

My Own Choices

Students identify helpful independent reading and writing choices, then choose a reader or writer goal.

1.P.EICC.1.f "Develop independence and autonomy as a reader and writer. (I/C)"

NAME _____

DATE _____

Teacher: this page is run aloud. The script and answers are on the guide page.

1 CHOOSE IT _____

a	wait	turn	close
b	sharpen	wait	throw
c	sleep	quit	choose

2 MY GOAL _____

reader
writer

HOW TO RUN THIS PAGE

Tell students that independent readers and writers notice what they need and choose a helpful next step. Read each choice aloud, then let students make their own marks. Listen for students who can explain why a choice helps them keep learning.

Students never read directions on this sheet. Read each part's script aloud, then each prompt, giving think time before students mark.

PART 1 • CHOOSE IT

SAY “Listen to each short situation and the words in the row. Think about a helpful choice you can make by yourself, then circle that word.”

ROW	SAY	STUDENTS CIRCLE
a	You finished a page and want to keep reading. The choices are wait, turn, and close. Which word names a helpful next step you can do by yourself? Circle it.	turn
b	Your pencil point breaks while you are writing. The choices are sharpen, wait, and throw. Which word names a helpful next step you can do by yourself? Circle it.	sharpen
c	It is reading time, and you need a book. The choices are sleep, quit, and choose. Which word names a helpful next step you can do by yourself? Circle it.	choose

PART 2 • MY GOAL

SAY “You can choose a goal for today. Would you like to be a reader or a writer today? Trace one gray word that names your choice.”

- Box 1: **reader, if selected**
- Box 2: **writer, if selected**

WHAT TO ACCEPT

Circle answers are turn, sharpen, and choose. In My Goal, accept either traced word, reader or writer, as long as the student chooses one.