

Planning for Independent Reading

ACTIVITY
1.3

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PLAN

Materials: access to reading books
Suggested Pacing: 1 50-minute class period

TEACH

1 This activity begins your yearlong effort to encourage and facilitate independent reading. You may want to prepare for this day by taking students to the library or asking them to bring a book from home that they have read or want to read.

To begin, **activate prior knowledge** by asking students about their successful experiences with reading in school and outside of school.

2 To help students select appropriate materials to read, guide them in **previewing** their selected texts by analyzing the visuals and text on both covers.

3 Students should **independently read** the start of the text, considering readability and interest. To help students determine whether a book is “just right,” ask them if the vocabulary and writing style allows them to understand the text, and the narrative elements (setting, characters, dialogue) make them want to read further.

4 Group students to conduct a book pass, in which students will pass their books around the group in order to **preview** a number of texts selected by their peers.

5 Guide students in choosing a text and creating a reading plan.

TEACHER TO TEACHER

To build oral fluency, students could provide a quick book talk about their selected texts. Students should bring their texts and **Reader/Writer Notebooks** to the group so they can record their notes about each book.

Learning Targets

- Examine ways to choose a literary text for independent reading.
- Set goals in an independent reading plan.

Planning Independent Reading

The focus of this unit is on narratives. In previewing Embedded Assessment 1, you have seen that you will be writing your own narrative about a change in your life. Reading other types of narratives—a fictional novel, a memoir, a graphic novel, a biography, or a collection of short stories—will help you see how writers create narratives. Think about these questions to help you choose books to read outside of class.

1. What have you enjoyed reading in the past? What is your favorite book or favorite type of book? Who is your favorite author?
2. Preview the book you have selected: What do the front and back covers show you? What type of visual is shown? What types of fonts and colors are used? Are there awards or brags that tell you about the book?
3. Read the first few pages. Are they interesting? How does the author try to hook you to keep reading? What can you tell about the characters and setting (location and time) so far? Does this seem too hard, too easy, or just right?

Reading Discussion Groups

Your teacher will guide you in a book pass. Practice previewing each book, looking at the covers and reading the first few pages.

4. In your Reader/Writer Notebook, record each book’s title and author, something from your previewing that stands out to you, and your rating of the book.
5. After previewing each book and thinking about the goals of this unit, do you want to continue reading the book you brought to the group or choose something else?
6. Create an Independent Reading Plan to help you set personal reading goals. Keep this plan in your Reader/Writer Notebook.

I have chosen to read _____
by (author) _____
because (reason from previewing) _____

I will set aside time to read at (time, place) _____
I should finish this text by (date) _____

7. Record your daily reading pace in your Independent Reading Log. Write a brief daily report in your log responding to what you have read.

LEARNING STRATEGIES: Collaborative Discussion



INDEPENDENT READING LINK

Read and Respond

As you read, think like a writer by noticing the way writers create characters, construct plots, use details to create a setting, include transitions to move the story forward and indicate a change in time or place, and use dialogue to enhance the readers’ understanding of what is happening. Use your Reader/Writer Notebook to create your reading plan and respond to any questions, comments, or reactions you might have to your reading. Your teacher may ask questions about your text, and making notes in your Reader/Writer Notebook will help you answer them.

My Notes

COMMON CORE STATE STANDARDS

Focus Standards:

RL.6.10: By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Additional Standards Addressed:

RL.6.3

ASSESS

Look at students’ **Reader/Writer Notebooks** for evidence of previewing and rating each text. Look for reasonable reading goals based on student need.

ADAPT

To support students in choosing a book, use their notes from the book pass to select a highly rated text, or provide recommendations from your class or school library.

Unit 1 Independent Reading List

Suggestions for Independent Reading

This list, divided into the categories of **Literature** and **Nonfiction/Informational Text**, comprises titles related to the themes and content of the unit. For your independent reading, you can select from this wide array of titles, which have been chosen based on complexity and interest. You can also do your own research and select titles that intrigue you.

