

Independent Reading

Directions: Remember to record responses to **research reading in the front** of your independent reading journal and responses to **choice reading in the back**. Try to choose a different prompt each time.

Record any new vocabulary in your vocabulary log. Remember, academic vocabulary is recorded in the front, and domain-specific vocabulary (words about the topic) is recorded in the back. Mark vocabulary found during independent reading with a symbol—for example, an asterisk (*).

Record:

- Date
- Title and author of your reading book
- Pages you have read
- Prompt
- Response

Example:

Date: 04/08/2016

Book Title and Author: *Love That Dog* by Sharon Creech

Pages Read: 42–45

Prompt: *Describe in depth an event in the text using details from the text.*

Response: Jack reads a poem by Walter Dean Myers called “Love That Boy,” and he loves it so much that he takes the book home without asking permission. He gets a spot on it and tears the page when he tries to get the spot out. He copies the poem out of the book and hangs it on his bedroom wall because he likes it so much.

Consider using the following independent reading prompts*:

- What is the theme or main idea of the text? What are some of the key details, and how do they support the main idea?
- What do the illustrations tell you? How do they help you to understand the words?
- What questions do you now have after reading? What would you like to learn more about? Why?
- What are the most important facts you learned from reading?
- What is the most interesting fact you learned today? Why?
- How does what you read today connect to something you have learned in other lessons?
- Describe in depth a character in the text using details from the text.
- Describe in depth a setting in the text using details from the text.
- Describe in depth an event in the text using details from the text.
- Choose one new word from your reading today and analyze it on a vocabulary square:

<p>Definition in your own words</p>	<p>Synonyms (words that mean the same)</p>						
<p>Break up the word using this chart:</p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="padding: 5px;">Prefix</th> <th style="padding: 5px;">Root</th> <th style="padding: 5px;">Suffix</th> </tr> </thead> <tbody> <tr> <td style="height: 20px;"></td> <td style="height: 20px;"></td> <td style="height: 20px;"></td> </tr> </tbody> </table>	Prefix	Root	Suffix				<p>Words with the same affix or root</p>
Prefix	Root	Suffix					
<p>Translation in home language (where appropriate):</p>							

*Some of the prompts will not be appropriate for the text students are reading. Invite students to choose a prompt that works for the text they have just read.

Reading Fluency Texts

"After Many Springs" by Langston Hughes

Now,
In June,
When the night is a vast softness
Filled with blue stars,
And broken shafts of moon-glimmer
Fall upon the earth,
Am I too old to see the fairies dance?
I cannot find them any more.

Hughes, Langston. "After Many Springs." *Crisis*. n.p., 1922. *Crisis Chronicles Cyber Litmag (2008–2014)*. Web. 16 June 2016.

"The Wind Has Such a Rainy Sound" by Christina Rossetti

The wind has such a rainy sound
Moaning through the town,
The sea has such a windy sound—
Will the ships go down?
The apples in the orchard
Tumble from the tree.
Oh, will the ships go down, go down,
In the windy sea?

Rossetti, Christina G. "The Wind Has Such a Rainy Sound." *Sing-Song A Nursery Rhyme Book*. London: Macmillan and Co., 1893. *A Celebration of Women Writers*. Web. 16 June 2016.

Excerpt from "Afternoon in February" by Henry Wadsworth Longfellow

The day is ending,
The night is descending;
The marsh is frozen,
The river dead.
Through clouds like ashes
The red sun flashes
On village windows
That glimmer red.

Longfellow, Henry Wadsworth "Afternoon in February" Henry Wadsworth Longfellow [online resource], Maine Historical Society, Accessed 16 June 2016. <http://www.hwlongfellow.org>

"Trees" by Sara Coleridge

The Oak is called the King of Trees,
The Aspen quivers in the breeze,
The Poplar grows up straight and tall,
The Pear tree spreads along the wall,
The Sycamore gives pleasant shade,
The Willow droops in watery glade,
The Fir tree useful timber gives,
The Beech amid the forest lives.

Coleridge, Sara. "Trees." *Pretty Lessons in Verse for Good Children; with Some Lessons in Easy Rhyme.* London: John W. Parker and Son, 1853. *Google Books*. Web. 16 June 2016.