

Contents

Introduction	5
The Benefits of Independent Reading	6
Making Independent Reading Work in Your Classroom	6
How to Use This Book	8
Making the Most of Independent Reading	9

Part 1: Record-Keeping Forms

Record-Keeping Forms	13
<i>My Reading Agreement: A Contract</i>	14
<i>My Reading Log: A Record</i>	15

Part 2: Before-Reading Strategies

Before-Reading Strategies	16
<i>Title and Cover Web: Activate Prior Knowledge</i>	18
<i>Fast Write: Make Connections to Text</i>	19
<i>Picture Walk: Preview-Analyze-Predict-Connect (Informational Picture Books)</i>	20
<i>Picture Walk: Preview-Analyze-Predict-Connect (Fiction Picture Books)</i>	22

Part 3: During- and After-Reading Strategies

Strategies That Work With Any Genre	24
<i>What's Next?: Predict-Support-Adjust</i>	27
<i>Pleased to Meet You: Draw Conclusions About a Character</i>	28
<i>Making My Own Movie: Visualize</i>	29
<i>Important Scenes: Visualize Setting</i>	31
<i>Be a Reporter: Retell</i>	32
<i>Stay Curious!: Question</i>	33
<i>Stay Connected: Make Personal Connections</i>	35
<i>Storyboard Sequence: Track the Main Events</i>	36
<i>Seeing the Difference: Compare and Contrast</i>	38
Strategies for Reading Nonfiction	39
<i>What Do I Want to Know?: KWL</i>	42
<i>Zoom In on Key Details: Identify Details—The 5 W's</i>	43
<i>Understanding Relationships: Determine Cause and Effect</i>	44
<i>Seeing the Big Picture: Identify Main Idea and Key Details</i>	45
<i>Thinking Links: Make Connections to the World</i>	46
Strategies for Reading Poetry	47
<i>Become a Telescope: Complete a Close Reading of a Poem</i>	49

<i>Word Links: Explore Connotation and Denotation</i>	50
<i>Say It Your Way: Paraphrase</i>	51
<i>Savor Your Senses: Identify Sensory Images</i>	52
Part 4: Helping Students Understand Literary Elements	
Exploring Fiction	53
<i>Who Is It?: Character Mapping</i>	57
<i>Climb the Mountain: Examine Plot Structure</i>	59
<i>What's the Problem?: Identify Problem and Outcome</i>	60
<i>The Big Picture: Explore Genre: Realistic Fiction</i>	61
<i>Step Back in Time: Explore Genre: Historical Fiction</i>	62
<i>Imaginary Worlds: Explore Genre: Fantasy</i>	63
Exploring Folk and Fairy Tales	65
<i>Tasks That Test: Explore Genre: Folk and Fairy Tales</i>	66
<i>What Makes It a Tale?: Explore Genre: Folk and Fairy Tales</i>	67
Exploring Poetry	69
<i>Dig Those Natural Rhythms: Explore Rhythm</i>	72
<i>Give It a Break!: Identify Stanzas</i>	73
<i>Rock and Rhyme: Determine Rhyme</i>	74
<i>Seeing With Simile: Find Similes</i>	75
<i>Memorable Metaphors: Find Metaphors</i>	76
<i>Smooth Sounds: Use Alliteration</i>	77
<i>Oh! The Sounds You'll Hear!: Identify Onomatopoeia</i>	78
Exploring Biography and Autobiography	79
<i>Making a Difference: Note Key Accomplishments</i>	80
<i>Life's Building Blocks: Determine Important Influences</i>	81
<i>How Am I Like You?: Make Connections</i>	82
<i>How They Helped the World: Synthesize Information</i>	83
Exploring Informational Books	84
<i>Seeking Solutions: Identify Problem-Solution Text Structure</i>	86
<i>Do the Facts Add Up?: Distinguish Fact and Opinion</i>	87
<i>Questioning the Reader: Ask Questions</i>	88
<i>Once Upon a Time . . . : Make Personal Connections</i>	89
Part 5: Strategies to Help Students With Word Study	
Strategies to Help Students With Word Study	90
<i>Word Detectives: Use Context Clues</i>	92
<i>Questioning the Word: Create a Vocabulary Web</i>	93
<i>Context to Connection: Perform a Word Study</i>	94
<i>Take Apart a Word: Perform a Word Study</i>	95
Notes	96

Name: _____ Date: _____

My Reading Agreement: A Contract

DIRECTIONS: Think about how many books you want to read this month. Fill in and sign the agreement. Tell your teacher at least 3 days before the end of the month if you feel you cannot complete your reading. Together, agree on a new number and due date.

How This Helps

Setting a goal will help you make reading a part of everyday life. And you will have a record of all the great books you've read!

My goal is to read _____ books
during the month of _____ .

If I can't meet my agreement I will speak to my teacher at least three days before the end of the month to make an adjustment.

Student's name _____

Teacher's name _____

Name: _____ Date: _____

My Reading Log: A Record

DIRECTIONS: Record the title, author, and the date you begin and end each book in the log. When you finish the book, rate the book: thumbs up, okay, or thumbs down.

