

# President Lincoln's Second Inaugural Address

(Delivered March 4, 1865 (41 days before his assassination))



"Fellow countrymen: at this second appearing to take the oath of the presidential office there is less occasion for an extended address than there was at the first. Then a statement somewhat in detail of a course to be pursued seemed fitting and proper. Now, at the expiration of four years, during which public declarations have been constantly called forth on every point and phase of the great contest which still absorbs the attention and engrosses the energies of the nation little that is new could be presented. The progress of our arms, upon which all else chiefly depends is as well known to the public as to myself and it is I trust reasonably satisfactory and encouraging to all. With high hope for the future no prediction in regard to it is ventured.

On the occasion corresponding to this four years ago all thoughts were anxiously directed to an impending civil war. All dreaded it—all sought to avert it. While the inaugural address was being delivered from this place devoted altogether to saving the union without war insurgent agents were in the city seeking to destroy it without war—seeking to dissolve the Union and divide effects by negotiation. Both parties deprecated war but one of them would make war rather than let the nation survive, and the other would accept war rather than let it perish. And the war came.

One eighth of the whole population were colored slaves not distributed generally over the union but localized in the southern part of it. These slaves constituted a peculiar and powerful interest. All knew that this interest was somehow the cause of the war. To strengthen perpetuate and extend this interest was the object for which the insurgents would rend the Union even by war while the government claimed no right to do more than to restrict the territorial enlargement of it. Neither party expected for the war the magnitude or the duration which it has already attained. Neither anticipated that the cause of the conflict might cease with or even before the conflict itself should cease. Each looked for an easier triumph and a result less fundamental and astounding. Both read the same Bible and pray to the same God and each invokes His aid against the other. It may seem strange that any man should dare to ask a just God's assistance in wringing their bread from the sweat of other men's faces but let us judge not that we be not judged. The prayers of both could not be answered—that of neither has been answered fully. The Almighty has His own purposes. "Woe unto the world because of offenses for it must needs be that offenses come but woe to that man by whom the offense cometh." If we shall suppose that American slavery is one of those offenses which in the providence of God must needs come but which having continued through His appointed time He now wills to remove and that He gives to both North and South this terrible war as the woe due to those by whom the offense came shall we discern therein any departure from those divine attributes which the believers in a living God always ascribe to Him. Fondly do we hope— fervently do we pray—that this mighty scourge of war may speedily pass away. Yet, if God wills that it continue until all the wealth piled by the bondman's two hundred and fifty years of unrequited toil shall be sunk and until every drop of blood drawn with the lash shall be paid by another drawn with the sword as was said three thousand years ago so still it must be said The judgments of the Lord are true and righteous altogether."

"with malice toward none with charity for all with firmness in the right as God gives us to see the right let us strive on to finish the work we are in to bind up the nation's wounds, to care for him who shall have borne the battle and for his widow and his orphan—to do all which may achieve and cherish a just and lasting peace among ourselves and with all nations."

# Informational Text For High School

**Patrick Shannon**



## Informational Text For High School:

**40 Strategies for Guiding Readers Through Informational Texts** Barbara Moss, Virginia Loh-Hagan, 2016-05-23

Gaining the skills to critically read a wide variety of informational texts is more important than ever for today's K-12 students. This carefully crafted book offers 40 standards-based instructional activities that teachers can immediately put to use in the classroom. Clear rationales and step-by-step instructions are provided for implementing each strategy together with helpful classroom examples and suggested texts for different grade levels. In a large size format for easy photocopying, the book includes 44 reproducible worksheets. Purchasers get access to a Web page where they can download and print the reproducible materials. Prior edition title: 35 Strategies for Guiding Readers through Informational Texts. New to This Edition: Now features more strategies including 16 that are completely new. Explicit links throughout to the Common Core State Standards (CCSS) and other current standards. Two additional strands of activities: Reading Closely and Discussion. Numerous new and revised reproducible tools, all downloadable.

*40 Strategies for Guiding Readers through Informational Texts*  
Barbara Moss, Virginia Loh-Hagan, 2016-04-05  
Gaining the skills to critically read a wide variety of informational texts is more important than ever for today's K-12 students. This carefully crafted book offers 40 standards-based instructional activities that teachers can immediately put to use in the classroom. Clear rationales and step-by-step instructions are provided for implementing each strategy together with helpful classroom examples and suggested texts for different grade levels. In a large size format for easy photocopying, the book includes 44 reproducible worksheets. Purchasers get access to a Web page where they can download and print the reproducible materials. Prior edition title: 35 Strategies for Guiding Readers through Informational Texts. New to This Edition: Now features more strategies including 16 that are completely new. Explicit links throughout to the Common Core State Standards (CCSS) and other current standards. Two additional strands of activities: Reading Closely and Discussion. Numerous new and revised reproducible tools, all downloadable.

