# Reading Comprehension Strands

# Daily Reading log

## Reading Comprehension Strands Daily Reading Log Assessment

| | Thoroughly | Meeting | Minimally Meets | Needs Work |
|---|---|---|---|---|
| **Documenting Reading Records:** ***Completing each reading log entry with specific details: date, pages read, book and following each reading comprehension strand prompt. Self-assesses using checklists and rubric*** | All entries have:<br>- correctly documented (no errors) book titles<br>- dates<br>- pages<br>-self-assesses honestly using the checklist for reference<br>-self-assesses entries on rubric | Most entries have:<br>- book titles<br>- dates<br>- pages<br>-uses checklist to check own entries<br>-marks most parts of rubrics to self-assess | Sometimes entries have:<br>- book titles<br>- dates<br>- pages<br>-checklist is partially completed<br>-parts of self-assessment rubric completed | Rarely has documented:<br>- book titles<br>- dates<br>- pages<br>-checklist is not done<br>-self-assessment rubric is not done |
| **Requirements: Completion of reading comprehension strand entries: Has prompts completed for each reading log strand** | Provides thorough detail in all reading logs: (a paragraph on each: minimum 5 sentences)<br>-all prompts are done thoroughly and provide rich details of reading strand | Provides 3 detailed sentences for each prompt:<br>-provides adequate details for each reading strand | Provides one full sentence in each prompt.<br>-partially completed prompts<br>-some prompts are done incorrectly | Some or many prompts are vague<br>-some entries have one- or two-word sentences word or has point form responses to prompts |
| **Visualization:** ***Draws, illustrates, and provides detailed images of visual cues provided by text. Uses the whole box when illustrating and supports with writing what was visualized.*** | Vividly describes images created from text by providing detailed coloured (neatly) illustrations that support images with thorough explanations of what was visually represented. | Draws a coloured illustration that uses most of the space, has some detail from the text and can provide a sentence telling what the picture represents. | Has a picture that takes up very little space, is quickly scribbled or doesn't show a graphic image in much detail.<br>-illustrations are not coloured or coloured neatly<br>-image does not relate to text prompt | -illustration is poor quality or is missing altogether.<br>-there is very little explanation of what the image is or what was visualized.<br>-does not have any supporting text or caption is blank. |
| **Questioning:** ***Creating higher order questioning skills during reading that propels reading further.*** ***Each questioning entry asks students to generate two questions and provide*** | Each entry has judge or inventor (level 3 or 4) questions that involve the reader's own thoughts, opinions, and personal background knowledge to answer. Answers are explained | Most entries have level robot or detective level (1 or 2 type) questions and answers. The questions are basic: who, what, when, where, why and how. The questions can easily be answered | Entry has either only one question, or two questions that are not answered. Questions are basic (can be answered without even reading the text ex. "Why is a bear an omnivore?". | Questions are incomplete. These entries are partially done, or missing either questions or answers, or just provide statements. Questions don't make sense. |

