

Independent Reading

- 3.5 **Self-sustained reading.** Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking. The student reads grade-appropriate texts independently.
- 3.7 **Response skills:** listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed.

Self-Sustained Reading

Instructional Strategies Playlist

- Reading Reminders

Responding to Text

Instructional Strategies Playlist

- Alpha Box (with template)
- Comprehension Tower

Student Expectations

3.5(A) self-select text and read independently for a sustained period of time

Academic Vocabulary

self-select
sustained

Demands of the Text

Fiction	Poetry	Drama	Informational	Argumentative	Multimodal/ Digital
Read the text in the order it is written	Read the text in the order it is written	Follow dramatic structure	Know the author's purpose	Recognize view/claim	Align with the appropriate genre(s)
Understand plot elements and their relationships	Follow structure (stanzas, lines)	Follow dialogue	Follow organization	Judge evidence as feasible or logical	
Read between the lines	Understand non-literal language	Follow clues	Determine the meaning of technical words	Recognize bias	
Make connections to message or lesson	Create mental images	Connect scenes to act	Use text features		

Instructional Implications

The purpose of independent reading is to allow students to experience reading as more than a task to get through school, but to experience reading as an authentic and recreational activity. It is a time set aside during the day or week for students to self-select text at an independent reading level and read for set periods of time. This allows students to practice the reading process in previous learning.

When you teach this subcluster, remember to:

- Explicitly teach and support students as they select texts of personal interest.
- Allow students to read texts at their independent reading levels.
- Honor the independent reading time by communicating its importance.
- Allow students to share their reading/ideas with each other.
- Engage in student and teacher book-talks.
- Leverage the Read Aloud component to spark students' interest in a variety of texts.
- Conference with students about the texts they read.
- Value understanding and enjoyment over coverage.

Learning from Mistakes

Students may make the following mistakes:

- Thinking independent reading is about the number of texts read
- Thinking they are not allowed to abandon a boring or too difficult text
- Choosing texts they believe the teacher wants them to read
- Not knowing how to choose a text based on a personal purpose
- Thinking independent reading is a book report
- Failing to allow themselves to "get into" the text

Dual Language Tips

- Create a rich classroom library with texts in both languages.
- In small or large groups, allow students to share book talks in their native language. Retell the book talk again in the target language.

Reading Reminders

Purpose

Provide students with before, during, and after reading prompts to support thinking about the reading, practicing and applying the *Tools to Know*, and responding with a written or oral response

Instructions

1. Students choose and read a self-selected text independently for a sustained period of time.
2. Students are provided with a set of the Reading Reminder cards in green, yellow, and red.
3. Before reading a text, students respond to one or more of the prompts on the green cards. During their reading, students respond to one or more of the prompts on the yellow cards. After reading each day and at the end of the text, students respond to one or more of the prompts on the red cards.
4. Students discuss their responses during teacher-student conferences and/or during student sharing.

Materials

- Reading Reminder cards (templates on following pages)


Think It Up

Students create additional prompts to use before, during, and after the reading.

