Dynamic Instruction's Super TARGET2 Reading Strategy (2021-22)

Tackle the text with 3 easy steps **BEFORE READING**:

1. Write **TARGET2** IN THE TOP CENTER OF THE READING PASSAGE also *write the date*. Once you complete a letter, you cross that letter out, or circle it.
2. Then, label ***ALL text features*** AND jot down a small prediction about what information it reveals and/or its purpose.

3. Use ALL included text features (***pictures, maps, titles, etc.***) to make a super prediction that forces you to think about what the story is about. Cross out or circle the **T** when complete. Note: *If very few text features, scan the text or read the introduction and conclusion for enough information to make a great prediction.*

Do not simply copy the title. Write the following near the title: ***P= I think it's going to be about***

Analyze the text **BEFORE READING** it to determine the genre, scanning for *unknown words*, and determining author's purpose.

When determining genre, decide if the text is a poem, expository, non-fiction, auto/biography, fiction, realistic/historical fiction, a letter, persuasive, drama/play, book review, memoir, myth, paired selection or **other**.

PIEED=   +(I would write this text to…) | Persuade, inform, explain, entertain, describe=P.I.E.E.D. |

| **Write:** |
| **A=+(genre)** |

Lastly, before reading the text, *SCAN* and HIGHLIGHT words that you don't know, and words that are bold and/or underlined that you think they'll ask you questions over. You **MUST** look them up with a learner's dictionary or any dictionary. Spend no more than **10 minutes** scanning for vocab unless you have permission. You can write synonyms of the word's meanings or mini definitions ***above*** OR near the word but keep it short. Cross out or circle the **A** when complete. Remember, if it's a ***paired selection***, break the lesson into 3 parts (Do TARGET2 for the 1st text and its questions); then (TARGET2 for the 2nd text + its questions); lastly (Questions for both).

*For **Poems only:** number all lines and stanzas, ***check foot notes***, and identify the organization (**free verse, etc.., and rhyme scheme**).

| **AABB** |
| **1234** |
| **Rhyme scheme hint** |

Read the ENTIRE text once and highlight **R**epetitive words/phrases, if they are present, and the problem

and solution if it's a story. During or after reading, draw a small lightning bolt ⚡ next to the MAIN problem or issue/conflict**.** Then, draw a target symbol ⊕ where the solution is introduced.

Cross out or circle the **R** when complete.

> Pay extra attention to repetition in poems to help with theme and main idea. Also, nonfiction texts tend to repeat/rephrase main ideas in the introduction and conclusion as well as the first and last sentences of body paragraphs. Moreover, NO lightning bolt or target symbols for nonfiction (unless auto/biography) or most poems. Story poems will have it, so be aware. Story poems have named characters and follow a beginning, middle, and end. Underlining repetition is just as useful as highlighting.

Go back, and re-read the ENTIRE text and make notes/chunk the main idea/jist of each paragraph to the side of it. To save time, you can combine a few paragraphs together that are based on similar ideas. When chunking/note taking, you can write it out to the side/margins, or simply underline or highlight the 1-2 MOST IMPORTANT SENTENCES FROM THE SECTION (***fast chunking***). **When written out, notes are usually 4-12 words, and in your own words,** not SIMPLY COPIED FROM THE TEXT. Better note taking means better comprehension. Having a grasp on the vocabulary, text structures/features, as well as looking for repetition ARE critical with main idea, author's purpose, and other deeper concepts. Cross out or circle the **G** when complete.

| **TARG**=everything EXCEPT the questions | **Strategies PART 1**: *Main idea* (look for repetition); use T-chart for ***questions about similarity***; USE BME CHART FOR ***SUMMARY***; watch the pronouns for ***POV*** questions. |

Eliminate at least 1-2 answers from the answer choices that are totally silly or false by drawing a line through them, but be sure to read all questions TWICE, and read ALL answer choices BEFORE eliminating or selecting a choice. Also, highlight the inference keywords within the questions AND **WRITE** all the **inference key** words on the bottom or nearest blank space and identify inference questions with a ★

> **War on inferences: (Big inference key words)**: infer/inference, conclude, draw conclusions, predict/prediction, most likely, reader can tell,
>
> Alludes, implies, assume/assumption, probably

> **Little inference key words**: shows, proves, suggests, supports, hints, convey, signals, indicate, guess, reasoning/most reasonable

Place a ? next to answer choices that are close or possible. Remember, if it's a *paired selection*, break the lesson into 3 parts (Do TARGET2 for the 1st text and its questions); then (TARGET2 for the 2nd text + its questions); lastly (Questions for both). After an answer has been chosen, go to step **T**, which is proving answers. Repeat steps E, and T **until ALL questions have been answered and proven.**

> **Strategies PART 2**: for *context clues* use dictionaries and word attack (how it's used, affixes, replace the word, part of speech, roots, and more) do not use dictionaries for *dictionary context questions* because it's already there, but look for key word/words around it for a clue); for *text structure*, they love to use "organization" as a key word in the question and sometimes they tell you the structure; for *text feature questions*: photos/pictures show what something looks like

Take your time **and prove EVERY answer** by going back through the text and underlining/highlighting the line where the proof for **EACH** correct answer is and placing the letter **Q** + the number the question is. Some questions such as main idea, summary, questions about text features/structures, and author's purpose are more difficult to show proof for. For these questions, you can simply write "Whole passage", BME, or PIEED as proof. **However, ALL inference questions require a full sentence of proof in the student's own words and the proof must be labeled in the text**. Finally, go back to *step 1* (the T) and evaluate your prediction. If it was totally correct, place a 🙂 next where you wrote the **P** for prediction. If it was half correct or totally wrong, **circle the P** and write under your 1st prediction: **I learned that this text was really about……..**

Once all questions are complete and you've checked your work and prediction, be sure that ~~TARGET~~ has been ~~crossed out or circled~~ from the top of your paper. The ~~2~~ will be crossed out or circled **after** all grading and corrections.

> *Students who scored *masters* on their MOST previous STAAR reading *MIGHT* be exempt from TARGET2 requirements.

⊕
TARGET2 Reading Corrections Procedures:

1. Write a complete sentence stating **exactly** why you selected the incorrect answer choice.
   It **MUST** start with: I chose (A) because….

2. After completing step 1, students will redo the question only using the **E** and **T** strategies from TARGET2. After choosing a new answer, you must prove it using a full sentence. It **MUST** start with:

   After reviewing the text, the correct answer is (B) because……

Note: during STAAR and/or school reading tests, do whatever strategy you are MOST familiar and successful with. If TARGET2 is confusing you too much/taking too long, **do NOT doTARGET2 and let Dynamic Instruction know immediately**. We do not want you blaming us for your results or any confusion.

Footnote: TARGET strategy originally derived from previous teachers and has been innovated by Mr. Brown in 2017.