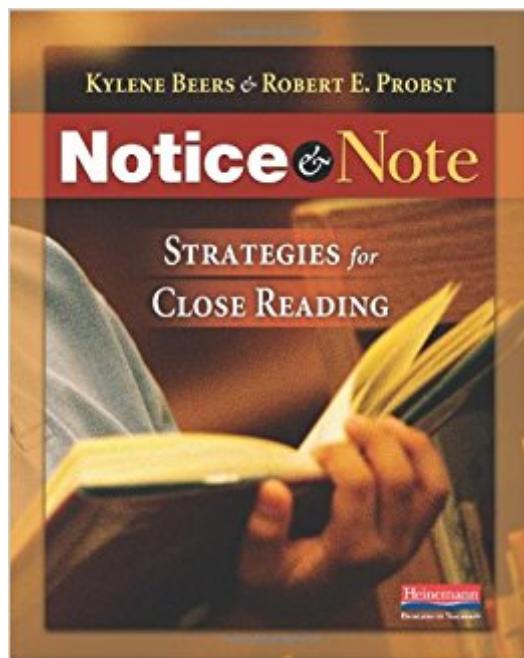


The book was found

Notice & Note: Strategies For Close Reading



Synopsis

For all things Notice & Note, visit Heinemann.com/NoticeAndNote. You'll find blog posts, videos of Kylene and Bob, community features, and more. Also available: Notice & Note/Reading Nonfiction Signpost Student Bookmarks Watch Kylene and Bob's webinar on Notice & Note (approx. 30 minutes) "Just as rigor does not reside in the barbell but in the act of lifting it, rigor in reading is not an attribute of a text but rather of a reader's behavior-engaged, observant, responsive, questioning, analytical. The close reading strategies in Notice and Note will help you cultivate those critical reading habits that will make your students more attentive, thoughtful, independent readers."

-Kylene Beers and Robert E. Probst In Notice and Note Kylene Beers and Bob Probst introduce 6 "signposts" that alert readers to significant moments in a work of literature and encourage students to read closely. Learning first to spot these signposts and then to question them, enables readers to explore the text, any text, finding evidence to support their interpretations. In short, these close reading strategies will help your students to notice and note. In this timely and practical guide Kylene and Bob: examine the new emphasis on text-dependent questions, rigor, text complexity, and what it means to be literate in the 21st century identify 6 signposts that help readers understand and respond to character development, conflict, point of view, and theme provide 6 text-dependent anchor questions that help readers take note and read more closely offer 6 Notice and Note model lessons, including text selections and teaching tools, that help you introduce each signpost to your students. Notice and Note will help create attentive readers who look closely at a text, interpret it responsibly, and reflect on what it means in their lives. It should help them become the responsive, rigorous, independent readers we not only want students to be but know our democracy demands. A new Notice and Note Literature Log offers students practice finding the signposts-with over-the-shoulder coaching from Kylene and Bob. Save with 5-packs.

Book Information

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Grade Level: 4 - 10

Customer Reviews

This is the missing link. While the Common Core State Standards require students to read complex texts, read closely, and answer text-dependent questions, nothing shows us how to help students do all that during independent reading nothing until Notice and Note came along. Kylene and Bob show us how we can attend to the demands of the CCSS and support engaged, attentive, independent readers.---Darl Kiernan, PhD., literacy trainer, Northwest Regional Professional Development, NVNotice and Note will help you foster rigorous reading and high-level thinking while honoring your students need to interact with what they read. Kylene and Bob forge connections between new academic standards and decades of reading research through commonsense strategies that encourage collaboration and engaged reading. This book is well worth noticing and noting.---Donalyn Miller, author of The Book Whisperer and a grade 4 teacher, Ft. Worth, TXBob and Kylene shared these lessons in my class of eighth graders. When my students began to notice the signposts and ask the accompanying anchor questions, navigating a text became possible even for my struggling readers, and the text became something they not only deeply understood but also enjoyed.---Jennifer Ochoa, middle school teacher, MS 324, New York City, NYAs Kylene and Bob taught their Notice and Note lessons at Chicago Shakespeare, I watched a room of teachers get curious, slightly anxious, and then completely enthusiastic about these new avenues for approaching literacy in their urban classrooms. Kylene and Bob understand research and real classrooms, which is why their work continues to be essential. ---Marilyn Halperin, Director of Education, Chicago Shakespeare Theater, ILAs Bob and Kylene taught their Notice and Note lessons I watched our students become engaged and excited about reading. Students scoured the text to find support for their thinking, and struggling readers succeeded with texts that would have otherwise been discarded as too hard. Don t buy just one of these books buy one for every teacher in your building! -- --Margaret Ruppert, literacy specialist, Akron Public Schools, Akron, OHTeaching students to respond to complex texts is a critical aspect of implementing the Common Core State Standards. When I use Notice and Note lessons in my professional development

