

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 For 3rd Grade

Princeton Review (Firm)



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Practice and Learn: 3rd Grade Dona Herweck Rice,1999-05 The Practice and Learn series reinforces grade level skills for children in elementary school Both parents and teachers can benefit from the variety of exercises in each book Teachers and parents can select pages to provide additional practice for concepts covered in class and reinforce homework assignments Ready to use worksheets are ideal for summer review

Roadmap to 3rd Grade Reading, Florida Edition Princeton Review (Firm),2004-09 Discusses effective ways to improve your 3rd grade reading skills and to perform well on the Florida Comprehensive Assessment Test FCAT

Prepare & Practice for Standardized Tests Grade 3 Julia McMeans,2009-01-02 This series takes advantage of the latest research related to standardized testing It prepares not only students but also teachers and parents for successful testing experiences Each book in the series presents test taking strategies and anxiety reducing tips The practice tests cover grade specific standards based content The test questions are similar in style to those found in current standardized tests There s no magic in these books They re not fancy But they offer the very best preparation for making the most of testing and getting results that accurately measure what each student knows

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

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 *Handbook of Response to Intervention* Shane R. Jimerson, Matthew K. Burns, Amanda M. VanDerHeyden, 2015-09-21 The Second Edition of this essential handbook provides a comprehensive updated overview of the science that informs best practices for the implementation of response to intervention RTI processes within Multi Tiered Systems of Support MTSS to facilitate the academic success of all students The volume includes insights from leading scholars and scientist practitioners to provide a highly usable guide to the essentials of RTI assessment and identification as well as research based interventions for improving students reading writing oral and math skills New and revised chapters explore crucial issues define key concepts identify topics warranting further study and address real world questions regarding implementation Key topics include Scientific foundations of RTI Psychometric measurement within RTI RTI and social behavior skills The role of consultation in RTI Monitoring response to supplemental services Using technology to facilitate RTI RTI and transition planning Lessons learned from RTI programs around the country The Second Edition of the Handbook of Response to Intervention is an essential resource for researchers graduate students and professionals scientist practitioners in child and school psychology special and general education social work and counseling and educational policy and politics Dynamic Instructional Leadership to Support Student Learning and Development Edward T. Joyner, Michael Ben-Avie, James P. Comer, 2004-05-12 Meets the highest standard of evidence for comprehensive school reforms that improve student achievement Review of Educational Research 2003 This Field Guide to Comer Schools in Action provides exactly what its title offers guidelines to curricula instruction and educational development necessary to implementing the Comer process This handbook will help enormously to keep alive what James Comer and his colleagues have so carefully crafted over the years John I Goodlad President Institute for Educational Inquiry The tried tested and true approach to instructional leadership and staff development that support academic achievement and life success Schools are the only universally accessible institutions where there are enough adults to provide continuous support for children s growth development and success in life Using the process pioneered by renowned child psychiatrist Dr James P Comer and his colleagues at the Yale School Development Program SDP this unique field guide offers school leaders school staff and teachers a comprehensive and effective framework for providing curriculum and instruction that help all children grow and develop along the pathways that support success both in school and in life Combining research evidence based best practices essential tools for planning data analysis assessment and program

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The Teacher Clarity Playbook, Grades K-12 Douglas Fisher,Nancy Frey,Olivia Amador,Joseph Assof,2021-02-24

