

Today's Schedule
Morning Work
Morning Meeting
Reading
LIBRARY
SOCIAL STUDIES
Recess
Lunch

THE  
TEACHER  
NEXT  
DOOR

# READING

## INFERENCE

### RE

Inferences  
use clues from  
background  
figure some

CLUES  
the +  
back  
Know

# NONFICTION

## text+ features

Help locate important  
information in a text.

Icon	Cutaway	Close-up	Diagram	Label	Glossary
<b>Caption</b> A sentence that explains a picture or describes a part of a text.	<b>Cutaway</b> A picture of an object that shows its inside or parts.	<b>Close-up</b> A picture of a small part of something.	<b>Diagram</b> A picture with lines that shows how something works or is put together.	<b>Label</b> A word or group of words that identify a part of something.	<b>Glossary</b> A list of words and their meanings.
<b>Photograph</b> A picture of an object.	<b>Map</b> A picture of a place.	<b>Heading</b> The title of a section of a text.	<b>Bullets</b> Small circles or dots used to list information.	<b>Comparison</b> A way of writing that compares two things.	<b>Inset</b> A small picture or text that gives more information about a part of a larger picture or text.
<b>Illustration</b> A drawing of an object.	<b>Diagram</b> A picture with lines that shows how something works or is put together.	<b>Graph</b> A picture that shows information in a chart.	<b>Hyperlink</b> A word or phrase that, when clicked, takes you to another page or website.		

Sequence:

To predict events or  
understand a story better.  
An author often uses an easy  
and then becomes a hard

Signal words that signal  
that an author is using

## 4th Grade Teach Nonfiction Text Features

**ML Morrison**

#### **4th Grade Teach Nonfiction Text Features:**

Teaching Text Features to Support Comprehension Michelle Kelley,Nicki Clausen-Grace,2015-05-26 When K 5 students understand how to read text features like diagrams bullets insets and tables they are reading the whole page essential for deep comprehension of nonfiction and fiction text In this revised edition of Reading the Whole Page Teaching and Assessing Text Features to Meet K 5 Common Core Standards seasoned educators Michelle Kelley and Nicki Clausen Grace show you how to explicitly teach K 5 students to read text features use them to navigate text and include them in their own writing The classroom proven mini lessons activities and assessment tools in Teaching Text Features to Support Comprehension help you teach relevant Common Core State Standards and grade level expectations diagnose monitor and meet student needs with one of two level appropriate assessments evaluate knowledge with a unique picture book that can be downloaded that illustrates all the text features and monitor and guide differentiated instruction with a convenient class profile Sixty mini lessons for teaching print graphic and organizational features provide ample choices for meeting the standards while adapting to students needs Flexible lessons which follow the gradual release of responsibility model and increase in difficulty can be used within the typical 90 minute reading block during content area instruction in small groups and as part of independent practice opportunities like literacy centers Each lesson offers concept review suggestions for differentiation assessment options and technology connections requiring students to find explore manipulate and create text features in their own writing Even more activities from text feature walks to scavenger hunts help students integrate text feature knowledge as they read The downloadable materials provided online include important resources and convenient lesson supports such as interactive thinksheets that can be filled out directly on the computer visual examples of each text feature rubrics the assessment picture book and readers theatre scripts

*Balancing Reading & Language Learning* Mary Cappellini,2005 Combining the best classroom practices and research on teaching reading and language acquisition Mary Cappellini integrates effective reading instruction with effective language instruction Through the framework of a balanced reading program she emphasizes the importance of constantly listening for and assessing children's language and reading strategies during read aloud shared reading guided reading and independent reading including literature circles

**BOOK JACKET** **Enhancing Education Through Multidisciplinary Film Teaching Methodologies** DeHart, Jason D.,2022-11-11 Film has become a cultural staple across the world As with literature film can be used to inform entertain inspire critical thinking educate and more As such it is a useful tool to implement in the classrooms of all levels and subjects It is essential to explore the implementation of film in classrooms and the multiple teaching methodologies surrounding it Enhancing Education Through Multidisciplinary Film Teaching Methodologies provides strategies that emphasize close reading analysis curricular connections and composing through film It examines both the theory and practice that surrounds the use of film in K 12 and post secondary classroom instruction from a multidisciplinary perspective Covering topics such as

critical cultural awareness literacy education and film pedagogies this premier reference source is an essential resource for preservice teachers teacher educators faculty and administrators of both K 12 and higher education librarians researchers and academicians

