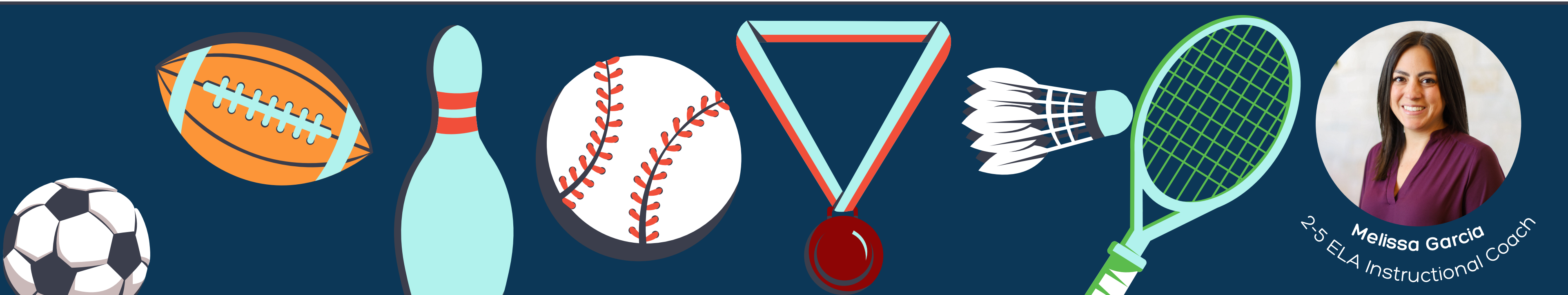
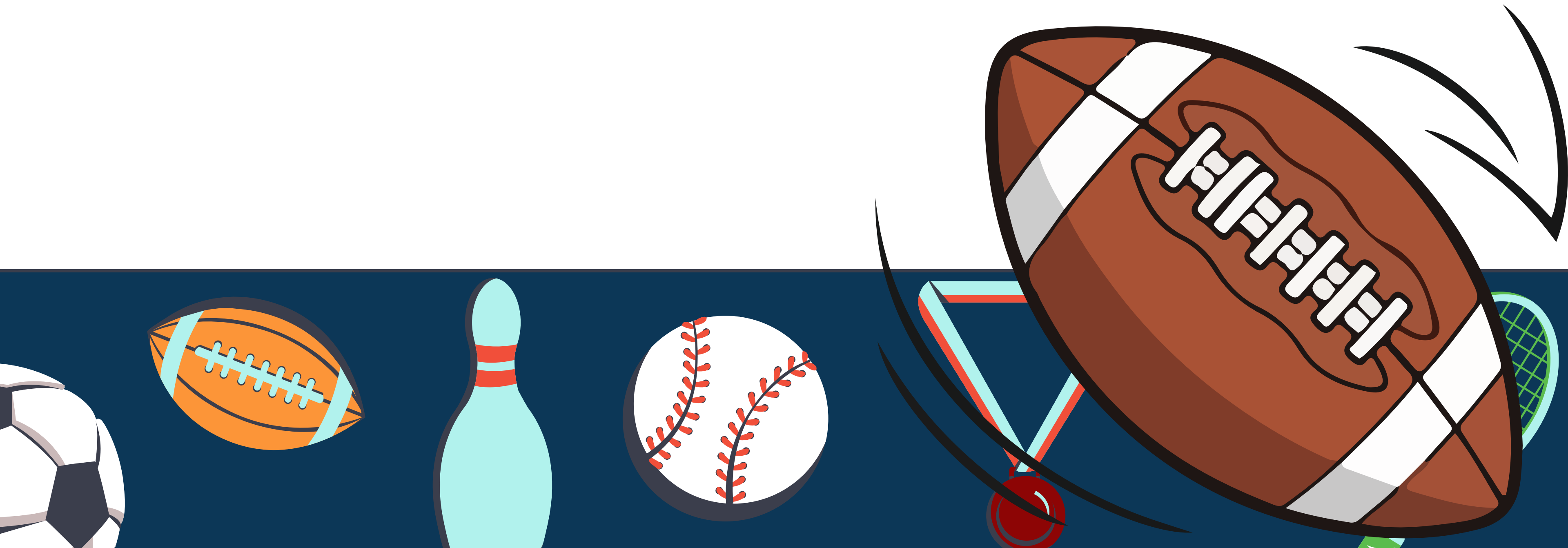


NOTICE AND NOTE:

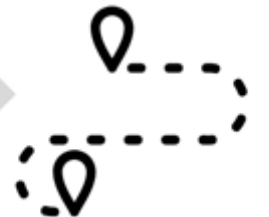
FICTION SIGNPOSTS



**TO RECEIVE CREDIT FOR THIS SESSION, MAKE
SURE YOU COMPLETE THE SURVEY AT THE END!**



Northwest ISD
Professional Learning Expectations
A Culture of Learning

- P** PARTICIPATE POSITIVELY 
- L** LISTEN FOR AND SHARE DIFFERENT PERSPECTIVES WITH RESPECT 
- N** NAVIGATE LEARNING WITH A GROWTH MINDSET 
- I** IDENTIFY HOW YOU WILL APPLY THIS LEARNING TO YOUR WORK 
- S** SET GOALS AND PLAN NEXT STEPS 
- D** DEMONSTRATE PROFESSIONALISM 

**PROFESSIONAL
LEARNING
NORMS HELP US
SECURE A WIN!**

LEARNING TARGET

Today I will explore the six fiction Notice and Note signposts and their purpose in building independent readers,

so I can guide readers through complex fiction and build their capacity to read texts closely.

I know I'll have it when I can apply the signposts to a mentor text and use a student's thinking about signposts to grow them as a reader.



AGENDA



Meet the
Signposts



Signposts
in Action



Signposts
as a
Window



NAVIGATING CHALLENGES IS LIKE...



