

FROM THE CREATORS OF **THE F&P TEXT LEVEL GRADIENT™**



AN INTRODUCTION TO

THE **FUTURE** OF LITERACY EDUCATION

GRADE 3



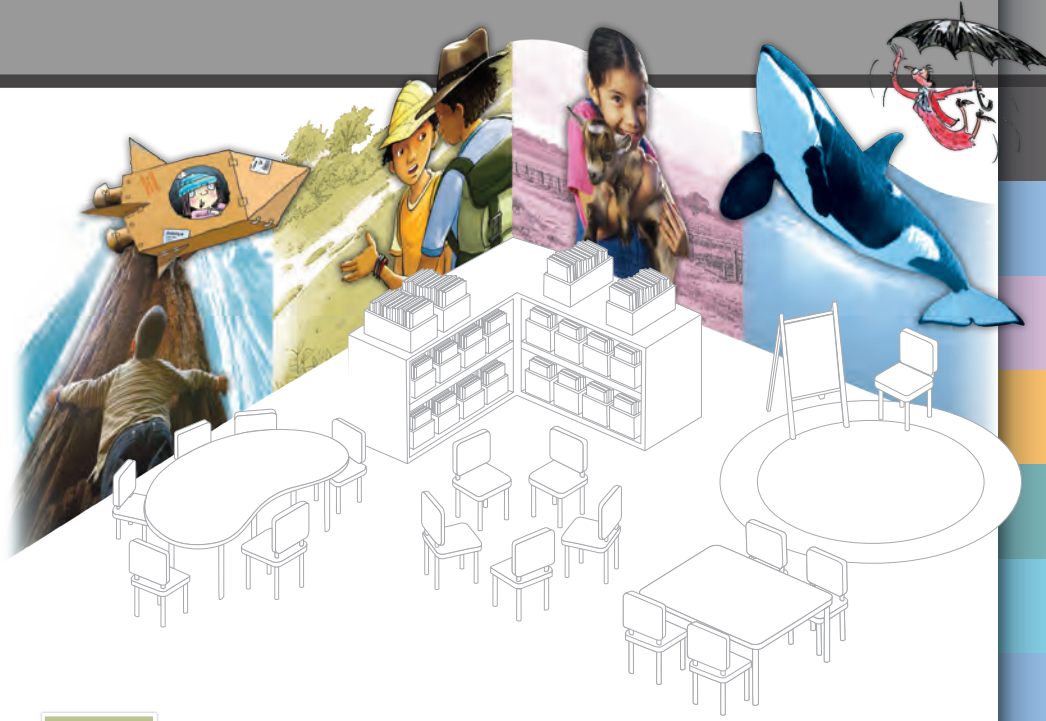
Reflect
Reimagine
Redefine

The future
of literacy
education
is **here.**

Lift students'
learning beyond
the walls of the
classroom with texts
and a blueprint for
teaching that create
authentic experiences
in reading, thinking,
talking, writing, and
reflecting to realize
what it truly means to
live a literate life.



The stunning landscape illustrations featured throughout reflect a sample of the artwork from the hundreds of new, original books that are part of Fountas & Pinnell Classroom™.



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Fountas & Pinnell Classroom™

YOUR CLASSROOM is a place where students learn how to read, write, and expand all of their language skills, but it is much more. It is a place where they learn how to be confident, self-determined, curious, kind, and literate members of a community.

Fountas & Pinnell Classroom™ *provides the opportunity for students to:*

- see themselves reflected in the books they read and write about
- grow as thoughtful users of literacy
- engage in real reading, writing, and thinking

and for teachers to:

- work at the cutting edge of students' learning
- support independence and student agency
- understand the critical role of responsive teaching in leading literacy learning forward.

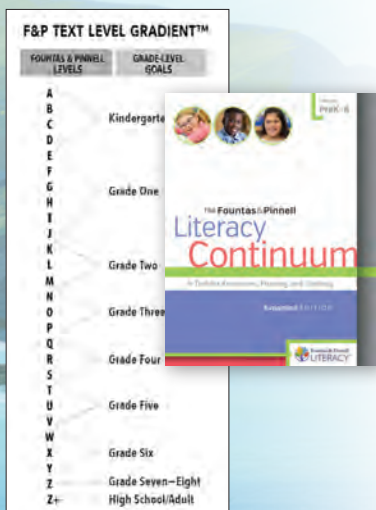


DESIGNED TO
CHANGE THE
LANDSCAPE OF
LITERACY
EDUCATION

A first-of-its-kind system for high-quality, classroom-based literacy instruction

Fountas & Pinnell Classroom™ (FPC) is a coherent literacy system for prekindergarten through grade 6 that is based on responsive teaching using an inquiry-rich, multi-text approach across multiple instructional contexts.

Fountas & Pinnell Classroom™ stands apart from reading programs in its commitment to the following principles:



1 INSTRUCTIONAL COHERENCE

While the benefits of the whole are inherent in each of the parts, *Fountas & Pinnell Classroom™* is designed as a coherent system. Each instructional context in the system is reciprocally connected to the others, improving student outcomes and creating equitable literacy opportunities for all students. *The Fountas & Pinnell Literacy Continuum* serves as the instructional anchor for every lesson, goal, and book in *FPC*.

2 RESPONSIVE TEACHING

The moment-to-moment instructional decisions that teachers make, based on their observations and analysis of students' learning behaviors, are honored and supported by *Fountas & Pinnell Classroom™*. In this system, you teach individual readers, not a program. Consider each lesson a blueprint for instruction to best support the learners in the classroom.

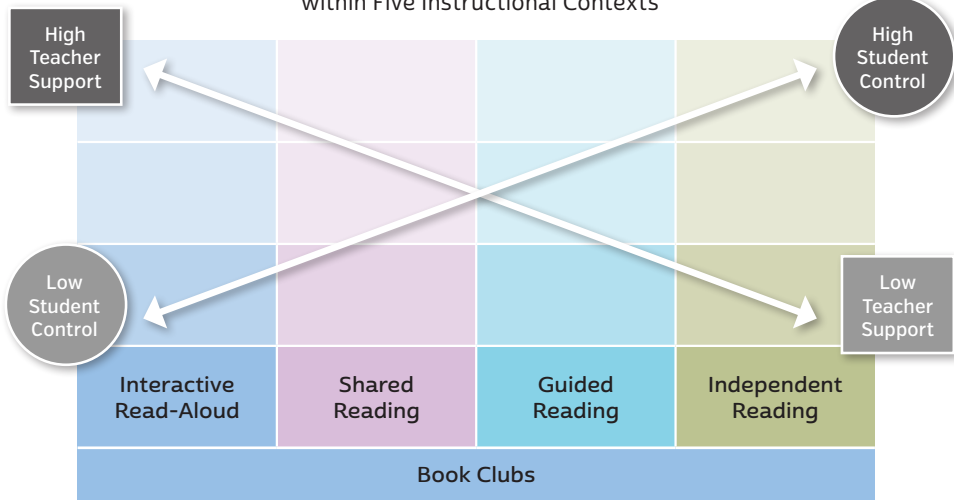
3 MULTI-TEXT APPROACH

Books, lots of authentic books, are at the heart of *Fountas & Pinnell Classroom™*: exciting books to stir imagination; challenging books to lift every reader; and diverse books to expand readers' knowledge of the world. Every title is carefully crafted or selected to support an instructional context. Every title has a purpose. *FPC* contains five text-based instructional contexts to engage students in reading, writing, thinking, and talking with varied levels of teacher support.

WHEN

HOW

Levels of Teacher Support for Reading within Five Instructional Contexts



4 STUDENT INQUIRY

Students are curious. *Fountas & Pinnell Classroom™* allows students' curiosity to propel authentic learning and discovery. As students think across texts, they pursue lines of inquiry that interest and engage them as learners, and build knowledge of different topics and themes across a range of disciplines.

5 LANGUAGE-BASED

When students talk, they communicate and refine their ideas, reveal their understandings and perspectives, and make meaning from texts and experiences. Reading is thinking grounded in text. Students' talk reflects their thinking. *Fountas & Pinnell Classroom™* is rich with robust opportunities for varied talk structures within each instructional context.

6 TEACHER EXPERTISE

Whether you are a new teacher or one with years of experience, *Fountas & Pinnell Classroom™* both relies upon and contributes to your expertise as a teacher. Your knowledge of your students informs responsive teaching. The extensive professional learning tools woven into the system help educators to develop their craft, strengthen instructional decision-making, and deliver high-impact literacy instruction.



DESIGNED TO
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Organizing Your Fountas & Pinnell Classroom™

Learning deepens when students read, think about, talk about, and write about authentic texts across different instructional contexts that take place within a whole-group, in small-groups, and independently. The classroom becomes a space where learning comes alive—a space where books propel students' learning and high-impact teaching increases the efficiency and effectiveness of instruction.

BUILDING A CLASSROOM COMMUNITY

The design of the classroom supports the building of community. Preparing your *Fountas & Pinnell Classroom™* means taking into account whole-group, small-group, and independent learning that, with high-impact teaching, enable students to:

- grow as thoughtful users of literacy
- see themselves reflected in the books they read and write about
- learn how to be confident, curious, kind, and literate members of a community.

The learning spaces in your classroom help transform learning—where the walls fade away to a world of opportunity beyond.

WHOLE-GROUP AREA

DESCRIPTION: An area with enough space for all students to sit comfortably and engage in learning.

PURPOSE: Whole-group meetings, read-alouds, minilessons

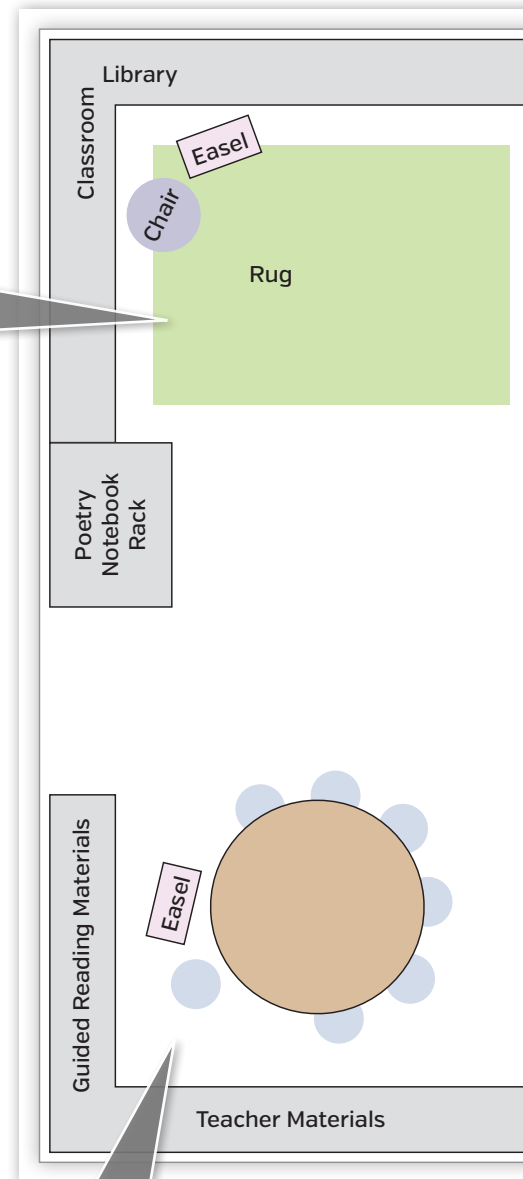
FOUNTAS & PINNELL CLASSROOM™ INSTRUCTIONAL CONTEXTS:

IRA Interactive Read-Aloud

SR Shared Reading

RML Reading Minilessons

PWS Phonics, Spelling, and Word Study Lessons



SMALL-GROUP AREAS

DESCRIPTION: A quiet area of the classroom containing a round or horseshoe table situated for monitoring the rest of the class.

PURPOSE: Small-group reading instruction

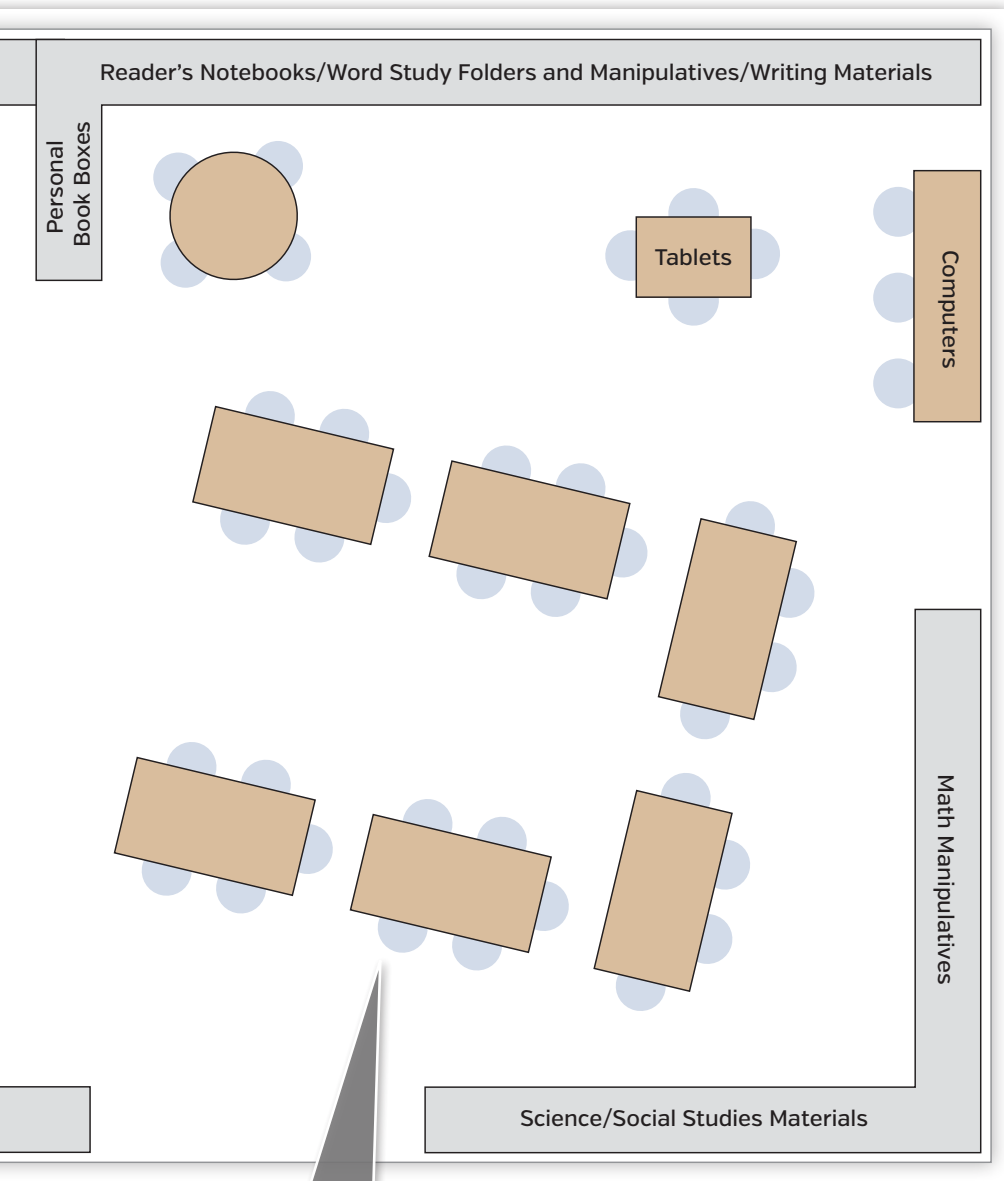
FOUNTAS & PINNELL CLASSROOM™ INSTRUCTIONAL CONTEXTS:

GR Guided Reading

BC Book Clubs

WHEN

HOW



INDEPENDENT WORK AREAS

DESCRIPTION: Students choose books from the classroom library, engage in independent work at their tables.

