

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.

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.

REINFORCE!

TAKS OBJECTIVES: READING GRADE 3

- 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.

READING GRADE 3

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
Bunnica by James Howe
Meet Felicity (Addy, Kirsten, etc., the *American Girl* series) by Valerie Tripp

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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CRITICAL READING STRATEGIES

LITERARY CONCEPTS

WORD IDENTIFICATION

VOCABULARY DEVELOPMENT

READING COMPREHENSION

TAKS STRATEGIES

CRITICAL READING STRATEGIES

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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!

USE K-W-L

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

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.

PARAPHRASE!

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.

READING GRADE 8

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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VOCABULARY DEVELOPMENT

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- 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.

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!

READ ALOUD!

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.

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 10

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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CRITICAL READING STRATEGIES

READING COMPREHENSION

VOCABULARY CONCEPTS

CULTURAL DIVERSITY

DECODING AND FLUENCY