Schoolwide

Enrichment Model

Reading Framework

Student

SEM-R Reading Log

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| Name: |  |
| Teacher: |  |
| Grade: |  |
| School: |  |

The University of Connecticut

**Student Reading Logs**

The reading logs are used to record which books and how many pages you are reading and the time you are spending reading in class each day. The log should be filled out **every day** at the end of Phase 2. You should write down the number of minutes that you ***actually*** read in your Reading Log. This means that you should subtract the time spent doing other things (like going to the bathroom, choosing a new book, or daydreaming) from the total class time spent reading.

At the end of the week, you will have the opportunity to think about your own performance and evaluate your book selection, your focus during reading, and your use of reading strategies. This is also a good time to set a goal for the following week. Your goal could be related to book selection, reading skills and strategies, behaviors to help you stay focused, or anything else that helps you to continue to develop as an independent reader.

One day each week, your teacher will have you write about your reading experiences on the reflection page. Your teacher will choose the topic. You should write this question into the writing prompt section of the log. At the bottom of the reflection page, there is a section called “Conference Information”. Your teacher will fill this section out. You can look at this section for feedback and to help you remember what you should think about as you read. If you are unsure about how to fill out the log pages, there are some examples in the front of the book. If you still have questions after looking at the examples, you can ask your teacher to explain it to you.

At the end of the log pages there are two special sections. First, there is a place to write down all of the books you have finished reading as part of your work in the SEM-R. Second, there is a space to write all of the books you want to read in the future. You may find reviewing this list a helpful way to jog your memory about books that your friends recommended or your teacher introduced in Phase 1.

Dates:\_\_\_March 8\_\_\_\_\_\_\_\_ through \_\_\_March 12\_\_\_\_\_\_\_\_

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| --- | --- | --- | --- | --- | --- |
|  | Book Title/Author | Pages Read | | Minutes Read | Conference? |
| **Monday**  Surviving the Applewhites  by Stephanie Tolan | | | 23 | 35 | Y / N |
| **Tuesday**  Surviving the Applewhites  by Stephanie Tolan | | | 19 | 29 | Y / N |
| **Wednesday**  Duke Ellington: The Piano Prince and His  Orchestra by Andrea and Brian Pinkney | | | 32 | 33 | Y / N |
| **Thursday**  Brian’s Return  by Gary Paulsen | | | 18 | 35 | Y / N |
| **Friday**  Brian’s Return  by Gary Paulsen | | | 26 | 30 | Y / N |
| The book(s) I read this week was/were (circle one)  not challenging enough challenging too challenging | | | | | |
| My self-regulation during reading this week was (circle one)  not focused somewhat focused very focused | | | | | |
| One reading strategy I used this week was…  to make a connection between what I was reading and an event that happened in my life. | | | | | |
| z  One question I had while reading this week was…  not understanding part of what I read.  I answered it by…  re-reading what I read. | | | | | |
| One goal for next week is…  to clear everything off my desk before I start reading so that I can stay more focused during SIR. | | | | | |

Weekly Reflection

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| This week’s writing prompt:  If you could change the behavior of any character, which one would you change? Why? | | | |
| This week, I finished reading *Surviving the Applewhites.* | | | |
| When I first thought about this question and the character | | | |
| whose behavior I would most want to change, Jake immediately | | | |
| came to my mind. The more that I thought about it, the more | | | |
| that I realized that his behavior was tied too much to the plot of | | | |
| the book. For example, if he had never been disruptive and | | | |
| mischievous as he was by doing things like starting fires and | | | |
| skipping school, then no one would have had a reason to try to | | | |
| help him. | | | |
| Instead, the character whose behavior that I would most | | | |
| like to change is Jake’s father. I wish that his father would have | | | |
| paid more attention to Jake. It seemed like Jake could have | | | |
| really used a dad during much of the story. I think that much | | | |
| of Jake’s misbehavior was because he wanted to get some | | | |
| attention. I think that if the author, Stephanie Tolan, had | | | |
| done this, Jake would have had a better attitude during more | | | |
| of the story. Of course, then it would not be the same book, but | | | |
| Jake and the other characters would have had an easier time. | | | |
| This part of the story made me think about my relationship | | | |
| with my dad. I am very grateful that he pays attention to me. | | | |
| Reading this book made me realize how lucky I am to have my | | | |
| dad. I know that not all kids are as fortunate as I am. | | | |
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| Conference Information | | | |
| Date:  3/9  Length:  5 min. | Book: | Surviving the Applewhites | |
| Did the student read aloud? Y / N | | Is this book appropriately challenging? Y / N |
| Conference Focus:  Plot and Character development | | Focus for Next Time:  Review effectiveness of new self-   regulation strategies |
| Notes: Alex will use post-it notes to mark sections of the book where he has  questions about the plot. Character traits drive changes in the plot over time. How does changing a character change the book? | | | |

Dates:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ through \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| --- | --- | --- | --- | --- | --- |
|  | Book Title/Author | Pages Read | | Minutes Read | Conference? |
| **Monday** | | |  |  | Y / N |
| **Tuesday** | | |  |  | Y / N |
| **Wednesday** | | |  |  | Y / N |
| **Thursday** | | |  |  | Y / N |
| **Friday** | | |  |  | Y / N |
| The book(s) I read this week was/were (circle one)  not challenging enough challenging too challenging | | | | | |
| My self-regulation during reading this week was (circle one)  not focused somewhat focused very focused | | | | | |
| One reading strategy I used this week was… | | | | | |
| z  One question I had while reading this week was…  I answered it by… | | | | | |
| One of my reading goals for next week is… | | | | | |

Weekly Reflection

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| This week’s writing prompt: | | | |
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| Conference Information | | | | | |
| Date:  Length: | Book: |  | | | |
| Did the student read aloud? Y / N | | Is this book appropriately challenging? Y / N | | |
| Conference Focus: | | Focus for Next Time: | | |
| Notes: |  |  | | | |
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SEM-R Books I Have Finished

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| Date | | Title, Author, and Genre (Type of Book) |
| Started | Completed |
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SEM-R Books I Have Finished

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| Date | | Title, Author, and Genre (Type of Book) |
| Started | Completed |
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Books to Read in the Future

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Books to Read in the Future

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