**Praxis Elementary Education For Dummies** Carla C. Kirkland, Chan Cleveland, 2016-08-01 Increase your chances of scoring higher on the Praxis II Elementary Education test Contrary to popular belief the Praxis II Elementary Education test isn't a measure of academic performance which is why many test takers who achieve perfect grades in college don't always pass it Studying such a broad range of topics and enduring such a long testing process can be challenging so what's the best way to prepare for it Turn to Praxis II Elementary Education For Dummies with Online Practice It offers easy to follow subject reviews test taking strategies and advice for multiple choice and essay questions sample practice questions two full length practice tests with detailed answers and explanations and more If you're one of the more than 600 000 aspiring teachers who take this test each year this hands on friendly test prep guide gets you up to speed on everything you need to know to pass the Praxis II Elementary Education test with flying colors This helpful guide covers Reading and Language Arts Mathematics Social Studies Science Art Music and Physical Education It leaves no stone unturned by offering tips on registering for the exam as well as a detailed overview of the test and how it's administered Practice with hundreds of authentic Praxis II questions Hone the skills needed to ace the exam and start your career as a licensed teacher Boost your confidence and do your best on test day Get one year of online access to five Praxis II exams to sharpen your test taking skills If you're a future educator gearing up to take the Praxis II Elementary Education test this is your ultimate guide to one of the most important tests you'll ever take

Activities for a Differentiated Classroom: Level 3 Wendy Conklin, 2011-02-01 Easily implement grade appropriate lessons suitable for Grade 3 classrooms Based on current research these easy to use lessons are based on a variety of strategies to differentiate your instruction Activities are included to allow access to all learners ZIP file contains interactive whiteboard compatible resources including sample projects templates and assessment rubrics This resource is correlated to the Common Core State Standards and is aligned to the interdisciplinary themes from the

Partnership for 21st Century Skills

**How to Reach and Teach All Children Through Balanced Literacy** Sandra F. Rief, Julie A. Heimburger, 2007-08-17 How to Reach and Teach All Children Through Balanced Literacy offers you a handbook for teaching literacy to diverse students in grades 3 8 The balanced literacy method combines the best practices of phonics and other skill based language instruction with the holistic literature based approach in order to help you teach reading writing and speaking in a clear and approachable format This dynamic resource offers an easily accessible research based approach to balanced literacy that is grounded in the innovative ideas developed by authors Sandra F Rief and Julie A Heimburger The book includes detailed descriptions of what a balanced literacy classroom looks like and shows how to create a program from the ground up or give your existing program a boost The book can be used across content areas and is filled with reproducible worksheets activities and other handy classroom tools Some topics covered include Shared book

experiences Reading aloud Oral language and vocabulary development Guided reading for comprehension Modeled writing Reading and writing conferences Book clubs Content area reading and writing Ongoing assessments Enhancing literacy through technology **A Classroom Teacher's Guide to Struggling Readers** Curt Dudley-Marling, Patricia C. Paugh, 2004 Plus **A Classroom Teacher's Guide to Struggling Readers** has a complete discussion on how to help students even when you are locked into a basal program Jacket ***Nonfiction Author Studies in the Elementary Classroom*** Carol Brennan Jenkins, Deborah Jean Downs White, 2007 If you've experienced the delight and wonderment that children bring to nonfiction read alouds take the next step and invite nonfiction authors into your classroom through author study Like its fiction counterpart nonfiction author studies engage students deeply and help them interact with texts in multiple ways and ***Nonfiction Author Studies in the Elementary Classroom*** shows you how to guide and support these interactions while honoring readers fascination with the world around them Drawing on the latest research and the experiences of classroom teachers Carol Brennan Jenkins and Deborah White make the case for studying nonfiction writers and their books with zeal and rigor They give you a strong rationale for nonfiction author study outlining how and why it's effective and what its principal goals are Then they turn over the discussion to five teachers who showcase units they developed and implemented in their own classrooms Each unit investigates a well known and well loved nonfiction author Gail Gibbons ***The Pumpkin Book*** Ann Morris ***On the Go Teamwork Play and What Was It Like Grandma*** Jim Arnosky ***The All About series*** Jean Fritz ***Can't You Make Them Behave King George and George Washington's Mother*** Sandra Markle ***Outside and Inside Snakes*** Each author study takes you step by step through its key questions themes and instructional moments providing everything you'll need along the way including worksheets booklists biographical information web based resources student samples curriculum maps and links to literacy standards Author study isn't just for fiction anymore Get ready to find out why Read the wisdom of practicing teachers and explore what nonfiction author study can do for you Pick up ***Nonfiction Author Studies in the Elementary Classroom*** teach its units and find a fresh way to deepen your readers connection to the captivating world of nonfiction texts **Leveled Books for Readers, Grades 3-6** Gay Su Pinnell, Irene C. Fountas, 2002 Includes more than 6000 leveled books cover **Grade Teacher**, 1930 **Free and Inexpensive Learning Materials** George Peabody College for Teachers, Office of Educational Services, 1983 ***Making Nonfiction and Other Informational Texts Come Alive*** Kathy Pike, Jean Mumper, 2004 Offering a fresh approach this much needed text mirrors the features that are traditionally found in nonfiction texts illustrations diagrams insets boxed materials to help clarify and explain the concepts being presented This is a perfect complement to reading methods courses which includes a wealth of nonfiction titles that teachers can readily use effectively in a balanced literacy program Packed with ideas and suggestions for the classroom Pike and Mumper offer everything one needs to know in order to use nonfiction texts in the classroom from using them in literature circles and as models for writing or for research purposes Publisher's description **Teaching for Comprehending and Fluency** Irene

