To help with your comprehension of the play, as well as to prepare you for class discussions, tests, and your final essay, you will keep a reading log: one entry per scene of the play.

* **Entry Completion: /18 (1 mark for each entry completed)**
* **Entry Assessment: /60 (possible 20 marks for each entry chosen; 3 entries marked)**

**Step 1:** Pick a reading strategy (listed below). Use each strategy at least once. *Note: The best beginning strategy is always to familiarize yourself with the cast of characters and then to read the play (or at least an act or a scene) all the way through so that you know what's happening. The notes can help if you're stuck, but try to get the big picture of the play (or act, or scene) before getting bogged down in details. Read through, then go back and clear up details.*

**Step 2:** Read the scene at least twice through, applying your reading strategy.

**Step 3:** Complete your entry. The format for your entry is as follows:

|  |
| --- |
| Name  Act, scene  Reading Strategy  Write your entry. *If visualizing, include some text to describe what you were trying to capture.* Aim for *approximately* one page, double-spaced, but focus on quality. Typed or handwritten. |

**Step 4:** After studying 6 scenes, you will submit your reading log for evaluation (**3 times total**). Your submission must include:

1. A brief paragraph that tells me **which entry you want to be marked** and **why you think this is your most successful entry** (what have you demonstrated through your writing/visuals, what about the strategy worked well, any other factors contributed to your understanding of that scene). Your entry will be marked using the rubric below.
2. All other completed entries.

|  |  |  |  |
| --- | --- | --- | --- |
| **/ 20** | **Understanding (X2) /10** | **Organization /5** | **Choice & Correctness / 5** |
| **Excellent (5)** | Ideas are insightful and carefully considered, demonstrating a comprehension of subtle distinctions in the text. | A judicious arrangement of ideas and details contributes to a fluent discussion that is developed skillfully. | Diction is precise. Syntactic structures are effective and sometimes polished. Sentence construction, usage, grammar, and mechanics are error-free. |
| **Proficient (4)** | Ideas are thoughtful and considered, demonstrating a competent comprehension of the text. | A purposeful arrangement of ideas and details contributes to a controlled discussion that is developed capably. | Diction is specific. Syntactic structures are generally effective. Sentence construction, usage, grammar, and mechanics show a few minor errors. |
| **Satisfactory (3)** | Ideas are relevant and straightforward, demonstrating a generalized comprehension of the text. | A straightforward arrangement of ideas and details provides direction for the discussion that is developed appropriately. | Diction is adequate. Syntactic structures are straightforward, but attempts at complex structures may be awkward. Sentence construction, usage, grammar, and mechanics show some lapses in control but communication remains clear. |
| **Limited (2)** | Ideas are superficial or oversimplified, demonstrating a weak comprehension of the text. | A discernible but ineffectual arrangement of ideas and details provides some direction for the discussion that is underdeveloped. | Diction is imprecise and/or inappropriate. Syntactic structures are frequently awkward and/or ambiguous. Sentence construction, usage, grammar, and mechanics show faltering control and blurred clarity. |
| **Poor (1)** | Ideas are largely absent, irrelevant, and/or undeveloped. Little comprehension of the text demonstrated. | A haphazard arrangement of ideas and details provides little or no direction for the discussion, and development is lacking or obscure. | Diction is overgeneralized and/or inaccurate. Syntactic structures are uncontrolled and/or unintelligible. Sentence construction, usage, grammar, and mechanics show lack of control and impaired communication. |

**ClarifyClarify Strategy**

**What is it?**

Clarify is a good reading strategy to use when you are confused about something that you are reading, or not sure about what the text means. Recognizing when something is confusing, and then figuring out how to solve your confusion is essential to success, whether you're reading or searching on the web,

**Why should I do it?**

Clarifying will help you make sense of the text and media you are reading and will help you get better at recognizing when you are confused. If you know when you are confused, then you can figure out what you need to do to get unconfused. As a result, you will be a much better reader!

**How do I do it?**

As you read, monitor whether you are understanding the text (e.g. Does this make sense to me?). When you read something that doesn't make sense or is unclear, stop and ask about what is confusing to you (I'm confused about…). Then, try to clear up the confusion by identifying what information you would need and who or where you might get the information. If you're on the Internet, you could search for additional information or use email to get help from someone else. You can also use online resources like dictionaries to help with unfamiliar vocabulary and wiki glossary or dictionary can help with unfamiliar vocabulary. And, sometimes, it won't be possible to clear up the confusion and you will just need to keep on reading to see if the author gives you more information later.

