

Format for the Interactive Reading Journal

Before You Read:

Who/What do you think this text is about? What do you think will happen?

Vocabulary

What 10 words or phrases were important in this section? Be prepared to explain why these were the most significant words of this section! Please give the dictionary form for each word listed. If you had to look up any of these words, include the English equivalents.

Difficulties

Note any words, phrases, or passages that you could not figure out.

Summary of the Text

Using the key vocabulary, summarize what do you think was most important or significant in this passage?

Questions for In-Class Discussion

Write two factual questions about the text that you can ask others in the class.

- 1.
- 2.

Now write two questions that probe more deeply. Remember, these are questions to which you can't find an easy answer in the text!

- 1.
- 2.

Comment

Comment in English (no more than a paragraph) on a strategy that you used to understand the passage, explore a word in more depth, comment on a theme or character, or analyze the structure of a complex sentence.

Reflection on the Reading

How was the reading? How long did you spend reading the text? Did you reread all or part of it? What made the reading difficult (or easy) for you? (You may answer this section in English)

John Gruber-Miller. 2006. "Teaching Writing in Beginning Latin and Greek: *Logos, Ethos, and Pathos*." In *When Dead Tongues Speak: Teaching Beginning Greek and Latin*. New York: Oxford University Press. 190-219.

Jennifer Redmann. 2005. "An Interactive Reading Journal for all Levels of the Foreign Language Curriculum." *Foreign Language Annals* 38.4: 484-93.

V. Scott and H. Tucker, eds. 2002. *SLA and the Literature Classroom: Fostering Dialogues*. Boston: Heinle & Heinle.

Vivian Zamel. 1992. "Writing One's Way into Reading." *TESOL Quarterly* 26: 463-85.