PURPOSE: Exploration, choice reading, application of learning from whole- and small-group lessons

FOUNTAS & PINNELL CLASSROOM™ INSTRUCTIONAL CONTEXTS:



Independent Reading



Phonics, Spelling, and Word Study application



Shared Reading



DESIGNED TO CHANGE THE LANDSCAPE OF LITERACY EDUCATION

Instruction in Your Fountas & Pinnell Classroom™

Comprehensive resources for a systematic approach to literacy learning

Ignite learning with thousands of books, lessons, and resources within these major instructional contexts:

WHOLE-GROUP TEACHING

1. Interactive Read-Aloud
2. Reading Minilessons
3. Shared Reading
4. Phonics, Spelling, and Word Study

SMALL-GROUP TEACHING

5. Guided Reading
6. Book Clubs/Literature Discussion

INDEPENDENT LEARNING

7. Independent Reading

EACH GRADE LEVEL (K-6) WILL ALSO INCLUDE:

- Essential Questions and Inquiry-Based Learning Opportunities
- Professional Learning Tools
- Writing About Reading
- Interactive Writing
- Shared Writing
- Assessment
- Digital Resources

INDEPENDENT READING

A carefully curated collection of authentic children's literature that provides the opportunity for students to develop tastes as readers and to read a large number of self-selected books independently. With accompanying conferring cards, you can make specific teaching points in brief conferences that lead the individual reader forward.

- 150 titles per grade K-2
- 200 titles per grade 3-6
- Conferring card per title

IR

GR

GUIDED READING

The most powerful and engaging authentic, original texts to build each student's ability to process increasingly challenging books with fluency and comprehension. Build a rich guided reading collection over time with:

- 1,300 titles spanning grades K-6
- Lesson folder per title

BC

BOOK CLUBS/ LITERATURE DISCUSSION

An authentic opportunity to bring students together for in-depth discussion of a captivating trade book they have read in order to extend thinking and learn about themselves as readers.

- 32 titles per grade K-3
- 48 titles per grade 4-6
- Discussion card per title

WHEN

HOW

READING MINILESSONS

The Reading Minilessons Book provides brief, focused and practical whole-class lessons on the topics of Management, Literary Analysis, Strategies and Skills, and Writing About Reading.

- One book of minilessons per grade K-6

RML

INTERACTIVE READ-ALoud

A collection of the very best age-appropriate, grade-appropriate trade books to promote the joy of reading, expand vocabulary, and nurture the ability to think, talk, and write about texts that fully engage students' interest.

- 120 titles per grade PreK-6
- Lesson folder per title

IRA

PWS

PHONICS, SPELLING, AND WORD STUDY

Explicit lessons for whole-group instruction and small-group application that help students explore, attend to, learn about, and efficiently use sounds, letters, and words.

- 100 lessons per grade K-5

SR

SHARED READING

An exquisite collection of original texts (enlarged and accompanying small versions) that nurture students' abilities to construct meaning in a supported context so they can enjoy reading and learn critical concepts of how texts work.









- 200 titles spanning grades PreK-3
- Lesson folder per title
- Audiobook per title

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The Fountas & Pinnell Classroom™ System

While the benefits of the whole are inherent in each of the parts, *Fountas & Pinnell Classroom™* is designed as a coherent system. Each context plays an essential role that contributes in different ways to every student's development as a reader, writer, and language user.

Digital Components
ONLINE RESOURCES <ul style="list-style-type: none"> Printable Lessons, Cards, Recording Forms, and other resources
AUDIO BOOKS <ul style="list-style-type: none"> Shared Reading titles
ASSESSMENT TOOLS <ul style="list-style-type: none"> Online Data Management System Reading Record App for iPad®
PROFESSIONAL LEARNING TOOLS <ul style="list-style-type: none"> Professional Development Video Library Fountas & Pinnell Literacy™ Community
DIGITAL EDITIONS <ul style="list-style-type: none"> The Literacy Continuum Prompting Guides Literacy Beginnings

Instructional Context	Pre-Kindergarten	Kindergarten
GUIDED READING 		<ul style="list-style-type: none"> 1 100 original titles: levels A-G (6 copies each) 1 100 Lesson Folders 2 100 original titles: levels A-H (6 copies each) 2 100 Lesson Folders 1 2 Context Collection Guide
INTERACTIVE READ-ALOUD 	<ul style="list-style-type: none"> 2 120 trade titles 2 120 Lesson Folders 2 25 Inquiry Overview Cards 2 Context Collection Guide 	<ul style="list-style-type: none"> 1 120 trade titles 1 120 Lesson Folders 1 25 Inquiry Overview Cards 1 Context Collection Guide
READING MINILESSONS 		<ul style="list-style-type: none"> 2 The Reading Minilessons Book, Kindergarten
SHARED READING 	<ul style="list-style-type: none"> 1 30 original titles [Big books with 6-copy small book sets] 1 30 Lesson Folders 1 Context Collection Guide 2 Words That Sing Poetry Charts, PreK 	<ul style="list-style-type: none"> 1 65 original titles [Big books with 6-copy small book sets] 1 65 Lesson Folders 1 Context Collection Guide 2 Words That Sing Poetry Charts, Kindergarten
PHONICS, SPELLING, WORD STUDY 		<ul style="list-style-type: none"> 1 Fountas & Pinnell Phonics, Spelling, and Word Study System, Kindergarten
INDEPENDENT READING 		<ul style="list-style-type: none"> 1 150 trade titles 1 150 Conferring Cards 1 Context Collection Guide
BOOK CLUBS 		<ul style="list-style-type: none"> 2 32 trade titles [6 copies each] 2 32 Discussion Cards 2 Context Collection Guide
PROFESSIONAL LEARNING TOOLS 	<ul style="list-style-type: none"> ● The Literacy Continuum ● Literacy Beginnings 2 FPC System Guide, PreK 	<ul style="list-style-type: none"> ● The Literacy Continuum ● Guided Reading, 2nd Ed. ● Prompting Guides 1 & 2 ● Reader's Notebooks ● Benchmark Assessment System, 3rd Ed. 1 FPC System Guide, Kindergarten

● AVAILABLE 1 RELEASE • August 2017 2 RELEASE • August 2018

WHEN IMPLEMENTATION TIMELINE

HOW

Grade 1	Grade 2	Grade 3
<ul style="list-style-type: none"> 1 100 original titles: levels A–J [6 copies each] 1 100 Lesson Folders 2 100 original titles: levels D–M [6 copies each] 2 100 Lesson Folders 1 2 Context Collection Guide 	<ul style="list-style-type: none"> 1 100 original titles: levels E–N [6 copies each] 1 100 Lesson Folders 2 100 original titles: levels F–P [6 copies each] 2 100 Lesson Folders 1 2 Context Collection Guide 	<ul style="list-style-type: none"> 2 200 original titles: levels I–S [6 copies each] 2 200 Lesson Folders 2 Context Collection Guide
<ul style="list-style-type: none"> 1 120 trade titles 1 120 Lesson Folders 1 25 Inquiry Overview Cards 1 Context Collection Guide 	<ul style="list-style-type: none"> 1 120 trade titles 1 120 Lesson Folders 1 25 Inquiry Overview Cards 1 Context Collection Guide 	<ul style="list-style-type: none"> 2 120 trade titles 2 120 Lesson Folders 2 25 Inquiry Overview Cards 2 Context Collection Guide
<ul style="list-style-type: none"> 2 The Reading Minilessons Book, Grade 1 	<ul style="list-style-type: none"> 2 The Reading Minilessons Book, Grade 2 	<ul style="list-style-type: none"> 2 The Reading Minilessons Book, Grade 3
<ul style="list-style-type: none"> 1 65 original titles [Big books with 6-copy small book sets] 1 65 Lesson Folders 1 Context Collection Guide 2 Words That Sing Poetry Charts, Grade 1 	<ul style="list-style-type: none"> 1 30 original titles [Big books with 6-copy small book sets] 1 30 Lesson Folders 1 Context Collection Guide 2 Words That Sing Poetry Charts, Grade 2 	<ul style="list-style-type: none"> 1 10 original titles [Big books with 6-copy small book sets] 1 10 Lesson Folders 1 Context Collection Guide
<ul style="list-style-type: none"> 1 Fountas & Pinnell Phonics, Spelling, and Word Study System, Grade 1 	<ul style="list-style-type: none"> 2 Fountas & Pinnell Phonics, Spelling, and Word Study System, Grade 2 	<ul style="list-style-type: none"> 2 Fountas & Pinnell Word Study, Phonics, Spelling, and Vocabulary System, Grade 3
<ul style="list-style-type: none"> 1 150 trade titles 1 150 Conferring Cards 1 Context Collection Guide 	<ul style="list-style-type: none"> 1 150 trade titles 1 150 Conferring Cards 1 Context Collection Guide 	<ul style="list-style-type: none"> 2 200 trade titles 2 200 Conferring Cards 2 Context Collection Guide
<ul style="list-style-type: none"> 2 32 trade titles [6 copies each] 2 32 Discussion Cards 2 Context Collection Guide 	<ul style="list-style-type: none"> 2 32 trade titles [6 copies each] 2 32 Discussion Cards 2 Context Collection Guide 	<ul style="list-style-type: none"> 2 32 trade titles [6 copies each] 2 32 Discussion Cards 2 Context Collection Guide
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Visit fountasandpinnell.com/fpc for the grades 4-6 implementation timeline

Pre-publication data subject to change.

Your Fountas & Pinnell Classroom™ Literacy Opportunities








In *Fountas & Pinnell Classroom™* learning is engaging and authentic; it empowers students with what they need to know how to do as successful users of literacy and as citizens of the world.

CREATING COHERENCE

All of the instructional contexts of *FPC* fit together in a coherent way and offer students multiple opportunities to access complex, age-appropriate texts; and engage in powerful small-group, whole-group, and independent reading that propels their learning.

FITTING IT ALL TOGETHER

Start with this suggested framework, or design your own

INSTRUCTIONAL CONTEXT	ACTIVITY OPTIONS	MINUTES EACH DAY
GROUP MEETING	<ul style="list-style-type: none"> Bring the classroom community together to introduce/discuss the day and set goals. 	5
INTERACTIVE READ-ALOUD LESSON	 <ul style="list-style-type: none"> Teacher reads aloud a book from a text set and students share their thinking. The text experience often leads to writing about reading in the <i>Reader's Notebook</i>. 	25
SHARED READING	 <ul style="list-style-type: none"> Teacher engages students in shared reading using enlarged print books and often leads to shared/interactive writing. <p><i>Science and social studies topics and themes are integrated into the IRA and SR lessons.</i></p>	
BREAK		
READING MINILESSON	 <ul style="list-style-type: none"> Teacher provides an explicit minilesson for students to apply to their independent reading and writing about reading. 	10
SMALL-GROUP INSTRUCTION	 <ul style="list-style-type: none"> Teacher meets with 3 Guided Reading groups each day. 	60
INDEPENDENT LITERACY WORK	  <ul style="list-style-type: none"> Teacher initiates Book Clubs as appropriate, and they meet about once per month. Students engage in: <ul style="list-style-type: none"> Independent reading Writing about reading in the <i>Reader's Notebook</i> 	
GROUP SHARE	<ul style="list-style-type: none"> Gather students together to reflect on and share learning. 	5
BREAK		
WORD STUDY, PHONICS, SPELLING, AND VOCABULARY	 <ul style="list-style-type: none"> Teacher provides an explicit, inquiry-based lesson on a phonics principle that students can apply to reading and writing. Students work individually, with partners, or in small groups to apply their understanding of the principle. 	30
WRITERS' WORKSHOP	<ul style="list-style-type: none"> Teacher provides an explicit minilesson, supports students' independent writing, or convenes a guided writing group. 	60
Suggested time allotments shown are for utilizing the instructional contexts of <i>Fountas & Pinnell Classroom™</i> within your Grade 3 classroom.		TOTAL: 3.25 HOURS

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BENEFITS OF INTERACTIVE READ-ALOUD

Through interactive read-aloud students can:

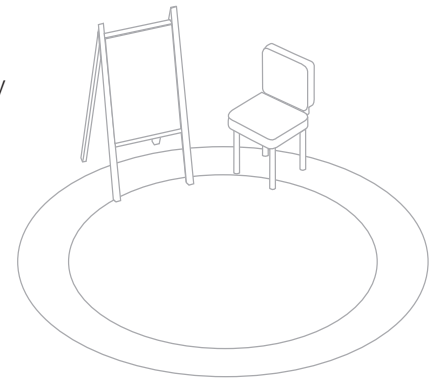
- Connect to the lives of others and their world.
- Build and develop ideas as a community.
- Engage in meaningful discussion.
- Deepen comprehension.
- Expand knowledge and vocabulary through listening and talking.
- Be exposed to complex language patterns.
- Make connections between texts.
- Study characteristics of different genres.