| | | | | |
|---|---|---|---|---|
| ***answers/strategies for answering each.*** | thoroughly and supported by text. | without much inquiry or inferring. | | |
| | **Thoroughly** | **Meeting** | **Minimally Meets** | **Needs Work** |
| **Connecting:**<br><br>***Exploring how text connects to the reader's real life, to other text/media, or to events of the world***<br>***Text-to-self connection***<br>***Text-to-text connections***<br>***Text-to-world connections*** | Gives thorough explanation for each connection type and how it relates in detail to<br>-text to self<br>-text-to-text or media<br>-text-to-world<br>-uses a diagram or chart to compare/contrast | Completes all parts of prompt with detail<br>-explains the text and a connection to:<br>-text to self<br>-text-to-text or media<br>-text-to-world<br>-has two different connection types | Connections are forced or have little meaning or significance. Relationships are weak or are not well explained in detail of similarity.<br>-just has one type of connection: text to self | Parts of the prompts are incomplete or lack any kind of information explaining text or describing connections. |
| **Inferring:**<br><br>***"Reading between the lines" or understanding messages in the text that are not actually told by the author but have to be inferred by the reader using his or her own schema*** . | Outlines and selects a passage from text that requires inferring:<br>-writes observations or passage<br>-wonder: asks a question to restate inquiry<br>Infer: predict what it means and explain process | Addresses all parts of the prompt in a sentence or in minor detail:<br>Observe-what text says<br>Wonder- ask "could this mean?....."<br>Infer-assume an answer by predicting | Briefly answers one part or all three parts of the prompt, but not really giving depth or explaining:<br>-observe<br>-wonder<br>-infer | Doesn't answer the prompt leaves blank, only has a key word or two, responses make no sense or show lack of effort |
| **Monitoring/Clarifying:**<br>***"Determines important ideas by understanding the text, themes, main idea and author's message"***<br><br>***What fix up strategies a reader uses to monitor their own comprehension.*** | Provides examples from text that needs "fixing" and uses strategies:<br>-context clues before and after to clarify meaning<br>-uses more than one fix up strategy:<br>-re-reads passages<br>-asks questions<br>-continues to read on and come back<br>-research further | Selects a sentence from text and explains what clues there may be before or after<br>-may re-read or use a strategy suggestion to make sense of text<br>-provides basic fix up strategy and brief explanation<br>-uses one type of fix up strategy | Selects one or two words or very brief selection<br>-doesn't refer to context clues leading up to before or after text being monitored<br>-may just give a brief statement guessing meaning<br>-doesn't give support to inference with examples | Does not complete all prompts<br>-doesn't have any suggestions or strategies for clarifying more meaning<br>-doesn't use a fix up strategy, just defines using dictionary or own guess of what a word means |
| **Synthesizing:**<br><br>***The bringing together of new information and existing knowledge.*** | Extends further understanding of text by:<br>-thoroughly summarizing text or retelling in | Briefly outlines in one to two sentences:<br>-retelling in summary what was read | Only answers one or all prompts in vague detail:<br>-retelling<br>-relating<br>-reflecting | Cannot connect three prompts or give a response from reading:<br>-retelling<br>-relating |

| | | | | |
|---|---|---|---|---|
| | concepts in own words<br>-explaining in detail how this text is related to previous schema<br>-reflecting on new acquired knowledge | -relating reading to existing knowledge<br>-reflects how this adds to what was already known | | -reflecting<br>-partially completed or incomplete |

Student

Teacher

/32

**Reading Comprehension Strands Reading Log**

It is vital to be aware of what strategies we use as readers to make sense of the texts we read and to engage us in the reading we do for enjoyment. Strong readers naturally and effectively practice the reading comprehension strands without even an awareness of doing so.

To be an active participant in your reading is important. To make predictions, ask questions, establish connections to the text in making it meaningful to you personally are just a few examples of relationships people must use to understanding what they read.

The reading comprehension strands that we are going to practice daily with our class DEAR time are **questioning, connecting, synthesizing, inferring, monitoring & clarifying and visualizing.**

**Please check off the dates and whether entries are completed:**

| Reading Comprehension Strand | Date: | Date: | Date: | Date: bonus | Date: bonus | Check list |
|---|---|---|---|---|---|---|
| Visualizing | Teacher Ex. | | | | | |
| Questioning | Teacher Ex. | | | | | |
| Connecting | Teacher Ex. | | | | | |
| Synthesizing | Teacher Ex. | | | | | |
| Inferring | Teacher Ex. | | | | | |
| Monitoring | Teacher Ex. | | | | | |

**Grade 4 Science: Light**

**Vocabulary: define for each term. Illustrate a picture to aide your understanding**

Ray:

Natural light:

Artificial light:

Reflect:

Refraction:

Emit:

Luminous:

Illuminated:

Optical device:

Transparent:

Translucent:

Opaque:

Optometrist:

Ophthalmologist:

Prism:

Pigments:

Visible light:

White light:

Electromagnetic waves:

