



Reading Log: The Reading Comprehension Strands Project Outline



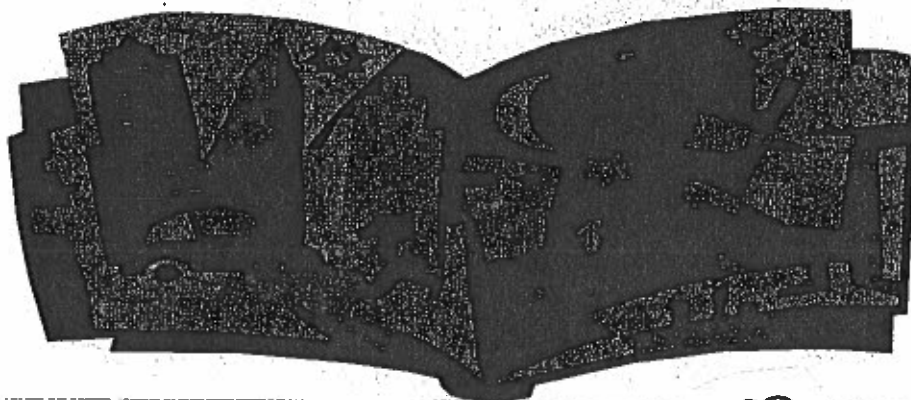
It is vital for a reader to have strategies to understand the texts they read, whether the purpose is for learning or enjoyment. Strong readers naturally practice effective comprehension techniques without an awareness of doing so.

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 (together)
- 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.

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...



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Reading Log #1
Comprehension Strand: Visualizing

Date: February

Name of book: _____ pages read: _____

For Your Eyes Only.
(FYE0) by Joanne Rocklin

3-28

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:



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...

Idea or quote from the text: Page #4

Mrs. Silverberg was splitting up a fist fight between Andy and Todd in the schoolyard. While hauling them off to the office with each boy by the arm, Mrs. Silverberg stepped on a snail, slipped and broke her leg. I visualized the fall.



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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:

Idea or quote from the text:

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Visualizing 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: -the date -name of book -pages read -page # of quote -all prompts are completed -# of each reading log	Many entries have: -the date -name of book -pages read -page # of quote -most prompts done completely -# of each reading log	Some entries have: -the date -name of book -pages read -page # of quote -some prompts are done completely -# of each reading log	Many components missing or incomplete: -the date -name of book -pages read -page # of quote -many prompts partially done or incomplete -# of each reading log
Visualization: Illustration <i>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.</i>	Vividly describes images created from text by providing detailed illustrations. Illustrations are 100% coloured & develops the setting fully: the setting, character, situation of the text outlined for during or after reading. All the space is used and is coloured neatly with details that support images visualized.	Draws an illustration that uses most of the space -illustration supports details from the text like setting, characters, themes and/or topic -illustrations are coloured -illustrations are a good size -illustrations are detailed	Sometimes: -has a picture that takes up very little space, -some illustrations are quickly scribbled -pictures doesn't show a graphic image in any detail -one or two words used to represent image -is not coloured -has one image that sort of supports visualization	Illustration is poor quality -incomplete or missing altogether -there is very little connection of illustration to text what the image is or what was visualized. -has no supporting text/prompt to explain picture -caption is blank or incomplete.
Visualization: Text Support <i>Describes, using detailed language what was visualized during reading and supports what envisioned through reading experience. Text response "idea or quote from text" strand prompt.</i>	All prompts are -elaborate visualization in a paragraph -all sentences are detailed description of illustrations in writing what was visualized using sensory words, strong adjectives, verbs, comparative language -the prompt thoroughly explains the illustration and supports of what was visually represented	-many prompts are written in two complete sentences explaining the illustration drawn for visualization -writing explains briefly what visualization is about -is beginning to use some sensory words, adjectives and stronger vocabulary to describe visualization	-some writing prompts are partially complete -makes reference to what the illustration is about with no real detail or explanation -has one sentence explaining visualization -leaves a reader with questions unanswered	-some or many prompts are incomplete or very poor quality -has one or two words to describe visualization

