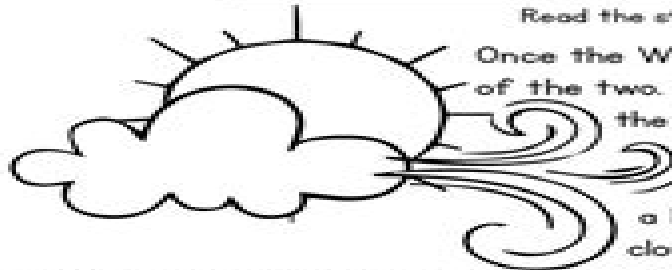


The WIND & The SUN

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?

Text Deoendent Questions 4th Grade

Nancy Boyles

A red circular graphic with a gradient, appearing as a partial circle or a thick arc, located to the right of the author's name.

Text Dependent Questions 4th Grade:

Text-Dependent Questions, Grades K-5 Douglas Fisher, Nancy Frey, Heather Anderson, Marisol Thayre, 2014-09-02
Fisher Frey's answer to close and critical reading. No doubt since the cave paintings of prehistoric times humans have asked questions to make sense of the message. So what could possibly be new about posing questions about text? Plenty and with TDQ Doug Fisher and Nancy Frey reveal it all. After one quick read you will have learned all the very best ways to use text dependent questions as scaffolds during close reading and the big understandings they can yield especially when executed the Fisher and Frey way. But that's just for starters. Fisher and Frey also include illustrative video recommended texts and questions examples from across content areas and an online professional learning guide making the two volumes of TDQ a potent professional development tool across all of K-12. The genius of TDQ is the way Fisher and Frey break down the process into four cognitive pathways that help teachers organize the journey through a text and frame an extended discussion around it. Step by step this approach ensures that in every close reading lesson students are guided to consider explicit and implied meanings and deeply analyze and appreciate various aspects of a text especially those that may be challenging or confusing. Here's how the four interrelated processes play out with every why and every how answered: What does the text say (general understandings and key details)? How does the text work (vocabulary structure and author's craft)? What does the text mean (logical inferences and intertextual connections)? What does the text inspire you to do (write, investigate, present, debate)? The cool thing: These questions ignite students' engagement and discussion because they strategically lead students to a place of understanding where explicit and implied meanings and interpretations can be debated. Far from being overly literal or teacher-led, the questioning framework Fisher and Frey advance enhances the quality of student talk and idea generation. All in all, there's no better resource to cultivate students' capacity for independent reading and incisive thinking. Longtime collaborators and recipients of numerous teaching and leadership awards, DOUGLAS FISHER and NANCY FREY are Professors of Educational Leadership at San Diego State University as well as teacher leaders at Health Sciences High Middle College.

Dive into Close Reading: Strategies for Your 3-5 Classroom Diane Lapp, Barbara Moss, 2017-05-01
Explore the what, why, and how of close reading to give students in grades 3-5 the tools they need to be successful. In this must-have guide, teachers will learn the key elements of a close reading lesson as well as strategies for analyzing and selecting a text and how to support students based on their progress and performance. The included lesson template will allow teachers to not only use the provided lessons and texts but also create their own. Correlated to standards, this book includes grade-specific sample close reading lessons and digital copies of teacher and student resources.

Reading and Writing Instruction for Fourth- and Fifth-Grade Classrooms in a PLC at Work® Kathy Tushman Glass, 2020-06-16
Prepare students to succeed with increasingly sophisticated reading and writing challenges. Designed for teachers of grades 4-5, this resource helps readers address the pivotal shift in learning expectations that occurs during the upper elementary years.

Myriad templates tools and strategies are included to support collaborative teams as they work to establish a rich and robust plan for quality literacy instruction assessment and intervention Use this resource to inspire fourth and fifth graders to excel in reading and writing Understand the role PLCs and collaborative teams play in literacy development and reading comprehension strategies Obtain strategies and tools such as the pre unit protocol for unpacking and clarifying literacy standards Explore adaptable research based instructional strategies and learn how to plan high quality literacy instruction that boosts student reading and writing skills Examine the four components of the gradual release model 1 focused instruction 2 guided instruction 3 collaborative learning and 4 independent learning Observe how to collaboratively score assessments and conduct effective data inquiry and analysis Study the powerful impact literacy has on student engagement and inclusivity Contents Introduction Every Teacher Is a Literacy Teacher Chapter 1 Establish Clarity About Student Learning Expectations Chapter 2 Examine Assessment Options for Literacy Chapter 3 Create a Learning Progression to Guide Instruction and Assessment Chapter 4 Develop Collective Understanding of Learning Expectations Chapter 5 Respond to Data to Ensure All Students Learn Chapter 6 Differentiate Instruction With Gradual Release of Responsibility Chapter 7 Plan High Quality Literacy Instruction Chapter 8 Select Appropriate Instructional Strategies Chapter 9 Consider Equity in Literacy Epilogue Appendix A List of Figures and Tables Appendix B Templates and Tools Appendix C Process for Prioritizing Standards Appendix D Depth of Knowledge Overview Appendix E Essential Understandings and Guiding Questions References and Resources Index