Electromagnetic radiation:

Infrared light:

Ultraviolet light:

Particle theory of light:

Wave theory of light:

Quantum theory of light:

Light waves:

Wavelength:

Frequency:

Trough:

Rainbow spectrum:

R.O.Y.G.B.V.:

Kaleidoscope:

Pupil:

Iris:

Retina:

Lens:

Cones and rods:

## Reading Log #
## Comprehension Strand:
## Monitoring & Clarifying

**Date:**

**Title of book:** _____ **pages read:** _____

**Write down a 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 (underline the word in question): page #**

_____

_____

☐ **Use context clues: what text clues do the surrounding text tell me before and after? Predict what the word means:**

_____

_____

☐ **research find term in the dictionary and write its definition:** _____

_____

_____

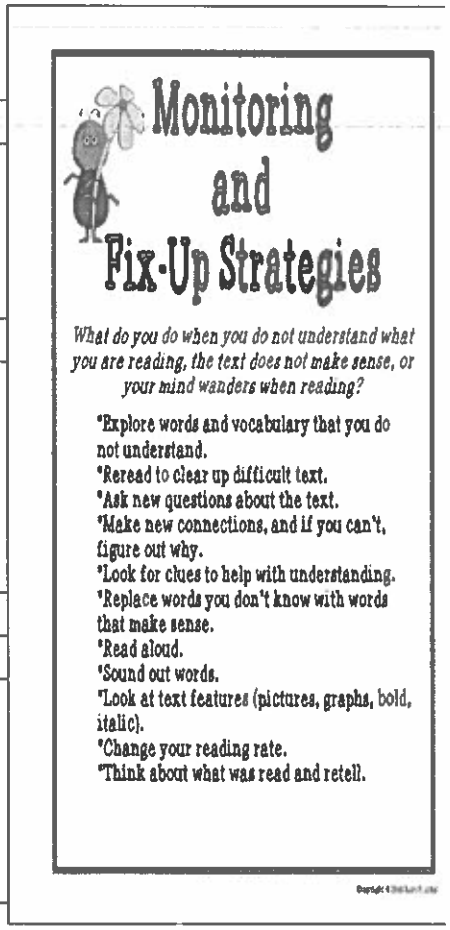
_____

☐ **What are 2 synonyms that are similar in meaning use a thesaurus. Explain how this now makes sense.**

_____

_____

_____



**Monitoring and Fix-Up Strategies**

*What do you do when you do not understand what you are reading, the text does not make sense, or your mind wanders when reading?*

- Explore words and vocabulary that you do not understand.
- Reread to clear up difficult text.
- Ask new questions about the text.
- Make new connections, and if you can't, figure out why.
- Look for clues to help with understanding.
- Replace words you don't know with words that make sense.
- Read aloud.
- Sound out words.
- Look at text features (pictures, graphs, bold, italic).
- Change your reading rate.
- Think about what was read and retell.

Reading Log #
Comprehension Strand:
Monitoring & Clarifying

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☐ Sentence or phrase directly from text (underline the word in question): page #

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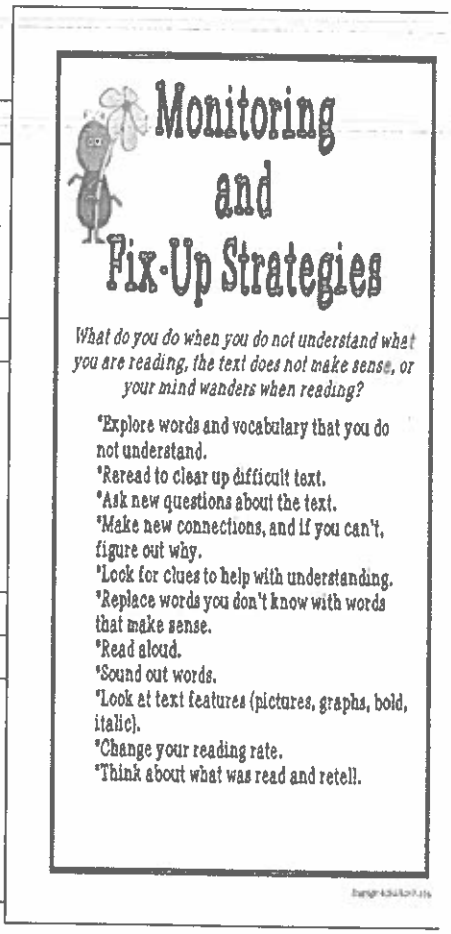
☐ research find term in the dictionary and write its definition:

☐ What are 2 synonyms that are similar in meaning use a thesaurus. Explain how this now makes sense.



Reading Log #

Comprehension Strand: Visualizing

Date:_____

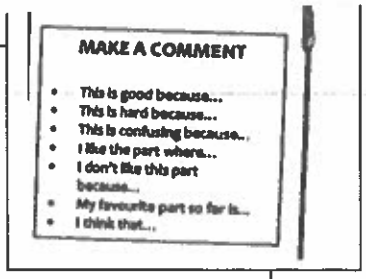
Name of book: _____ pages read: _____

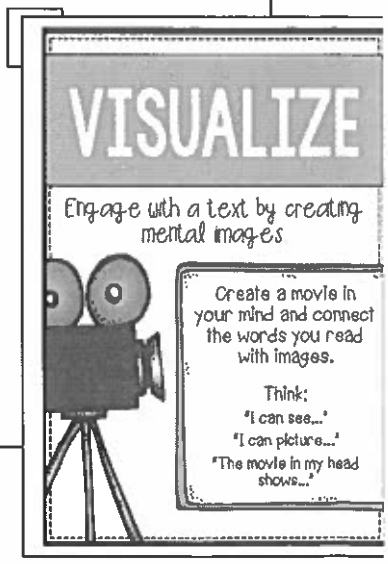
**During reading, often a reader will see the story or imagery from texts in their head like a mini-movie. Draw a picture of a snap shot of what you visualized in your reading. Explain in words, referring to the text, what you imagined:**

## VISUALIZING

**"Creating a movie of the text in your head"**

- I get a picture in my head of...
- I can see it...
- It's like a movie of ... in my head
- I visualized...
- I feel... when I imagine this part of my reading
- these words and phrases create a strong image in my head...
- I imagine this character/event/setting to be like...




**What I visualized:**

**Explain the idea from the text:** **page#**

_____

_____

_____

_____

Reading Log #

Comprehension Strand: Visualizing

Date:_____

Name of book: _____ pages read: _____

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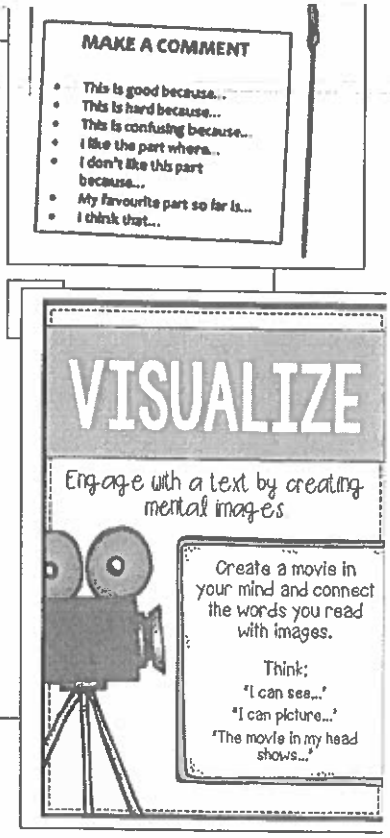


