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Educational Programs for Grade 4 Correlated to Tennessee ...

Journeys™ Beginnings Correlated to Common Core Standards August, 2010 Common Core State Standards Grade 6 Journeys Beginnings Teacher's Edition Page References 5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot. TE Part A:

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Use these step-by-step guides to build students' comprehension and critical thinking skills as they prepare for standardized tests that feature document-based questions. Step 1 has students reading high-interest nonfiction articles from TIME For Kids authors. Step 2 has students strengthening comprehension skills by responding to follow-up questions from all levels of Bloom's Taxonomy. Step 3 has students studying primary source documents (such as maps, census reports, population reports, charts, and graphs) that are related to the articles. Step 4 has students demonstrating critical thinking skills by responding to questions based on these primary sources. Teacher Resource CD includes reproducible pages of articles, primary source documents, and questions.

Building Vocabulary from Word Roots provides a systematic approach to teaching vocabulary using Greek and Latin prefixes, bases, and suffixes. Over 90% of English words of two or more syllables are of Greek or Latin origin. Instead of learning words and definitions in isolation, students learn key roots and strategies for deciphering words and their meanings across all content areas. Building Vocabulary from Word Roots: Level 4 kit includes: Teacher's Guide; Student Guided Practice Book (Each kit includes a single copy; additional copies may be ordered in quantities of 10 or more); Assessments to support data-driven instruction; and Digital resources including modeled lessons, 50 bonus activities, and more.

Increase student fluency levels through repeated reading of traditional poems, songs, reader's theater, and monologues. Based on Dr. Timothy Rasinski's important fluency research, these books are ideal for ELL students. Two CD's are included: an Audio CD with recordings of the songs, and a Teacher Resource CD with the songs presented in PowerPoint for whole class participation.

Help students develop key technology skills in word processing, spreadsheets, multimedia presentations, and using the Internet while teaching your regular classroom content.

Get ready to "hit a homerun" with strategies and suggestions that will "knock your socks off" including how to introduce idioms and incorporate them into your language and writing instruction. The idioms and expressions are provided in context with stories and activities to teach usage and definitions and include hyperboles, metaphors, similes, and personification. Based on Dr. Timothy Rasinski's research, the idioms are grouped by themes for ease in teaching and learning. Includes a Teacher Resource CD. 96pp.

The purpose of this report is to provide technical information about the 1996 State Assessment in Mathematics. It provides a description of the design for the State Assessment and gives an overview of the steps involved in the implementation of the program from the planning stages through to the analysis and reporting of the data. The report describes in detail the development of the cognitive and background questions, the field procedures, the creation of the database and data products for analysis, and the methods and procedures used for sampling, analysis, and reporting. It does not provide the results of the assessment--rather, it provides information on how those results were derived. Chapters include: (1) "Overview: The Design, Implementation, and Analysis of the 1996 State Assessment Program in Mathematics"; (2) "Developing the Mathematics Objectives, Cognitive Items, Background Questions, and Assessment Instruments"; (3) "Sample Design and Selection"; (4) "State and School Cooperation and Field Administration"; (5) "Processing and Scoring Assessment Materials"; (6) "Creation of the Database, Quality Control of Data Entry, and Creation of the Database Products"; (7) "Weighting Procedures and Variance Estimation"; (8) "Theoretical Background and Philosophy of National Assessment Educational Progress (NAEP) Scaling Procedures"; (9) "Data Analysis and Scaling for the 1996 State Assessment Program in Mathematics"; and (10) "Conventions Used in Reporting the Results of the 1996 State Assessment Program in Mathematics." Appendices include: "Participants in the Objectives and Item Development Process"; "Summary of Participation Rates"; "Conditioning Variables and Contrast Codings"; "IRT (Item Response Theory) Parameters for Mathematics Items"; "State Assessment Program Reporting Subgroups; Composite and Derived Common Background Variables; and Composite and Derived Reporting Variables"; "Setting the NAEP Achievement Levels for the 1996 State Assessment in Mathematics"; "Correction of the NAEP Program Documentation Error in the 1992 State Mathematics Results"; "The Information Weighting Error"; and "Sample Design and Selection Tables." (Contains 78 references.) (ASK)

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