

The WIND & The SUN

Name: _____

Date: _____

Read the story and answer the questions.



Once the Wind and the Sun had a dispute as to which was the stronger of the two. "Do you see that traveler plodding along the road?" said the Wind. "Let us both try our strength on him, and let the one who can first strip him of his cloak be the winner."

"Agreed," said the Sun. The Wind began first. He blew

a blast which sent the leaves flying through air; he raised clouds of dust in the road, bent the tops of the trees to

the ground, and even tore up one sturdy oak by the roots. But the traveler only drew his cloak the more tightly around his shoulders, and kept on his way. Then the Sun began. He burst out from behind a black cloud, and, little by little, darted his sultry beams upon the traveler's head and back. The man did not notice this much at first, but soon the heat was so great that he stopped to wipe the sweat from his face. "Ah!" he said, "I cannot stand this. It is so hot that one might as well be in an oven!" Then he threw off his cloak, and carried it under his arm; and when he came to a tree by the roadside he sat down under its shade to cool himself. After that, the Wind never claimed to be stronger than the Sun.

- ◇ What was the dispute between the Wind and the Sun?
- ◇ What did the Wind say to the Sun?
- ◇ What did the Wind do to prove its strength?
- ◇ How did Sun try its strength?
- ◇ What did Wind never claim again?

Informational Passages Fourth Grade

Jeanne Shay Schumm



Informational Passages Fourth Grade:

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 Teaching Informational Text in K-3 Classrooms Mariam Jean Dreher, Sharon Bengé Kletzien, 2015-09-18 Revised edition of Informational text in K 3 classrooms 2004 **Reading Informational Text, Grade 4 Teacher Resource** Evan-Moor Corporation, 2014-03 Provide your 4th graders with rigorous reading comprehension practice Close reading vocabulary comprehension and writing activities support Common Core learning paths Plus downloadable home school connection activities extend learning at home 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 *Differentiated Literacy Instruction in Grades 4 and 5* Sharon Walpole, Michael C. McKenna, Zoi A. Philippakos, John Z. Strong, 2019-10-24 Now revised and updated with many new lesson plans and a new chapter on writing instruction this trusted book guides upper elementary teachers to design and implement a research based literacy program The expert authors show how to teach and assess students in differentiated small groups and explain how instruction works in a tiered response to intervention model Included are extensive reproducible lesson plans and other tools for building students skills in word recognition fluency vocabulary comprehension and writing The convenient large size format facilitates photocopying

purchasers also get access to a Web page where they can download and print the reproducible materials Prior edition title Differentiated Reading Instruction in Grades 4 and 5 Subject Areas Key Words differentiated reading instruction intermediate grades upper elementary students teaching reading small group differentiating instruction differentiation lesson plans planning lessons assessments response to intervention RTI comprehension curriculum fluency interventions elementary reading methods struggling readers teachers vocabulary word recognition words writing decoding **Close Reading of Informational Texts** Sunday Cummins, 2012-12-18 This book has been replaced by Close Reading of Informational Sources Second Edition ISBN 978 1 4625 3945 1 **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 Assessment and Instruction for All Learners Jeanne Shay Schumm, 2006-05-04 Weaving together the latest knowledge and best practices for teaching children to read this indispensable text and professional resource provides a complete guide to differentiated instruction for diverse learners Uniquely integrative the book places the needs of English language learners and students with disabilities front and center instead of treating them as special topics Accessible chapters on each of the core components of literacy clearly demonstrate how to link formal and informal assessment to evidence based instruction Special features include Research Briefs Tech Tips Internet Resources Reflection and Action Questions and dozens of reproducible student activities and assessment tools **NAEP 1992 Reading Report Card for the Nation and the States** Ina V. S. Mullis, 1993 The National Assessment of Educational Progress NAEP 1992 reading assessment was administered to nationally representative samples of fourth eighth and twelfth grade students attending public and private schools and to state representative public school samples of fourth graders in 43 jurisdictions Nearly 140 000 students were assessed in all Data were summarized on the NAEP reading proficiency scale ranging from 0 to 500 and results were reported according to three achievement levels at each grade basic proficient and advanced Major findings were that 1 59% of the fourth graders 69% of eighth graders and 75% of twelfth graders reached the basic level or beyond 2 25% 28% and 37% of grade 4 8 and 12 students met or exceeded the proficient level respectively 3 from 2% to 4% of students at any of the grade levels achieved the advanced performance level 4 fourth graders within the basic level generally understood simple narratives 5 eighth graders reading within the basic level demonstrated literal understanding of passages 6 twelfth graders within the basic level were able to interpret aspects of the passages they read and make connections between their reading and their own knowledge 7 students attending private schools had higher average reading proficiency than students