# Text Connections

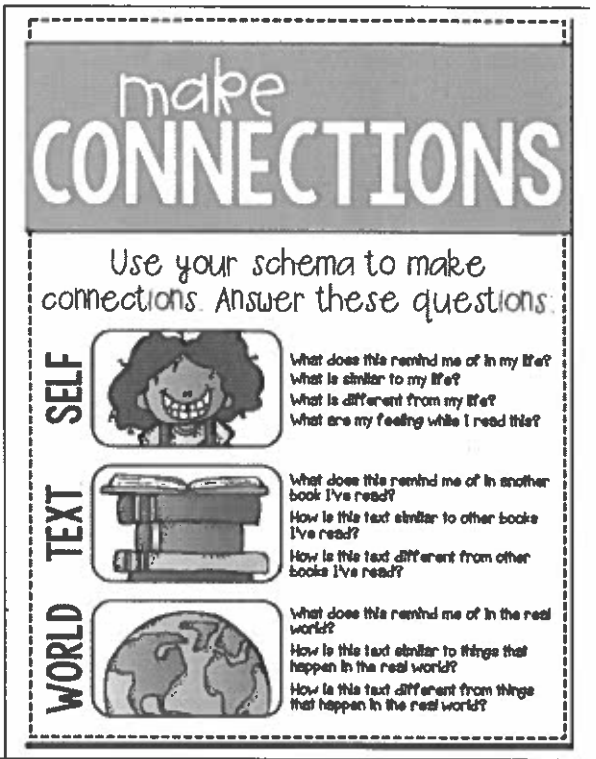
**Reading Log #**
**Comprehension Strand: Connecting**

**Date:**

**Name of book:** _____ **pages read:** _____

## Check one:

- ▫ Text to Self
- ▫ Text to Text
- ▫ Text to World




**Illustrate text connection: write a quote or caption from the text (page #)**

**Explain how you made connections (to self, to other text, or to world) to what you have read.**

_____

_____

_____

_____

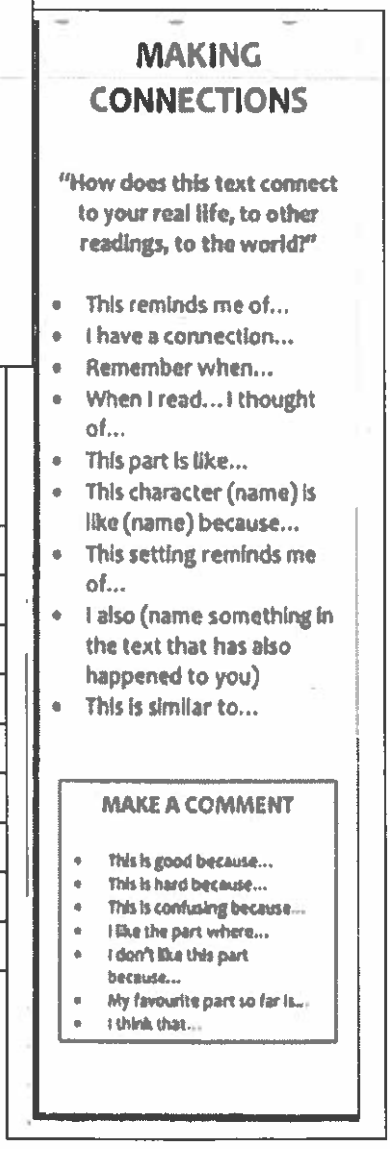
_____

_____

_____

_____

_____



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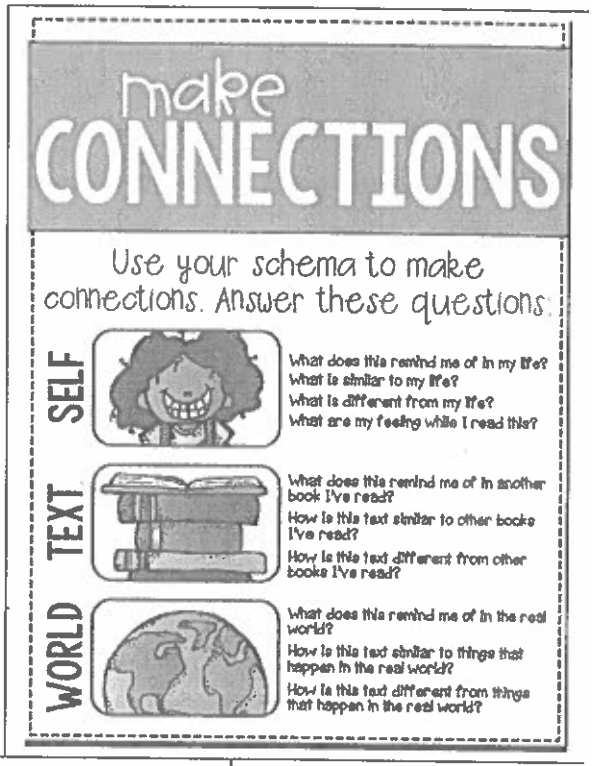


