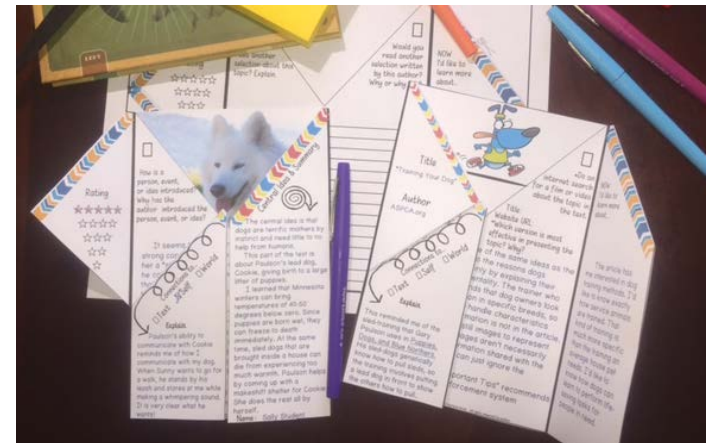
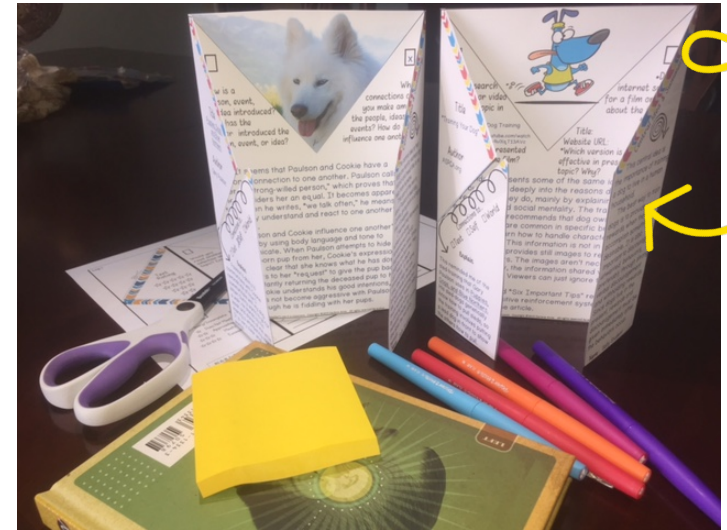
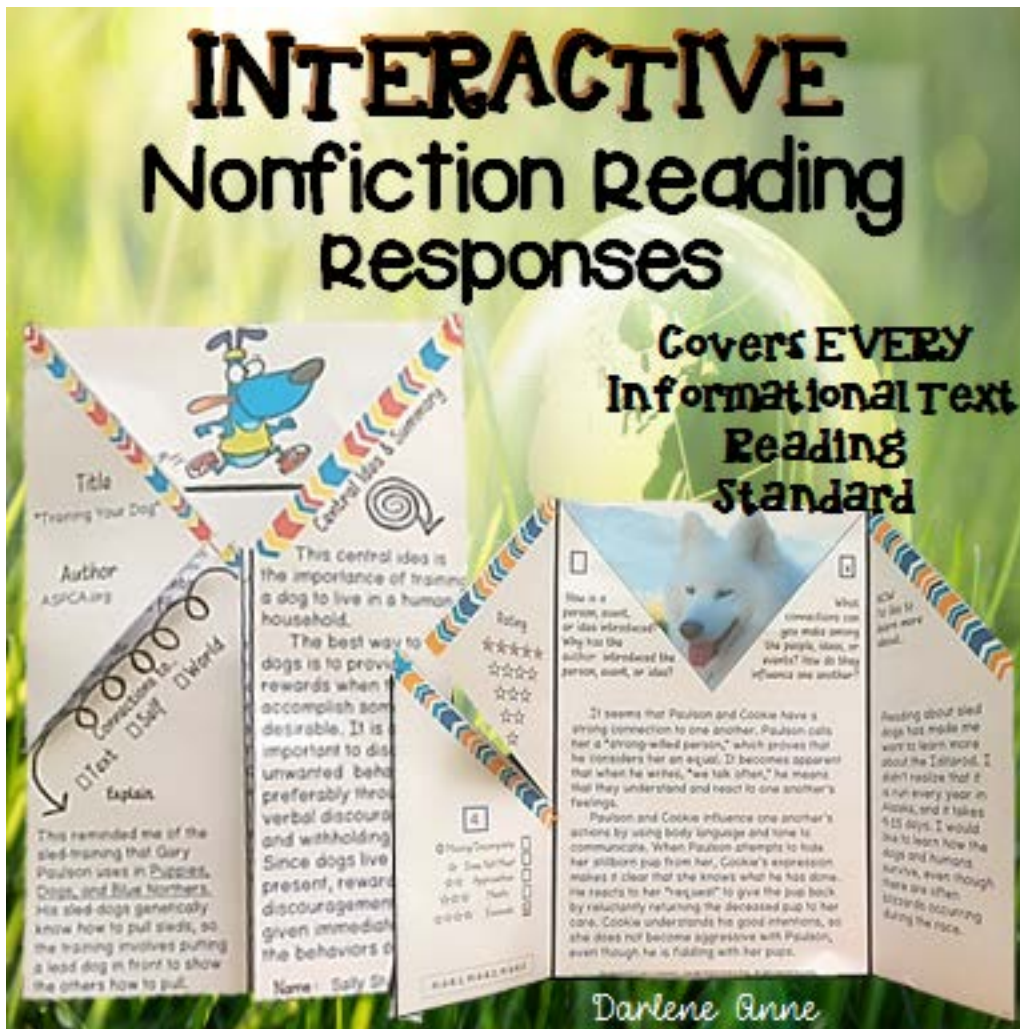


