

Read Pick Play

Choose a fitting text and protect your independent reading time.

GRADE 7 • TEKS 7.4

7.4 "Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently..."

NAME _____

DATE _____

OUR GROUND RULES Read together first

1 Choose a grade-appropriate text that interests you.

2 Read silently for the full 15-minute period.

3 All role and card talk happens before or after reading.

4 Report your own reading honestly; this is not a speed contest.

HOW TO PLAY Teams of 3 or 4

1. Materials: a choice of grade-appropriate classroom texts, a timer and these cards. Use a Topic card to help each learner choose an individual text; ask the teacher for help finding a good match.
2. Print 2 card sheets per team of 3 or 4. Use one role/topic set. Deal one Move card from each category per learner; set extras aside.
3. Assign roles, combining two in a team of three. Before the timer starts, everyone plays Choose Text. Settle into reading places and set a 15-minute timer.
4. Read independently and silently until the timer ends. Everyone reads, including the Time Keeper and Focus Finder. Do not play cards, discuss, monitor others or stop to take notes during this time.
5. After reading, each learner uses the other three Move cards to reflect briefly and plan the next session. Finish when everyone has completed the reading period and reflection; do not race to empty hands.

AFTER THE ROUND Check what you did

☐ I made my own fitting text choice.

☐ I read independently for the full reading period.

☐ I kept all card and role talk outside reading time.

☐ I chose a next reading step based on this session.



TOPIC CARDS · pick one per round

TOPIC	TOPIC	TOPIC
Good Match Choose a text that interests you and that you can mostly understand independently. Preview a short part before the timer starts.	Reading Trail Continue a text you want to explore further, or choose another on a related subject. Decide before reading time begins.	Fresh Start Try an unfamiliar author, genre or topic from the available grade-appropriate choices. Preview it to check the fit.

ROLE CARDS · one per player

ROLE	ROLE	ROLE	ROLE
Choice Coach Before reading, help teammates find the available choices. Each person makes their own selection.	Time Keeper Set the 15-minute timer before reading. Then read your own text until the alarm.	Focus Finder Before reading, help the group choose quiet places. Afterward, invite each person to name a helpful habit.	Card Captain Before reading, check the four-category hands. After reading, gather the cards.

MOVE CARDS · deal 4 to each player

MOVE CARD	MOVE CARD	MOVE CARD	MOVE CARD
CHOOSE TEXT “I chose ____ because _____. My preview showed it was a good match because _____.”	CHOOSE TEXT “I want to continue or try ____ because _____. I can read it independently with _____.”	READ STEADILY “During the reading period, ____ helped me stay with my text.”	READ STEADILY “When I lost focus, I _____. Next time I will _____.”
MOVE CARD	MOVE CARD	MOVE CARD	MOVE CARD
RESPOND TO READING “One idea, event or detail that stayed with me was _____ because _____.”	RESPOND TO READING “My reading made me wonder _____. The part that prompted this was _____.”	PLAN AHEAD “Next time I plan to continue or choose _____ because _____.”	PLAN AHEAD “To make my next reading period work well, I will _____.”

Print 2 copies of this card sheet per team of 3 or 4. Use one set of topic and role cards; combine the move cards, deal 4 per player, and set extras aside. Cards last longer on thick paper.

RUNNING THE ROUNDS

Provide a genuine choice of grade-appropriate texts and a timer. Text self-selection is part of the standard; one compulsory passage would not replace it. Keep discussion and role duties outside protected reading time. Check participation through quiet teacher observation rather than assigning peers to monitor one another. Cards support preparation and reflection; playing them is not evidence by itself that reading occurred. Help a learner find an appropriate match before the session. The sample shows a fictional exchange before and after an actual reading interval, not dialogue to perform during reading.

WHAT A STRONG ROUND SOUNDS LIKE

Before:	I chose a biography from our shelf because I want to learn about this scientist. I previewed a page
Noor	and could follow it.
Before: Eli	Our timer is set. We all read our own texts now, including me.
Teacher note	A 15-minute silent reading period occurs here. No dialogue or card play takes place during it.
After: Noor	The question about the scientist's first experiment stayed with me. I want to continue tomorrow.
After: Eli	A quiet seat helped me keep reading. I will choose the same place next time.

LISTEN FOR

- An independent choice supported by a brief preview
- Actual sustained reading observed during the full period
- Reflection connected to the learner's own text or experience
- A practical next step without judging page-count speed

There are no right answers to the topic cards. Score the moves students make, not their opinions.