sessions, teachers invariably go deeper into long familiar texts. These strategies awaken our critical eye and direct us to explore text elements that we might otherwise ignore. Notice and Note strategies will improve how your students analyze and respond to any text. -- --Patsy Dunton, ELA Specialist, Maine DOEAs Bob and Kylene taught their Notice and Note lessons I watched our students become engaged and excited about reading. Students scoured the text to find support for their thinking, and struggling readers succeeded with texts that would have otherwise been discarded as too hard. Don t buy just one of these books buy one for every teacher in your building! --Margaret Ruppert, literacy specialist, Akron Public Schools, Akron, OHTeaching students to respond to complex texts is a critical aspect of implementing the Common Core State Standards. When I use Notice and Note lessons in my professional development sessions, teachers invariably go deeper into long familiar texts. These strategies awaken our critical eye and direct us to explore text elements that we might otherwise ignore. Notice and Note strategies will improve how your students analyze and respond to any text. -- --Patsy Dunton, ELA Specialist, Maine DOEAs Bob and Kylene taught their Notice and Note lessons I watched our students become engaged and excited about reading. Students scoured the text to find support for their thinking, and struggling readers succeeded with texts that would have otherwise been discarded as too hard. Don t buy just one of these books buy one for every teacher in your building! --Margaret Ruppert, literacy specialist, Akron Public Schools, Akron, OH

Kylene Beers, Ed.D., is a former middle school teacher who has turned her commitment to adolescent literacy and struggling readers into the major focus of her research, writing, speaking, and teaching. She is author of the best-selling When Kids Can't Read/What Teachers Can Do, co-editor (with Bob Probst and Linda Rief) of Adolescent Literacy: Turning Promise into Practice, and co-author (with Bob Probst) of Notice and Note: Strategies for Close Reading and Reading Nonfiction, Notice & Note Stances, Signposts, and Strategies all published by Heinemann. She taught in the College of Education at the University of Houston, served as Senior Reading Researcher at the Comer School Development Program at Yale University, and most recently acted as the Senior Reading Advisor to Secondary Schools for the Reading and Writing Project at Teachers College. Kylene has published numerous articles in state and national journals, served as editor of the national literacy journal, Voices from the Middle, and was the 2008-2009 President of the National Council of Teachers of English. She is an invited speaker at state, national, and international conferences and works with teachers in elementary, middle, and high schools across the US. Kylene has served as a consultant to the National Governor's Association and was the

2011 recipient of the Conference on English Leadership outstanding leader award. Kylene is now a consultant to schools, nationally and internationally, focusing on literacy improvement with her colleague and co-author, Bob Probst. Robert (Bob) Probst is the author of Response and Analysis, he is coeditor (with Kylene Beers and Linda Rief) of Adolescent Literacy: Turning Promise into Practice, and coauthor (with Kylene Beers) of Notice and Note: Strategies for Close Reading, and Reading Nonfiction, Notice & Note Stances, Signposts, and Strategies all published by Heinemann. Bob has also published over one hundred articles, chapters, and monographs in national and international publications. Bob began his teaching career as high school English teacher and then became a supervisor of English for a large district in Maryland. He spent most of his academic career at Georgia State University where he is now Professor Emeritus of English Education. After retiring from Georgia State University, he served as a research fellow for Florida International University. Bob is now a consultant to schools, nationally and internationally, focusing on literacy improvement. He works in schools with his colleague and co-author, Kylene Beers. Bob has served as a member on the Conference on English Board of Directors, an NCTE journal columnist, a member of the national advisory board to American Reading Company, and a member of the NCTE Commission on Reading. In 2004 he was awarded the NCTE's Exemplary Leadership Award, presented by the Conference on English Leadership.