Nonfiction Interactive Response Logs

FUN!
Covers EVERY
RI Standard!



Use with...

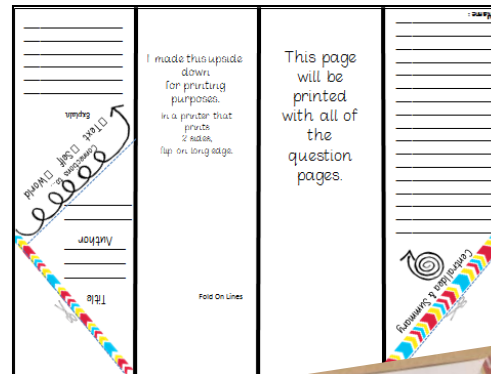
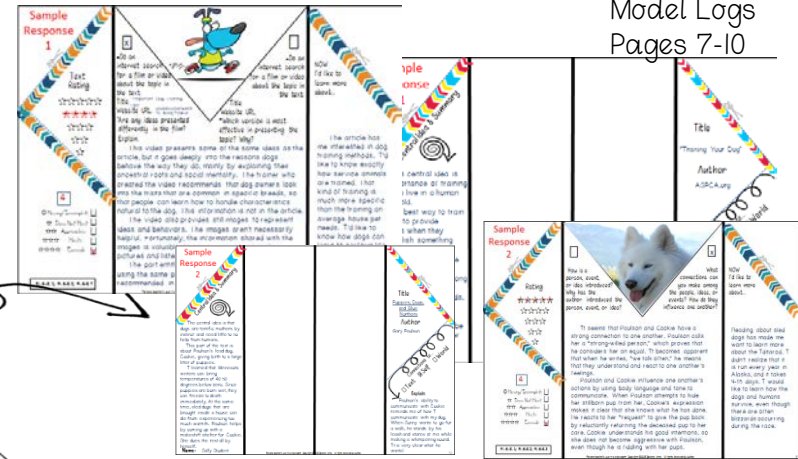
☆ short texts or ☆ books

Kids LOVE nonfiction!

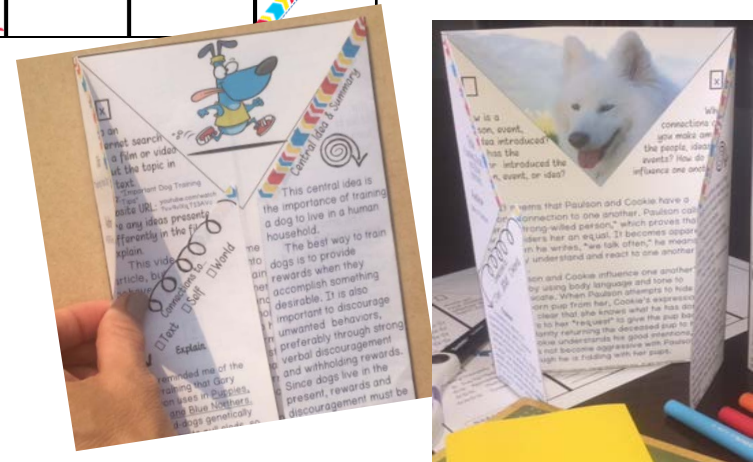
Nonfiction Interactive Reading Responses