A



B



C



D



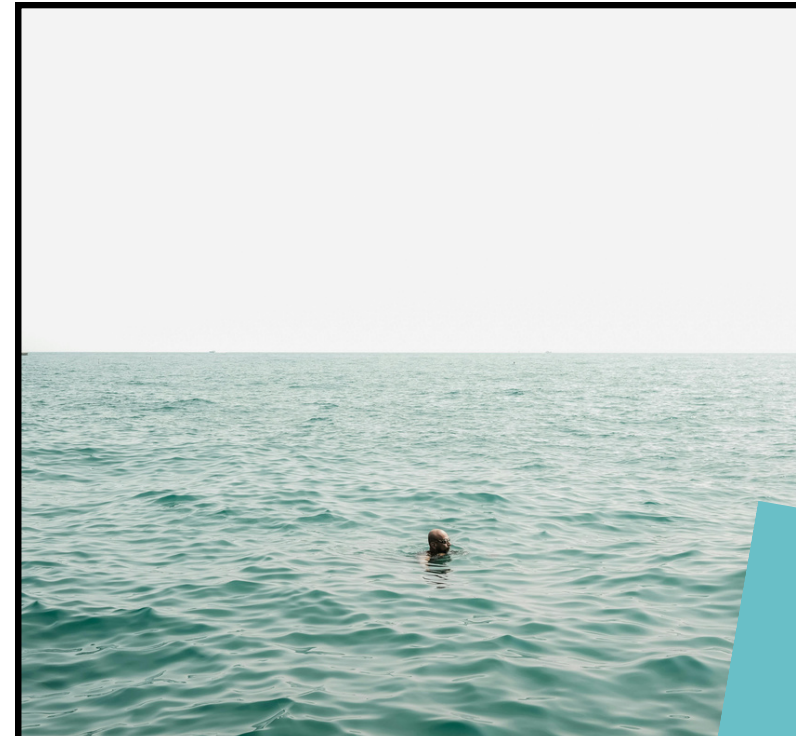
NAVIGATING CHALLENGES IS LIKE...



A



B

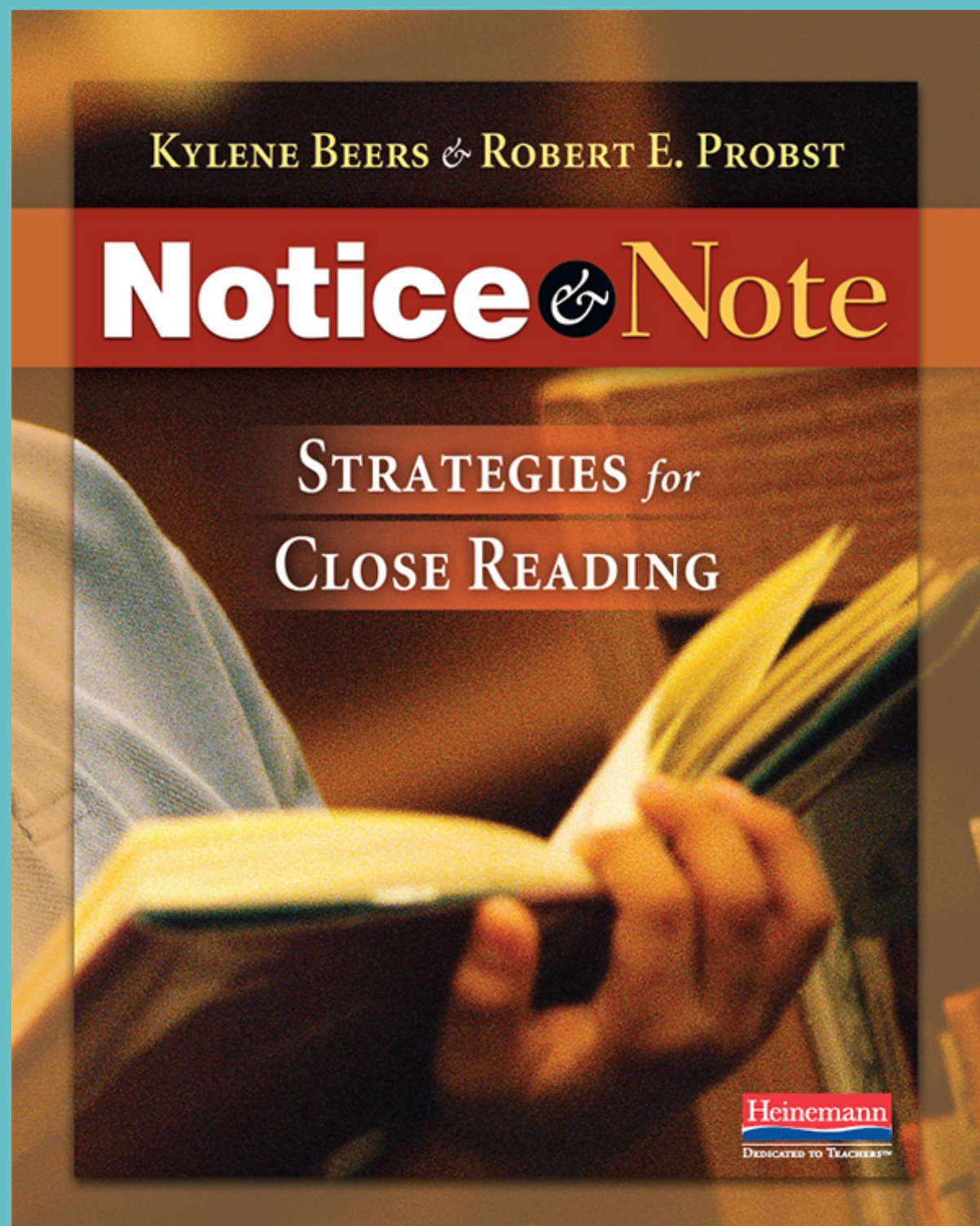


C



What would help you as you navigate these challenges?





