

Reading Response Journals

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Northwest Arkansas Reading Council



What is a *Reading Response Journal* and why do we use them ?

- 🍏 Reflect on what YOU think
- 🍏 Share with a partner
- 🍏 Revise what you think
- 🍏 Whole group share



Reading Response Journal:

- 🍎 "Children are encouraged to take some time after reading each day and record their thoughts, feelings, and predictions." (Allington)
- 🍎 Fountas & Pinnell definition of a reading response notebook [journal].



Literatecy...

🍏 "Becoming fully literate means, among many things, being able to use strategies independently to construct meaning from text, draw upon texts to build conceptual understanding, effectively communicate ideas orally and in writing, and possess an intrinsic desire to read and write."



Why aren't they working?

🍎 Share...

- Classroom Management – no time to read all of them or provide individual feedback
- Lack of quality, therefore, we give up
- Retells rather than the 'deep' responses we want



Today you will walk away learning:

- 🍎 *How to make a reading response journal truly fit **Literacy***
- 🍎 *Ideas on how to implement reading response journals effectively in your classroom*



Using the Gradual Release Model to make Journals work!!

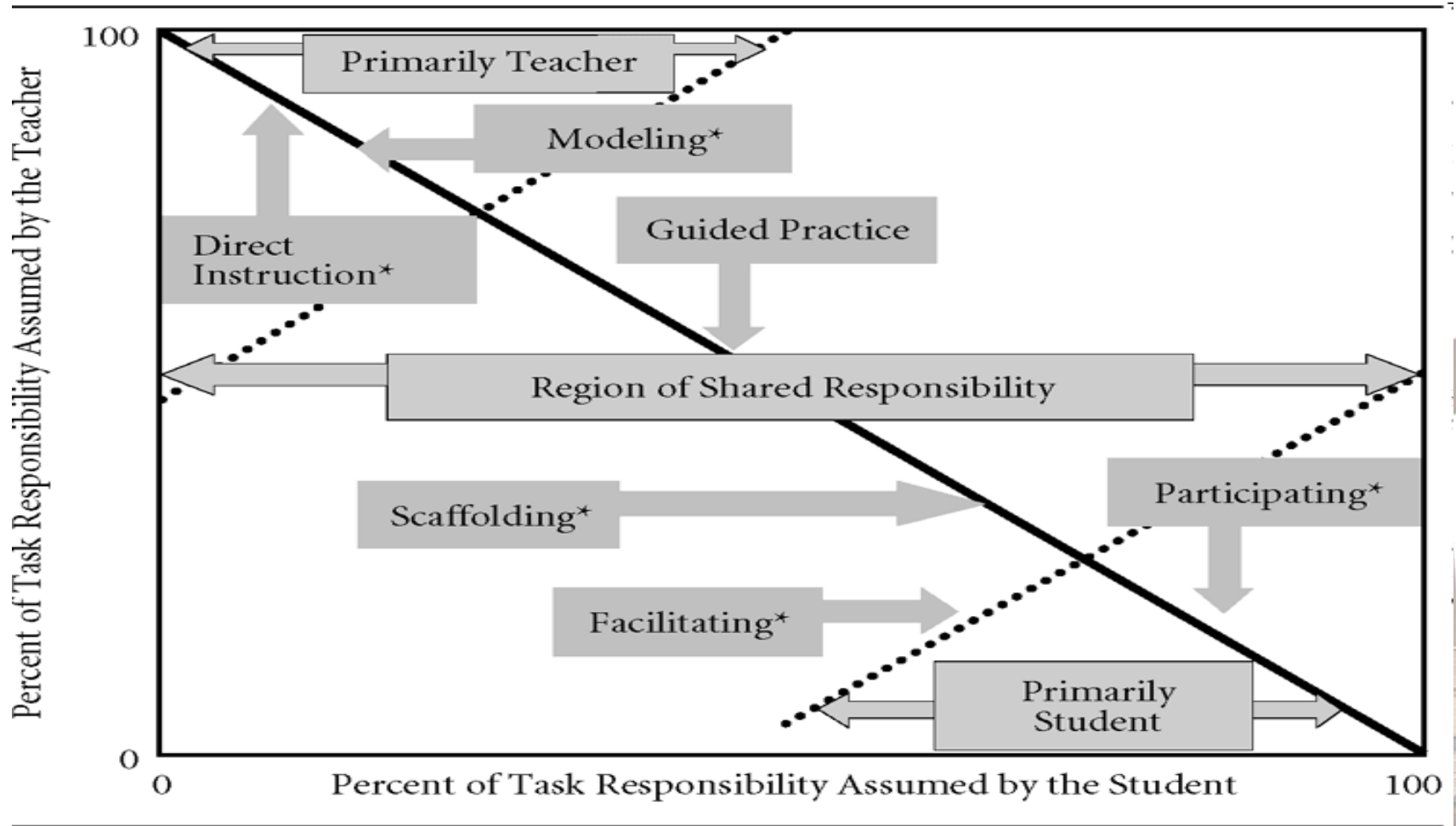


Figure adapted by: Pearson & Gallagher (1983) and Au & Raphael (1998)

Literacy...

