Read to be Ready

Independent Reading and Reading Conferences
Module 4: Using Readers’ Notebooks During Independent Reading
Objectives

- Define the reader’s notebook as a space to respond to texts and a tool that can foster students’ identities as readers
- Identify the procedures and routines that support independent use of the reader’s notebook
- Explore how the reader’s notebook provides teachers access to valuable ongoing assessment information and teaching opportunities
Independent reading focuses on Reading and Foundational Literacy standards, while incorporating additional Writing and Speaking & Listening standards through responding, conferring, and tasks.
TEAM Connection

- Standards and Objectives
- **Motivating Students**
- Activities and Materials
- **Feedback**
- Teacher Knowledge of Students
What is a reader’s notebook? Why use a reader’s notebook?
How do we use writing?

Share:
- How have you used writing to think things through in your own life?
Writing and drawing about reading make particular demands on students. They must:

• reflect on the text in a focused way;
• reconstruct the meaning and present it in new ways;
• compose language or images to express thought;
• search the text for evidence to support their thinking; and
• explore new thinking or reflect on understanding.

(Fountas & Pinnell, 2006)
Why use a reader’s notebook during independent reading?

A reader’s notebook is:

- A powerful tool for supporting thinking about reading across the school year
- A tool for helping students to organize their thinking about reading and to collect thoughts in one place
- A space to experiment and explore, using a variety of genres and forms purposefully
- “A vessel to capture change over time in students’ engagement and understanding of texts” (Fountas, 2015)
Teaching Students How to Use Readers’ Notebooks

Read pages 62-64 in your manual:
A. How to Use a Reader’s Notebook – opening paragraph
B. Ways of Responding
C. Procedural and Notebook Management Lessons

Complete Chart, “Getting Started with Readers’ Notebooks,” page 65
### Lessons About How Readers Respond to Texts

<table>
<thead>
<tr>
<th>Sample (Grade 2)</th>
<th>TN ELA Standards Addressed</th>
<th>Behaviors or Understandings Evident</th>
</tr>
</thead>
</table>
| ![Sample](image) | **Reading: Informational Texts—Key Ideas and Details, 2:** Determine the main idea of a text | ▪ Select & include appropriate & important details when writing a summary of a text  
▪ Write about the larger messages on main ideas |
How to Provide Feedback

- Teacher feedback
- Sharing with a community of readers
## Analyzing Written Response to Text Through Independent Writing

<table>
<thead>
<tr>
<th>Name:</th>
<th>Understands</th>
<th>Partially understands</th>
<th>Does not currently understand</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing</td>
<td></td>
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<tr>
<td>Reading</td>
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### Possible Teaching Opportunities

### Tennessee English Language Arts Standards Addressed
Synthesis

- What are the values of using readers’ notebooks for students? For teachers?