Content and Standards	Page(s)
Teacher's Instructions	3-4
Rubric & Scoring Quick Reference	5
Student Instructions	6
Sample Answer for Log F	7-8
Sample Answer for Log A	9-10
Title Page: the TITLE Page for ALL Logs	11
Log A RI.6-8.1; RI.6-8.2; RI.6-8.3	12
Log B RI.6-8.1; RI.6-8.2; RI.6-8.4	13
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Log J RI.6-8.1; RI.6-8.2; RI.6-8.10	21
Log K Blank- Add Your Own Questions	22
Nonfiction Books for Middle School Students	23-26
Lexile Level and Grade Equivalent Chart	27
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Model Logs Pages 7-10



- Page 11 is the TITLE/BACK page for all of the logs.
- I made this upside-down for printing purposes.
- In a printer that prints 2 sides, flip on long edge.



Nonfiction Interactive Reading Responses

I hope you enjoy this versatile resource. It addresses every Reading Informational Text standard. I designed it to be easy-to-use and versatile, so it can be utilized over and over again in your classroom.

Use for...

- ☆ short texts
- ☆ books
- ☆ research reports
- ☆ literature circles
- ☆ independent reading
- ☆ class assignment

Use

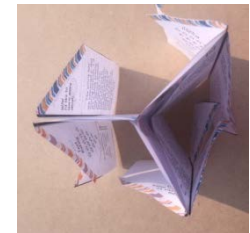
- ✎ one log at a time
- ✎ all together for a book report
- ✎ back to back
- ✎ tripled
- ✎ multiple times



individual



back-to-back



tripled

Each Interactive Log Has...

a summary question

a connection question

A **CHOICE** of 2 Questions Pertaining Directly to a Specific Informational Text Reading Standard

less challenging 2 Levels more challenging

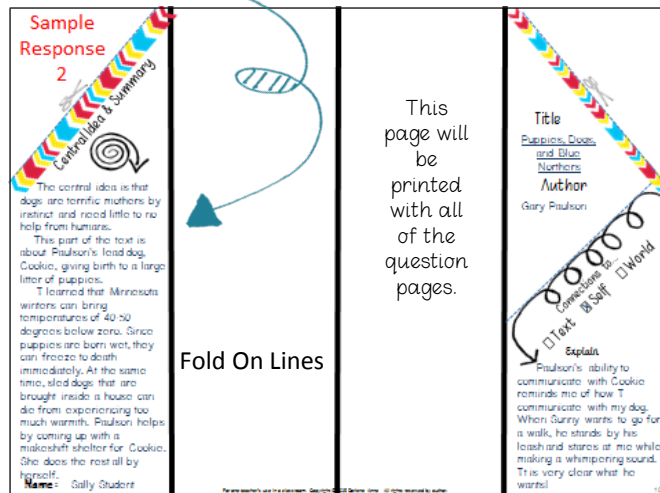
student evaluation of text

a picture

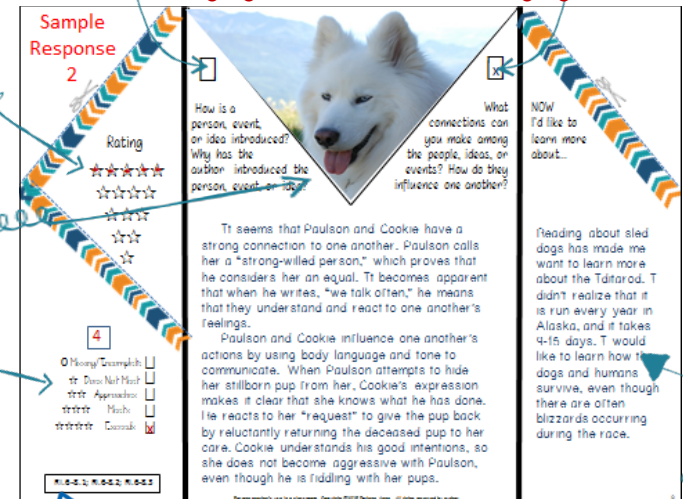
quick & easy scoring

Common Core Standards

learning extensions



This title page will be the back. The sides will be the front "doors."



