

Non-Fiction Article

Staying Safe while Surfing

The internet is an amazing resource where we can learn, play, and have fun! However, it's important to ensure our safety while using it. This report will provide you with some important medical advice to help you stay safe online, just like real-life examples of children who didn't follow these procedures:

1. Always seek consent

Before entering the internet, it's essential to ask your parents, guardians, or teachers for permission. They will be your online healthcare providers and will guide you to websites and apps suitable for your age. For instance, Emily, an 11-year-old girl, was excited to explore the internet without permission and accidentally ended up on an inappropriate site that made her feel scared and uncomfortable.

2. Keep personal information confidential

Remember, just like how we keep private medical information safe, your personal details should remain private and not be shared online. Never disclose your full name, home address, phone number, or school name to anyone you don't know in real life. Ryan, an 8-year-old boy, once shared his address with someone he met while gaming online, and a stranger showed up at his doorstep, causing distress for his family.

3. Be cautious with strangers

Never be tempted to accept or provide personal information to anyone you don't know online. Always use common sense and ask for help if you feel unsure. For example, a boy named Alex was approached by a stranger who offered him a reward for a game he had been playing.

While playing, he was asked for where he lived, his name, and even for online game settings.



Are you Safe? Testing Knowledge

For
1

1. Highlight the words in pink that you might find new or challenging.
2. Write your own definitions for those words. You may need to look them up first. Include a picture to go along with each word that clearly shows how you understood it.



This Includes:

- 7 non-fiction reading article
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- Summarizing, Main Idea, Author's Purpose, Prediction, Literal Comprehension, Media and more!

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Great Minds



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Nonfiction Matters Stephanie Harvey, 2023-10-10 When we open the gates to nonfiction inquiry we open our thinking and expect the unexpected making reading discoveries research discoveries and writing discoveries on our way Nonfiction Matters offers teachers the tools to help students explore nonfiction and dig deep to reach more complete understanding of the real world and report these insights in a compelling manner Stephanie Harvey shows how students can read expository text engage in research and write authentic nonfiction that is captivating visual and full of voice The inquiry projects she describes require in depth learning topic selection question development research exploration reading for content organization synthesis writing to convey meaning and presenting findings all skills that develop independent thinkers who know how to make decisions solve problems and apply their knowledge insightfully Full of practical suggestions to help you bring nonfiction into your curriculum Nonfiction Matters presents strategies for understanding expository text and conducting meaningful research offers ideas for organizing and writing accurate effective nonfiction from idea to finished presentation advances the importance of teacher modeling and guided practice in instructional delivery provides a list of inquiry tools and resources both print and electronic suggests ways to facilitate project based learning and assess the projects as they develop includes bibliographies of nonfiction children s books by subject and genre and lists of recommended magazines Why is nonfiction almost a guaranteed success The key to teaching with nonfiction is passion for children are passionate inquirers and nonfiction fuels their curiosity and their demand for knowledge and understanding of the world

Common Core Curriculum: English, Grades 9-12 Great Minds, 2014-04-16 Common Core s English resources empower educators to meet the expectations of the Common Core State Standards CCSS for English Language Arts ELA and build essential content knowledge for students in grades 9 12 Each grade in The Wheatley Portfolio features a comprehensive coherent sequence of thematic units that engage students in deep study of worthwhile texts and topics Features of this book include Six thematic units for each grade each centered on a curated collection of literary and informational texts Focus standards for each unit that complement the topic and promote student mastery of essential literacy skills Suggested texts and activities to incorporate science art and history into English instruction This revised second edition includes a sample text study that guides students through a close read of an exemplary text updated web resources and refreshed suggested works Educators who create their curriculum based on Common Core s Wheatley Portfolioguarantee that students are exposed to content rich instruction and have ample opportunity to master the reading writing speaking listening and language skills articulated in the CCSS for ELA *Inspiring Literacy* Sam Leaton

