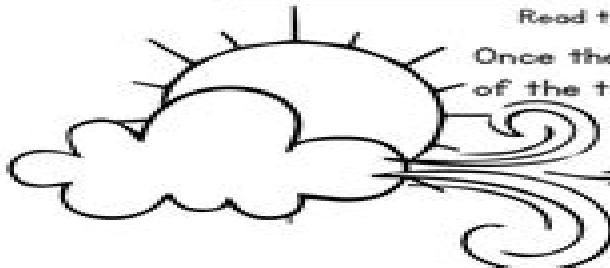


The WIND & The SUN

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?

Online Reading Comprehension 4th Grade

Denise Johnson

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The Routledge International Handbook of English, Language and Literacy Teaching Dominic Wyse, Richard Andrews, James Hoffman, 2010-02-25 Reviews international research that is relevant to the teaching of English language and literacy This book locates research within theoretical context drawing on historical perspectives

Online Reading Comprehension Strategies Among General and Special Education Elementary and Middle School Students

Hsin-Yuan Chen, 2009 **Reading, Writing, and Literacy 2.0** Denise Johnson, 2014 In today's high stakes testing environment integrating technology into the curriculum is often seen as something extra or for use with a few special projects With the growth in Internet use by even the youngest children educators urgently need a practical introduction to online literacy and reading comprehension Reading Writing and Literacy 2.0 offers that and more by providing tools and teaching strategies for incorporating online reading and writing into classroom learning as well as a host of web resources that teachers can draw on to make this happen All this without endless hours of searching Denise Johnson's book connects to the Common Core State Standards and is organized around the Technological Literacy Assessment of the National Assessment of Education Progress NAEP which focuses on three areas that characterize a technologically literate person knowledge capabilities and critical thinking and decision making This resource provides everything reading teachers need to begin using technology to deepen and enrich literacy learning for all students In addition the author maintains a companion blog to update and add helpful teaching links Book Features An explanation of the concept and practices of literacy 2.0 and how it differs from literacy 1.0 Specific examples and resource links for using technology with diverse learners in the K-8 classroom including translation sites and multilingual materials Examples of teacher to student and student to student wiki and blog interactions Companion blog offers ongoing support including links to resources new teaching tools classroom examples and more There are many things that I love about this book It is written with a voice wise to both the opportunities and the challenges of classroom teaching It also contains a vast number of ideas that can be immediately used in your classroom Of course too it describes effective teaching of new literacies with so many new technologies In addition it begins by providing a clear and compelling framework to put all of the upcoming ideas into a package that will make perfect sense to any teacher From the Foreword by Donald J. Leu Neag Chair in Literacy and Technology University of Connecticut Neag School of Education Written in a clear and practical format this book weaves research based practices across print and digital literacy worlds into engaging learning communities for younger and older readers alike Denise Johnson's innovative lessons and assessment ideas provide step by step supports for designing curriculum in a Web 2.0 world Julie Coiro University of Rhode Island **Negotiating Place and Space Through Digital Literacies** Damiana G. Pyles, Ryan M. Rish, Julie Warner, 2019-05-01 This volume explores how digital literacies create opportunities for individuals and communities to negotiate living and learning together It examines the role of social cultural historical and political literacies

across various places highlighting the potential of digital technology in creating identities and engaging communities

Eye-tracking While Reading for Psycholinguistic and Computational Models of Language Comprehension Nora Hollenstein, Marijan Palmovic, Lena Ann Jäger, 2023-12-12 **Teaching and Researching Reading** William

Grabe, Fredricka L. Stoller, 2019-09-24 Now in its third edition *Teaching and Researching Reading* charts the field of reading first and second language systematically and coherently for the benefit of language teaching practitioners students and researchers. This volume provides background on how reading works and how reading differs for second language learners. The volume includes reading curriculum principles evidence based teaching ideas and a multi step iterative process for conducting meaningful action research on reading related topics. The volume outlines 14 projects for teacher adaptation and use as well as numerous new and substantially expanded resource materials that can be used for both action research and classroom instruction.

