



Reading Log: The Reading Comprehension Strands Project Outline



It is vital for a reader to have strategies to understand the texts they read, whether the purpose is for learning or enjoyment. Strong readers naturally practice effective comprehension techniques without an awareness of doing so.

Being an active participant in reading experiences is important to develop lifelong readers. The strategies for good comprehension of texts are: **visualizing, connecting, questioning, determining importance, inferring, synthesizing and monitoring own comprehension**. Here is an outline of the reading comprehension log guidelines:

- 1. Documenting each reading log entry:** document every book read and provide details:
 - *how many pages were read during reading experience
 - * title of the book
 - *date
 - *number of the reading log
 - * all prompts completed of what was read
- 2. Mechanics and neatness:**
 - *all entries are neatly and legibly handwritten or printed
 - *are entries edited for spelling, capitalization and punctuation errors
 - * does the entries make sense-proper grammar usage
- 3. Reading Comprehension strands examples:** each strand has an introduction page for reference and entry number one will be done together as a class
 - *each student needs to write the exemplar exactly as outlined, this is the example of quality of expectations of what an entry should look like
 - *student selects their own book using the IPICK strategy, for interest and comprehension
 - *student does 9 entries (10 in total including exemplar) and then both student and teacher assesses the ten in total
- 4. Self & teacher assessment rubric:** the rubric outlines exactly what each indicator looks like "strong", "adequate", "beginning to meet" and "need work"
 - *when 10 entries are completed the student will look over all the their reading logs and self assess their own work on the rubric
- 5. Reading log entries:** each day needs: each page will have a star at the top when corrected by the teacher, on double sided pages, the teacher will clip the top of the page when both pages are completed.

Monitoring and Clarifying:

Even the best readers occasionally hit *clunks* in their reading – words, phrases, ideas, concepts that don't make sense. Effective readers *monitor* their comprehension by recognizing points of confusion, then using *fix-up* strategies to *clarify* or correct the misunderstanding before moving on. Fix-up strategies might include rereading, reading on, skimming or scanning, or pausing to reflect.

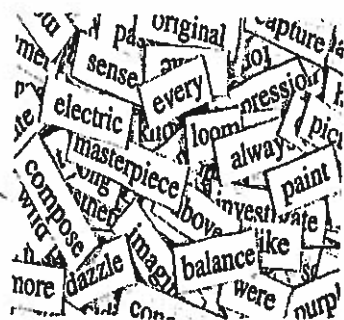
*Does this make sense?
I don't really understand...
I'm not sure this is the right word...
I think I'll go back and reread...
Maybe if I read on...*

Remote Control Reading:

- Play
- Pause
- Stop
- Rewind
- Fast Forward

Clicks and Clunks

Vocabulary Highlights



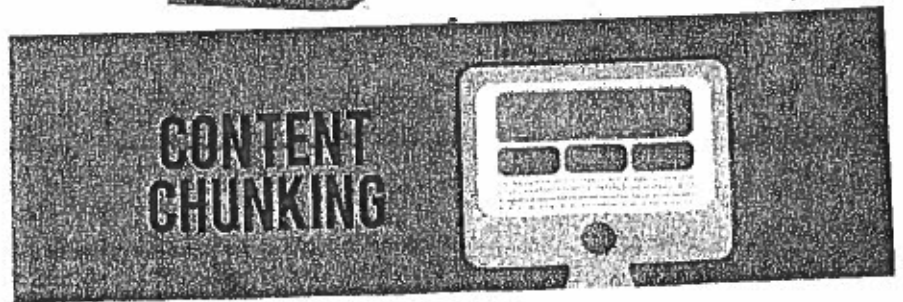
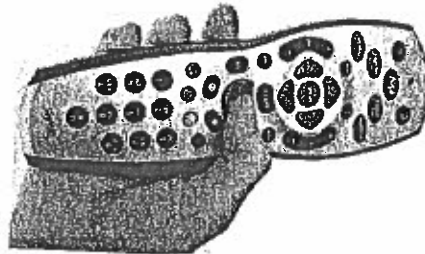
motivation
Phonemic reading
print Vocabulary Fluency
background knowledge
Phonics Comprehension
concepts
vocabulary
Awareness

Context Clues

When you use clues in a story to figure out the meaning of a new word you are using context clues.



- Q Clues are in the same sentence as the new word and the sentences around it too.
- Q Clues can be found by thinking about how the word is used in the sentence.
- Q Clues can also be found by thinking about the main idea and details of the story.