Sebesta, Kenneth L. Donelson, 1993-01-01 Research in Education ,1974 **Handbook of Psychology, Educational Psychology** Irving B. Weiner, William M. Reynolds, Gloria E. Miller, 2012-10-16 Psychology is of interest to academics from many fields as well as to the thousands of academic and clinical psychologists and general public who can t help but be

interested in learning more about why humans think and behave as they do This award winning twelve volume reference covers every aspect of the ever fascinating discipline of psychology and represents the most current knowledge in the field This ten year revision now covers discoveries based in neuroscience clinical psychology s new interest in evidence based practice and mindfulness and new findings in social developmental and forensic psychology An Evaluation of Free Reading in Grades Seven to Twelve, Inclusive Lou Le Vanche La Brant, Frieda Maurie Heller, 1939 **Common Core Curriculum: English, Grades 6-8** Great Minds, 2014-05-06 Common Core s English resources empower educators to meet the expectations of the Common Core State Standards CCSS for English Language Arts ELA and build essential content knowledge for students in grades 6 8 Each grade in The Wheatley Portfolio features a comprehensive coherent sequence of thematic units that engage students in deep study of worthwhile texts and topics Features of this book include Six thematic units for each grade each centered on a curated collection of literary and informational texts Focus standards for each unit that complement the topic and promote student mastery of essential literacy skills Suggested texts and activities to incorporate science art and history into English instruction This revised second edition includes a sample text study that guides students through a close read of an exemplary text updated web resources and refreshed suggested works Educators who create their curriculum based on Common Core s Wheatley Portfolioguarantee that students are exposed to content rich instruction and have ample opportunity to master the reading writing speaking listening and language skills articulated in the CCSS for ELA **Critical Essays on Resistance in Education** David M. Moss, Terry A. Osborn, 2010 It is possible to say that resistance in education has always been resisted the point of course is who is doing the resisting Why they are resisting what they are resisting and whose interests are being served by these acts of resistance David M Moss and Terry A Osborn s provocative collection of essays on educational resistance gives new scope and meaning to the term resistance in the context of today s challenges to and on behalf of social justice education It is an important contribution to the field of critical education Peter McLaren Graduate School of Education and Information Studies University of California Los Angeles Book Jacket Resources in Education , 1999-04 **School Life** , 1949 LoraÕs Stories Appalachian Child Oakley Dean Baldwin, 2017-11-16 Mom had quit school in ninth grade to marry my father Later in life after having nine children seven of whom survived to adulthood she took classes and earned her GED in her mid forties She was so proud to have completed her GED and we were proud of her too Mom belonged to the Presbyterian Writers Guild in Lexington North Carolina They encouraged her to write her personal experiences Mom passed away in 2009 Mom s dream was to publish her stories and her poems unfortunately none of these stories were ever published These stories were just kept in a box with her Bible that I received after she died All of these stories are true to the best of my knowledge the smallest things would make her happy so I am typing up her stories for you all to read I hope you enjoy them as much as I have as these are memoirs of her life growing up as an Appalachian child I am publishing these stories in honor of her memory and love for the gift of being her