**Good clarifications:**

* Ask about things you're unsure about or that you think are confusing
* Often include a question word (who, what, when, where, why or how)
* Ask about unfamiliar words and new vocabulary
* Ask about parts where the text is poorly written

**Example:**

I'm confused about what Doris meant when she said, "I guess we all went a little crazy that day"? I need clarification. (from the book, ***Gift Giver***)

What does perseverance mean? I need some help figuring this out. (from the book, ***Hatchet***)

**Clarification Tip: It's okay to be confused!**

There are lots of reasons why text can be confusing: sometimes it has unfamiliar words, sometimes it expects the reader to have certain background information, and sometimes the author writes in an unclear way. Even the best readers get confused at times. The key to being a good reader is to recognize when you are confused, so that you can do something about it.

**QuestionQuestion Strategy**

**What is it?**

Asking questions while you are reading is an effective reading strategy since it helps you identify important information and ideas. You can ask questions and find the answers when reading web sites, including questions about the graphics, video, or audio features.

**Why should I do it?**

Outside of school, you ask questions all the time so you can understand better and find out the answers to things you want to know. If you use the questioning strategy when you are reading, viewing, and listening on the Internet, you will get better at understanding what is really important to know.

**How do I do it?**

As you read, stop periodically and ask yourself a teacher-like question about something that is important to know and remember. Then, state the answer! Use these questions and answers to review key information. Reading on the web could involve questions about search results, website quality, or the use of media.

**Good questions:**

* Ask about something important, not trivial
* Get to the point
* Often start with a question word (who, what, when, where, why or how)
* Ask about prose and media

**Example:**

According to BostonGlobe.com, the Boston Red Sox signed Daisuke Matsuzaka to be a starting pitcher on the team. They paid him $52 million dollars to play for the team for 5 years.

Ask a question that can be answered based on this information.

My question: How much are the Red Sox paying Daisuke Matsuzaka?   
Answer: The Red Sox are paying Matsuzaka $52 million dollars to play for 5 years.

**Question Tip: Don't get caught in the Trivia Trap!**

What's the trivia trap? It's the place for questions that are about tiny details or don't have much to do with the text or website you are reading.

**Example:**

How many people watched Matsuzaka pitch his first game in Boston? (an unimportant detail)

**FeelingFeeling/Personal Response Strategy**

**What is it?**

When you read a story, you find yourself getting involved and reacting to who the characters are and what is happening to them. Sometimes, it's as if you are "in" the story, experiencing the story in a way that is unique and personal. The feelings prompt gives you a chance to connect to the story in a personal way.

**Why should I do it?**

Reading is not just about knowing, it's also about feeling and connecting. What you feel about the story is just as important as what you remember. Good readers often have strong feelings about what they read, both positive and negative. It shows they are engaged with what they read.

**How do I do it?**

Stop periodically while you are reading and ask yourself what you are feeling about the story, about the characters, and about what is happening. Try putting yourself in the place of one of the characters and asking, what would I feel or do if I were this character? You may also want to think about your favorite parts of the story, or things that you don't like about the story.

**Good personal responses:**

* Show that you are making a personal connection between the story and your own experience and feelings
* Show that you are considering things from the standpoint of the characters and situations in the story

**Example:**

I felt upset when Doris' Mom wouldn't let her go to the basketball game. I think that her Mom overreacted to her getting home late. Sometimes parents try to keep their kids little forever, and they don't want them to grow up. If I were Doris I would try to bargain with my Mom so that she would let me go to the game. (response to the book ***The Gift Giver***).

**Feeling Tip: Make your own connection!**

You know better than anyone else what you are feeling, and you know how you are connecting to the story. When responding, remember there are no right or wrong answers. Focus on what matters to you, and what you find interesting about the characters and story.

**PredictPredict Strategy**

**What is it?**

A prediction is an educated guess about something that will happen next. Predicting is a simple, but powerful reading strategy that helps you connect what you know and what you are reading so that you understand better. It's like being a detective and using the clues from the story to figure out what is going to happen. The more you know about something, the better you are at predicting.

**Why should I do it?**

Making predictions while you are reading will help you actively construct meaning. If you stop and make predictions periodically, you will find that you are understanding what you are reading better. Plus, it's fun to see how things turn out and whether your predictions are on target.

