

# Independent Reading

Content Area: **English Language Arts**  
Course(s): **English Literacy 1, English /Reading**  
Time Period: **Generic Time Period**  
Length: **On going**  
Status: **Published**

## **Independent Reading**

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### **Unit Overview**

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Students will practice reading novels independently. The purpose of this unit is for students to gain confidence with their reading skills and be able to independently read and understand text.

### **Transfer**

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Throughout this unit, students will be able to:

- Demonstrate an understanding of the main ideas, themes, or events within independent novel
- Identify and define new vocabulary
- Develop questions related to the text
- Make predictions
- Write a summary
- Connect independent text to real world issues/ historical events
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### **Understanding**

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Students will understand that..

- Independent reading helps build reading habits
- Develop an understanding of similarities and differences between nonfiction and fiction text
- Build an understanding of how fiction and nonfiction works are crafted
- Fiction and nonfiction texts express central ideas, make political statements or commentary, relate to real world issues

### **Essential Questions**

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- How can I use the content of this novel to contribute to discussions with my peers?
- How does this piece of literature help you grow as a reader?
- How does this text intersect with other fiction and nonfiction?
- How does this text help build your understanding of vocabulary?
- What is the purpose of this text?
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## **Students will know**

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- How to summarize and retell scenes from the text
- Compare text to other text, current events, personal experience, and historical context
- How to identify new vocabulary
- How to actively read

## **Students will be skilled at**

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- Previewing text and vocabulary
- Using prereading skills
- Reading with a purpose
- Marking text as an active reading skills
  - Circle words, phrases, dates
  - Underline author's claims
  - Mark text ( write questions, high light)
- Make connections
  - text to self, text to world, text to text
- Summarizing text

## **Learning Goal**

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Through on-going independent reading, students will be able to predict, read with a purpose, mark the text to identify critical information, make connections and write purposeful summaries.

## Standards

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LA.RL.9-10.1	Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
LA.RL.9-10.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
LA.RL.9-10.10a	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed.
LA.RI.9-10.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
LA.RI.9-10.2	Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.
LA.RI.9-10.6	Determine an author's point of view or purpose in a text and analyze how an author uses rhetorical devices to advance that point of view or purpose.
LA.SL.9-10.1.D	Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.

## Resources

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Students can use the library as a resource for novels of their choice, or they can use:

- Newspaper
- Novels for language arts
- Current Event Article

## Accommodations / Modifications

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- Be given a written list of instructions
- Be given an outline of lesson
- Create alternate projects or assignments
- Have curriculum materials translated into native language
- Learn content from audio books, movies, videos and digital media instead of reading print versions
- Listen to audio recordings instead of reading text
- Take more time to complete a task or test

- Use a word processor to type notes or give responses in class
- Use alternate texts at lower readability level
- Use manipulatives to teach or demonstrate concepts
- Use visual presentations or verbal material, such as word webs and visual organizers
- Work with fewer items per page or line and/or materials in a larger print size

## Interdisciplinary Connections

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SOC.9-12.1.1.1	Compare present and past events to evaluate the consequences of past decisions and to apply lessons learned.
SOC.9-12.1.2.2	Relate current events to the physical and human characteristics of places and regions.
SOC.9-12.1.3.1	Distinguish valid arguments from false arguments when interpreting current and historical events.
SOC.9-12.1.4.1	Take a position on a current public policy issue and support it with historical evidence, reasoning, and constitutional analysis in a written and/or oral format.