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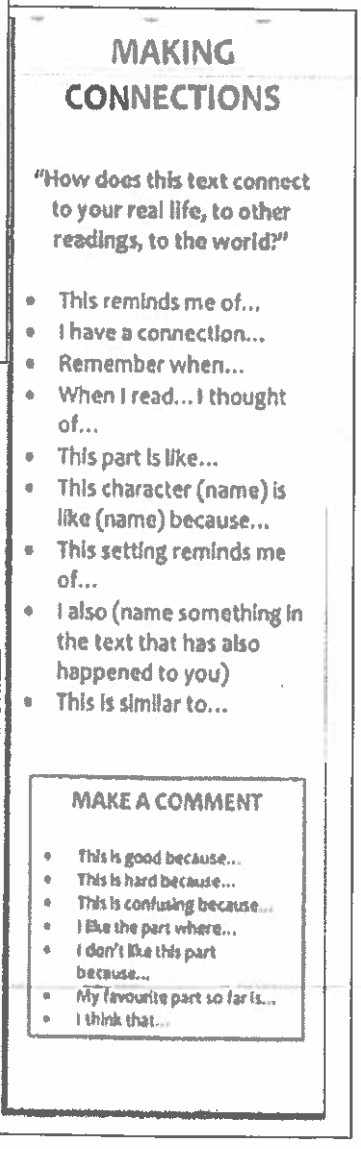

**Reading Log #**

**Comprehension Strand:**

**Determining Importance**

**Date:**

**Title of book:** **pages read:**

***After reading what is the message or key idea?**

After reading, write "the big idea" :

Select and write three sentences from the text that support the main idea (provide page numbers).

1.

2.

3.

Explain and summarize in your own words what the important details were?

## Determining Importance

**"What is the big message?"**

Good readers do not memorize books. They make decisions on what is most important.

- What is the big message?
- After reading I am thinking the main idea is about……
- What information do you need to take with you as you read?
- What are the supporting details that help develop the big idea?
- I predict that this is the major idea because……
- The most important information is……

**Reading Log #**

**Comprehension Strand:**

**Determining Importance**

**Date:**

**Title of book:** **pages read:**

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## Reading Log #

## Comprehension Strand: Questioning

## Date:_____

## Name of book: pages read

_____ _____

## Check : ask 2 questions and answer:
## I can find the answer to the question I ask....

☐ Question style: **robot** "who, what, when where or why

Answer type: is found right there in the book, not a lot of search the text answers

☐ Question: **detective** "What caused this to happen..." or "What did the text mean when it said.."

Answer type: found by re-reading, answers using context clues or reading on later and the context clues answers

☐ Question style: **judge** comparing and contrasting or correlating cause and effect

Type questions "In my opinion, this concept means this ..." or "it would have been better if this theory was explained."

Answer type: more inquiry and research needed (internet search)

☐ Question Style: **Inventor** "which statements support this theory? " or "what criteria would you use to assess this..." or "why is this statement relevant..."

