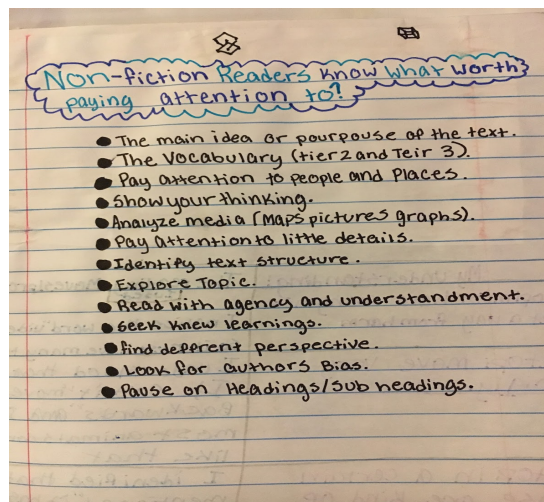


Day 1

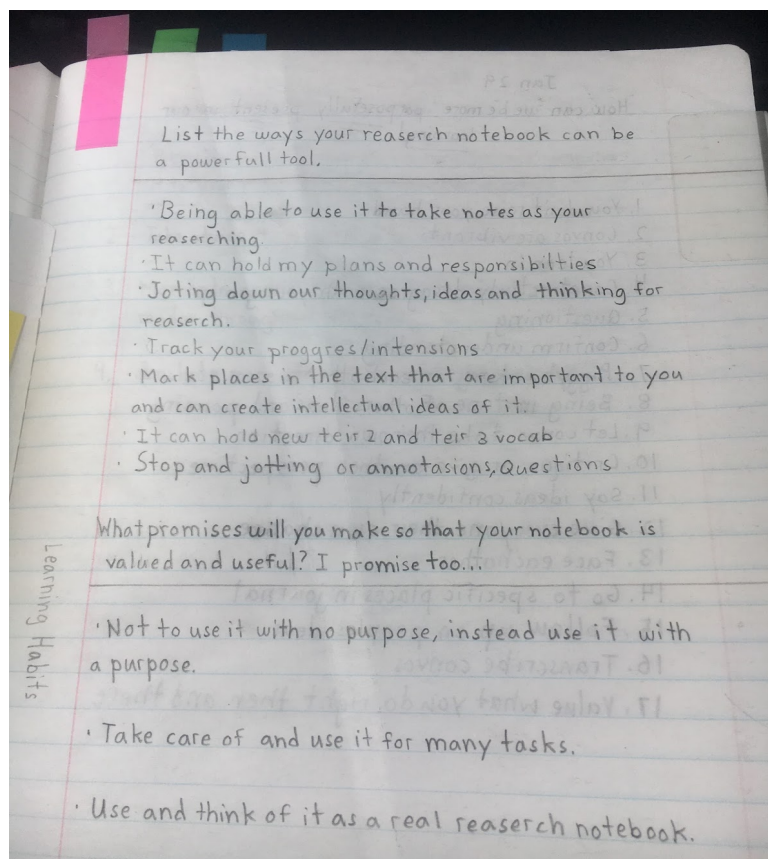
What is worth paying attention to when reading information? Readers can think about the various ways in which we interact with informational text. We can then generate a class list of “what is worth paying attention to.” This could be an anchor chart that grows with us as we dive into the unit.



You'll notice that this list is not solely focused on new facts or information, but the “thinking work” readers do and ways we can leave traces of thinking long after we learned new information.

Day 2

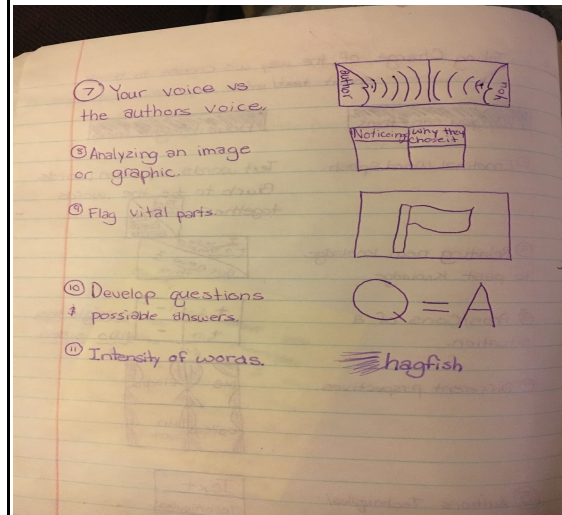
Readers can list ways that the research notebook can be powerful tool in their learning and then make specific promises as to how they will use the notebook so that it has value, purpose and is used thoughtfully.