print on green cardstock

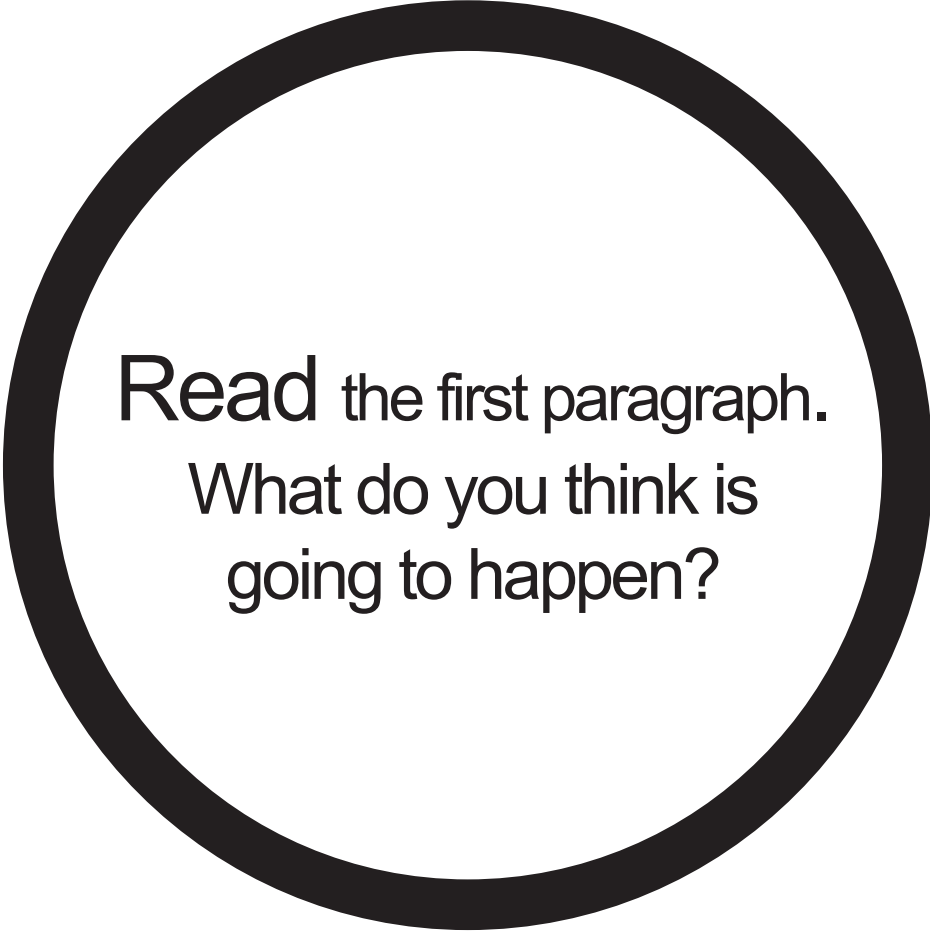


What three things do you
notice about the text?

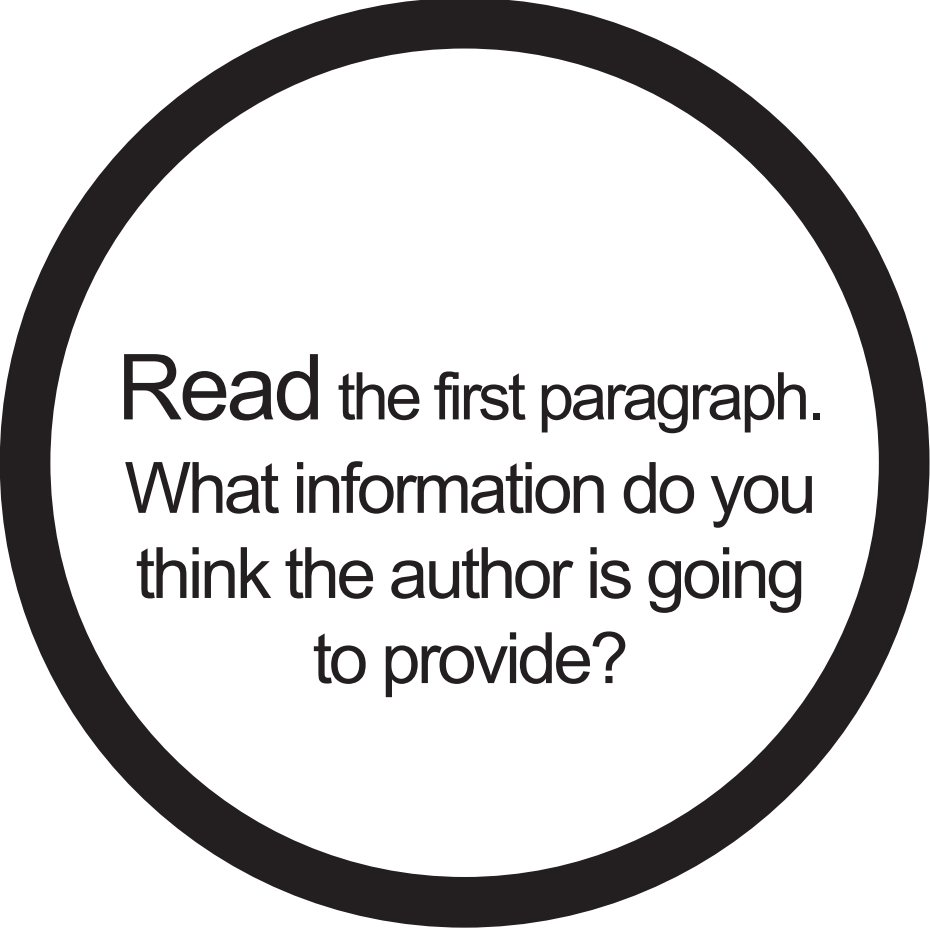


What do you hope to learn/
experience from your
reading?