C. Fountas, Gay Su Pinnell, 2006 A practical guide for teaching comprehension and fluency in the kindergarten through eighth grade classroom with instruction on reading levels writing about reading and interactive read aloud and literature study and contains a DVD with over 100 blackline masters forms and checklists **Reader Stance and Literary Understanding**

Joyce Many, Carole Cox, 1992 This book presents background information on the current literary theory known as reader response and examines ways in which response and the teaching of literature has been researched and the findings of that research. It effectively demonstrates the diverse manner in which theoretical principles can be examined using a number of different frameworks. It investigates new theoretical perspectives on reader response theory as well as demonstrating how empirical qualitative and ethnographic research has investigated current theory. Each chapter on research response to literature integrates classroom vignettes and actual student responses in order to offer the classroom teacher as well as the reading and literature research new information about the manner in which children and older students interact with the literature. This volume will be particularly informative to college personnel and graduate students interested in theories and research focusing on response to literature and the teaching of literature. This text is useful as both a reference for researchers and teachers and a supplemental text for graduate students **Instructor**, 2007 *Thinking Through Genre*

Heather Lattimer, 2003 Supports English teachers who seek to engage their students in genre studies in the reading and writing workshop. The book profiles six different units of study memoir feature article editorial short story fairy tale and response to literature. Each study is set in an individual fifth through tenth grade classroom and is described from its theoretical foundations through the planning for the specific needs of the students to the teaching and finally evaluation.

**Making Facts Come Alive** Rosemary A. Bamford, Janice V. Kristo, 1998 *NAVIGATING NONFICTION.GRADE 4(TEACHERS BOOK)* Alice Blevins, Alice Boynton, 2007-04 As students progress through the grades more and more of their reading is done in nonfiction or expository materials content area textbooks reference books periodicals and informative articles on the Internet for example. Because the main purpose for reading these texts is to acquire information the reasons for teaching our students efficient and effective strategies for tackling this type of text are compelling. Students need explicit instruction in identifying and best utilizing the text features and text structures they encounter. If students learn to read the signposts that are guides to the organization of a particular piece of nonfiction they will be better equipped to navigate their way through and comprehend the material. As a complete nonfiction reading worktext program Navigating Nonfiction will help students get the most out of this genre. Teacher's Guide targets critical nonfiction reading skills essential for academic reading success contains simple easy to follow instructional routines provides explicit teaching models and think alouds highlights key research that supports the program's approach includes a full color poster that features a visual snapshot of the five nonfiction structures For use with Grade 4 **Visions C: Teacher Resource Book** Mary Lou McCloskey, Lydia Stack, 2003-04-02 Teacher Resource Book contains Lesson Plans with suggested teaching times Teacher Resources graphic

organizers writing skills guides Reading Summaries in English Spanish Haitian Creole Hmong Cambodian Cantonese and Vietnamese School Home Connection newsletter in seven languages CNN Video Scripts and Video Worksheets and Answer Key to Activity Book **Teaching Reading in Today's Middle Schools** Betty D. Roe, Sandy H. Smith, 2004-10 This text combines a research based approach to reading instruction with the theories issues and strategies most relevant to prospective middle school teachers The authors promote a balanced approach to literacy instruction that includes active learning cooperative learning and critical thinking strategies These strategies and their applications empower teachers to become key decision makers in their students literacy programs

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