Answer type: using inferring by answering thoughts or opinions in my head, there is no one right answer, is a matter of opinion, theory, or research further required to support topic

## Write down two questions that you have while reading the text (answer them if you can):

**Question #1 style:**_____

_____

_____

**Answer:** _____

_____

_____

**Question #2 style:**_____

_____

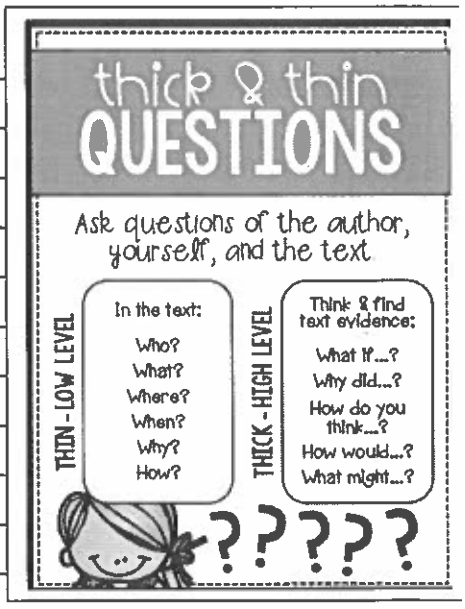
_____

**Answer:** _____

_____

_____

| Possible Question Stems |
|---|
| • How would you design a new...?<br>• How would you test...?<br>• How else would you...?<br>• How would you develop your own...? |
| • Which is more appropriate...?<br>• What is the most important...?<br>• What criteria would you use to assess...?<br>• What would you recommend...? |
| • What statement is relevant...?<br>• How does ___ compare/contrast with ___?<br>• What is the main idea...?<br>• What is the relationship between...? |
| • What would result...?<br>• How much change would there be if...?<br>• How would you solve...?<br>• Predict what would happen if...? |
| • Which statements support...?<br>• Is this the same as...?<br>• Which are facts...?<br>• What does this represent...?<br>• Can you give me an example...? |
| • Who...?<br>• What...?<br>• How many...? |



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**Answer:** _____

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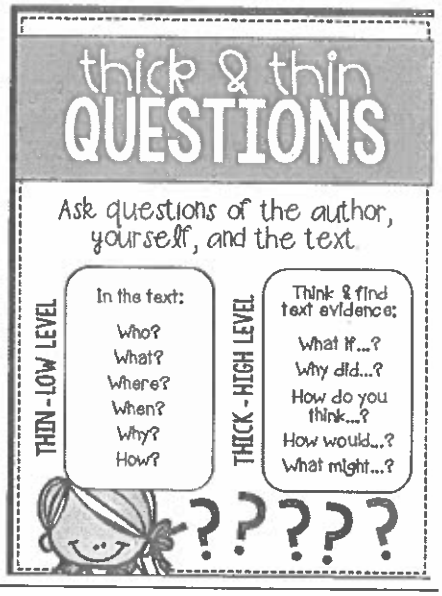


Reading Log #
Comprehension Strand: Inferring

Date:

Title of book: pages read:

*What is one inference that you made in your reading that requires "reading between the lines":

Observe: what do I already know about this?

Wonder: what question do I have? Give an example Or clue from the text. Page #

Infer: what can you assume or guess it means. Explain:

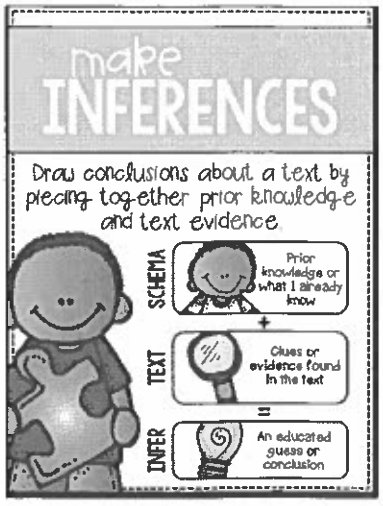
## INFERRING

"Reading between the lines"

- I think that...
- Maybe this means...
- I'm guessing that...
- I predict...
- Reading this part makes me think that this (fill in detail) is about to happen
- I wonder if...
- I bet that...