print on green cardstock

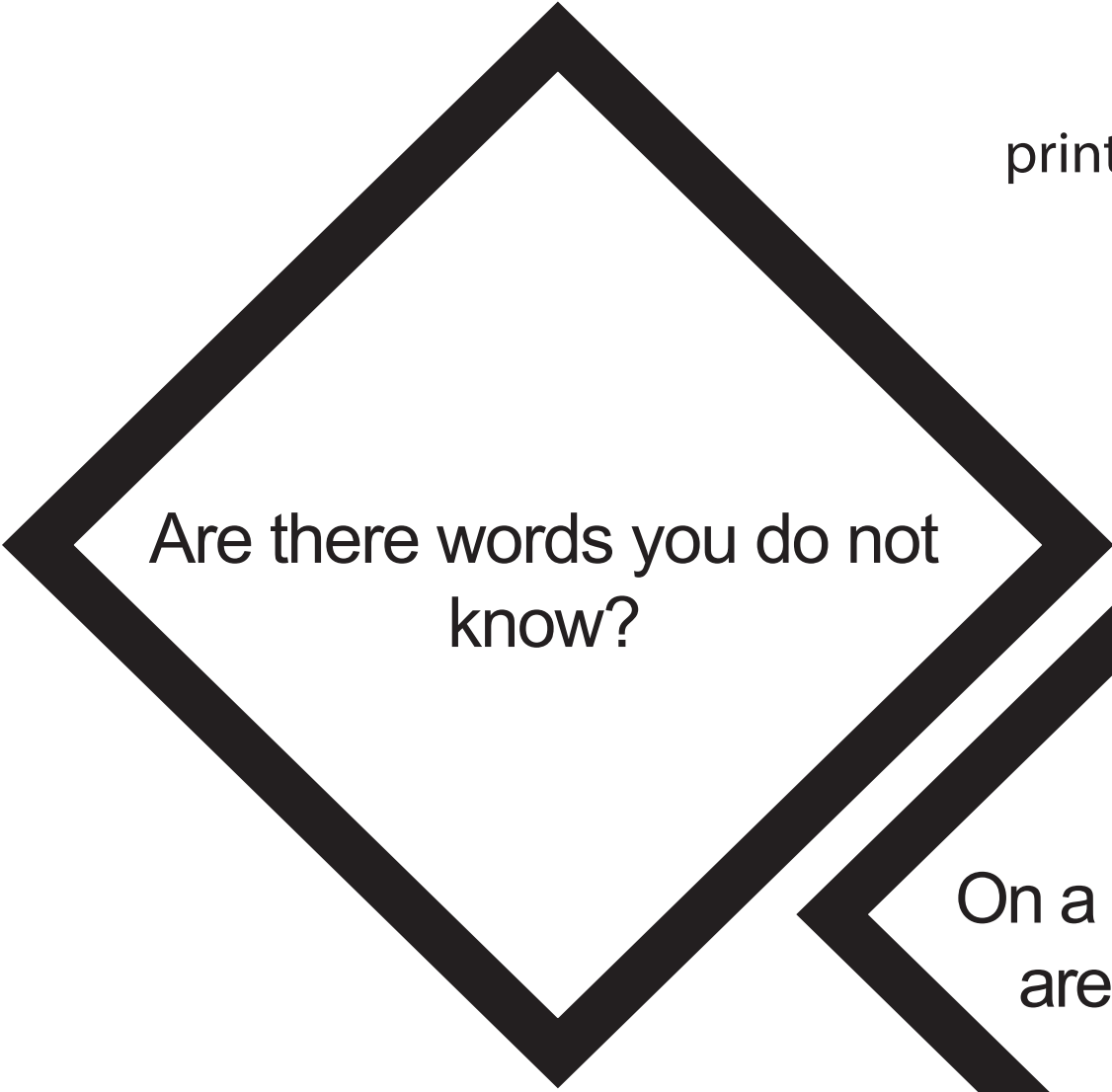


Read the first paragraph.
What do you think is
going to happen?



Read the first paragraph.
What information do you
think the author is going
to provide?