Expand students' thinking across the year with books that spark discussion and inquiry

Interactive read-aloud promotes the joy of reading, expands students' vocabulary, and increases their ability to think, talk, and write about texts that fully engage their interest.

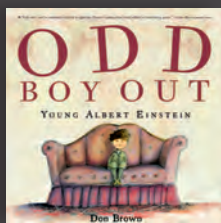
Interactive Read-Aloud At A Glance

- Whole-group instruction
- During interactive read-aloud, teacher reads aloud a selected text to students, occasionally pausing for conversation
- Texts are organized into text sets for highly intentional teaching
- Texts are beyond the instructional reading level of most students
- Students are listening to the text and viewing the illustrations
- Text-based discussion helps students construct meaning
- Students make connections between books in the text set.



Texts and Instruction for Interactive Read-Aloud

The *Fountas & Pinnell Classroom™ Interactive Read-Aloud Collection* is the foundation for literacy instruction, and is organized into 25 text sets that reflect a global perspective with a diversity of characters, settings, and topics. Each text set contains four to six high-quality picture books with engaging illustrations that represent a variety of authors and illustrators, topics, genres, themes, and text structures. Each set of texts has been carefully curated around a connecting idea, central theme, or study of a particular author, illustrator, or genre.



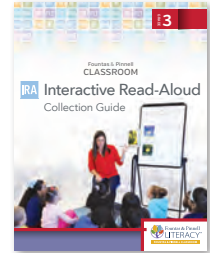
Put Interactive Read-Aloud into Action

Books are in a recommended sequence based on typical instructional emphases and the likely needs of a classroom community throughout the school year; however, as you discover your students' needs and interests, you may wish to present the text sets in a different order.



Fountas & Pinnell Classroom™ Interactive Read-Aloud Collection Guide

A brief guide that provides an overview of the components and implementation of the *FPC Interactive Read-Aloud Collection*.



Interactive Read-Aloud Books

120 trade titles, 1 copy of each

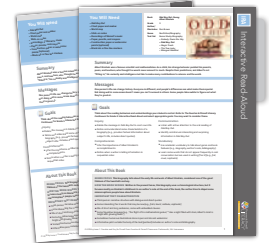
This carefully curated collection of the very best age- and grade-appropriate trade books is at the heart of literacy instruction in your classroom. Designed to nurture students' ability to construct meaning in an interactive, talk-rich context, the interactive read-aloud books are organized into text sets to help students make connections among ideas and notice parallels in the craft of writing across multiple texts.



Best trade book choices in curated text sets

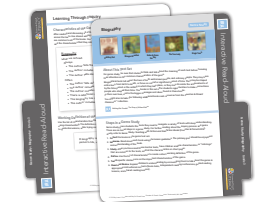
Interactive Read-Aloud Lesson Folders

120 lesson folders to support teachers in providing high-quality, cutting-edge lessons that boost, engage, and extend students' reading, writing, and language skills.



Inquiry Overview Cards and Inquiry Projects

25 text set cards, including Inquiry Overview cards, Author and Illustrator Study cards, and Genre Study cards feature a brief overview of the text set, opportunities to think across books, an essential question and big ideas to guide thinking and discussion, as well as a menu of projects to encourage exploration and inquiry.



FPC Interactive Read-Aloud Online Resources

The resources needed for each lesson, including:

- PDFs of each lesson
- Text Set labels
- Video Library
- Parent Letters
- General Resources

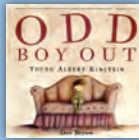


Guide	Books	Lessons	Access
<i>Fountas & Pinnell Classroom™ Interactive Read-Aloud Collection Guide</i>	Carefully curated collection of exquisite trade titles • 120 titles	• 120 Lesson Folders • 25 Inquiry Overview Cards	Unlimited online access to lesson resources by title

Focus on genre studies and author/illustrator studies with **inquiry cards** designed for exploration of the characteristics of genre or information about the author/illustrator.

Biography

Genre Study



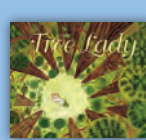
Odd Boy Out



Wangari Maathai



Nobody Owns the Sky



The Tree Lady



Magic Trash

Familiarize yourself with the **text set** overview—an explanation of how the books in the set are connected and suggestions of titles from other sets or instructional contexts that you may want to include.

About This Text Set

For **genre study**, be sure that students think and talk about the meaning of each text before focusing their attention on the common characteristics of the genre.

Biographical texts tell about the lives of both well-known people, and ordinary people. They may trace entire lives, from birth to death, or focus on a brief or significant period of time. They may be shaped by the time period or the setting in which they take place, or they may chronicle the achievements of people who shaped their time. The books in this set offer students opportunities to make connections to their own lives, and to the bigger messages and ideas found in these books.

You might also include the following additional books and resources from the *Fountas & Pinnell Classroom™* collection.

IRA *Nothing But Trouble: The Story of Althea Gibson*

Steps in a Genre Study

Genre study gives students the tools they need to navigate a variety of texts with deep understanding. There are six broad steps in a genre study. For further reading about the inquiry process and genre study, refer to *Genre Study: Teaching with Fiction and Nonfiction Books* (Fountas & Pinnell 2012).

1. **Collect** the books in the genre text set.
2. **Immerse.** Read aloud each book using the lesson guidelines. The primary goal should be enjoyment and understanding of the book.
3. **Study.** After you have read these mentor texts, have children analyze characteristics or “noticings” that are common to the texts, and list the characteristics on chart paper.
4. **Define.** Use the list of characteristics to create a short working definition of the genre.
5. **Teach** specific minilessons on the important characteristics of the genre.
6. **Read and Revise.** Expand children's understanding by encouraging them to talk about the genre in appropriate instructional contexts (book clubs, independent reading conferences, guided reading lessons, and shared reading lessons).

Guide students through an **inquiry-based study** with a consistent set of steps so they can actively construct a deep understanding of a genre or author/illustrator.

Extend students' thinking through talk and writing about the **characteristics of a genre** or author/illustrator they have noticed.

Learning Through Inquiry

Characteristics of the Genre

After reading and discussing all of the books in this set, draw out and list what children have noticed across the texts. Use shared writing to help them generate a list of characteristics they noticed that are common to all of the books. You might want to list the characteristics they notice all of the time, and the characteristics that they notice often.

Biography

What we noticed:

Always:

- The author tells the story of another person's life, or part of it.
- The author includes facts about the person's life.
- The author tells about the important things a person did.

Often:

- The author tells about the person's life in the order it happened.
- The author includes made-up dialogue, based on fact.
- The author includes quotes from the person.
- There is additional information at the end of the book (timelines).
- The biography has a larger message.
- The author includes photographs or illustrations

Working Definition of the Genre

Use the list of characteristics that the children generate to create a working definition of the genre using shared writing. The definition can be revised as children study more examples. Use the definition to guide discussions, while trying out your understanding with more examples.

A biography is the story of all or part of a real person's life, written by someone else.

Engage students in a collaborative, inquiry-based process to create a **working definition** of the genre and take ownership of their thinking.

GRADE 3

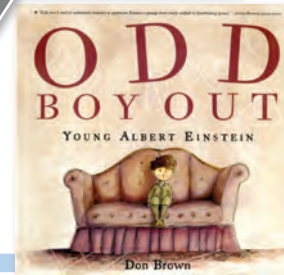
Familiarize yourself with the **at-a-glance information** on each book as well as the list of other texts in the **text set**.

Gather the **materials** needed to prepare for and present the lesson.

You Will Need

- *Odd Boy Out*
- Chart paper and marker
- World map
- Stick-on notes
- Recordings of Mozart's music
- Paper, pencils, and crayons
- Construction paper or watercolor paints (optional)
- Black ink or fine line markers

Book *Odd Boy Out: Young Albert Einstein*
Grade 3
Author/Illustrator Don Brown
Genre Nonfiction/Biography
Text Set Genre Study: Biography
 • *Nobody Owns the Sky*
 • *Odd Boy Out*
 • *Magic Trash*
 • *The Tree Lady*
 • *Wangari Maathai*



IRA
Interactive Read-Aloud

Convey the **main** or “**big ideas**” of the text.

Summary

Albert Einstein was a famous scientist and mathematician. As a child, his strange behavior puzzled his parents, peers, and teachers, who thought he would never amount to much. Despite their predictions, and Albert's not “fitting in,” his curiosity and intelligence led him to make many contributions to science and the world.

Messages

One person's life can change history. Everyone is different, and people's differences are what make them special. Not doing well in some areas doesn't mean you can't succeed in others. Some people take awhile to figure out what they're good at.

Choose or modify **Goals** (align to *The Literacy Continuum*) to match the learning needs of students.

Goals

Think about the reading behaviors and understandings your students control. Refer to *The Fountas & Pinnell Literacy Continuum* for Grade 3 Interactive Read-Aloud and select appropriate goals. You may want to consider these:

Inquiry

- Relate the message in *Odd Boy Out* to one's own life.
- Notice and understand some characteristics of a biography [e.g., provides factual information about subject's life, includes direct quotes].

Comprehension

- Infer the importance of Albert Einstein's accomplishments.
- Notice when a writer is telling information in sequential order.

Communication

- Listen with active attention to the oral reading of *Odd Boy Out*.
- Identify and discuss interesting and surprising information in *Odd Boy Out*.

Vocabulary

- Use academic vocabulary to talk about genre and book features [e.g., *biography*, *author's note*, *bibliography*].
- Learn some words that do not appear frequently in oral conversation but are used in writing [Tier 2] [e.g., *fret*, *cruel*, *captivate*].

Draw student's attention to the book's **genre, structure, and important characteristics** before or after reading using the About This Book section.

About This Book

GENRE FOCUS This biography tells about the early life and work of Albert Einstein, considered one of the great thinkers of the twentieth century.

HOW THE BOOK WORKS Written in the present tense, this biography uses a chronological structure, but it focuses mostly on Einstein's childhood. In an author's note at the end of the book, the author tries to dispel some misconceptions people have about Einstein.

IMPORTANT TEXT CHARACTERISTICS

- Third-person narrative structure with dialogue and direct quotes
- Some interesting Tier 2 words that may be new [e.g., *frets*, *taunt*, *solitude*, *captivate*]
- Mix of short and long sentences, some with embedded clauses
- Some figurative language [e.g., “the flight of his mathematical genius,” “Like a night filled with stars, Albert's mind is bright with glowing ideas.”]
- Sometimes humorous illustrations done in pen and ink and watercolor
- Informative print outside the body of the text [peritext] includes an author's note and bibliography

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Introduce the Text with these suggestions to pique students' interest and engage their thinking about the text.

Introduce the Text

Consider the strengths and needs of your students and the demands of the text as you introduce and read the book. Example questions are provided. Make the introduction and reading interactive, allowing time for students to respond between questions (indicated by ●).

- Today we're going to read a biography of Albert Einstein. Albert Einstein was a great scientist and mathematician. He was considered one of the smartest people who ever lived. But when he was young, his parents and teachers worried about him, because he seemed so different from other boys his age. He liked to be alone and had very few friends. People thought he was a little odd, which is where the title of this book comes from.
- Display the front cover and read the title. Here is young Albert Einstein on the cover. What do you notice about him? ● He looks a little bit lonely, doesn't he? Let's read to learn more about Einstein's childhood.

Numbering Book Pages

Begin numbering this book on the first left-hand page, which begins, "On a sunny, cold Friday . . ." and end with the right-hand page opposite the page that begins, "Albert says that light . . ." for a total of 28 pages.

Supporting English Learners

Support students' understanding of vocabulary.

- Check to make sure that students understand the concept behind the idiom,

Stop at suggested points during the reading of the text to engage students' thinking.

- the title.
- Model saying each word and have students repeat.



Prompting Guide, Part 2
Refer to pages 13 and 59 as needed

Support students as they discuss the text.

- To help students discuss Albert Einstein's qualities, provide oral sentence frames (e.g., *Albert liked _____. He did not like _____. Albert was good at _____. He was [a/an] ____ person. ____ was important to him.*).



Prompting Guide, Part 2
Refer to pages 26 and 74 as needed

Read the Text

Stop a few times to invite thinking and a brief conversation. Students may turn and talk in pairs or threes. Some stopping points and quick comments are suggested below.

- After page 4: *Albert seems unusual already. What were some of the things that worried his family?*
- After page 8: *How would you describe Albert?*
- After page 14: *The author says Albert is odd because he doesn't like the same things as other kids his age. Look at the illustrations on pages 11–14. What do you notice about how the illustrator, Don Brown, shows Albert in these pictures?*
- After page 20: *Why do you think Albert's teacher says he would "never get anywhere in life"?*
- After page 28: *Are you surprised that Albert grew up to be so smart and accomplished?*

Discuss the Text

Invite students to share their thinking about the book. Some prompts to support discussion are suggested below.

- *Let's talk about some interesting or surprising information you learned about Einstein in this book.*
- *Discuss the qualities Albert Einstein possessed. What kind of person do you think Albert Einstein was? ● What things were important to him?*
- *What are some of the big ideas or messages the author wants you to take away from this book? ● How can you relate those ideas to your own life? ● Talk with a partner about what this book makes you think about, and how it relates to your own life.*
- *Biographies often include quotes—or things actually said—from real people. Point out the quote in paragraph 3 on page 17. Why do you think the author included what Albert Einstein said? ● Discuss the quote on page 19. How do these quotes make the book more interesting?*
- *I noticed that the author, Don Brown, included some funny details in this book. What are some of the funny things you noticed in the pictures and the story?*

Guide students toward the key understandings of the text. Some key understandings students may express are:

Thinking **Within** the Text

- As a boy, Albert Einstein's behavior was strange. He threw tantrums and frustrated his teachers. His interests were not the same as most kids his age.
- Albert was fascinated by mathematics. He liked puzzles and problem solving.
- Albert's brilliant thoughts and ideas became important discoveries. They changed the way we know and understand the world around us.

