TAKS STRATEGIES READING FLUENCY

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- Start each day with a timed reading passage. Chart progress. Progressively increase the reading passage difficulty level.
 - Use choral reading, echo reading, paired reading.
 - Permit volunteers to read with individuals.
 - Allow students to record themselves reading.
 - Reward all measures of improvement.
 - Read aloud to your class daily.
 - Use 500–700-word passages.
 - Have students re-read.
 - Listen to kids read.

HOW TO READ A STORY

- 1. Read and highlight the title.
- 2. Read the story.
- 3. Highlight key information.
- 4. Read and highlight the questions.

REINFORCE!

LITERARY CONCEAN HOW TO ANSWER READING COMPREHENSION QUESTIONS

- 1. Read the story two times.
- 2. Read the question and look for clues to answer the question.
- 3. Think about the answers. Pick the answer that makes sense.

TAKS OBJECTIVES: READING GRADE 3

- MARD DENTIFICATION Obj. 1: The student will demonstrate a basic understanding of culturally diverse written texts.
- Obj. 2: The student will apply knowledge of literary elements to understand culturally diverse written texts.
- Obj. 3: The student will use a variety of strategies to analyze culturally diverse written texts.
- Obj. 4: The student will apply critical-thinking skills to analyze culturally diverse

LOCABULARY DEVELOPMENT

NOVELS TO READ ALOUD TO YOUR THIRD GRADERS

Otis Spofford by Beverly Cleary Ramona the Pest by Beverly Cleary Indian in the Cupboard by Lynne Reid Banks Ida Early Comes Over the Mountain by Robert Burch The Silver Crown by Robert O'Brien **Bunnicula** by James Howe Meet Felicity (Addy, Kirsten, etc., the American Girl series) by Valerie Tripp

READING COMPANY AND IN THE PARTY OF THE PART The Wishing Tree by Ruth Chew The Cricket in Times Square by George Selden Half Magic by Edward Eager Because of Winn-Dixie by Kate DiCamillo Dear Mr. Henshaw by Beverly Cleary A Family Apart (Orphan Train series) by Joan Lowery Nixon The Secret Garden by Frances **Hodgson Burnett**

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Prompt students to make inferences and draw conclusions!

Challenge students to read between and beyond the lines.

- Use webs to recall, inform, and organize ideas.
 - · Read and compare stories by the same author
 - Relate stories to the students' experiences.
 - Silence is powerful! Wait 10 seconds after asking a thinking question.
 - · Ask, "Does this make sense?"
 - Use online analogy quizzes.
 - · Have fun with idioms!

PARAPHRASE!

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 COMPRESSE. GUIDELINES FOR ENGLISH-LANGUAGE LEARNERS

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

TAKS OBJECTIVES: READING GRADE 8

- Obj. 1: The student will demonstrate a basic understanding of culturally diverse written texts.
- Obj. 2: The student will apply knowledge of literary elements to understand culturally diverse written texts.
- Obj. 3: The student will use a variety of strategies to analyze culturally diverse written texts.
- Obj. 4: The student will apply critical-thinking skills to analyze culturally diverse written texts.



NOVELS TO READ ALOUD TO YOUR EIGHTH GRADERS

The Chocolate War by Robert Cormier The Red Badge of Courage by Stephen Crane The Count of Monte Cristo by Alexandre Dumas The Wind in the Willows by Kenneth Grahame The Outsiders by S. E. Hinton Redwall by Brian Jacques The Call of the Wild by Jack London

A Single Shard by Linda Sue Park The Day No Pigs Would Die by Robert Peck The Light in the Forest by Conrad Richter Shabanu, Daughter of the Wind by Suzanne Fisher Staples The Prince and the Pauper by Mark Twain

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READING FLUENCY

WORD IDENTIFICATION

TAKS STRATEGIES UOCABULARY DEVELOPMENT www.takswheels.com

- Incorporate above-grade-level vocabulary into lessons.
- Use collaborative learning to drill words and meanings.
 - Use sample dictionary entries for regular practice.
 - Have students underline word-meaning clues.
 - · Do your dictionaries include synonyms, idioms, geographic and biographic names?
 - · Review meanings of literary terms.
 - · Review root words and affixes.
 - · Actively involve students.
 - · Focus: Context clues.

READ ALOUD!

STUDENT TIPS FOR READING COMPREHENSION

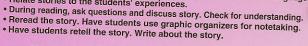
- First, skim the passage. What looks familiar? What do you know about the topic? Make predictions.
- Look up unfamiliar words.
- CRITICAL READING. As you read, take notes about important events and changes. Think about your predictions. Relate the story to your experiences. Use outlines and graphic 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!

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.
- . Have students retell the story. Write about the story.

TAKS OBJECTIVES: ENGLISH LANGUAGE ARTS GRADE 10

- Obj. 1: The student will demonstrate a basic understanding of culturally diverse written texts.
- Obj. 2: The student will demonstrate an understanding of the effects of literary elements and techniques in culturally diverse written texts.
- Obj. 3: The student will demonstrate the ability to analyze and critically evaluate culturally diverse written texts and visual representations.
- Obj. 4: The student will, within a given context, produce an effective composition for a specific purpose.
- Obj. 5: The student will produce a piece of writing that demonstrates a command of the conventions of spelling, capitalization, punctuation, grammar, usage, and sentence structure.
- Obj. 6: The student will demonstrate the ability to revise and proofread to improve the clarity and effectiveness of a piece of writing.



NOVELS FOR YOUR TENTH GRADERS

I Know Why the Caged Bird Sings by Maya Angelou Fahrenheit 451 by Ray Bradbury Ender's Game by Orson Scott Card Alice's Adventures in Wonderland by Lewis Carroll

The Princess Bride by William Goldman Catch-22 by Joseph Heller

Interstellar Pig by William Sleator Go Ask Alice edited by Beatrice Sparks The Cay by Theodore Taylor The Lord of the Rings Trilogy by J.R.R. Tolkien Huckleberry Finn by Mark Twain Homecoming by Cynthia Voigt

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DECODING AND FLUENCY

PEROING COMPREHENSION