

Index

Class setup, 21

Email a file, 41
Email student log, 59
Entering information, 50
Excel format, 34, 36

Librarian reports, 32
Loading the program, 18

Printing student log, 51

Reading ideas, -9
Reading research, 2
Report file, 34

Save a log report, 52
Snapshot format, 38, 57
Student log printing, 51
Student navigation of log, 43
Student reports, 29

Teacher database, 34
Teacher reading log setup, 21
Teacher reports, 32
Technical assistance, 16-17

My Reading and Writing Log Microsoft Access™ Edition

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Purchasers of this software template system may make copies freely for the faculty of a single school. The templates may be altered at will to adapt to the needs of a school's reading and writing program, but may not be sold commercially.

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System requirements for My Reading Log Database

A School, classroom, or library network on which has Microsoft Access 2000 or 2003 is installed, can run large files, and can send/receive email.

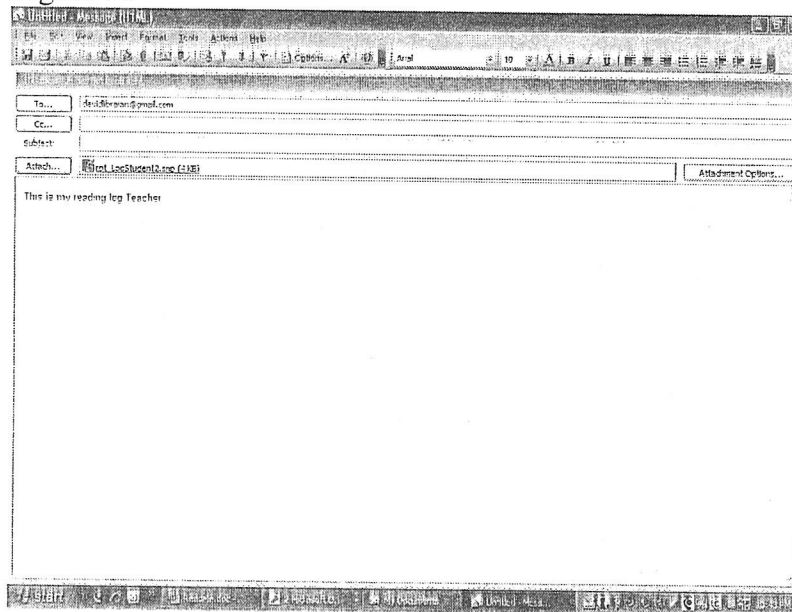
OR:

A stand-alone computer capable or running Microsoft Access 2000 or 2003, can run large files, and can send/receive email.

p. ii

The file is attached and ready to send or type in a message and send. (See Figure 51)

Figure 51

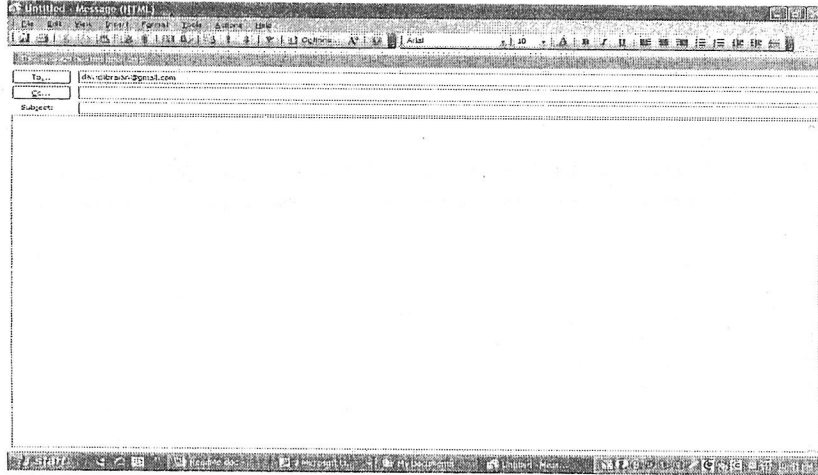


Other button functions in the My Reading Log Screen
For searching, returning to the Sign In screen or quitting the database, click on the applicable icons.

Happy Reading and Logging! ☺

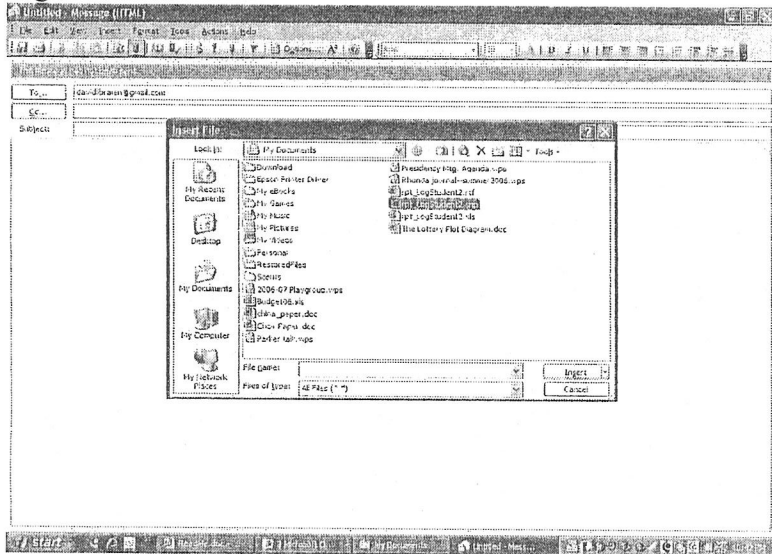
p. 61

Figure 49



Click on the file in the applicable folder i.e. rpt_LogStudent2.snp and click insert.(See Figure 50)

Figure 50



Background and Uses of the Program

For some years, electronic reading programs have been popular with teachers as a way to encourage children and teens to read. The idea is a simple one: children and teens read a book, take a brief test on the item, and score points to report to the teacher. Unfortunately, these programs have been expensive and very limiting for the students they serve. Tests for the books must be purchased and are expensive. Many students are told they can read only books for which the school has tests. Schools tend to purchase only books that have tests available, thus limiting titles in their libraries to a very narrow selection. Students are also told that they must read only books at their lexile level. So for one of the author's 11-year-old grandsons who reads at the 12th grade level as a 5th grader, for example, there is only one book in the library that he is allowed to read: *Gone With the Wind!* Some schools recognize these limitations and compensate for them. Others are not so creative with the end result that avid readers are penalized and poor readers are prisoners of what the machine says they can read rather than what they want to read.

In his review of 100 years of reading research, Stephen Krashen¹ notes that there are many advantages to young people who read widely:

- Their comprehension deepens.
- Their vocabulary grows exponentially as they read widely.
- They spell much better than those who read little.
- Their grammar is affected positively.
- And, their **writing style** is improved greatly.

We also know that readers are smart. They know a lot about a variety of topics. And the wider they read, the more they know about the world in general. It is no surprise that readers score higher on every type of test given them. Stephen also reminds us that we all learn to write well by reading widely – a teaching technique much superior to constant writing skill instruction. As the language begins to sing in our heads with wide reading under our belts, we find we have a lot to say and have the ability to begin developing our own voice.

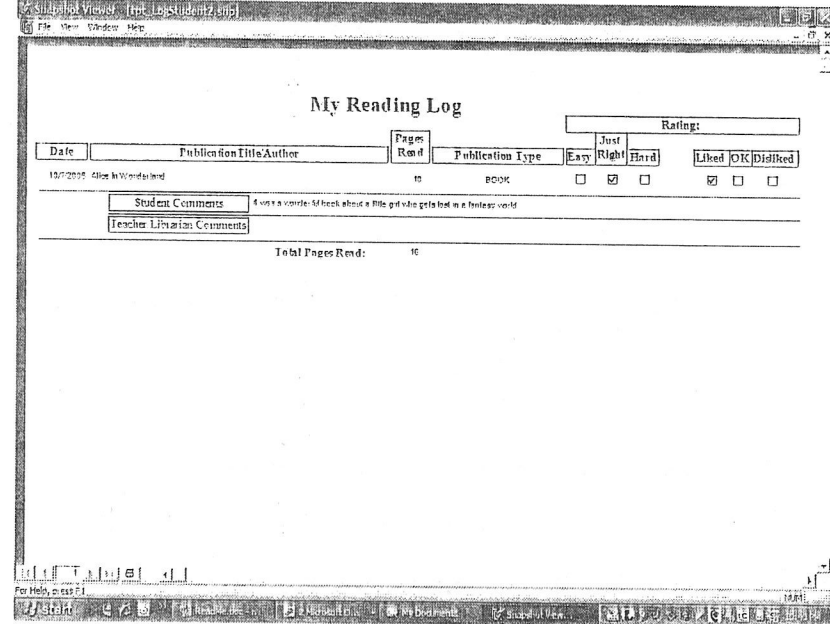
In order to follow the tenets of this research, the authors planned a software program that would have a maximum effect on both reading and writing. Thus, the central elements or features of *My Reading Writing Log* are as follows:

Children and teens should be allowed to read anything they want or are assigned to read: textbooks, fiction books, nonfiction trade books, magazine articles, newspapers, comic books, graphic novels, websites, or any other materials by choice or by assignment.

¹ Krashen, Stephen. *The Power of Reading*. 2nd ed. Libraries Unlimited, 2004.

Double click on the snapshot file “rpt_LogStudent2.snp” to view the report. (See Figure 48)

Figure 48



How to Email the file:

Microsoft Outlook must be loaded on the computer for this feature to work.

Click on the Email button and fill in the “To:” with an email address. To attach a file click on the paperclip button or click on **I**nset (Alt I), **F**ile (Alt F) (See Figure 49)

Figure 46

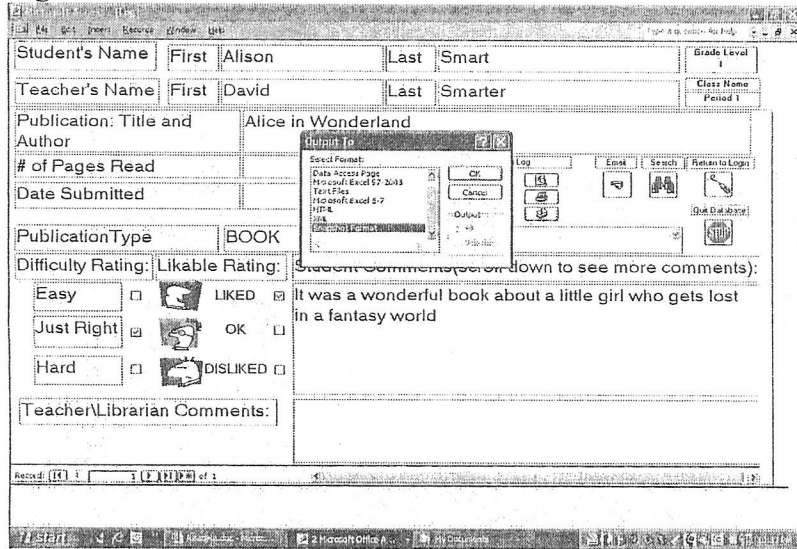
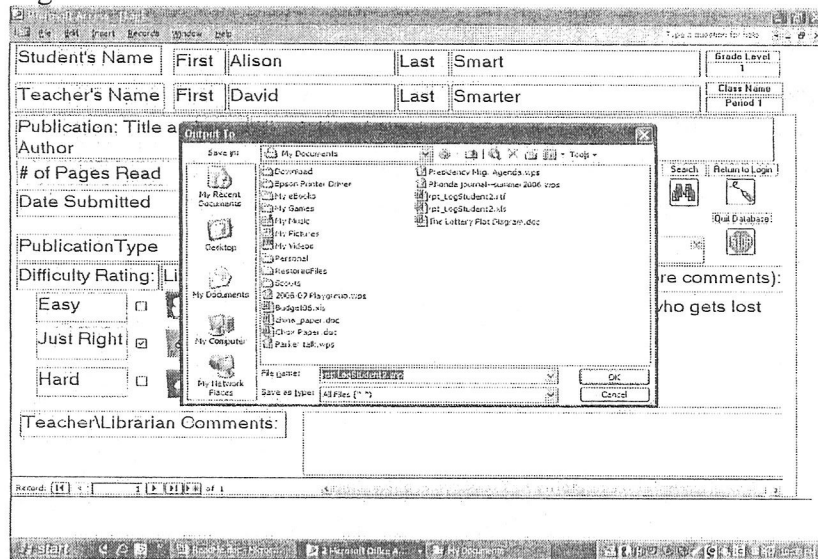


Figure 47



- Readers should be able to read materials at their exact reading level (lexile level) and at other reading levels they are motivated enough to read. Thus, while reading at lexile level is appropriate, learners should be able to select many other types of reading levels either as assigned or where their interests take them.
- Readers need not read a complete book, textbook, encyclopedia, etc. They can read sections or chapters of a book, articles in an encyclopedia, a single magazine article, or parts of a website and then report this reading in their writing.
- The student and the teacher can plan a writing response for what is read. This can fit in with the writing curriculum or it can be a simple reflection on what has been read. For example, the writing can be in any language, can reflect what is being learned during a topical unit, can be a response to the ideas encountered in the text, can provide information to answer an essential question, can be a response to a writing prompt, or can just be a brief personal response.
- The resulting reading log can be used by the teacher both as a log of recreational reading as well as reading connected to instructional units. This is of particular value to teachers of science, social studies, or other content areas where teachers want to encourage wide reading and writing as topical units progress.
- The student should easily be able to report back to the teacher what they have read and written. This report

should be for any time period: several days, a week, a period of a unit of instruction, a semester, or even a school year. A student's reading log could even follow a student into the next school year.

