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: - correctly documented (no errors) book titles - dates - pages -self-assesses honestly using the checklist for reference -self-assesses entries on rubric	Most entries have: - book titles - dates - pages -uses checklist to check own entries -marks most parts of rubrics to self-assess	Sometimes entries have: - book titles - dates - pages -checklist is partially completed -parts of self-assessment rubric completed	Rarely has documented: - book titles - dates - pages -checklist is not done -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) -all prompts are done thoroughly and provide rich details of reading strand	Provides 3 detailed sentences for each prompt: -provides adequate details for each reading strand	Provides one full sentence in each prompt. -partially completed prompts -some prompts are done incorrectly	Some or many prompts are vague -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. -illustrations are not coloured or coloured neatly -image does not relate to text prompt	-illustration is poor quality or is missing altogether. -there is very little explanation of what the image is or what was visualized. -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: ***Exploring how text connects to the reader's real life, to other text/media, or to events of the world*** ***Text-to-self connection*** ***Text-to-text connections*** ***Text-to-world connections***	Gives thorough explanation for each connection type and how it relates in detail to -text to self -text-to-text or media -text-to-world -uses a diagram or chart to compare/contrast	Completes all parts of prompt with detail -explains the text and a connection to: -text to self -text-to-text or media -text-to-world -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. -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: ***"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: -writes observations or passage -wonder: asks a question to restate inquiry Infer: predict what it means and explain process	Addresses all parts of the prompt in a sentence or in minor detail: Observe-what text says Wonder- ask "could this mean?......." Infer-assume an answer by predicting	Briefly answers one part or all three parts of the prompt, but not really giving depth or explaining: -observe -wonder -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: ***"Determines important ideas by understanding the text, themes, main idea and author's message"*** ***What fix up strategies a reader uses to monitor their own comprehension.***	Provides examples from text that needs "fixing" and uses strategies: -context clues before and after to clarify meaning -uses more than one fix up strategy: -re-reads passages -asks questions -continues to read on and come back -research further	Selects a sentence from text and explains what clues there may be before or after -may re-read or use a strategy suggestion to make sense of text -provides basic fix up strategy and brief explanation -uses one type of fix up strategy	Selects one or two words or very brief selection -doesn't refer to context clues leading up to before or after text being monitored -may just give a brief statement guessing meaning -doesn't give support to inference with examples	Does not complete all prompts -doesn't have any suggestions or strategies for clarifying more meaning -doesn't use a fix up strategy, just defines using dictionary or own guess of what a word means
Synthesizing: ***The bringing together of new information and existing knowledge.***	Extends further understanding of text by: -thoroughly summarizing text or retelling in	Briefly outlines in one to two sentences: -retelling in summary what was read	Only answers one or all prompts in vague detail: -retelling -relating -reflecting	Cannot connect three prompts or give a response from reading: -retelling -relating

	concepts in own words -explaining in detail how this text is related to previous schema -reflecting on new acquired knowledge	-relating reading to existing knowledge -reflects how this adds to what was already known		-reflecting -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 5 Science: Forces and Simple Machines

Vocabulary: define for each term. Illustrate a picture to aide your understanding (if you can).

Force:

Contact force:

Non-contact force:

Law of gravity:

Weight:

Mass:

Newton:

Magnetic force or magnetism:

Friction:

Applied force:

Simple machine:

Load:

Mechanical advantage:

Effort:

First class level:

Second class lever:

Third class lever:

Fulcrum:

Fixed pulley:

Movable pulley:

Combined pulley:

Flint mapping:

Complex machine:

Lever:

Wheel and axle:

Pulley system:

Inclined plane:

Wedge:

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
(<u>underline</u> 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.

_____
_____

fix-up
STRATEGIES

If comprehension breaks down, use specific strategies to repair understanding.

REREAD   RATE
CLUES   THINK
RETELL   WRITE

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

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 #

_____

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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.

_____

_____

fix-up STRATEGIES

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Monitoring and Fix-Up Strategies

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*Read aloud.
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*Look at text features (pictures, graphs, bold, italic).
*Change your reading rate.
*Think about what was read and retell.

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:

What I visualized:

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

_____

_____

_____

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:

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...

VISUALIZE

Engage with a text by creating mental images

Create a movie in your mind and connect the words you read with images.

Think:
"I can see..."
"I can picture..."
"The movie in my head shows..."

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

Text Connections

Reading Log #
Comprehension Strand: Connecting

Date:

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

Check one:
- ☐ **Text to Self**
- ☐ **Text to Text**
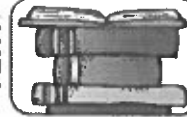- ☐ **Text to World**

make CONNECTIONS

Use your schema to make connections. Answer these questions:

SELF
What does this remind me of in my life?
What is similar to my life?
What is different from my life?
What are my feeling while I read this?

TEXT
What does this remind me of in another book I've read?
How is this text similar to other books I've read?
How is this text different from other books I've read?

WORLD
What does this remind me of in the real world?
How is this text similar to things that happen in the real world?
How is this text different from things that happen in the real 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.

_____
_____
_____
_____
_____
_____
_____
_____
_____

MAKING CONNECTIONS

"How does this text connect to your real life, to other readings, to the world?"

- This reminds me of...
- I have a connection...
- Remember when...
- When I read... I thought of...
- This part is like...
- This character (name) is like (name) because...
- This setting reminds me of...
- I also (name something in the text that has also happened to you)
- This is similar to...

