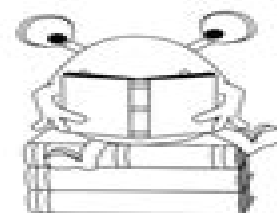


name: _____

main idea and supporting details



Read the story and decide what the main idea is.

My dog is named Lucky. Lucky can do lots of tricks. She knows how to sit and lie down when I tell her to. Lucky also can roll over! Another thing Lucky can do is to shake her paw to say hello to people. Lucky is the best dog in the world.

cut out the sentences and glue where they fit.

Main idea

Supporting Detail #1

Supporting Detail #2

Supporting Detail #3

Lucky can do lots of
tricks.

She can sit and lie down.

Lucky can roll over.

She can shake paws.

Main Idea Details 2nd Grade Passages

Janet Palazzo-Craig



Main Idea Details 2nd Grade Passages:

2nd Grade at Home The Princeton Review,2020-11 From the education experts at The Princeton Review Cover **PA**
PSSA 8th Grade Reading & Writing 2nd Ed. The Editors of REA,Dana Passananti,2013-01-01 Practice with REA and Pass the PSSA REA s second edition of our Ready Set Go Reading Writing test prep for the Pennsylvania System of School Assessment PSSA exam gets Pennsylvania students ready for this crucial high stakes test Specifically designed to boost essential reading and writing skills this test prep provides all the instruction and practice eighth grade students need to excel on this important exam Written in an easy to follow student friendly style it s perfect for classroom family or individual study Fully aligned with the Assessment Anchors adopted by the Pennsylvania Department of Education the review chapters cover every topic tested on the exam including word recognition inferences and conclusions main ideas literary analysis and writing and revising essays Numerous drills and review lessons throughout the book enhance student vocabulary and literary analysis skills Key tutorials reinforce writing skills and increase the reading comprehension abilities needed to succeed on the test Color icons highlight the key concepts questions and activities in each chapter A diagnostic Pretest pinpoints student strengths and weaknesses and a full length Posttest allows students to measure their progress and focus on areas in need of further study Our confidence building test tips help reduce test anxiety and boost test day readiness for this important high stakes exam Whether used in a classroom for home or self study or with a tutor this test prep gets Pennsylvania students ready for their important high stakes exam set to take on new challenges and helps them go forward in their studies **The**
Fluency Factor Timothy Rasinski,James K. Nageldinger,2015-11-27 Reading fluency has been identified in the Common Core Standards as a foundational competency for reading proficiency This resource provides teachers and literacy interventionists with approaches to fluency instruction that are effective engaging and easy to implement This important new book updates and adds to Timothy Rasinskis classic text The Fluent Reader 2nd Grade Language Development: Variety of Texts Janet Palazzo-Craig,2003-12-15 Language Development Variety of Texts aids students in approaching different types of text from articles to fiction to poetry Curriculum correlated activities help learners recognize different writing styles understand what they are reading and think critically about writing and pre and post assessments aid teachers in individualizing instruction diagnosing the areas where students are struggling and measuring achievement and support standards IEP Goal Writing for Speech-Language Pathologists Lydia Kopel,Elissa Kilduff,2020-06-15 IEP Goal Writing for Speech Language Pathologists Utilizing State Standards Second Edition familiarizes the speech language pathologist SLP with specific Early Learning Standards ELS and Common Core State Standards CCSS as well as the speech language skills necessary for students to be successful with the school curriculum It also describes how to write defensible Individualized Education Plan IEP goals that are related to the ELS and CCSS SLPs work through a set of steps to determine a student s speech language needs First an SLP needs to determine what speech language skills are necessary for mastery of specific