**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.

*Educational Innovation in Vietnam*  
Trung Tran, Cuong Huu Nguyen, Loc Thi My Nguyen, 2022-10-14  
This edited collection, one of the first to be written chiefly by Vietnamese scholars, explores innovation in Vietnamese education under the impact of the Fourth Industrial Revolution. Vietnam is considered a booming country with its continued economic rise, and the contributors explore one of Vietnam's

strategies to achieve further economic growth which is the innovation and modernization of its education system The content is split into two parts the first focusing on innovations in educational policy and management and the second looking at innovation in teaching theories and methods It shows the vitality and innovation coming from developing countries like Vietnam where necessity breeds fast adoption of education technology and development This insightful edited volume will help researchers in comparative education educational development and Asian studies understand the achievements and challenges of Vietnamese general education and higher education in the Fourth Industrial Revolution

**Literacy Instruction with Disciplinary Texts** William E. Lewis, John Z. Strong, 2020-10-28 To develop strong disciplinary literacy skills middle and high school students need to engage with diverse types of challenging texts in every content area This book provides a blueprint for constructing literacy rich instructional units in English language arts science and social studies The authors describe how to design interconnected text sets and plan lessons that support learning and engagement before during and after reading Presented are ways to build academic vocabulary and background knowledge teach research based comprehension strategies and guide effective discussions and text based writing activities Chapters also cover how to teach students to write argumentative informative and narrative essays and to conduct discipline specific inquiry Special features include sample text sets and 24 reproducible planning templates and other teaching tools purchasers get access to a Web page where they can download and print the reproducible materials in a convenient 8 1 2 x 11 size

*From the Classroom to the Test* Adele Macula, 2015-08 Today it is more essential than ever that students develop the knowledge and skills necessary to become college and career ready There is a nationwide focus on the skills and strategies students need in order to be successful At the core are the assessments currently in circulation *From the Classroom to the Test How to Improve Student Achievement on the Summative ELA Assessments* is a comprehensive book to help educators of grades 3 8 support students in these efforts It provides information for adjusting instruction to enhance reading comprehension close reading vocabulary development writing and media skills speaking and listening and much more Sample tests for each grade level rounds out this resource

[On Developing Readers](#) Marge Scherer, 2016-04-15 This collection of articles on the teaching of reading pulls together some of the best and most clicked on articles on reading that Educational Leadership has published in the past few years from more than a dozen of the most respected experts in the field including Richard L Allington Nell K Duke and Sally E Shaywitz The articles cover what research says about the teaching of both reading and reading comprehension from teaching phonics to improving fluency to tackling complex texts *On Developing Readers* offers strategies for teaching informational texts as well as fiction Most important it also addresses how to inspire the love of reading

**Best Practices in Literacy Instruction** Lesley Mandel Morrow, Linda B. Gambrell, 2018-10-08 This book has been replaced by *Best Practices in Literacy Instruction Seventh Edition* ISBN 978 1 4625 5223 8

**Common Core Standards and English Language Arts Grades 6 -12: Strategies for Student Success** Toby Karten, 2013-01-01 The tri

fold laminated reference guide Common Core Standards English Language Arts Strategies for Student Success Grades 6 12 by Toby Karten presents an at a glance overview of the CCSS for English Language Arts ELA for students in grades 6 12 It is intended to help middle and high school teachers understand the organization and application of the standards for diverse students including those with special needs Topics covered in the guide include Challenges of the cross disciplinary design of CCSS for ELA at the secondary level College and career readiness CCR CCR anchor standards for reading literature RL and informational text RI CCR anchor standards for writing W CCR anchor standards for speaking and listening SL CCR anchor standards for language L Differentiating instruction for students at different reading levels Models for measuring and evaluating text complexity Strategies for helping students with disabilities achieve ELA standards The CCSS for ELA raise the bar to ensure students master the reading writing speaking and listening and language skills they need to be college and career ready in literacy They will yield effective outcomes for all students including those with disabilities if educators creatively and consistently embrace them and connect them to all of their students

**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

**The Greenville Gazette** Rebecca Grudzina, 2011 The Locker Room Phantom has struck again What s the reaction of students and staff The Eagles beat the Ravens in a hair raising football game How did they pull it off The marching band is back from the competition and smiling Why The two front runners for student council president are neck and neck What are they planning for their final push It s big and orange and blobby How did Bob become the school mascot Read these informational texts to find out *Best Practices in Literacy Instruction, Fifth Edition* Linda B. Gambrell, Lesley Mandel Morrow, 2014-09-12 This book has been replaced by *Best Practices in Literacy Instruction Sixth Edition* ISBN 978 1 4625 3677 1

