

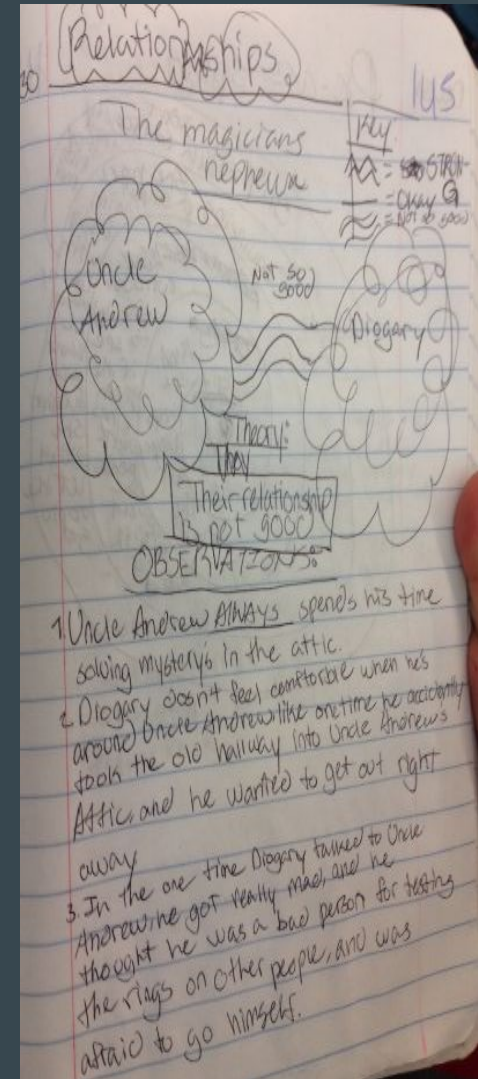
Reading Workshop: Helping Readers Grow Ideas, Push Thinking, and Reach Goals



*Presented by
Aimee Bouchard and Sara Jutovich*

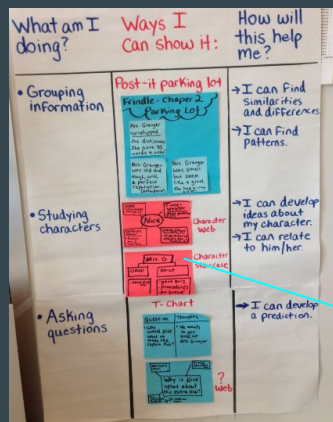
What is the Reader's Notebook, and how is it used?

- ★ It is a diary of text related thinking
- ★ It is a place to grow ideas about texts
- ★ It is a place to develop a theory with evidence
- ★ Students will start to take these notebooks home in unit 2 when they are introduced
- ★ It is a way to show grit as a reader
 - Revising predictions and theories
 - Proving an idea with justifications
 - Platform for sharing thinking
 - Space to reflect on reading habits
 - It is the action part of our goal setting

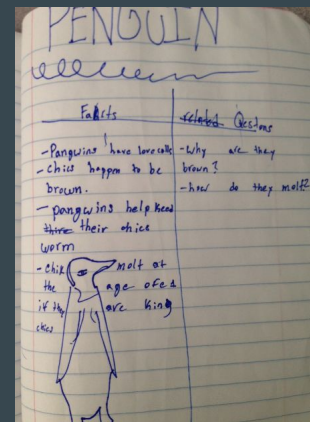


Changes from Second Grade?

- ★ Jotting has been launched based on where second grade left off. Our hope is that as the year progresses students will use these as essential tools to support their daily reading life.
- ★ Instead of using external post-its readers keep track of their thinking through jotting and developing reading responses in notebooks
- ★ It is an organized collection of all text-based thinking where students can revisit previous work



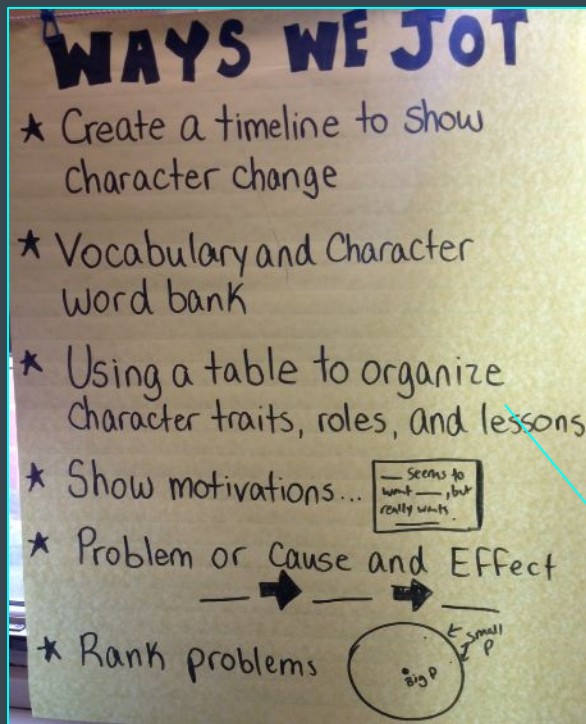
Traditional jots on post-its



Jots are recorded in notebook, labeled, and dated

Jotting- What does it look like?