Unit 1: Stories of Change		
Literature		
Author	Title	Lexile
Ada, Alma Flor	<i>My Name Is Maria Isabel</i>	860L
Alexie, Sherman	<i>The Absolutely True Diary of a Part-Time Indian</i>	600L
Avi	<i>The True Confessions of Charlotte Doyle</i>	740L
Black, Holly	<i>Geektastic: Stories from the Nerd Herd</i>	760L
Bradbury, Ray	<i>I Sing the Body Electric</i>	N/A
Bradbury, Ray	<i>R is for Rocket</i>	N/A
Bunting, Eve	<i>One Green Apple</i>	450L
Crutcher, Chris	<i>Athletic Shorts: Six Short Stories</i>	1010L
Flake, Sharon	<i>The Skin I'm In</i>	670L
Guthrie, Peter	<i>Little Worlds: A Collection of Short Stories for the Middle School</i>	N/A
Hidier, Tanuja Desai	<i>Born Confused</i>	890L
Jimenez, Francisco	<i>La Mariposa</i>	750L
Kadohata, Cynthia	<i>Kira-Kira</i>	740L
Keyes, Daniel	<i>Flowers for Algernon</i>	910L
Levithan, David	<i>Friends: Stories About New Friends, Old Friends, And Unexpectedly True Friends</i>	930L
Lin, Grace	<i>Dumpling Days</i>	710L
Park, Linda Sue	<i>Project Mulberry</i>	690L
Philbrick, Rodman	<i>Freak the Mighty</i>	1000L
Philbrick, Rodman	<i>The Mostly True Adventures of Homer P. Figg</i>	950L
Ryan, Pam Muñoz	<i>Esperanza Rising</i>	750L
Soto, Gary	<i>Baseball in April and Other Stories</i>	830L
Spinelli, Jerry	<i>Maniac Magee</i>	820L
Taylor, Mildred	<i>Roll of Thunder, Hear My Cry</i>	920L
Yang, Gene Luen	<i>American Born Chinese</i>	530L
Yep, Laurence	<i>Dragonwings</i>	870L

Nonfiction/Informational Text		
Author	Title	Lexile
Ahmedi, Farah and Tamin Ansary	The Story of My Life: An Afghan Girl on the Other Side of the Sky	850L
Jimenez, Francisco	The Circuit: Stories from the Life of a Migrant Child	880L
Myers, Walter Dean	Bad Boy: A Memoir	970L
Park, Linda Sue	<i>A Long Walk to Water: Based on a True Story</i>	720L
Paulsen, Gary	<i>Woodsong</i>	1090L
Pfetzer, Mark and Jack Galvin	<i>Within Reach: My Everest Story</i>	970L
Soto, Gary	<i>A Summer Life</i>	990L

Unit 2 Independent Reading List

Suggestions for Independent Reading

This list, divided into the categories of **Literature** and **Nonfiction/Informatinal Text**, comprises titles related to the themes and content of the unit. For your independent reading, you can select from this wide array of titles, which have been chosen based on complexity and interest. You can also do your own research and select titles that intrigue you.

