

Using Reader's Notebooks to Inform Instruction

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Welcome!

- Handouts
- Introductions
- Read Aloud

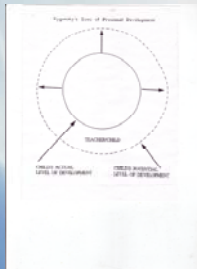
Ish By Peter Reynolds

- "Noticings..."
- "Whadya thinks..."
- "Look fors..."

Today

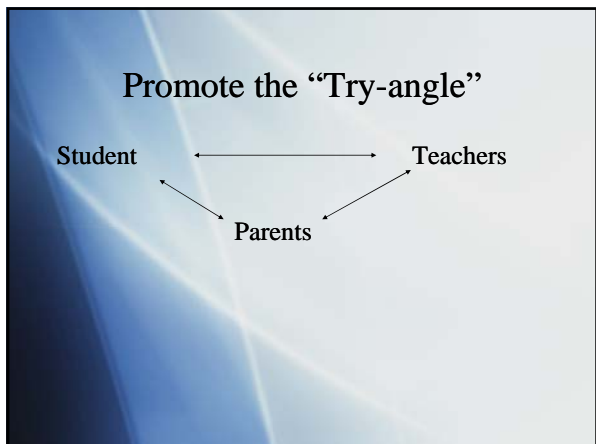
- Goal -Use Reader's Notebooks as a tool to inform teaching in order to help students move toward reading independence.
- Observe
- Teach
- Support
- Assess

Get in the Zone!



Beginning

- Observe
- Interactive Read Aloud
- Responding to Literature
- Setting the tone of the Reader's Workshop
- "... reading aloud is not a luxury or a treat, but is essential to the literate lives of students..."(2006) pg. xvi. Laminak & Wadsworth



Family Letter

- Open communication with parents and students informs all of the importance of this ongoing activity.

Building Bridges From Early Literacy

Figure 2.2 Family Letter

Dear Families,

I am looking forward to working with your child this year! Because I appreciate all you do to support your child's education, I want to know more about him (or her) to help me plan for instruction. Please take a few minutes to answer the questions below and return this form to school.

Thank you.

1. How does your child use free time at home?
2. What do you enjoy doing together?
3. What are your child's strengths as a learner?
4. What does your child read at home?
5. What does your child write at home?
6. What do you read and write at home?
7. What goals do you have for your child this year?
8. What else would you like me to know about your child?

Using Benchmarks

- Benchmarking, DRA, Running Records...
 - Within the text
 - Beyond the text
 - About the text

Build "Text Talk" in the classroom

Text Talk Teaching for Comprehending and Fluency

Text Talk: Thinking About Texts

<p>WITHIN THE TEXT</p> <ul style="list-style-type: none"> • recount important events from the text • describe characters, setting, events • report on his own ideas or illustrations (based on reading) • summarize the story or issue • provide specific evidence from personal experience or the text to support his ideas or inferences • state the author's education as a specific part of the text or his illustration of a concept or information 	<p>BEYOND THE TEXT</p> <ul style="list-style-type: none"> • express hypotheses, inferences, predictions, or theories • disagree with a statement made by another reader • raise new ideas • talk about personal responses and connections • contribute prior knowledge for the benefit of the group • interpret illustrations • link evidence from the text with information, hypotheses, predictions, or theories • talk about the central theme or meaning of the text • seek many interpretations 	<p>AFTER THE TEXT</p> <ul style="list-style-type: none"> • identify literary elements • use literary terms • attend to the language of a text • draw the group's attention to aspects of the writer's craft using examples from the text • talk about the characteristics of the genre, offering examples from the text • draw the group's attention to literary aspects of the text (symbolism, for example) • challenge the accuracy of an author's statement • offer a well-reasoned refutation of some aspect of the text, using evidence to support the argument
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Gooney Bird Greene by Lois Lowry

- **Building thinking together**
Before, During and After reading
(Letter example)

Reading is Thinking

- **Within:**
Information gathering
Readers decode, monitor, search for and sort information, adjust and sustain fluency to gain literal understanding.

Reading is Thinking

▪ Beyond:

Look deeper

Readers use evidence from within the text to expand on, and provide evidence of, their thinking. Evidence is used to predict what might come next, connect similar personal experiences and stretch thinking.

Reading is Thinking

▪ About:

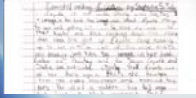
Analyzing and Critiquing

Readers “step back” in order to notice aspects of the writer’s craft like the use of dialect and other features of text that appeals to them.

Systems of Strategic Actions for Thinking Within, Beyond and About the Text Teaching for Comprehending and Fluency

Systems of Strategic Actions for Thinking Within, Beyond, and About the Text	
Necessary Actions for Successful Whole Text	
Thinking Within the Text	Solving Words Using a range of strategies to take words apart and understand what words mean when reading continuous text.
	Monitoring and Correcting Checking on whether reading sounds right, feels right, and makes sense.
	Searching for and Using Information Searching for and using all kinds of information in a text.
	Sustaining Fluency Putting together important information while reading and organizing thoughts simultaneously.
Thinking Beyond the Text	Maintaining Fluency Integrating sources of information in a smoothly operating process that results in expressive, pleasurable reading.
	Adapting Reading in different ways, as appropriate to response for reading and type of text.
	Fluency Thinking about what will follow while reading continuous text.
Thinking About the Text	Making Connections = Personal = World = Text Connecting the and citing connections to knowledge that readers have gained through their personal experiences, learning about the world, and reading other texts.
	Inferencing Using beyond the literal meaning of a text to think about what is not directly stated in the text.
Thinking About the Text	Synthesizing Putting together information from the text and from the reader's own background knowledge in order to create new understanding.
	Analyzing Examining elements of a text to know more about how it is constructed.
Thinking About the Text	Critiquing Evaluating a text based on the reader's personal, experiential, or learned knowledge.

Kaylee's response to Listen



- Strong retelling with sequence
- Using visualization clues for response
- Using meaning to relay emotion
- Strong letter format
- Minor help with conventions
- Still needs "permission" to go deeper


My response to Kaylee

- Reinforce what she has done well-retelling key points of the story for the reader
- Referred her back to past letters where predictions were made and thinking "about" the text was evident
- Directed her to make some inferences about her original thoughts based on evidence she told in this letter

McKenzie's response to Despereaux


- Plays with the letter format
- Shows ease with voice, writing and reading comprehension
- Questions reflect thoughts while reading
- Student is ready for a deeper conversation about how author's use/manipulate story structure
- As a reader...
- As a writer...

My response to McKenzie




- Excellent organization and ease of movement from About, Within, and Beyond
- Strong voice
- Curiosity about Author's thinking became the focus for my prompting (1)
- Symbolism of light and dark may become conversation for class discussions in WWS (2)


Where to go for ideas/answers...



Where to go for ideas/answers...



Where to go for ideas/answers...



Last

- Katherine Paterson (1995) said in *A Sense of Wonder*:
“The best way to cultivate their tastes is to read to them, starting at birth and keeping on and on. ‘Let me hear you read it’ is a test. ‘Let me read it to you’ is a gift. So...read to them, read to them, read to them. For if we are careless in the matter of nourishing the imagination, the world will pay for it.” pg 181. (2006) Laminak & Wadsworth.

Thank you!

- It was my pleasure to speak with you today.