180 Days™: Geography for Fourth Grade Chuck Aracich, 2018-03-01 Help fourth grade students improve their geography skills with fun and effective daily practice activities 180 Days Geography for Fourth Grade Focuses on a new topic each week covering map skills applying information and data and connecting what was learned Builds students confidence in geography with quick independent learning activities focusing on location place human environment interaction movement and regions Makes at home learning whole class instruction or small group support quick and easy Includes standards based activities easy to follow instructions and an answer key to quickly assess student understanding Parents appreciate the teacher approved activity books that keep their child engaged and learning Great for homeschooling to reinforce learning at school or prevent learning loss over summer Teachers rely on the daily practice workbooks to save them valuable time The ready to implement activities are perfect for daily morning review or homework The activities can also be used for intervention skill building to address learning gaps

Mining Complex Text, Grades 2-5 Diane Lapp, Thomas DeVere 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 **180 Days of Social Studies for Fourth Grade** Marla Tomlinson,Gita Wassmer,2018-04-02 Supplement your social studies curriculum with 180 days of daily practice This essential classroom resource provides teachers with weekly social studies units that build students content area literacy and are easy to incorporate into the classroom Students will analyze primary sources answer text dependent questions and improve their grade level social studies knowledge Each week covers a specific American social studies topic within one of the four disciplines of social studies history economics civics and geography Aligned to the National Council for the Social Studies NCSS and state standards this social studies workbook includes digital materials

Teaching Literacy in the Visible Learning Classroom, Grades K-5 Douglas Fisher,Nancy Frey,John Hattie,2017-01-20 Teach with optimum impact to foster deeper expressions of literacy Whether through direct instruction guided instruction peer led and independent learning every student deserves a great teacher not by chance but by design In this companion to Visible Learning for Literacy Fisher Frey and Hattie show you how to use learning intentions success criteria formative assessment and feedback to achieve profound instructional clarity Chapter by chapter this acclaimed author team helps put a range of learning strategies into practice depending upon whether your K 5 students are ready for surface deep or transfer levels of understanding *The Communication Effect* Jeff Zwiers,2019-10-21 The communication effect is what happens when we saturate our classrooms with authentic communication which occurs when students use language to build up ideas and do meaningful things For starters authentic communication deepens and increases language development learning of content concepts and skills rigor and engagement empathy and understanding of others perspectives agency and ownership of core ideas across disciplines and social and emotional skills for building strong relationships And these are just the starters With The Communication Effect Dr Jeff Zwiers challenges teachers in Grades 3 and up to focus less on breadth and more on depth by grounding instruction and assessment in authentic rather than pseudo communication This book provides Ideas for cultivating classroom cultures in which authentic communication thrives Clear descriptions and examples of the three features of authentic communication 1 building up key ideas claims and concepts 2 clarifying terms and supporting ideas and 3 creating and filling information gaps Over 175 suggestions for using the three features of authentic communication to enhance twenty commonly used instructional activities across disciplines Additional examples of not so commonly used activities that embody the three features Suggestions for improving four different types of teacher creativity needed to design effective lessons activities and assessments that maximize authentic communication Our students deserve to get the most out of each minute of each lesson Authentic communication can help As you read The Communication Effect and apply its ideas you will see how much better equipped and inspired your students are to grow into the amazing and gifted people that they were meant to become [A Close Look at Close Reading](#) Diane Lapp,Barbara Moss,Maria Grant,Kelly Johnson,2015-01-30 Find out how to teach young learners to be close readers and how to make close reading a