Not only would I consider Notice & Note an essential and valuable resource for any English Language Arts teacher, but I also plan on using the text in my own future instruction. As a whole, Notice & Note offers highly practical, student-centered approaches to reading texts more closely and critically. One of the best tools it offers is the “signpost” concept for reading literature—that teachers can help students ask texts critical questions that build effective close reading habits. Additionally, Beers and Probst offer countless questions, activities, and lesson ideas that teachers can incorporate into their instruction to build upon the literary signposts—and therefore help students to become better close readers. One reason I think this book is especially useful is because of its timeliness; with the implementation of the Common Core State Standards, in which learning to read text closely is especially valued now more than ever, this text is nothing short of a godsend. With its simple and straight-to-the-point language and textual structure, along with its accompanying appendices containing useful and easy to use class activity, I contend that this text should be in every ELA teacher’s possession. As an ELA teacher-in-training, I often busy myself with collecting various resources that will be useful to me before and while I begin my teaching experience. Always trying to acquire and appropriate simple, practical and

thought-provoking lesson ideas that are effective and helpful for students, I was happy to have come across the “signposts” and “anchor questions” concepts in the text—two ideas I think we can all benefit from as future ELA teachers. The signposts, as I have mentioned earlier, serve as literary nodes which students can learn to intuitively follow (using some of the questions provided by the text) to not only read their texts more closely, but to get into the habit of asking relevant questions and looking for key details. Some examples of signposts would include the “Aha Moment,” in which a character in a text is personally changed by a profound realization or experience (71), or, similarly, “Contrasts and Contradictions,” in which thoughts or actions of a character contradict what the reader might normally expect (71). Additionally, the anchor questions provided with each signpost—such as “Why might the author bring this up again and again?” or “Why might this memory be important?”—help keep students on point when reading for signposts (76). In addition to providing teachers with these tools, the text also provides supplementary materials used for teaching students to recognize and work with the signposts; this is provided in the form of lesson ideas listed next to each signpost, as well as corresponding lesson activities provided in the appendix. I find the methods the text provides for teaching each of the signposts to be especially useful. It offers simple and realistic explanations we can provide to our students to explain each signpost—such as getting students to realize the importance of patterns in everyday communication for the “Again and Again” signpost (163-4). It then provides ways for us to incorporate the signpost into our instruction, as well as ways students can practically apply the learned knowledge with their work. It provides teachers with examples from popular texts (mostly canonical, but useful nonetheless). On the subject of popular texts, *Notice & Note* also provides teachers with ways of assessing the complexity of texts, and provides information teachers will need to help plan the instruction of their chosen text(s) using the signposts and anchor questions. I found this to be an especially useful tool, as well. Overall, though, I think that *Notice & Note* is an excellent tool that every ELA teacher should have, as it equips teachers with the tools they need to more effectively teach close reading and comprehension to students.

This is the BEST book I've EVER read on teaching reading. I've taught reading for 8 years and as a voracious reader myself, I know it can be hard to teach students specific skills that are so automatic for myself. This book has been perfectly written and organized that you and your students could start learning TODAY about how to "notice and note" the signposts that authors use to alert you to important information. The beginning of the book includes information about the state of reading,

teaching and learning today. The middle goes over the various signposts, and the third section includes complete lessons WITH sample texts that you can teach to your students. These skills are vital for ALL readers--from strugglers to gifted students. It is the first step in teaching them how to think about literature and in preparing them for college level reading. BUY THIS BOOK! I wish every teacher in my district had this book!

Purchased this as a resource to gain more approaches to improve secondary school students' strategic reading strategies. The approach within this publication has many quality applications to classroom practice.

I love this book!!! I was able to implement things into my classroom every step of the way! This is the way I want to teach because students really learn to think this way!!!!

This book is based on the idea that readers will be better engaged when they look for six distinct "sign-posts." The suggestions primarily pertain to fictional works. I believe that the work would be stronger if the authors had included a "sign-post" for informational texts, but nevertheless I recommend it. This work is written for the English Language Arts or Reading Coach. One can find companion videos that help explain the ideas on the Internet, and each is about five minutes in length.

I haven't read the book yet, but it arrived in great condition, and it is a book that is widely recommended for teachers to read. I am a high school English teacher.

I purchased this after reading about it on an Edublog site and I am so glad I did. I teach high school ELA, and this will help me with my freshmen and my AP seniors. I like the ideas of the road signs and the "reading is a journey" metaphor. I think getting students to stop and think about what they're reading is critical to their success, whatever and wherever their interests lie. The writers point out that their strategies work for language arts or math or science or any content area. They provide worksheets, and you also get some web resources. I can tell this book will make me a better, more effective teacher.

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