at public schools 8 considerable variation in performance existed within and across participating states 9 females had higher average reading proficiency than males at all three grade levels and 10 fourth graders appeared to be learning reading through varied instructional approaches Contains 67 tables and 9 figures of data a detailed description of anchoring the achievement levels an overview of procedures state contextual background factors and reading passages are attached RS

NAEP 1992 Reading State Report for New Jersey Educational Testing Service,1993 The National Assessment of Educational Progress NAEP 1992 reading assessment was administered to nationally representative samples of 4th 8th and 12 grade students attending public and private schools and to state representative public school samples of 4th graders in 43 jurisdictions In Colorado 2 897 fourth grade students in 122 public schools participated in the reading assessment The sample of students was directly representative of 95% of the eligible student population in participating schools in Colorado Data were summarized on the NAEP reading proficiency scale ranging from 0 to 500 and results were reported according to three achievement levels at each grade basic proficient and advanced Major findings were that 1 the overall average proficiency of the students was 218 about the same as that of students across the nation 216 2 the lowest performing 10% of the fourth graders had proficiency levels below 175 while the top 10% of the fourth graders had proficiency levels above 257 3 60% were at or above the basic level 22% were at or above the proficient level and 4% were at or above the advanced level 4 White students demonstrated higher proficiency than did Black Hispanic or American Indian students but about the same as did Asian students 5 boys had a lower average reading proficiency than girls and 6 70% of the students were taught by teachers who placed heavy emphasis on the integration of reading and writing Contains 31 tables and 13 figures of data A procedural appendix reading stimuli and example items a discussion about setting the achievement levels and anchoring the achievement levels and an appendix of data are attached RS

Teaching with the Common Core Standards for English Language Arts, Grades 3-5 Lesley Mandel Morrow, Karen K. Wixson, Timothy Shanahan, 2012-11-29 Nearly every state has independently adopted the Common Core State Standards CCSS making this practical guide an indispensable resource for grades 3 5 teachers and teachers in training Leading authorities explain each of the English language arts ELA standards and vividly show how to implement them The book is filled with grade specific classroom vignettes instructional strategies and activities sample lesson plans and discussion questions Chapters cover the major ELA strands reading literature informational texts and foundational skills writing speaking and listening and language Issues of assessment and technology integration are also explored An appendix includes thematic units for each grade level demonstrating ways to embed CCSS ELA standards into content area instruction See also Teaching with the Common Core Standards for English Language Arts PreK 2 Middle Grades Research Journal Frances R. Spielhagen, 2014-06-01 Middle Grades Research Journal MGRJ is a refereed peer reviewed journal that publishes original studies providing both empirical and theoretical frameworks that focus on middle grades education A variety of articles are published quarterly in March June September and December of each