- Linking writing to what has been read provides the perfect excuse and the ideal rationale to write. "I read *Charlie and the Chocolate Factory* and saw the movie. I have something to say." "I have read lots of folk tales where it takes three tries before the hero accomplishes the quest. I now understand how to write such a tale myself."

Scenarios of use:

- **Background Reading.** A teacher wants students to do background reading for a topical unit of instruction several days or a week before the unit begins. The librarian and the teacher assemble and recommend a wide variety of reading, viewing, and listening on the topic—something for every reading level of students in the classroom. A collection of materials, lists of websites, bibliographies, or pathfinders are then brought into the classroom from the library for the background event. The teacher provides a reading prompt for the students as they log on to their computers and write their response journals in the database. At the end of the reading time, each student creates a report of the reading and writing, emailing this report to the teacher for a grade or for comments.

You will need Microsoft Excel installed on your PC to open the spreadsheet. I have realigned the columns for this screen shot view. (See Figure 45)

• Snapshot Format

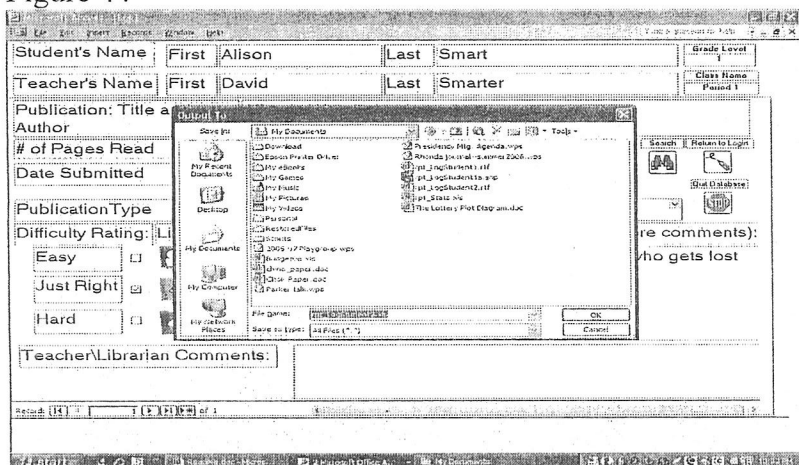
Note: You will need to have a version of Snapshot Viewer (version 11.0 for Access 2000) loaded on your computer and the computers you are sending the report to to view it. Go to <http://www.microsoft.com/downloads/details.aspx?FamilyID=b73df33f-6d74-423d-8274-8b7e6313edfb&DisplayLang=en> to download the applicable version for Access 2000 or greater. Select the Snapshot Format to retain all of the formats in the report. The advantage to using the Snapshot Format is that a snapshot file of the report cannot be altered and the original report formatting is not lost.

After clicking on the third button down, click on the Snapshot Format to select this option. (See Figure 46)

In this example, the Student's reading log is exported to in snapshot format. A snapshot file called rpt_LogStudent2.snp is saved to a default folder. (See Figure 47) Enter the Student's first name (or password) and last name as prompted.

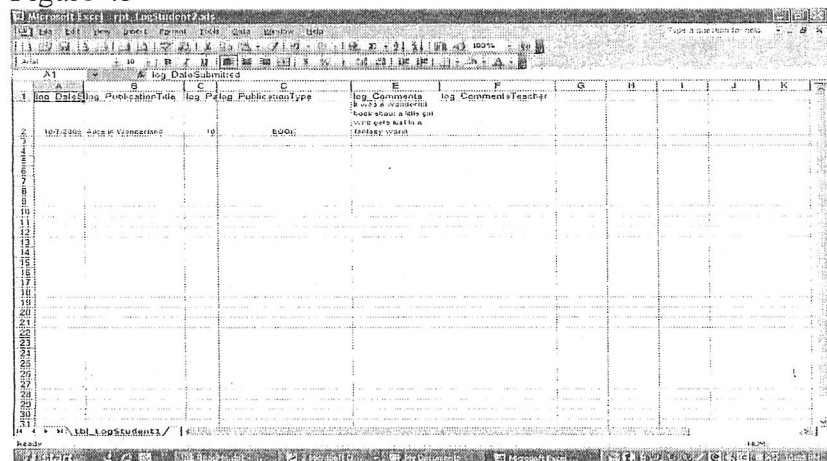
A spreadsheet file called rpt_LogStudent2.xls is created in the default folder. (See Figure 44)

Figure 44



Enter the Student first name (or password) and last name as prompted. Open the rpt_LogStudent2.xls file by double clicking it from the folder. (See Figure 45)

Figure 45



- **Essential and Additional Reading.** The teacher wishes students to read a central text but also wants the students to branch out and read additional materials on a particular topic beyond a textbook chapter. The librarian helps the teacher assemble a wide variety of recommended materials on the topic. Both the teacher and the librarian assist as students read widely and record their responses to an essential question or a writing prompt. Reports of this reading are emailed to the teacher for grading or comments.
- **Genre Reading and Writing.** The teacher wants students to learn to write Haiku poetry, personal letters, a position paper, a short story, or any other type of writing. As a prelude to the actual writing, students read many examples of the type of writing they are about to undertake. They read widely and respond in the database, noting how authors write that particular genre. They journal both what they are reading and the tips their teacher is giving about writing that particular genre. This journal of reading and writing is emailed to the teacher before the main writing assignment is given.
- **An Issue.** The teacher wants students to read widely about a hot topic before being asked to prepare position papers, class discussions, or meeting with experts. Students read widely as directed by the teacher and the librarian and record their responses to the various arguments they encounter. This is done as a prelude to or during the learning activity as the central core of information is built in preparation for preparing informed opinions and arguments.

- **People, Places, and Cultures.** It's African American History Month or some other celebration/event. The teacher and the librarian want students to read widely about these topics before and during whatever event is planned. Each student reads something different then responds in the log as directed by the teacher. The resulting knowledge is used to plan a celebration, an event, or a major discussion about famous people, history, or the current state of affairs in a country.
- **Historical Events, Cultures, Civilizations.** Teachers and librarians encourage students to read a wide variety of nonfiction and informational books about time periods, peoples, cultures, or events using the wide array of interesting nonfiction books that have been published in the last 20 years. Students can use many picture books to study the construction of the pyramids of Egypt, follow the journey of Lewis and Clark in lavishly illustrated books, or investigate the culture of the Maya through real accounts of archeological digs.
- **Historical Fiction or Science Fiction.** Students are encouraged to read historical fiction or science fiction connected to a topical study such as the migration west, the Black Plague of Europe, diseases/disabilities, or scientific phenomenon. The librarian and the teacher assemble and booktalk excellent accounts that not only engage the readers but help them understand the topic at hand.

Figure 42

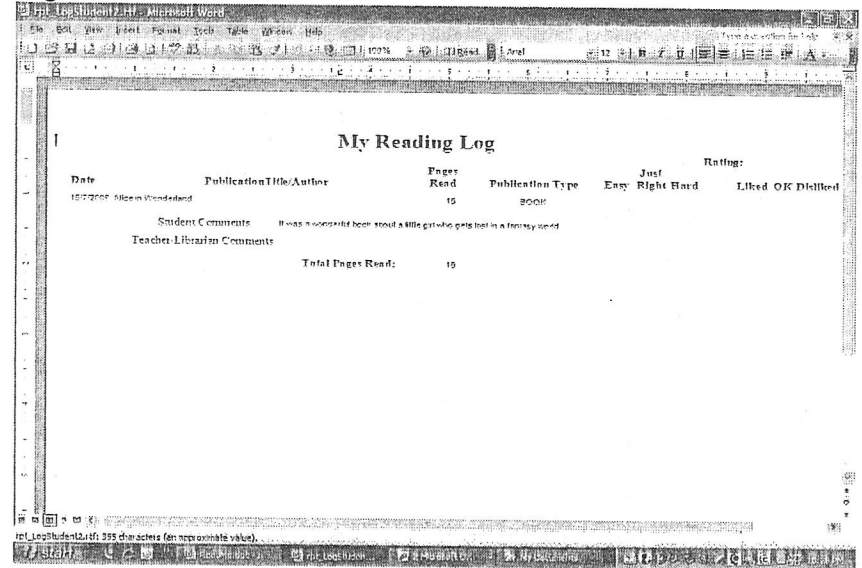
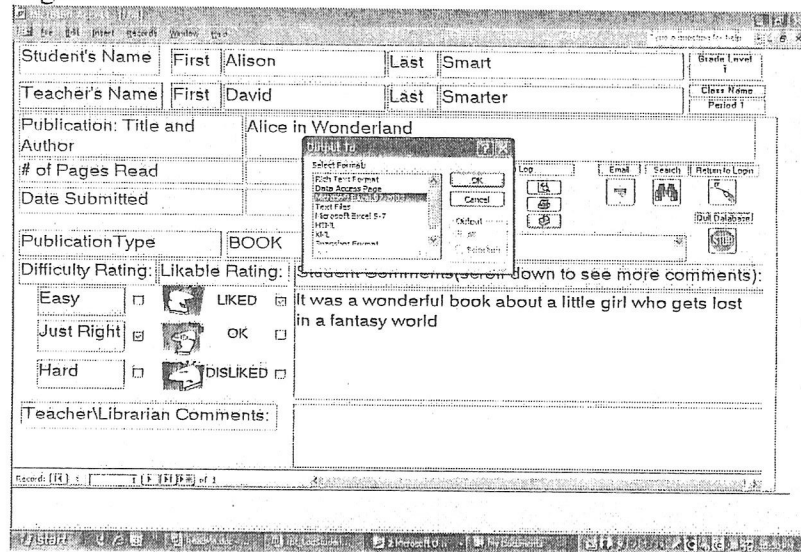


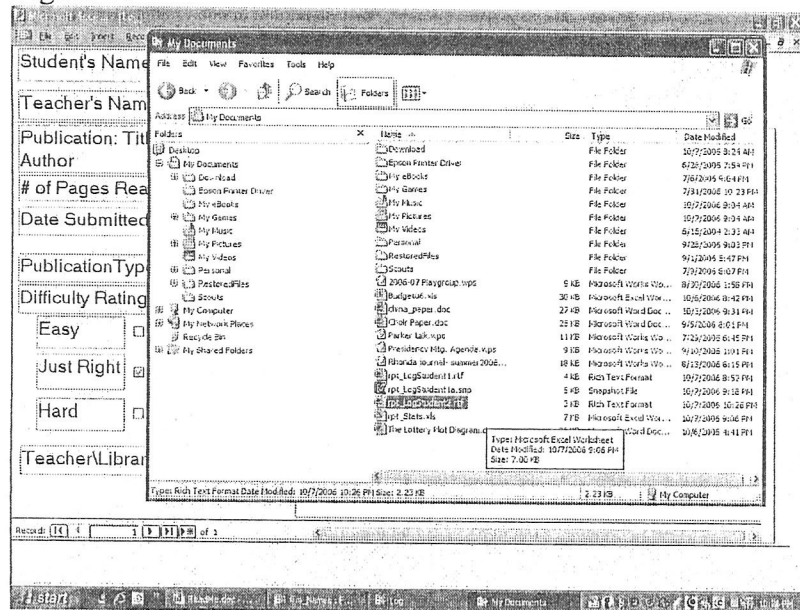
Figure 43



Enter the student's first and last name or password as prompted since this log report is for all students.