**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...



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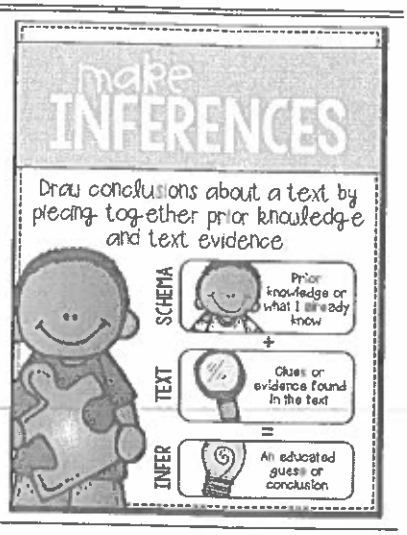


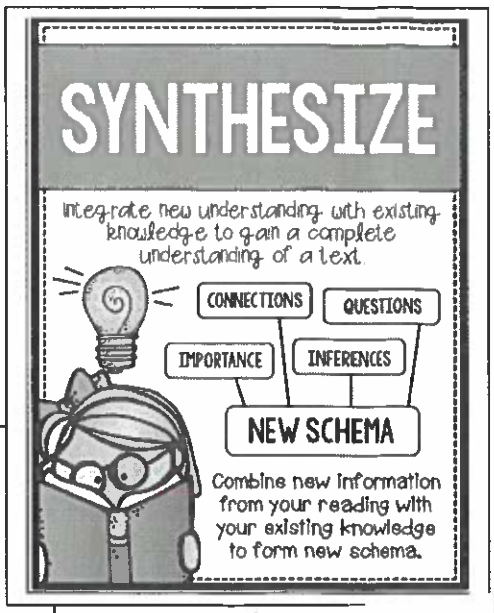
## Reading Log #
## Comprehension Strand: Synthesizing

**Date:**_____

**Name of book:** **pages read:**

_____ _____

**Summarize what your reading is saying in your own words. How does this re-shape or add to what you already know?**




**Retell: Summarize what you read on this theme or concept and put into your owns words:**

**Relate: What schema or prior knowledge do you have on this concept already? Explain.**

**Reflect and summarize: how does this add to what you know already. Explain concept.**

### SYNTHESIZING

**"Bringing together of new information and existing knowledge"**

- I get it...
- A ha! ...
- Now I understand
- This makes sense now...
- No, I think it means...
- At first I thought..., but now I think...
- This part is really saying...

**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...

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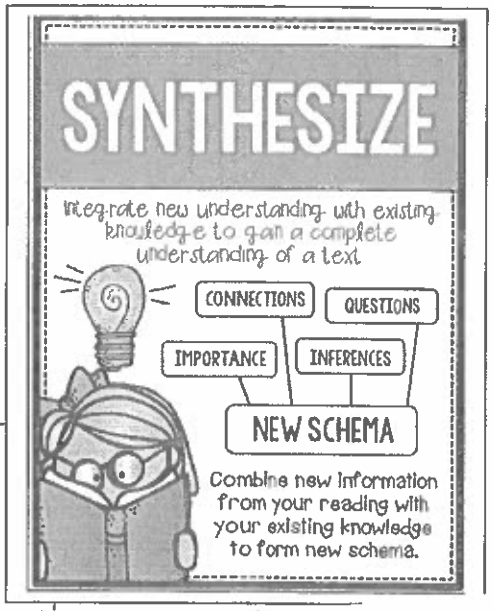
Name of book: pages read:

_____ _____

Summarize what your reading is saying in your own words. How does this re-shape or add to what you already know?




Retell: Summarize what you read on this theme or concept and put into your owns words:

Relate: What schema or prior knowledge do you have on this concept already? Explain.

Reflect and summarize: how does this add to what you know already. Explain concept.

## SYNTHESIZING

**"Bringing together of new information and existing knowledge"**

- I get it...
- A ha! ...
- Now I understand
- This makes sense now...
- No, I think it means...
- At first I thought..., but now I think...
- This part is really saying...

**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...