Finding the Right Books
Finding books that are “just right” builds reading enthusiasm and enjoyment. Prompt students to refer to this section when they are choosing new books to read. Use classroom books to model how to use the guidelines to determine if a book is too easy or too difficult.

Genres at a Glance
Here students will find a summary of the differences between fiction and nonfiction, plus descriptions and features of the many types of books within each of these two categories. Review the information when reading books in class, or studying a particular genre. Encourage students to refer to the descriptions to help them identify the books they are reading independently. They can even use this section as a checklist to make sure they are reading a variety of genres!

Book Lists
Direct students to use this section to record each book they read, writing the title, author, genre and date of completion. This is a simple way for students to keep track of the books they have read. It’s also a great informal assessment tool for you, allowing you to quickly monitor each student’s reading progress.

Additional space is provided for students to list books they would like to read. This is particularly useful if the class is having literature circles or book discussion groups.
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Reader’s Response Notebook

Set of 10

Designed to meet these objectives:

Language
• Students will recognize the differences between fiction and nonfiction and understand their characteristic elements and features.
• Students will use appropriate comprehension strategies when reading for different purposes.
• Students will self-select reading materials that are appropriate for their interests and abilities.
• Students will demonstrate comprehension of basic plots and themes in literature.
• Students will analyze characters by their actions and words, and by the way authors portray them.
• Students will determine the author’s message in fiction and nonfiction.
• Students will respond in writing to text they read.

The versatile Reader’s Response Notebook is a terrific reference tool for your students—and a handy assessment tool for you! Packed with strategies to improve reading fluency and comprehension, the notebook also includes space for students to track the books they have read or want to read. There are even suggestions to help students respond to fiction or nonfiction books—plus plenty of space to write the responses!

Using the Notebooks

When you distribute the notebooks to your students, we suggest you take time to review the contents. This will help students understand how they can use the notebook and recognize its usefulness.

The notebook can also be used as a springboard for mini lessons throughout the year. In this guide, you’ll find detailed instructions for using each of the sections in your classroom.

What Good Readers Do

This section lists strategies that readers can use to figure out new words and gain comprehension and fluency. You can focus on one strategy at a time, using text students are reading to model how the techniques can be used. Or, reinforce strategies that students have already learned with a quick review of the list. Be sure to remind students to refer to this section in their notebooks as needed while they are reading.

Books I've Read

<table>
<thead>
<tr>
<th>Title</th>
<th>Author</th>
<th>Genre</th>
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<tbody>
<tr>
<td>All-Star Team</td>
<td>Jack Canadea</td>
<td>Nonfiction</td>
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<tr>
<td>Lighten the Load</td>
<td>Dr. Seuss</td>
<td>Fiction</td>
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<td>Jim and the Beanstalk</td>
<td>Howard Cray</td>
<td>Fiction</td>
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<td>What's Happening</td>
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<td>Fiction</td>
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Genre: Fiction

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Fiction and Nonfiction Reading Responses

These two sections both begin with a list of prompts and suggestions for responding to the different genres. You might want to give a mini lesson for each prompt. Explain what is expected for the response, and work as a class to write a model response based on the text the class is reading.

Once students are familiar with all of the prompts, encourage them to choose one that is appropriate each time they read a book. Encourage students to write their responses in their notebooks.

This section can be used in a variety of other ways:

- Have students respond to passages in their textbooks as a culminating activity.
- Invite students to respond to books they read independently.
- Use the responses in small-group situations, such as literature circles. If students have specific roles within the group, prompt them to choose responses that are appropriate for those roles.
- This section can be used as an assessment tool, allowing you to monitor improvements in comprehension and writing skills, which genres students are reading, and how many books they are completing.

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### Responding to Fiction

1. Summarize the book or a chapter of the book in writing or on a chart.
2. Illustrate and describe the setting or environment in the book.
3. Describe the main characters and sketch their development throughout the story.
4. Describe the theme(s) and how they are carried out in the story.
5. Write about any suspense or excitement you feel about the story.
6. Write about any advice or information you think the author wanted you to understand.
7. Write about one character you find that you like or dislike.
8. Write about any important events that happen in the story.
9. Write about any advice or information you think the author wanted you to understand.
10. Write about any suspense or excitement you feel about the story.
11. Write about any advice or information you think the author wanted you to understand.
12. Write about any suspense or excitement you feel about the story.
13. Write about any advice or information you think the author wanted you to understand.
14. Write about any suspense or excitement you feel about the story.
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18. Write about any suspense or excitement you feel about the story.
19. Write about any advice or information you think the author wanted you to understand.
20. Write about any suspense or excitement you feel about the story.
21. Write about any advice or information you think the author wanted you to understand.

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### Responding to Nonfiction

1. List the key points that you think are important.
2. List the important facts that you think are important.
3. List the important points that you think are important.
4. List the important points that you think are important.
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### Charlotte’s Web

**Date:** September 30

**Author:** E. B. White

**Protagonist:** Wilbur

**Protagonist:** Charlotte

**Title:** Charlotte’s Web

**Description:** Wilbur is the protagonist of the story. He is an innocent character who doesn’t realize what is going on. Luckily, other characters save him.