

# My Reading Journal

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Text Illustration

Title: \_\_\_\_\_

Author: \_\_\_\_\_

Type of text: \_\_\_\_\_

Reason for choice: \_\_\_\_\_

\_\_\_\_\_

BEFORE  READING

# Check Your Text and Plan Your Read

## Text Choice and Fit

Choosing books takes time and effort. Some choosing strategies are better than others. The best choices align with the reader's purpose and stimulate background knowledge. The best choices lead to even better choices. How we choose tells us about ourselves as readers.

- vocabulary:** my "just right" text is one in which the I can read and understand the meaning of most words. I use the 5-Words-I-Don't-Understand-In-The-First-Paragraph strategy to know if this text has too many unfamiliar words for me to understand.
- Speed:** my "just right" text is one in which the I can maintain a comfortable reading speed almost all the time.
- Accuracy:** my "just right" text is one in which I can read almost all the words and correct my own mistakes.
- Phrasing:** my "just right" text is one in which I can read with phrasing most of the time and correct phrasing problems easily when they occur.
- Expression:** my "just right" text is one in which I can read with a small amount of expression related to ending punctuation, commas, and dialog.
- Comprehension:** Understanding of my "just right" text is one in which I have an easy grasp of events and ideas on a literal level. Thinking about my "just right" text is one in which I can respond with a valid inference, a reasonable prediction, a connection, a question, or other evidence of higher-level thinking.

## Vocabulary - Comprehension - Fluency

|  |                     | VOCABULARY     | COMPREHENSION   | FLUENCY                                     |
|--|---------------------|----------------|---|---|
| My I-2-3 PLAN<br>for<br>READING STRATEGIES | ★<br>BEFORE Reading | Identification | Prior Knowledge<br>Predicting                         |   |
|  | ★<br>DURING Reading |                | Visualising<br>Connecting<br>Questioning<br>Inferring | Speed<br>Accuracy<br>Phrasing<br>Expression |
|  | ★<br>AFTER Reading  | Composition    | Summarising<br>Evaluating<br>Synthesising             |   |

BEFORE ★ READING

**STRATEGY**

**COMPREHENSION: PRIOR KNOWLEDGE**

Discuss these questions with a partner BEFORE you read:

- I have read the title and viewed the pictures or images, now what do I think this text is about?
- What do I already know about this topic?
- What do I hope to learn from this text?

**STRATEGY**

**VOCABULARY: IDENTIFICATION**

Scan your text to locate words that you do not know.

List unfamiliar words and then discuss these words with an adult, partner or look them up in a dictionary.

- |                                |                                |
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**STRATEGY**

**COMPREHENSION: PREDICTING**

What do you think is going to happen?

**STRATEGY**

**COMPREHENSION: VISUALISING**

What can you see like a picture in your mind?

Page: \_\_\_\_\_

**STRATEGY**

**COMPREHENSION: CONNECTING**

What are you reminded of?

How do you feel?

DURING



READING

## STRATEGY

## COMPREHENSION: QUESTIONING

Use these question frames to generate your own student questions. Insert important ideas from the text you are reading. Then develop an answer to your own question(s). Think and discuss.

1. How would you describe \_\_\_\_\_ in your own words?
2. What does \_\_\_\_\_ mean?
3. Why is \_\_\_\_\_ important?
4. Why did \_\_\_\_\_?
5. How did \_\_\_\_\_?
6. How are \_\_\_\_\_ and \_\_\_\_\_ alike?
7. What is the difference between \_\_\_\_\_ and \_\_\_\_\_?
8. How does \_\_\_\_\_ make a difference in \_\_\_\_\_?
9. What are the strengths and weaknesses of \_\_\_\_\_?
10. What causes \_\_\_\_\_?
11. What would happen if \_\_\_\_\_?
12. How could \_\_\_\_\_ be used to \_\_\_\_\_?
13. How is \_\_\_\_\_ similar to what you have found in other texts?

## STRATEGY

## COMPREHENSION: INFERRING

What do you know that the author hasn't told you?

DURING



READING

## READ TOGETHER - READ ALOUD - READ MANY TIMES OVER

To improve fluency, work through the BEFORE reading and DURING reading sections first and then use these strategies. Attention to vocabulary and comprehension first will help you prepare for fluency. Reading a text at least 4 times will help develop your fluency. So does reading with an adult.

### STRATEGY

### FLUENCY: SPEED

- I am reading at my normal speed.
- I avoid mistakes by not reading too fast.
- I follow ideas easily by not reading too slow.
- I speed up within phrases and I slow down between phrases.
- I read faster when the text is easy and I read slower when the text is hard.
- I read slow and steady.

### STRATEGY

### FLUENCY: ACCURACY

- I try to read every word.
- I pronounce words clearly and completely.
- I practice unfamiliar words.
- I break hard words into easy pieces.
- I correct words I miss if they're important.
- If I stumble on a word, I go back to the beginning of the sentence.

### STRATEGY

### FLUENCY: PHRASING

I break language into meaningful parts and understand to follow predictable patterns. For example, I understand and apply that phrases:

- Start with little words and end with big ones.
- Are 3-6 words long, occasionally one or two, very rarely 7 or more.
- Follow the grammar of the sentence and are read as a unit.
- Are separated from each other by a tiny "space", but not a pause.

### STRATEGY

### FLUENCY: EXPRESSION

- I make it sound like someone's reading to me.
- I read with feeling.
- I make my voice match the meaning.
- I follow the punctuation.
- I emphasise important moments.
- My expression works even when I read silently.

### Circle Your Reflection

When reading this text I was:

Committed   Confident   Curious   Empathetic   Enthusiastic   Independent

### Circle Your Plan To Take Action

My next goal is to work on the specific strategies to help improve my FLUENCY:

Speed   Accuracy   Phrasing   Expression

DURING



READING

**STRATEGY**

**COMPREHENSION: SUMMARISING**

What's the one most important thing the writer wants you to know?

**STRATEGY**

**COMPREHENSION: EVALUATING**

What made this text good?

What would make this text better?

How do you feel?

AFTER



READING

**STRATEGY**

**COMPREHENSION: SYNTHESISING**

Read Like A Writer

Choose one of these question about Writing Traits to respond to.

- Ideas:** Why did the writer write this? (Purpose.) Who is this person/character? (Characters.)
- Organization:** What caught your attention and made you want to read more? What were you left thinking about?
- Voice:** What does the author voice sound like? How do you feel as a reader?
- Word Choice:** What interesting words or phrases can you remember? Which words painted pictures in your mind?
- Sentence Fluency:** Which paragraph is this author's best example of sentence fluency?
- Conventions:** Which conventions have you learned more about from this text?
- Presentation:** What does the audience need to know? Write a blurb that doesn't give the plot away but would convince a reader to enjoy this book.

Circle Your Plan To Take Action

Share a passage. Share a writing trait. Share your journal. Research the author.  
Share your experience. Share your strategies. Write a book review. Give a reading.  
Give a book talk. Publish your journal entries.

**STRATEGY**

**VOCABULARY: SENTENCE COMPOSITION**

Select four of your unfamiliar words. Show your understanding by composing an original sentence for each word.

Word: \_\_\_\_\_ Sentence: \_\_\_\_\_

Word: \_\_\_\_\_ Sentence: \_\_\_\_\_

Word: \_\_\_\_\_ Sentence: \_\_\_\_\_

Word: \_\_\_\_\_ Sentence: \_\_\_\_\_