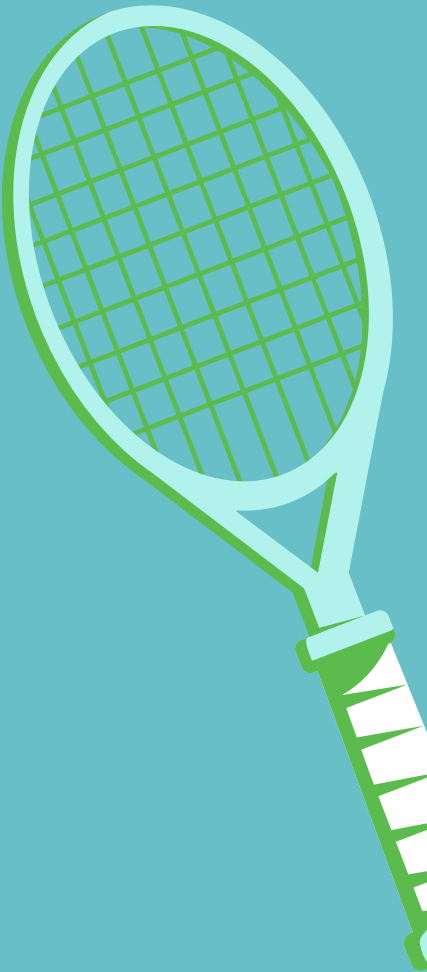
“ The text awakens associations in the reader’s mind, and out of the mix, meaning is created. It resides neither in the text nor in the reader’s mind, but in the meeting of the two.

-**Kylene Beers & Robert E. Probst**
“Notice & Note:
Strategies for Close Reading”

”



MEET THE SIGNPOSTS



Contrasts +
Contradictions



Aha Moment



Tough
Questions



Words of the
Wiser



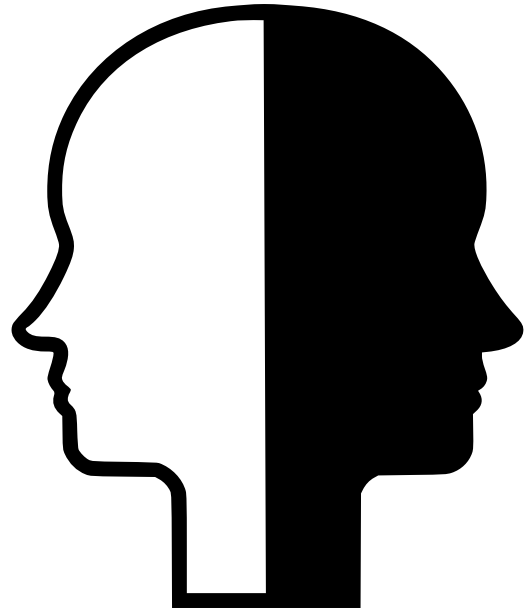
Again and
Again



Memory
Moment



CONTRASTS + CONTRADICTIONS



When a character does or says something that's opposite (contradicts) what he has been doing or saying all along.

Anchor Question:

Why is the character doing that?



AHA MOMENT



When a character realizes, understands, or finally figures something out.

Anchor Question:

How might this change things?



TOUGH QUESTIONS



When a character asks himself a really difficult question.

Anchor Question:

What does this question make me wonder about?



WORDS OF THE WISER



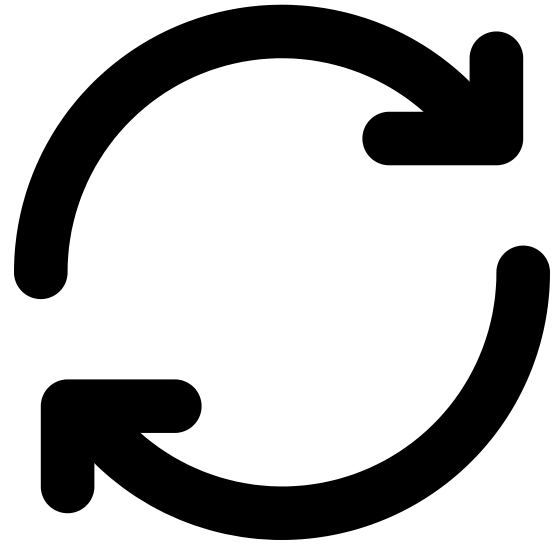
When a character (who's probably older and lots wiser) takes the main character aside and gives serious advice.

Anchor Question:

What's the life lesson, and how might it affect the character?



AGAIN AND AGAIN



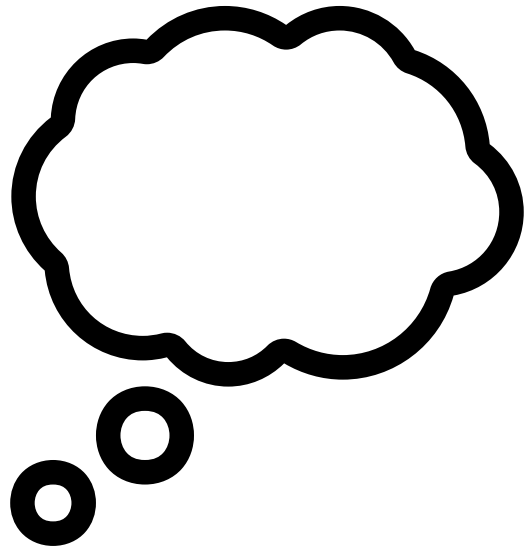
You notice a word, phrase, object, or situation mentioned over and over.

Anchor Question:

Why does this keep showing up again and again?



MEMORY MOMENT



When the author interrupts the action to tell you a memory.

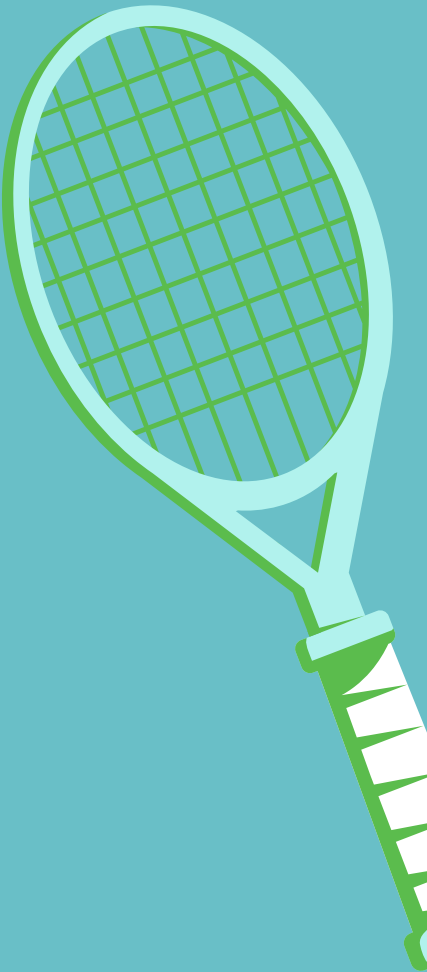
Anchor Question:

Why might this memory be important?





