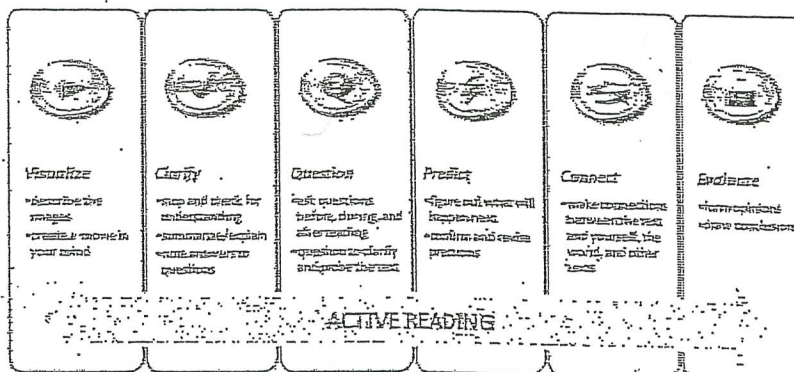


## Independent Active Reading Logs

Reading is something that is important for our reading, writing and vocabulary. When we read our creative and critical thinking are activated, our imaginations run wild. Choosing the right book is important as well—choose something that you are interested in and then choose something that you have never read before! Reading the same book multiple times is great but when it comes to active reading, you want to challenge yourself with a new book every time.



When you are active reading you go through the process of reading for thirty minutes and then complete a reading log for that 30 minute time frame. You will need to do that 5 times a week. We will do some reading in class but a portion of this will need to be done on your own time.

Each time you have read for 30 minutes, complete a reading log. Your reading log should list the book title, author, the pages read and a response of 3-4 sentences.

Your comments can include a very brief summary of what is happening in the book, but the focus of the log should be what is happening in your head as you read. Write about your feelings, thoughts, opinions or questions. Show me that you are having an active conversation in your head.

### Active Reading Responses

<input type="checkbox"/> I wonder.... <input type="checkbox"/> I predict.... <input type="checkbox"/> I like... <input type="checkbox"/> I don't like... <input type="checkbox"/> I didn't expect... <input type="checkbox"/> I don't understand... <input type="checkbox"/> I can visualize...	<input type="checkbox"/> I notice... <input type="checkbox"/> I am surprised that... <input type="checkbox"/> If I were in this situation... <input type="checkbox"/> I think the author is trying to... <input type="checkbox"/> This reminds me of when... <input type="checkbox"/> I can infer...
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### Tips & Tricks

- ✓ Sticky Notes are helpful to write down questions/opinions/notes while reading.
- ✓ Look at your after school schedule and decide on what days you can read after school.
- ✓ If you are ALMOST finished your book, go get a new one before or after school

### **Questions to think about . . .**

1. Did this book make you laugh? cry? cringe? smile? cheer? Explain.
2. What connections are there between the book and your life? Explain.
3. What is the most important event or feeling in this book? Explain.
4. Who should or shouldn't read this book? Why?
5. What was the best / worst part of the book? Why?
6. Did you like the ending of the book? Why or why not?
7. What came as a surprise in the book? Why?
8. What parts of the book seemed most believable or unbelievable? Why?
9. In what ways are you like any of the characters? Explain.
10. Which character would you like to be in this book? Why?
11. What would you and your favorite character talk about in a conversation?
12. Do you think the title fits the book? Why or why not?
13. Some other possible titles for this book might be . . .
14. What was the author's purpose for writing this book?
15. Has the book helped you in any way? Explain.
16. How have you changed after reading this book? Explain.
17. What do you know now that you didn't know before?
18. What type of reader would enjoy this book and why?
19. If you could be related to a character, who would it be and why?
20. If you could step into the book, what's the first thing you would do?

# Active Reading Responses

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Reading Log #	Book Title:
Date:	Author:
Pages Read:	Response:

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- |   |   |
|---|---|
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## **A USER'S GUIDE TO THE READING RESPONSE LOG**

### **What is a reading response log?**

The log is an effective way to keep a record of your reading responses – positive or negative, sure or unsure. It offers you a chance to respond personally, to ask questions, wonder, predict, or reflect on the characters, events, or language of a text. As you read, take some time to record your observations. You may do this as idea strikes you or after you have read a small portion of the text (e.g. 10 pages).

### **How long should the entries be?**

There is no set length for the entries that you write. Sometimes you will want to write only 3 or 4 lines; at other times, you will want to write much more. What is most important is that you write often and record as many of your first observations as possible. You should have at least entries per chapter.

### **What kinds of things should I be writing?**

Although it may be difficult at first, do not summarize what has happened in the story. Instead, record your responses to the text. Do you have questions about what has happened? What about the characters? Are they believable? Is there something about the story that makes you feel a certain way – happy, sad, anxious, embarrassed? When you write in your log, think about how you responded to the text, rather than retelling what the author has written. Here are some suggestions to help you get started. Use a line only if it applies to what you've noticed in your reading.

