

The Wind
Robert Louis Stevenson

Goal: The learner will apply strategies and skills to comprehend text that is read, heard, and viewed.

Objectives: 4th & 5th Grades: 2.05 Make inferences, draw conclusions, make generalizations, and support by referencing the text.
4th Grade: 2.08 Verify the meaning or accuracy of the author's statement(s) by referencing the text or other resources.

Materials: The passage, the questions, a pencil, a highlighter

Guided Practice Procedures: The tutor will read out loud (everything in italics) the first series of questions and support the student while s/he answers the questions while reminding the student to "think out loud". The tutor will remind the student, as needed: "What do I need to know? What do I know? What do I want to find out?" Have the student return to the poem and highlight the information that s/he used to draw the conclusion s/he did in answering the questions.

The following poem was written by Robert Louis Stevenson, a well-known poet. Read the poem to learn how Stevenson felt about the wind.

The Wind

I saw you toss the kites on high
And blow the birds about the sky;
And all around I heard you pass,
Like ladies' skirts across the grass --

O wind, a-blowing all day long,
O wind, that sings so loud a song!

I saw the different things you did,
But always you yourself you hid.
I felt you push, I heard you call,
I could not see yourself at all --

O wind, a-blowing all day long,
O wind, that sings so loud a song!

O you that are so strong and cold,
O blower, are you young or old?
Are you a beast of field and tree,
Or just a stronger child than me?

O wind, a-blowing all day long,
O wind, that sings so loud a song!

Questions:

1. Which of these experiences would help you most to understand this poem?

- A. spending a day outside in the Spring
- B. watching a movie about a tornado
- C. reading a weather report
- D. reading a book about thunderstorms

This question asks the student to draw a conclusion from information implicit in the text. Support through "thinking aloud" with the student why answer A is the best choice for this question.

2. In the second stanza of the poem "The Wind," which lines rhyme?

- A. each pair of lines rhyme
- B. the first and third lines rhyme
- C. the first and last lines rhyme
- D. no lines rhyme

This question asks the student to understand the meaning of rhyming. Support through thinking out loud with the student why answer A is the best choice for this question.

3. How do you know that this selection is different from a newspaper article?

- A. the author gives facts about the wind
- B. the author talks to the wind
- C. the author tells the date
- D. the author tells where the story happened

This question asks the student to draw a conclusion from information implicit in the text. Support through "thinking aloud" with the student why answer B is the best choice for this question.

4. When the poet says, "O blower," to whom is he speaking?

- A. the rain
- B. a child
- C. a kite
- D. the wind

This question asks the student to draw a conclusion from information implicit in the text; support through "thinking out loud" with the student why answer D is the best response for this question.

5. How do you think the author wants you to feel about this poem?

- A. he wants you to be afraid of the wind
- B. he wants you to dislike the wind
- C. he wants you to enjoy the wind
- D. he wants you to be sad

This question asks the student to draw a conclusion from information implicit in the text. Support though "thinking out loud" with the student why answer C is the best choice for this question.