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Introduction

These *Daily Independent Reading Record and Journal* pages were created to give students a more structured idea of what it means to “respond” to and be accountable for their reading. As every teacher knows, there are typically two types of students in a classroom when it comes to written responses: 1) students who can write on and on and have difficulty getting to the point, and 2) students who have great ideas and responses buried deep beneath their gentle exteriors, but “freeze” at the suggestion that they put any of those thoughts into the written word. Once in a while, we are fortunate to have students who can put their thoughts into words and transfer those words fluently onto paper. Most students, however, need our help in stimulating their thought processes and organizing those ideas into a reasonable, easy-to-understand written response.

You will find responses for three types of readings: Fiction, Nonfiction, and Content Area. Each journal page that you choose to use as a reading response in your classroom should be introduced individually with a mini-lesson. Your expectations should be thoroughly explained at the outset of every lesson, and the rubric should be presented in detail. For ease of use, the rubric should be enlarged into a poster and posted in your room for daily reference. You will find the rubric on page 5.

After you have introduced all of the daily reading responses you desire to use, the sheets may be copied and kept in a specific, accessible place so that the students may choose the response they would like to make after their daily independent reading time. Those teachers whose schools are limited in their paper supply can copy the journal pages onto different colors of paper and tell the students to “get out the ____ color for today’s reading response.” Do whatever works for you. The options are endless.

Please note that there are two miscellaneous forms. The “free response” form allows for individual expression/response for those students who have something to say about their book that does not fit into any of the journal pages provided. There is also an “open form” for the teacher to complete to his/her specifications and distribute. In the Resources section at the back of the book, there is a master copy of lines (page 77) that may be printed on the back of the journal pages for additional writing space, along with a T-Graph (page 78), a Vocabulary Definition/Sketch Chart (page 79), and a KWL Chart (page 80). Those pages that require a chart to be copied to the back are indicated with instructions for the teacher at the bottom of the page.

Features of the Journal Pages

Analyzing 1

Name _____ Date _____

Score 2

F/NF CA 3

4

Daily Reading Record and Journal

Instructions 7

- Describe an important event that happened in your reading today.
- Explain why it was important to the person/people in this story.
- Give evidence from the story as to how it changed—or will change—their lives.

5

6

I started on page _____.

I ended on page _____.

I read a total of _____ pages.

1. Quick Category Reference: For teachers and students to know the topic of the questions.
2. Score Box: For teachers to write the student's score for each journal page.
3. Quick Genre Reference: For teachers to know what kind of reading material works with each journal page. F = Fiction, NF = Nonfiction, CA = Content Area
4. Page Number: For students to keep their journal pages in order.
5. Record-Keeping Box: For students to complete specific information about the book they read each day.
6. Genre/Content Area: For students to indicate a more specific genre (e.g., realistic fiction, historical fiction, bibliography, etc.) or content area (e.g., science, social studies, etc.).
7. Step-by-Step Instructions: Includes blank boxes next to each one for checking off as each instruction is followed.

Scoring Rubric

Grade Equivalent	Score	Requirements
95%	4	<ul style="list-style-type: none"> • All directions for that day are addressed in the answer. • Thoughts are expressed clearly and indicate excellent comprehension about what was read. • Includes appropriate references to the passage. • Excellent elaboration—may be beyond the literal. • Turned in on time.
85%	3	<ul style="list-style-type: none"> • All or most directions for the day are addressed in the answer. • Thoughts are expressed well and indicate clear comprehension about what was read. • Includes adequate references to the passage. • Good attempt(s) made to elaborate. • Scored a 4, but turned in late.
75%	2	<ul style="list-style-type: none"> • Some or most of the directions for that day are addressed in the answer. • Thoughts are not expressed well and/or indicate unclear comprehension or confusion about what was read. • Only one, or poor references. • Little or no attempt at elaboration. • Scored a 3, but turned in late.
65%	1	<ul style="list-style-type: none"> • Directions are inadequately followed. • Thoughts are expressed poorly and/or indicate a significant measure of confusion about what was read. • No references. • No elaboration. • Scored a 2, but turned in late.
0	0	<ul style="list-style-type: none"> • No attempt. • Did not turn in paper.

Plus, one point each for:

_____ Information completed (name, date, book info., etc.)	_____ Spelling/Grammar	_____ Capitalization/Punctuation
	_____ Neatness	_____ Sentence Structure

Example: If a student receives a score of **3** for the journal page requirements, it would be a grade equivalent of **85%**. Additional points may be added to his/her grade equivalent for each of the five skills listed above. For instance, if the student displayed good sentence structure, capitalization/punctuation, and neatness—but did not compete all of the information and was careless in spelling (1) words that a student his/her age should know how to spell and (2) names or words taken straight from the book—the student would receive an additional **3** out of a possible 5 additional points, to equal **88%**.