habit of practice in the elementary classroom *Grade 4 Teacher's Resource Guide* Nancy Boyles,2017-07-01 In this Grade 4 Teacher's Resource Guide you will find 10 best practices for close reading applied to small group instruction Strategies for differentiating instruction for on grade level approaching grade level above grade level and English Language Learners Mini lessons to teach the process of independent close reading A launching lesson for each unit Lessons for all six books 3 literary sources and 3 informational sources that include independent close reading follow up text dependent questions and a skill matched to the selected passages A text to text lesson at the end of the unit integrating all sources Assessment tasks aligned to Common Core Standards and Depth of Knowledge Rubrics checklists annotation sheets skill targets answer frames and more to help you scaffold student learning *New Standards-Based Lessons for the Busy Elementary School Librarian* Joyce Keeling,2020-02-06 Busy elementary librarians need help applying the new AASL Standards Framework especially in collaboration with social studies teachers seeking to apply the social studies standards framework This book shows a path forward for both This book will be a tremendous help to the busy elementary school librarian who is working with busy elementary social studies teachers As they are designing and co teaching library based lessons based on the Social Studies Standards Framework the English Literacy Common Core Standards and the new American Association of School Librarians AASL Standards Learners Framework these reproducible lessons will enhance planning and implementation You ll get ready to use lessons as well as model lessons to adapt to the needs of your own curriculum and students All standards are applied with needed handouts and other tools and current lists of recommended resources are provided Lessons are coordinated to common elementary social studies curricula at indicated grade levels but can be adapted as template lessons as needed Current resource lists aid librarians in collection development to support new and current standards *Proceedings of the Twenty-fourth Annual Conference of the Cognitive Science Society* Wayne D. Gray,Christian D. Schunn,2019-04-24 This volume features the complete text of the material presented at the Twenty Fourth Annual Conference of the Cognitive Science Society As in previous years the symposium included an interesting mixture of papers on many topics from researchers with diverse backgrounds and different goals presenting a multifaceted view of cognitive science The volume includes all papers posters and summaries of symposia presented at this leading conference that brings cognitive scientists together The 2002 meeting dealt with issues of representing and modeling cognitive processes as they appeal to scholars in all subdisciplines that comprise cognitive science psychology computer science neuroscience linguistics and philosophy

Visible Learning for Literacy, Grades K-12 Douglas Fisher,Nancy Frey,John Hattie,2016-03-22 Every student deserves a great teacher not by chance but by design Douglas Fisher Nancy Frey John Hattie What if someone slipped you a piece of paper listing the literacy practices that ensure students demonstrate more than a year's worth of learning for a year spent in school Would you keep the paper or throw it away We think you'd keep it And that's precisely why acclaimed educators Douglas Fisher Nancy Frey and John Hattie wrote *Visible Learning for Literacy* They know teachers will want to apply Hattie

s head turning synthesis of more than 15 years of research involving millions of students which he used to identify the instructional routines that have the biggest impact on student learning These practices are visible for teachers and students to see because their purpose has been made clear they are implemented at the right moment in a student s learning and their effect is tangible Yes the aha moments made visible by design With their trademark clarity and command of the research and dozens of classroom scenarios to make it all replicable these authors apply Hattie s research and show you How to use the right approach at the right time so that you can more intentionally design classroom experiences that hit the surface deep and transfer phases of learning and more expertly see when a student is ready to dive from surface to deep Which routines are most effective at specific phases of learning including word sorts concept mapping close reading annotating discussion formative assessment feedback collaborative learning reciprocal teaching and many more Why the 8 mind frames for teachers apply so well to curriculum planning and can inspire you to be a change agent in students lives and part of a faculty that embraces the idea that visible teaching is a continual evaluation of one s impact on student s learning Teachers it s time we embrace the evidence update our classrooms and impact student learning in wildly positive ways say Doug Nancy and John So let s see Visible Learning for Literacy for what it is the book that renews our teaching and reminds us of our influence just in time

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 **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 Teaching Literacy in Fourth Grade Denise Johnson, 2013-10-21 Fourth grade is a momentous year for literacy learning. Having left the primary grades behind, students must grapple with more demanding texts and content material, and effective, motivating instruction can help them succeed. This book helps teachers vanquish the dreaded fourth grade slump by creating an energized and organized learning environment in which all students can improve their reading and writing strategies. Taking readers into the classroom of an exemplary fourth grade teacher, the book includes useful assessment tools, differentiation techniques, mini lessons, unit plans, reproducibles, and examples of student work. Special attention is given to meeting the challenges of high stakes testing without sacrificing instructional quality. **Doing**

