

Using 6-way Paragraphs Readings

The readings in the 6-way Paragraphs text teach basic skills necessary for reading nonfiction content area materials. The readings will help to sharpen students' skills in subject matter, main idea, supporting details, conclusions, clarifying devices, and vocabulary. All of these are items that are tested on the TABE® test that is used for accountability purposes. Many of the skills will also be on the 2014 GED® test.

Step 1: Explain to students that the purpose of the 6-way Paragraphs readings is to master the essential skills needed to organize, understand, and apply information found in nonfiction texts.

Step 2: Ask students to review the title and count the number of paragraphs in the reading passage. Ask students how they know where a paragraph begins. Explain that it is important to know how to find a paragraph quickly as some test questions may ask students to refer to a certain paragraph. If you have an overhead, point to it and/or label the indents.

Step 3: Explain to students they should read all of the paragraphs silently in order to answer the questions that follow. To help students find the main idea of the reading passage, remind them to think "What are *all* the paragraphs about?" and "What is the point that the author is trying to make?" while reading.

Step 4: Explain to students that they will decide which of the statements that follow the reading passage is the **main idea**, **broad idea**, or **narrow idea**. Use the following to explain to students the process.

Main idea: This is a statement that says what all the paragraphs are about, not just the first or last paragraph. Look for keywords used in the statement that are found multiple times in the reading. Remember, the main idea answers the question "What is the author trying to say with the writing?" The main idea will be where students will write **M** in the box next to the statement that best fits the main idea.

Broad idea: This is a statement that is too broad or general. It may not be specifically about what the passage is saying, but is about a more general topic. Many times statements with "many" or "in general" are the broad idea. Students will write **B** in the box next to the statement that is too broad or general.

Narrow idea: This is a specific or focused detail or one small idea from the reading. It usually is one phrase or sentence from the reading that is very specific. Students will write **N** in the box next to the statement that is too specific.

Six Way Paragraphs In The Content Areas Middle Level

Debra J. Housel



Six Way Paragraphs In The Content Areas Middle Level:

Six-Way Paragraphs in the Content Areas Jamestown Publishers,2001-02 *Six Way Paragraphs in the Content Areas* teaches the essential skills and techniques needed to organize understand and apply information in four general categories the humanities social studies science and mathematics *Six-Way Paragraphs in the Content Areas: Middle Level* McGraw-Hill,2000-08-01 *Six Way Paragraphs in the Content Areas* teaches the essential skills and techniques needed to organize understand and apply information in four general categories the humanities social studies science and mathematics *Curriculum Review* ,1983 *Job Corps Graded Reading Competencies Course Guide* United States. Employment and Training Administration,1989 *Six-Way Paragraphs: Introductory* Walter Pauk,1999-10-01 *Six Way Paragraphs* a three level series teaches the basic skills necessary for reading factual material through the use of the following six types of questions subject matter main idea supporting details conclusions clarifying devices and vocabulary in context *El-Hi Textbooks and Serials in Print* ,2006 ***El-Hi Textbooks & Serials in Print, 2005*** ,2005 ***Six-Way Paragraphs in the Content Areas: Introductory Level*** McGraw Hill,2000-08-01 *Six Way Paragraphs in the Content Areas* teaches the essential skills and techniques needed to organize understand and apply information in four general categories the humanities social studies science and mathematics *Children's Books in Print, 2007* ,2006 ***Subject Guide to Books in Print*** ,1991 ***Six-Way Paragraphs in the Content Areas: Introductory Level*** McGraw Hill,2000-08-01 *Six Way Paragraphs in the Content Areas* teaches the essential skills and techniques needed to organize understand and apply information in four general categories the humanities social studies science and mathematics ***Reading Comprehension Activities Kit*** Wilma H. Miller,1990 Teaches reinforces all aspects of reading comprehension plus includes an extensive list of available materials computer software to improve students comprehension ability ***Using Writing to Learn Across the Content Areas: An ASCD Action Tool*** Sue Beers,Lou Howell,2005-11 A great way to help students learn your content is to have them write about it Writing is a way for students to review their own learning organize their thinking and evaluate how well they understand what has been taught Use the 81 tools in this binder to help students in every grade and subject become actively engaged in their own learning The binder contains everything teachers need to begin using these strategies immediately Each strategy includes complete how to use instructions teacher materials for classroom use classroom examples and a template for student assignments ***Six-way Paragraphs*** Walter Pauk,1974 *El-Hi Textbooks & Serials in Print, 2003* ,2003 *Content Area Lessons Using Graphic Organizers, Grade 2* Debra J. Housel,2007-12 Teaching lessons that meet the standards for your grade level in reading writing science geography history and math ***Academic Language in Diverse Classrooms: English Language Arts, Grades 6-8*** Margo Gottlieb,Gisela Ernst-Slavit,2013-09-23 Make every student fluent in the language of learning The Common Core and ELD standards provide pathways to academic success through academic language Using an integrated Curricular Framework districts schools and professional learning

communities can Design and implement thematic units for learning Draw from content and language standards to set targets for all students Examine standards centered materials for academic language Collaborate in planning instruction and assessment within and across lessons Consider linguistic and cultural resources of the students Create differentiated content and language objectives Delve deeply into instructional strategies involving academic language Reflect on teaching and learning

Content Area Reading Timothy C. Standal, Ruth E. Betza, 1990 *Paperbound Books in Print*, 1982

Content Area Reading and Writing Norman Unrau, 2004 This theory based strategy driven approach to teaching content area and secondary reading keeps an eye on the cultural issues affecting secondary students while emphasizing reflective practice to promote the most effective teaching Chapters on assessment motivation struggling readers aligning standards with strategies and assessment and a constant focus on diversity set this text apart Frequent opportunities for readers to apply the concepts they are learning help to make this a truly informative text SPECIAL FEATURES INCLUDE Step by Step features which precisely explain a strategy s implementation Plenty of simple and effective strategies for assessing and addressing students reading capabilities A strong focus on standards that shows beginning teachers how to integrate literacy goals with content standards An abundance of student work samples to fully illustrate chapter concepts strategies and effective teaching A Companion Website available at www.prenhall.com/unrau containing self assessments web links and classroom video footage to round out content comprehension

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