print on yellow cardstock

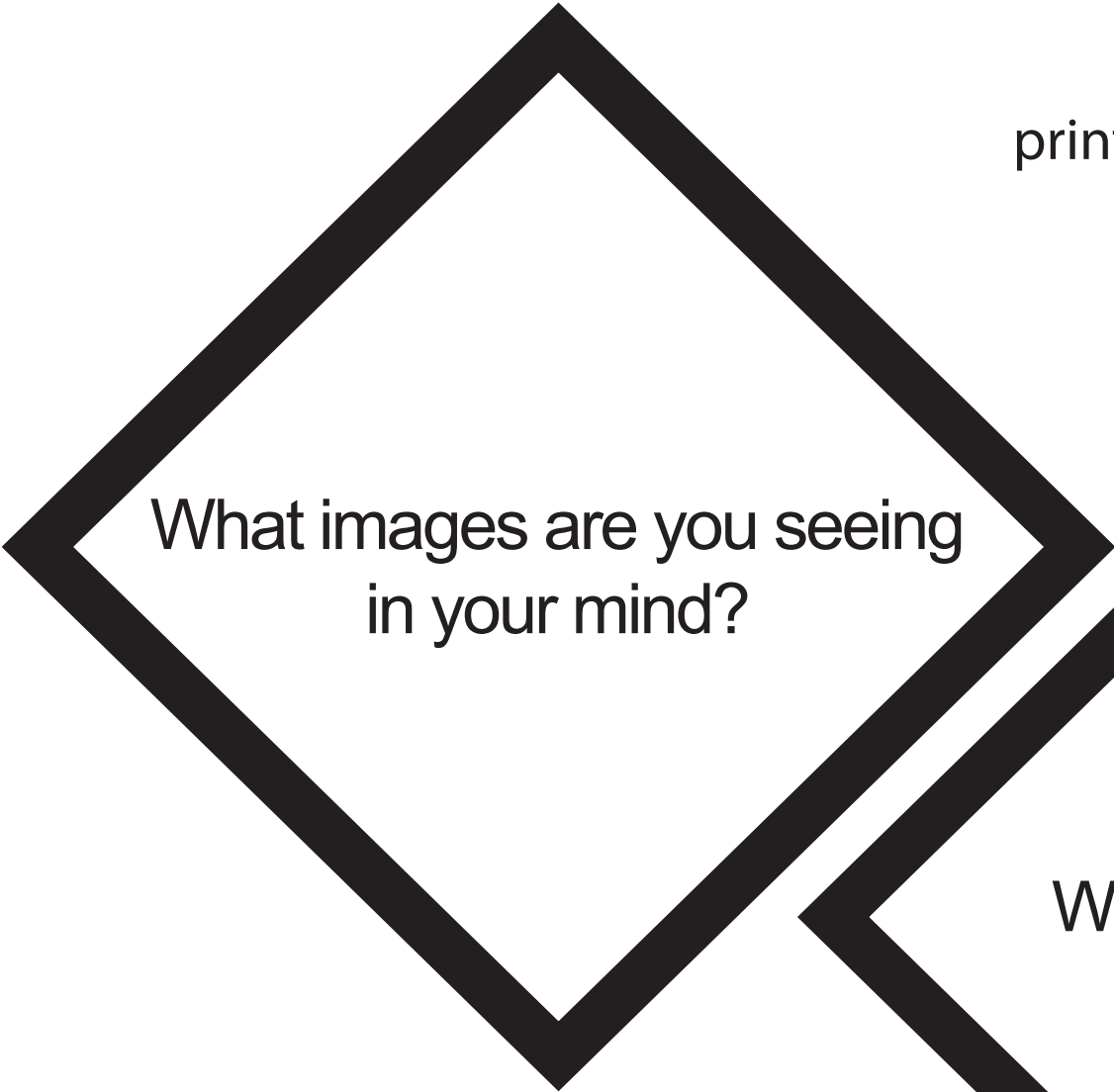


Are there words you do not
know?



On a scale of 1-10, how well
are you understanding?

print on yellow cardstock



What images are you seeing
in your mind?