Thinking **Beyond** the Text

- ◆ Albert Einstein was an unusual child.
- ◆ Albert Einstein was curious, brilliant, and a loner.
- ◆ Despite obstacles, Albert was successful in his life and made contributions that affect the lives of everyone in the world.
- ◆ Some people take longer than others to get good at something.

Thinking **About** the Text

- *Odd Boy Out* is a biography because it tells the story of Albert Einstein's life and was written by someone else.
- The text, written like a story, tells about Albert's life in chronological order.
- Some of the illustrations are humorous.
- The book includes things Albert Einstein said in quotation marks.

Refer to the *Prompting Guides, Part 1 and Part 2* with these point-of-use references.

Extend student's thinking *within, beyond, and about* the text with **discussion** suggestions and prompts.

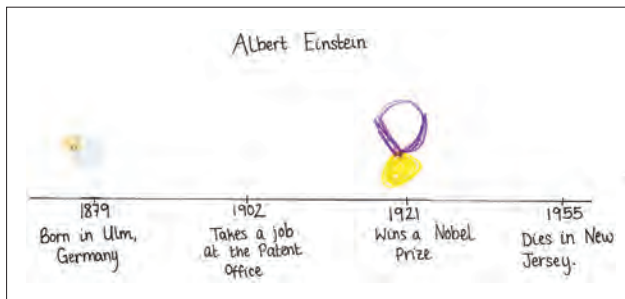
Respond to the Text

Engage the students in additional experiences to enhance their appreciation and interpretation of the text. Students should have many shared writing experiences before doing independent writing.

SHARED WRITING Review the events of Albert Einstein's life with students and, with their help, create a timeline based on dates provided in the book. For example:

- 1879 Born in Ulm, Germany
- 1902 Takes a job at the Patent Office
- 1921 Wins a Nobel Prize
- 1955 Dies in New Jersey

You may wish to calculate some approximate dates between 1879 and 1902 based on Albert's age (e.g., when Albert is twelve, Max Talmud begins to tutor him) and add those as well. When writing is complete, have students reread the timeline and invite a few volunteers to illustrate it.



ART Page through the book with students, pausing to discuss the illustrations, mostly made with pen and ink and watercolors. Point out how Don Brown used simple lines to create cartoon-like illustrations. Then have students draw simple faces of their own in an approximation of the illustrator's style. Suggest they use construction paper shapes (or make watercolor shapes if paints are available) and add details with black ink or fine line markers.

SOCIAL STUDIES *Albert Einstein lived in many places: Germany (Ulm and Munich), Italy (Milan), Switzerland (Zurich).* Let's find these places on a world map. After locating each place on a map, label it with a stick-on note. *What do you notice about the location of these places?* Point out that all three countries are on the continent of Europe. Then guide students to make observations about each country, such as, Switzerland borders Italy on the north. Point out where your community is on the map and label it with a stick-on note. *How can you describe our location compared to where Einstein lived?*

MUSIC Remind students that Einstein enjoyed the music of Mozart. Explain that Mozart was a famous composer of classical music. Do an Internet search for recordings of Mozart's music and have students listen to some samples. Encourage them to describe the music and how it makes them feel.

Supporting English Learners

Support students in the shared writing activity.

- Check to make sure that students understand the concept of a timeline.
- Have students discuss the timeline by using oral sentence frames (e.g., *In 1879, Einstein is _____. In 1902, Einstein takes _____. In 1921, Einstein wins _____. In 1955, Einstein _____.).*

Support **English Learners** in processing the text and benefiting from the teaching with these suggestions for modifying or scaffolding instruction.

Engage students in **Responding to the Text** (may include art activities, shared and independent writing, drama, listening, or investigative projects) to enhance their appreciation and interpretation of the text.

Young Albert Einstein
Grade 3

Reread and Revisit the Text in subsequent readings to deepen comprehension of the text's meaning, build and extend vocabulary, and notice additional aspects of the writer's craft.

Grade 3
Odd Boy Out: Young Albert Einstein

Supporting English Learners

Support student's comprehension and language development.

- Check to make sure that students understand the concept of being different or odd.
- Use guiding questions to help students discuss pages 12 and 14. Does Albert like or dislike sports? Does Albert like or dislike soldiers on parade? Why do these things make him seem different or "odd"?
- Provide oral sentence frames (e.g., Albert [likes/dislikes] _____. Albert is different because _____. He is odd because _____).



Prompting Guide, Part 2
Refer to pages 9 and 68 as needed

Connect to Other Books in *Fountas & Pinnell Classroom™* with text suggestions that are related by topic or theme.

the biographies, provide oral sentence frames (e.g., *The two books tell about a person's _____. One book is about a _____. The other book is about a _____.*).

Assess and observe student's learning during and after an interactive read-aloud lesson using specific behaviors and understandings from *The Literacy Continuum*.

Reread and Revisit the Text

You may want to revisit the whole or parts of the book on the same day, or on subsequent days, so that students can notice more about the text and illustrations.

Comprehension and Language

- Reread page 7. The author says Albert brings "a single-minded attention" to things he enjoys. What is he telling you about Albert? Tell a partner about something that you bring a single-minded attention to.
- Reread pages 12 and 14. On these pages, the author compares Albert with other boys his age. How is Arthur different from other boys? Why do his classmates think he is "odd"?
- Reread page 22: The author tells us that for "his private study of math . . . Albert can push everything else from his thoughts." Does this tell you Albert is easily distracted or very focused? How is this a way that Albert is single-minded?
- Reread page 27. Albert made many scientific discoveries. The text says, "For the rest of us, his ideas mean automatic door openers, television, space travel, and atomic energy." What is the author telling you?

Vocabulary

- Reread page 4. The word frets means worries. Why do Albert's parents fret? What kinds of things do people fret about?
- Reread page 5 and point out the word cruel. What information on this page can help you understand what the word cruel means? • What does it mean? Give me an example of something that would be cruel.
- Reread page 7. It says houses of cards captivate Albert. Does the word captivate mean to bore someone or to hold their attention? • Why do you think that?

Book and Print Features

- Read aloud the Author's Note at the end of the book. What information did Don Brown share on this page? • What did you learn that helped you understand or appreciate the book more?
- Point out the bibliography below the Author's Note. Explain that it lists other sources of information about Albert Einstein. Why do you think the author included this?
- Revisit pages 1, 3, 19, and 20. Call attention to the speech balloons and thought balloon. What does each one tell you? • Why do you think Don Brown included these in the illustrations?

Connect to Other Books (Text Sets)

If you have read other, similar books or other books in this text set, help students make connections between them.

- Display the covers of this book and *Nobody Owns the Sky*. So far we've read two biographies. What are some ways the books are alike? • What are some ways they are different?
- Which biography do you think is more interesting? • Why do you think that?



Assess the Learning

Observe students to find evidence that they can:

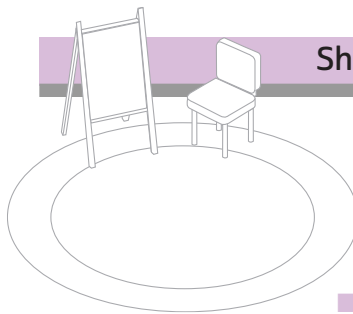
- recognize characteristics of a biography (e.g., provides factual information about the subject's life, includes direct quotes).
- identify a message in *Odd Boy Out* and relate it to their own lives.
- discuss interesting and surprising information in *Odd Boy Out*.
- infer the importance of Albert Einstein's accomplishments.
- discuss the author's purpose in writing *Odd Boy Out*.

STEPS IN THE SHARED READING PROCESS

1. Select a text.
2. Introduce the text to the students.
3. Read the text aloud.
4. Talk about the text with the students.
5. Invite the students to read the text (or part of it) with you.
6. Repeat the shared reading of that text several times.
7. Students may read or listen to the text independently at other times during their day.

Build a strong early reading foundation with books that engage and excite

Shared Reading is an enjoyable experience for your classroom community and an important opportunity for students to “step up together” into more challenging texts while also beginning to notice and acquire the processes they need to read texts independently.



Shared Reading At A Glance

- Whole-group instruction
- During shared reading, teacher and students read aloud a large version of an engaging text that is beyond students' ability to read independently
- Texts provide early experiences with print and promote the development of reading processes
- Texts serve as mentor texts
- After the first reading, students take part in multiple, subsequent readings of the text
- Students discuss the text and the teacher selects teaching points based on students' needs.

Texts and Instruction for Shared Reading

The *Fountas & Pinnell Classroom™ Shared Reading* texts are an exquisite collection of original big books, in a variety of genres, with accompanying lesson folders. Six copies of each book are also provided in a small size for students to revisit during independent reading. Some of the books have special features such as flaps, cutouts, and foldouts to engage and excite students.



Put Shared Reading into Action

There is a recommended sequence based on book series, genre, and/or connecting topics; however, the books can be introduced in any order that meets the needs of the students in your classroom.

Fountas & Pinnell Classroom™ Shared Reading Collection Guide

A brief guide that provides an overview of the components and implementation of the *FPC Shared Reading Collection*.

Shared Reading Books

10 original titles, 1 copy of the Big Book and 6 copies of each accompanying small book

An exquisite collection of original titles that nurture students' ability to construct meaning in a supported context so they can enjoy reading and learn critical concepts of how print works.

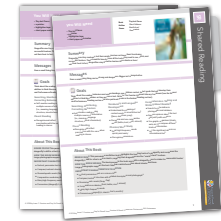
Shared Reading Lesson Folders

10 lesson folders to support teachers in providing high-quality, cutting-edge lessons that boost, engage, and extend students' reading, writing, and language skills.

FPC Shared Reading Online Resources

The resources needed for each lesson, including:

- PDFs of each lesson
- Video Library
- Shared Reading audiobooks
- General Resources
- Shared Reading Labels



Guide	Books	Lessons	Access
<i>Fountas & Pinnell Classroom™ Shared Reading Collection Guide</i>	Striking, original titles exclusive to <i>Fountas & Pinnell Classroom™</i> • 10 Big Books • 6 Small Book copies of each title	• 10 Lesson Folders	Unlimited online access to lesson resources by title

A place for everything

Your *Fountas & Pinnell Classroom™* stays organized in functional, durable containers. Appealing small books are on display for students to select and read independently.

Gather the materials needed to prepare for and present the lesson.

Convey the main or "big ideas" of the text.

Choose or modify the lesson Goals [organized into areas of understanding from *The Literacy Continuum*] to match the learning needs of students.

Draw students' attention to the book's genre, structure, and characteristics before or after reading using the About this Book section.

You Will Need

- *Tiny but Fierce*
- a pointer
- highlighter tape
- chart paper and marker

Book *Tiny but Fierce*
Author Cheri Colburn
Genre Nonfiction/
 Persuasive



Summary

Dragonflies are tiny creatures, but their small size does not keep them from being successful hunters. These beautiful insects have all the tools they need to see, catch, and eat their food. In fact, dragonflies may be better hunters than sharks or lions.

Messages

Even a small living thing can be strong and dangerous. Bigger isn't always better.

Goals

Think about the reading behaviors and understandings your children control. Select goals that will develop their abilities to think like readers as they process a text. Refer to *The Fountas & Pinnell Literacy Continuum* [see the Shared and Performance Reading section and also pertinent levels in the Guided Reading section].

Searching, Monitoring, Correcting Behaviors

- Self-monitor reading using multiple sources of information [i.e., meaning, language structure, visual information].

Fluent Reading

- Recognize and reflect punctuation with the voice when reading in chorus.

Vocabulary and Language Development

- Understand the meaning of content words in a nonfiction text [*fierce, directions, prey*].
- Recognize and use comparative words [*better, best, most, almost*].

Phonics/Word Study

- Read high-frequency words quickly and easily.
- Recognize possessives.

Comprehension: Talking and Writing About Reading

- Search for information in photographs and sidebars.
- Express opinions about the text and justify with evidence.
- Use graphic organizers [charts, web, etc.] to compare different kinds of information.
- List the significant ideas in an informational text.

About This Book

GENRE FOCUS This persuasive nonfiction text highlights the hunting tools of a dragonfly and compares the dragonfly's skill to a lion's and a shark's, arguing that dragonflies are the "world's best" hunters.

HOW THE BOOK WORKS The book presents the tools and skills a dragonfly uses to make it a successful hunter. Large photographs support the text. Sidebars add information about sharks and lions.

IMPORTANT CHARACTERISTICS TO NOTICE

- Factual, persuasive text on a science topic
- Compare/contrast structure with detailed descriptions and photographs
- Onomatopoeic words [*Snap, Zap*]
- Comparative vocabulary [*best, better, most, almost*]
- Many high-frequency words
- Possessives [*dragonfly's, shark's, lion's, world's*]

Shared Reading LESSON FOLDER

Support English Learners in processing the text and benefiting from the teaching with these suggestions for modifying or scaffolding instruction.

Supporting English Learners
Check children's understanding of concepts.

- Check for understanding of hunting, hunters, and prey.

Invite students to make predictions and to notice important details during the **First Reading** with these brief prompts.

Evoke discussion during the **Second Reading** with suggested stopping points and prompts.



Prompting Guide, Part 1
Refer to pages 7, 9, and 19 as needed



Prompting Guide, Part 2
Refer to pages 9 and 10 as needed

Introduce the Text with suggestions that pique students' interest and engage their thinking about the meaning of the text.

Introduce the Text

Your goal is to engage the children's thinking and interest in the text before you begin reading it. The following is an example of one way to briefly introduce the book. The introduction should be interactive and should allow time for children to respond indicated by ●).

