

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 Introductory

Michael Hoelscher



Six Way Paragraphs Introductory:

Six-Way Paragraphs: Advanced 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 [Six-Way Paragraphs](#) Walter Pauk, MCGRAWHILL, 2000-08-01 **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

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Learners C. Matthew Fugate, Wendy Behrens, Cecelia Boswell, 2021-11-01 Understanding Twice Exceptional Learners offers an in depth look at the needs and lived experiences of students who are twice exceptional This book Includes detailed examinations of co occurring disabilities commonly found in twice exceptional populations Features studies of ADHD dyslexia dyscalculia autism spectrum disorders ASD anxiety OCD and more Bridges the divide between research about and practical strategies for teaching gifted students with learning challenges Is Ideal for university teacher preparation courses and graduate programs Provides strength based strategies that focus on students unique gifts and talents Each chapter includes a comprehensive literature review suggested interventions resources for further exploration and vignettes that highlight experiences of twice exceptional students and the behaviors and needs that practitioners might commonly see in the classroom [Six-way Paragraphs](#) Walter Pauk, 2000 *JEBPS Vol 17-N1* Journal of Evidence-Based Practices for

Schools, 2018-10-05 *An Introduction to Physical Science* James T. Shipman, Walter Pauk, 2003 **El-Hi Textbooks and Serials in Print**, 2006 **El-Hi Textbooks & Serials in Print, 2005**, 2005 *Children's Books in Print, 2007*, 2006

[Strategies That Work! Essay Writing, Grades 6 & Up](#) Teacher Created Resources, 2008 This breakthrough series stands out from the pack by focusing on specific learning strategies one at a time After studying a strategy students answer questions and complete activities related to that specific strategy This step by step approach allows students to succeed in mastering each skill that is presented The activities are aligned with national standards and benchmarks *Succeed in College* Walter Pauk, Shipman, 2005-02 This guide is a skill building booklet containing selected chapters from Walter Pauk's best selling study skills text *How to Study in College* The booklet is based on the recently updated *How to Succeed in College* and offers time tested advice on note taking time management and test taking *Pauk Study in College+im Pages 5ed* Walter Pauk, 1989 *How to Study in College* Walter Pauk, Ross J. Q. Owens, 2004 This best selling text has helped over a million students transform adequate work into academic success Based on widely tested educational and learning theory

How to Study in College teaches useful study techniques such as visual thinking active listening concentration techniques note taking strategies and test taking while incorporating material on life skills Questions in the Margin a useful in text study tool encourages students to reflect on content and then formulate and record questions based on the most important points conveyed in the text A second TOC featuring brief summaries of each chapter has been added Curriculum Review ,1983
The Mastery of English Robert Francis Allen,Emma Bates Harvey,1925 *Recording for the Blind & Dyslexic, ... Catalog of Books* ,1996 **Classroom Communication Screening Procedure for Early Adolescents (CCSPEA)** Charlann S. Simon,1987 Reading Enrichment Center Lab Manual Betty M. Tobias,Diane Bosco,2007-04-10

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