GENERALIZABLE LANGUAGE

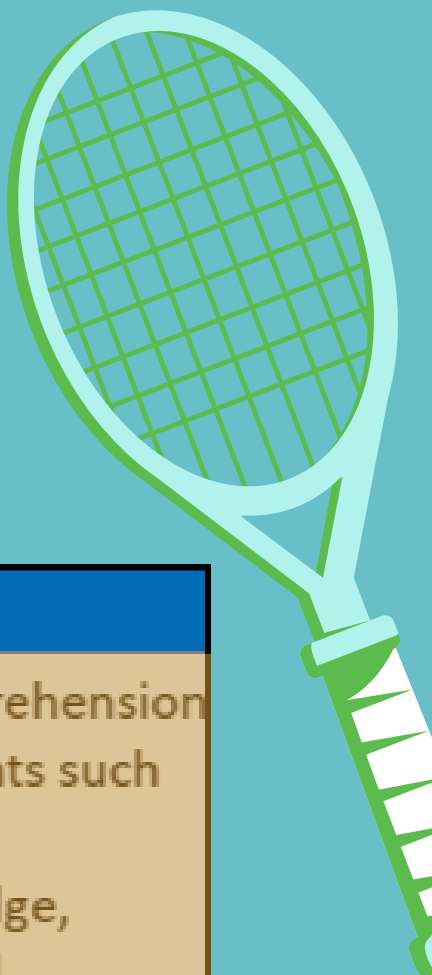


...think aloud not only talks about what is in the text, but it gives students the lesson-the generalizable language-they can carry with them to the next book they read.

-Kylene Beers & Robert E. Probst
“Notice & Note:
Strategies for Close Reading”



SIGNPOSTS + STANDARDS



Reading Process: Thinking Within the Text						
3.4(A) use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text	3.6(A) establish purpose for reading assigned and self-selected texts	3.3(B) use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words (R)	3.6(B) generate questions about text before, during, and after reading to deepen understanding and gain information	3.6(C) make and correct or confirm predictions using text features, characteristics of genre, and structures (S)	3.6(D) create mental images to deepen understanding	3.6(I) monitor comprehension and make adjustments such as rereading, using background knowledge, asking questions and annotating when understanding breaks down

Comprehension: Thinking with the Text			
3.6(E) make connections to personal experiences, ideas in other texts, and society (R)	3.6(F) make inferences and use evidence to support understanding (R)	3.6(G) evaluate details read to determine key ideas (R)	3.6(H) synthesize information to create new understanding (R)

