During independent reading, students read independently from either a self- or teacher-selected text and then react to the text in their learning logs using one of the following protocols:

- Choice Reading Questions and Prompts
- Rolling Knowledge Journals
- Sensational 6 Journals

Independent reading can culminate with students creating an optional final project to showcase their knowledge and express their understanding of the text.

Choice Reading Questions and Prompts

Students write a response to a choice reading text in their learning logs. The bullets offer a limited list of suggestions to adjust the student directions to meet the needs of different grade levels. Teachers should adjust the prompts as needed.

1. Write a summary of a scene, section, or chapter of your choice reading text.
   - Draw the setting of the section of the text that you read today.
   - Create a timeline of events that happened as you read today.
   - Write a summary of the text you read today.
2. Select a word or phrase from the text and explain how it is used in your choice reading text.
   - Draw a semantic map of the word or phrase of your choice.
   - Write the sentence from the text that includes the word or phrase of your choice and define in one of the following ways: context clues, word parts, and/or a dictionary.
3. How do the characters in your choice reading text develop, interact, and develop a theme?
   - Draw a stick figure to represent each character you read about and label his/her characteristics.
   - Create a graphic organizer to trace events characters face, how they react, and what their reaction reveals about them.
4. What are the central ideas or themes of your choice reading text? How are they developed?
   - Write a sentence that tells the main idea or lesson from your choice reading text. Draw a picture to match your sentence.
   - What inference can you make about the text? What evidence supports your inference?
5. How does the style of your choice reading text contribute to its power, persuasiveness, or beauty?
   - Identify places where the author uses repetition. How does the repetition of certain words and/or phrases contribute to the overall meaning of the text.
   - Identify places where the author uses figurative language to develop an idea and describe the impact that language has is the overall meaning of the text.
   - How does reading a story in verse differ from how the story would be told in prose?
6. Analyze how a sentence, paragraph, or section of your choice reading text develops the author's ideas or claims.

- Write 2-3 key details from the text that support the author's message.
- Explain how the illustrations or images in a text contribute to the meaning of the text.

7. Evaluate the effectiveness of the structure the author uses in your choice reading text.
    - Identify the structure of your choice reading text and explain how that structure contributes to the meaning of the story.
    - What text features did you encounter that helped you understand what you read today.

8. How does the author use rhetoric to advance the point of view or purpose?
    - Create a graphic organizer to identify the types of rhetorical appeals the author uses and evidence of each.

9. Compare your choice reading text with other texts with similar themes, purposes, and/or rhetorical features.
    - Compare what you read today to a story that you have read before that has a similar theme.

10. Analyze how your choice reading text draws on and transforms source materials.
    - Compare and contrast the story you read to the story that it is based on.

Rolling Knowledge Journals

Complete the rolling knowledge journal after reading and annotating each text after each independent choice reading activity. The rolling knowledge journal is a place for you to collect new learning about the knowledge topic and capture connections that add to your existing knowledge on the topic.

1. Read and annotate[1] the text, and then answer the following questions in the correct columns:

   ○ What new knowledge did I collect about the topic while reading this text?
   ○ How did this text add to knowledge I already had about this topic?

Rolling Knowledge Journal Template

Topics/Themes: _____

	New Learning	Adds to Learning
	What new knowledge did I collect about the topic while reading this text?	How did this text add to knowledge I already had about this topic?
Day 1 page#s	●	●
Day 2 page#s	●	●
Day 3 page#s	●	●

---

[1] Teachers should determine a method of annotation that is appropriate for their students.

Sensational 6 Journals

Complete the sensational 6 journal after reading and annotating each text after each independent choice reading activity. The sensational 6 journal is a place for you to collect and practice using vocabulary that is important to understanding the text.

1. Read and annotate the text, and then determine the six words from the section that you read that are most important to understanding the central idea or theme of the text.
2. Next use your 6 words to write about the most important ideas of the text. You should have as many sentences as you do words.
3. Complete this chart for each time that you read.
4. After reading for three activities, go back and review your words.
5. Select six words from ALL the word lists that stand out as the most important to the central idea or theme, or lesson, of the text you read. These words will be known as the "Sensational 6."
6. Use the "Sensational 6" words to summarize the knowledge you gained and your understanding of the text.

Sensational 6 Journal Template

	Six Words	Six Sentences (new sentences)
Day 1 page#s	1.	1.
	2.	2.
	3.	3.
	4.	4.
	5.	5.
	6.	6.
Day 2 page#s	1.	1.
	2.	2.
	3.	3.
	4.	4.
	5.	5.
	6.	6.
Day 3 page#s	1.	1.
	2.	2.

	3.	3.
	4.	4.
	5.	5.
	6.	6.
Sensational 6		
Summary Write a summary using the "sensational 6." Be sure to underline the vocabulary words.		

Final Project (OPTIONAL)

Independent reading can culminate with students creating a final project to showcase their knowledge and express their understanding of the text. Final projects should include both a product and a presentation.

- **Product**: Students will create a product which expresses their understanding of the text. This product should be appropriate to the grade level and task. Teachers should choose the final product or offer a selection of options for a final product and allow student choice.

- **Presentation**: Students will showcase their products and knowledge of the text. Presentations can be in person, virtual via video conference, and/or prerecorded and shared.

Possible Final Project Products

- Develop a multimedia presentation explaining your text.
- Create and publish a story related to your text.
- Create a podcast to discuss your text.
- Create a poster to promote change related to your text.
- Give a TEDTalk related to your text.
- Create a graphic novel or comic strip related to your text.
- Create a mixed media art project that visually represents your text.

Final Project Planning and Development

To support students in developing final projects, the Final Project Tool can be shared with students.