Sample Response

2

Rating



4

- 0 Missing/Incomplete ☐
- ☆ Does not meet ☐
- ☆☆ Approaches ☐
- ☆☆☆ Meets ☐
- ☆☆☆☆ Exceeds ☒

RI.6-8.1; RI.6-8.2; RI.6-8.3



How is a person, event, or idea introduced? Why has the author introduced the person, event, or idea?



What connections can you make among the people, ideas, or events? How do they influence one another?

It seems that Paulson and Cookie have a strong connection to one another. Paulson calls her a "strong-willed person," which proves that he considers her an equal. It is also apparent that when he speaks, he walks on the means that they understand and react to one another's feelings.

Paulson and Cookie influence one another's actions. Paulson uses body language and tone to communicate. When Paulson attempts to hide her stillborn pup from her, Cookie's expression makes it clear that she knows what he has done. He reacts to her "request" to give the pup back by reluctantly returning the deceased pup to her care. Cookie understands his good intentions, so she does not become aggressive with Paulson, even though he is fiddling with her pups.

NOW I'd like to learn more about...

Learning about sled dogs has made me want to learn more about the Iditarod. I didn't know that it is a race run every year in Alaska, and it takes 9-15 days. I would like to learn how the dogs and humans survive, even though there are often blizzards occurring during the race.

Sample Response

2

Central Idea & Summary



The central idea is that dogs are terrific mothers by instinct and need little to no help from humans.

This part of the text is about Paulson's lead dog, Cookie, giving birth to a large litter of puppies.

I learned that Minnesota's winters can bring temperatures 40-50 degrees below zero. When puppies are born wet, they can freeze to death immediately. At the same time, sled dogs that are brought inside a house can die from experiencing too much warmth. Paulson helps by coming up with a makeshift shelter for Cookie. She does the rest all by herself.

Name: Sally Student

This page will be printed on the back of all of the question pages.

Old On Lines

Title

Puppies, Dogs, and Blue Northers

Author

Sally Paulson

Connections to...
☒ Self ☐ World

☐ Text

Explain

Paulson's ability to communicate with Cookie reminds me of how I communicate with my dog. When Sunny wants to go for a walk, he stands by his leash and stares at me while making a whimpering sound. It is very clear what he wants!

Text Rating

- ☆☆☆☆☆
- ☆☆☆☆
- ☆☆☆
- ☆☆
- ☆

- ☐ Missing/Incomplete
- ☆ Does not meet ☐
- ☆☆ Approaches ☐
- ☆☆☆ Meets ☐
- ☆☆☆☆ Exceeds ☐

RI.6-8.1; RI.6-8.2; RI.6-8.5



What text features (headings, graphics, captions, etc...) are included? Find a specific one, and explain what purpose it serves.

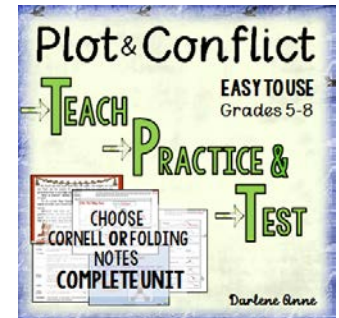
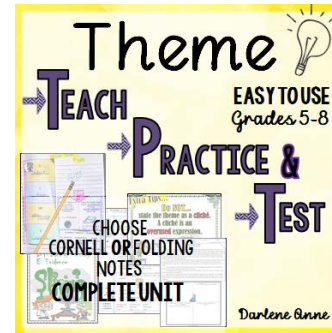
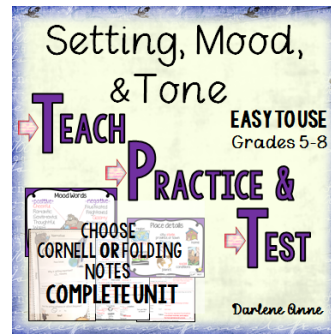
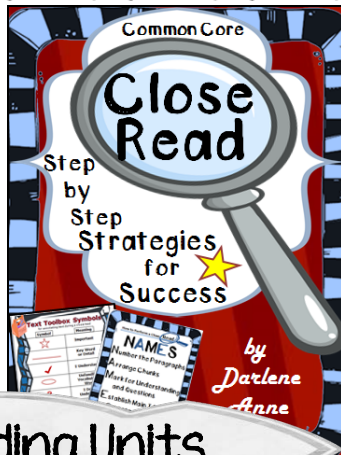
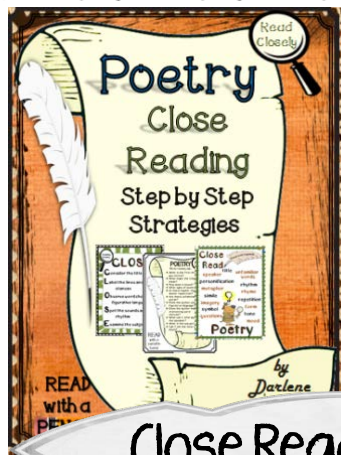
Lined area for student response.