MEET THE SIGNPOSTS



Contrasts +
Contradictions



Aha Moment



Tough
Questions



Words of the
Wiser



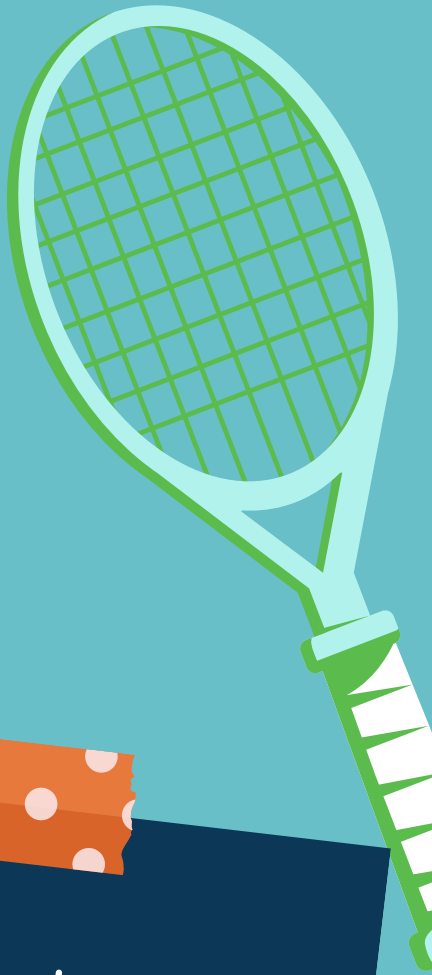
Again and
Again



Memory
Moment

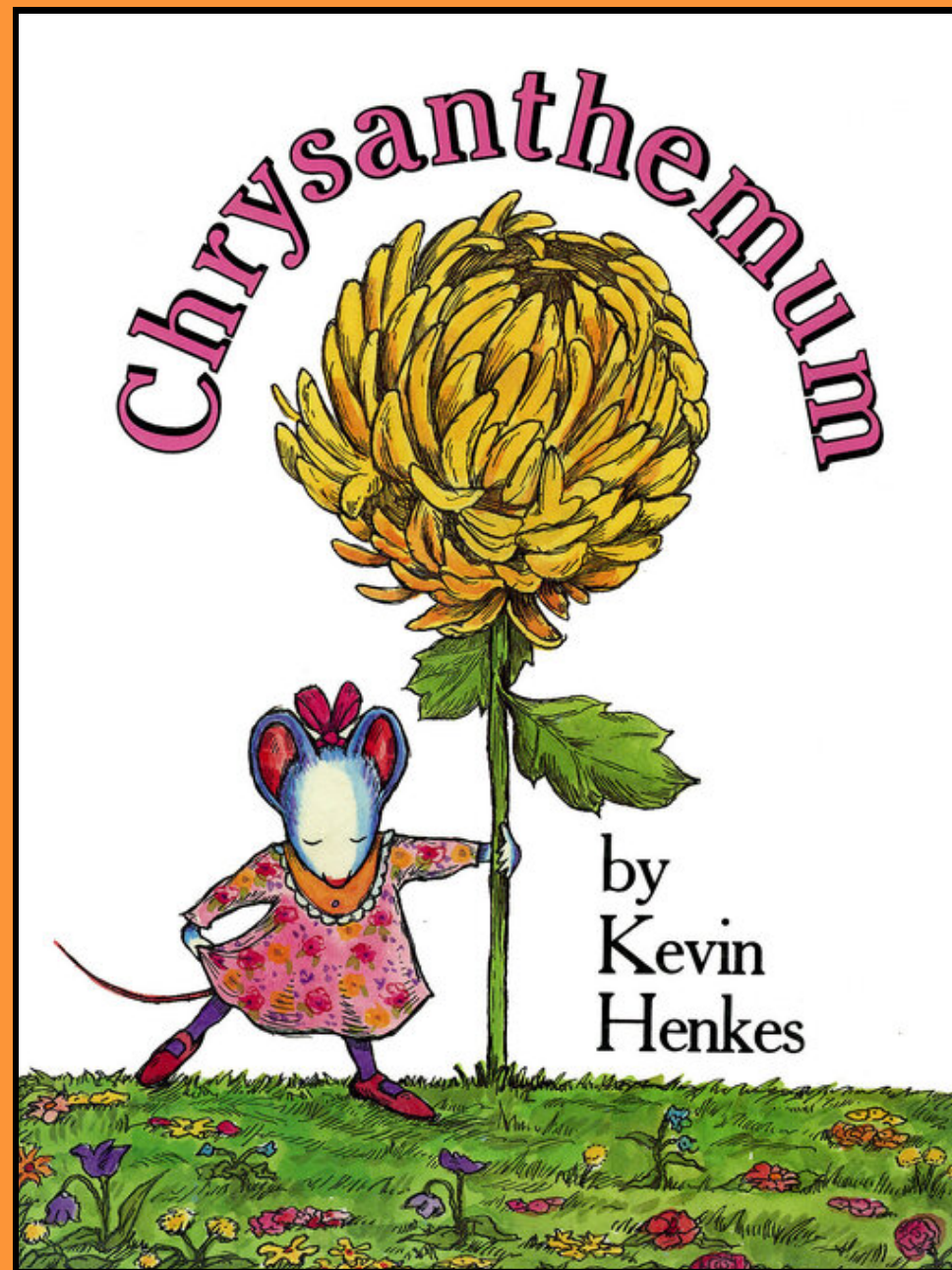


Which
signpost
might kids
struggle with
the most?

