985      *Solving Problems in Literacy* ,1986      Effective Strategies for Teaching Reading Bernard L. Hayes,1991 This collection of articles deals with effective strategies for the teaching of reading It examines the connections between reading and writing gives advice on the use of materials and offers a detailed examination of informal classroom reading assessment      **National Forum of Applied Educational Research Journal** ,1987

**Resources in Education** ,1996      **Reading and the Middle School Student** Judith L. Irvin,1998 The last three decades have been a time of renewed interest in middle level education In fact membership in the National Middle School Association has skyrocketed Also current research and theory in reading education have contributed to what educators know about the most exciting ways for improving literacy abilities This is a new EDITION of the best selling guide to middle school literacy instruction and literacy programs Numerous strategies are recommended for the instruction of vocabulary comprehension study skills and using literature across the curriculum This book is for prospective and practicing teachers program specialists and resource teachers concerned with improving the literacy abilities of mid level learners Parents will also find it helpful      Direct Instruction Reading Douglas Carnine, Jerry Silbert, Edward J. Kameenui,1990      *The Double Perspective* David Bleich,1988 Examining the relationship between language and literacy and the societal experiences that help shape it this political and polemical book builds on the author s previous work in reader response criticism and challenges the now dominant assumption that language is an individual transaction independent of any social context Moving through a series of interrelated essays David Bleich explores topics including the social psychology of men which he maintains exerts undue influence on everyone s education conceptions of knowledge now offered by feminist epistemologists social conceptions of language and knowledge found in the work of G H Mead L S Vygotsky Ludwik Fleck and Mikhail Bakhtin the influence of gender on language use the views of current thinkers on the social character of the classroom and academic communities and the process of individual language development      *New Paradigms for College Teaching* William E. Campbell, Karl A. Smith,1997 Outlines new ways to help students learn covering a variety of methodologies      **What Really Matters for Struggling Readers** Richard L. Allington,2006 A nationally recognized scholar offers a clear blend of research and practice that teachers can use to develop better methods for helping children with reading difficulties

**Teaching Elementary Reading Today** Wilma H. Miller,1984      **Education Outlook** ,1928

## Whispering the Secrets of Language: An Emotional Quest through **Teaching Main Idea Comprehension**

In a digitally-driven world wherever monitors reign supreme and quick connection drowns out the subtleties of language, the profound secrets and emotional nuances hidden within words often move unheard. Yet, located within the pages of **Teaching Main Idea Comprehension** a fascinating fictional prize pulsing with raw emotions, lies a fantastic quest waiting to be undertaken. Written by a talented wordsmith, this marvelous opus encourages viewers on an introspective trip, lightly unraveling the veiled truths and profound influence resonating within the very cloth of every word. Within the mental depths of the touching review, we will embark upon a sincere exploration of the book's key themes, dissect its captivating writing type, and fail to the powerful resonance it evokes deep within the recesses of readers' hearts.

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