

# AMPLIFIED READER'S/WRITER'S NOTEBOOK

## **What is the Reader's/Writer's Notebook?**

It is a notebook with loose-leaf paper that can be added, rearranged, or temporarily removed. Loose-leaf holed paper between pressboard covers, held together with rings would suffice.

Students will be asked to use a Reader's/Writer's Notebook this year.

## **What are three main purposes of the notebook?**

It gives the writer a place for thinking and for trying out different voices and techniques.

It also serves as a central notebook to store handouts, other papers, and calendars used in English language arts.

It is a place where English Learners can try out and record what they are learning about language, language acquisition and the content under study.

## **What are other specific uses of the notebook?**

It is our classroom tool for thinking, recording ideas, generating writing ideas and trying out new voices.

We use it for Quick Writes, notes in columns, WriteAbouts, WriteLikes, criteria charts, class notes, brainstorming, etc.

It is a place for writers to work through writing problems and to brainstorm.

It is a place where we can go back to reread to select pieces for revision.

It is a place where we can go back to reflect on how we have grown as readers and writers.

It is a place where English learners keep track of new vocabulary, log their in-depth language study, and apply their ongoing language learning to the content-specific tasks that the entire class is engaging in.

## **How may students set up their own Reader's/Writer's Notebooks?**

Either on the cover or the first page of the notebook, ask students to write their name, class period, and the date they began using their notebook. They might also personalize their notebooks with decorations, pictures, nicknames, etc.

On the top of the second page of the notebook, ask students to write "Table of Contents."

On the first line of the Table of Contents page, ask students to write: "date," "topic," and "page number."

Beginning with the Table of Contents, ask students to number the first 30 pages; students may number the rest of the pages when they get to page 30.

Students can now begin using the Reader's/Writer's Notebooks on page 6 (pages 2-5 will be set aside for the table of contents).

Note: Because the Reader's/Writer's Notebook is a place for students to think and try out different writing and reading ideas, encourage them to write and collect ideas in their notebooks as a habit of practice that extends beyond the times related to specific assignments for class.

**What are adaptations of the Reader's/Writer's notebook that would benefit English learners?**

English learners will benefit greatly from some minor adaptations in the format of resources contained in the notebook. For example, instead of two-column note taking, English learners will benefit from a three-column format. Language learners will also benefit from some additional resources such as a three-column vocabulary log and a cognate log.

Examples of Amplified Pages from an English learner's Reader's/Writer's Notebook:  
The selected textual examples are from the high school unit, *Persuasion: Speaking Out*

Vocabulary Log:

Vocabulary word	Definition (s)	Example
Concede  (Douglass uses concede as a verb, #2 is the appropriate definition in this context)	verb 1 [ reporting verb ] admit that something is true or valid after first denying or resisting it : [with clause ] I had to concede that I'd overreacted 2 [ trans. ] surrender or yield (something that one possesses) : to concede all the territory he'd won.	After the election, the president will concede his role to a different person.

Cognate Log:

English	Spanish	Example
Inspire	Inspirar	Truth inspired me because she defended women's rights.
Argument	Argumento	An argument includes a clear point and purpose.
* Obligated	Obligado	In English, "obliged to you" means thank you, but in Spanish "obligado" means obligated or forced.

Note\*: Beware of false cognates! Have students learn to identify those and keep track of them as well.

Example of a Three-Column Chart for Significant Moments:

Significant sentence of phrase	New vocabulary or unfamiliar writing	Explain what the sentence or phrase reveals about the speaker's argument
<p>"If my cup won't hold but a pint and yours holds a quart, wouldn't you be mean not to let me have my little half-measure full?"</p>	<p><u>pint</u>- noun a unit of liquid or dry capacity equal to one half of a quart.</p> <p><u>quart</u>- noun 1 a unit of liquid capacity equal to a quarter of a gallon or two pints</p>	<p>This sentence reveals that Truth knows that she has less than other people do. She is upset because people who have more will not help those who are less fortunate.</p>

Note: The amplified format of the notebook for English learners often includes a three-column chart. This facilitates language and content learning by encouraging students to select key passages in the text, identify any new language, and relate their new understanding of the language to the content.