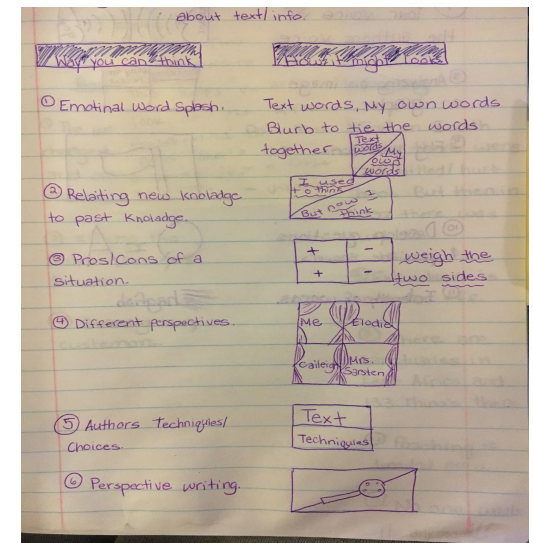
A student's research notebook entry where he makes a promise to, “Use and think of it as a REAL research notebook.” - 5th Grader

Day 3

Choice is powerful, therefore, when it comes to thinking about information learners deserve an opportunity to create and develop ways that they want to interact with the information they are reading and learning about. Invite your students to think about the ways they might want to document their thinking while reading non-fiction.

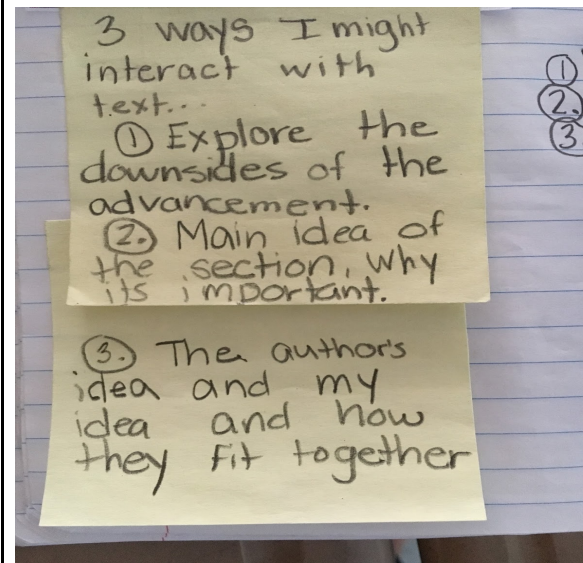


A student's notebook entry where she lists the ways she can interact with text on the left side and how it could look in her research notebook on the right side.



Day 4

Readers begin to see that the possibilities are endless when it comes to writing about their informational reading. Readers then make their own decisions as to how they want to respond and interact with text. This helps readers uncover which thinking/writing investments help them to grow a deeper understanding for the information they read.

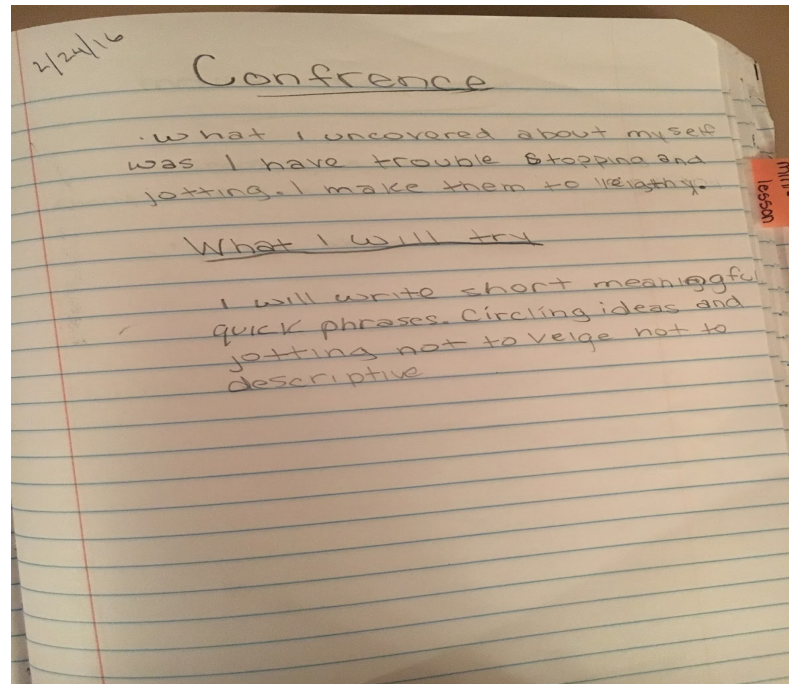


Day 5

Along the way, we can confer with readers to help better understand the ways in which they think about text and discuss any other possible habits they've discovered about themselves as informational readers.

Some possible conferring questions could be:

- *What ways have you tried to respond to your reading?*
- *Can you show me which notebook entry/entries you found to be most helpful to deepening your understanding? Why do you think this way helped you?*
- *What ways of writing about your reading have you shied away from? What are your hesitations?*
- *Do you have any other suggestions or ideas of other ways we can respond to the information we encounter?*



This learner states something they have uncovered when it comes to writing about their reading and then comes up with “next steps” for what they might try.

“I will write short meaningful, quick phrases, circle ideas and jotting, not too vague not too descriptive.” - 5th Grader