Open the new file by double clicking on rpt_LogStudent1.rtf in the folder. (See Figure 41) You must have a word processing program installed on your PC to view the file. (See Figure 42)

Figure 41



• **Excel Format**

Choose Microsoft Excel and click “OK” to create a spreadsheet of the report. You must have Microsoft Excel 97-2003 installed on you PC for this to work. (See Figure 43)

- **Recreational Reading.** The teacher and the librarian are stressing recreational reading for a period of time, so they encourage the students to read whatever they like and do just brief responses to maximize the reading without an onerous writing assignment.
- **Foreign Language Learners.** Students learning to read a foreign language read comic books, websites, easy fiction, or other interesting materials in the language and then respond or journal in that language. The students might also see films with subtitles in the language and then write about that film in whatever language assigned.
- **Advice to Action.** The teacher presents a problem to the class and wants to have students consider the best advice available before planning a course of action. The librarian and teacher guide students to a wide variety of advice, teaching them to evaluate the quality of that advice and add the best to their journals before taking a position on a course of action.
- **Formal Research.** The librarian and the teacher ask students to read widely, in a variety of sources, on a topic. Students log their reading in the database as if they were making note cards before writing their papers or doing their projects.
- **Compare and Contrast.** Students are encouraged to read widely on a topic for which there are differing positions, different time periods, different cultures, etc., and then compare in their databases what they read.

- **Bilingual Student Reading.** The fastest way to learn any language is to read widely in that language. Students who are learning English are encouraged to read in English and their first language and journal the results.
- **Beginning Readers.** The teacher and the librarian work to send book bags home with the children every day so that students read one book each night to someone and someone reads a book out loud to them. An aide or parent helps the children log their books and their comments in the database. The result: every child in Kindergarten, first, and second grade “reads” 300+ books during the school year. Books read aloud to the children are logged in the database. The children proudly display their reading log as a printout for their wall each month.
- **Multimedia and Writing.** Students watch the evening news and record in their databases what is happening every day in the Iraq War, the progress of a space probe, the tracking of a hurricane, the events of an election either here or abroad, or any other event. As the event concludes, the students use their notes in the database to write a longer account, a fictional story connected to the event, or other response as directed by the teacher.
- **A Rich Diet of Reading and Writing.** Instead of having students read and always write a book report, teachers and librarians vary both what is read and what is written to keep the students interested rather than bored.

Figure 39

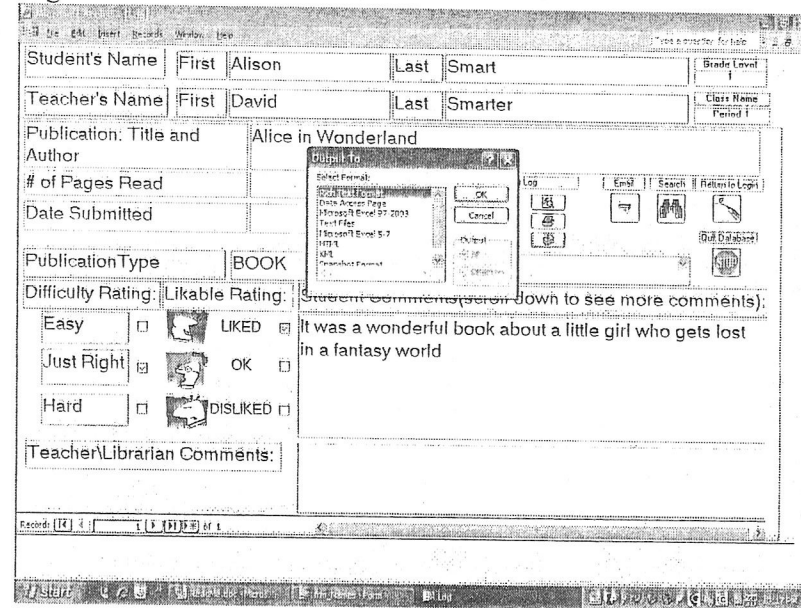
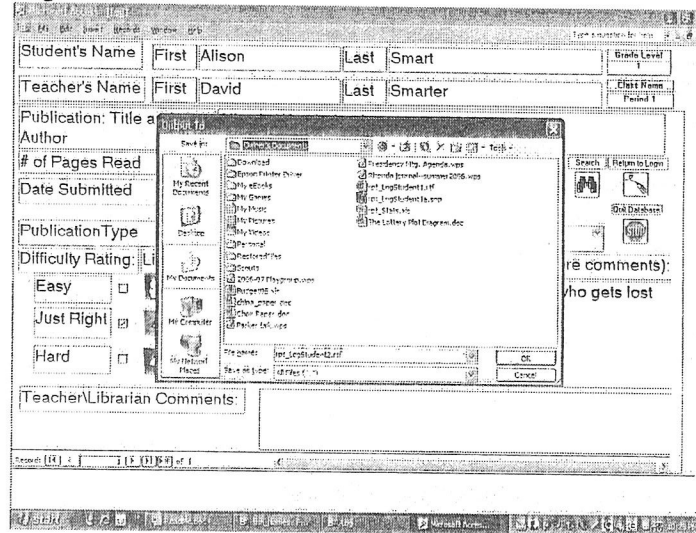


Figure 40



To scroll through each page of the report in preview mode, click on an arrow at the bottom left of the database each time per page. To go to the first or last page of the report, click on the arrow/line. If you want to print, click File print or “Ctrl P.”

To close the report and return to the log, click on the close window X.

Do not click on the close database X button above it unless you want to exit the database entirely.

Printing a Student My Reading Log

At the “My Reading Log” screen under “My Reading Log by Student” button section, print a My Reading Log report without previewing by clicking on the printer icon.

Save a Log Report as a file and Emailing a Report

Saving the log as a file format

Under the My Reading Log by Student button section, click on the paper stack icon.

Select a desired file format and click “OK”.

Samples of File Formats to save and email a report file

- **Rich Text Format (Word Processing file format)**

Select the rich text format and click “OK” (See Figure 39) You may rename the file or save as is to a default folder. (See Figure 40)

- **Differentiating the Reading and Writing Program.** The quest to read widely and write can be tailored to each individual child rather than making blanket assignments to an entire group.
- **Challenges, Not Contests.** The teacher and the librarian build a reading/writing program together that challenges every student to read widely and write, write, write. Everyone wins. “Together we read every book in the library about tigers, read every quality website, and read every article on tigers in online databases. We then combined our knowledge to become experts on tigers. What would you like to know?” vs. “John did the most reading about tigers and gets a prize.”

Other Uses of the Writing Dialog Box:

After Fiction reading (narrative):

- About a character
- About the setting
- About the plot
- About the theme
- An outline of what happened first, second, etc.
- Vocabulary words encountered with definitions
- The moral of the story or lessons learned by the characters
- Did I like the story? Why or why not.
- Rewrite the ending to the story
- Rewriting the story in a different genre
- A comparison to another book, movie adaptation, book by the same author.
- A personal reflection: how I feel after reading this story

- A book review or annotation to advertise the book to a friend
- A recommendation of this source to a friend

After Nonfiction Reading (expository):

- Reading notes to use later
- A record of big ideas/major points
- Facts to use later
- Important advice given
- Identification of point of view with comments
- Whether the source is a reliable one: why or why not
- The meaning of a graph, chart, or picture encountered
- An outline or mind map of the big ideas
- Vocabulary words encountered with definitions
- Discrepancies or errors found in comparison to another source
- A personal response to the position taken by the author
- Comparison with another source I read
- A recommendation of this source to a friend

Thinking About the Writing Component

Before beginning to use *My Reading and Writing Log*, thought should be given to the purpose served by student responses to what they read. A good place to begin is to consider the national standards for the language arts as a whole published by NCTE and IRA and reprinted below. Within this vision, most states have language arts standards and oft times writing standards for K-12 to consult. Finally, both districts and schools have various curricular documents and textbooks that provide very detailed expectations and guidelines for the teaching of writing. All of these should trigger ideas for the use of the limited writing space in the student’s log.

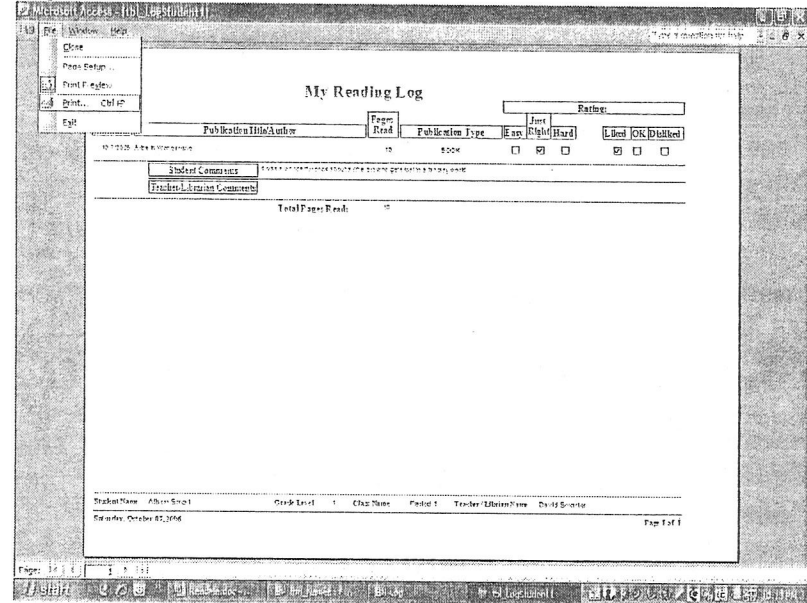
To add a new publication, click on the “Add a Publication Log Entry” “+” button. The publication section will go blank and is ready to fill in.

Previewing, Printing, and Emailing an Individual Student’s My Reading Log

Previewing a Student’s report “My Reading Log”

Go to the “My Reading Log All Students” section and click on the page lightning bolt magnifying glass icon (top button). Enter the student’s first name and last name as prompted. A preview of the student’s reading log report will appear. (See Figure 38)

Figure 38



Entering Information into My Reading Log

Complete typing in all of the applicable information for each publication. Click just one box under the Difficulty Rating and Liked sections to rate the publication read. Under the Difficulty Rating section, choose Easy, Just Right, or Hard check box.

The Liked section contains the following faces:

- Happy means “liked it”
- Straight means “OK”
- Upset means “disliked”

Note: Any changes made after advancing to a publication record cannot be undone except by typing over or editing information in each box. You may undo typed information by clicking on Edit (Alt E), Undo typing (Alt Z) while editing in current publication record. (see Figure 37)

Figure 37

The screenshot shows a web browser window displaying a reading log form. The form includes fields for Student's Name (First: Alison, Last: Smart, Grade Level: 1), Teacher's Name (First: David, Last: Smarter, Class Name: Period 1), Publication Title and Author (Alice in Wonderland), # of Pages Read (10), Date Submitted (10/7/2006), Publication Type (BOOK), and Difficulty Rating (Easy, Just Right, Hard). The Likable Rating section shows three faces: a happy face (LIKED), a straight face (OK), and an upset face (DISLIKED). The Student Comments section contains the text: "It was a wonderful book about a little girl who gets lost in a fantasy world". The Teacher/Librarian Comments section is empty.

Standards for the English Language Arts

Sponsored by NCTE and IRA²

The vision guiding these standards is that all students must have the opportunities and resources to develop the language skills they need to pursue life's goals and to participate fully as informed, productive members of society. These standards assume that literacy growth begins before children enter school as they experience and experiment with literacy activities—reading, writing, and associating spoken words with their graphic representations. Recognizing this fact, these standards encourage the development of curriculum and instruction that make productive use of the emerging literacy abilities that children bring to school. Furthermore, the standards provide ample room for the innovation and creativity essential to teaching and learning. They are not prescriptions for particular curriculum or instruction. Although we present these standards as a list, we want to emphasize that they are not distinct and separable; they are, in fact, interrelated and should be considered as a whole.

1. Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.
2. Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience.

² See the Standards at:
<http://www.ncte.org/about/over/standards/110846.htm>

3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).
4. Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.
5. Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.
6. Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.
7. Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and non-print texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.

p. 12

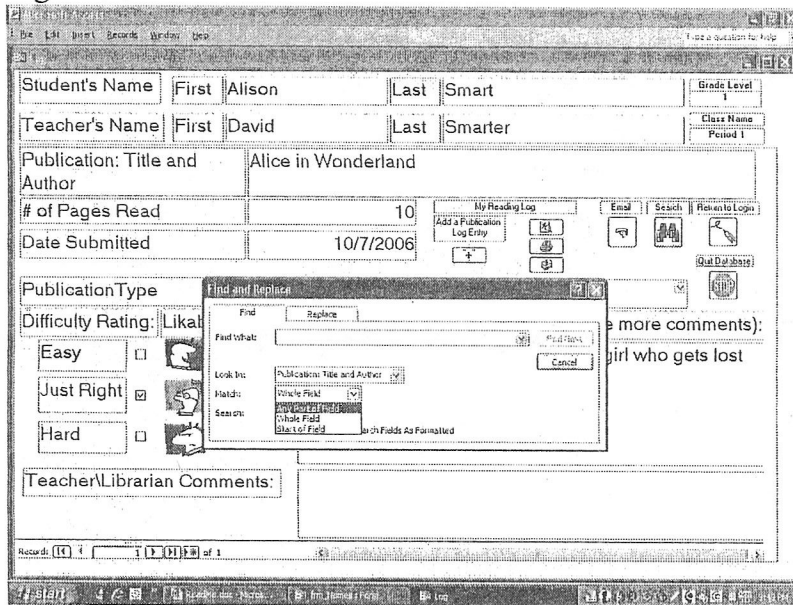
Figure 35

Figure 36

p. 49

- In the “Match:” section, select “Any Part of Field.” (See Figure 34)
- In the “Search:” section, select “All”, “Up”, or “Down” (See Figure 36)
- Click on “Find Next” button to locate each instance of each publication record in the database (See Figure 36)
- Click on the “Cancel” button to cancel the search (See Figure 36)

Figure 34



8. Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.
9. Students develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles.
10. Students whose first language is not English make use of their first language to develop competency in the English language arts and to develop understanding of content across the curriculum.
11. Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.
12. Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and exchange of information).

The authors of *My Reading and Writing Log* envision that teachers have students respond to reading in simple ways at the beginning of the school year, but after several weeks, give guidance on what to write as an integrated part of the writing curriculum. The advantage of individual student logs would be

to differentiate writing assignments as needed for individual student backgrounds, abilities, culture, reading level, or language ability. Keeping all the writing in a single database allows both the student and the teacher to look across time at writing development in addition to the amount and type of reading being done.

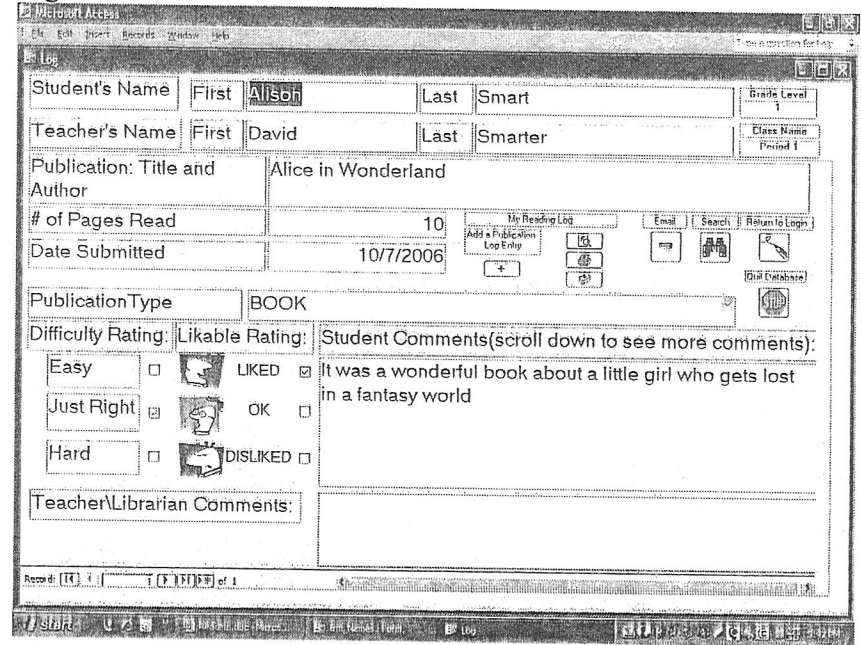
We hesitate to be extremely detailed here because the detail of what to write, how to write, genre to be written, and length of writing are to be dictated by the local curriculum, not by the creators of this software.

Implementing the Program

We anticipate that the program will be implemented in the school as a collaborative literacy initiative between the teacher and the librarian. Together, these two professionals can work to maximize the amount read, fit the program into the reading program, and build a writing program that meets the objectives of the writing curriculum and that links writing to reading.

Setting up the program for an elementary or secondary teacher who has only one class of 15–40 students is a relatively simple project, but one that will most likely be created on the school’s network. This will require assistance from a technology director. An alternative is to set up the program on a single classroom computer, a classroom network, or a library network.

Figure 33

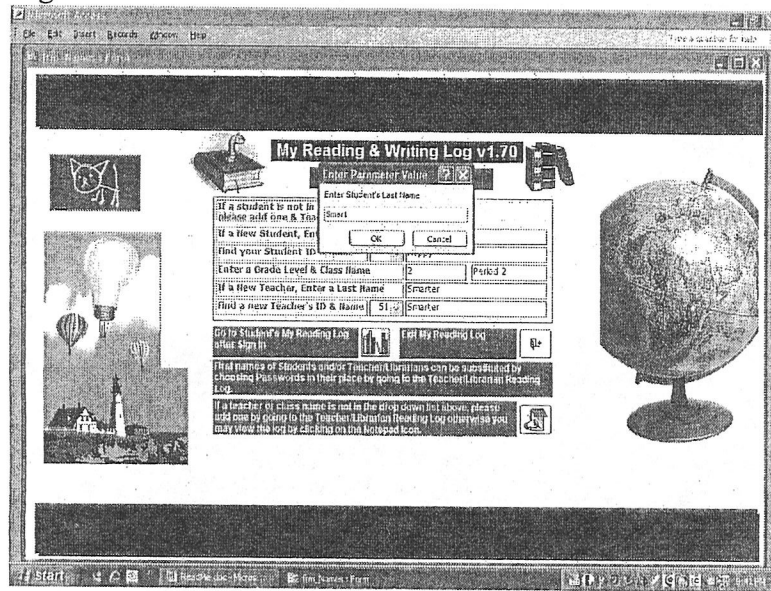


To search for a publication record by Publication, Student, Teacher, or anything in the database, click on the Search button (binoculars icon).

For a basic search do the following:

- Under “Find What:” section, type in what you are searching for in the database, such as “Alice,” to search for reading material. (See Figure 35)
- In the “Look In” section, click on the drop-down arrow and select “log” to search the whole log or leave it Publication: Title and Author to narrow the search. (See Figure 35)

Figure 32



If more than one publication is in the database, look in the record section at the bottom left corner and click on an arrow to go forward or backward or type in a number at bottom left section of the screen. One arrow toggles to each entry or an arrow/line button takes you to the first or last entry. The student may also review what was read by using the Search button. (See Figure 33)

The program has also been designed for a teacher who has a number of classes during the day. For example, a high school social studies teacher may have six class periods, each with 30–40 students. In this case, set-up time for all the classes is a fair amount of work, and the program allows as many periods and students required.

The purchasing school can use this database for any number of teachers in that school but not for other schools in the district. Updated versions will be announced on <http://www.lmcsource.com> under “freebies,” and you can register your copy there to receive news about the program. We recommend that new versions not be attempted during a school year with a teacher who is already using a previous version. However, new teachers could be started on a particular version, old or new, at any time.

The database is designed for simplicity and does not have a lot of bells and whistles. Such would require major development and extensive costs. We would rather schools use a very simple system and spend a great deal of money purchasing books for students to read rather than make a major investment in a computer software product.

Some Helpful Tips

- As students enter the title of something they have read, they can record a full citation such as author, title, publisher, and date, or this can be abbreviated down to a simple brief title as directed by the teacher/librarian.
- The space in the database for the writing is not a word processor, so very little formatting can be done. If extensive writing is to be done, that should be completed in a word processor and handed into the teacher separately with the student indicating that this has been done in the database box.
- There is no spell checker in the writing box, so students will have to proofread their work.
- Students can prepare reports for the teacher for any time period, so help students get the correct beginning and ending dates for their report before letting them print out the report or emailing it to the teacher

Technical Assistance

The Microsoft Access version of this program relies on the expertise of a technical director at the local school who can set up the networking and install the program for the individual teacher. We cannot help with such installations because we have no knowledge of local systems or configurations.

Figure 31

Student ID	Student First Name or Password	Student Last Name	Grade Level	Class Name
37	Happy		2	Period 2
35	Smart		1	Period 1

Enter your last name and click "OK." (See Figure 32) The student's log is ready to be filled out.

To navigate to each data entry box, just click in the chosen box or press the tab key to go to the next box. Use the delete key to alter any information in each box.

student forgets the password, the teacher can look it up under the maintenance (wrench button) section in the Teacher Reading Log screen. (see Figures 30 & 31)
Figure 29

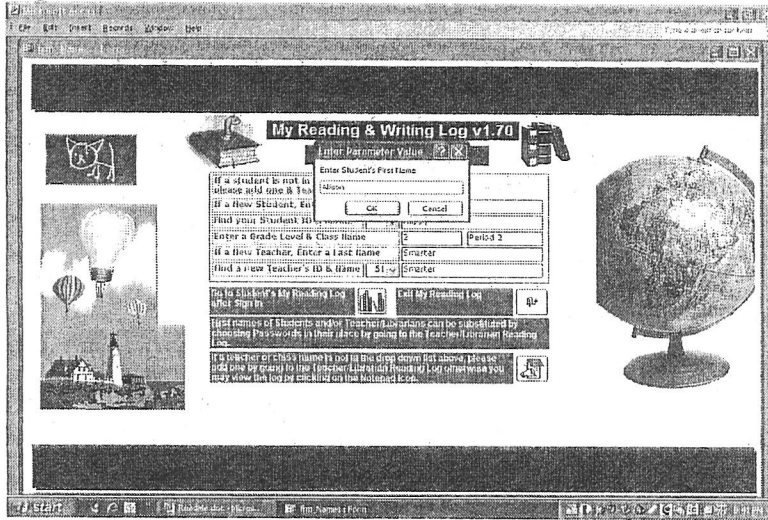
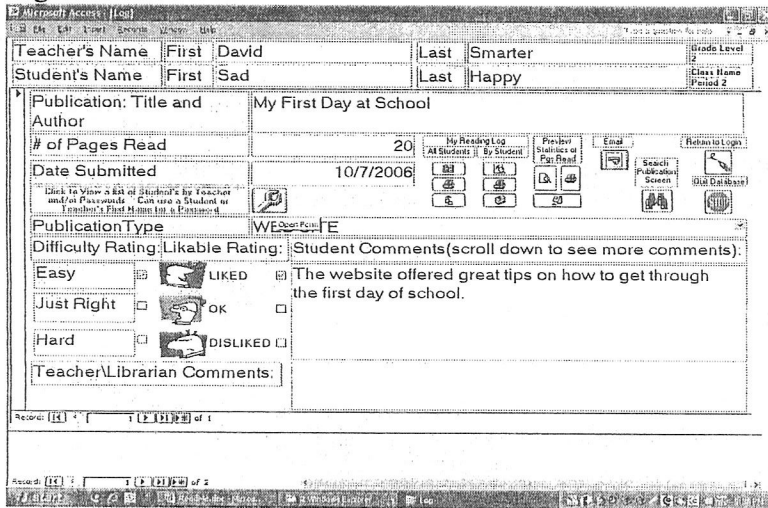


Figure 30



Some knowledge of how Access works will help solve many local problems. Microsoft provides helps and publishes online and printed manuals. There are also a number of third party manuals available at local bookstores that will help answer a number of problems not connected to our software, but which will make a difference when problems are encountered.

