Keep Reading

Read independently and notice choices that help a reader keep going.

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

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Circle details that show how Lila chooses a book and keeps reading when something distracts her. Number the circled details in the order they happen.

Lila's Reading Time

1. On Tuesday, Lila visited the library during class reading time. She did not grab the first book she saw. She looked at three covers, read the back of each one, and opened the book about a young mapmaker. The first page made her wonder where the mapmaker would travel. Lila chose that book and settled into a blue chair.

2. At first, the room was quiet. Then a cart rattled past the door, and two students began putting away puzzles nearby. Lila kept her finger on the page and read the same sentence again. She took a slow breath, moved her chair a little farther from the noise, and continued reading. Soon, she was following the mapmaker across a windy bridge.

3. When the reading timer rang, Lila had read for twenty minutes. She placed a paper flag at the next chapter and wrote one note: "The bridge may lead to the hidden village." Before leaving, she put the book in her class book box. Lila wanted to return to the story tomorrow, so she knew exactly where to begin.

2 ANSWER WITH EVIDENCE

Use the passage

1. What did Lila do before she chose her book?

2. What did Lila do when the room became noisy?

3. What note did Lila write after reading?

4. How did Lila make it easy to continue reading the next day?

3 YOUR TURN

Your own words

Choose a grade-appropriate book or article you want to read. In exactly two sentences, name it, tell why you chose it, and describe two things you will do to stay with it for 15 minutes. Then read your chosen text independently for 15 minutes. Record your starting and ending page or section and one strategy that helped you keep reading.

ANSWER KEY

Keep Reading

GRADE 3 · TEKS 3.5

PART 1 · READ AND MARK

Circle details that show how Lila chooses a book and keeps reading when something distracts her. Number the circled details in the order they happen. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	What did Lila do before she chose her book?	**She looked at three covers, read the back of each book, and opened the mapmaker book.**
2	What did Lila do when the room became noisy?	**She kept her finger on the page, reread the sentence, took a breath, moved her chair, and kept reading.**
3	What note did Lila write after reading?	**"The bridge may lead to the hidden village."**
4	How did Lila make it easy to continue reading the next day?	**She put a paper flag at the next chapter and put the book in her class book box.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

I choose a book about sea turtles because I want to learn how baby turtles reach the ocean. I will sit in a quiet spot and use a bookmark if I need to pause.

Completed-session record example: I read independently for 15 minutes, from page 1 to page 5. Rereading a sentence helped me stay focused.

Accept answers that correctly paraphrase the passage and identify Lila's book-selection, focus, or return-to-reading actions. For Part 3, accept any appropriate text choice, a reason for choosing it, and two realistic strategies for sustained reading in exactly two sentences. Before Part 3, provide a choice of grade-appropriate books or articles and a quiet reading period. Observe the actual 15-minute session and check the learner's completed reading record; a future plan alone is not completion. Assess the two-sentence plan separately from the session record.