- *Today I am going to read a book titled Tiny but Fierce. It is a nonfiction book about dragonflies. The writer gives very interesting real information. What do you know about dragonflies?*
- *Here's a note from the author of the book, Cheri Colburn. Read the Author's Note aloud. She says dragonflies are beautiful. Display the cover. What is beautiful about the dragonfly?*
- *The author also uses the word fierce to describe dragonflies. What does fierce mean? ● It means "very strong" or "dangerous." Dragonflies are hunters. Why would a hunter need to be fierce?*
- *Display the table of contents. The table of contents tells what we will read about in each section of the book. The last topic is The World's Best Hunter. In her note, the author said dragonflies might be the world's greatest hunters. Let's see if we agree with that idea. I'll read it to you first.*

First Reading

Read **to** the children. While reading aloud, use appropriate intonation and phrasing, placing the pointer at the beginning of each line (or as appropriate, without pointing). Take the opportunity to make a few brief comments that enable children to think about and enjoy the text. Welcome children's spontaneous responses as you read.

- Pages 2–3: [after reading] *A dragonfly hunts **hundreds** of bugs every day! That could be 200 or 300 bugs. What do you think about that?* ● Point out the sidebars and highlight the compare/contrast function that they serve. As you continue, first read the main paragraphs on each page and then the sidebars and captions.
- Page 4: [after reading] *A dragonfly can see in all **directions**. That means it can see all around it—front, back, and sides.*
- Page 5: [after reading] *Look how close up this picture is. You can see the details of the dragonfly's eyes! What are you noticing?*
- Page 8: Emphasize "Snap!" as you read aloud.
- Page 10: [after reading] *A hunter has to have strong **jaws** to crunch and crush its **prey**, its food. Where are your jaws? Do you see the dragonfly's jaws? The pictures help you understand how dragonflies are hunters!*
- Pages 14–16: Emphasize "Zap!" You may want to skip the question on page 15 and ask it during the next reading. Finish the book and ask children to respond to "What do you think?"

Second Reading

Read **with** the children. Read the text a second time, but this time, invite children to read the whole text or selected parts with you. Stop once or twice on this or subsequent readings, choosing from these suggestions. Your goal is for children to enjoy reading the text with minimal interruptions.

- *Now I am going to read Tiny but Fierce again and this time you can read with me. Although not repetitive, this book includes many high-frequency words. Children should be able to join in on much of the text, beginning with headings, finishing sentences, and the onomatopoeic words *snap* and *zap*.*
- Page 13: Use the pointer to point to each labeled body part in the photograph and have children read the labels.
- Page 15: Have children read the question and the answer choices. You may want children to respond now or in later readings. Finish reading the book with the children.

Invite students to talk about the text with these discussion suggestions for **extending students' thinking** *within, beyond and about* the text.

Discuss the Text

Invite children to talk about the book. Some questions and prompts are suggested.

Within the Text

- *What did you learn about dragonflies?* (Dragonflies are tiny insects. They are very good and fierce hunters.)
- *Tell me about the tools a dragonfly uses to hunt.* (Children may mention what they learned about how a dragonfly uses its eyes, wings, legs, and jaws to hunt.)
- *What did you notice about the animals the author compared in this book?* (The author compared dragonflies to lions and sharks. Lions and sharks are fierce hunters.)

Beyond the Text

- *Why do you think the author says dragonflies are tiny BUT fierce? Why doesn't she say tiny AND fierce?*
 - *We don't usually think tiny things can be fierce, but many small animals are strong and dangerous.*
- *What does the author want to convince readers?* (that dragonflies are "the world's best" hunters)

About the Text

- *What different ways does the author use to help you understand the information?* (Headings tell the topic of each part. Extra information about sharks and lions is in small boxes. The photographs help show the information. Some photos have labels.)
- *What words does the author use to try to persuade you that dragonflies are the best hunters? Do you agree? Why or why not?*

Revisit the Text

Reread the whole text several times over a few days to increase participation and attention to text features. The goal is for the children to be able to read the text independently. The following are suggestions:

- Pause after children read the captions on pages 5, 7, 9, and 11. Invite children to tell how the photograph shows what the caption tells.
- Point out places in which punctuation gives clues as to how to read the text.
- Assign children or groups of children to read the sidebars and captions.

Possible Teaching Opportunities (During/After Reading)

Each time you reread, choose one or more of the following teaching points as appropriate to the needs of your children. Be selective and be sure not to choose so many teaching points that it takes away from the enjoyment of the text.

- Page 3: Point out the ways in which the sidebar is different from the main text: different print, highlighted box, and smaller photos.
- Page 6: Use the author's description of how dragonflies' wings allow them to fly (*up and down, back and forth, side to side*) to further illustrate the word **directions** on page 4.
- Create a chart to compare the tools and skills of each hunter: dragonfly, shark, lion. Reread to find headings and information for the chart.
- Create a chart with these column heads: *What We Learned/What We Still Wonder/Where We Could Find Information.*
- Have children reread to identify and use highlighter tape to mark comparative words in the text.
- Have children use highlighter tape to mark possessives with s and apostrophe (*dragonfly's, shark's, lion's, world's*). Discuss the difference between *dragonfly's* and *dragonflies*.
- Create or add to an existing text features chart or wall. Add the features from *Tiny but Fierce*: author's note, table of contents, headings, sidebars, captions.

Supporting English Learners

Support an active discussion of the text.

- Provide oral sentence frames for discussion (e.g., *We learned that dragonflies have _____. They also have _____.*)



Prompting Guide, Part 2

Refer to pages 9, 10, 13, 21, 22, 35, 36, 39, and 40 as needed

Tiny but Fierce

Revisit the Text over subsequent days to make teaching points and support students in gaining independence.

Supporting English Learners

Support children's reading fluency.

- Check for understanding of captions and sidebars. Point to these features and read them aloud. Have children repeat.
- Pair children to help one another read and respond to captions.



Prompting Guide, Part 1

Refer to page 12 as needed



Prompting Guide, Part 2

Refer to pages 9, 10, 13, 22, 35, 36, 39, 40, 42, and 52 as needed

Refer to the *Prompting Guides, Part 1 and Part 2* with these point-of-use references.

Tiny but Fierce

Supporting English Learners

Support the shared writing with children.

- Allow children to use single words or short phrases to respond to the prompts.
- Help children state the facts in a complete sentence, providing language support and encouragement.

Connect to Other Books in Fountas & Pinnell Classroom™ with text suggestions that are related by topic or theme.

Assess and observe students' learning during Shared Reading using specific goals, behaviors and understandings from *The Literacy Continuum*.



Prompting Guide, Part 1
Refer to page 19 as needed



Prompting Guide, Part 2
Refer to pages 9, 21, 22, 26, 35, 36, 39, and 40 as needed

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Respond to the Text

Engage the children in additional experiences to enhance their appreciation and interpretation of the text.

Shared Writing Talk with the children about what makes a dragonfly fierce. Make a list of three amazing facts they learned about dragonflies using shared writing. Invite children to make suggestions and involve them in composing the sentences. Reread the writing with the children using a pointer.

1. A dragonfly can see all around.
2. It can crunch a bug in its jaws.
3. It can fly fast.

Draw and Label a Dragonfly Using the photographs from the book and other resources, have children draw a dragonfly and label the parts of its body.

Draw Big and Small Insects In pairs or small groups, have children find comparative language in the text and draw illustrations of the insects and/or animals the author is comparing.

Research Have children investigate another hunter and compare its tools and skills with a dragonfly's.

Expand students' thinking about the reading with suggestions for **Responding to the Text** – may include art activities, drama, research, and shared or interactive writing.

Promote **Independent Reading** with suggestions for using the small versions.

Independent Reading

Give children the opportunity to read the text independently or with a partner using the big book or small book version.

- Give children the small book version to read independently or with a partner.
- Let children borrow the small book to take home and/or keep a copy in the classroom library.

Connect to Other Books

You may want to take the opportunity to expand children's knowledge of the topic, form, or genre using these texts.

- Read other nonfiction books about insects or hunters, including those from the *Fountas & Pinnell Classroom Shared Reading* collection, such as *Wolf Pack* or *Not Ladybugs!*



Assessment

Think about the goals of the lesson and the behavioral evidence you observed. Observe to find evidence that children can:

- join in on the reading with accuracy and interest.
- understand and express the author's opinion that dragonflies are great hunters.
- notice and discuss the author's comparisons of dragonflies to sharks and lions, using comparative words such as *better* and *best*.
- identify and list new information about dragonflies, using content words (*fierce*, *prey*).
- search for and talk about information presented in sidebars and photographs.
- express opinions about dragonflies using evidence from the text.

LESSON STRUCTURE

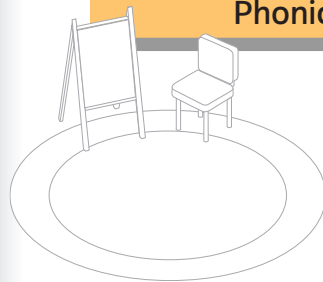
Each Phonics, Spelling, and Word Study lesson follows a simple structure:

- **TEACH:** Provide a concise lesson based on a clear principle.
- **APPLY:** Engage students in an active, "hands-on" application activity.
- **SHARE:** Meet with students for reinforcement of the principle and assessment at the end of the activity.

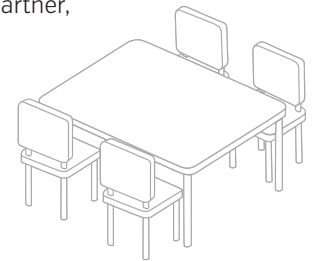
Engage student's curiosity with systematic instruction in how oral and written language "works."

Explicit lessons for whole-group instruction and small-group application that help students attend to, learn about, and efficiently use sounds, letters, and words.

Phonics, Spelling, and Word Study At A Glance











- Whole-group instruction and individual, partner, or small-group application
- 5-10 minutes of explicit instruction; 10-15 minutes of application
- Lessons based on nine areas of learning, ranging from Letter-Sound Relationships to Word-Solving Actions



- **Interactive Read-Aloud** and **Shared Reading** books serve as mentor texts and as examples for generalizing and applying a concept in reading and writing.

Systematic Instruction for Phonics, Spelling, and Word Study

Phonics, spelling, and word study are taught explicitly in specific lessons and applied throughout the various instructional contexts of *Fountas & Pinnell Classroom™*:

Out-of-Text Teaching	Lesson Structure	In-Text Teaching
TEACH		
 <ul style="list-style-type: none"> • Lesson (Generative Principle) • Inquiry-Based 	<ul style="list-style-type: none"> • Whole Group 	 • Interactive Read-Aloud  • Shared Reading <ul style="list-style-type: none"> • Modeled/Shared/Interactive Writing
APPLY		
 <ul style="list-style-type: none"> • Hands-on Practice • Constructive Experiences 	<ul style="list-style-type: none"> • Small Group or Literacy Centers [K-1] • Partners • Individuals 	 • Guided Reading  • Book Clubs
SHARE		
 <ul style="list-style-type: none"> • Assessment • Summary • Link to Reading & Writing 	<ul style="list-style-type: none"> • Whole Group 	 • Independent Reading <ul style="list-style-type: none"> • Independent Writing

Put Phonics, Spelling, and Word Study into Action

Phonics instruction is most effective when used within a wide range of engaging literacy experiences accompanied by rigorous teaching.

Fountas & Pinnell Word Study, Phonics, Spelling, and Vocabulary System

Word Study Lessons

Lessons driven by the principles from *The Fountas & Pinnell Comprehensive Phonics, Spelling, and Word Study Guide* and *The Fountas & Pinnell Literacy Continuum, Expanded Edition*.

Comprehensive Phonics, Spelling, and Word Study Guide

A systematic exploration of letters, sounds, words, and learning how oral and written language “work.” This essential guide, presented in an easy-to-use chart form, is a critical companion to *The Literacy Continuum*.

Ready Resources

Preprinted and preassembled lesson materials enable teachers to spend less time prepping and more time teaching.

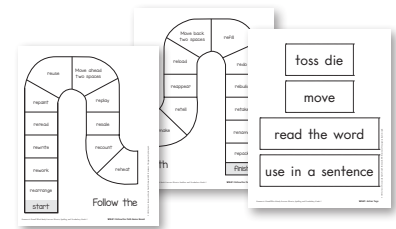
Lesson Folders

Each lesson is printed on a separate lesson folder for easy access, which can then be organized by content area, month, or both.

Access to Fountas & Pinnell

Online Resources

Online Resources for complete and convenient access to teaching materials organized by lesson.



Guide	Lessons	Ready Resources	Access
<ul style="list-style-type: none"> <i>Comprehensive Phonics, Spelling, and Word Study Guide</i> 	<ul style="list-style-type: none"> 100 Word Study lessons 	Preprinted, preassembled teacher resources	Unlimited access to online resources

Recognize and Use the Prefix *re-*, Meaning “again”

WORD STRUCTURE 21

EARLY MIDDLE LATE

Plan

Consider Your Students

Use this lesson after students have noticed words with prefixes in texts they are reading and have begun to use prefixes in their own writing. If students have significant experience with the prefix *re-* and have control of the concept, you may wish to expand this lesson by discussing a few word histories and word relationships in greater depth, such as the relationship between *remember* and *memory* due to the word root *mem*. As students begin to attempt deeper word analysis, it is important to point out that it is not always easy to tell whether a particular group of letters is really a prefix. For example, the letters *re* in *react* are a prefix, but the letters *re* in *realm* are not. The analysis of word structure needs to be used flexibly and in combination with other word-solving actions.

Working with English Language Learners

The concept that many English words contain more than one meaning-bearing part is essential for English language learners to understand. To illustrate this concept, you may find it helpful to have students work in a small group to put together and break apart word cards containing base words and the prefix *re-*. Be sure that students know the meanings of the base words used in the lesson and on the game board.

