Finding The Right Book at the Right Time

Created by: Jean Wolf Kirschman
Title/Role: School Librarian
Organization/School Name: Brookings High School Library
Location: South Dakota

Grade Level: 9
Type of Lesson: Stand-alone lesson
Type of Schedule: Combination
Collaboration Continuum: Moderate
Content Area: Language Arts
Content Topic: Book Selection

Standards for the 21st-Century Learner

Skills Indicator(s):
1.1.4 Find, evaluate, and select appropriate sources to answer questions.
1.1.8 Demonstrate mastery of technology tools for accessing information and pursuing inquiry.
4.1.4 Seek information for personal learning in a variety of formats and genres.

Dispositions Indicator(s):
4.2.2 Demonstrate motivation by seeking information to answer personal questions and interests, trying a variety of formats and genres, and displaying a willingness to go beyond academic requirements.
4.2.4 Show an appreciation for literature by electing to read for pleasure and expressing an interest in various literary genres.

Responsibilities Indicator(s):
4.3.2 Recognize that resources are created for a variety of purposes.

Self-Assessment Strategies Indicator(s):
1.4.2 Use interaction with and feedback from teachers and peers to guide own inquiry process.
2.4.4 Develop directions for future investigations.
4.4.6 Evaluate own ability to select resources that are engaging and appropriate for personal interests and needs.

Scenario: The lesson will be taught early in the year to help students learn strategies to find books that they will like and are at the appropriate reading level. Students will reflect on and improve their book choices. Throughout the year, they will use the websites and build on the skills from this lesson. (This lesson was taught with Rhonda Young for a freshmen special education English class.)

Overview: Students will work toward independent selection of books to read for class and personal reading. Websites used include www.lexile.com (Find a Book), www.ARbookfind.com, and Destiny.

Essential Question: How do I select the right book for the right purpose, based on my interests and at an appropriate reading level, and how do I make better choices in the future? What tools are available for finding a book for independent reading within my Lexile range?

Final Product: Products for this unit: complete handout, successful AR test, and reaction journals.
Library Lesson: Students will learn to use www.lexile.com (Find a Book) to identify books in their interest areas and Lexile score taken from standardized tests. They will learn the process of self-reflection in deciding if they liked a book and were successful (passed an Accelerated Reader test). Most importantly, they will fine-tune their own selection process to find the perfect book match for themselves.

Estimated Lesson Time: 120 minutes

Assessment

Product: 1) Completed handout with lists of titles in the students' interest area. 2) Reaction journals written while reading the chosen book. 3) Pass an Accelerated Reader test to meet class requirements.

Process: Students will talk with the teacher and the librarian throughout this process to help hone book selection. They will follow the steps at www.lexile.com (Find a Book) to find books in their interest area and reading level. The process will be repeated throughout the year, and in following years.

Student self-questioning: How can I make sure that a book is a good fit for me and that I will be successful with reading assignments? How can I make better choices in the future. What websites and people are good resources for this process?

Instructional Plan

Resources students will use:
- Dataset (i.e. lists, tables, databases)
- Software
- Text (books, letters, poems, newspapers, etc.)

Resources instructor will use:
- Projector
- Laptop

Instruction/Activities

Direct instruction: The teacher will provide Lexiles from test scores. The librarian will demonstrate the process of finding books by interest level at www.lexiles.com. The teacher and librarian will talk with students and help them as they look for books in the library or through interlibrary loan. The teacher will require reaction journals and provide class time for writing and discussion.

Modeling and guided practice: The librarian will model the entire process that is spelled out on the student handout. Starting with a Lexile range, the librarian will mark three interest areas, and see what the website suggests. From there, the librarian will show students how to check if the library has the specific titles or if there are similar books available.

Independent practice: Students will go through the process on their own throughout the year. Of course the librarian and teacher are always available for guidance and suggestions.

Sharing and reflecting: Students will complete reaction journals explaining how the process is going and what they think of their book. There will be time for class discussions and for students to recommend titles to other students.
Have you taught this lesson before: Yes

Strategies for differentiation: The different Lexiles provide differentiation. Students are all reading in their reading level ranges. The class we taught was a special education class, and this process could be followed in all classes, including Honors or AP. There is time in this lesson for individualized instruction as students ask questions and talk to the librarian and teacher while looking for books.

AASL/Common Core State Standards Crosswalk

English Language Arts:

CC.9-10.R.L.10 » English Language Arts » Range of Reading and Level of Text Complexity » 10. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently. (9,10)

CC.9-10.W.4 » English Language Arts » Production and Distribution of Writing » 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (9,10)

CC9-10RS/TS7 » Reading Standards for Literacy in Sci Tech » 7. Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words. (9,10)

CC.9-10.SL.2 » English Language Arts » Comprehension and Collaboration » 2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source. (9,10)

CC.9-10.SL.3 » English Language Arts » Comprehension and Collaboration » 3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. (9,10)

CC.9-10.W.8 » English Language Arts » Research to Build and Present Knowledge » 8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. (9,10)

CC9-10RS/TS1 » Reading Standards for Literacy in Sci Tech » 1. Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. (9,10)

CC.9-10.L.4.c » English Language Arts » Vocabulary Acquisition and Use » c. Consult general and
specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. (9,10)

CC.9-10.W.6 » English Language Arts » Production and Distribution of Writing » 6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. (9,10)
What is a Lexile® Measure?

A student gets his or her Lexile reader measure from a reading test or program. A Lexile ranges from below 200L to above 1700L.

A book gets a Lexile text measure for reading level of words and sentences, and how hard it is to understand. For example, the first "Harry Potter" book measures 880L, so it's called an 880 Lexile book.

The idea behind The Lexile Framework for Reading is simple: if we know how well a student can read and how hard a specific book is to comprehend, we can predict how well that student will understand the book.

Go to www.lexile.com

Click on “Find A Book” at top, gray stripe, next to home. Add to favorites.

**Step 1**: Enter Lexile Measure or Grade. Type in the Lexile number that you were given and press “Tab” on your keyboard. Notice that the computer gives you a range. Click on “Submit.” This will take you to **Step 2**. Select one interest, such as “Sports.”

**Step 3**: Find one book that looks OK and has a button that says “Google Preview.” Click on the button and read one page.

**Step 4**: See if we have any of these books in our library. You may find a book by the same author or the same topic. (We will later select a book and check if the Lexile is right for you.) Open up a new internet page. At the Brookings School homepage, click on Library Searches and High School Library (on left side of page). Click on Destiny. This is our library catalog. You can search this any time you are
looking for a book. Search a topic you are interested in, such as “Football.” Print out the list (?)

**Step 5:** Check the Lexile scores of three of the books. Find some in your Lexile range. You will type in the title at the Find A Book website. It will tell you the Lexile of the book.

**Step 6:** Find one of the books in the library in your Lexile range. Check it out—this will be your next AR book.

**Step 7:** Make a list of what you would like the library to buy if you find a book that you want, but the library doesn’t have it.
Name: ____________________________________________

Your Lexile Score and Range: ________________________________________________

Three interests for books:

1. __________________________________________________________
2. __________________________________________________________
3. __________________________________________________________

3 books in your Lexile Range:

1. __________________________________________________________
2. __________________________________________________________
3. __________________________________________________________

3 books that the library has in your Lexile Range:

1. __________________________________________________________
2. __________________________________________________________
3. __________________________________________________________
The book you are checking out in your Lexile Score: