Lead Your Learning

Build habits for self-directed reading and writing.

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

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Circle each choice Mina makes for herself, and underline each place where she notices a need and uses a strategy. This will help you trace how she directs her own reading and writing.

Mina Takes the Lead

1. On Tuesday, Mina opened a novel about a climber crossing an icy mountain. After two pages, she noticed that she was reading quickly but could not picture the route. Instead of waiting for her teacher, Mina reread the last page and sketched the mountain path in the margin of her notebook. She also wrote one question: Why does the guide hide the map? The next chapter made more sense because Mina had stopped, named a problem, and chosen a strategy that fit it.

2. Later, Mina began a response about the novel. Her first sentence said, "The book is interesting." She decided that sentence did not show her thinking, so she replaced it with a claim about the guide's secret and added a detail from the chapter. Mina checked the assignment directions, then used a checklist she had made for herself: state an idea, give evidence, explain the evidence. When she was unsure whether her explanation was clear, she read it aloud and revised one confusing sentence.

3. By Friday, Mina had finished the response and selected another book from a different shelf. She chose it because its short chapters would let her read during bus rides, and its mystery plot would give her chances to make predictions. Before leaving the library, she set a goal to read twenty pages and record two predictions. Mina knew she could ask for help when needed, but she was learning to make purposeful choices, monitor her work, and adjust her plans on her own.

2 ANSWER WITH EVIDENCE

Use the passage

1. What problem did Mina notice while reading, and what did she do without waiting for her teacher?

2. Why did Mina replace the sentence, “The book is interesting”?

3. How did Mina use her checklist to guide her response?

4. What features of the new book matched Mina’s reading plan, and what goal did she set?

3 YOUR TURN

Your own words

Choose a reading or writing task you are doing this week. In 2 or 3 sentences, state a specific goal, name a challenge you might have, and explain an independent strategy you will use to handle it.

Lead Your Learning

PART 1 · READ AND MARK

Circle each choice Mina makes for herself, and underline each place where she notices a need and uses a strategy. This will help you trace how she directs her own reading and writing. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	What problem did Mina notice while reading, and what did she do without waiting for her teacher?	**She could not picture the route. She reread the last page and sketched the mountain path.**
2	Why did Mina replace the sentence, “The book is interesting”?	**She decided it did not show her thinking. She replaced it with a claim about the guide’s secret and added a chapter detail.**
3	How did Mina use her checklist to guide her response?	**She used it to make sure she stated an idea, gave evidence, and explained the evidence.**
4	What features of the new book matched Mina’s reading plan, and what goal did she set?	**Its short chapters fit bus rides, and its mystery plot allowed predictions. She planned to read twenty pages and record two predictions.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

For my science article, I will write a one-sentence summary after each section. If I cannot explain a section in my own words, I will reread it and look up one important word because that will help me check my understanding.

Accept reasonable responses that include a specific goal, a possible challenge, an independent strategy, and a clear explanation of why the strategy fits. Students may choose either a reading task or a writing task.