Is there an aspect of the text that could have been better illustrated through the use of a text feature? Explain.

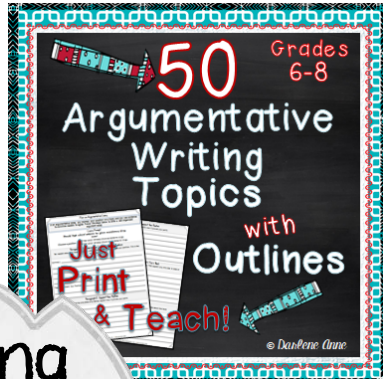
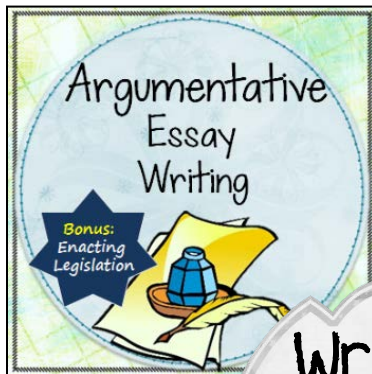
NOW I'd like to learn more about...



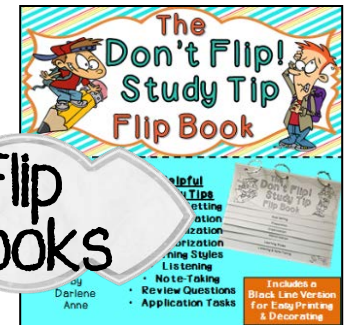
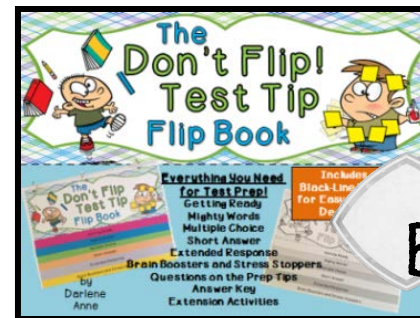
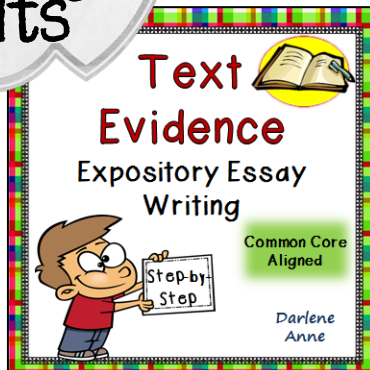
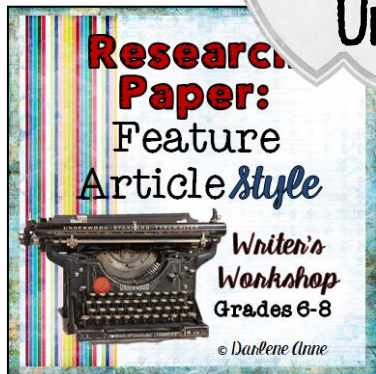


Close Reading Units

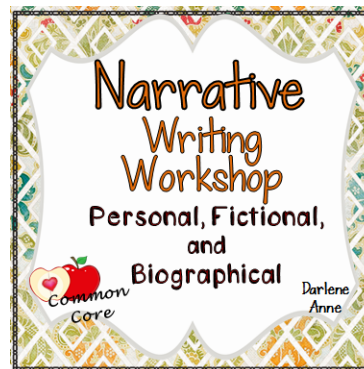
Literary Elements: PowerPoints
Choice: Interactive or Cornell Notes



Writing Units



Flip Books



And Much More!

All designed to make YOUR life easier!