# Reading Choices

Notice the choices that help a reader stay with a self-chosen text.

**4.5** "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 each action Nia takes to choose, continue, or organize her independent reading, then number the circled actions in the order they happen. This shows how a reader can stay with a self-chosen text.

### Nia's Library Choice

1. On Tuesday, Nia visited the school library during class. She wanted a book she could enjoy reading by herself for several days. First, she looked at the covers in the animal section. Then she read the back of two books and sampled a page from each one. Nia chose Sea Otters and Their Tools because its photographs and short chapters interested her.

2. Back at her desk, Nia set a twenty-minute timer and placed her bookmark beside the book. She read quietly, turning pages without waiting for a teacher to tell her what to do. When she met the word sleek, she used the nearby sentence and photograph to figure out that it described the otter's smooth-looking body. She wrote the word on a sticky note.

3. At the timer's beep, Nia was surprised that twenty minutes had passed. She made a small note about a sea otter carrying a rock to open a shell, then returned the book to her reading folder. Before leaving, she checked the library card in the back. The book was due in two weeks, so Nia planned to read one chapter each day until she finished it.

## 2 ANSWER WITH EVIDENCE

Use the passage

1. What did Nia do before choosing her book?

2. Name two details that show Nia read independently for a sustained time.

3. How did Nia figure out the meaning of sleek?

4. What was Nia's plan for finishing the book?

## 3 YOUR TURN

Your own words

Choose an available grade-appropriate book or article yourself. In three sentences, name it, explain your choice, and describe two independent-reading actions. Then actually read your selected text independently for a sustained twenty-minute period arranged by your teacher. Afterward, record the title, pages or section read, and one detail you learned. Use extra paper if needed.

ANSWER KEY

# Reading Choices

GRADE 4 · TEKS 4.5

## PART 1 · READ AND MARK

Circle each action Nia takes to choose, continue, or organize her independent reading, then number the circled actions in the order they happen. This shows how a reader can stay with a self-chosen text. Accept any marking that follows this job and points at the right text.

## PART 2 · ANSWERS

| # | QUESTION | ANSWER |
|---|---|---|
| 1 | What did Nia do before choosing her book? | **She looked at covers, read the backs of two books, and sampled a page from each book.** |
| 2 | Name two details that show Nia read independently for a sustained time. | **She set a twenty-minute timer and read quietly without waiting for a teacher to tell her what to do.** |
| 3 | How did Nia figure out the meaning of sleek? | **She used the nearby sentence and photograph.** |
| 4 | What was Nia's plan for finishing the book? | **She planned to read one chapter each day until she finished it.** |

## PART 3 · YOUR TURN (SAMPLE ANSWER)

I would choose Volcanoes, a nonfiction book. I chose it because I want to learn how volcanoes erupt. I will set a twenty-minute timer and use a sticky note to record one new word.

Fictional completed-reading record: I read Volcanoes independently for twenty minutes, pages 4-8. I learned that molten rock beneath the surface is called magma.

Accept equivalent details from the passage for Questions 1 through 4. For the open task, accept any grade-appropriate self-selected text, a clear reason for choosing it, and two realistic independent-reading actions in exactly three sentences. Before the task, provide a choice of available grade-appropriate texts and arrange the sustained reading period; a personal timer is not required. Check actual independent reading and the text-based detail separately from the three-sentence preparation. Compare the detail to the learner's chosen text, not to the fictional model.