

Notice and Note Signposts

WHOLE-CLASS INSTRUCTIONAL STRATEGY

The Basics

- **What?** A reading routine which provides students with “look fors” as they are reading and encourages them to reread a portion of a text to answer a question about the meaning of the text
- **When?** As students read a text for class or for independent reading
- **Why?** Promotes student engagement in a text and helps students determine meaning and theme in literary texts, which contributes to student comprehension of complex texts

Student Outcomes

This strategy helps students refine their understanding of texts to meet reading expectations in preparation for writing about texts.

How to Implement

1. Introduce the [Notice and Note Signposts](#) (fiction) or [Notice and Note Signposts](#) (nonfiction) one at a time. Instructions for introducing and practicing the signposts are available through the text, *Notice and Note: Strategies for Close Reading*, by Kylene Beers and Bob Probst. See “Resources for Additional Information” for a link to purchase the book.
2. As students are reading and they notice one of the signposts, prompt them to stop and ask the provided question for the signpost (e.g., For Contrasts and Contradictions, students might ask, “Why would the character act this way?”)
3. For fiction reading, the goal is for students to develop their own habit of stopping and rereading portions of the text to consider characters, plot, the author’s craft, meaning, and determine the theme or main idea of the text.
4. For nonfiction reading, the goal is for students to be able to think about three essential questions: (1) What surprised me? (2) What does the author think I already know? and (3) What challenged, changed, or confirmed what I already know?

Resources for Additional Information

- [Link](#) to a released portion of the book *Notice and Note: Strategies for Close Reading* by Beers and Probst
- [Notice & Note Study Guide: II 1: Signposts: Introduction](#) from the authors explains the process and approach