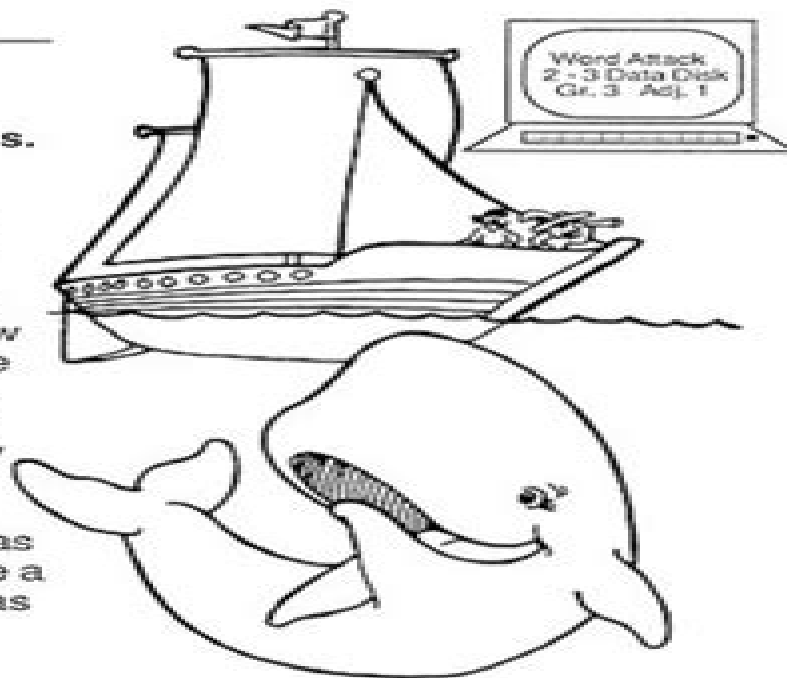


Name _____

Read the story and answer the questions.

"Brrr! This **damp** air makes me shiver," said Peg-Leg Pete. "I sure do hope we spot Wilma soon." It was a **clear** morning and Captain Cork was wide **awake** as he looked through his spyglass. He and his **brave** crew had been sailing for many weeks. They were hoping to see their friend, Wilma the Whale. The trip was getting pretty **dull** with nothing but ocean to look at. The Captain knew they were on the **correct** course because they had seen Wilma many other times.

Suddenly there was a loud splash. It was Wilma! As everybody cheered, Wilma made a **fancy** flip in the water as if to say hello. It was great to see her again.



- a) When do you get **damp** and shiver? _____
- b) When are mornings not **clear**? _____
- c) Why was the captain wide **awake**? _____
- d) Name a **brave** person you know. _____
- e) Why was the trip getting **dull**? _____
- f) Why was their course **correct**? _____
- g) Draw a picture of Wilma's fancy leap. Use another piece of paper.

Reasoning Comprehension Skills 5th Grade

Richard E. Mayer, Patricia A. Alexander

A red circular graphic with a gradient, appearing as a partial circle or a stylized arrow pointing to the right, located to the right of the authors' names.

Reasoning Comprehension Skills 5th Grade:

Challenges to Implementing Effective Reading Intervention in Schools Barbara Foorman, 2016-12-20 This special issue is a how to on overcoming the many systems level challenges in K 12 public education to implement effective reading interventions for the vast numbers of students reading below grade level It emphasizes building researcher practitioner partnerships providing ongoing professional development for teachers and removing institutional barriers to change as the keys to effective reading intervention Interventions for the upper grades focus on the challenges of coaxing content area teachers to learn new routines for building background knowledge teaching academic vocabulary and conducting discussions to foster critical reading and knowledge application In the primary grades interventions follow a multi tiered system of support where enhanced classroom instruction is supported by small group intervention for struggling readers The volume also discusses the importance of training special educators to implement data based individuation This is the 154th volume in this Jossey Bass series New Directions for Child and Adolescent Development Its mission is to provide scientific and scholarly presentations on cutting edge issues and concepts in this subject area Each volume focuses on a specific new direction or research topic and is edited by experts from that field

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Resources in Education ,1997 *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

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