There are many ways readers jot about texts.



Informational jots consist of supporting facts and evidence that promote an original idea. (Image from Teacher's College Reading and Writing Project)

Fiction based jots often show character change and motivations and lead to theories

Using Text Structures to Hold Onto Information

Structure	Looks like	Sounds like
Boxes and Bullets		This is mostly about... (how, when, where, why, what, who)... -One reason, Another reason -One way, Another way -It teaches, It also teaches
Compare, Contrast		This is mostly about the ways that ___ and ___ are similar and the ways they are different. -One similarity is, Another similarity is... -One difference is, Another difference is...
Problem, Solution Cause, Effect		This is mostly about ___ (problem). One part of the problem is, Another part is... One solution is... Another solution is...
Chronological		This is mostly about how... First... Then... After that... Next...

Readers Use a Jotting Menu to Guide Their Planning

<https://ps11showme.com/>

Fiction Jotting Menu	
<p>A jot is a short idea you have while you are reading. Just because the idea is short doesn't mean it's low level! Make sure your jot is <i>deeper</i> level thinking by...</p>	
<p>Develop and revise theories about characters in my books by thinking about:</p> <ul style="list-style-type: none"> Multiple traits <ul style="list-style-type: none"> What is your character like? What kind of person are they? Are they the same throughout the book? Be sure to make note of traits, not feelings. Relationships <ul style="list-style-type: none"> Who does your character have relationships with? Describe those relationships. Motivations (wants) <ul style="list-style-type: none"> Notice when a character makes a decision or does something important. Why does he/she do that? Behavior patterns <ul style="list-style-type: none"> Do you notice that your character repeats behavior? What does that tell you about your character? Struggles <ul style="list-style-type: none"> What problem does your character face? How does your character respond to this problem? Does it get solved? How? Weakness/Strengths <ul style="list-style-type: none"> Does your character have a hidden strength? How characters change <ul style="list-style-type: none"> What changes are you noticing in your character? What is causing the changes? What moments or events are triggering those changes? Impacts characters have on one another <ul style="list-style-type: none"> Think about secondary characters in your books. How do other characters act towards your character? 	
<p>Develop and revise themes</p> <ul style="list-style-type: none"> What is the big life lesson the character learns? How did you come up with that theme? What is the lesson we can learn? Note parts of the text that support your theme/lesson. 	<p>Think about author's craft and explain how and why:</p> <ul style="list-style-type: none"> An author elaborates on the most important parts Uses figurative languages Uses images Begins or ends a story a certain way Shows setting
<p>Compare and Contrast across books:</p> <ul style="list-style-type: none"> Characters Major events Life lesson/ theme Setting Author's craft within and across text 	<p>Synthesize within and across texts:</p> <ul style="list-style-type: none"> How do characters change within a book and across a series? Behavior patterns Relationships- how they change across a book/series?

Non-Fiction Jotting Menu	
<p>A jot is a short idea you have while you are reading. Jots helps you keep track of your reading and growing new ideas. Make sure your jots are <i>deeper</i> level by thinking about the...</p>	
<p>Main Idea</p> <ul style="list-style-type: none"> What is the text mostly about? What details support your idea? Summarize a part of the text. What parts of the text support the main idea? What strategy did you use to find main idea? 	<p>Author's Craft</p> <ul style="list-style-type: none"> Preview the text and predict how it will go. After previewing ask yourself, "How did the author organize this information?" What craft technique and text features does the author use (ex: repeating a line or illustration)? Why did the author do this? How would a text be different without this technique?
<p>Compare and Contrast</p> <ul style="list-style-type: none"> Jot about what is the same and different in two texts or across the same text <ul style="list-style-type: none"> Topic Information presented 	<p>Synthesize within and across texts</p> <ul style="list-style-type: none"> Collect information about a topic or subtopic from one or more text Jot about information you have learned that changes or confirms your thinking Organize information from different texts into categories.
<p>Growing Ideas</p> <ul style="list-style-type: none"> Ask a question and try to answer it Stop and think, "What does this make me wonder or question?" How can I apply what I am reading to a real world problem or situation Does the information I have learned changes or confirm my thinking? 	<p>Analyzing parts of the story in relation to the whole</p> <ul style="list-style-type: none"> Think about cause and effect Think about the order of the information. Why is the text structured or organized in this way? How do the text features fit with the whole text or part of a text? Ask yourself, what does this part fit with another part of the text? <p>Prompts to help you:</p> <ul style="list-style-type: none"> This is more on the same subtopic or topic... This just turned to a new subtopic or topic... This shows what happens next...