Unit 2: The Power to Change		
Literature		
Author	Title	Lexile
Armstrong, William	<i>Souder</i>	900L
Creech, Sharon	<i>Hate That Cat</i>	N/A
Creech, Sharon	<i>Love That Dog</i>	1010L
Creech, Sharon	<i>Ruby Holler</i>	660L
Creech, Sharon	<i>The Wanderer</i>	830L
DiCamillo, Kate	<i>Because of Winn Dixie</i>	610L
DiCamillo, Kate	<i>The Tiger Rising</i>	520L
Farley, Walter	<i>The Black Stallion</i>	680L
Funke, Cornelia	<i>Dragon Rider</i>	710L
George, Jean Craighead	<i>Julie of the Wolves</i>	860L
Gipson, Fred	<i>Old Yeller</i>	910L
Grogan, John	<i>Marley: A Dog Like No Other</i>	760L
Guest, Jacqueline	<i>Hat Trick</i>	710L
Hiaasen, Carl	<i>Hoot</i>	760L
Kadohata, Cynthia	<i>Cracker! The Best Dog in Vietnam</i>	730L
Korman, Gordon	<i>No More Dead Dogs</i>	610L
London, Jack	<i>The Call of the Wild</i>	1080L
London, Jack	<i>White Fang</i>	650L
Morey, Walt	<i>Gentle Ben</i>	740L
Mowat, Farley	<i>Never Cry Wolf</i>	1330L
Naylor, Phyllis Reynolds	<i>Shiloh</i>	890L
Paulsen, Gary	<i>Guts</i>	1230L
Paulsen, Gary	<i>My Life in Dog Years</i>	1150L
Peterson, Shelley	<i>Sundancer</i>	N/A
Rawls, Wilson	<i>Where the Red Fern Grows</i>	790L
Ryan, Pam Munoz	<i>Paint the Wind</i>	780L
Sewell, Anna	<i>Black Beauty</i>	650L
Sherlock, Patti	<i>Letters from Wolfie</i>	760L
Smith, Roland	<i>Elephant Run</i>	750L
Starr, Arigon	<i>Super Indian</i> (Series of 2)	N/A
Wedekind, Annie	<i>A Horse of Her Own</i>	1040L

Nonfiction/Informational Text		
Author	Title	Lexile
Chin-Lee, Cynthia	<i>Akira to Zoltan: 26 Men Who Changed the World</i>	N/A
Chin-Lee, Cynthia	<i>Amelia to Zora: 26 Women Who Changed the World</i>	N/A
Goodall, Jane	<i>My Life with the Chimpanzees</i>	910L
Grandin, Temple and Catherine Johnson	<i>Animals in Translation</i>	1130L
Guzman, Lila and Rick	<i>Cesar Chavez: Fighting for Fairness</i>	N/A
Hall, MH	<i>King Arthur and the Knights of the Round Table</i>	390L
Kehret, Peg	<i>Shelter Dogs: Amazing Stories of Adopted Strays</i>	940L
Lemke, Donald	<i>Investigating the Scientific Method with Max Axiom, Super Scientist</i>	760
Montgomery, Sy	<i>Temple Grandin: How the Girl Who Loved Cows Embraced Autism and Changed the World</i>	960L

Unit 3 Independent Reading List

Suggestions for Independent Reading

This list, divided into the categories of **Literature** and **Nonfiction/Informational Text**, comprises titles related to the themes and content of the unit. For your independent reading, you can select from this wide array of titles, which have been chosen based on complexity and interest. You can also do your own research and select titles that intrigue you.

Unit 3: Changing Perspectives		
Literature		
Author	Title	Lexile
Alvarez, Julia	<i>The Tia Lola Stories Series</i>	830L–850L
Applegate, Katherine	<i>Home of the Brave</i>	N/A
Ellis, Deborah	<i>Jakeman</i>	N/A
Fullerton, Alma	<i>Libertad</i>	N/A
Howe, James	<i>The Misfits</i>	960L
Kahn, Hena	<i>Night of the Moon</i>	780L
Khan, Rukhsana	<i>A New Life</i>	N/A
Krishnaswami, Uma	<i>The Grand Plan to Fix Everything</i>	770L
Na, An	<i>Wait for Me</i>	670L
Nye, Naomi Shihab	<i>19 Varieties of Gazelle: Poems of the Middle East</i>	970L
Smith, Greg Leitich	<i>Ninjas, Piranhas, and Galileo</i>	750L
Ursu, Anne	<i>Breadcrumbs</i>	720L
Nonfiction/Informational Text		
Author	Title	Lexile
Anderson, Judith	<i>Know the Facts About Personal Safety</i>	N/A
Dipiazza, Francesca Davis	<i>Friend Me: 600 Years of Social Networking in America</i>	1040L
Halls, Kelly Milner	<i>Saving the Baghdad Zoo: A True Story of Hope and Heroes</i>	N/A
Hoose, Phillip	<i>Claudette Colvin: Twice Toward Justice</i>	1000L
Lewis, Barbara	<i>The Kid's Guide to Service Projects: Over 500 Service Ideas for Young People Who Want to Make a Difference</i>	850L
Marrin, Albert	<i>Black Gold: The Story of Oil in Our Lives</i>	1070L
Norgren, Jill	<i>Belva Lockwood: Equal Rights Pioneer</i>	N/A
O'Brien, Anne Ibley and Perry Edmond O'Brien	<i>After Gandhi: One Hundred Years of Nonviolent Resistance</i>	1080L
Pollan, Michael	<i>The Omnivore's Dilemma: The Secrets Behind What You Eat (Young Readers Edition)</i>	930L
Rockliff, Mara	Get real: what kind of world are you buying?	890L
Schlosser, Eric	<i>Chew on This, Everything You Don't Want to Know About Fast Food</i>	1110L
Stearman, Kaye	<i>Taking Action Against Homelessness</i>	N/A
Warren, Andrea	<i>Orphan Train Rider: One Boy's True Story</i>	960L