On the LMCSOURCE website (<http://www.lmcsource.com>) under "freebies," you will find frequently asked questions and answers plus tips on the program's use as received from customers.

Landon Loertscher is available for simple questions by email at: landonld@yahoo.com. If the problem requires more than a brief answer, help will be available at a charge of \$25.00 for the first fifteen minutes or increments thereafter. The program has been set up to be very affordable to schools so technical service has not been built into the original price. Schedule this telephone technical service by emailing Landon at: landonld@yahoo.com.

We recommend that the system be set up for one teacher and tested on the local system with a class or students before trying to implement the system to many teachers. This will give the local school time to iron out any bugs before widespread frustration sets in.

MY READING LOG Version 1.70 INSTRUCTIONS

By Landon Loertscher and David Loertscher

LMC Source Distributors of Hi Willow Research &
Publishing and F & W Associates

Note: To see larger versions of the figures included, refer to the Instruction file on the main CD.

If you haven't loaded Microsoft Access 2000 database software or later version onto your computer, do so now. Follow the Microsoft Access installation instructions that came with the software or go to the website at <http://www.microsoft.com> for loading instructions.

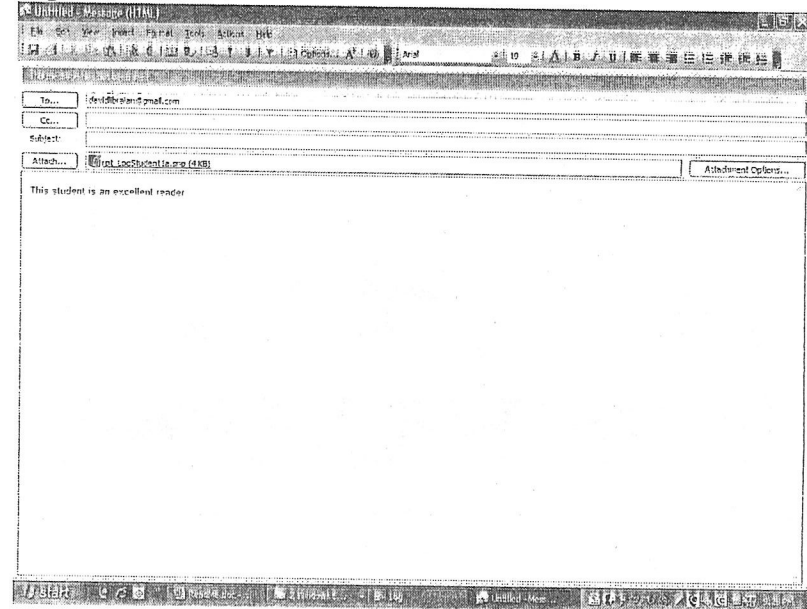
Windows XP operating system was used in the computer screen figures throughout these instructions.

Loading My Reading Log 1.70 onto a computer

To prevent data loss in the reading and writing log database, please follow the "SUPPLEMENTAL LOADING INSTRUCTIONS FOR THE TEACHER" in the CD sleeve of your binder or on the CD in a folder called "CD1,70v2." The "My Reading & Writing Log" database is composed of two database files called "My Reading Log 1.70_be.mdb" and "My Reading Log 1.70.mdb. (See Figure 1)

The file is attached and ready to send or type in a message and send. (See Figure 28)

Figure 28



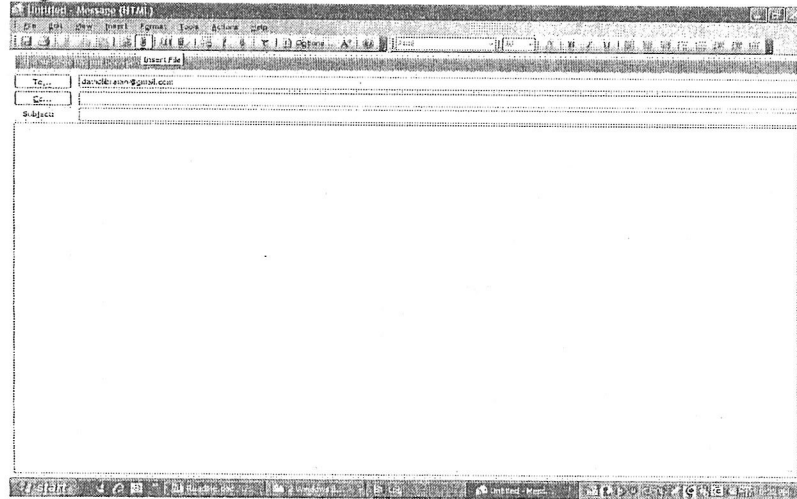
Other button functions in the My Reading Log Screen

For searching, returning to the Sign In screen or quitting the database, click on the applicable icons.

Student Reading Log Navigation

After a student's first name has been updated by the teacher (See "Teacher Reading Log Class Set up and Maintenance" section), enter the student's first and last name as prompted. (see Figure 29) If a first name is set up as a password, the student and teacher should be the only ones that know it. If the

Figure 26



Click on the file in the applicable folder i.e. rpt_LogStudent1a.snp and click insert. (See Figure 27)
Figure 27

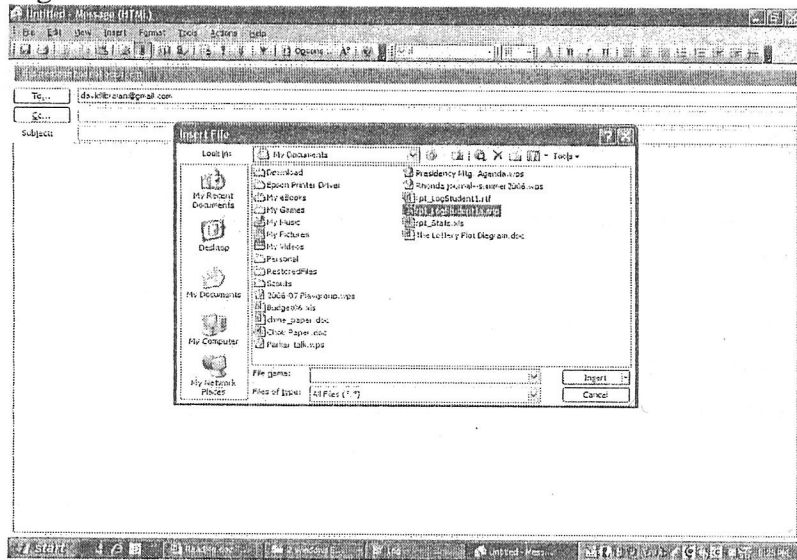
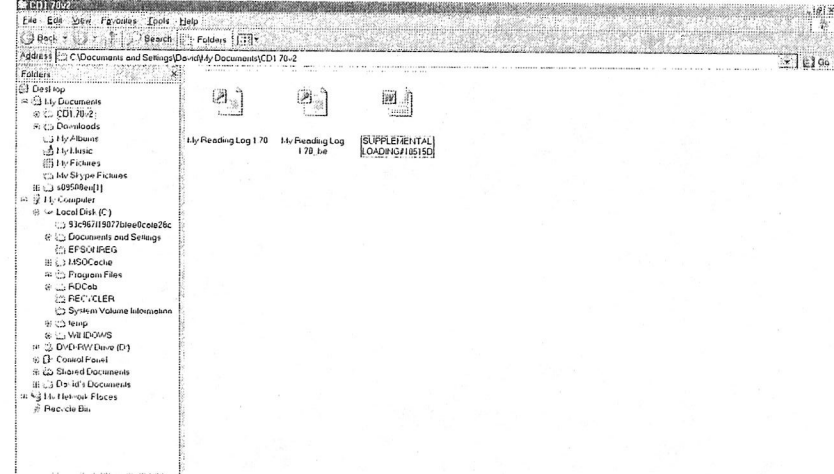


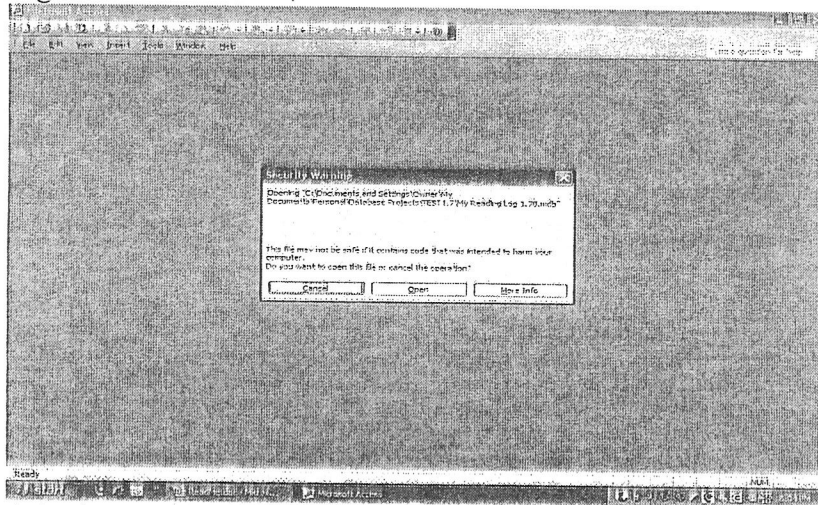
Figure 1



“My Reading Log 1.70_be.mdb” will contain all of the actual data entered and maintained by My Reading Log database and can be opened using Microsoft Access 2000 or greater version. To prevent accidental data loss, “My Reading Log 1.70_be.mdb” file will need to be copied to another folder the students are not aware of (see the “SUPPLEMENTAL LOADING INSTRUCTIONS FOR THE TEACHER”).

To open the “My Reading Log 1.70,” double click on the file with your mouse. Click on “Open.” (See Figure 2)

Figure 2



A login screen of the My Reading Log database will appear on screen. (See Figure 3)

Figure 3

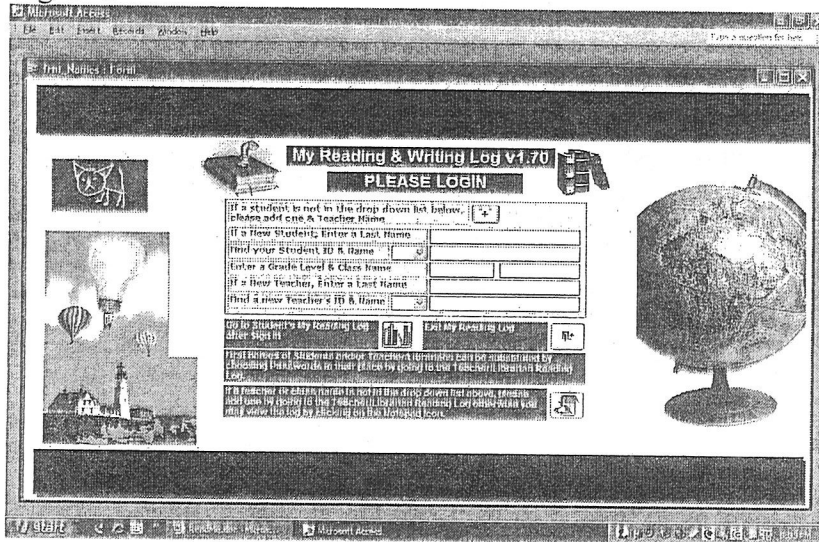
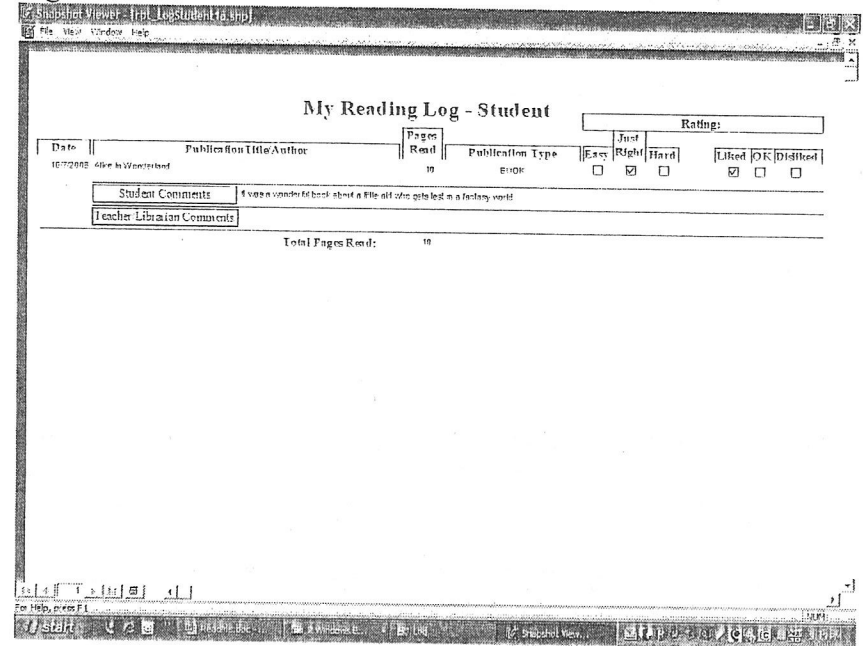