YOU WILL NEED

PWS Ready Resources

- ▶ WS 21 Pocket-Chart Cards
- ▶ Blank Pocket-Chart Cards

Online Resources

- ▶ WS 21 Action Tags
- ▶ WS 21 Follow the Path Game Boards

Other Materials

- ▶ pocket chart
- ▶ die
- ▶ game markers

Generative Lesson

A generative lesson has a simple structure that you can use to present similar content or concepts. Use this lesson structure to teach students to recognize a variety of words with the prefix *re-*.

EXPLAIN THE PRINCIPLE

Add the prefix re- to the beginning of a word root or base word to mean “again.”



Comprehensive Phonics, Spelling, and Word Study Guide

Refer to: page 67, row 75

UNDERSTAND THE PRINCIPLE

Many English words can be divided into parts: base words, word roots, and affixes. A *base word* is a word in its simplest form (e.g., *home*, *meat*), which can stand alone. A *word root* is a word part, usually from another language such as Greek or Latin, that carries the essential meaning of the word but that cannot stand alone (e.g., *gen*, *ject*, *prim*). *Affixes* are groups of letters added to a base word or a word root to change its function or meaning. Affixes added to the beginning of base words or word roots are called *prefixes*. A prefix adds to or changes the meaning of a base word or word root. A prefix may have more than one meaning. Understanding how prefixes contribute to meaning helps students solve more complex words and expand their vocabulary with greater efficiency.

Word Structure: Recognize and Use the Prefix *re-*, Meaning “again”

1

Guide lesson selection and tailor instruction to students' needs by considering, “What do your students already know, and what do they need to learn next?”

Support English Learners with these suggestions for modifying or adjusting instruction.

Teach with clarity and a well-defined purpose with the “Understand the Principle” section that underpins each lesson.

Gather the materials needed to Teach, Apply, and Assess the lesson. Lesson specific materials are provided as printable PDFs in Online Resources.

Use a common language to Explain the Principle in a way that students can internalize and “own.”

Phonics, Spelling, and Word Study LESSON

Select appropriate lessons with easy-to-use **organizational headers** that define the area of learning, lesson number within the area, and approximate time of year to teach the lesson.

21 WORD STRUCTURE

EARLY MIDDLE LATE

ACTIVITY: POCKET-CHART CARDS

INSTRUCTIONAL PROCEDURE

NOTICE PARTS

See page 36 for detailed descriptions of Instructional Procedures.

Engage students in a specific **activity** that can be used during whole-group instruction.

Teach the lesson using the step-by-step suggestions for effective instruction. Modify the steps to match the learning needs of children.

Explain the Principle during teaching with child-friendly language.

EXPLAIN THE PRINCIPLE

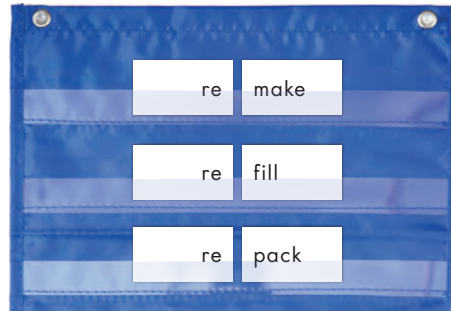
Add the prefix re- to the beginning of a word root or base word to mean "again."



Comprehensive Phonics, Spelling, and Word Study Guide

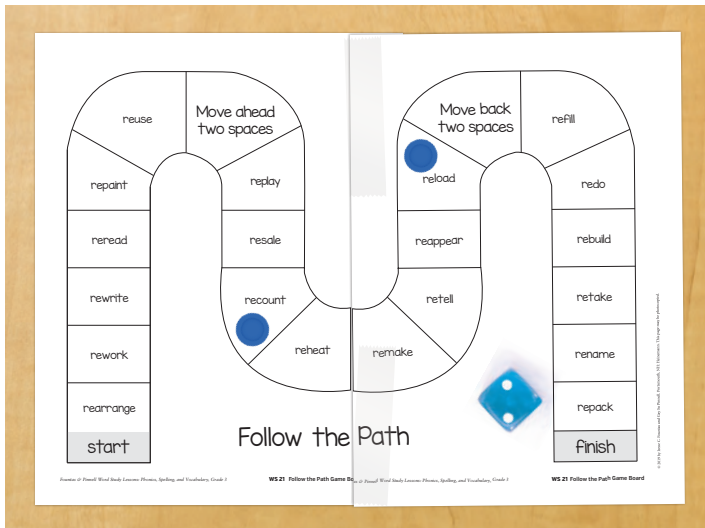
Refer to: page 67, row 75

Refer to *The Fountas & Pinnell Comprehensive Phonics, Spelling, and Word Study Guide* to see how the principles align to other related concepts.



Teach

- Using the *re* cards and base word cards, make the following words in the pocket chart: *remake*, *refill*, *repack*. Read the words with students.
- What do you notice about all of the words? • Each word begins with the same letters, *re*. The letters *re* are a prefix. What's a prefix? • A prefix is a word part that can be found at the beginning of many words.
- Point to the word *remake*. What word was this before the prefix was added? • Now think about the meaning of *make* and the meaning of *remake*. What happens to the meaning of a word when you add a prefix? • Yes, a prefix changes the meaning of a word.
- Ask students to explain the meaning of each word in the pocket chart. What do you notice? • In each word, the prefix *re-* means "again": to make again, to fill again, to pack again.
- Remove the *re* cards, leaving just the base words. What do you notice? • When the prefix is removed, the words are still complete and meaningful. Replace the *re* cards.
- Invite students to name other words with the prefix *re-*. You may wish to use blank pocket-chart cards to add new words that illustrate the principle, such as *replay*, *resale*, and *reuse*.
- Students are also likely to name words that do not fit the principle, including words in which the letters *re* are not a prefix: e.g., *reason*; words in which the prefix *re-* means "back," e.g., *repay* and *recall*; and words in which the prefix *re-* is attached to a word root with an unfamiliar meaning: e.g., *remember* ["to call back to mind," *-member* being related to *memory*] or *repair* ["to make good again by fixing," *-pair* originating from a Latin word that means "to make ready"). Use the opportunity to build excitement for word study. Explain that words are often related in fascinating and unexpected ways. Encourage students to use a dictionary to investigate word histories and relationships.
- Tell students that today they are going to play Follow the Path. Taking turns, students toss a die, move that number of spaces, read aloud the word in the new space, and use the word in a sentence. They go back to the space they were on if they can't read the word correctly and use it in a sentence. The first player to reach "finish" wins the game.



WORD STRUCTURE 21

EARLY MIDDLE LATE

ACTIVITY: FOLLOW THE PATH

INSTRUCTIONAL PROCEDURE

NOTICE PARTS

See page 36 for detailed descriptions of Instructional Procedures.

ACTION TAGS

toss die

move

read the word

use in a sentence

Develop students' knowledge of words and how they work with the Teach and Apply Activity built around one of ten **instructional procedures**.

Propel independent learning during **application** with **action tags** to post in a reference-friendly location in the classroom.

Reinforce the principle and encourage students to **Share** their learning.

Assess and observe students' learning informally during the lesson and/or formally using assessments in the Online Resources to inform instruction.

Apply

- Have students play Follow the Path in pairs or groups of three using a game board, a game die, and game pieces to mark their places on the board.
- If needed, point out and explain the spaces labeled "Move Ahead Two Spaces" and "Move Back Two Spaces."

Share

Have students share words that they read on the game board and use them in sentences. You may wish to add a few new words to the class chart.

Assess

- As you observe students reading, notice how efficient they are in recognizing and solving words that have the prefix *re-*.
- You may wish to use Word Structure Assessment A.

Phonics, Spelling, and Word Study LESSON

21 WORD STRUCTURE

EARLY MIDDLE LATE

Connect Learning Across Contexts with opportunities for students to generalize the principle to the texts they are reading and writing about using the *Fountas & Pinnell Classroom™* books as mentor texts.

Extend Learning by repeating the lesson format using the suggestions listed for variations, different examples, or more challenging activities.

Make Connections between home and school with suggestions to support students' literacy learning.

Connect Learning Across Contexts

Guided Reading Guide students to identify the base word and the prefix when they are attempting to solve unknown words with the prefix *re-*.

Shared Writing As you construct pieces of writing, point out words with the prefix *re-*. Encourage students to talk about how the prefix changes the meanings of the words. You may wish to add new words to the class chart.

Independent Writing During conferences, draw writers' attention to their use of words with the prefix *re-*. Discuss the meanings of the words with students, and encourage them to talk about why they chose the words.

Extend Learning

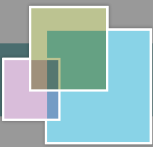
- Encourage students to be a "word detective" and research the history of a word with the prefix *re-*, such as *remember*, *repair*, or *report*. You may wish to have students compare multiple sources, including at least one print dictionary and one online dictionary or related website. Students may also wish to create a list or web of related words. They can record their findings in their word study notebooks.
- Distribute blank Follow the Path game boards (found in Online Resources), and have students work together to create boards with new sets of words with the prefix *re-*. Make the additional boards available for students to choose when playing the game.

Connect with Home

Send Follow the Path game boards home so that students can play the game with family members.

BENEFITS OF READING MINILESSONS

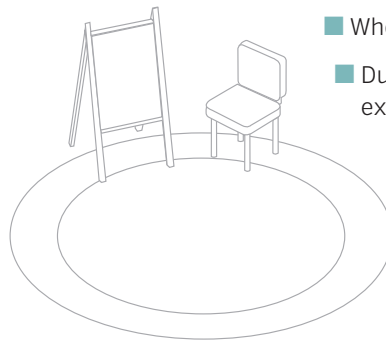
1. *Foster community through the development of shared language.*
2. *Focus learning on a single idea or principle.*
3. *Make connections using mentor texts from interactive read-aloud.*
4. *Create relevance by linking to previous learning experiences.*
5. *Reinforce effective processing systems.*
6. *Nurture independence with application activities to extend learning.*



Develop students' deep knowledge of literacy concepts through 200 minilessons

Reading Minilessons are short, concise, explicit, inquiry-based lessons about a principle that students can apply to their own independent reading. Growing out of the interactive read-aloud experience and linked to independent reading, teachers use many of these texts as examples from which they generalize the understanding.

Reading Minilessons At A Glance



- Whole-group instruction
- During reading minilessons, the teacher presents specific, explicit instruction to help students become independent readers for life
- Four types: Management; Literary Analysis; Strategies and Skills; and Writing About Reading
- Interactive Read-Aloud texts serve as mentor texts and as examples for generalizing the principle
- Students practice and apply the principle during independent reading.

Instructional Framework for Reading Minilessons

The Reading Minilessons Book for grade 3 will include 200 minilessons organized into four types:

- 1 **Management:** Teach routines that are essential to the smooth functioning of the other instructional contexts. [Most minilessons at the beginning of the school year will focus on management.]
- 2 **Literary Analysis:** Build students' awareness of the characteristics of various genres and of the elements of fiction and nonfiction texts. [The books read during interactive read-aloud serve as mentor texts when applying the principles of literary analysis.]
- 3 **Strategies and Skills:** Reinforce broad principles that every reader in the class needs to learn. [Most teaching related to processing texts will take place in guided reading.]
- 4 **Writing About Reading:** Introduce and help students use the *Reader's Notebook* to respond to what they read and promote independent literacy learning.

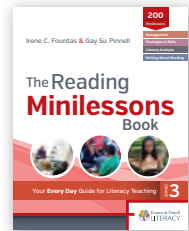
Put Reading Minilessons into Action

The minilessons can be used in the recommended order, or may be selected as a specific need is observed within the classroom.

The type of minilesson you are teaching will determine *when* during the day you teach it. Minilessons are most powerful when taught in response to an observed authentic need. Present a minilesson as soon as possible after identifying a need.

Structure And Features of Reading Minilessons

To help students connect ideas and develop deep knowledge and broad application of principles, related reading minilessons are grouped under “umbrella” concepts. During each minilesson, teachers will create an anchor chart—a visual representation that states the principle and serves as a reference tool for students as they apply the principle in their own independent reading.



MINILESSON TYPE	GRADE 3 UMBRELLAS	
1 Management	<ul style="list-style-type: none"> Working Together in the Classroom Exploring the Classroom Library Getting Started with Independent Reading 	
2 Literary Analysis	<ul style="list-style-type: none"> Thinking and Talking About Books Studying Authors and Illustrators (Author Study) Giving a Book Talk Getting Started with Book Clubs Understanding Fiction and Nonfiction Genres Studying Poetry Thinking About the Author's Message Thinking About the Author's Purpose Analyzing Writer's Craft Noticing Text Resources Studying Information Books Studying Biographies Exploring How Authors Choose to Organize Nonfiction Thinking About the Topic in Nonfiction books 	<ul style="list-style-type: none"> Learning Information from Illustrations/Graphics Using Text Features to Gain Information Studying Realistic Fiction Studying Fables Studying Folktales Understanding Pourquoi Tales Understanding Fantasy Thinking About the Setting in Fiction Books Understanding Plot Understanding Characters' Feelings, Motivations, and Intentions Understanding Character Traits Thinking about Character Change Studying Illustrations in Fiction Books
3 Strategies and Skills	<ul style="list-style-type: none"> Monitoring, Searching, and Self-Correcting Solving Words Maintaining Fluency Summarizing 	
4 Writing About Reading	<ul style="list-style-type: none"> Introducing the Reader's Notebook Using the Reader's Notebook Writing Letters About Reading Writing About Fiction Books in the Reader's Notebook Writing About Nonfiction Books in the Reader's Notebook 	

Studying Biography

Umbrella 12

Minilessons in This Umbrella

- RML1** Biographies are alike in many ways.
- RML2** The definition of a biography is what is always true about it.
- RML3** A biography is the story of a person's life written by someone else.
- RML4** The author includes facts about the person's life.
- RML5** Think about why the author wrote a book about the person.
- RML6** The author usually tells about a person's life in the order it happened.
- RML7** The author of a biography gives an important message.

A list of minilessons organized under the umbrella.

Prepare to present the minilessons under this umbrella with these **Before Teaching Minilessons** activities.

