

STATE ASSESSMENT CRITICAL READING STRATEGIES STRATEGIES

- Directly teach evaluation, drawing inferences, and arriving at conclusions based on the evidence in the story.
- Use Bloom's Taxonomy daily for question prompts.
- Have students identify and restate main ideas.
- Ask questions that challenge attitudes.
- Talk about the story before reading it.
- Seek personal connections.
- Ask open-ended questions.
- Let students guess.
- Ask, "What if . . . ?"

USE K-W-L

- K**- what I Know (Students brainstorm.)
- W**- what I Want to Learn (Students discuss, write questions they want answered, and begin reading.)
- L**- what I Learned (Students discuss, write, and answer their questions about what they learned.) Created by Ogle (1984)

READING GUIDELINES FOR ENGLISH-LANGUAGE LEARNERS

- Provide background information before reading.
- Relate stories to the students' experiences.
- During reading, ask questions and discuss the story.
- Check for understanding.
- Have students retell the story.

PROBE!

COMMON ENGLISH LANGUAGE ARTS STANDARDS

- Read with understanding and fluency: Apply word analysis, vocabulary skills, and reading strategies for decoding, fluency, comprehension, and appreciation of a variety of print and non-print texts.
- Read, comprehend, and apply critical-thinking strategies to diverse literature with an understanding of literary elements and techniques and with respect for historical and cultural diversity.
- Write to communicate: Use writing strategies, correct language structure, and language conventions to compose well-organized and coherent writing for specific purposes and audiences.
- Listen and speak effectively in various situations using language appropriate to the situation and audience.
- Acquire, organize, analyze, and use information from various technological and information sources to answer questions, conduct research, solve problems, and communicate ideas.

READING GRADE 3

NOVELS TO READ ALOUD TO YOUR THIRD GRADERS

Indian in the Cupboard by Lynne Reid Banks
Ida Early Comes Over the Mountain by Robert Burch
The Secret Garden by Frances Hodgson Burnett
The Wishing Tree by Ruth Chew
Dear Mr. Henshaw by Beverly Cleary
Otis Spofford by Beverly Cleary
Ramona the Pest by Beverly Cleary
Because of Winn-Dixie by Kate DiCamillo

Half Magic by Edward Eager
Bunnicula by James Howe
A Family Apart (Orphan Train series)
 by Joan Lowery Nixon
The Silver Crown by Robert O'Brien
The Cricket in Times Square by George Selden
Meet Felicity (Addy, Kirsten, etc., the
American Girl series) by Valerie Tripp

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CULTURAL DIVERSITY

VOCABULARY DEVELOPMENT

LITERARY CONCEPTS

CRITICAL COMPREHENSION

DECODING/FLUENCY

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- Ask open-ended questions. Pause. Allow thinking time.
- Teach how to read between and beyond the lines to make inferences and draw conclusions.
- Relate stories to the students' experiences.
- Teach interpreting embedded graphics.
- Require evidence to support answers.
- Role-play! "Interview" the author.
- Connect, compare, and contrast.
- Diagram cause and effect.
- Ask, "Is this factual?"

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READING GUIDELINES FOR ENGLISH-LANGUAGE LEARNERS

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- During reading, ask questions and discuss the story.
- Check for understanding.
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STIMULATE!

READING GRADE 6

NOVELS TO READ ALOUD TO YOUR SIXTH GRADERS

Caddie Woodlawn by Carol Ryrie Brink
Alice in Wonderland by Lewis Carroll
My Brother Sam Is Dead
 by James Lincoln Collier
Every Dog Has His Day (Hank the
 Cowdog series) by John R. Erickson
The Chronicles of Narnia by C. S. Lewis
Mrs. Frisby and the Rats of NIMH
 by Robert C. O'Brien

Bridge to Terabithia by Katherine Paterson
Harry Potter and the Sorcerer's Stone
 by J.K. Rowling
Maniac Magee by Jerry Spinelli
Roll of Thunder, Hear My Cry by Mildred D. Taylor
Little House on the Prairie by Laura Ingalls Wilder
Lady of Ch'iao Kuo: Warrior of the South,
Southern China, A.D. 531 (Royal Diaries
 series) by Laurence Yep

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STATE ASSESSMENT READING COMPREHENSION STRATEGIES

STUDENT TIPS FOR READING COMPREHENSION

- First, skim the passage. What looks familiar? What do you know about the topic? Make predictions.
- Look up unfamiliar words.
- As you read, take notes about important events and changes. Think about your predictions. Relate the story to your experiences. Use outlines and graphic organizers.
- Sum it up! Retell the story. Talk about setting, main characters, the problem, the progression of events, and the outcome. Make sure you know the main idea!

- Have students compose, exchange, and critique summaries.
- Compare/contrast **triplets**: a literary selection, an informative selection, and a single-page visual.
- Offer incentives for quality notetaking.
- Appoint a class attorney! Cross-examine answers for evidence found in text!
 - Team up! Generate predictions.
 - Vary comprehension strategies.
 - Check for understanding.
 - Ask, "What is the gist?"

DIORAMAS!

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GUIDELINES FOR ENGLISH-LANGUAGE LEARNERS

- Provide background information.
- Explain vocabulary words in both English and the student's native language.
- Relate stories to the students' experiences.
- During reading, ask questions and discuss story. Check for understanding.
- Reread the story. Have students use graphic organizers for notetaking.
- Have students retell the story. Write about the story.

LANGUAGE ARTS GRADE 9

NOVELS FOR YOUR NINTH GRADERS

Sounder by William Armstrong
Incredible Journey by Sheila Burnford
Beyond the Chocolate War by Robert Cormier
I Heard the Owl Call My Name
 by Margaret Craven
The Cat Ate My Gymsuit by Paula Danziger
Locked in Time by Lois Duncan

Tex by S.E. Hinton
The Last Mission by Harry Mazer
A Year Down Yonder by Richard Peck
The Hobbit by J.R.R. Tolkien
The Once and Future King by T.H. White
The Pigman by Paul Zindel

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