

Kinnelon High School Reading Log Grades 9-12 Summer, 2001

Dear Students,

As you read each of your summer reading books, keep brief notes in a double entry reading log. These notes should be valuable to you and should deal with important aspects of what you read.

The purpose of your notes is

- to help you read and learn as an active reader (reading ON, BETWEEN, and BEYOND the lines),
- to help you remember what mattered to you as you read, and
- to help you retrieve this information for future use as you write about or discuss your book or play.

Be sure to cite the page(s) about which you are writing. You may keep your log in a composition book, in a hardbound sketch/ writing book, on loose leaf paper, or on the computer (then printed out, of course). If you use a hardbound book you do not wish to part with, photocopy it to hand into your teacher for this assignment. Use this log as a model. **You must make 5 or more double entries on this book. Do it as you read. Your English teacher will check this when you return to school.**

Sample Entry for Double Entry Reading Log: See also form and added explanations

What Grabs My Attention as I am reading	My Comments on the entry at the left after thinking and connecting
<p>1. Ex. of ON THE LINES entry: lines 35 and 37, p. 292, <i>Romeo and Juliet</i> (from <i>Patterns in Literature</i>): “Do you bite your thumb at us, sir?” Abraham, servant of the Montagues, asks twice, underscoring the <i>us</i> the second time in questioning Gregory and Sampson, servants of the Capulets. Sampson responds, line 40, p. 292: “No sir, I do not bite my thumb at you, sir; but I bite my thumb, sir” to Abraham.</p>	<p>1. Ex. of BETWEEN THE LINES entry: At the beginning of the play, this question, from Abraham, repeated twice, shows a quarrel brewing between the servants of the two households. Anything repeated twice becomes more important. It foreshadows future conflict and builds excitement. I notice the Capulet servants are the ones to begin this quarrel here, with Sampson’s insulting gesture of biting his thumb. This suggests the Capulet servants are quicker to start things. I’ll watch for that in the future. Sampson may declare he’s not biting his thumb at the Montague servants, but I don’t buy it. He’s trying to get away with it and still be insulting.</p> <p>1. Ex. of BEYOND THE LINES entry: People today, too, are insulting to each other. Drivers use hand gestures and arm gestures to inform others of irritation at their driving. These gesturing people are often impulse-driven. And they make the others around them act irritably, too, and impulsively. Poseidon, God of the Seas, was upset by Odysseus’s insulting blinding of his son, the Cyclops. Thus, Poseidon caused sea disasters for Odysseus during his 10 years of sea travel home to Ithaca.</p>

Book One Format: Use this form or make another that provides more space for entries. Be sure that your entries come from the beginning, the middle, and the end of the text.

Your Name: _____ Grade in 2001-2002: _____

Title of Book: _____

Author of Book: _____ No. of Pages: _____

Date(s) Read: _____

Double Entry Reading Log

WHAT GRABS MY ATTENTION during reading, with page references*	MY COMMENTS on entry at left after thinking and connecting ** and ***
1. Page:	1.
2. Page:	2.
3. Page:	3.
4. Page:	4.
5. Page:	5.

*What grabs my attention while reading. These are lines within the book or play you read that grab your attention. This is considered reading **ON THE LINES** or reading what is actually in the text, just as you do when you begin to read. Tell the page(s) in which you found the thing grabbing your attention for future reference.

My questions on what grabbed my attention that I noted in the left column/ my analysis/ my noticing a literary term that applies here, etc. This is considered reading **BETWEEN THE LINES: what is not directly written in the text, but what I think about the text. This is a higher level of inferential reading that the high school student can do. It involves active reading and interacting with the text.

***My connections of this notation on the left to other literature, people, events. These notations will illustrate my reading **BEYOND THE LINES**, for my reading is going outside or beyond the reading done in this book into my connections with my own and others' lives, history, other literature, etc. This, too, is a higher level of inferential reading that the high school student can do. It involves active reading and interacting with the text.

Book Two Format: Use this form or make another that provides more space for entries. Be sure that your entries come from the beginning, the middle, and the end of the text.

Your Name: _____ Grade in 2001-2002: _____

Title of Book: _____

Author of Book: _____ No. of Pages: _____

Date(s) Read: _____

Double Entry Reading Log

WHAT GRABS MY ATTENTION during reading, with page references*	MY COMMENTS on entry at left after thinking and connecting ** and ***
1. Page:	1.
2. Page:	2.
3. Page:	3.
4. Page:	4.
5. Page:	5.

*What grabs my attention while reading. These are lines within the book or play you read that grab your attention. This is considered reading **ON THE LINES** or reading what is actually in the text, just as you do when you begin to read. Tell the page(s) in which you found the thing grabbing your attention for future reference.

My questions on what grabbed my attention that I noted in the left column/ my analysis/ my noticing a literary term that applies here, etc. This is considered reading **BETWEEN THE LINES: what is not directly written in the text, but what I think about the text. This is a higher level of inferential reading that the high school student can do. It involves active reading and interacting with the text.

***My connections of this notation on the left to other literature, people, events. These notations will illustrate my reading **BEYOND THE LINES**, for my reading is going outside or beyond the reading done in this book into my connections with my own and others' lives, history, other literature, etc. This, too, is a higher level of inferential reading that the high school student can do. It involves active reading and interacting with the text.

SCORING RUBRIC FOR READING LOG

Assignment: Students are to keep a double-entry log of summer reading, noting

- 1. title and author of book read**
- 2. dates of reading**
- 3. 5 or more references to the complete text (beginning to end) while reading**
- 4. 5 comments on the references in #3 that result from thinking about/ connecting/ questioning those references**

Points	Criteria
4 A 90-100	<ul style="list-style-type: none"> • 2 or more thoroughly completed reading logs from the appropriate summer reading list. Student may have noted more than 5 references with comments to text. The student has explored and recorded information on the entire books. Comments reflect understanding and care. • Between and Beyond the Lines understanding is demonstrated. • Log is neatly completed • Student can respond to questions from teacher and/ or peers about the books when referring to logs. Student can write about what was read.
3 B 80-89	<ul style="list-style-type: none"> • Most of the above are present for both books, but one major aspect may be lacking or two may be weak. The student may not have referred to the entire books: beginning, middle, and end. Comments do not reflect understanding and care of the 4-point product. • There may be slight confusion on either Between or Beyond the Lines thinking, but not confusion on both. • Log is not quite as neat. • Student cannot respond quite as readily to questions as the 4 level student or write as well about the books.
2 C 70-79	<ul style="list-style-type: none"> • This demonstrates a partial understanding of the task. There has been an attempt to complete the reading and the log, but there are two or more aspects noted in the 4-point response that are lacking. Or, if none are lacking, perhaps three or are weak. • Student may be confused on both Between and Beyond the Lines, yet may grasp On the Lines. • Student can speak and write about the events and major points of the books, but not the interpretation and/ or connection.
1 D 60-69	<ul style="list-style-type: none"> • This demonstrates a minimal understanding of the task. Requirements have not been completed. • There are vague or limited references to the text and limited connections and comments. • The student can find little to say about the books and may not have completed reading either or both books
0	<ul style="list-style-type: none"> • No response at this time.