I was impressed by . . .

I noticed that . . .

I wonder about . . .

Some questions I have are . . .

I don't understand . . .

I now understand why / how / what . . .

Something I noticed / appreciate / don't appreciate / wonder about is . . .

I predict . . .

An interesting word / sentence / thought is . . .

This part of the story makes me feel . . .

This reminds me of . . .

I never thought . . .

I was surprised by . . .

### **What is the right response?**

Each novel you read will be different, and each person who reads it will have a different response. The log helps you to trace your response as it develops. Its purpose is not to test your knowledge but to help you reflect on your reading through writing. Sometimes people will write about the same things,

most times they will not. Since we have all had different experiences, we all react to a text in our own unique way. No one else has had your experience. As a result, no one will have the exact response you have to a text so the entry you write will be unique. The responses you make in a log will not be marked right or wrong.

### **Are logs meant to be private?**

No. A log is not a personal diary. I will read it and so might other students. You will be talking about what you have written, and your discussions will help you better understand the text. After you have heard the ideas of others, you may change your mind or add to original ideas recorded in your log. Think of your log as an ongoing conversation with yourself that others will occasionally listen to.

### **What about grammar and spelling?**

Do your best. The most important thing is to record your responses to the text. Try to write clearly so that others may read your writing and be sure to date each entry in your log.

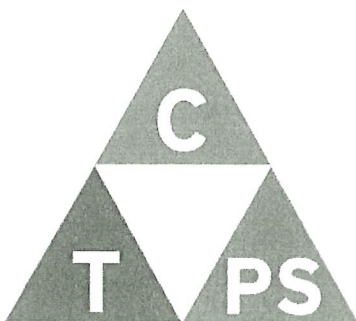
### **What will you do with my log?**

I will collect your log regularly and will “talk” to you in the margins so please leave space for me to write. Reviewing your log tells me something about your reading experience – your questions, observations, and understanding of the text. Reading your log, as well as those of your classmates, helps me to decide how to proceed and also provides a context for personal conferences. You will share your log in small groups where you will have the chance to confirm, clarify, and modify your responses through discussion. As you hear what others say, you can add to your own writing. Finally, you can share the writing you have done as part of your group with the rest of the class.

### **Will you evaluate my log?**

You will be evaluated on the quality of work in your log. Your commitment, the frequency of your responses, and the thoughtfulness of your writing will all contribute to your overall mark. Your ideas will not be judged right or wrong.

## Reading Response Log Evaluation Rubric



### **Exemplary - A**

- Personal, insightful, and thoughtful responses that make connections with previous knowledge / experience
- Responses are mature and show a deep understanding of the material
- Shows evidence of reflecting on and revising initial responses
- Responses are frequent and complete

### **Proficient - B**

- Personal and thoughtful responses that make connections with previous knowledge / experience
- Responses are mature and show a very good understanding of the material
- Usually shows evidence of reflecting on and revising initial responses
- Responses are frequent and complete

### **Developing - C**

- Personal responses that sometimes make connections with previous knowledge / experience
- Responses show a good understanding of the material
- May show evidence of reflecting on and revising initial responses
- Responses are not as frequent but are generally complete

### **Emerging - I**

- Limited personal responses and limited connections to previous knowledge / experience
- Responses are superficial and skim the surface of the material
- Little evidence of reflection or revision of initial response
- Responses may be infrequent and / or incomplete



## Reading Response Log Example

### Social Issue: Bullying

Tuesday, January 06, 2015

I chose the book *Born Ugly* by Beth Goobie. Why? Well, I was bullied quite a bit at school so this topic was my first choice. The title also caught my attention: *Born Ugly*. The cover is of a girl with long hair covering her face so clearly it's about a girl who thinks she is ugly. But of course she probably isn't. So many girls grow up thinking they are "too fat" or "not pretty". I was one of them! Well, time to start reading!

Chapter 1

p. 1 – 6

Yikes, Shir (the main character) seems to have a drinking problem! Clearly she is drinking to numb the pain in her life. I think Wade Sullivan is a jerk. What kind of guy says to a girl that she is ugly, then offers her a toonie to kiss her? How humiliating! This part of the story makes me feel angry.

p. 7 – 16

OK, it's bad enough that Shir is getting harassed by guys at school, but her own sister too? That's awful. And her mom seems to be totally zoned out. Talk about abdicating her parental responsibilities! Now I understand why Shir is drinking . . . definitely *not* a healthy solution to her problems but I can see why she does it. I predict a character will come along that will help her turn things around. Maybe a caring counsellor? A concerned teacher? We'll see!

Chapter 2

p. 17 – 23

Wow, I am absolutely horrified by the descriptions of what the bullies did to Shir in elementary school. And her mom is so verbally abusive! What a bag! Ugh, poor Shirley. No one seems to care about her. So far, no one has shown her any love or compassion. She's just getting dumped on. That would make me totally depressed. No wonder she has low self-esteem. I hope something good happens soon! Or will things get worse before they get better?