Figure 25

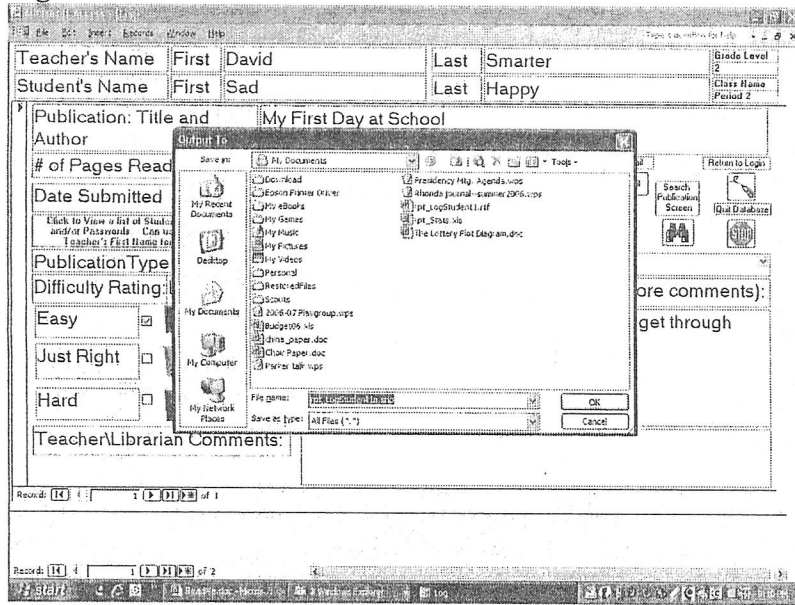


How to Email the file:

Microsoft Outlook must be loaded on the computer for this feature to work.

Click on the Email button and fill in the "To:" with an email address. To attach a file click on the paperclip button or click on Insert (Alt I), File (Alt F) (See Figure 26)

Figure 24



You may use wild cards: S* for students names starting with "S", *s for students last names ending in "s", or type in the full name for a single student report. Double click on the snapshot file "rpt_LogStudent1a.snp" to view the report. (See Figure 25)

Students will need to Click on the "+" button to add themselves by typing their last name, grade level, class name such as Period 1, and teacher's last name in the boxes. (See Figure 3) Once a student has signed in, the student can return to this screen and use the "Find your Student ID & Name" drop down box to locate their name. If a teacher has been entered, the drop down box for "Find a new Teacher's ID & name" will automatically fill in.

To use first names of students and teachers or if the teacher wants to use a password system, see the "Teacher Reading Log Class Setup and Maintenance" Section of these instructions. Anywhere a teacher is referenced in these instructions, librarian is implied.

To begin logging in your student's reading materials, click on the "Go to Student's Reading Log After Sign In" button if you are a student or if you are a teacher, click on the Notepad icon.

To quit the database, click on the "Exit My Reading Log" door button.

Teacher Reading Log Class Setup and Maintenance

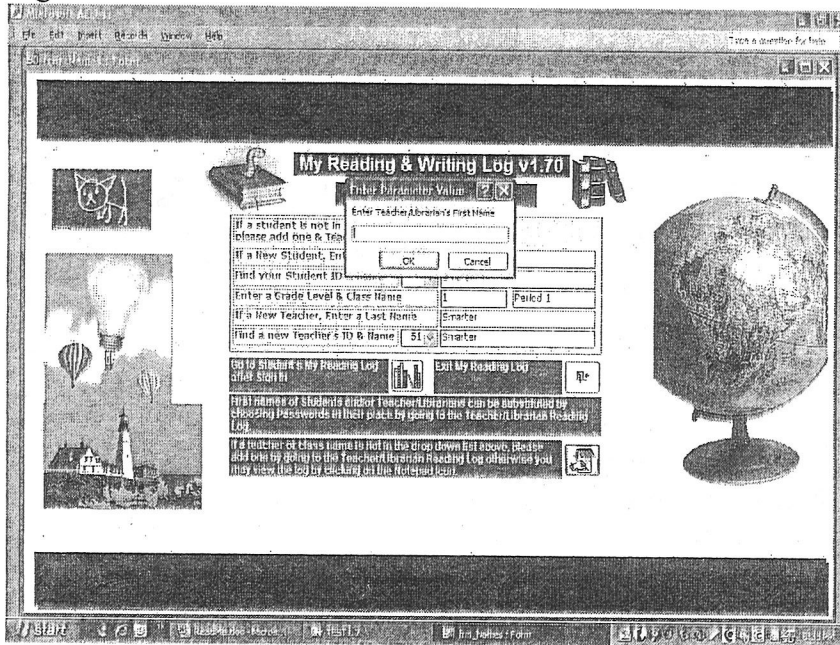
Each Student can sign in but will not be able to start the reading log until the following instructions are followed.

First names are not displayed at login. This version of the Reading Log does not have a formal password system and will be available in later versions. If privacy of student reading logs is necessary, the teacher must choose passwords by assigning

one for the student's and teacher's first name. To enter a first name or a password in its place, the teacher enters the Teacher/Librarian Reading Log by clicking on the Notepad icon. The Teacher must enter their Reading Log to enter the teacher's and student's first name in the Maintenance section of the Teacher Reading Log.

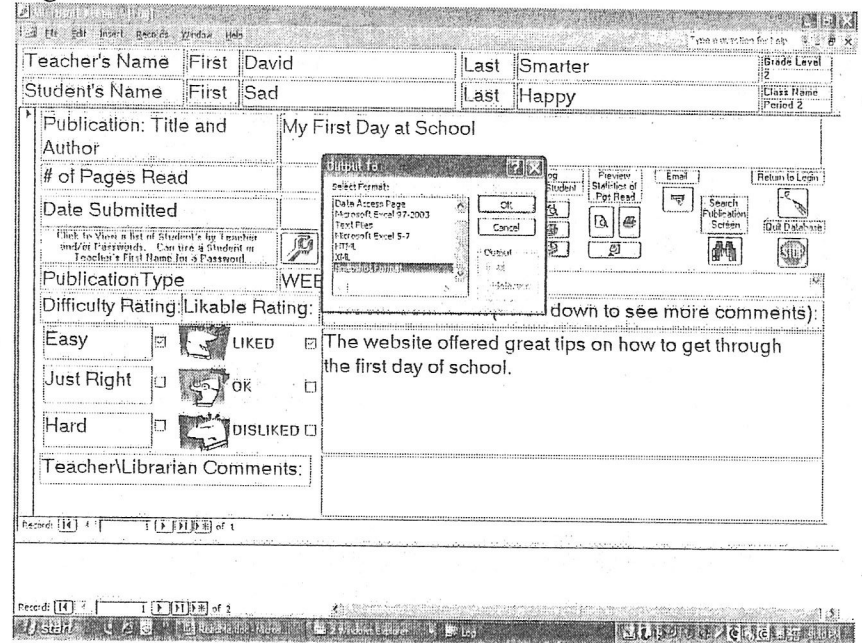
When the Teacher is prompted for a first name, skip entering a first name and hit "Return" or "OK." (See Figure 4)

Figure 4



Enter the Teacher's last name and hit "Return" or click "OK."

Figure 23



In this example, the reading log by student report is exported into snapshot format. A snapshot file called rpt_LogStudent1a.snp is saved to a default folder. (See Figure 24) Enter the student's first name and last name as prompted.

Figure 22

log_ID	log_TeacherLastInitial	log_StudentID	log_StudentName	log_PublicationTitle	log_PagesRead	log_GradeLevel
1	David	Seamus	Alicia	Seam	10:2066	Alice Wonderland
Avg Of log_PagesRead 10.00						
Min Of log_PagesRead 10.00						
Max Of log_PagesRead 10.00						
2	David	Seamus	Sad	Happy	10:1266	My First Day at School
Avg Of log_PagesRead 20.00						
Min Of log_PagesRead 20.00						
Max Of log_PagesRead 20.00						
log_PagesRead Grand Total Sum						20.00

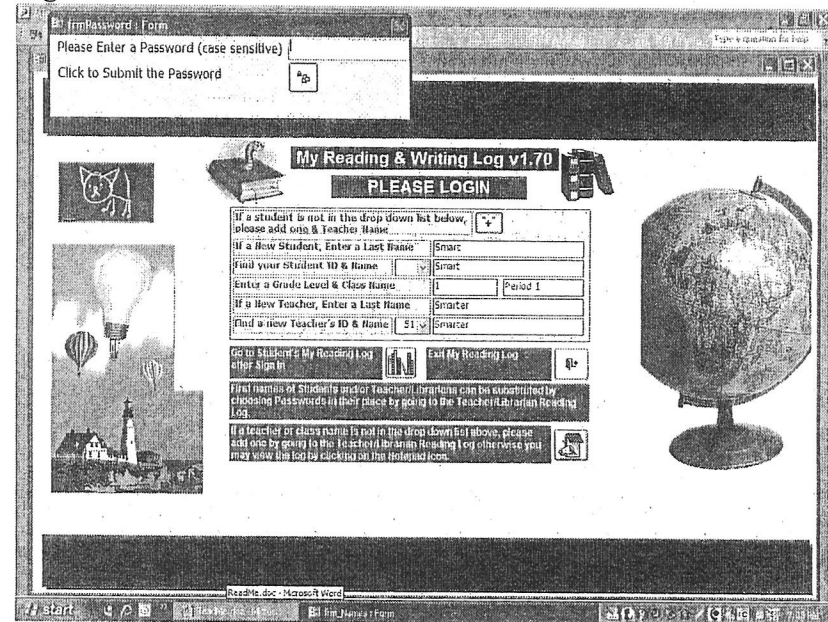
• Snapshot Format

Note: You will need to have a version of Snapshot Viewer (version 11.0 for Access 2000) loaded on your computer and the computers you are sending the report to to view it. Go to <http://www.microsoft.com/downloads/details.aspx?FamilyID=b73df33f-6d74-423d-8274-8b7e6313edfb&DisplayLang=en> to download the applicable version for Access 2000 or greater. Select the Snapshot Format to retain all of the formats in the report. The advantage to using the Snapshot Format is that a snapshot file of the report cannot be altered and the original report formatting is not lost.