**How do I do it?**

As you read, stop every once in awhile and think about what has happened so far in the story. Then, make a prediction about what you think is likely to happen next. Sometimes it's fun to predict the ending of the story.

**Good predictions:**

* Connect what you know with information in the text
* Make an "educated guess", not a wild guess
* Often change as you read more and get new information that doesn't match your earlier prediction

**Example:**

Laura promised to help her sister paint their bedroom. Instead, she went to the mall with her friends. Laura's sister had to paint the room all by herself.

My Prediction: Laura's sister will be upset.

**Prediction Tip: Beware the wild guess!**

The more you know about something, the better you are at predicting. If you know all about the Celtics, you will do a much better job predicting whether they will make it to the playoffs than someone who doesn't know the team, or much about basketball. When you read, take advantage of what you know, and what you are reading in the text, to make your best guess about what will happen.

**VisualizeVisualizing Strategy**

**What is it?**

Visualizing is a reading strategy where you create a mental image or make a drawing or movie in your head about what you just read to help you remember and understand the text.

**Why should I do it?**

Visualizing gives you another powerful way to understand what you are reading. Rather than just using words, you can create images, drawings, and movies that show what is happening in the text and what you think is important to remember. Visualizing allows you to re-experience the story in a different way, recalling images, sounds, actions, dialogue and feelings.

**How do I do it?**

Stop at key points while you are reading and create an image or picture in your mind about what you just read. Sometimes it's helpful to close your eyes and imagine that you are there in the story. Sometimes your image will have lots of detail and will be about one thing, and sometimes it will be like a movie and show a sequence of events that happened, with sound and action included.

**Good visualizations:**

* Capture what is important in the text
* Create a strong visual image, picture or movie (and may have sound and action)

**Example:**

After reading about the moose attack on Brian in the book ***Hatchet***, I started to visualize what happened and saw this in my head:

Brian is leaning over the lake, washing his hands. The lake is a beautiful blue, and there are trees all around. The bird that he just killed is lying on the beach beside him. All of a sudden Brian hears something behind him. He jerks around, and this huge beast is charging out of the woods at him. It's a moose, but not a funny looking moose like in the cartoons. It's huge and angry and he charges into Brian, throwing him into the lake...

**Visualization Tip: Be an artist! Be a movie director! But keep the big picture in mind.**

Visualizing works differently for each person and there is lots of room to be creative in how you construct your mental images, drawings, and movies. Just remember to stay focused on what is really important in the text.

**SummarizeSummarize Strategy**

**What is it?**

Summarizing is an efficient way to capture what is most important. It is an excellent reading strategy to help you identify main ideas and key information so that you remember and understand what you are reading. When reading on the Internet, summary can also be used with media and to highlight key information from different websites.

**Why should I do it?**

Summarizing helps you remember what is important and that is the key to being a successful reader (and a successful thinker). If you stop and summarize at key points while you are reading, you'll get better at understanding what you are reading. On the Internet, you can use your summaries to keep track of what you've learned from different sources.

**How do I do it?**

While you are reading, viewing, and listening, stop periodically and summarize the main ideas. The end of a chapter, a section of a webpage, or a piece of media, are good places to stop and summarize, but you can do it at any point.

**Good summaries:**

* Capture the main ideas and key information
* Have the right amount of detail (not too much, and not too little)
* Combine several ideas or facts into one statement
* Paraphrase (use your own words)
* Include information from all sources – the prose and media

**Example:**

(excerpts from http://www.msnbc.msn.com/id/3078614/ on June 4, 2007)

"Teens and young adults spend more time online than watching TV or talking on the phone, according to a new study from Yahoo! and ad agency Carat Interactive. THE INTERNET HAS passed television in the amount of time spent a week, the Web portal and media firm found in a report called 'Born to Be Wired' …. Young people, ages 13-24, spend an average of 16.7 hours a week online, excluding e-mail, compared to 13.6 hours watching TV…. …In a 2000 study, Pew [Internet and American Life Project] found that one-third of young people said multi-tasking was a common activity."

Summary: A June 2007 report from Yahoo says teens and young adults spend more time on the Internet than watching TV. They average almost 17 hours a week online, excluding email. Another report from the Pew Internet Life Project points out that teens frequently multitask while online.

**Summarize Tip: Avoid the boring retelling trap!**

Have you ever asked someone to tell you about a movie they saw and they go on, and on, and on, with every little detail? That's what you want to avoid when you summarize. Think of a summary as an overview that highlights the big ideas and events, not a blow-by-blow description of all the details.