Unit 4 Independent Reading List

Suggestions for Independent Reading

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Unit 4: The Final Act		
Literature		
Author	Title	Lexile
Allen, Laurie	<i>Sixty Comedy Duet Scenes for Teens: Real-Life Situations for Laughter</i>	N/A
Blackwood, Gary	<i>Shakespeare's Scribe</i>	870L
Detrick, Erin, editor	<i>Actor's Choice: Monologues for Teens</i>	N/A
Dickens, Charles	<i>Oliver Twist</i>	970L
Dumas, Alexandre	<i>The Count of Monte Cristo</i>	1080L
Kane, Bo	<i>Acting Scenes and Monologues for Young Teens</i>	N/A
Kipling, Rudyard	<i>Captains Courageous</i>	850L
Lamb, Mary and Charles	<i>Tales from Shakespeare</i>	1390L
Lewis, C.S	<i>The Lion, the Witch, and the Wardrobe</i>	940L
London, Jack	<i>The Call of the Wild</i>	1080L
Pegasus Illustrated Shakespeare Stories	<i>The Comedy of Errors</i>	910L
Pizzarello, Jason, editor	<i>Actor's Choice: Scenes for Teens</i>	N/A
Rafter, Dan (adapted by)	<i>20,000 Leagues Under the Sea</i> (Graphic Novel)	N/A
Shelley, Mary	<i>Frankenstein</i>	810L
Smith, Betty	<i>A Tree Grows in Brooklyn</i>	810L
Stevenson, Robert Louis	<i>The Strange Case of Dr. Jekyll and Mr. Hyde</i>	1010L
Twain, Mark	<i>A Connecticut Yankee in King Arthur's Court</i>	1080L
Verne, Jules	<i>20,000 Leagues Under the Sea</i>	1030L
Wagner, Lloyd (adapted by)	<i>The Call of the Wild</i> (Graphic Novel)	N/A
Nonfiction/Informational Text		
Author	Title	Lexile
Ball, Jacqueline A.	<i>Windsor Castle: England's Royal Fortress</i>	680L
Barbara A. Somervill	<i>Actor (Cool Arts Careers)</i>	860L
Belli, Mary Lou and Lenney, Dinah	<i>Acting for Young Actors: Ultimate Teen Guide</i>	N/A
Carpenter, Angelica Shirley	<i>Lewis Carroll: Through the Looking Glass</i>	1080L
Prince, April Jones	<i>Who Was Mark Twain?</i>	910L
Stanley, Diane and Peter Vennema	<i>Bard of Avon: The Story of William Shakespeare</i>	1030L
Stanley, Diane and Peter Vennema	<i>Good Queen Bess: The Story of Elizabeth I of England</i>	1060L
Turnbull, Stephanie	<i>Acting Skills</i>	890L

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- Set goals in an independent reading plan.

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INDEPENDENT READING LINK

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My Notes
