

skill based **READING LOGS**



MISS DECARBO™

Dear Teachers,

These skill based reading logs can be used in so many ways within your classroom! The following page provides a big list of ways you can use them with your students. 😊

Each reading log follows the same format and contains easy to follow directions with picture cues. When applicable, most logs contain a page for pictures or writing – choose the format that best meets your students' needs. There are logs for both literature texts and informational texts.

These logs are a great way for students to apply different reading strategies throughout the year to their independent reading, or use them as whole-group activities to coordinate with your mini-lessons for the week. Change the skill sheet/log after you have taught each strategy to provide practice and reinforcement.

These logs work well in first and second grade classrooms, as well as third grade teachers who wish to provide a short and simple reinforcement for the Common Core reading areas, or, with homeschooling students and intervention students. I hope you enjoy these reading logs!



IDEAS FOR THE USING THE READING LOGS

- Use the logs in exchange for traditional reading logs. This is how I am currently using them in my classroom. My students complete one box each night (Monday–Thursday) and turn the log in on Fridays. Every couple of weeks, I switch the type of log I send home as we learn new strategies and comprehension skills.
- Have students complete a box on their reading log after they have read a guided reading book with you in their small groups. This will help to reinforce the skill you taught during the small group and allow the students to practice this skill independently.
- Students complete a box on their log after they read a book independently. The student will keep the reading log in their book bin and use it during independent reading time for accountability and reinforcement.
- Use the reading logs as a guided “reader response” journal.
- Create a folder with each type of log (one sheet for each skill/strategy within this pack.) The folder serves as an interactive response book for students to complete and refer to throughout the year as they read different books and genres.
- Use the log as a quick assessment to determine if the student is applying what they are learning in small groups and mini-lessons to their independent reading.
- Complete the log as a whole group. Complete one box on the log every day as part of your reading mini-lesson or whole group reading lesson.
- Use the reading logs as morning work! Students read nightly and complete the box in the morning when they get to school.




Over 40 different logs aligned to the Common Core. Give students a new log as you teach and work on each comprehension skill.

Easy to understand directions on each log with picture cues!

Name _____

My Main Idea Reading Log

Directions:

-  1. Read your book.
-  2. Write the title of the book.
-  3. Draw a picture of the main idea. The main idea is what the story is mostly about.

| | |
|---------------------------|---------------------------|
| Title: _____ Main Idea | Title: _____ Main Idea |
| Title: _____ Main Idea | Title: _____ Main Idea |

Short and simple reinforcement that can be used in MANY different ways! Students write the title of the book and apply the strategy as they reflect on their reading.

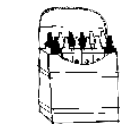
READING LOGS INCLUDED:

- My Favorite Part
- Author and Illustrator (RIT K.6)
- Setting (RLI.3)
- Characters (RL I.3, RL 2.3)
- Characters & Setting (RL I.3, RL 2.3)
- Character Traits (RL I.3, RL 2.3, RL 3.3)
- Main Character (RL I.3)
- Text to Self (RL 3.10)
- Text to Text (RL 3.10)
- Text to World (RL 3.10)
- Retelling (RL I.2, RL 2.2, RL 3.2)
- Problem and Solution (RL I.2, RL 2.2, RL 3.2)
- Conflict and Resolution (RL I.2, RL 2.2, RL 3.2)
- Cause and Effect (RI I.1-RI I.3, RI 2.1, RL 2.1, RL 2.3, RL 3.3, RI 3.3)
- Central Idea (RIT I.2, RIT 2.2, RIT 3.2)
- Main Idea (RIT I.2, RIT 2.2, RIT 3.2)
- Central Message (RL I.2, RL 2.2, RL 3.2)
- Theme (RL 3.2, RL 4.2)
- Author's Purpose (RIT 2.6, RIT 3.6)
- Character Dialog (RL I.6)
- Visualizing (RL I.4, RL 2.4)
- Mental Images (RL I.4, RL 2.4)
- Fiction and Nonfiction (RL I.5)
- Genre/Text Type (RL K.6, RL I.6)
- Compare and Contrast Characters (RL I.9, RL 2.9, RL 3.9)
- Compare and Contrast Books (RL I.9, RL 2.9, RIT 3.9)
- Interesting Words (RL I.4, RL 2.4, RL 3.4)
- Interesting Details (RL I.7, RIT I.7, RL 2.7, RIT 2.7, RIT 3.7)
- Information Through Illustrations (RL I.7, RL 2.7)
- Information Through Photographs (RIT I.7, RL 2.7)
- Questioning (RL I.1., RL 2.1, RL 3.1, RIT I.1, RIT 2.1, RIT 3.1)
- Features of Text (RIT I.5, RIT 2.5)

Name _____

My Setting Reading Log

Directions:



1. Read your book.
2. Write the title of the book.
3. Draw the setting of the story.
The setting is where and when the story takes place.

| |
|--------------|
| Title: _____ |
| Setting |

| |
|--------------|
| Title: _____ |
| Setting |

| |
|--------------|
| Title: _____ |
| Setting |

| |
|--------------|
| Title: _____ |
| Setting |

Name _____

My Setting Reading Log

Directions:



1. Read your book.



2. Write the title of the book.



3. Write the setting of the story.

The setting is where and when the story takes place.

Title: _____

Setting

This story takes place

Title: _____

Setting

This story takes place

Title: _____

Setting

This story takes place

Title: _____

Setting

This story takes place



THANK YOU



for choosing a Miss DeCarbo educational resource.



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MISS DECARBO

a dash of creativity, a pinch of fun, and a whole lot of learning!



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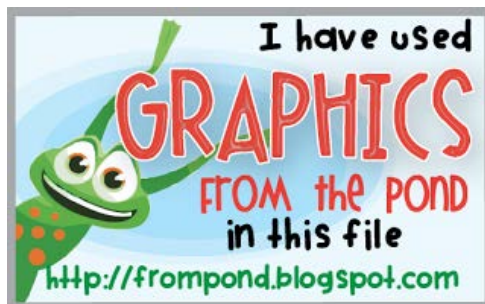
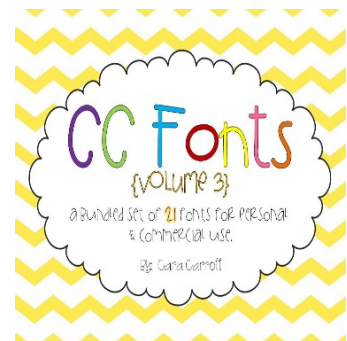
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This product correlates to the *Common Core Standards: English Language Arts*
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