

## Main Idea and Supporting Details

### REVIEW

**Directions:** Read the passage. Then read each question about the passage. Choose the best answer to each question. Mark the letter for the answer you have chosen.

### The Pueblo People

The Pueblo are one of the oldest peoples in North America. The Pueblo are descended from an even older Southwestern culture called the Anasazi, which is Navajo for “ancient ones.” Their villages developed in what is now the Southwestern area of the United States, including parts of Arizona, New Mexico, Colorado, and Utah.

*Pueblo* means “village” in Spanish. Pueblo homes are apartment-like buildings made of stone or adobe. An underground room, called a *kiva*, is used for special ceremonies.

Today, pueblo villages may still be made of adobe or stone. Like the old villages, rooms are often added onto a building to make more room as a village grows. An entire village might live in one building. Unlike the earlier buildings, these modern-day Pueblo buildings often have windows and doors.

1. The main idea of the whole passage is that the Pueblo—
- A. live in apartments.
  - B. have a long history.
  - C. live in the Southwest.
  - D. have special ceremonies.

2. A key word to the main idea in the first paragraph is—
- F. oldest.
  - G. developed.
  - H. Arizona.
  - J. Utah.
3. The second paragraph tells about the Pueblo’s—
- A. homes.
  - B. economy.
  - C. religious beliefs.
  - D. ancestors.
4. The last paragraph—
- F. describes the Anasazi.
  - G. compares old and modern Pueblo villages.
  - H. explains how to make adobe bricks.
  - J. describes the Pueblo people.
5. Which of the following does **not** support the main idea of the passage?
- A. The Pueblo are one of the oldest peoples in North America.
  - B. The Pueblo are descendents of the Anasazi.
  - C. Modern Pueblo villages are similar to old villages.
  - D. A kiva is a room used for special ceremonies.



**Notes for Home:** Your child identified the main idea and details of a passage. *Home Activity:* Read a brief newspaper article about a local person, place, or event. Ask your child to tell you the main idea. Take turns telling details from the story.

# Main Idea Multiple Choice Questions Third Grade

**Herbert J. Walberg, G.D. Haertel**



## **Main Idea Multiple Choice Questions Third Grade:**

**Practice and Learn-Third Grade** ,1999-07 Literacy Assessment and Intervention for Classroom Teachers Beverly A. DeVries,2019-05-31 The fifth edition of this comprehensive resource helps future and practicing teachers recognize and assess literacy problems while providing practical effective intervention strategies to help every student succeed DeVries thoroughly explores the major components of literacy offering an overview of pertinent research suggested methods and tools for diagnosis and assessment intervention strategies and activities and technology applications to increase students skills Updated to reflect the needs of teachers in increasingly diverse classrooms the fifth edition addresses scaffolding for English language learners and offers appropriate instructional strategies and tailored teaching ideas to help both teachers and their students Several valuable appendices include assessment tools instructions and visuals for creating and implementing the book s more than 150 instructional strategies and activities and other resources New to the Fifth Edition Up to date and in line with ILA CCSS and most state and district literacy standards this edition also addresses the important shifts and evolution of these standards New chapter on Language Development Speaking and Listening covers early literacy assessment and interventions New intervention strategies and activities are featured in all chapters and highlight a stronger technology component Updated Companion Website with additional tools resources and examples of teachers using assessment strategies Literacy Assessment and Intervention for Classroom Teachers Beverly DeVries,2017-07-05 The fourth edition of this comprehensive resource helps future and practicing teachers recognize and assess literacy problems while providing practical effective intervention strategies to help every student succeed The author thoroughly explores the major components of literacy providing an overview of pertinent research suggested methods and tools for diagnosis and assessment intervention strategies and activities and technology applications to increase students skills Discussions throughout focus on the needs of English learners offering appropriate instructional strategies and tailored teaching ideas to help both teachers and their students Several valuable appendices include assessment tools instructions and visuals for creating and implementing the book s more than 150 instructional strategies and activities and other resources Strategy Instruction for Middle and Secondary Students with Mild Disabilities Greg Conderman,Laura Hedin,Val Bresnahan,2013-02-14 Teach your students learning strategies that will last a lifetime The pressure is on special and general education teachers alike If we re to ensure that adolescents with mild disabilities achieve the very same gains as their peers we must first teach them how to learn Here s a one stop guide for getting started pairing the very best instructional methods with assessments and IEP goals so all students can be independent learners Driven by research this indispensable resource features Evidence based strategies for teaching vocabulary reading written language math and science as well as study skills textbook skills and self regulation Clear presentation that describes strategies in context Informal assessments for every content area or skill addressed Case studies that link assessment results IEP goals and learning strategies Application