son Cloze and Coherence John W. Oller, Jon Jonz, 1994 Cloze procedure is a family of testing and teaching methods that leave blanks in discourse and ask examinees to restore the missing elements Edited and coauthored by award winning scholars Cloze and Coherence shows how and why cloze procedure is sensitive to discourse constraints and it offers a comprehensive theory of semiotics showing what coherence is and reviewing a great deal of cloze research It traces in particular the history of cloze research pertaining to studies of coherence from Hermann Ebbinghaus in the 1890s to Wilson L Taylor in the 1950s until today The research presented here aims to show that cloze scores tend to fall if discourse constraints are disrupted Also explored are many subtle questions associated with this tendency Populations discussed include native and nonnative speakers of English native and nonnative speakers of French and certain special populations such as deaf subjects and educable mentally retarded subjects Contrary to some experts it appears from the theory and the research that all of the normal subject populations as well as the special populations examined here benefit from the cognitive momentum gained from the episodic organization of ordinary discourse This finding is sustained by research from Taylor Oller et al Cziko Bachman Jonz and Taira Further some of Jonz s recent work shows why scrambling encyclopedic text Timothy Shanahan and colleagues failed to produce any significant decrement in cloze scores Jonz demonstrated empirically that some texts just as Gary A Cziko had predicted are not made more difficult by scrambling their sentences because the sentences of those texts are in some cases arranged in the manner of a list rather than a logically or chronologically structured series Scrambling the list therefore has no significant impact The final chapter of this study gives a comprehensive review of research reportedly showing that cloze is not sensitive to coherence The authors show that all those efforts suffer from fatal flaws Cloze and Coherence offers advances of two kinds First a better theoretical basis for experimental research on discourse comprehension and on literacy and language acquisition is presented which stems from a fleshed out semiotic theory Second experimental advances whose results are published here for the first time appear in various studies by Jonz Chihara et al Oller et al and Taira This work is well researched and illustrated It includes figures tables appendices a glossary and an index It will be a valuable tool for language and literacy testers and teachers *Two Roads Diverged and I Took Both* Melanie Mayer, 2010-06-22 *Two Roads Diverged and I Took Both* Meaningful Writing Instruction in an Age of Testing presents theories research and practical ideas for classroom writing instruction specifically in the areas of the reading writing connection the social aspect of writing grammar instruction teaching mainstreamed special education or English Language Learners and assessment The book s premise is that when research based best practices are applied student writing quality is improved and authentic learning takes place which will also promote success on state mandated writing assessments but preparing students to write primarily for assessments does not promote excellent writing for life **Midland Schools** ,1926 **Reading List for Junior High Schools** California. Department of Education, 1928 *How to Teach American Literature* Elizabeth McCallum Marlow, 2017-09-01 How does one keep classic books alive for

young people today and teach them that literature is instructional and delightful How does the teacher foster a classroom environment that encourages student participation and promotes enjoyment so that teenagers learn to appreciate literary study More specifically how can teachers cover centuries of American literature with students who don't appreciate why they should read material written centuries ago about people and issues that appear to be irrelevant to life today in a language that seems esoteric The author of this series of high school teaching guides addresses these issues How to Teach American Literature A Practical Teaching Guide provides a detailed resource for teachers or anyone interested in an in depth study of the subject This second book in the series covers American literature from the Puritan era to contemporary works Included are suggestions for cultivating a love for literature teaching techniques detailed analyses of each work questions for review and test questions with suggested responses essay topics audiovisual aids classroom handouts and recommended books that enhance teaching The author emphasizes two basic reasons for teaching literature it is instructional and delightful This book provides a comprehensive methodology for teaching the subject that a teacher could apply to one year's lesson plans without further investment in time Elizabeth McCallum Marlow has developed quality comprehensive guides for the teaching community based on her thirty five years of experience and her passion for literature Teaching professionals will find her tried and true practices to be invaluable Johnathan Arnold MBA M Ed D Ed Min Headmaster Covenant Christian Academy Cumming GA *Reconnecting Reading and Writing* Alice S. Horning, Elizabeth W. Kraemer, 2013-09-06 *Reconnecting Reading and Writing* explores the ways in which reading can and should have a strong role in the teaching of writing in college *Reconnecting Reading and Writing* draws on broad perspectives from history and international work to show how and why reading should be reunited with writing in college and high school classrooms It presents an overview of relevant research on reading and how it can best be used to support and enhance writing instruction **Report** Massachusetts Board of Library Commissioners, 1911 *Report* Free Public Library Commission of Massachusetts, 1908 **Enhancing Teaching and Learning** Jean Donham, Chelsea Sims, 2019-03-30 Rapid change calls for informed leadership The goal of Donham's text has always been to help school library professionals make a difference in the educational experience and academic attainment of students in their schools With the addition of new co author Sims a junior high school librarian this newly revised fourth edition rises to the challenge with updates and enhancements that confirm its value as an important resource for both LIS students and current school librarians Covering all aspects of the school system including students curriculum and instruction principals district administration and the community it demonstrates how to interact and collaborate in order to integrate the school library program throughout these environments Inside readers will find myriad real world examples of issues in school librarianship and evidence based practice discussion of such urgent topics as the educational needs of the iGen those born between 1995 and 2012 changing reading habits the influence of the media and news literacy and other issues related to the proliferation of fake news updates which touch upon the new AASL Standards

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