standards Then the SLP determines what prerequisite skills are involved for each targeted speech language skill Finally there is a determination of which Steps to Mastery need to be followed It is through this process that an SLP and team of professionals can appropriately develop interventions and an effective IEP The text takes an in depth look at the following speech language areas vocabulary questions narrative skills summarize compare and contrast main idea and details critical thinking pragmatics syntax and morphology and articulation and phonological processes These areas were selected because they are the most commonly addressed skills of intervention for students aged 3 to 21 with all levels of functioning For each listed area the text analyzes the prerequisite skills and the corresponding Steps to Mastery It provides a unique step by step process for transforming the Steps to Mastery into defensible IEP goals The key is to remember that the goal must be understandable doable measurable and achievable This text provides clear guidelines of quantifiable building blocks to achieve specific goals defined by the student s IEP School based SLPs are instrumental in helping students develop speech and language skills essential for mastery of the curriculum and standards All SLPs working with school aged children in public schools private practice or outpatient clinics will benefit from the information in this text New to the Second Edition Ten Speech and Language Checklists for determining speech and language needs of an individual 3 21 years of age as well as measuring progress Material on measuring progress including five performance updates Goal writing case studies for four students of different ages and skill levels A thoroughly updated chapter on writing goals with up to date examples Revised Prerequisite Skills and Steps to Mastery to reflect the current state of research Expanded focus on evidence based practice Disclaimer Please note that ancillary content such as documents audio and video etc may not be included as published in the original print version of this book 2nd Grade Reading Comprehension Philip Abraham,2003-12-15 **Handbook of**

Children's Literacy Terezinha Nunes,Peter Bryant,2013-03-09 PETER BRYANT TEREZINHA NUNES The time that it takes children to learn to read varies greatly between different orthographies as the chapter by Sprenger Charolles clearly shows and so do the difficulties that they encounter in learning about their own orthography Nevertheless most people who have the chance to learn to read do in the end read well enough even though a large number experience some significant difficulties on the way Most of them eventually become reasonably efficient spellers too even though they go on make spelling mistakes at any rate if they are English speakers for the rest of their lives So the majority of humans plainly does have intellectual resources that are needed for reading and writing but it does not always find these resources easy to marshal What are these resources Do any of them have to be acquired Do different orthographies make quite different demands on the intellect Do people differ significantly from each other in the strength and accessibility of these resources If they do are these differences an important factor in determining children s success in learning to read and write These are the main questions that the different chapters in this section on Basic Processes set out to answer Common Core Standards for Elementary Grades K-2 Math & English Language Arts Amber Evenson,Monette McIver,Susan Ryan,Amitra

Schwols,2013-05-20 Smart implementation of the Common Core State Standards requires both an overall understanding of the standards and a grasp of their implications for planning teaching and learning This Quick Start Guide provides a succinct all in one look at The content structure terminology and emphases of the Common Core standards for mathematics and English language arts and literacy in the lower elementary grades The meaning of the individual standards within each of the four ELA literacy strands and five math domains with an emphasis on areas that represent the most significant changes to business as usual How the standards connect across and within strands domains and grade levels to develop the foundational language arts literacy and mathematics understanding that will support a lifetime of successful learning Here teachers of grades K 2 and elementary school leaders will find information they need to begin adapting their practices to help all students master the new and challenging material contained in the standards A practical lesson planning process to use with the Common Core based on Classroom Instruction That Works 2nd Ed is included along with six sample lessons LEARN THE ESSENTIALS OF THE COMMON CORE The grade level and subject specific Quick Start Guides in the Understanding the Common Core Standards series edited by John Kendall are designed to help school leaders and school staffs turn Common Core standards into coherent content rich curriculum and effective classroom level lessons *Common Core Standards a Step-By-Step Approach: English Language Arts - Grades K-5* Toby Karten,2012-01-01 Give your students a head start in achieving the critical knowledge and skills identified in the K 5 English Language Arts Common Core State Standards Common Core Standards A Step by Step Approach English Language Arts Grades K 5 is an essential tool for all ELA teachers striving to ensure students meet these standards in each of the four strands of the ELA Reading Writing Speaking and Listening and Language Written by Toby Karten an educator with more than 30 years of experience this valuable six page tri fold laminated guide includes Classroom management tips Core materials and resources Good teaching and assessment practices Additionally this valuable guide provides teachers with a step by step approach to teaching students in grades K 5 the literacy skills they need to meet the English and Language Arts Standards according to the CCS In one easy to read reference this approach is broken down by grade level and includes Review ELA standards from prior current and following years Determine student levels then decide topics for a particular time frame for small groups and individuals Share these topics and goals with students in a child friendly language Create a task analysis of a standard that includes visuals and graphic organizers Revisit and adjust groups and individual lessons based on formal and informal tests and assessments An essential desktop tool for any literacy teacher striving to help students meet the CCSS **Nonfiction Reading Comprehension Grade 2** Teacher Created Resources,2002-09 After reading brief nonfiction passages about science geography or history topics students answer multiple choice and short answer questions to build seven essential comprehension skills

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