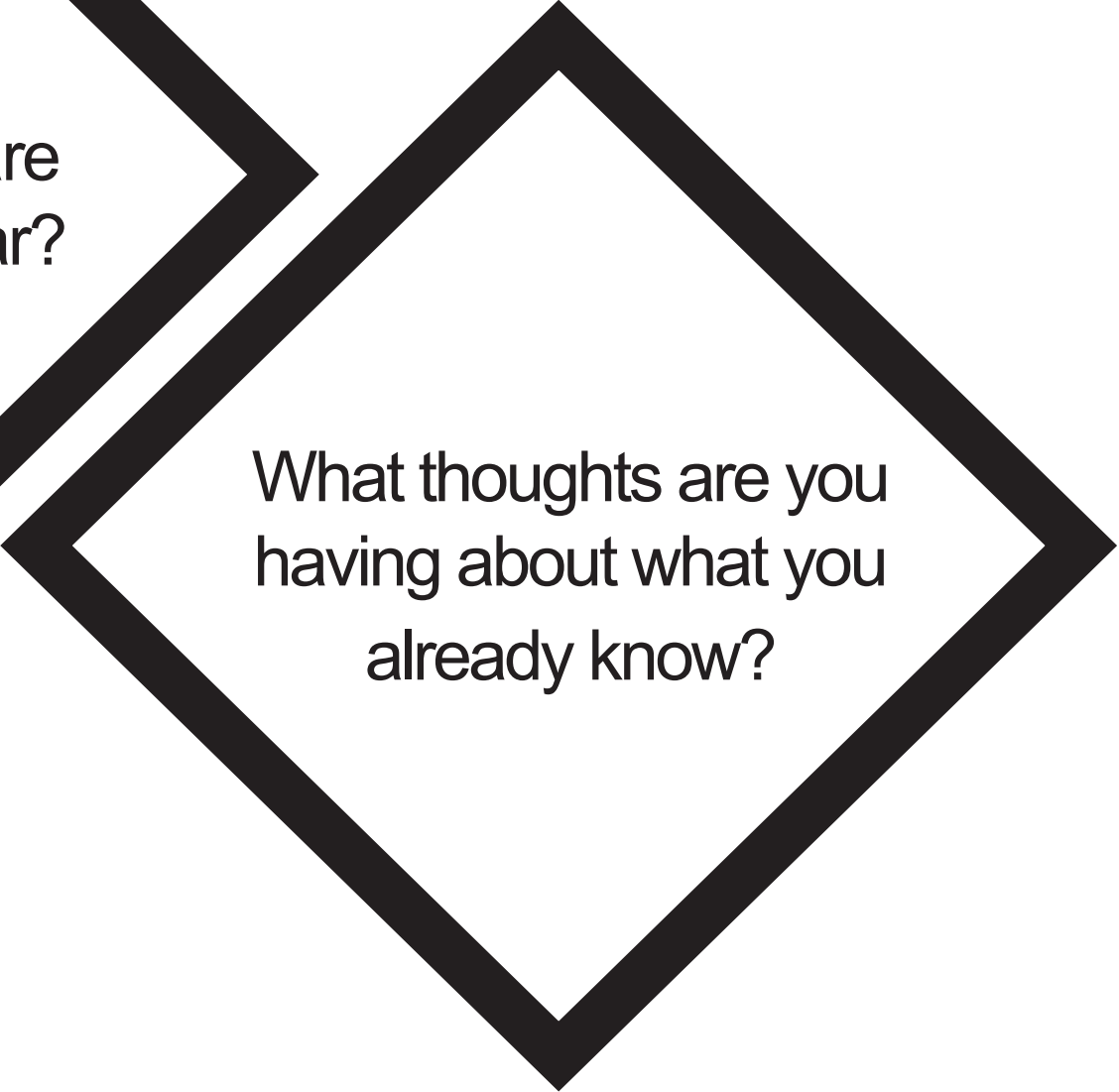


What feelings are you
experiencing?

print on yellow cardstock



What three details are
most important so far?



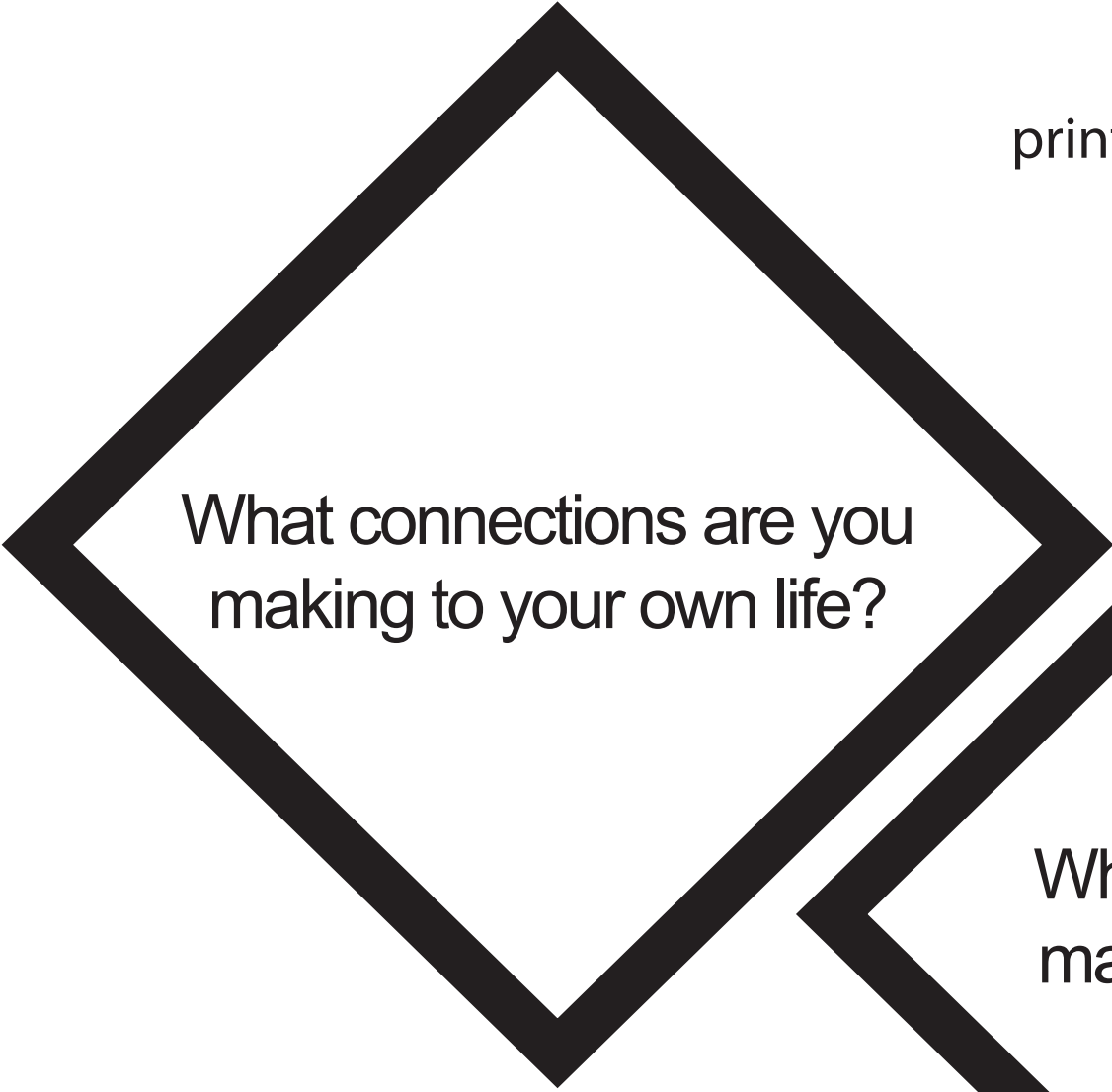
What thoughts are you
having about what you
already know?

