

7

Goal: 15 minutes daily

SAMPLE

*Parent initials indicate your child is ready to test on that particular title.

Reading Log Instructions:

1. Take a look at your child's ZONE (this is listed under their name). If it reads "paper books" your child will be reading the enclosed paper books. These can be saved at home for future reading logs. If it reads a "zone" your child needs to be reading Accelerated Reading books in their zone to complete their reading log.
 2. Have your child read their book to you and provide appropriate support if needed. Encourage them to track the words with their finger. Instead of telling them a word, have them "stretch and shrink" unknown words or ask, "did that make sense?".
 3. Fill out the reading log with the date, title and your initials. ***Your initials indicate your child is ready to be quizzed by a teacher (if reading paper books) OR they are ready to take an Accelerated Reading test.
- *****
- If your child has been assigned a zone and your child has taken an AR test on the book they may return that book to the library and check out a new book in their zone to read the next night.

If your child has been assigned paper books this means your child is not ready for a zone and needs additional support before attempting AR tests. The paper books should be used to practice repetition, sight words, random word identification and comprehension.

Repetition- reading the book several times, the first time they may have to stop to stretch and shrink, the second time, maybe they are able to read with less stretching the third time they may be reading more fluently because they might remember the word and the fourth time perhaps noting more of the punctuation and pausing at appropriate times. Sight words- you will probably notice that many of the words in the book are words that are on the sight word flash cards. These are called sight words because they often can't be stretched out and need to be memorized. Students should be able to recognize these words within 3 seconds.

Random Word Identification—you should be able to point to any word in the story and your child should be able to identify that particular word. We know that sometimes children just “memorize” the words of a story and randomly selecting words will help you to know if they actually know the words.

Comprehension-asking questions about the story. Who are the characters? What is the setting? What is the problem? What happened first, second, third...?



Reading Log

Name SUZY

Zone: 0-1-0-1 Goal: 15 minutes daily

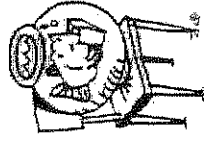
Date	Title	Initials
10/18	David Goes to School	
10/19	David Goes to School	AJ
10/19	Itchy, Itchy Chicken Pox	
10/20	Itchy, Itchy Chicken Pox	

AR books should be read at home. When you think your child is ready to be tested on it, is when you sign your initials. If your child is not ready, leave the initials blank and continuing practicing at home.

Students will not be able to test if it is not signed.

When they are ready to test, make sure they bring the book to school so that it can be returned and they make check out a new book at their level to bring home to read.

**Reading Log is to stay in the folder all week, teachers are checking



Reading Log

Name Bart

Zone: Paper Books Goal: 15 minutes daily

Date	Title	Initials
10/18	Pat	
10/19	Pat	AJ
10/19	Tap a Hat	AJ
10/20	Apples Everywhere	

Paper books should be read every day. When you think your child is ready to be tested on it, is when you sign your initials. If your child is not ready, leave the initials blank and continue practicing at home.

Paper books should be read over and over again, to help with fluency. Students should be ready to identify all words and answer comprehension questions about the story.

Students should be reading 15 minutes daily. This may include reading paper books and or/parent reading to child, word games with words in the paper books.

Reading Log is to stay in the folder all week, teachers are checking them daily.