A Thought Provoking Jot can Lead to a Powerful Reading Entry

Students select a meaningful jot and then use a reading response menu to turn it into a well developed **claim** with supporting text-based evidence.

Example of a Nonfiction based jot developed into a reading response:

Original jot from notebook:

“Thomas Edison was a man with grit.”

3/11/15 Reading response

Thomas Edison is ^{a person with a lot of} ~~hardworking~~ ^{grit}.

In the biography Thomas Edison by Jan Adkins I think that Thomas Edison is ^{a person with a lot of} ~~hardworking~~ ^{grit}. We know he is ^{a person with a lot of} ~~hardworking~~ ^{grit} when he kept on doing science ^{even when} ~~his dad~~ ^{and others} didn't want him to ^{quit} ~~leave~~ from job to job as a plug.

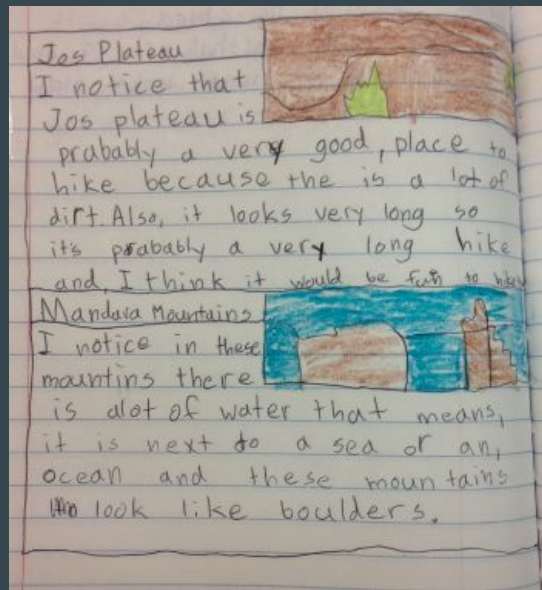
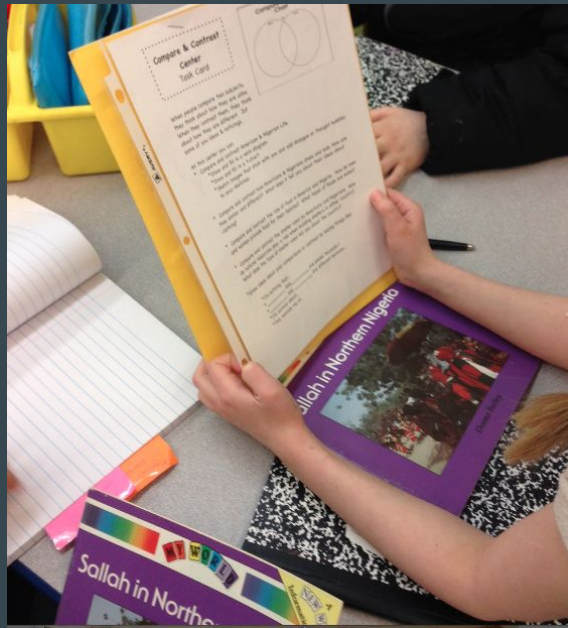
One reason why Thomas Alva Edison is a person with a lot of grit is when he kept on doing science even when people didn't want him to. He worked to get money to get chemicals from the pharmacy, wire, scraps of metal from batteries, test tubes and bottles. Edison ^{also} kept on doing science when even when his father said "He

alert. He almost got ~~himself~~ ^{himself} fired. He realized that that was a prison offense. He left ~~Carls~~ ^{Carls} on a rail. In Louisville he spilled acid in the station's battery room. He was fired a lot for doing things before other people that really wanted to.

In conclusion, I think that Thomas Alva Edison is a person with a lot of grit.

Jotting Supports Work in all Content Areas

Jotting structures are transferred to other content areas and are used as valuable note-taking strategies.



