**Reading Log 2015**

**Prompts**

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| **Reading Log Prompt** | **Date** | **Date** | **Date** |
| *Predict*  Explain what you think will happen next in your book. Use evidence from what you’ve read so far to support your prediction. |  |  |  |
| *Imagery*  Describe a scene in your book that you’ve read this week. Use descriptive words and statement (feel, see, hear, and so on). Be sure to write in your own words and describe the mental picture you made. You may quote from the book, but it does not count as part of your paragraph. |  |  |  |
| *Summarize*  What is the most important part of the story? Or, so far if you haven’t finished. Why? What is the author trying to say with this story? What is one of the themes? |  |  |  |
| *Connect Text to Self*  What connections can you make to one of the characters in the book? Are you similar or different? Have you experienced similar or relatable situations? Use support from the book and your life. |  |  |  |
| *Question*  What questions do you want to ask the author? Use phrases such as: I wonder, Is the author; Does s/he mean by: I’m confused; Does this mean. Write a full paragraph with questions, reasons for the questions, and possible answers. |  |  |  |
| *Advice*  What advice would you give to the characters in your book? Why? Do you think he or she would be receptive to it? Why or why not? |  |  |  |
| *Connect Text to World*  Does a character or the story remind you of something else in the world (a movie, a friend, something at school)? Summarize the parts in the book and explain the connection. |  |  |  |
| *Literary Analysis*  Describe the mood or tone of the book. How does the author create it? Explore use of dialogue, description, and the choices the author makes with what is and what is not included in the story. |  |  |  |
| *Literary Analysis 2*  What is the theme of this book? Did the author have a clear purpose in its writing? Do you agree or disagree with the theme? Did the author include multiple themes? Use support from the book in your paragraph. |  |  |  |
| *Choice*  Explore the reasons why you choose this particular book. What about it caught your attention? Why are you continuing to read it? Would you recommend it? Why? |  |  |  |
| *Nonfiction*  Is the author believable and knowledgeable about the topic? Is the author trustworthy? Use evidence from the book to support your answer. |  |  |  |

You are required to do a **minimum of 2 ½ hours** of reading outside of class each week. On **Mondays**, you will have 10 minutes to complete a weekly reading log. For each entry, you need to write a **full paragraph (4-8 sentences**); at the top of each reading include book title, author, year published and number of pages. This log with dates must be turned in each week.

Reading Logs are due every Monday, even if you’re absent.

**Scoring Rubric**

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| Ideas  10 points | 10-9 | 8 | 7 |
| Writing is clear, focused, detailed and engaging. Details are important, interesting and hold the reader’s attention. Answers prompt completely and in a unique way. | Writing is clear, with many details. Good support with details from book. Prompt is answered well. | Paper is clear enough to follow and fairly focused, but needs more information. Prompt somewhat answered. |
| Conventions &  Sentence Fluency  8 points | 8 – 7.2 | 7 – 6.4 | 6 – 5.6 |
| Spelling, punctuation, grammar and usage, capitalization are all correct. Variety of sentences lengths and structure. Strong word choice and active verbs. | A few noticeable grammatical errors. Some variety of sentence length and structure. Good word choice and verbs. | Some errors that made message unclear, needs more proofreading. Mostly complete sentences with little variety in structure. |
| Student bring book to class?  2 points | Teacher Comments:  \_\_\_\_\_\_/20 | | |

**Rationale**:

One of the most important indicators of success in our society today is the ability to read and interpret what one reads, whether it is a ballot, a news article, a web page, or memos at work. The State of Alaska’s Department of Education has adopted standards which require high school students to not only understand what they read, but to also make connections to other works of literature, self, and world; extending the ideas that are presented in the story, and evaluating the author. Reading logs are designed to help you master these standards.

**Alaska Reading Standards for Literature**

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| Key Ideas and Details |
| 1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences. 2. Determine two or more themes or central ideas and analyze development over the course of the test. 3. Analyze the impact of the author’s choices regarding how to deveop and relate elements of a story. |
| Craft and Structure |
| 1. Analyze how an author’s choices concerning how to structure specific parts of a text contribute to its overall structure and meaning. |
| Range of Reading and Level of Complexity |
| 1. By the end of the high school, read and comprehend a range of literature from a variety of cultures within a complexity band appropriate to grade level. |