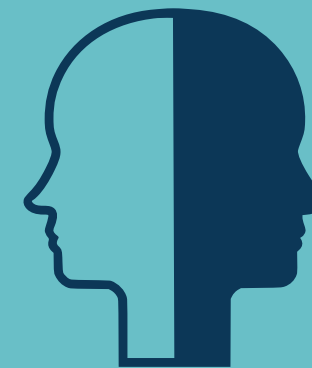




SIGNPOSTS IN ACTION



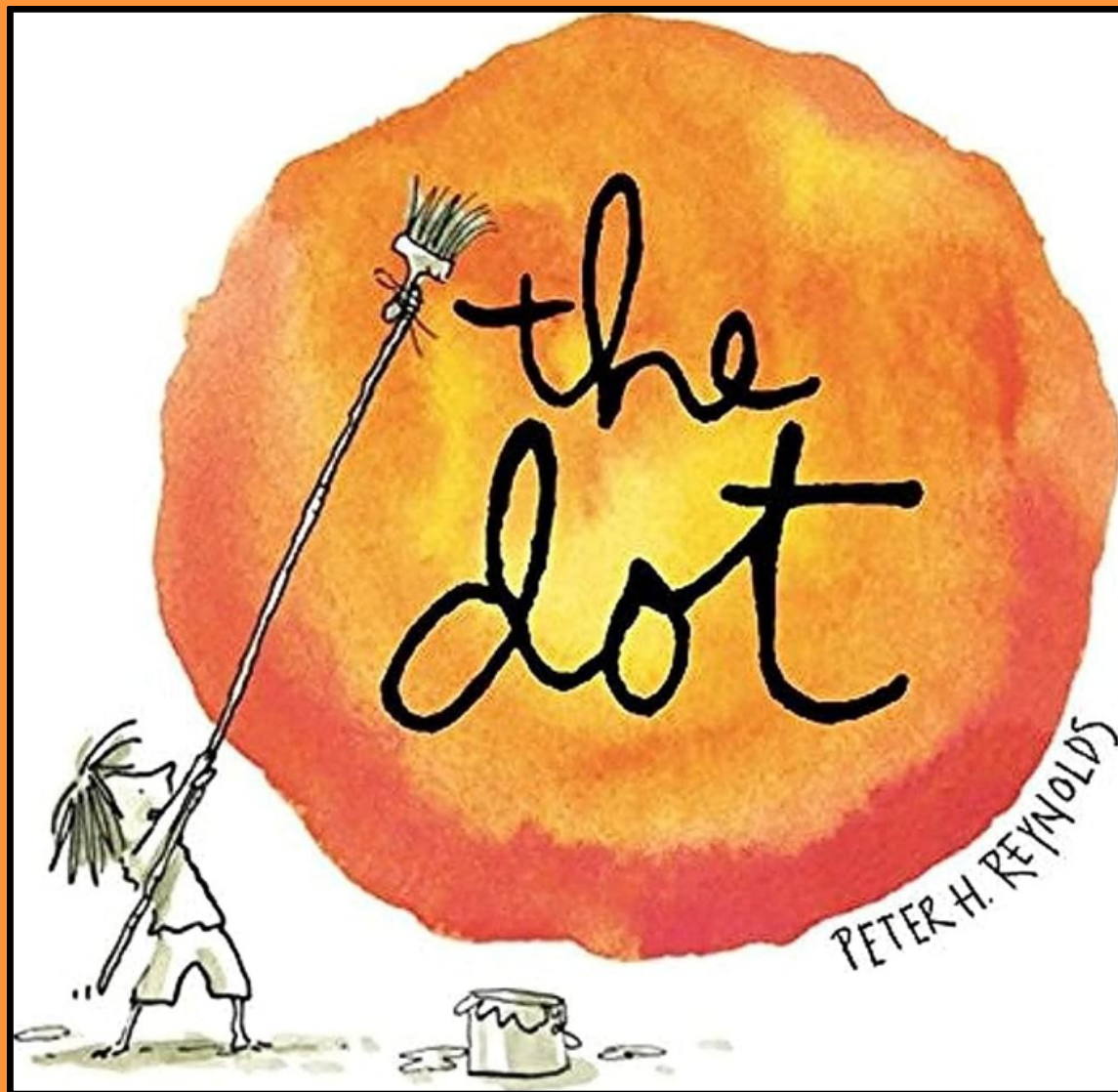
Contrasts +
Contradictions



Gradual
Release



SIGNPOSTS IN ACTION



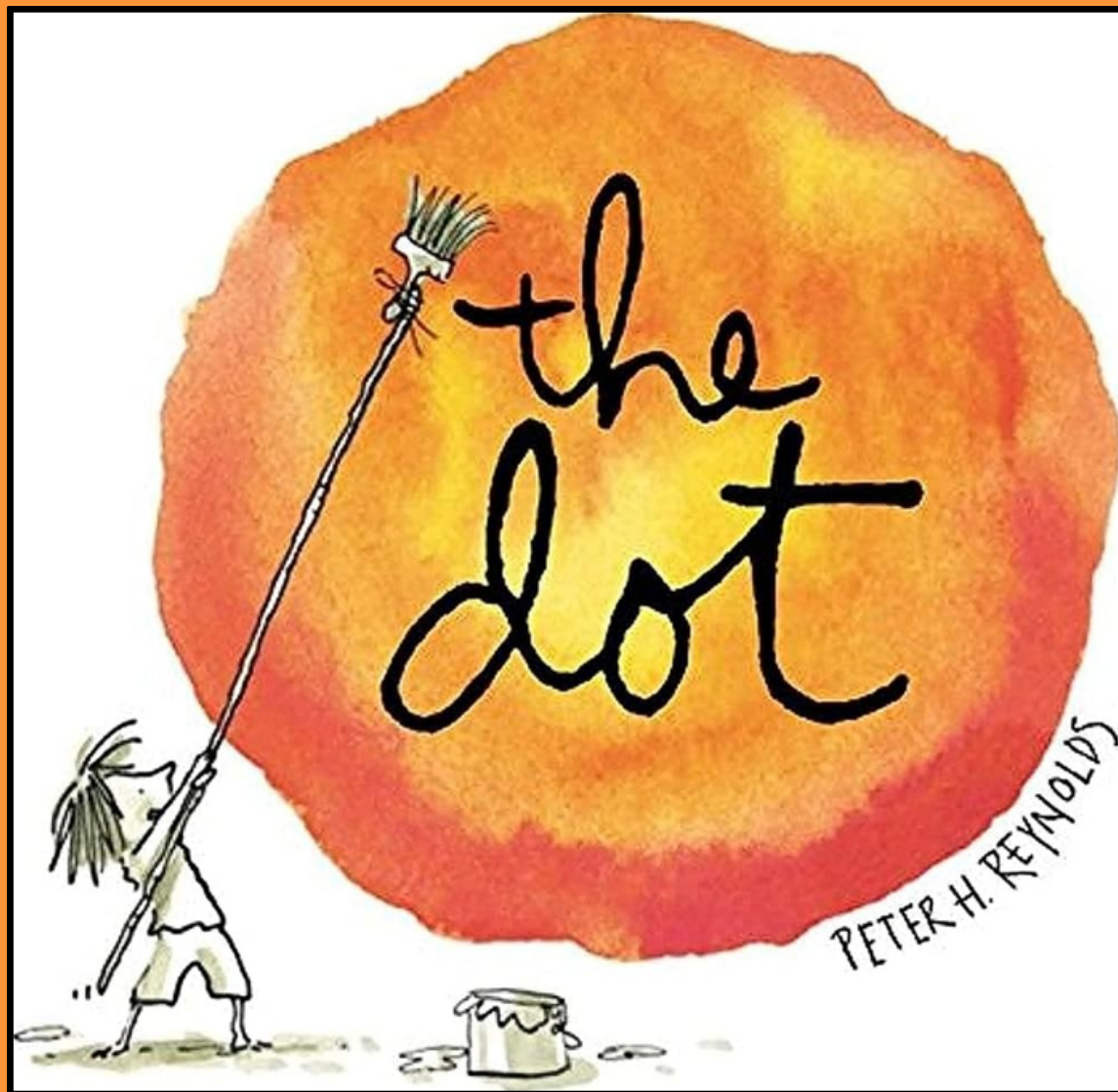
Name: _____ Notice and Note Reading Log
Book Title: _____

Location (Page):	Signpost I Noticed:	My Notes:





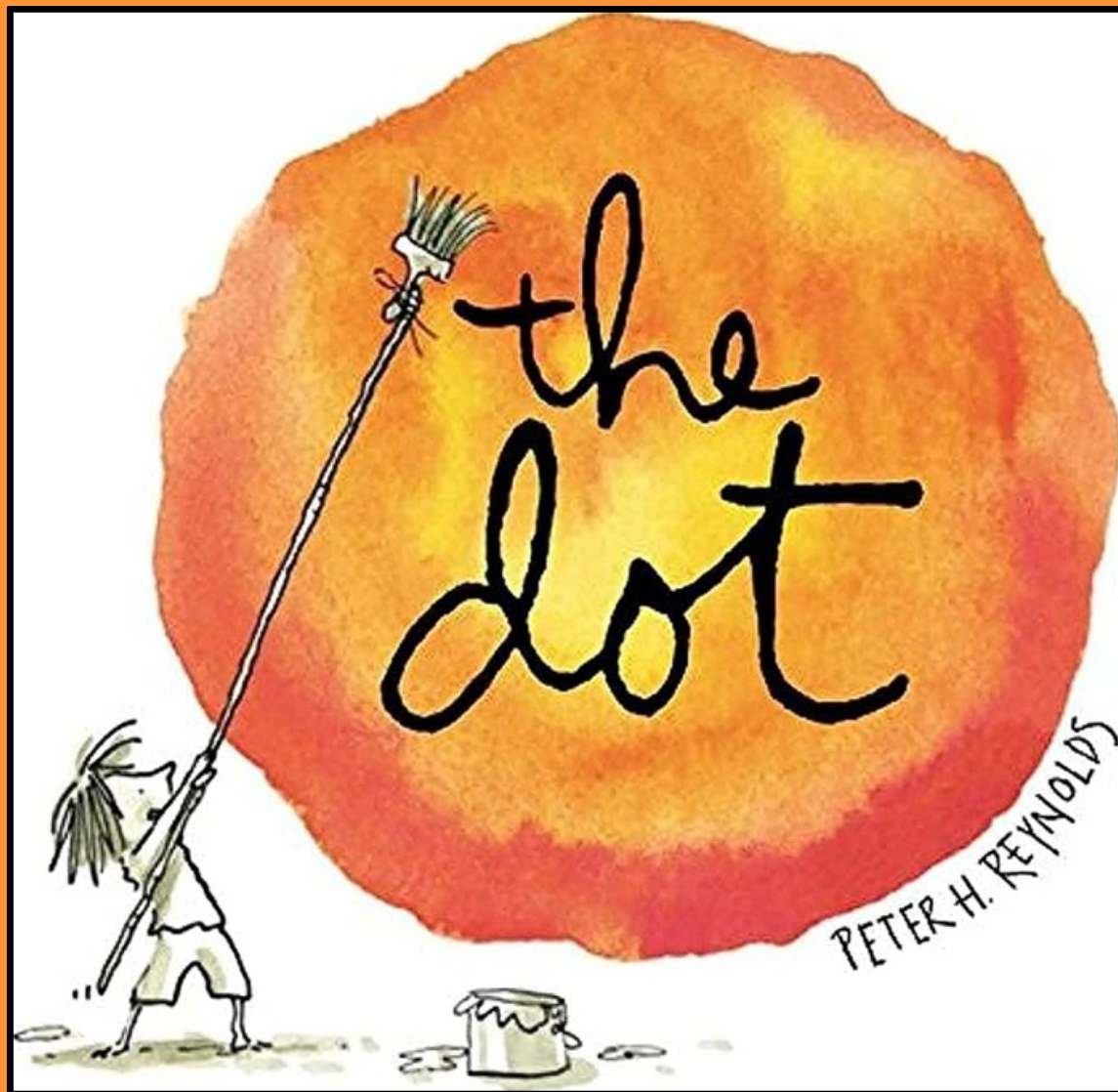
SIGNPOSTS IN ACTION



Which
signposts
did you
find?

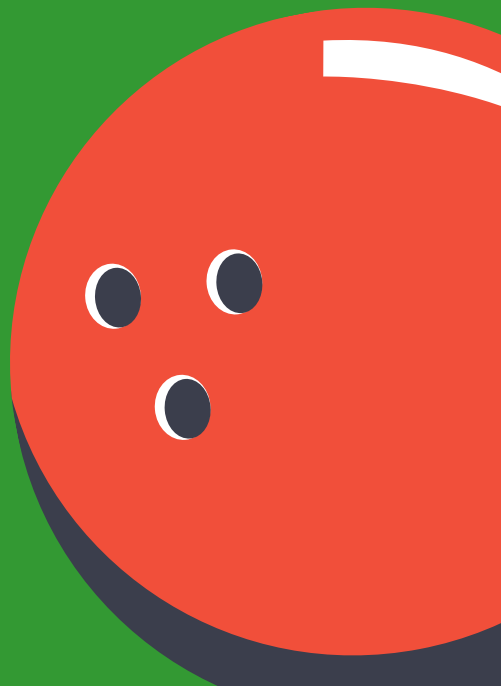
What notes
did you
make?

SIGNPOSTS IN ACTION



How did noticing signposts bring you closer to the text?

SIGNPOSTS AS WINDOWS

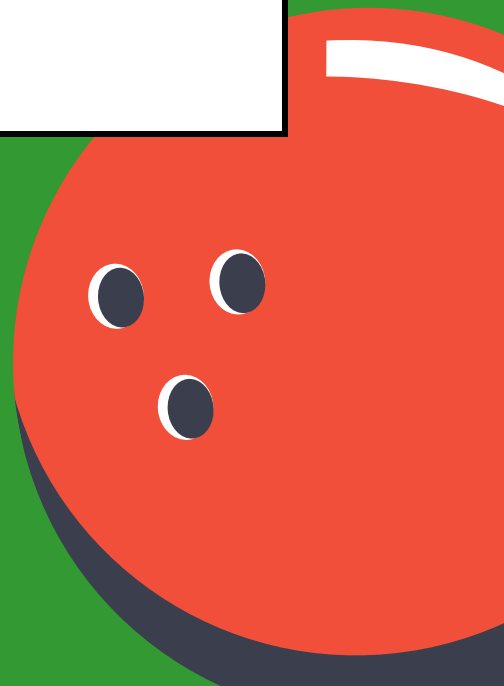


SIGNPOSTS AS WINDOWS



Listen to **conversations** over time. Did students...

- ☐ Identify the scene that made them think of a signpost?
- ☐ Explain why they think that scene represents that signpost?
- ☐ Move to the anchor question without prompting?
- ☐ Move to the anchor question with prompting?
- ☐ Offer more than one speculative answer to the anchor question?
- ☐ Remain open to other speculative answers suggested by classmates?
- ☐ Use evidence from the text to support their answers?
- ☐ Connect this signpost to others (same type or different) in other parts of this novel?

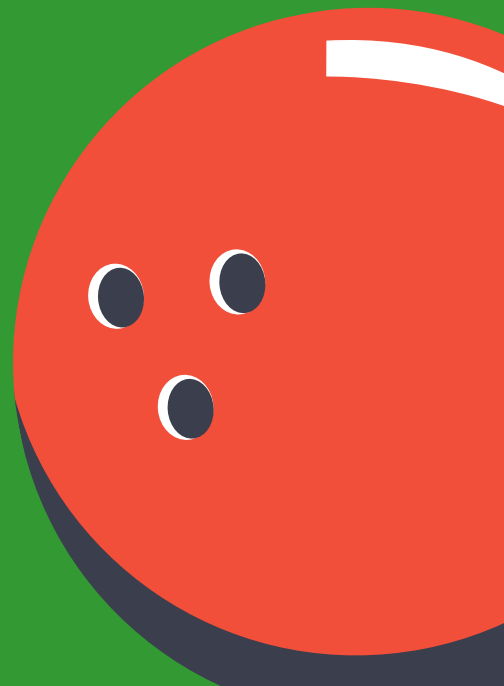


SIGNPOSTS AS WINDOWS



Read **notes and jots**. Did the student...