print on yellow cardstock

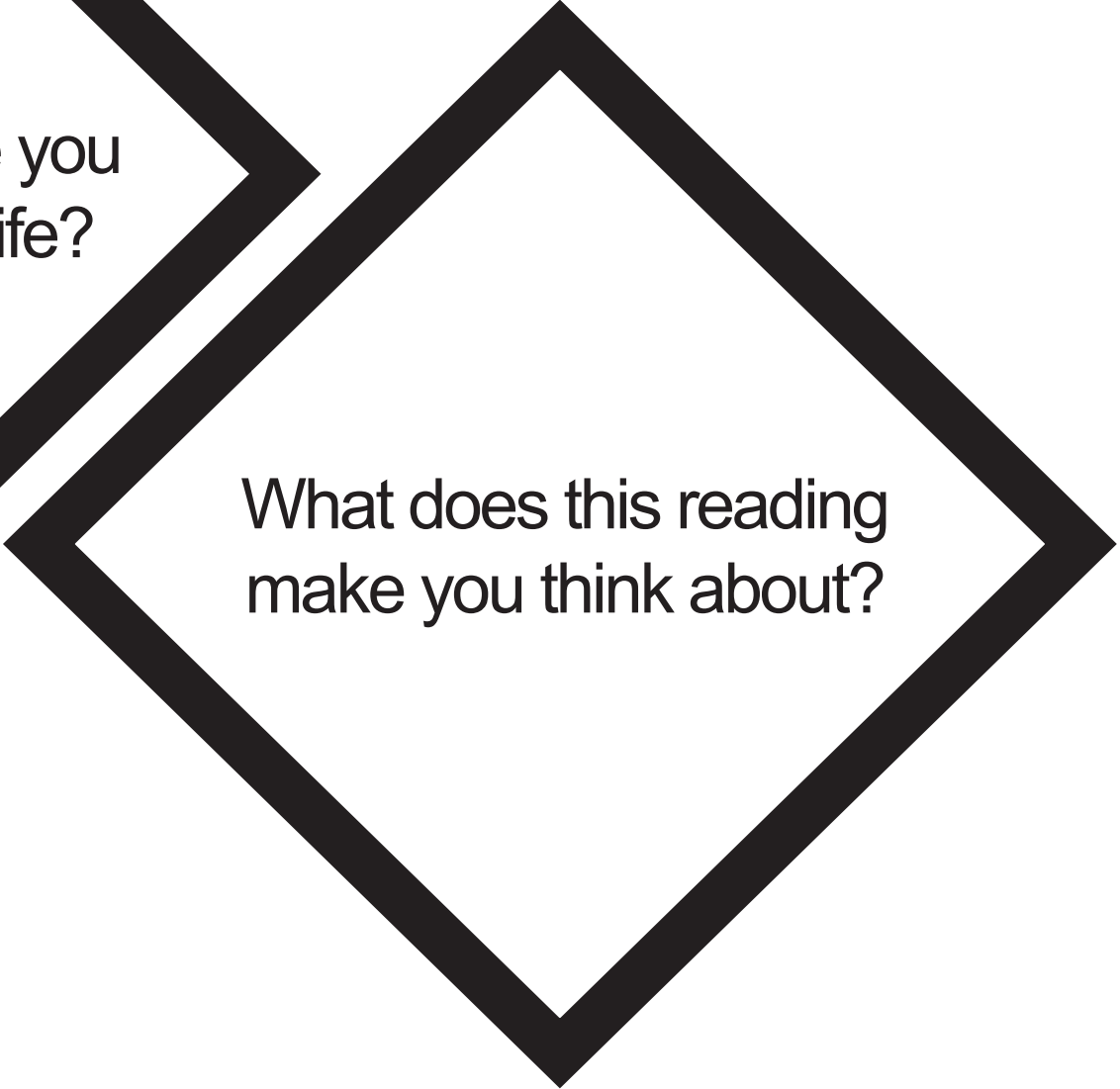
What information do you
think the author is going to
provide next?