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impact on student achievement so that educators can begin making strategic decisions based on evidence that will utilize their time energy and resources to the best extent possible The Visible Learning research is based on Professor John Hattie's unmatched meta analysis of more than 1600 research reviews comprising 95 000 studies involving more than 300 million students the world's largest evidence base on what works best in schools to improve student learning From that research Dr Hattie identified more than 250 factors that have an impact on student achievement View a full list of Visible Learning Supporting Resources [How to Achieve Common Core with Tech](#) Ask a Tech Teacher,2013-06-04 160 pages 20 projects over 114 Common Core standards for 9 grades K-8 How to Achieve Common Core with Tech the Math Strand is part of a five volume series that focuses on using technology to meet Common Core standards in Language Writing Reading Speaking Listening and Math [Resources in Education](#) ,1997 **Reclaiming Literacies as Meaning Making** Kathryn Whitmore,Richard Meyer,2020-04-15 Whitmore and Meyer bring together top literacy scholars from around the world to introduce the concept of manifestations evidence of meaning making in literacy events practices processes products and thinking Manifestation are windows into literacy identities and serve as affective and sociocultural signifiers of learners understanding at a point in time and in a specific context The volume reclaims progressive spaces for understanding reading writing drawing speaking playing and other literacies It grounds manifestations of literacies in the discourse of meaning making and demonstrates how literacy learners and educators are active agents in this complex social political emotional and multimodal process Ideal for preservice teachers graduate students and researchers in literacy education this book shifts the conversation away from treating literacies as acquired commodities and illustrates how educators engage with learners to deepen understanding of literacy learners experiences Organized by five pillars of literacy teaching learning language curriculum and sociocultural contexts each section covers critical and cutting edge topics and offers examples tools and strategies for research and practical applications in diverse classroom settings Each chapter includes a range of examples and is followed by a short complementary reading extension to engage the reader **3rd Grade at Home** The Princeton Review,2020-11 From the education experts at The Princeton Review Cover **First Revision of Bibliography of Educational Measurements** Indiana University. School of Education. Division of Research and Field Services,1925

Bulletin of the School of Education, Indiana University Indiana University. School of Education,1924 Vol 1 7 9 10 include Proceedings of the High School Principals Conference 1923 1929 v 1 7 9 18 include Proceedings of the Conference on Educational Measurements 1924 1930 1932 1942 *Viewpoints* ,1924 *Teaching Literacy in Third Grade* Janice F. Almasi,Keli Garas-York,Leigh-Ann Hildreth,2007 Provides ideas and activities to assist third graders in building fluency vocabulary comprehension and writing **Developing Higher-level Literacy in All Students** Thomas G. Gunning,2008 Help your students develop higher level literacy skills required by today's demanding curriculum and high stakes tests with Thomas Gunning Known for his practical research based approach Dr Gunning offers classroom teachers the tools to

promote higher level literacy in all students In his new book he presents assessment procedures in a step by step format to guide teachers in reading assessment and includes model lessons for all strategies and techniques Teachers rave about Thomas Gunning s strategies to promote higher level skills I think this book would make an exceptional subject for an in service workshop for all teachers of any school since the strategies can be applied at any grade level I would enjoy participating or teaching a workshop of these ideas The author seems to have created a knowledge base that is desperately needed in today s educational environment especially in the world of high stakes testing merit pay and low performing schools Sylvia Hoke MacArthur Junior High School AR I find the organization of the book logical moving from an overview of specific issues to assessment to remedies and application The writing style is personable and clear The anecdotes and practical applications are of course the good stuff and it is impossible to ever have enough of them Polly Bill Brandywine School District DE Take a look inside Provides step by step lessons examples and practice materials for each higher level literacy teaching strategy Addresses the needs of struggling learners with examples of maximum scaffolding that is gradually reduced to help teachers instruct all students Presents systematic specific instruction from easiest to complex and provides a comprehensive program for teaching students how to respond to higher level constructed response questions Aligns instruction with assessment of higher level skills Meet the author Dr Thomas Gunning currently teaches at Central Connecticut State University He has conducted research on word recognition strategies and has created his own word analysis program which is known as Word Building Dr Gunning has also created a number of informal assessment devices and conducted research on higher level literacy skills and reading interests He has devised a collaborative comprehension approach known as Reading Seminar Dr Gunning has written several published comprehension programs two published programs for struggling readers in the secondary school and a number of books for pre service and inservice teachers including Creating Literacy Instruction for All Students Sixth Edition 2008 Assessing and Correcting Reading and Writing Difficulties 2006 Closing the Literacy Gap 2006 Building Literacy in the Content Areas 2003 and Building Words A Resource Manual for Teaching Word Analysis and Spelling Strategies 2001 All are published by Allyn Bacon *Skill-By-Skill Comprehension Practice (Rdg. Lvl. 1-3)* , *Teaching Children to be Literate* Anthony V. Manzo, Ula Casale Manzo, 1995 Prepares teachers for careers in literacy education emphasizing the role of literacy education in promoting the spirit of democratic life Chapters on the reading process teacher empowerment teaching approaches higher order literacy content area reading and literacy provisions for children wit **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

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