After clicking on the third button down, click on the Snapshot Format to select this option. (See Figure 23)

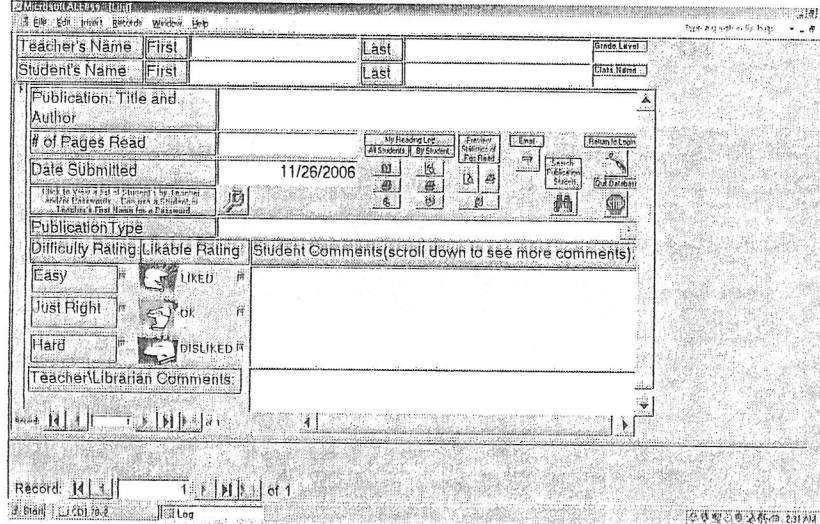
Enter the password. (See Figure 5) (See the “Teacher Confidential” text file on the CD for the password.) This database version does not allow password changes at this time, but will be made available for the next generation versions. Keep this password in a **safe** place so students will not find it. This password allows anyone to make changes to the reading log in the Teacher section. After entering the password, click the lock icon to submit it.

Figure 5



Click on the “Wrench” icon to complete entering the student’s and /or teacher’s first name /password(s). (See Figure 6) The “Wrench” icon will open a teacher/student’s names and passwords maintenance screen.

Figure 6

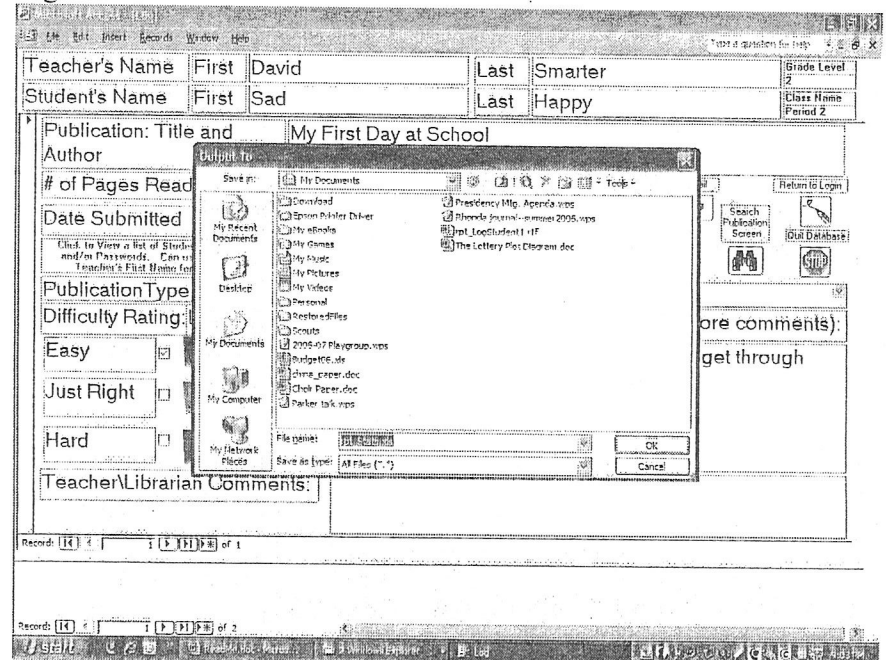


A Teacher may type in the first name (or password) and the Student’s first name (or password). Any of the Student’s information can be filled in on this screen i.e. Grade, Class Name or Last Name. (See Figure 7)

In this example, the statistics report is exported to excel. A spreadsheet file called rpt_Stats.xls is created in the default folder. (See Figure 21)

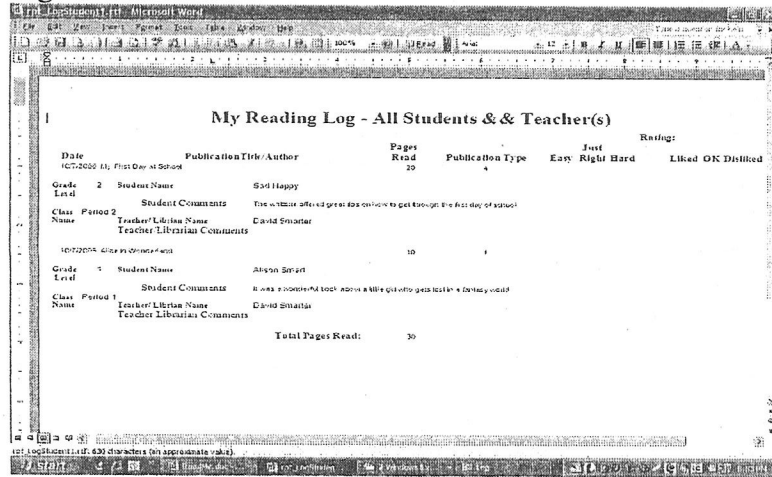
Enter the Teacher first and last name as prompted. Open the rpt_Stats.xls file by double clicking it from the folder. (See Figure 21)

Figure 21



You will need Microsoft Excel installed on your PC to open the spreadsheet. I have realigned the columns for this screen shot view. (See Figure 22)

Figure 19



Repeat similar steps for each student or statistics reports.

- **Excel Format**

Choose Microsoft Excel and click “OK” to create a spreadsheet of the report. (See Figure 20)

Figure 20

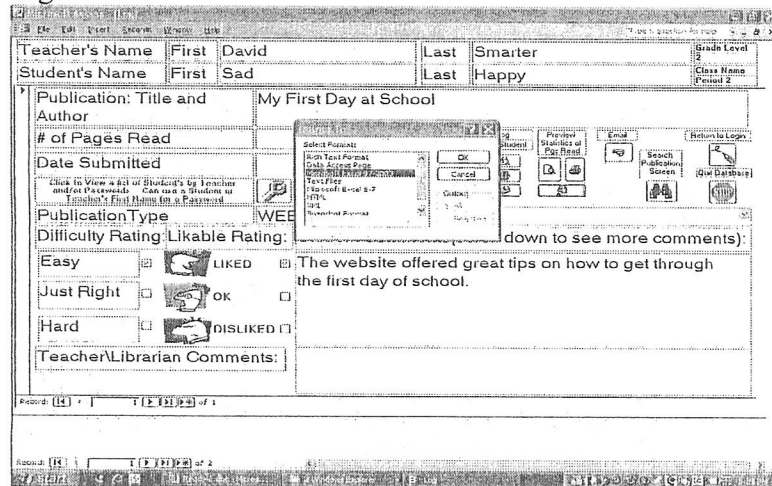
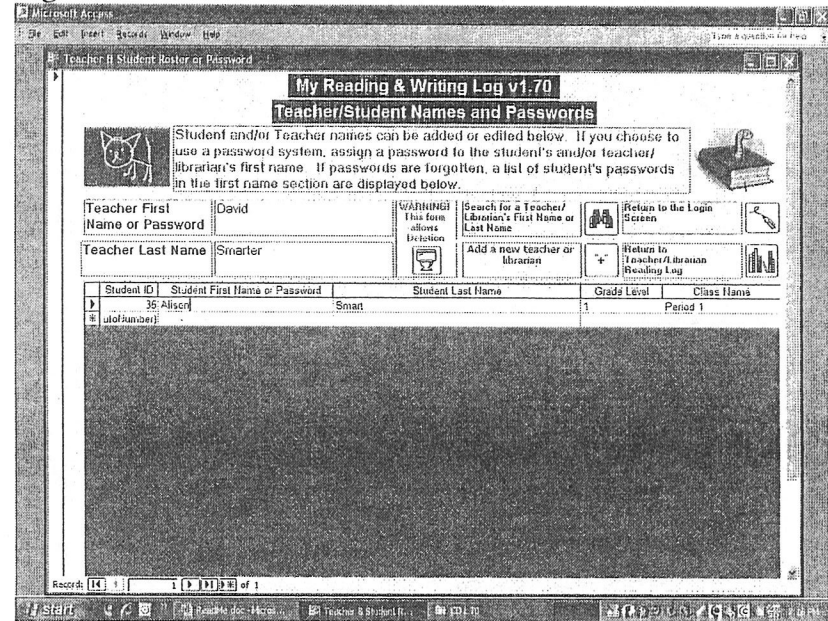
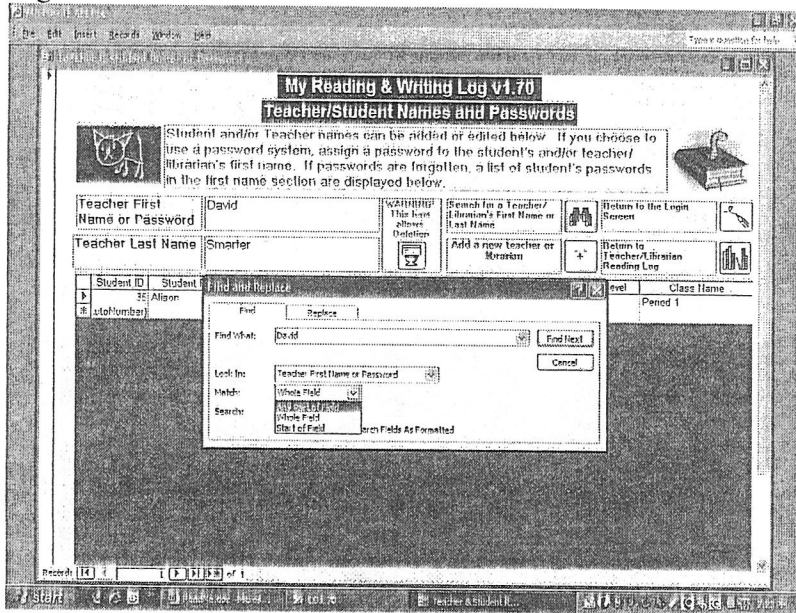


Figure 7



The search function (binoculars button) allows a teacher find their specific name. Click inside the box with the First or Last name and click the binoculars button. If the search on the first name is “David,” it is useful to change the “Search:” drop down box to “Any Part of Field” and click Find Next. (See Figure 8)

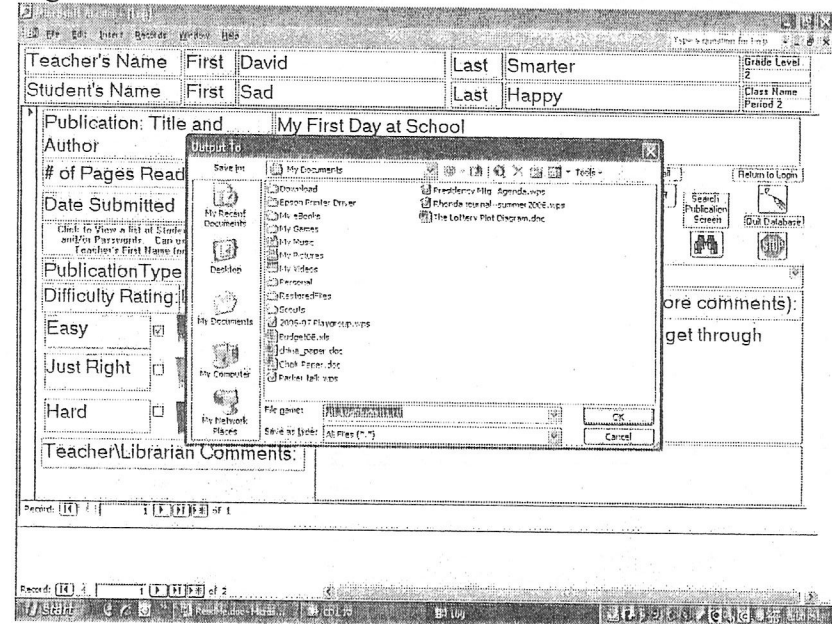
Figure 8



To add another teacher, click the “+” button and fill in the blanks. (See Figure 9) The teacher may return to the Login screen or the Teacher/Librarian Reading Log by clicking on the Books button. Enter your first and last name and password as prompted. (See Figure 10)

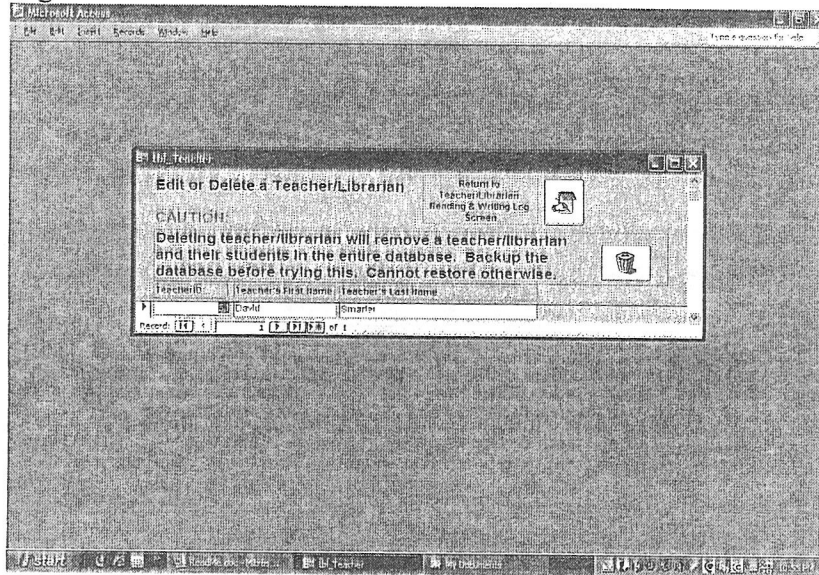
WARNING! Using the Delete function will eliminate all of a student’s log information. It is highly recommended that the Reading Log Database is backed up before trying this. Once the information is deleted, there is no way to restore the information. This function is for database clean-up purposes if it’s not being saved.