What do you think is going to
happen next?

print on yellow cardstock



What connections are you
making to your own life?



What does this reading
make you think about?

print on red cardstock

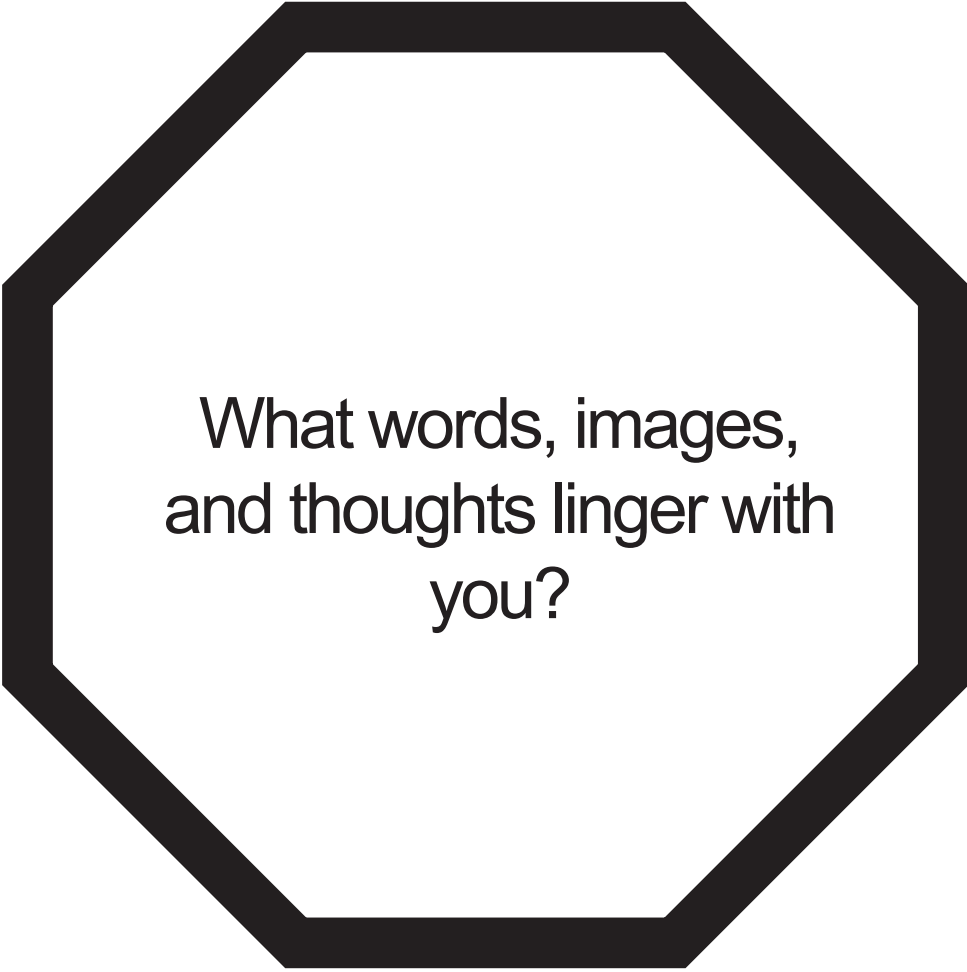
What is the one thing you
remember from the reading?

What did the text say?

What did it mean?

Why does it matter?

print on red cardstock



What words, images,
and thoughts linger with
you?