activities with questions and suggested responses Whether you teach in an inclusive resource or self contained setting there s no better guide for teaching your students learning strategies that will last a lifetime This is a rare find a book for practitioners that actually stays on task throughout and provides an abundance of teaching strategies As a veteran of the classroom it is nice to find strategies that are useful and can be readily implemented Sally Jeanne Coghlan Special Education Teacher Rio Linda Preparatory Academy Rio Linda CA I really like this comprehensive resource of strategies I felt the book was written for people like me struggling to do the very best for my students to make their time in school truly of benefit Cheryl Moss Special Education Teacher Gilbert Middle School Gilbert IA Genocide Literature in Middle and Secondary Classrooms Sarah Donovan,2016-08-12 At the heart of this inquiry into the ethical implications of education reform on reading practices in middle and secondary classrooms the central question is what is lost hidden or marginalized in the name of progress Drawing on her own experiences as an English teacher during the No Child Left Behind era the author examines school cultures focused on meeting standards and measurable outcomes She shows how genocide literature illuminates the ethics of reading and helps teachers and students rethink how literature should be taught in this modern globalized era and the purposes of education more broadly **Question Power** William Truesdale,Vinni M. Hall,2024-10-02 The Power of Questions How They Can Change and Influence Instructional Practices is designed for both educators and learners It supports a robust way to understand the efficacy of any teaching and learning environment Educators should develop questions that ensure their own analysis of essential or key learning concepts and choose spaces to motivate learners to reflect on how they learn As a learner one should work on developing question asking strategies that lead to critical thinking self advocacy curiosity and developing an arsenal of truth worthy research tools Using and soliciting questions particularly open ended questions and answers offers a feedback loop that increases academic achievement and develops life long learning habits This book s outcome is to elevate instructional efficacy that rebuilds renews and regenerates learning through the power of questioning **A Common Sense Guide for Teaching Common Core Literacy** Jennifer Dutra,2014-07-01 A Common Sense Guide for Common Core Literacy is a must have for teachers who are responsible for implementing the new Common Core State Standards in their classrooms With nearly 1 000 pages of information Common Core aligned sample questions and reproducible classroom ready resources it is guaranteed to assist teachers in making the transition to the new CCSS Not only will this book help teachers better understand the standards what they mean how they are crafted and how they build on one another from one grade to the next but it will explain how to implement the standards in their classrooms how to align their existing materials to the CCSS and how to craft formative and summative assessments to track student mastery of the standards The resources provided in this book aim to help teachers make the Common Core State Standards work for them Nobody wants to have to throw away years of hard word spent on crafting refining and perfecting lessons materials and assessments just because they were aligned to an old set of standards and this doesn t have

to be the case With this book teachers can build off of their existing curriculum and make connections between what they are already doing and what is required by the new CCSS Teachers departments professional learning communities schools and districts all play a role in implementing the CCSS and whether individual teachers use this book to help achieve their own goals for integrating the standards into their classrooms or entire districts use it is a resource to train teachers and administrators in how to implement the standards create quality Common Core aligned assessments and track student mastery of the standards this book contains a wealth of invaluable information and resources that can help make the transition to the Common Core State Standards easier for everyone Resources in Education ,1996 Middle Grades Research Journal Frances R. Spielhagen,2015-12-01 Middle Grades Research Journal MGRJ is a refereed peer reviewed journal that publishes original studies providing both empirical and theoretical frameworks that focus on middle grades education A variety of articles are published quarterly in March June September and December of each volume year **The Principal and Accountability** Shirley Jean Hansen,1975 Activities for a Differentiated Classroom Level 4 Wendy Conklin,2011-02-01 Easily implement grade appropriate lessons suitable for Grade 4 classrooms Based on current research these easy to use lessons are based on a variety of strategies to differentiate your instruction Activities are included to allow access to all learners Includes interactive whiteboard compatible Resource CD with sample projects templates and assessment rubrics 160pp plus Teacher Resource CD **Barron's Early Achiever: Grade 3 English Language Arts Workbook Activities & Practice** Barron's Educational Series,2022-11 Prepare your child for a bright future with Barron's Early Achiever Workbooks Each workbook provides a hands on learning experience tailored to grade level skills Barron's Early Achiever Grade 3 English Language Arts Workbook is an ideal resource to supplement learning in the classroom at home for learning pods or for homeschooling Inside you ll find Fun interactive activities for reading comprehension and writing practice Helpful tips glossaries and easy to understand examples to support learning Multiple reading genres and writing exercises including independent journal writing *Academic Skills Problems* Edward S. Shapiro,Nathan H. Clemens,2023-06-30 Now in a revised and expanded fifth edition that reflects current research and best practices in direct assessment and intervention this text addresses a perennial need for school practitioners and practitioners in training Presented is a comprehensive problem solving based approach for working with K 12 students who are struggling with reading writing or mathematics The book provides a framework for evaluating the instructional environment as well as each student's context and unique learning needs planning instructional modifications and monitoring progress The companion workbook available separately contains practice exercises and reproducible forms New to This Edition Revised throughout by new coauthor Nathan H Clemens while retaining the core elements of Edward S Shapiro's approach New emphasis on the central role of language in reading mathematics and writing development and difficulties and implications for working more effectively with linguistically and culturally diverse students Fresh perspectives on behaviors that facilitate learning such as