Disciplinary Literacy Rachael Gabriel, 2023 This resource offers contexts and strategies for supporting literacy development alongside specific content goals. The framework includes activities to help middle and high school students navigate texts of different disciplines. Text Complexity Douglas Fisher, Nancy Frey, Diane Lapp, 2016-01-28 There is a big difference between assigning complex texts and teaching complex texts. Doug Fisher, Nancy Frey, and Diane Lapp. And that's the crux, isn't it? That's why in this brand new edition of the bestselling Text Complexity, the renowned author team provides four new chapters that lay open the instructional routines that take students to new places as readers. No matter what discipline you teach, you will learn how to craft purposeful instruction pitched to your readers' comprehension capacities, your curriculum's themes, and your own assessments on what students need next. Doug, Nancy, and Diane provide how-to's for measuring word and sentence length and other countable features of any written work while giving ample consideration to the readers in your room and how their background knowledge, experiences, and motivations come into play. A rubric for

analyzing literary texts for plot structure point of view imagery clarity and more and a complexity scale for analyzing informational texts that describe inform and explain Classroom scenarios of teachers and students engaging with fiction and nonfiction texts that provide enough of a stretch so you ll know the difference between a healthy struggle and frustration The authors latest thinking on routines that invite students to interact with complex texts and with one another including teacher modeling close reading scaffolded small group reading and independent reading It s time to see text complexity as a dynamic powerful tool for sliding the right text in front of our students at just the right time Think of this second edition as Text Complexity 2 Go because it s all about the movement of minds at work going deeper than anyone ever thought possible

NAEP 1994 Reading Report Card for the Nation and the States Jay R. Campbell,1996 This report describes students reading achievements at grades 4 8 and 12 and within various subgroups of the general population State level results are presented for individual states that chose to participate in the 1994 Trial State Assessment Chapter 1 presents an overview of the 1994 NAEP reading assessment and sample questions and responses Chapter 2 provides overall average proficiency results for the nation regions subgroups of students and jurisdictions participating in the Trial State Assessment Chapter 3 describes students reading performance in terms of achievement levels Chapter 4 focuses on cross state comparisons of proficiency results from the state by state assessment at grade 4 Chapter 5 describes contextual factors related to students reading achievement Chapter 6 describes specific abilities demonstrated by students in the NAEP reading assessment and reports student performance when reading for different purposes The most striking finding from the 1994 assessment is that the average reading proficiency of 12th grade students declined significantly from 1992 to 1994 Other major findings include 1 the decline in average proficiency among 12th graders between 1992 and 1994 was concentrated among lower performing students 2 reading proficiency at all three grade levels was higher on average for students whose parents had more education 3 at all three grade levels female students had higher average reading proficiencies than male students and 4 students who reported having a greater array of literacy materials in their homes displayed higher average reading achievement Contains 38 tables and 23 figures of data Appendixes provide an overview of procedures used in the 1994 assessment and describe students reading performance cross state proficiency and achievement level results and sample texts and questions RS

Teaching Reading Comprehension to English Learners in Secondary Schools: A Research-Based Approach Cekiso, Madoda,Olifant, Florence,Mokhtari, Kouider,2025-04-23 Teaching reading comprehension to English learners ELs in secondary schools presents unique challenges as these students must navigate the complexities of academic texts and the intricacies of language acquisition Effective instruction requires a research based approach that considers the diverse linguistic cultural and cognitive backgrounds of these learners Recent studies highlight the importance of integrating strategies that build both language proficiency and content knowledge essential for helping ELs develop the skills needed to comprehend complex materials Fostering metacognitive awareness through strategies like

summarizing questioning and making connections can empower students to become active and strategic readers This approach recognizes the need for a supportive inclusive classroom environment that encourages language development while promoting academic achievement in content areas Further research may help educators provide English learners with the tools to thrive as capable readers in secondary school Teaching Reading Comprehension to English Learners in Secondary School A Research Based Approach explores various aspects of teaching reading comprehension to English Second Language ESL learners in secondary schools It examines current challenges and evidence based strategies in reading comprehension This book covers topics such as language learning reading strategies and teacher training and is a useful resource for academicians researchers and scientists

Text Dependent Questions 4th Grade Book Review: Unveiling the Power of Words

In some sort of driven by information and connectivity, the energy of words has been more evident than ever. They have the capacity to inspire, provoke, and ignite change. Such could be the essence of the book **Text Dependent Questions 4th Grade**, a literary masterpiece that delves deep into the significance of words and their impact on our lives. Published by a renowned author, this captivating work takes readers on a transformative journey, unraveling the secrets and potential behind every word. In this review, we will explore the book's key themes, examine its writing style, and analyze its overall impact on readers.

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