Reading Response Journal (RRJ)

**What is an RRJ?**

A Reader’s Response Journal is a place for you to reflect on your reading through the use of different writing prompts. These prompts will allow you to **think** about what you are reading and engage in a written response that will allow you to better comprehend what you are reading!!

**What books should I use for my RRJ?**

You may use **any independent reading book that is appropriate for your reading level.** This should be the book that you are reading at home nightly for 20 minutes. You may not use books that are being read in reading groups or read aloud.

**When do I complete my RRJ?**

You will take home your RRJ every Monday and return it by **Friday** of that week. This is an assignment that should take thought and time to complete. You will be graded on it throughout the school year. **You may only use each prompt 1 time.** Once you have used the prompt, please cross it out so that you know that it has been done. Each entry will be graded with the attached rubric**. Remember to double space your response.**

**Example of an RRJ response:**

(Book title) Goldilocks and the Three Bears (Date) September 4, 2013

(Prompt and category) Characters #4

Goldilocks can be described as curious. She is curious because when she discovered that the three bears were not home, she went in the house. First, she ate the little bear’s porridge. Next, she sat in his chair and broke it. Last, she found little bears bed and fell asleep in it. All of these events make goldilocks a very curious little girl.

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| --- | --- | --- | --- |
| **Score** | **1** | **2** | **3** |
| **Book Title, Date, Category, and Number of the prompt** | Student has left out **1 or more** of the following: title, date, category, or number of the prompt | Student has **left out 1 of the following**: title, date, category, or number of the prompt | Student **has used** a title, date, category, and number of the prompt |
| **Comprehension** | Student appears to have **limited comprehension** of the text through their written response | Student appears to have **basic comprehension** of the text through their written response | Student appears to have **proficient comprehension** of the text through their written response |
| **Thoughtful Entries** | The entry lacks **thoughtfulness and details. Minimal** **effort** into the entry | The entry is thoughtful, but **lacks some detail.** Student has put **some** **effort** into each entry | The entry is **thoughtful, detailed,** and well written. Student has put a **strong** **effort** into each entry |
| **Completeness** | Student did not take the time to **reread** their response. There are **1 or more errors in the following:**  spelling, capitalization, or punctuation | Student took the time to **reread** their response, but there is **an error in one** of the following: spelling, capitalization, or punctuation | Student took the time to **reread** their response. There are **no errors** in spelling, capitalization, or punctuation |

**Total = \_\_\_\_\_\_\_/12 points My Score = \_\_\_\_\_\_\_\_**

3= 11-12 points

2 = 9-10 points

1 = 8 or fewer points