

## Reading Logs

Predictable Things To Look For:	Possible Teaching Points:
Repeated author, genre or series	<ul style="list-style-type: none"> <li>• Readers who read a lot of books by/about...may also find other books they may like to read by finding same/similar author/genre/series OR try something different.</li> <li>• Readers carry knowledge from one book to the next.</li> <li>•</li> </ul>
Only reading the minimum time expected	<ul style="list-style-type: none"> <li>• Readers push themselves to read more by not stopping at the minimum time but by finding a good place to stop - like the end of a scene or chapter.</li> <li>•</li> </ul>
Imbalance between time read & the number of pages -Level is off -Reader is distracted -Reader is dishonest	<ul style="list-style-type: none"> <li>• Readers make plans for reading by planning "just right" books to read (books on deck, list in reading notebook).</li> <li>• Readers find ways to stay engaged (and not get distracted!) by: goal setting, rereading, engaging other strategies like envisioning, predicting, etc.</li> <li>• Readers celebrate being honest with their reading logs - focusing on how the logs are a measurement of their growth as readers.</li> <li>•</li> </ul>
Student doesn't understand the purpose of the reading log	<ul style="list-style-type: none"> <li>• Teach students to read their logs and set goals. (Make a plan to do this type of minilesson/small group work a few times across a unit to provide time for reflection.)</li> <li>• Readers use logs for accountability (stick to plans).</li> <li>•</li> </ul>



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<b>Predictable Things To Look For:</b>	<b>Possible Teaching Points:</b>
Lack of pattern	<ul style="list-style-type: none"> <li>• Readers create goals that take disturbances into account...if you can't read one day, make up for it on another/next day.</li> <li>•</li> </ul>
Book abandonment	<ul style="list-style-type: none"> <li>• Readers use identity to choose books.</li> <li>• Readers check level/book choice.</li> <li>• Readers make plans across a book.</li> <li>• Readers need motivation for reading.</li> <li>• Readers create independent reading projects (plan for their work not an art project).</li> <li>• Readers need book introductions/recommendations to support understanding and interest.</li> <li>•</li> </ul>
Reading more than one book at a time	<ul style="list-style-type: none"> <li>• Readers choose a variety of texts in order to limit confusion (in multiple chapter books).</li> <li>•</li> </ul>
Insufficient time reading	<ul style="list-style-type: none"> <li>• Readers create reading habits (place, noise level, supportive people) to promote volume and stamina.</li> <li>• Readers check level/book choice.</li> <li>• Readers make plans for their reading.</li> <li>•</li> </ul>