🍏 What do you think:

“Literacy involves viewing, reading, writing, listening, and speaking. Among these, speaking is often forgotten or neglected in the literacy curriculum.”

Best Practices in Literacy Instruction (Second Edition)

Edited by: Morrow, Gambell, Pressley - Chapter 9 (p. 173)



Fountas & Pinnell Suggestions:

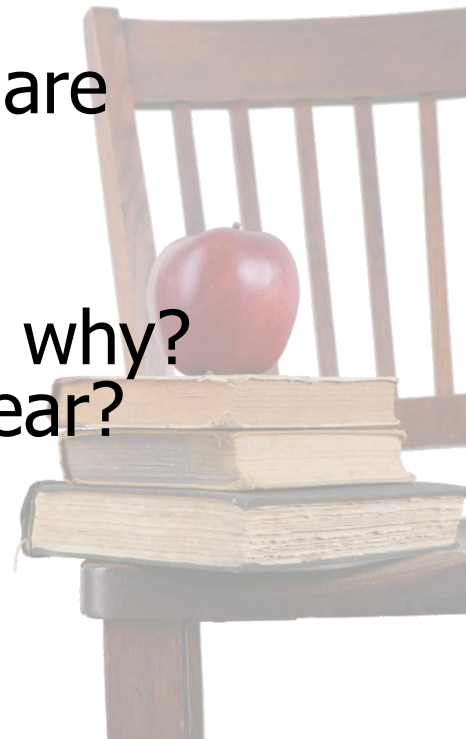
Guiding Readers and Writers Grades 3-6 **Teaching Comprehension, Genre, and Content** **Literacy** (Chapter 9 – Getting Started: The First 20 Days of Independent Reading & Chapter 10 – Writing to Explore Meaning: Reader’s Notebook)

- 🍎 Classroom Management
- 🍎 Mini-lessons
- 🍎 Anchor Charts
- 🍎 Assessing entries



Possible response starters...

- 🍎 Elaborate on an opinion you have on an event/character
- 🍎 Write about the connections with a character (character-you, character-another character)
- 🍎 Author's theme – purpose of writing
- 🍎 State questions you have or what you are wondering
- 🍎 Talk about a favorite part (quote)
- 🍎 Talk about a part that was confusing – why? How could the author made it more clear?
- 🍎 Relate story to your own life



Response Journal Rotation

| Mon. | Tues. | Wed. | Thurs. | Fri. |
|-------|--------|----------|---------|--------|
| Maria | Ron | Lilly | Jackie | Erin |
| Kathy | Pete | Isabelle | William | Andy |
| Sam | Evan | Jake | Jada | Hunter |
| Gabby | Thomas | Connor | Miguel | Jorge |
| | | Heather | Jeff | |



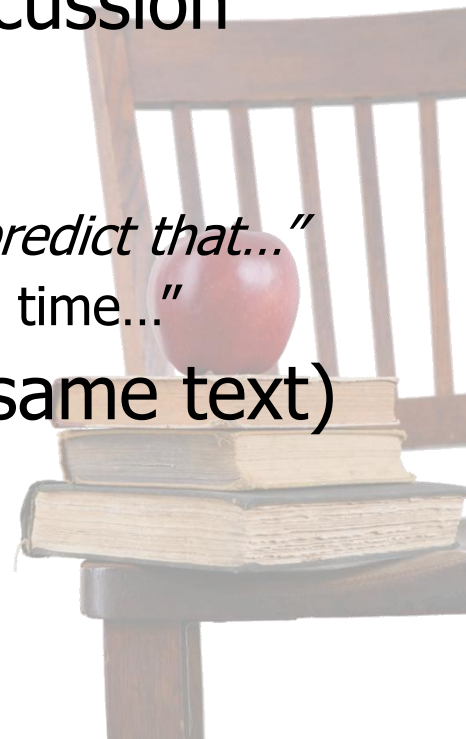
Guidelines for Independent Reading

- 🍎 You must always be reading a book or writing about your thoughts about your reading
- 🍎 On BUZZ days - It is okay to 'buzz' about your responses with your peers – use a soft voice
- 🍎 Select books you think you'll enjoy and abandon books that aren't working for you **after** you've given them a chance
- 🍎 List the book information when you begin and record the date when you finish
- 🍎 Always do your best work



To start...my suggestions

- 🍎 Have ALL students reading the same book
- 🍎 Stop at specific stopping points to help children verbalize what they are thinking/feeling – model
 - ERT (everybody read to...)
 - DRTA (Directed Reading Thinking Activity)
- 🍎 Anchor chart some 'frames' – after discussion have students write
 - *"I was surprised when..."*
 - *"Since _____ and _____ happened, I predict that..."*
 - "This **story/character/event** reminds me of the time..."
- 🍎 Literature Circles (groups reading the same text)
- 🍎 Utilize short stories / poetry



Questions, Concerns, Suggestions

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