Use the suggested mentor texts as examples in the minilessons in this umbrella, or choose books from your classroom library that have similar characteristics.

Before Teaching Umbrella 12 Minilessons

When students study a genre, they learn what to expect when reading a text and develop important comprehension skills. They develop an understanding of the distinguishing characteristics of a genre and develop the tools they need to navigate a variety of texts.

There are six broad steps in a genre study. Before you teach this umbrella, read pages 36–38, which detail the steps in the genre study process, including the fact that students must read multiple biographies before beginning a genre study of them.

For this genre study, it is important to select books that are clear examples of biography. Biographers tell the story of someone's life by telling facts using a narrative style. Be sure that students enjoy each book and think and talk about the meaning in their first experience with it. After several books they will be able to notice and generalize the characteristics of the genre. Select a variety of biography subjects that allow students to explore other cultures and times. Use the following books from the *Fountas & Pinnell Classroom™ Interactive Read-Aloud Collection* text sets or use biographies that you have on hand.

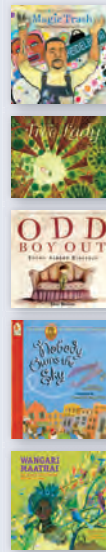
Genre Study: Biography

<i>Magic Trash</i> by J. H. Shapiro	<i>Nobody Owns the Sky</i> by Reeve Lindbergh
<i>The Tree Lady</i> by H. Joseph Hopkins	<i>Wangari Maathai</i> by Franck Prévot
<i>Odd Boy Out</i> by Don Brown	

As you read aloud and enjoy these texts together, help students

- notice that a biography is a story about someone's life written by another person,
- notice things that are *always* true and *often* true about biographies,
- recognize that a biography is usually written in chronological order,
- notice the facts that the author decided to include, and
- think about the message of the book.

Biography



Reading Minilesson

The **Minilesson Principle** is a brief statement that describes the understanding that students will need to learn and apply.

<p>RML7 Umbrella 12</p>	<p>Reading Minilesson Principle The author of a biography gives an important message.</p>
<p>Studying Biography</p>	
<p>You Will Need</p> <ul style="list-style-type: none"> ▶ a variety of biographies, such as those these from Text Set: Biography: <ul style="list-style-type: none"> • <i>Magic Trash</i> by J. H. Shapiro • <i>Odd Boy Out</i> by Don Brown • <i>The Tree Lady</i> by H. Joseph Hopkins • <i>Wangari Maathai</i> by Franck Prévot • <i>Nobody Owns the Sky</i> by Reeve Lindbergh ▶ chart paper and markers ▶ basket of biographies 	<p>Goal</p> <p>Infer the larger idea, or author's message, in a biography.</p> <p>Rationale</p> <p>When students think about the author's message in a biography, they begin to think about the overarching reason why an author chooses to write about a person's life. They can apply messages from the book to their own lives.</p> <p>Assess Learning</p> <p>Observe students when they think and talk about the messages authors give in biographies. Notice if there is evidence of new learning based on the goal of this minilesson.</p> <ul style="list-style-type: none"> ▶ Are students able to infer the messages that authors give in biographies? ▶ Are students beginning to think about how to apply messages from reading biographies to their own lives? ▶ Do they use vocabulary such as <i>author</i>, <i>biography</i>, and <i>message</i>?
<p>Academic Language / Important Vocabulary</p> <ul style="list-style-type: none"> ▶ author ▶ biography ▶ message 	
<p>Continuum Connection</p> <ul style="list-style-type: none"> ▶ Infer the significance of nonfiction content to their own lives (p. 54) ▶ Infer the larger ideas and messages in a nonfiction text (p. 54) 	<p>Minilesson</p> <p>To help students think about the minilesson principle, provide an interactive lesson to help them think about the messages authors give in biographies. Here is an example.</p> <ul style="list-style-type: none"> ▶ Display the cover of <i>Magic Trash</i>. <p>Think about this biography that J. H. Shapiro wrote about the life of Tyree Guyton. Listen as I reread a page from the beginning and a few pages from the end of the book to refresh your thinking.</p> ▶ Reread the first page and the last two pages. <p>Turn and talk about the big idea J. H. Shapiro wants you to get from reading this book. What is the author's message?</p> ▶ After time for discussion, have students share ideas. As needed, guide the conversation, depending on how much experience your students have had with identifying an author's message. <p>How could I write the message in one sentence on a chart?</p> ▶ Using student ideas, create a chart with the title and the message of the book. <p>Think about the message in several other biographies you know.</p> ▶ Display the covers of the remaining books in the text set. <p>Turn and talk about one or more of these biographies. What message does the author want you to have after reading?</p>

The **Goal** (derived from *The Literacy Continuum*) of the minilesson is clearly identified, as is the **Rationale** to help you understand why this particular minilesson may be important for the students in your classroom.

Academic Language and important vocabulary that students will need to understand in order to access the learning in the minilesson.

Suggested language to use when teaching the minilesson principle.

Create **anchor charts** as a useful reference tool and reinforcement of the principle for students during independent reading and writing.

- ▶ Allow time for discussion.
What biographies did you talk about? What was the author's message?
- ▶ Ask volunteers to share ideas. Add each title and message to a new row on the chart.

Have a Try

Invite the students to talk about the messages authors give in biographies.

Think about the messages in these biographies. Turn and talk about how these messages might help you in your own life. In what ways can messages that you learn when reading about other people help you make decisions in your life?

Summarize and Apply

Summarize the learning and remind students to think about the messages authors give in biographies.

Today you talked about the messages authors give in biographies and how those messages might help you in your own lives.

- ▶ Write the principle at the top of the chart.
Today when you read, choose a biography and think about the message in the book. Bring the book when we meet so you can share.

Share

Following independent work time, gather the students in small groups.

In groups of three, talk about the message that the author gave in the biography you read. Have a conversation about how that message might help you make decisions in your own lives.

Extend the Lesson (Optional)

After assessing student's understanding, you might decide to extend the learning.

- ▶ If students are inspired by the message of a biography, encourage them to give a book talk for it (see Umbrella 4: Getting Started with Book Clubs in this section).

The author of a biography gives an important message.

Title	Message
	Ordinary people can do extraordinary things.
	Everyone is different, and that's what makes us special.
	Significant things people accomplish can live on long after they're gone.
	One person can do something to make the world and other people's lives better.
	Dreams can come true through hard work and dedication.

As you **Summarize** the minilesson principle, guide students to **Apply** what they have learned to their independent reading.

Suggestions for students to **Share** their learning and how they applied the principle during independent reading.

Optional suggestions for **extending the learning** of the minilesson over time or in other contexts.

Reading Minilesson UMBRELLA

Umbrella 12

Studying Biography

Gain important information by **assessing** students as they apply and share their learning of a minilesson principle. Observe and then follow up with individuals or small groups who need more intensive support in learning a particular principle.

Specific behaviors and understandings to observe as you **assess** students' learning after presenting the minilesson.

After teaching the minilesson help students link what they have learned to their writing.

Assessment

After you have taught the minilessons in this umbrella, observe students as they talk and write about their reading across instructional contexts: interactive read-aloud, independent reading and literacy work, guided reading, shared reading, and book club. Use *The Literacy Continuum* (Fountas and Pinnell 2017) to observe students' reading and writing behaviors across instructional contexts.

- ▶ What evidence do you have of new understandings related to biographies?
 - Do students notice how biographies are alike?
 - Are students aware that a biography is the story of someone's life written by another person?
 - Do they understand that authors choose which facts to include in a biography?
 - Are students aware of the author's purpose in writing a book about someone's life?
 - Do they notice that a biography is usually written in the same order that events occurred in someone's life?
 - Can students talk about the message of a biography?
 - Do students use vocabulary such as *biography*, *facts*, *time order*, and *events* to discuss biographies?
- ▶ In what other ways, beyond the scope of this umbrella, are students talking about biographies?
 - Do students notice other ways that authors organize the information in a nonfiction book?
 - Do they recognize that an author has an opinion about the person he writes about in a biography?

Use your observations to determine the next umbrella you will teach. You may also consult *Minilessons Across the Year* (pp. 51–52) for guidance.

Read and Revise

After completing the steps in the genre study process, help students read and revise their definition of the genre based on their new understandings.

- ▶ **Before:** A biography is the story of all or part of a real person's life, written by someone else.
- ▶ **After:** A biography is the story of all or part of a real person's life, written by someone else. The author gives an important message.

STEPS IN THE GUIDED READING PROCESS

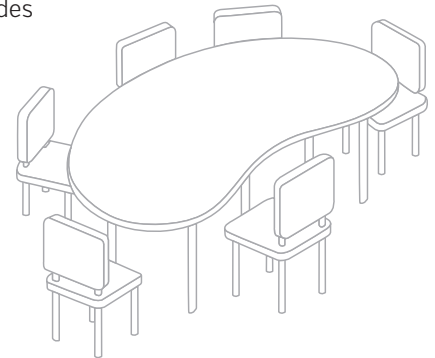
1. Know your readers and form groups.
2. Select and analyze texts to use.
3. Introduce the text.
4. Students read the text.
5. Students discuss the text.
6. Decide on one or two teaching points.
7. Students engage in letter/word work activity.
8. Extend understanding through writing.
9. Reflect on the lesson and plan the following lesson.

Meet students where they are and lead them forward with intention and precision

Build a rich Guided Reading collection over time with the most powerful, engaging, original texts to advance each student's ability to process increasingly challenging books with fluency and comprehension.

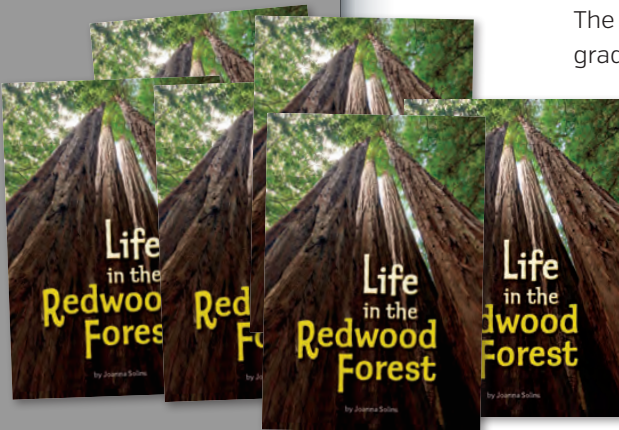
Guided Reading At A Glance

- Small-group instruction
- During guided reading, students read a teacher-selected text in a small group; the teacher provides explicit teaching and support for reading increasingly challenging texts
- Texts are at students' instructional reading level
- Students read the whole text
- Teaching is responsive to individual student strengths and needs.



Texts and Instruction for Guided Reading

The *Fountas & Pinnell Classroom™ Guided Reading Collection* for third grade includes 200 new, original titles (6 copies of each title) that span text levels I through S, with an accompanying lesson folder for each title. These guided reading books were created by a team of talented authors and illustrators under the direction of Fountas and Pinnell. Each book is carefully calibrated to match the text characteristics underlying the F&P Text Level Gradient™.



Put Guided Reading into Action

Books are organized by text level. A complete, suggested sequence of titles at each level is available in the *Fountas & Pinnell Classroom™ System Guide* and the *Fountas & Pinnell Classroom™ Guided Reading Collection Guide*.

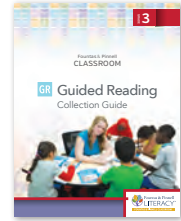
USING TEXTS AMONG SEVERAL CLASSROOMS

You may be sharing your texts and the accompanying lessons with a team of fellow teachers. Consult the *Fountas & Pinnell Classroom™ System Guide* for tips and ideas to coordinate the use of the texts/lessons across multiple classrooms.



Fountas & Pinnell Classroom™ Guided Reading Collection Guide

A brief guide that provides an overview of the components and implementation of the *FPC Guided Reading Collection*.



Guided Reading Books

200 original titles, 6 copies of each title

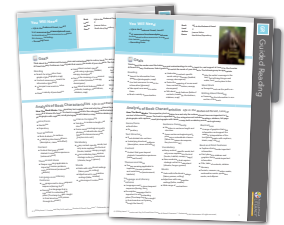
At the heart of *FPC* are the highest-quality leveled books that captivate and engage the hearts and minds of all students in the classroom.



Guided Reading	I	J	K	L	M	N	O	P	Q	R	S	Total
Grade 3 Original Titles	10	10	20	20	20	25	30	30	15	10	10	200

Guided Reading Lesson Folders

200 lesson folders to support teachers in providing high-quality, cutting-edge lessons that engage and extend students' reading, writing, and language skills.



FPC Guided Reading Online Resources

The resources needed for each guided reading lesson can be found online, including:

- PDFs of each lesson and each Recording Form
- PDFs of lesson-specific and general resources
- Video Library
- Online Data Management System trial



Other Digital Resources

- *FPC Guided Reading Reading Record App* for iPads®



Available through Apple's App Store®

Guide	Books	Lessons	Access
<i>Fountas & Pinnell Classroom™ Guided Reading Collection Guide</i>	Striking, original titles exclusive to <i>Fountas & Pinnell Classroom™</i> • 200 titles • 6 copies of each title	• 200 Lesson Folders	Unlimited online access to lesson resources by title

A place for everything

Your *Fountas & Pinnell Classroom™ Guided Reading Collection* stays organized and shareable in functional, durable containers. Appealing books are on display, and each bear identifying icons to make reshelving easy.

Familiarize yourself with the **at-a-glance information** on each title, which may include another guided reading title at the same level that is related by topic or theme.

Gather the **materials** needed to prepare for and present the lesson.

Choose or modify the lesson **Goals** [organized into three categories] to match the learning needs of students:

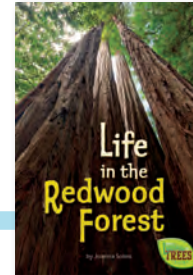
- 1) Reading
- 2) Phonics/Letter and Word Work
- 3) Writing About Reading

Summary of the book and detailed **analysis** of its characteristics.