**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. **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*. *Cultivating Adolescent Literacy* Gregory Berry, 2017-10-04 This book offers middle and high school teachers useful suggestions and strategies for cultivating literacy in their classrooms, focusing primarily on the key skills of reading and writing. It discusses the nature of standards-based education and emphasizes the power and importance of good literature in the ELA curriculum. Included are detailed approaches to reading and writing with simple strategies for teaching close reading of complex text, as well as textual evidence and elaboration. A variety of sample performance tasks are included for commonly taught works of American and world literature, as well as a variety of strategies to strengthen students' reading and writing skills needed for success in college and the workplace. This book is a practical handbook for teachers who can easily find appropriate strategies to use in their classrooms and begin implementing them right away. It is a useful collection of tips with suggestions and instructions for implementing effective and engaging literacy strategies and performance tasks. *Best Practices in Adolescent Literacy Instruction* Kathleen A. Hinchman, Heather K. Sheridan-Thomas, 2022-04 With 50% new material reflecting current research and pedagogical perspectives, this indispensable course text and teacher resource is now in a thoroughly revised third edition. Leading educators provide a

comprehensive picture of reading writing and oral language instruction in grades 5 12 Chapters present effective practices for motivating adolescent learners fostering comprehension of multiple types of texts developing disciplinary literacies engaging and celebrating students sociocultural assets and supporting English learners and struggling readers Case examples lesson planning ideas and end of chapter discussion questions and activities enhance the utility of the volume Key Words Subject Areas disciplinary literacies secondary English language arts anti racist teaching strategies reading comprehension writing struggling older readers learners textbooks graduate courses high school students middle content areas academic vocabulary equity diversity multiculturalism teacher resources Audience Teacher educators and students classroom teachers coaches and administrators in grades 5 12 Serves as a text in advanced undergraduate or graduate level courses such as Adolescent Literacy Disciplinary Literacy and Reading Instruction with Adolescents

**Reading the Web, Second Edition** Elizabeth Dobler, Maya B. Eagleton, 2015-06-02 Today's students need to know how to locate comprehend evaluate and use online information efficiently and effectively This widely used teacher guide and course text provides a framework for maximizing students critical creative use of the Web in grades 3 8 Research based strategies for instruction and assessment across the content areas are clearly explained and linked to the Common Core State Standards CCSS In a large size format for easy photocopying the book is packed with graphics sidebars lesson plans and more than 90 reproducible handouts Purchasers get access to a Web page where they can download and print the reproducible materials New to This Edition Incorporates state of the art research and Web resources Chapter on major Web 3 0 developments such as the rise of social media and mobile devices Connections to the CCSS are identified throughout Stronger focus on Universal Design for Learning and differentiated instruction Larger format facilitates photocopying of the updated reproducible tools

Kim Bailey, Chris Jakicic, 2013-07-23 Leverage teamwork to integrate the CCSS into your curriculum and build on a foundational knowledge of PLCs You'll gain a comprehensive understanding of the shifts required to implement the standards in core content areas and find valuable tips and strategies for creating strong collaborative practices Identify the essential standards determine learning targets define proficiency learn how to design rigorous assessments and more

*Reading Poverty in America* Patrick Shannon, 2014-03-14 In this book Shannon's major premise remains the same as his 1998 *Reading Poverty* Poverty has everything to do with American public schooling how it is theorized how it is organized and how it runs Competing ideological representations of poverty underlie school assumptions about intelligence character textbook content lesson formats national standards standardized achievement tests and business school partnerships and frame our considerations of each In this new edition Shannon provides an update of the ideological struggles to name and respond to poverty through the design content and pedagogy of reading education showing how through their representations and framing advocates of liberal conservative and neoliberal interpretations attempt the ideological practice of teaching the public who they are what they should know and what they should value about equality civic society and reading For those

who decline these offers Shannon presents radical democratic interpretations of the relationship between poverty and reading education that position the poor the public students and teachers as agents in redistribution of economic cultural and political capital in the United States

**Transformational Literacy** Ron Berger, Libby Woodfin, Suzanne Nathan Plaut, Cheryl Becker Dobbertin, 2014-08-18 Engage challenge and inspire students with work that matters Transformational Literacy written by a team from EL Education helps teachers leverage the Common Core instructional shifts building knowledge through content rich nonfiction reading for and writing with evidence and regular practice with complex text to engage students in work that matters Worthy texts and worthy tasks help students see the connection between their hard work as readers and writers and their capacity to contribute to stronger communities and a better world The stories examples and resources that permeate Transformational Literacy come primarily from the more than 150 EL Education schools around the country that support teachers to select supplement customize and create curriculum and improve instruction The book also draws on EL Education's open source Common Core English Language Arts curriculum often cited as one of the finest in the country and professional development offered to thousands of teachers to implement that curriculum effectively Transformational Literacy combines the best of what EL Education knows works for kids purposeful inquiry based learning and the new imperative of the Common Core higher and deeper expectations for all students Teach standards through a compelling and purposeful curriculum that prioritizes worthy texts and worthy task Improve students evidence based reading thinking talking and writing Support students to develop a new mindset toward the challenge of reading complex texts Transformational Literacy introduces an approach to literacy instruction that will engage challenge and inspire student with work that matters



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