



Reader's Notebook (Recommended for grades 2–4) by Irene C. Fountas & Gay Su Pinnell

Designed to encourage reflection, inquiry, critical thinking and dialogue about reading, The *Reader's Notebook* helps students account for what they read through conversational writing. Fountas & Pinnell's *Reader's Notebooks* help students become better readers by:

- Engaging in critical thinking
- Learning how to interpret a text
- Making connections between texts/genres
- Connecting reading and writing
- Promoting active discussion
- Continually responding and reflecting on a text
- Examining the writer's craft

Reader's Notebooks are an indispensable resource as you strive to align with the Common Core State Standards. Practical and easy to use, they propel students to write to explore meaning. Click on the tabs below for a closer look.

*Following each tabbed section of the *Notebook*, are ruled pages for student response.

Available in [5 packs](#) and [25 packs](#).

Also available:

[Reader's Notebook: Primary](#) (Recommended for grades K–2)

[Reader's Notebook: Advanced](#) (Recommended for grades 4–8)

Guidelines for Readers' Workshop

1. Read a book or write down your thoughts about your reading.
2. Work silently so that you and your classmates can do your best thinking.
3. Use a soft voice when conferring with a teacher.
4. Select books that you think you'll enjoy and abandon books that aren't working for you after you've given them a good chance.
5. List the book information when you begin and record the date when you finish.
6. Always do your best work.

For more information on using Reader's Notebook see Guiding Readers and Writers, and Teaching for Comprehending and Fluency by I. C. Fountas and G. S. Pinnell. Published by Heinemann, Portsmouth, NH.

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Ways to Have a Good Book Discussion

1. Be prepared.
2. Sit so everyone can see each other.
3. Get started right away.
4. Share your best thinking.
5. Look at the person who is talking.
6. Listen to understand each other's thinking.
7. Ask questions to understand better.
8. Speak clearly but not too loudly.
9. Wait for the speaker to finish.
10. Use language that invites others to share their ideas.
11. Be sure everyone gets a turn.
12. Build on one another's thinking.
13. Respect the thinking of your peers.
14. Be sure everyone has shared their thinking on a topic before moving on to another topic.
15. Provide evidence from your experience or from the text to support your thinking.

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- Point-of-use student guidelines for active participation in Readers' Workshop.
- Point-of-use student guidelines for active participation in a good book discussion.

Reading Requirements

Total Books: _____

Requirement	Genre or Type	Tally
	(RF) Realistic Fiction	
	(HF) Historical Fiction	
	(TL) Traditional Literature (folktales, fables, legends, myths)	
	(F) Fantasy	
	(SF) Science Fiction	
	(B) Biography/Autobiography	
	(M) Memoir	
	(I) Informational (nonfiction)	
	(H) Hybrid	
	(P) Poetry	
	Choice	

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Genres at a Glance

Fiction		
Code	Genre	Definition
RF	Realistic Fiction	Stories that can be true to life but are mostly from the author's imagination.
HF	Historical Fiction	Stories that take place in the past and are from the author's imagination. They have some truth in them.
TL	Traditional Literature	Stories that are passed down orally from one group to another in history. This includes folktales, fairy tales, fables, legends, and myths from different cultures.
F	Fantasy	Made-up stories that have some elements that could not be true or could not happen in this world (e.g., fairies, talking animals). Also, stories of other worlds.
SF	Science Fiction	A type of fantasy that uses science and technology (e.g., robots, time machines).

Nonfiction		
Code	Genre	Definition
B	Biography/ Autobiography	The story of a real person's life or the writer's own life.
M	Memoir	An experience or memory in the writer's life.
I	Informational	Factual information written to inform or persuade readers.
H	Hybrid	A blend of more than one genre.

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- Students use this section to record the total number of books he/she is expected to read in each genre ("Reading Requirements").
- "Genres at a Glance" chart provides a brief definition of each genre, and a corresponding code.

Tips for Choosing Books

1. Listen to book talks and notice books that match your interests.
2. Look at book covers, book flaps, back covers, and illustrations.
3. Read a bit of the book to get a feel for the language and the author's style.
4. Think about the topic of the book, how it fits with your interests, and what you might learn by reading it.
5. Read book reviews and book recommendations that you can find in your classroom, in the library, or on the Internet.
6. Ask your peers or others for recommendations.
7. Decide if the book is just right for you to read on your own.
8. Give the book a good chance and if you find it too difficult or not interesting, choose a different book.

How to Give a Book Talk

One of the ways you can learn about interesting books to read is by listening to short book talks by your teacher or peers. Think about getting others interested in books you have read. Here is a way for you to give a good book talk.

1. Purpose:

- Get your peers excited about a book, author, series, or genre that you think will interest them.

2. Prepare:

- Make sure you've read the book.
- Choose a book you think other readers will like.
- Think about what is interesting about the book you have chosen.
- Think about the lead—how you will capture other readers' interest.
- Write a few notes and page numbers on a stick-on note.

3. Present:

- Show the book.
- Start with a good lead that hooks your readers.
- Tell the author, title, and genre.
- Tell a little about the book, but don't give away information that will take away special enjoyment for the reader.
- Mention other books by the same author or other books in the series.
- Explain why you chose to share the book.
- Leave the readers excited about your book.

4. Remember:

- Look at everyone.
- Speak clearly.
- Show your enthusiasm.
- Keep it short!

- This section provides student with tips for choosing books, as well as ways to give a book talk.

How Fiction is Organized Story Map

Title

Author

Setting

Characters

Problem

Events

Resolution/Conclusion

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Record of Minilessons

Make notes about what you are learning to think about. You can look back at what you learned when you need to.

- ▶ Think about how the minilesson helps you as a reader and writer.
- ▶ Copy or glue the minilesson information on the page.
- ▶ Make notes about what you want to remember.
- ▶ List titles of books that are good examples.

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- Point-of-use tips for using the notebook during minilessons.
- Simple diagrams illustrate how fiction and nonfiction texts are organized.

Guidelines for Checking Your Writing

1. Reread what you have written to be sure it makes sense.
2. If you are writing a letter:
 - write the date.
 - check the greeting and closing.
 - be sure you have responded to what the teacher or a peer wrote to you.
3. Be sure to include the title of the book and underline it.
4. Put quotation marks (" ") around sentences that are direct quotes from the book and tell the page number where you found the quote.
5. Check that your writing is neat and easy to read.
6. Check your spelling, capitalization, and punctuation.

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Forms for Writing About Reading

Tally	Kind of Writing	Definition
	Letter to your teacher (for another reader)	a letter to share your thinking about your reading with another reader who writes back to you
	Short Write	an open-ended response or focused response to a specific prompt or question
	Notes	words, phrases, or a quick drawing to help you remember the book
	List	words, phrases, or sentences written one under the other
	Sketch	a quick drawing or series of drawings to show your thinking
	Double Column Entry (T Chart)	a phrase, sentence, or quote on the left and your thinking on the right
	Summary	a few sentences that tell the most important information
	Book Recommendation	writing that gives another reader some information and advice on a book
	Book Review	an opinion and analysis that includes comments on the quality of a book and gives another reader advice
	Poem	a poem that responds to a book (characters, setting, story events)
	Blog	a blend of the terms "web log," a blog has entries of comments, descriptions of events, or other information
	Other	

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- Point-of-use chart that depicts the forms for writing about Reading, as well as guidelines for checking writing.
- A sample letter and suggestions for writing about reading are provided to guide students as they begin to record their thoughts, questions and reflections.