

Chapter One

Tackling the TAKS

Chapter One introduces a variety of reading and teaching strategies. These strategies will be interspersed throughout the lessons and activities in this book. As mentioned in the Overview, the main purpose of The TAKS Tutor is to provide teachers with a resource that can be used to teach good reading habits and skills. Strategies included in this resource have been shown to increase comprehension skills.

Introduction	13
Teaching Strategies.....	14
Reading Strategies.....	16
Lesson 1: Thinking Through PQP3R	20
Poster: PQP3R.....	22
Checklist.....	32

Chapter Two

Objective 1: Basic Understanding

Chapter Two focuses on strategies to help students develop a basic comprehension of text. This comprehension is the foundation needed to develop a greater understanding of what students read and learn. In other words, it is the framework for lifelong learning.

Reading comprehension involves complex strategies to construct meaning. In order for students to comprehend what they read, they must be able to bring meaning to words in **context and identify multiple-meaning words**. Also, students are expected to determine a word’s meaning through **root words, prefixes and suffixes**. Tested vocabulary will be above grade level. However, reading selections will be at or below grade level.

Main idea items on the TAKS can focus on one or more paragraphs in a narrative or of the entire selection for expository or mixed selections. “Summary items focus on a reading selection as a whole” (TEA: TAKS Information Booklet, January 2002).

Introduction: Determining Word Meanings.....	34
Lesson 2: Using Context.....	35
Lesson 3: Prefixes and Suffixes.....	44
Lesson 4: Multiple-Meaning Words.....	51
Introduction: Summarizing.....	58
Lesson 5: Summarizing Expository Text.....	59

Chapter Three

Objective 2: Literary Elements

Chapter Three will offer students the opportunity to develop an understanding of literary elements. When students have multiple opportunities to analyze stories for literary elements, stories become more meaningful to them as they make connections between the characters, events and setting while learning about emotions beyond their own experiences.

Introduction: Literary Elements.....	72
Lesson 6: Identifying Literary Elements.....	73
Lesson 7: Analyzing Characters.....	77
Lesson 8: Analyzing Fictional Text.....	81
Lesson 9: Revisiting Literary Elements.....	84
Extra Student Practice.....	87

Chapter Four

Objective 3: Analyzing Texts

Chapter 4 focuses on strategies that will help students recall the correct sequence of events occurring in a story. This chapter will also offer practice to help students represent text information and make inferences or draw conclusions from information

contained in graphics such as: story maps, maps, graphs or picture maps. Text items that focus on representing text information will require students to select an answer choice that best completes a missing portion of a particular graphic organizer.

This chapter begins by discussing the common features of text since students are required to distinguish between the different forms of text by identifying the unique features of newsletters, articles, or signs. Test items of this type might ask students to locate a specific part of a text while other items might require students to identify the purpose of a particular text. Other test items might require students to distinguish among genres by identifying the common characteristics of narratives and informational texts while other items will require students to identify details that distinguish the text as fiction or nonfiction.

Lesson 10: Recognizing the Different Types of Text.....	93
Lesson 11: Using a Story Map.....	98
Lesson 12: Using Story Maps.....	103
For Your Information.....	109
Lesson 13: Sequence of Events.....	113
Lesson 14: Using a Venn Diagram to Represent Text Information.	121
Lesson 15: Distinguishing Different Forms of Text.....	129
Lesson 16: Recognizing the Features of Familiar Genres.....	136
Checklist.....	141

Chapter Five

Objective 4: Critical Analysis

Proficient readers know that predicting and inferring before, during, and after reading are essential to enhancing meaning. It is important for students to use a variety of strategies to comprehend texts such as identifying and interpreting cause and effect relationships as well as distinguishing fact from opinion. Students should also be provided opportunities to support their interpretations or conclusions with examples drawn from text. These strategies will aid readers in comprehending text and answering TAKS questions.

Objective 4 TAKS questions may ask students “to draw a conclusion, make a reasonable prediction, understand the relationship between two parts of text, understand how a text relates to their own lives, or understand the deeper meanings implied by text” (TEA

TAKS Information Booklet, January, 2002). Fact and opinion items will only be tested from selections in which the author’s intent is to persuade using techniques to influence the readers’ actions or thoughts. When students are asked to support interpretations or conclusions with examples from text, the answer choices will be italicized.

Chapter Five includes lessons that will help teachers prepare students to become text analysts. Thus, assisting students in applying critical-thinking skills to analyze culturally diverse written texts.

Lesson 17: Identifying Cause and Effect Relationships.....	150
Lesson 18: Distinguishing Between Fact and Opinion, Part 1.....	158
Lesson 19: Distinguishing Between Fact and Opinion, Part 2.....	164
Lesson 20: Drawing Conclusions.....	170
Checklist.....	173B
Practice Tests.....	174 - 228
Appendices.....	A - S