Monitoring & Clarifying Reading Comprehension Strand Daily Reading Log Assessment

	Strong	Adequate	Beginning to Meet	Needs Work
Documenting Reading Records: <i>Mechanics and the neatness of the reading time log.</i>	Mechanics: -all entries have new vocabulary used to shape text -all spelling, capitalization, punctuation and grammar usage is correct -is very neatly handwritten	Mechanics: -entries make sense -most mistakes in spelling, capitalization, punctuation, capitalization and grammar usage are reasonable -all entries are neatly printed	Mechanics: -many errors in spelling, punctuation, capitalization or grammar usage which can interfere with a reader's understanding -some entries are printed neatly and legible	Mechanics: entries are flawed with errors in spelling, punctuation, capitalization or grammar usage -hard to understand meaning -writing is messy -reading logs are poorly organized
Requirements: <i>Completing each reading log entry with specific details: date, pages read, title of book</i>	Each entry has: -# of each reading log -the date -correct title and author name of the book (capital/spelling) -pages read/page # of book quote -has a detailed example quoted from the book -has dictionary (all) extra definitions and parts of speech to explain new vocabulary	Many entries have: -# of each reading log -the date -name of book -pages read/ page # of quote -locates new vocabulary definitions using the dictionary -can relate new vocabulary after defining and explain how it makes sense with context clues	Some entries have or are missing half of: -# of each reading log - the date -name of book -pages read/quote page # -quotes partially documented or not much context clue support for vocabulary -guesses without using dictionary the definition -can't connect definition to make sense of new vocabulary	Many components incomplete: -# of each reading log -the date -name of book -pages read -many prompts partially done or incomplete -does not connect new vocabulary with definition -guesses are illogical when connecting definitions and new vocabulary -can't make sense or connection between vocabulary, definition and quote
Monitors Own Comprehension <i>"is when a reader recognizes when they don't understand parts of a text, reflects on their own reading process and monitors their own comprehension when they read."</i>	-gives a thorough explanation of what may be realistic reasons why the text is difficult to understand -provides excellent vocabulary examples of unfamiliar words -uses examples from the text to explain understanding, in your own words	-identifies what is confusing about word or passage -identifies using the example from text what needs a "fix up" -can provide a reasonable explanation for selecting the text for "repair" -identifies what is causing comprehension break down whether it's a word or phrase	-is vague about what is causing a break down in comprehension -selects a "gimme me" word/passage that doesn't require repair or fixing -doesn't write the word or passage from the text -doesn't explain the "fix process"	-there is very little explanation of what word or passage caused break down in meaning -doesn't provide example from the text -leaves a lot of guess work of what the reader is thinking.
Clarifying using text support: <i>Good readers use a variety of fix up strategies, takes steps to restore meaning and reflects on what they are reading: *stop and think *reread *use vocabulary or context clues</i>	-all prompts are elaborated in detailed sentences with examples -thoroughly explains which strategies aid in repairing comprehension (chunking, reread, using context clues,)	-many prompts are written in one complete sentence -summarizes one strategy used to fix comprehension -explains in one full sentence why this strategy helped clarify meaning of text or	-some writing prompts have some description or detail -uses a fix up strategy but doesn't explain how the strategy helped repair comprehension -briefly reflects without evidence, what word, passage	-some or many prompts are incomplete, partially done or of poor quality of detail -some or all text-captions are blank or incomplete

<i>*make connections</i> <i>*ask questions</i> <i>*visualize</i> <i>*predictions</i>	- applies 3 or more strategies and describes how a these "fix ups" or "look back" strategies help adjust reading comprehension for better comprehension.	provided a better understanding	or text caused a break down in meaning without explaining why	-examples or details are vague or do not make sense
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- Student
- teacher

MAKE A COMMENT

- This is good because.....
- This is hard because.....
- This is confusing because.....
- I like the part where.....
- I don't like this part because.....
- My favourite part so far is...
- I think that.....

Monitor & Clarifying

"Determining important ideas by understanding the text, themes, main idea and what the author's message is"

- The text was mostly about.....
- The author is trying to tell us that.....
- I learned.....
- The important details were.....
- I would highlight these facts or statements because.....

Reading Log #1

Comprehension Strand: Monitoring & Clarifying

Date: December 2, 2019

Name of book: "

"The Whipping Boy"
by Sid Fleischmann

pages read:

pages 64-76

Write down a sentence, phrase or word from your text that you don't fully understand what it means and would like to "fix" your comprehension:

Sentence or phrase directly from text:

page # 75 "Jemmy led the way through a tarred forest of wharf pilings and over a derelict river barge."

What context clues do the surrounding text tell me before and after? (page #'s) Predict what it means:

Before it describes the scene of the river as they woke in the morning. After it describes their path as they approach the sewer opening.

research find term in the dictionary and write its definition or use an alternate resource to find the answer (document name, type, page or reference #)

dictionary definition: derelict: (adjective) page 190
in very poor condition as a result of disuse and neglect.

thesaurus synonyms: dilapidated, run-down, worn out, ramshackle

What fix strategies did I use to understand? Explain.

I used a dictionary and thesaurus, then re-read. The river barge was run down and neglected. It described the scene better to help me visualize with a picture in my head.



Reading Log
Comprehension Strand: Monitoring & Clarifying

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