Student Expectations

- 3.7(A) describe personal connections to a variety of sources, including self-selected texts
- 3.7(B) write a response to a literary or informational text that demonstrates an understanding of a text (R)
- 3.7(C) use text evidence to support an appropriate response (R)
- 3.7(D) retell and paraphrase texts in ways that maintain meaning and logical order (S)
- 3.7(E) interact with sources in meaningful ways such as notetaking, annotating, free-writing, or illustrating
- 3.7(F) respond using newly acquired vocabulary as appropriate
- 3.7(G) discuss specific ideas in the text that are important to the meaning

Academic Vocabulary

- | | |
|------------|------------|
| annotate | illustrate |
| evidence | paraphrase |
| free-write | response |

Instructional Implications

The purpose of the response strand is to allow students to respond both orally and in written form to reflect on learning by communicating their thinking and application of the *Tools to Know*, *Ways to Show*, and *Author’s Craft*. These student expectations will be invaluable for students as they grow as readers and reflect on their learning and for teachers to gauge the level of understanding and application.

When you teach this subcluster, remember to:

- Allow students to respond to their reading frequently and in their own words.
- Remember that written responses are not required to be an entire essay.
- Emphasize that meaningful response can be in the form of notetaking, annotating, illustrating, freewriting, etc.
- Allow students to respond to their reading in both oral and written formats. Make sure to use anchor/mentor texts to model how to make connections to what is read through response.
- Engage students in frequent discourse with each other about their connections and understanding.
- Observe student responses to determine if students are using both academic and everyday vocabulary for authentic purposes.
- Emphasize that the focus of paraphrase is to capture overall understanding and meaning of the text.

Learning from Mistakes

Students may make the following mistakes:

- Thinking that paraphrasing is the same as retelling
- Trying to respond using a format
- Not understanding what is read before responding

Dual Language Tips

- Provide opportunities to turn and talk with a language partner to summarize the reading.
- Avoid over-correcting oral and written mistakes; instead, model the correct use in the target language.
- Provide sentence frames to support responses.

Vertical Alignment

The table below shows grade-level student expectations as well as two grades below and above. If students have difficulty with grade-level understanding, it is important to distinguish between their understanding from previous grades versus the role of text complexity. Student expectations that stay the same two grade levels below or above the current grade are not included in the Vertical Alignment.

		Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
All Genres	1.7(A) describe personal connections to a variety of sources	2.7(A) describe personal connections to a variety of sources	3.7(A) describe personal connections to a variety of sources, including self-selected texts	4.7(A) describe personal connections to a variety of sources, including self-selected texts	5.7(A) describe personal connections to a variety of sources, including self-selected texts	
	1.7(B) write brief comments on literary or informational texts (R)	2.7(B) write brief comments on literary or informational texts that demonstrate an understanding of the text (R)	3.7(B) write a response to a literary or informational text that demonstrates an understanding of a text (R)	4.7(B) write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources (R)	5.7(B) write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources (R)	
	1.7(D) retell texts in ways that maintain meaning (S)	2.7(D) retell and paraphrase texts in ways that maintain meaning and logical order (S)	3.7(D) retell and paraphrase texts in ways that maintain meaning and logical order (S)	4.7(D) retell, paraphrase, or summarize texts in ways that maintain meaning and logical order (R)	5.7(D) retell, paraphrase, or summarize texts in ways that maintain meaning and logical order (R)	
	1.7(E) interact with sources in meaningful ways such as illustrating or writing	2.7(E) interact with sources in meaningful ways such as illustrating or writing	3.7(E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating	4.7(E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating	5.7(E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating	
			3.7(G) discuss specific ideas in the text that are important to the meaning	4.7(G) discuss specific ideas in the text that are important to the meaning	5.7(G) discuss specific ideas in the text that are important to the meaning	

Alpha Box

Purpose

Organize, synthesize, and share information

Instructions

1. Students read a variety of texts for a specific purpose on a specific topic.
2. Students are provided a grid with 25 equal boxes representing each letter of the alphabet (template on following page).
3. During and after the reading, students complete the grid by recording their thinking and learning.

Materials

- Alpha Box template for each student (template on following page)

Think It Up

- Discuss/write/illustrate a response identifying what ordinary object could connect to the researched topic and why the object was chosen.
- Discuss and/or write a reflection about how your thinking has changed after the reading.

Comprehension Tower

Purpose

Discuss information learned

Instructions

1. Students organize into groups of 4-6.
2. Each group is provided a set of 35 numbered wooden blocks and a list of numbered prompts (1-35).
3. Students build a tower with the blocks.
4. One at a time, students remove a block from the structure, trying not to collapse the tower.
5. Using the block number, each student responds to the corresponding discussion prompt.
6. After responding, the block is placed on top of the tower.

Materials

For each group:

- 35 numbered wooden blocks
- List of numbered prompts (1-35)

Think It Up

Discuss and/or write a response about what was easy and what was difficult when replying to the prompts.

Alpha Box-Complete each box with words or phrases to reflect your thinking and learning.

A	B	C	D	E
F	G	H	I	J
K	L	M	N	O
P	Q	R	S	T
U	V	W	Y	X, Z