

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. **Reading Log Daily Inventory**: document every book read and provide details:

\*title of the book \*how many pages are in the book

\* author \* genre (whether its comedy, suspense, fiction, non-fiction, etc)

\*F & P level \*synopsis of the book: summarize in 2 sentences what the book was

 about

-each book needs to be documented and when completed a brief summary of what was read

1. **My Reading Time Log**: document date, pages and time for each silent reading period

\*date \*time started

\*page # \*time stopped reading and page # stopped on as well

-it is important to track how much time is spent reading, if it’s taking too long then the book selected may be too difficult

1. **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

1. **Self & teacher assessment rubric**: the rubric outlines exactly what each indicator looks like “excelling”, “meeting”, 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

1. **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.

\*date \* name of book

\*pages read \*follows each prompt closely and provides answers from their reading

**Reading Log**

 Determining

 Importance

 **“What is the big message?”**

* 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………

**Comprehension Strand: Determining Importance**

Date:

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

Name of book: pages read:

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

After reading, write “the big idea”

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

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