How This Helps

Keeping track of what you've read is a great way to take charge of your learning. Plus, you will have a record of all the great books you've read this year.

Title	Author	Date Started	Date Finished	Rating
				<input type="checkbox"/> Thumbs Up <input type="checkbox"/> Okay <input type="checkbox"/> Thumbs Down
				<input type="checkbox"/> Thumbs Up <input type="checkbox"/> Okay <input type="checkbox"/> Thumbs Down
				<input type="checkbox"/> Thumbs Up <input type="checkbox"/> Okay <input type="checkbox"/> Thumbs Down
				<input type="checkbox"/> Thumbs Up <input type="checkbox"/> Okay <input type="checkbox"/> Thumbs Down

During- and After-Reading Strategies

Strategies That Work With Any Genre

Good readers use strategies to construct meaning and to monitor what they understand and what confuses them. The seven strategies in this section will help you teach students to interact with the text by predicting, questioning, retelling, drawing conclusions, making connections, and visualizing.

What's Next?: Predict-Support-Adjust

When you ask your students to make a prediction, you are asking them to use both what they know about the text and their prior knowledge to figure out what will happen next in the story or what a character will do. Explain to students that when they make predictions, they are detectives, using many clues. They can use the title, illustrations, and the text as evidence to support their predictions. High-level thinking occurs when students find support in the text for their predictions because they must choose explicit and inferred details. After reading, ask students to adjust their predictions based on whether or not what they thought matches the text. Adjusting predictions after reading gives students time to reflect on what they learned and evaluate their prediction.

Pleased to Meet You: Draw Conclusions About Character

Drawing conclusions is a critical thinking activity related to making inferences. In this activity, ask students to think about a person or character from their reading. To draw a conclusion about the character that is not stated in the text, the students can study the following elements: dialogue; a character's inner thoughts; a character's actions, decisions, relationship with others; what others say about the character; and how a character acts in a specific setting. Model for your students how you would draw a conclusion about a character from a text you've all read based on each of these elements. When reading historical fiction, biography, or autobiography, you can draw conclusions about a person's decisions, actions, or interactions.

Making My Own Movie: Visualize

Engage your students by telling them that good readers visualize, or make movies in their heads: the mind is a screen and the text projects images of various elements, such as what a character and a setting look like. Research shows that you visualize what you truly understand. So when a student can visualize elements of the text, you know that he or she has a deep understanding of its content.

Important Scenes: Visualize Setting

Excite students by asking them, "How might your life change if you lived in the desert (or a swamp, or on a tundra)?" "What problems might this setting cause?" "How might the setting help you?" Remind students that both fiction and non-fiction writing contain settings, and that the settings affect both the people in the stories and the plot (or events) of the story or the person's life. Encourage students to keep a close eye out for details about the story's time and place, including sensory details. Understanding how a setting works in a story helps students understand both the characters and the plot.

Be a Reporter: Retell

Encourage your students to retell the story when they come to the end of a chapter or to retell their favorite part of a story. Students can also summarize/retell an article or section of a nonfiction text. Measuring their ability to retell what they've read is a good way to assess students' comprehension and recall. In your students' retellings, look for sequencing of events, names of people or characters, setting, problems, and rich details.

Stay Curious: Question

This strategy can be used before, during, and after reading. Before reading, questioning gets students ready to read by involving them in the story. When students raise questions during reading, they are monitoring what they understand, what confuses them, and what they wonder about plot, conflicts, and characters. After reading, students can pose their own questions for discussion. Explain to students the difference between factual and open-ended questions: factual questions have one answer, while open-ended questions can have two or more answers or responses.

Stay Connected: Make Personal Connections

Personal connections give relevance to the text and help students see a reason for reading. Connecting to a text can move students beyond their own experience and connect them to other people's lives and world issues, such as caring for the environment, poverty, and having compassion for different kinds of people. Students can connect to a character's problems, the setting, events, conflicts, and information.

Storyboard Sequence: Track the Main Events

A storyboard is a visual and written way to keep track of a story's major events and the order in which they happened. Ask students to be selective and choose only the main scenes when they create their storyboard. This strategy not only enhances reading but can also be used by students to plan their own writing. Moreover, it is a great introduction to summary writing, as students must focus on the essential details.

Seeing the Difference: Compare and Contrast

Spark students' interest in comparing and contrasting by asking them if they ever compare movies and books, different athletes, or music groups. Lead them to understand that readers can make comparisons about different literary elements like character, plot, or setting, in a story or about historical figures or events in nonfiction. Comparing and contrasting elements of a text not only helps students find and organize details, but it engages them in analyzing similarities and differences. This close examination of the elements gives the text relevance as students understand how these elements work together or individually. I've found students enjoy extending this activity after they have read a number of selections, comparing and contrasting across texts and not just within them.

Name: _____ Date: _____

What's Next?

DIRECTIONS: Read the title, back cover, and first page of your book. Look at the cover illustration. Think about what you already know about books and the clues that you have just uncovered.

1. Predict what you think this story will be about.
2. Support your prediction with evidence from the title, cover, and first page.
3. After reading, adjust your prediction so it matches the text.

