Build Your Toolbox

Track the tools that help a reader grow and share ideas.

5.P.EICC.1 "Reader & Writer Identity: Build an identity as a reader and writer, developing a repertoire of resources and tools to continuously expand participation as an active consumer and producer of texts."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline each resource or tool Maya uses. Circle the action that shows how she uses it to grow as a reader or writer.

Maya's Reading Tools

1. On Monday, Maya chose a library book about building tree houses. Before she read, she looked at the cover, headings, diagrams, and back cover to predict what she might learn. She kept a sticky-note pad beside her. When a diagram confused her, she wrote a question instead of skipping it. Later, she asked the librarian to help her find another book with clearer directions.

2. During reading workshop, Maya noticed that she enjoyed finding useful details, but long directions sometimes slowed her down. She used a ruler to track one line at a time and reread the hardest steps. In her reading notebook, she listed two words, braces and platform, then used the glossary to check them. These choices helped Maya understand the book and notice what kind of reader she was becoming.

3. After finishing a chapter, Maya wrote a short review for the class book board. She explained that the diagrams were helpful after she learned to slow down, and she included one question she still had about safe supports. Before posting, she used a checklist to make sure her review named the book, gave evidence, and used complete sentences. Her review could help another reader choose the book or prepare for a challenge.

2 ANSWER WITH EVIDENCE

Use the passage

1. What did Maya do instead of skipping a diagram that confused her?

2. Name two tools or resources Maya used while reading. Tell what each one helped her do.

3. What did Maya notice about herself as a reader? Give one strength and one challenge.

4. How did Maya become a producer of text after reading?

3 YOUR TURN

Your own words

Choose a text you are reading or want to read. Write three sentences for a class book board: name the text and one reading challenge, explain one tool or resource you will use and why, and give another reader one reason to try the text.

ANSWER KEY

Build Your Toolbox

GRADE 5 · 5.P.EICC.1

PART 1 · READ AND MARK

Underline each resource or tool Maya uses. Circle the action that shows how she uses it to grow as a reader or writer. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	What did Maya do instead of skipping a diagram that confused her?	**She wrote a question on a sticky note and later asked the librarian for another book with clearer directions.**
2	Name two tools or resources Maya used while reading. Tell what each one helped her do.	**The ruler helped her track one line at a time, and the glossary helped her check the meanings of braces and platform.**
3	What did Maya notice about herself as a reader? Give one strength and one challenge.	**She enjoys finding useful details, and long directions sometimes slow her down.**
4	How did Maya become a producer of text after reading?	**She wrote a review for the class book board that named the book, gave evidence, and used complete sentences.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

I want to read The Wild Robot, and I may need help keeping track of the island animals. I will use a character chart in my notebook so I can connect each animal to its actions. Try this novel if you like stories about survival, friendship, and a robot learning from nature.

Accept any passage-based tool, resource, or action in Questions 1 and 2. For the open task, accept a clear three-sentence response that names a text and challenge, explains a useful tool or resource, and gives a reason for another reader to try the text.