Jotting and Reading Responses are Aligned to Third Grade Common Core Standards and Expectations

Categories Where Common Core Standards Addressed:

- ★ Reading Informational Texts and Literature: Studying key ideas and details, craft & structure, integration of knowledge and ideas, reading a range of text complexity
- ★ Writing About Reading: Write opinion pieces on topics or texts, recalling information and sorting evidence, writing routinely

For more information visit

<http://www.corestandards.org/ELA-Literacy/>

Home to School Connections

- ★ Read every night for 30 minutes!!!! Jotting is optional, but we strongly encourage students to bridge the work they are doing at school with the work they are doing at home. This establishes continuity and prepares them to share their extended thinking with partnerships and clubs.
- ★ We are asking students to track the books read at home on a monthly basis to keep track of reading patterns and habits. These will be coming home shortly!

Let's Try it Out!

★ Quick minilesson on one specific jotting structure → Ranking problems

Fireflies By Julie Brinckloe

On a summer evening I looked up from dinner, through the open window to the backyard. It was growing dark. My treehouse was a black shape in the tree and I wouldn't go up there now.

But something flickered there, a moment—I looked and it was gone. It flickered again, over near the fence.

Fireflies!

"Don't let your dinner get cold," said Momma.

I forked the meat and corn and potatoes into my mouth. "Please may I go out? The fireflies—" Momma smiled, and Daddy nodded.

"Go ahead," they said.

I ran from the table, down to the cellar to find a jar. I knew where to look, behind the stairs. The jars were dusty, and I polished one clean on my shirt. Then I ran back up, two steps at a time.

"Holes," I remembered, "so they can breathe." And as quietly as I could, so she wouldn't catch me dulling them, I poked holes in the top of the jar with Momma's scissors.

The screen door banged behind me as I ran from the house. If someone said, "Don't slam it," I wasn't listening.

I called to my friends in the street, "Fireflies!" But they had come before me with polished jars, and others were coming behind.

The sky was darker now. My ears rang with crickets, and my eyes stung from staring too long. I blinked hard as I watched them—

Fireflies!

Blinking on, blinking off, dipping low, soaring high above my head, making white patterns in the dark.

We ran like crazy, barefoot in the grass. "Catch them, catch them!" we cried, grasping at the lights. Suddenly a voice called out above the others, "I caught one!" And it was my own.

I thrust my hand into the jar and spread it open. The jar glowed like moonlight and I held it in my hands. I felt a tremble of joy and shouted, "I can catch hundreds!"

Then we dashed about, waving our hands in the air like nets, catching two, ten—hundreds of fireflies, thrusting them into jars, waving out hands for more.

Then someone called from my house, "It's time to come in, now," and others called from other houses and it was over.

My friends took jars of fireflies to different homes.

I climbed the stairs to my room and set the jar on a table by my bed. Momma kissed me and turned out the light. "I caught hundreds," I said.

Daddy called from the hallway, "See you later alligator."

"In a while crocodile," I called back.

"I caught hundreds of fireflies—"

In the dark I watched the fireflies from my bed. They blinked off and on, and the jar glowed like moonlight. But it was not the same. The fireflies beat their wings against the glass and fell to the bottom, and lay there.

The light in the jar turned yellow, like a flashlight left on too long. I tried to swallow, but something in my throat would not go down. And the light grew dimmer, green, like moonlight under water.

I shut my eyes tight and put the pillow over my head. They were *my* fireflies. I caught them. They made moonlight in my jar. But the jar was nearly dark.

I flung off the covers. I went to the window, opened the jar, and aimed it at the stars. "Fly!"

Then the jar began to glow, green, then gold, then white as the moon. And the fireflies poured out into the night. *Fireflies!* Blinking on, blinking off, dipping low, soaring high above my head, making circles around the moon, like stars dancing.

I held the jar, dark and empty, in my hands. The moonlight and the fireflies swam in my tears, but I could feel myself smiling.

Let's try this out using
Fireflies by Julie
Brinckloe

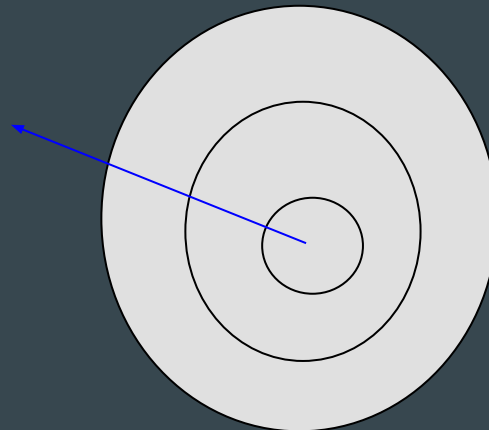
Strategy: Readers prioritize problems by ranking them after reflecting on their importance.

Some ways we rank problems...

Listing

- 1.
 - 2.
 - 3.
- Most important

Creating a problem “bullseye” with the most important problem in the middle



Try one of these structures to rank the problems the main character faces in [Fireflies](#)

*Thank you for joining us this
evening!*