- ☐ Note where they found the signpost?
- ☐ Explain why they think that scene represents that signpost?
- ☐ Respond to the anchor question?
- ☐ Use evidence from the text to support their answer?
- ☐ Connect this signpost to others (same type or different) in other parts of the novel?

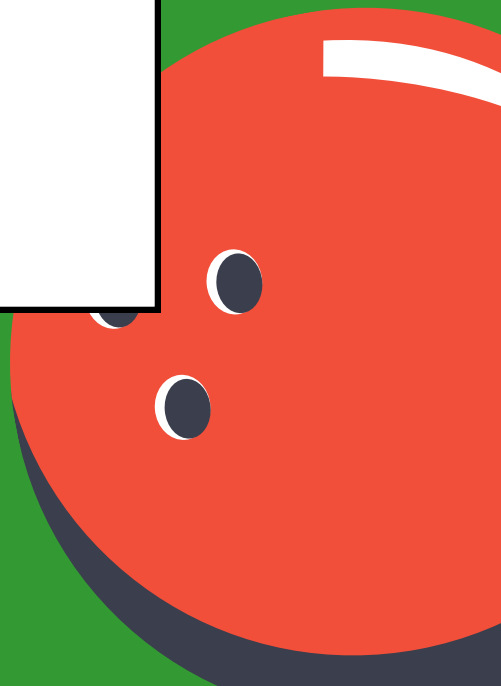


SIGNPOSTS AS WINDOWS



Confer with students using some of the following prompts. (Note: this list is not the limit of questions you could ask.)

- What Notice and Note signposts have you found?
- What do you think this signpost revealed?
- What were the scenes that didn't seem to be one of the sign posts but that still seemed to be important to the story?
- Has the character changed at all in this section? If so, find that scene where you think he's starting to behave or act differently.
- Have you run across a part where the character seems really worried about something and has expressed that worry to someone else or just thought about it by himself?
- Remember, when you... (use generalizable language to reinforce or emphasize one of the Notice and Note signposts.

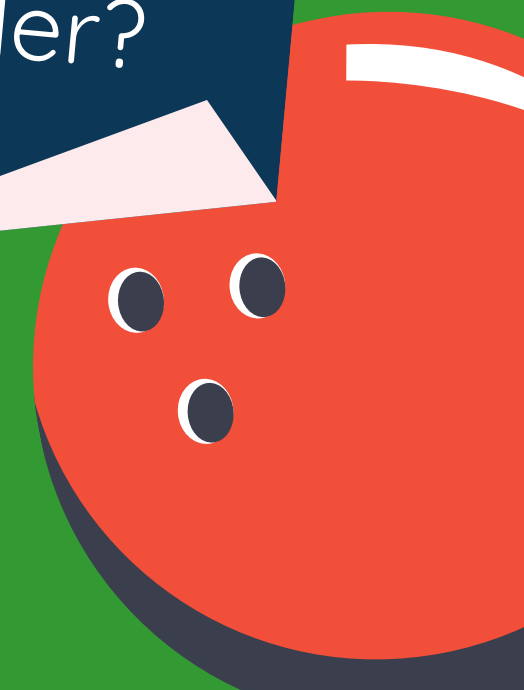


SIGNPOSTS AS WINDOWS



Notice and Note Reading Log for <i>The Giver</i>		
Location	Signpost I Noticed	My Notes About it
Page 2	Contrasts and Contradictions	I noticed that everyone had to run just because a plane was flying and that isn't something I would do. It seemed like a Contrasts and Contradictions lesson where something happens that seems odd. Maybe it was during a war and they were afraid this was a bomber.
Chapter 1	Again and Again	Release is used a lot and not as a good word. Jonas points out that he got punished for saying that Asher should be released.

What next steps would you lift up when conferring with this reader?



WHAT'S NEXT?

Name: _____

Notice and Note Jot Chart

Contrasts and Contradictions When you're reading and a character says or does something that's opposite of what he has been saying or doing all along.  Why is the character doing that?	Aha Moment When you're reading and suddenly a character realizes, understands, or finally figures something out.  How might this change things?	Tough Questions When you're reading and the character asks himself or someone else a really difficult question.  What does this question make me wonder about?
Words of the Wiser When you're reading and a character gives the main character serious advice.  What's the life lesson, and how might it affect the character?	Again and Again When you're reading and you notice a word, phrase, object, or situation mentioned over and over.  Why does this keep showing up again and again?	Memory Moment When you're reading and the author interrupts the action to tell you a memory.  Why might this memory be important?

Again & Again:


Memory Moment:


Notice & Note
WHERE I FOUND THE LITERARY SIGNPOSTS:

Contrasts & Contradictions: 	Contrasts & Contradictions: 
Aha Moment: 	Aha Moment: 
Tough Questions: 	Tough Questions: 
Words of the Wiser: 	Words of the Wiser: 
Again & Again: 	Again & Again: 
Memory Moment: 	Memory Moment: 

WHAT'S NEXT?



What feels
powerful that
you will take
into your
classroom?



Are there any
mentor texts
that you have
in mind to give
it a try with?



WANT ATTENDANCE CREDIT?

To receive attendance credit for all sessions, you **must fill** out the feedback form after each session. You can get to the feedback form by using the tinyurl below or scanning the QR code. Please do so within 30 minutes of the session ending. You will receive a copy of your response, so you can make sure you did your survey and to check attendance. **Save this for your records!**

<https://tinyurl.com/ENGAGE26FB>

SCAN HERE ➤



THANK YOU!



Melissa Garcia
2-5 ELA Instructional Coach

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