

Name _____

Informational Text About Penguins

Directions: Read the passage and answer the questions.



Penguins are interesting animals. Penguins are birds with black and white feathers, but they are not able to fly. Their webbed feet help them paddle under water.

Penguins do not have teeth. They have a beak with a hooked end to help catch their prey. Penguins like to eat fish, squid and Krill.

1. What is something penguins can't do?

2. Why do penguins have webbed feet?

3. What do penguins like to eat?



Informational Passages For First Grade Students

TD Snyder



Informational Passages For First Grade Students:

The Everything Guide to Informational Texts, K-2 Kathy H. Barclay, Laura Stewart, Deborah M. Lee, 2014-02-20 Your resource for best texts and best practices Kathy Barclay and Laura Stewart have written the book that teachers like you have been pleading for a resource that delivers the what I need to know to engage kids in a significant amount of informational text reading experiences No filler no lofty ideals about college and career readiness but instead the information on how to find lesson worthy texts and create developmentally appropriate instructional plans that truly help young readers comprehend grade level texts What you ll love most The how to s on selecting informational texts High impact comprehension strategies Model text lessons and lesson plan templates An annotated list of 449 informational texts

Informational Texts in Pre-Kindergarten through Grade-Three Classrooms Elaine M. Bukowiecki, Marlene P. Correia, 2016-11-14 This book presents a myriad of instructional techniques and critical literacy strategies while serving as a professional resource for inservice and preservice primary grade teachers as they include informational texts in their classrooms In each of the nine chapters there is a particular topic that guides the focus of the chapter These themes include a rationale for incorporating informational texts in the primary grade classroom a discussion of the unique features of informational texts the selection of high quality informational materials for primary readers critical literacy prereading during reading and post reading strategies the writing of informational texts and inquiry projects for the primary classroom This book also contains a preface an introduction and an afterword in which the controversy regarding the Common Core State Standards is discussed Unique features of each chapter are specific standards reflecting the Common Core State Standards strategies for all students to be successful with the Standards transcriptions of lessons from primary grade classrooms examples of pupils work as they interact with informational materials and a Give It a Try section where a lesson plan or a pedagogical suggestion is presented for the reader to try out in his her own classroom

Improving Reading Comprehension through Metacognitive Reading Strategies Instruction Kouider Mokhtari, 2016-11-02 This book addresses the need to help all students including English learners improve their ability to read with understanding so that they can succeed not just in their language and literacy classes but also in their subject area classrooms The book brings together a group of experts representing the fields of first and second language reading whose chapters contribute in different yet complementary ways to the goal of this book Improve students reading for understanding across languages with metacognitive awareness and use of reading strategies instruction

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 students skills Updated to reflect the needs of teachers in increasingly diverse classrooms the fifth edition addresses scaffolding for English language learners and offers appropriate instructional strategies and tailored teaching ideas to help both teachers and their students Several valuable appendices include assessment tools instructions and visuals for creating and implementing the book s more than 150 instructional strategies and activities and other resources New to the Fifth Edition Up to date and in line with ILA CCSS and most state and district literacy standards this edition also addresses the important shifts and evolution of these standards New chapter on Language Development Speaking and Listening covers early literacy assessment and interventions New intervention strategies and activities are featured in all chapters and highlight a stronger technology component Updated Companion Website with additional tools resources and examples of teachers using assessment strategies

When Teacher Voices Are Heard Elizabeth Birnam, Debora Nary, 2013-04-09 Moving towards the Common Core Standards in reading and writing the time is right for school districts to reform literacy instruction by focusing their instruction around the needs of their diverse student population and the teaching styles of their teachers There is no better way to do this than through a teacher created home grown literacy program that aligns standards with student needs all while remaining cognizant of the teachers who implement the curriculum In the process teachers emerge as literacy leaders The leadership paradigm shifts away from the principal as sole decision maker and through a shared vision and collective efficacy classroom teachers and administration form an alliance that ensures success for all students Because it is the shared responsibility to adapt the program to the learner the hallmark of this instructional reform is relevant job embedded professional development that is provided in a timely fashion This fosters a democratic learning community where decisions are made together and the status quo is challenged

Just the Facts: Close Reading and Comprehension of Informational Text Lori Oczkus, 2014-06-01 Unlock the power of informational text using proven research based strategies and techniques to support rich and rigorous instruction Written by popular literacy expert Lori Oczkus this resource provides useful tips suggestions and strategies to help students read and understand informational text effectively and supports the implementation of today s standards It includes practical concrete lessons with teacher modeling guided and independent practice and informal assessments that can be used in the classroom right away This is a must have resource for all teachers

Reading Comprehension Camille Blachowicz, Donna Ogle, 2017-02-13 This practical resource and widely used text presents a wealth of research based approaches to comprehension instruction The authors offer specific classroom practices that help K 9 students compare and evaluate print and online sources develop vocabulary build study and test taking skills and become motivated readers

The Write Genre Lori Jamison Rog, 2004 Discover a balanced approach to writing workshop that is organized around writing genres and uses specific writing skills to help students write creative effective fiction and nonfiction

Executive Skills and Reading Comprehension Kelly B. Cartwright, 2023-02-02 How do K 12 students become self regulated learners who actively

deploy comprehension strategies to make meaning from texts This cutting edge guide is the first book to highlight the importance of executive skills for improving reading comprehension Chapters review the research base for particular executive functions such as planning organization cognitive flexibility and impulse control and present practical skills building strategies for the classroom Detailed examples show what each skill looks like in real readers and sidebars draw explicit connections to the Common Core State Standards CCSS

