The Book That Stuck

Notice choices that help a reader select and stay with a text independently.

5.5 "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 As you read, underline three actions Maya takes to choose, understand, or continue her book. Number the actions in the order they happen.

Maya's Reading Time

1. On Tuesday, Maya entered the school library with twenty quiet minutes before lunch. She wanted a book she could read by herself, not one chosen for an assignment. Near the science shelves, she picked up a book about sea turtles. She read the back cover, skimmed two pages, and studied the photographs. The words felt challenging but understandable, so she chose it.

2. At a table by the window, Maya began at the first chapter and placed a sticky note beside a surprising fact. When she met the word hatchling, she reread the sentence and used the nearby picture caption. Then she wrote a short note in her own words. The library was quiet, and her phone stayed in her backpack, helping her focus on the book.

3. When the librarian announced that lunch was near, Maya noticed she had read for the whole twenty minutes. She did not finish the book, but she wanted to return to it. Before leaving, she tucked the bookmark after chapter one and wrote "Find out where turtles lay eggs" on a note. The next day, that question gave her a clear place to begin.

2 ANSWER WITH EVIDENCE

Use the passage

1. What did Maya do before choosing the sea turtle book that helped her decide it was a good fit?

2. Which word did Maya work out independently, and what two steps did she use?

3. How does the passage show that Maya sustained her reading instead of stopping early?

4. What did Maya do before leaving that could help her continue reading the next day?

3 YOUR TURN

Your own words

Choose a grade-appropriate book, article, or other text you want to read independently. Write exactly three sentences: name the text and why it fits you, explain one action you will use if a word or idea is hard, and state how you will return to the text after a 20-minute reading time. Then actually read your chosen text independently for the 20-minute reading time. After reading, record your starting and stopping places and one detail or idea you read. Use extra paper if needed.

ANSWER KEY # The Book That Stuck

GRADE 5 · TEKS 5.5

PART 1 · READ AND MARK

As you read, underline three actions Maya takes to choose, understand, or continue her book. Number the actions 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 Maya do before choosing the sea turtle book that helped her decide it was a good fit?	**She read the back cover, skimmed two pages, and studied the photographs. She decided the words were challenging but understandable.**
2	Which word did Maya work out independently, and what two steps did she use?	**The word was hatchling. She reread the sentence and used the nearby picture caption.**
3	How does the passage show that Maya sustained her reading instead of stopping early?	**She read for the whole twenty minutes, even though she did not finish the book.**
4	What did Maya do before leaving that could help her continue reading the next day?	**She placed a bookmark after chapter one and wrote a question about where turtles lay eggs.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

I will read National Geographic Kids: Weird but True! because its short facts and photographs make me curious about animals. If a word or idea is hard, I will reread the sentence and use the photograph or caption for clues. After twenty minutes, I will place a bookmark at my stopping point and write one question to explore next time.

Fictional completed reading record: I read independently for twenty minutes, from my marked starting fact to the next bookmarked page. One fact I read described an animal's unusual feature; I wrote a question to investigate it next time.

Accept accurate paraphrases supported by the passage. For Part 3, accept any appropriate self-selected text and a three-sentence response that includes a reason for choosing it, a reading strategy, and a plan for returning to it. Before work, provide a choice of accessible grade-appropriate texts and a quiet sustained reading period. Check actual self-selection and completed independent reading, with starting/stopping place and a text-specific detail. The record is separate from the three-sentence plan. The sample record is fictional and generic: each learner must name a real detail from the chosen text. Support access and clarify instructions without substituting adult reading for the independent session.