How This Helps

Thinking about a book before you read helps you discover what you already know so you can connect to the book.

1. **My Prediction:** I think this story will be about _____

2. **My Support:** I made this prediction because _____

Set a Purpose

Use your prediction to set a purpose for reading. Write it here.

3. **My Adjustment:** After reading the book, I see that my prediction (matches/does not match) the text because _____

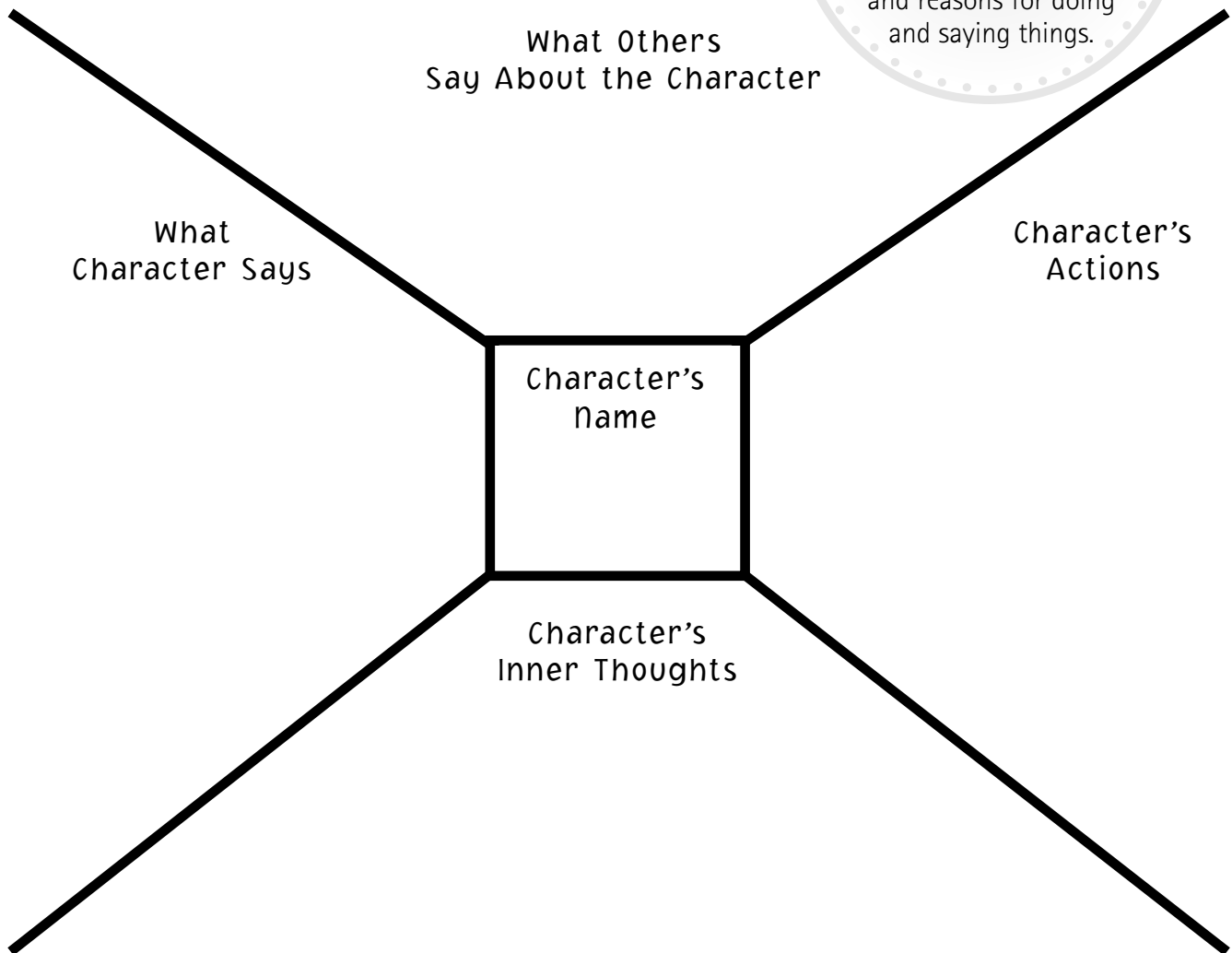
Name: _____ Date: _____

Pleased to Meet You

DIRECTIONS: Choose a character from the story and fill in the organizer below. Then use the information you've recorded to draw a conclusion about the character.

How This Helps

Drawing a conclusion about a character helps you understand the character's personality and reasons for doing and saying things.



Go the Extra Step

Write the conclusions you've drawn about this character on the back.

Name: _____ Date: _____

Making My Own Movie

DIRECTIONS:

1. Preview the book by reading the title and looking at the cover. Imagine what the story will be about and try to picture the characters and settings in your mind. Write about your predictions below. Then read the story or book.
2. Picture in your mind a character in the book at the beginning and at the end. Then draw the character at each time in the spaces on the next page. Explain how the character changes.

How This Helps

Visualizing helps you
"see" what you
understand
in a story.

Set a Purpose

What images do you expect to see in your mind as you read this story? Write about them here.