volume year *Literacy Assessment and Intervention for Classroom Teachers* Beverly DeVries, 2017-07-05 The fourth 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 The author thoroughly explores the major components of literacy providing an overview of pertinent research suggested methods and tools for diagnosis and assessment intervention strategies and activities and technology applications to increase students skills Discussions throughout focus on the needs of English learners offering 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 **Reading Framework for the ... National Assessment of Educational Progress** United States. National Assessment Governing Board, 2010 *Literacy Development in Early Childhood* Beverly Otto, 2019-02-14 Widely recognized as a leading text in its field this popular guide explores literacy development beginning in infancy and through fourth grade The latest edition continues to prepare teachers to create and implement literacy rich curricula in early childhood classrooms while providing updates to federal legislation and highlighting the impact of state standards on educational settings Recent technology is integrated into activities used to enhance literacy competencies Throughout the book the author s approach to reflective teaching empowers teachers to become effective decision makers and thoughtful mediators in children s transactions with literacy A conceptual and theoretical foundation for describing reading and writing processes is followed by research based descriptions of the signs of emergent literacy and developmentally appropriate instructional strategies The emphasis on linguistic and cultural diversity includes an array of approaches for supporting English language learners Chapter extension activities challenge readers to apply concepts through observation research curriculum development and discussion Sample observation and assessment forms assist in determining children s progress in developing literacy *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 *Handbook of Research-Based Practice in Early Education* D. Ray Reutzel, 2014-07-09 Written expressly for early childhood educators and those who support their professional development this handbook distills essential knowledge about how to help all PreK 3 learners succeed Leading experts describe doable ways to create effective learning environments and implement instructional practices with a strong evidence base Engaging vignettes illustrate discussions of such topics as differentiated instruction response to intervention the Common Core standards social and emotional learning assessment and teaching across the curriculum Each chapter links cutting edge research to practical applications examples and professional development activities

Classroom Data Tracking, Grade 3 Carson-Dellosa Publishing, 2016-06-06 Classroom Data Tracking for grade 3 is a 160 page customizable resource that will transform how you track data and set goals in your classroom The book features tracking sheets that cover skills such as multiplication division rounding fractions story elements figurative language and more Take charge of data tracking with a product that simplifies the process The Classroom Data Tracking series for kindergarten to grade 5 provides the tools to successfully assess and track academic growth These books feature reproducible pages that focus on standards based ELA and math concepts Each title includes crosswalks for every anchor and an example for every reproducible With the help of this series you ll save time while your students master important skills

Evaluation of the Achievement Levels for Mathematics and Reading on the National Assessment of Educational Progress National Academies of Sciences, Engineering, and Medicine, Division of Behavioral and Social Sciences and Education, Board on Testing and Assessment, Committee on National Statistics, Committee on the Evaluation of NAEP Achievement Levels for Mathematics and Reading, 2017-05-12 Since 1969 the National Assessment of Educational Progress NAEP has been providing policymakers educators and the public with reports on academic performance and progress of the nation s students The assessment is given periodically in a variety of subjects mathematics reading writing science the arts civics economics geography U S history and technology and engineering literacy NAEP is given to representative samples of students across the U S to assess the educational progress of the nation as a whole Since 1992 NAEP results have been reported in relation to three achievement levels basic proficient and advanced However the use of achievement levels has provoked controversy and disagreement and evaluators have identified numerous concerns This publication evaluates the NAEP student achievement levels in reading and mathematics in grades 4 8 and 12 to determine whether the achievement levels are reasonable reliable valid and informative to the public and recommends ways that the setting and use of achievement levels can be improved

Reading in the Digital Age: Young Children's Experiences with E-books Ji Eun Kim, Brenna Hassinger-Das, 2019-07-23 This edited book focuses on affordances and limitations of e books for early language and literacy

features and design of e books for early language and literacy print versus e books in early language and literacy development and uses of and guidelines for how to use e books in school and home literacy practices Uniquely this book includes critical reviews of diverse aspects of e books e g features and e book uses e g independent reading for early literacy as well as multiple examinations of e books in home and school contexts using a variety of research methods and or theoretical frames The studies of children s engagement with diverse types of e books in different social contexts provide readers with a contemporary and comprehensive understanding of this topic Research has demonstrated that ever increasing numbers of children use digital devices as part of their daily routine Yet despite children s frequent use of e books from an early age there is a limited understanding regarding how those e books are actually being used at home and school As more e books become available it is important to examine the educational benefits and limitations of different types of e books for children So far studies on the topic have presented inconsistent findings regarding potential benefits and limitations of e books for early literacy activities e g independent reading shared reading The studies in this book aim to fill such gaps in the literature

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