Teaching Children to Read Douglas Ray Reutzel, Robert B. Cooter, 2004 For Elementary Reading Methods courses This comprehensive and balanced look at literacy practice has long been one of the most popular reading methods texts available. The text begins by introducing seven principles for comprehensive reading instruction and then explains the theoretical foundations of teaching reading. Part I builds on those foundations with specific methods in Part II and then in Part III it describes how to create a variety of learning centers and how to plan developmentally appropriate reading curriculum for students in both K-3 and 4-8 classrooms. Chapters 12 and 13 provide a continuum of knowledge by describing classroom organization and curriculum for grades 4-6 and 6-8.

Theoretical Models and Processes of Literacy Misty Sailors, Donna E. Alvermann, 2018-10-03 The Seventh Edition of this foundational text represents the most comprehensive source available for connecting multiple and diverse theories to literacy research broadly defined and features both cutting edge and classic contributions from top scholars. Two decades into the 21st century the Seventh Edition finds itself at a crossroads and differs from its predecessors in three major ways: the more encompassing term literacy replaces reading in the title to reflect sweeping changes in how readers and writers communicate in a digital era; the focus is on conceptual essays rather than a mix of essays and research reports in earlier volumes; and most notably, contemporary literacy models and processes enhance and extend earlier theories of reading and writing. Providing a tapestry of models and theories that have informed literacy research and instruction over the years, this volume's strong historical grounding serves as a springboard from which new perspectives are presented. The chapters in this volume have been selected to inspire the interrogation of literacy theory and to foster its further evolution. This edition is a landmark volume in which dynamic dialogic and generative relations of power speak directly to the present generation of literacy theorists and researchers without losing the historical contexts that preceded them. Some additional archival essays from previous editions are available on the book's eResource. New to the Seventh Edition: Features chapters on emerging and contemporary theories that connect directly to issues of power and contrasts new models against more established counterparts. New chapters reflect sweeping

changes in how readers and writers communicate in a digital era Slimmer volume is complemented by some chapters from previous editions available online Sense-Making and Shared Meaning in Language and Literacy Education Sharon Murphy,2020-07-15 This textbook provides a framework for teaching children s language and literacy and introduces research based tactics for teachers to use in designing their literacy programs for children Exploring how sense making occurs in contemporary literacy practice Murphy comprehensively covers major topics in literacy including contemporary multimodal literacy practices classroom discourse literacy assessment language and culture and teacher knowledge Organized around themes talk reading and composing representation this book comprehensively invites educators to make sense of their own teaching practices while demonstrating the complexities of how children make sense of and represent meaning in today s world Grounded in research this text features a wealth of real world multimodal examples effective strategies and teaching tactics to apply to any classroom context Ideal for literacy courses preservice teachers teacher educators and literacy scholars this book illustrates how children become literate in contemporary society and how teachers can create the conditions for children to broaden and deepen their sense making and expressive efforts **The ... Yearbook of the National Reading Conference** National Reading Conference (U.S.). Annual Meeting,2009

The Complete Sourcebook on Children's Software Children's Software Review,2001-03 5000 critical reviews of CDs videogames smart toys for ages 1 to 16 Journal of Developmental Education ,2006 **Complete Sourcebook on Children's Software**

,1999 **Teaching Students with Severe Disabilities** David L. Westling,Lise Fox,2004 Written in a way that makes the most complex findings of research understandable and usable in the real educational world this book offers comprehensive coverage of all of the issues that are pertinent to teaching students with severe disabilities The authors clearly and completely address both methodology and curriculum presenting topics in the order in which a teacher would approach them prior considerations planning and assessment general instructional procedures and finally procedures targeted to learners with specific disabling conditions In addition they pay thoughtful attention to assessment the role of paraprofessionals and multicultural concerns For teachers and future teachers of students with severe multiple disabilities **The Big Book of**

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Current Index to Journals in Education ,2001

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