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...
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Text Connections
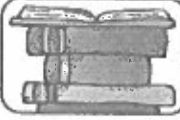
Reading Log #
Comprehension Strand: Connecting

Date:

Name of book: _____ pages read: _____

Check one:
- ☐ **Text to Self**
- ☐ **Text to Text**
- ☐ **Text to World**

make CONNECTIONS

Use your schema to make connections. Answer these questions

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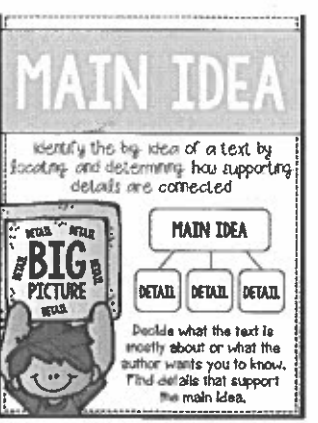_____
_____
_____
_____
_____
_____
_____
_____

MAKING CONNECTIONS

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- I think that...

MAIN IDEA

Identify the big idea of a text by locating and determining how supporting details are connected

MAIN IDEA

BIG PICTURE

| DETAIL | DETAIL | DETAIL |

Decide what the text is mostly about or what the author wants you to know. Find details that support the main idea.

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·········

MAIN IDEA

Identify the big idea of a text by locating and determining how supporting details are connected

BIG PICTURE

MAIN IDEA

DETAIL | DETAIL | DETAIL

Decide what the text is mostly about or what the author wants you to know. Find details that support the main idea.

Reading Log #

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Determining Importance

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- What are the supporting details that help develop the big idea?
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- The most important information is·········

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: _____
_____
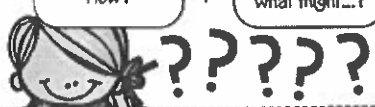
Question #2 style:_____
_____

_____

Answer: _____
_____

Possible Question Stems

- How would you design a new...?
- How would you test...?
- How else would you...?
- How would you develop your own...?

- Which is more appropriate...?
- What is the most important...?
- What criteria would you use to assess...?
- What would you recommend...?

- What statement is relevant...?
- How does ___ compare/contrast with ___?
- What is the main idea...?
- What is the relationship between...?

- What would result...?
- How much change would there be if...?
- How would you solve...?
- Predict what would happen if...?

- Which statements support...?
- Is this the same as...?
- Which are facts...?
- What does this represent...?
- Can you give me an example...?

- Who...?
- What...?
- How many...?

---

thick & thin QUESTIONS

Ask questions of the author, yourself, and the text

THIN - LOW LEVEL
In the text:
Who?
What?
Where?
When?
Why?
How?

THICK - HIGH LEVEL
Think & find text evidence:
What if...?
Why did...?
How do you think...?
How would...?
What might...?

?????

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

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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...?
- How would you test...?
- How else would you...?
- How would you develop your own...?

- Which is more appropriate...?
- What is the most important...?
- What criteria would you use to assess...?
- What would you recommend...?

- What statement is relevant...?
- How does ___ compare/contrast with ___?
- What is the main idea...?
- What is the relationship between...?

- What would result...?
- How much change would there be if...?
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- Which statements support...?
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- Who...?
- What...?
- How many...?

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thick & thin QUESTIONS

Ask questions of the author, yourself, and the text.

THIN - LOW LEVEL
In the text:
Who?
What?
Where?
When?
Why?
How?

THICK - HIGH LEVEL
Think & find text evidence:
What if...?
Why did...?
How do you think...?
How would...?
What might...?

??????

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...

make
INFERENCES

Draw conclusions about a text by
piecing together prior knowledge
and text evidence

SCHEMA — Prior knowledge or what I already know

+

TEXT — Clues or evidence found in the text

=

INFER — An educated guess or conclusion

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:

make INFERENCES
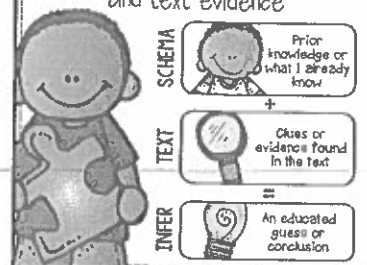Draw conclusions about a text by piecing together prior knowledge and text evidence

SCHEMA — Prior knowledge or what I already know
+
TEXT — Clues or evidence found in the text
=
INFER — An educated guess or conclusion

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?

SYNTHESIZE

Integrate new understanding with existing knowledge to gain a complete understanding of a text.

CONNECTIONS   QUESTIONS

IMPORTANCE   INFERENCES

NEW SCHEMA

Combine new information from your reading with your existing knowledge to form new schema.
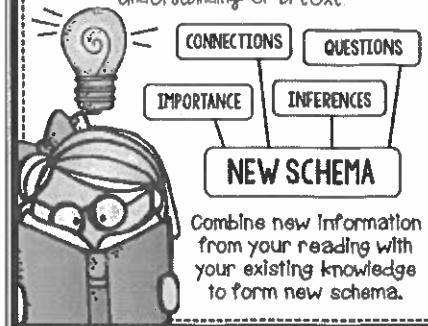
Retell: Summarize what you read on this theme or concept and put into your owns words:

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...

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?

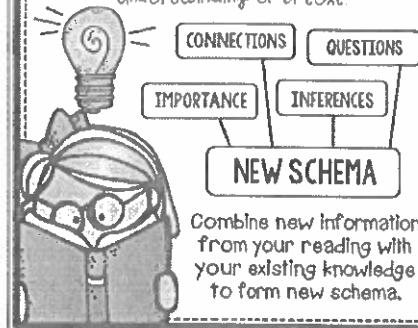**SYNTHESIZE**

Integrate new understanding with existing knowledge to gain a complete understanding of a text.

CONNECTIONS   QUESTIONS
IMPORTANCE   INFERENCES
NEW SCHEMA

Combine new information from your reading with your existing knowledge to form new schema.

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...

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

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

MAKE A COMMENT

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