attention to task and following directions Updated and expanded coverage of key topics universal screening progress monitoring intensive individualized academic skills interventions and more See also Academic Skills Problems Fifth Edition Workbook which provides the reproducible forms discussed in the text practice exercises and additional useful materials in a convenient large size format Language Arts Foundations, Grade 3, 2013-03-01 Language Arts Foundations offers Common Core State Standards practice while reinforcing essential skills for your third grader like alphabetical order simple and compound sentences prefixes and suffixes context clues writing and summarizing The colorful innovative activity pages will engage your child for hours of learning fun With Language Arts Foundations your child will build a solid foundation for reading and language arts through the fun and challenging cross curricular activities in social studies and science The extension activities on almost every page will encourage your child to utilize critical thinking and apply what he or she has learned to everyday situations Language Arts Foundations is your child's stepping stone to success The Language Arts Foundations series for Kindergarten through third grade offers activities for a full year of practice Aligned to the Common Core State Standards these the ready to go practice pages are simple and engaging with challenging extension suggestions on almost every page Essential skills in language arts are addressed and presented with a whimsical innovative style that kids will love The activities included in the Foundations series also utilize critical thinking coloring cutting and gluing skills

*Reading for Academic Success, Grades 2-6* Richard W. Strong, Harvey F. Silver, Matthew J. Perini, 2007-08-28 Examines seven critical areas that can develop average or struggling readers into thoughtful high achieving A readers who can comprehend analyze and summarize different kinds of texts **The International Encyclopedia of Educational Evaluation** Herbert J. Walberg, G.D. Haertel, 1990-01-31 The International Encyclopedia of Educational Evaluation provides a current and comprehensive treatment of the major evaluation approaches and methods used in educational research focusing on themes such as educational needs assessment measurement evaluating design decision making and educational policy This single volume is an up to date reference work for the beginning student as well as the advanced practitioner and offers educational evaluators access to the range of techniques and disciplines pertinent to good evaluation practice Reading Comprehension Grade 3 Teacher Created Resources, 2002-03 Organized by specific reading skills this book is designed to enhance students reading comprehension The focused meaningful practice and entertaining topics motivate students to learn

**Test Talk** Glennon Doyle Melton, Amy H. Greene, 2023-10-10 Under No Child Left Behind nearly every teacher faces a high stakes balancing act managing the often incompatible responsibilities of teaching students meaningfully or preparing them for standardized tests Through their experiences teaching at a school that struggled to meet state test standards driven by NCLB authors Amy Greene and Glennon Melton discovered a way to raise scores without compromising their strong beliefs about good teaching and learning Their concise and easy to use book Test Talk Integrating Test Preparation Into Reading Workshop includes lesson plans and practice passages as well as sample questions and suggested language to use

during lessons This compelling book shows that teachers don't have to choose between best practice teaching and test preparation effective test taking strategies can be integrated into authentic reading instruction The authors demonstrate how to improve performance on tests without resorting to teaching to the test mnemonic devices or other gimmicks Instead they focus on encouraging student readers to explore tests as a specific genre containing unique language format and cues Throughout the book classroom vignettes show how seamlessly one can weave the test genre into reading workshop and connect those specialized skills to more general reading strategies It is an invaluable resource for any teacher who struggles with how to prepare kids for tests without sacrificing real teaching and learning

**Reading in the Saint Cloud Public Schools, Grades One to Six** Saint Cloud (Minn.). Board of Education, 1924

*Handbook of Reading Disability Research* Anne McGill-Franzen, Richard Allington, 2010-09-17 Bringing together a wide range of research on reading disabilities this comprehensive Handbook extends current discussion and thinking beyond a narrowly defined psychometric perspective Emphasizing that learning to read proficiently is a long term developmental process involving many interventions of various kinds all keyed to individual developmental needs it addresses traditional questions What is the nature or causes of reading disabilities How are reading disabilities assessed How should reading disabilities be remediated To what extent is remediation possible but from multiple or alternative perspectives Taking incursions into the broader research literature represented by linguistic and anthropological paradigms as well as psychological and educational research the volume is on the front line in exploring the relation of reading disability to learning and language to poverty and prejudice and to instruction and schooling The editors and authors are distinguished scholars with extensive research experience and publication records and numerous honors and awards from professional organizations representing the range of disciplines in the field of reading disabilities Throughout their contributions are contextualized within the framework of educators struggling to develop concrete instructional practices that meet the learning needs of the lowest achieving readers

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