Literature Learning Logs

**Materials**

\* Spiral notebook

*Model for the students and encourage them to use their learning logs in support of class discussions and assessments (Keep your own ongoing Literature Learning Log)*

**Log checks:** have students write reflections based on their learning logs.

Literature log writing includes:

* reading check-in topics
* quote and question

Other topics:

* Based on the title of the short text, what predictions can you make?
* Find an example of the literary terms we’ve been discussion this week.
* Consider point of view: Who is telling this story? How might this story be different if told from a different point of view?
* What do you want to know more about with regard to this text?
* Think metaphor: if this text were a piece of clothing, what would it be and why?
	+ Other metaphor options: weather, color, animal, food
* What music do you think would be good to listen to while reading this text?
* Based on the short texts we have read, what are the characteristics that you think make for a good short story, essay, memoir, poem, children’s book, graphic novel?
* Write a three-to-five-sentence summary of what you have read.
* To support the reading process: Stop after every two to four paragraphs and jot down what you notice in the text, what you wonder, or any discoveries you have made about your own reading process.
* Note new vocabulary words: List words that are new to you. We will then create a class list of vocabulary words.

**Reading Check-in**

*The Reading Check-in is typically a single question that students respond to in a five-to-ten-minute quickwrite. This can be done in their literature log as part of the day’s activities or it can be used as an assessment to check students’ reading comprehension.*

* What surprised you in the reading today?
* What do you think we should explore about this text in our discussion today?
* If you were asked to create a title for this text, what would you call it and why?
* What advice would you give the main character (author)?
* What does this author do well as a writer? Less well?
* Summarize the theme or message of this text in five sentences and in one sentence.
* If you were making a film of this text, what actor would you cast to play the main character? Why?
* How does this short text compare with the text we read yesterday? What are the similarities? The differences?
* If you could interview the author of this text, what would you ask?
* Draft a question that you would ask to check students’ comprehension of this text and then answer your own question. *(As an alternative to this is to have students draft questions and then collect them and use one of their questions as the reading check-in.)*

**Quote and Question**

In order to prepare for an upcoming class discussion (small groups or whole class) have students write down a quote from the text they find striking and a question they have about the text or a literary element concerning the text. *(Have students meet in small groups at the beginning of the unit, to allow to explore and feel comfortable with the process and then transition to whole class discussion when the students are more comfortable).*

**Reflection**

Have students use this sentences as prompts to reflect on in their Learning Logs:

* I found \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ difficult to overcome while reading this.
* I used the following strategies throughout the reading for the following reasons and in the following ways…
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ was confusing so I …
* I didn’t read the whole text because …
* A good word to describe this short story or my experience reading it would be \_\_\_\_\_\_\_\_\_ and this is why…