Think Big with Think Alouds Molly Ness, 2017-07-13 I'm guessing that those two are planning a surprise The author keeps mentioning the storm because she wants us to think that the character's upset Wait yikes I gotta go back and reread because I'm not getting this part These are the flickering thoughts of a strategic reader If only we could bottle all these mental moves and pour them into the minds of our students then readers' achievement would grow exponentially In *Think Big With Think Alouds* Molly Ness delivers a process that comes close to bottling that magic Molly spent a year researching teachers' think alouds and she uses these findings to help you know just what to do The big time saver You focus on just these five strategies asking questions making inferences synthesizing understanding the author's purpose and monitoring and clarifying Select the one or two strategies that align to your text and get ready with a stack of sticky notes Grab a pencil and you are on your way to dynamic lessons using Molly's three step planning process Read Once Go wild putting a flurry of sticky notes on spots that strike you Read Twice Whittle your notes down to the juiciest stopping points Read Three Times Jot down what you will say so there's no need to wing it in front of the kids Other practical tools include More than 20 ready made think aloud scripts for favorite texts by Sandra Cisneros Seymour Simon Shel Silverstein and many others to use for think alouds for fiction informational text and poetry Fun small group and partner activities to gradually transfer comprehension strategies to your students Downloads on the companion website including spinner and dice templates planning forms and think aloud scripts Molly Ness is an associate professor at Fordham University's Graduate School of Education She graduated Phi Beta Kappa from Johns Hopkins University and earned her PhD in reading education from the University of Virginia A former Teach For America corps member she is an experienced classroom teacher and reading clinician Her numerous books and articles focus on reading comprehension the instructional decisions of teachers and the assessment and diagnosis of struggling readers

Literacy and Young Children Diane M. Barone, Lesley Mandel Morrow, 2003-01-01 One of two parents guides based on the revised National Curriculum this book is intended as an introduction to Key Stages 1 and 2 The need for parents to be involved in their children's education has taken root in recent years To be able to make choices however parents need to be informed This book is intended to enable them to get to grips with the elements of the National Curriculum and topical issues

The Question is the Answer Molly Ness, 2015-12-08 *The Question is the Answer* is a teacher's guide to helping young readers generate text based questions The purpose of this book is to help teachers and parents value and promote student generated questions to facilitate motivation engagement and cognitive development

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Comprehension Instruction Sheri R. Parris, Kathy Headley, 2015-06-19 All key issues of research and practice in comprehension instruction are addressed in this highly regarded professional resource and course text Leading scholars examine the processes that enable students to make meaning from what they read and how this knowledge can be applied to improve teaching at all grade levels Best practices for meeting the needs of diverse elementary and secondary students are identified Essential topics include strategies for comprehending different types of texts the impact of the Common Core State Standards CCSS cutting edge assessment approaches and the growing importance of digital genres and multimodal literacies User friendly features include end of chapter discussion questions New to This Edition Incorporates the latest research and instructional practices Chapters on the CCSS critical theory culturally responsive instruction and response to intervention Chapters on teaching fiction and informational texts in the secondary grades Expanded coverage of multimodal literacy learning Timely topics such as text complexity close reading digital literacies and neuroscience are discussed in multiple chapters

Standards-Based Comprehension Strategies and Skills Guide Miriam Myers, 2006-07-13 This series ensures that students learn necessary reading skills by offering a variety of texts combined with targeted lessons to practice and reinforce comprehension and fluency The fiction and nonfiction passages prepare students for the type of reading found on most standardized tests

Mining Complex Text, Grades 2-5 Diane Lapp, Thomas De Vere Wolsey, Karen Wood, 2014-10-07 Your power tools for making the complex comprehensible Now more than ever our students are being asked to do highly advanced thinking talking and writing around their reading If only there were ingenious new tools that could give our students the space to tease apart complex ideas in order to comprehend and weld their understandings into a new whole Good news these tools exist Mining Complex Text You ll learn how graphic organizers can Help students read reread and take notes on a text Promote students oral sharing of information and their ideas Elevate organized note making from complex text s Scaffold students narrative and informational writing

Learning to Read in Our Nation's Schools Judith A. Langer, 1990 To assess the reading achievement of American school children the National Assessment of Educational Progress NAEP surveyed nationally representative samples of approximately 13 000 students at grades 4 8 and 12 attending public and private schools across the nation Students read a

variety of literary and informative passages and then answered a series of multiple choice and open ended questions designed to measure their ability to read and comprehend these passages In addition students provided background information about their reading experiences both in and out of school To supplement this information the teachers of fourth graders participating in the assessment completed a questionnaire about the instruction their students received Findings indicated that 1 the average reading proficiency of students increased substantially from grades 4 to 8 and less dramatically from grades 8 to 12 2 at all three grade levels there were great differences in reading proficiency according to socioeconomic status 3 more proficient readers reported home and school environments that emphasized academic achievement 4 students reported doing very little reading in school and for homework 5 students interest in books seems to decrease as they progress through school 6 emphasis on beginning reading instruction in grades 1 2 and 3 is overwhelmingly phonics based 7 instruction for most fourth graders is based on a single basal reader and 8 reasoning activities are not emphasized in class Extensive tables of data are included a procedural appendix and an appendix of data are attached NKA Nonfiction Readers , **Nonfiction Readers** Chandra Prough,

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