Figure 18



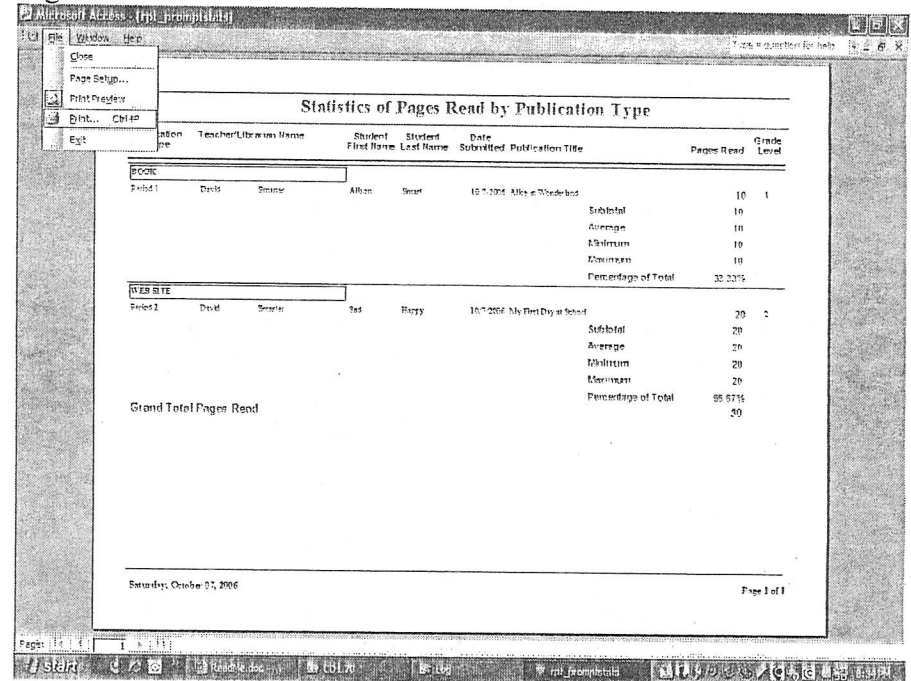
Enter the Teacher’s first and last name as prompted since this log report is for all students. Open the new file by double clicking on rpt_LogStudent1.rtf in the folder. (See Figure 19) You must have a word processing program installed on your PC.

Figure 10



A teacher may view each student's log entries by advancing each record by clicking on the arrow button in the very bottom left section of the screen for "Record:." The other "Record:." section just above it is to cycle through the student's publication entries. The arrow/line button will take you to the very beginning or end of the entries. Comments on the student's reading log entries may be typed in the "Teacher/Librarian Comments:" section. You may scroll up or down the comments to view more than what is displayed on screen for Teacher and Student Comments.

Figure 16



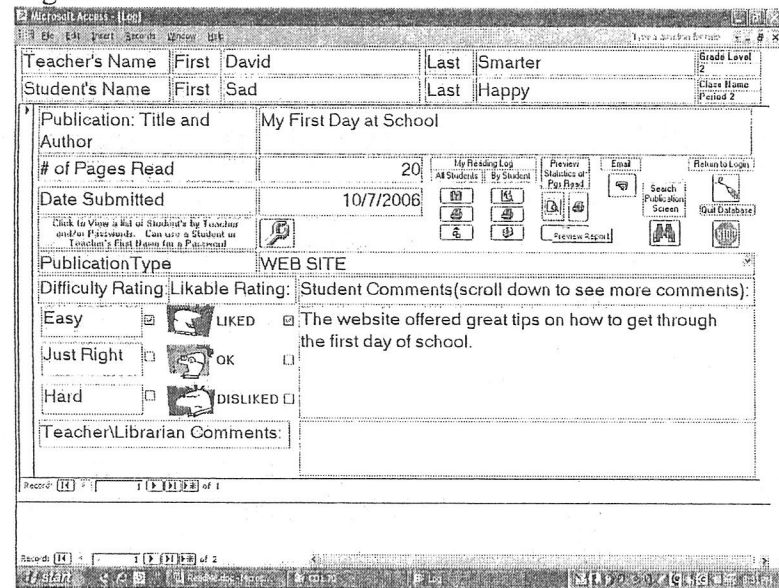
You may also use the printer icon to print a statistics report without previewing it. The 3rd button allows statistics reports to be saved in various formats such as rich text format (word processing format), text, Excel, etc. (See the "Teacher Database—Save a Log as a file and Emailing a Report" section below for more details.)

You may print a report without previewing by clicking either printer button under the “My Reading Log” section. The 3rd button allows reading log reports to be saved in various formats such as rich text format (word processing format), text, Excel, etc. (See the “Teacher Database—Save a Log as a file and Emailing a Report” section below for more details.)

Viewing a Teacher/Librarian’s report “Statistics of Pages Read by Publication Type”

Go to the Preview Statistics of Pgs Read section and click on the page magnifying glass icon. (See Figure 15)

Figure 15



Type in your first and last name when prompted and the preview report appears. To print, either select File, Print or “Ctrl P” in the top left section of the screen. (See Figure 16)

Previewing, Printing and Exporting a Student’s “My Reading Log Report”

Viewing a Student’s “My Reading Log” report

To preview “All Students” or “By Student” reading log reports, click on fist button. (See Figure 11) For “All Students,” you will be prompted for your first and last name. A report of all students for David Smarter, teacher, will appear. (See Figure 12)

Figure 11

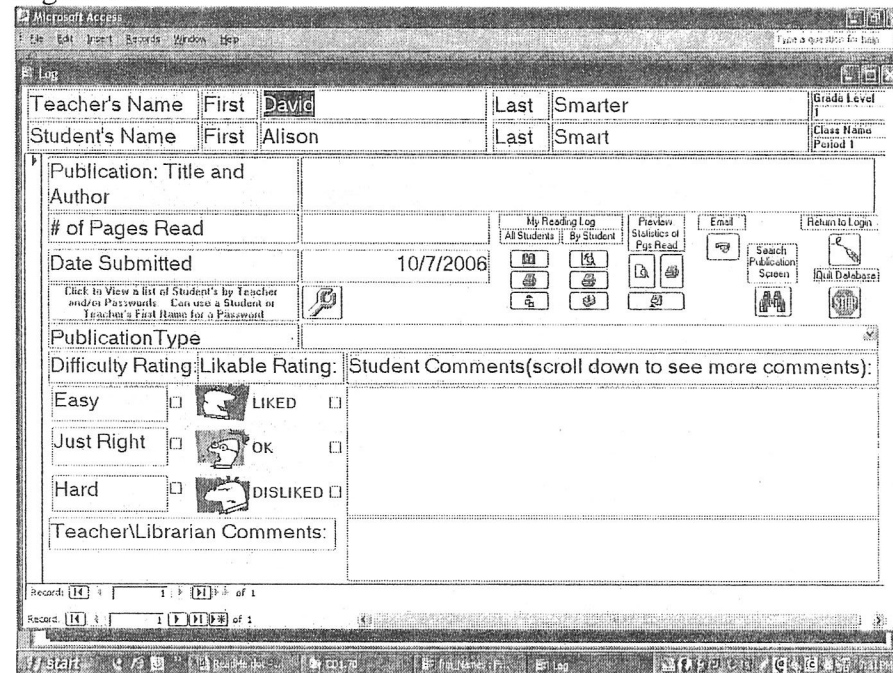
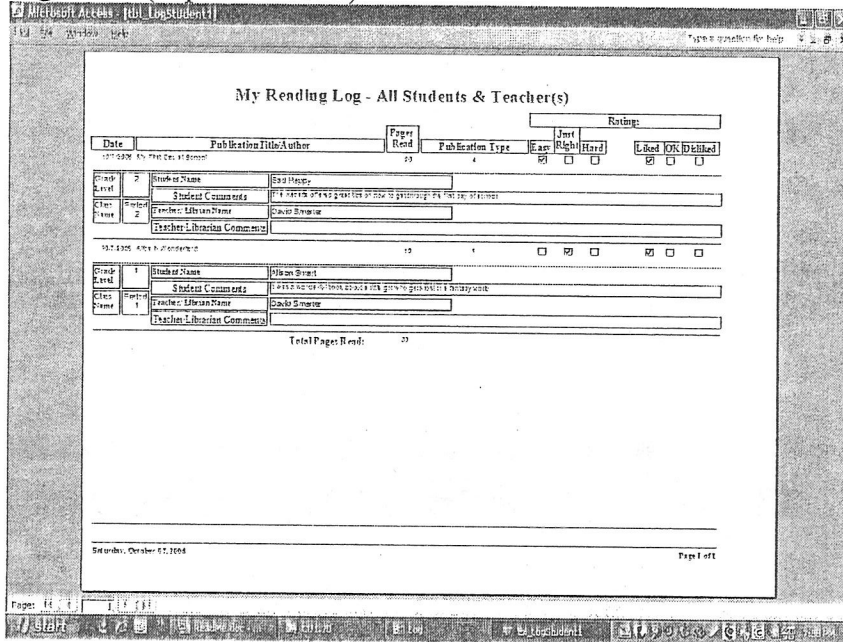


Figure 12 (expanded view)



When prompted for a student's last name, type in the full last name or use a wild card (*) in part of the student's name if you don't want to type all the last name, such as "**mart*" for Smarter (See Figure 13) or student's last name starts with "S*" or ends with "*s." One student's reading log report preview will appear. To print either report, either select File, Print, or "Ctrl P" in the top left section of the screen. (See Figure 14)

Figure 13

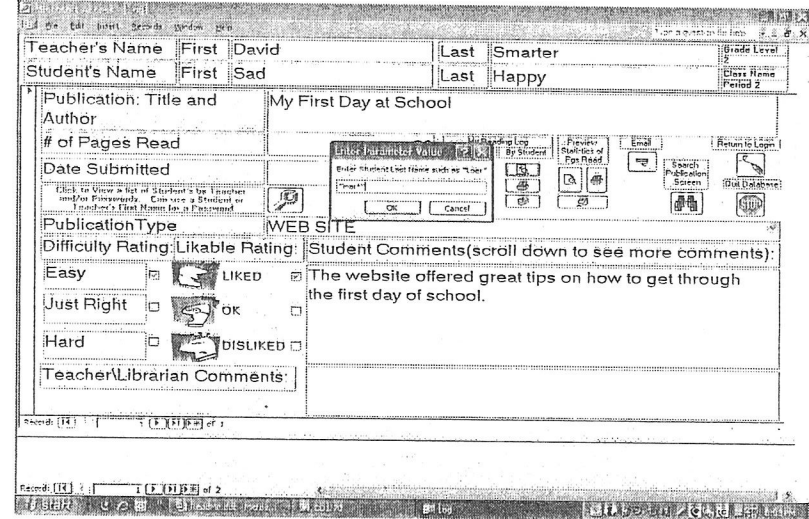


Figure 14