You Will Need

- *Life in the Redwood Forest*, Level P
- Visit resources.fountasandpinnell.com to download online resources to support this lesson, including:
- Recording Form

Book *Life in the Redwood Forest*
Level P
Author Joanna Solins
Genre Nonfiction/Expository



Goals

Think about the readers and the behaviors and understandings to notice, teach for, and support at Level P in *The Fountas & Pinnell Literacy Continuum*. Select goals that match the needs of your students. The following may be appropriate.

Reading

- Search for information from graphics (photographs, map).
- Use text resources to search for information (glossary).
- Take apart new words to solve them.
- Read a variety of punctuation.

- Understand content-specific words using a glossary (*habitat, canopy, decompose*).
- Derive the meaning of a new word from context (*moisture, canopy, decompose*).
- Talk about book features (table of contents, headings, illustrations, sidebars, map).

- Infer the writer's message in the text, that all living things need water, food, and a place to live.

Word Work

- Recognize and use the prefix *un-*.

Writing About Reading

- Summarize the information in one section of the book.

Analysis of Book Characteristics *Life in the Redwood Forest*, Level P

How The Book Works This expository text explains how and why the redwood forest trees are important to the survival of diverse life forms. The book is organized into five categories and includes headings, sidebars, full-page photographs with captions, small photographs with labels, a map, bold vocabulary words, and a glossary.

Genre/Form

- Nonfiction
- Expository

Text Structure

- Book divided into sections
- Underlying structural patterns (description, cause and effect)

Content

- Content that goes beyond students' immediate experience (redwood forest)

Themes and Ideas

- Deeper meaning applicable to important human problems and social issues (environment, habitats)

Language and Literary Features

- Language used to show temporal sequence (during, then)
- Descriptive language that is important to understanding place (The damp fog gets caught in their branches as it passes through the forest.)

Sentence Complexity

- Variation in sentence length and structure
- Some sentences beginning with phrases or subordinate clauses (When the leaves decompose, they turn into soil.)

Vocabulary

- Many content-specific words, but only some explained in the text (trunks, habitat, canopy, snags)
- New vocabulary that requires strategic action to understand (climate, fungus, groves)

Words

- Verbs with inflectional endings (takes, passes, rotting)
- Adjectives with comparative endings (taller, smaller)
- Wide range of contractions

Illustrations

- A range of graphics that add information and support the readers' interpretation of the text (photographs with captions, labels, map, charts).

Book and Print Features

- Captions that provide important information
- Print placed in sidebars and graphics that provide important information
- Title, table of contents, sidebar
- Glossary
- Periods, commas, question marks, exclamation marks, quotation marks, and ellipses

Guided Reading LESSON FOLDER

Provide just enough support and information to allow readers to engage successfully with the text with these suggestions for **Introducing the Text**.

Support **English Learners** in processing the text and benefiting from the teaching with these suggestions for modifying or scaffolding instruction.

Supporting English Learners

Support students' understanding of concepts and vocabulary.

- Make sure students understand the concepts of text features, such as sidebars.
- Explain the meaning of and model saying any unfamiliar words, such as *coast, coastal, range, floor, and shelter*.

Guide teaching and propel talk with students in a responsive manner during their reading using these suggested **prompts**.

Listen, prompt, and interact with students while they **Read the Text**.

Refer to the *Prompting Guides, Part 1* and *Part 2* with these point-of-use references.



Prompting Guide, Part 1
Refer to pages 12 and 18 as needed

Supporting English Learners

Support students' vocabulary acquisition and fluency.

- Demonstrate how to take words apart to solve challenging words.
- Check that students understand the meaning of the words they solve.
- Model reading for appropriate pacing and intonation. Have students repeat.

Introducing the Text

Consider the strengths and needs of your readers and the demands of the text as you craft the introduction. The following bulleted items provide an example of one way to introduce the book. The introduction should be interactive and should allow time for students to respond (indicated by ●).

- *This nonfiction book is titled Life in the Redwood Forest by Joanna Solins. The redwoods are very tall trees. Have you ever seen trees this tall? ● What are you thinking about those trees?*
- Read aloud "Awesome Redwoods" on the back cover of the book. *How do you think Joanna Solins feels about redwood trees? ● What lets you know that?*
- Turn to pages 2 and 3. The first section is called "The Tallest Trees." On page 2, the writer calls these trees "giant." The same page includes the bold word *habitat*. Say the word *habitat* and clap it. Put your finger under it. ● You can look up bold words in the glossary. Look for *habitat* in the glossary on page 16. ● What does *habitat* mean?
- As in many nonfiction books, illustrations, photographs, and sidebars appear in this text. Look at the illustration on page 2. ● What idea does it show? ● Now, read the sidebar on page 3. ● In sidebars, writers often provide extra information that relates to the text. Here, you can learn about trees that are relatives of Coast Redwoods.
- Turn to pages 4 and 5. What does the map on page 4 show? ● What do you notice in the big photo on page 5? ● The writer tells us redwood trees use moisture from fog. What letter would you expect to see first in the word *moisture*? ● Find and read the word *moisture* on page 4.
- On pages 8 and 9, you'll read about the homes in the sky provided by redwoods. Look at the photograph on page 8. Notice the photos in the circles. Use the labels to tell what plants these pictures show. ● These plants grow on redwood trees!
- Look over page 9 and find the words in bold print. ● The first word is *canopy*. Say *canopy*. ● The second word is *decompose*. Say and clap *decompose*. The writer defines these words on the page, so pay careful attention as you read the words and sentences around them. Where else could you find definitions of these words?
- Now, return to the beginning and read *Life in the Redwood Forest*. As you read, think about the importance of the redwood forests to other forms of life.

Reading the Text

Students will be reading silently, but you may want to sample the oral reading of a particular student or students.

- Tell students that they need to read the punctuation as they read aloud. *Change your voice when you see the marks on the page.* Model reading aloud a page of the text. Then, prompt for reflecting punctuation with the voice with *Make your voice read the punctuation*.
- Prompt for taking apart new words to solve them. For example: *Look for a part that can help. Where can you break it?* Reinforce with language such as *You looked at the parts*.

Guide students to a deeper understanding of the text during **Discussing and Revisiting the Text** using these suggested prompts.

Discussing and Revisiting the Text

Engage all group members in sharing their responses to the book. Encourage them to listen and respond to each other's thinking during the discussion.

- Invite students to share their thinking about *Life in the Redwood Forest*.
- To encourage discussion, you may want to select from the following questions/prompts or refer to *Prompting Guide, Part 2*:
 - Talk about any new or surprising information you found in this book.
 - Reread pages 12 and 13. Do you think the title of this section fits? Talk about that.
 - The writer uses words that show how she feels about redwood trees. What clues in the text on page 14 tell you how she feels? What does the author want her readers to know?
 - The writer says that the largest remaining groves of ancient redwoods are protected in special parks. Talk about why these trees should be protected.
 - We've said this book is nonfiction. What makes it nonfiction?
- Continue the discussion, guiding students toward the key understandings and the main messages of the text. Some key understandings students may express:

Thinking *Within* the Text

- Redwoods are giant trees that are found naturally along the west coast of the United States and are now planted in other countries.
- Redwoods provide moisture, food, and shelter for animals and other plants.
- Even in death, redwood trees provide homes and food for living redwoods and other plants and animals.
- Redwood forests are protected in special parks, such as Redwood National Park.

Thinking *Beyond* the Text

- ◆ Redwood forests form the basis of a complex habitat.
- ◆ All living things need food, water, and a place to live.
- ◆ Redwood forests are interesting and amazing places.
- ◆ Living things depend on other living things for survival.

Thinking *About* the Text

- The writer organizes this text categorically, using headings and supporting details.
- The photographs and other text features support and extend meaning.
- The writer uses text features such as sidebars and diagrams to make information easily accessible.
- The glossary clarifies meaning of scientific terms.

MESSAGES Some living things can become habitats that help other forms of life survive. Just like humans, other living things need water, food, and a place to live.

Convey the **main** or **"big idea"** of the text.



Prompting Guide, Part 2
Refer to pages 21–22, 35, and 39–41 as needed

Supporting English Learners

Support students' discussion of text.

- Help students by providing an oral sentence frame to tell new information, such as *I did not know that ___*.
- Have students use illustrations or photos to support their ideas.

Life in the Redwood Forest
Level P

Strong reinforcement of the **Systems of Strategic Actions**—the cognitive actions readers employ while processing texts.

Teaching Point

Select a teaching point that will be most helpful to your group of readers. If it's appropriate, use the suggestion below, which supports thinking within the text.

Searching for and Using Information: Nonfiction Features and Tools

- *Nonfiction books often have special features to make information easy to find and understand.* Life in the Redwood Forest begins with a table of contents that helps readers find information quickly and easily. Look at the table of contents. ● Where would you look in the book if you wanted to learn about animals that make their homes in redwood trees?
- *Some other features add information and make ideas clear.* Look at the map on page 4. ● What idea does this explain?
- *The glossary also supports understanding.* Have students select a bold word and guide them in using the glossary to clarify meaning.
- Have students identify other text features, such as captions and labels, and their purposes.



Prompting Guide, Part 1
Refer to page 7 as needed



Prompting Guide, Part 2
Refer to pages 9–10 as needed

Respond to individual students after the reading (based on observations during the reading of the text) with these powerful **Teaching Points**.

Life in the Redwood Forest
Level P

Help students develop flexible word-solving skills and automaticity in decoding and processing text with hands-on **Phonics/Letter and Word Work**.

Supporting English Learners

Support students' word work.

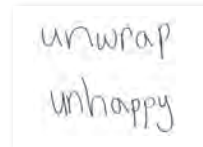
- Say the following sentences: *I pack my suitcase before a trip. I unpack my suitcase after a trip.* Have students repeat each sentence.
- Use simple sentences for the following words: *wrap, unwrap, happy, unhappy.* Have students repeat.

Word Work

Help the readers become more flexible with the prefix *un-*.

Recognize and Take Apart Words with the Prefix *un-*

- Write the following words on the whiteboard: *unkind, unpack, unhappy, unwrap.* What do you notice about these words? • A prefix, or beginning word part, can change the meaning of a word. The prefix *un-* means "not."
- Let's read the first word. Run your finger under the word *unkind* and read it with students. Then, cover the prefix *un-*. What is the base word? • What does *kind* mean? • Uncover *un-*. What does *unkind* mean?
- Look at the next word and read it with me. Repeat the procedure with the remaining words.



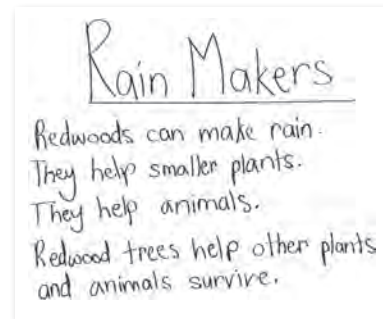
Writing About Reading (optional) suggestions include shared, interactive, or independent writing activities. Encourage students to record their thinking in the *Reader's Notebook* when a text evokes interest and conversation.

Writing About Reading (Optional)

If you choose to have the students write about what they have read, the following is an option.

Independent Writing: Summarizing

- To help the students practice summarizing the main idea in a nonfiction book, start by having them choose a section to write about.
- After you've chosen a section, write the heading on a new page in the *Reader's Notebook*. Below the heading, write the important information from the section. Then summarize the information in a sentence or two.
- Have volunteers read their summary sentences aloud.



Assess and observe students' learning during Guided Reading using specific goals, behaviors and understandings from *The Literacy Continuum*.

Assessment

Refer to the goals stated on page 1 of this lesson guide and make notes of behavioral evidence, demonstrating that these goals were achieved.

- Refer to Level P in *The Fountas & Pinnell Literacy Continuum* and note the behaviors and understandings the readers in the group control or need to control. Make notes about what the readers learned how to do and what they need to learn how to do next.
- Use the Recording Form to take a reading record and assess an individual's processing on yesterday's new book. You may want to select a student before or after the lesson, or at some other point in the day, to code the record. After coding the reading, select an immediate teaching point that would be helpful to the particular reader.

GR0231



You Will Need

- *Rabbit, Rabbit*, Level O

Visit resources.fountasandpinnell.com to download online resources to support this lesson, including:

- Recording Form

Book *Rabbit, Rabbit*
Level O
Author Shannon Passe
Illustrator Mark Beech
Genre Fiction/Fantasy



Goals

Think about the readers and the behaviors and understandings to notice, teach for, and support at Level O in *The Fountas & Pinnell Literacy Continuum*. Select goals that match the needs of your students. The following may be appropriate.

Reading

- Use chronological order within multiple episodes to search for and use information.
- Use multiple sources of information to self-monitor and self-correct.
- Notice punctuation and reflect it with the voice.
- Stress words that are in bold, italics, or varied fonts.
- Understand and acquire content-specific words that require the use of strategic action.
- Infer character traits, feelings, and motivations.
- Infer character development from evidence in behavior as well as reasons for change.
- Infer the message of the text, that adventure can be enjoyable.
- Understand and describe characteristics of a fiction genre (fantasy).

Word Work

- Identify syllables in words with three syllables.

Writing About Reading

- Show when a character changes and infer reasons related to events of the plot.

Analysis of Book Characteristics *Rabbit, Rabbit*, Level O

How The Book Works This third-person narrative presents a fantastical series of events that start when the main character forgets to say *rabbit, rabbit* for good luck, and bad things happen. But by the end, her perspective of “bad” has changed, and she has learned to appreciate “adventures.”

Genre/Form

- Fiction
- Fantasy

Text Structure

- Narrative text with straightforward structure (beginning, series of episodes, and ending)

Content

- A balance of familiar and new content (librarian, pirates, balloonists)

Themes and Ideas

- Light, humorous story
- Abstract themes that require inferential thinking (superstition, adventure)

Language and Literary Features

- Plot that includes multiple episodes
- Multidimensional character
- Character that develops as a result of events of the plot
- Character revealed over a series of events

- Language that creates suspense (And then . . .)

Sentence Complexity

- Variation in sentence length and structure
- Sentences with multiple adjectives, adverbs, and prepositional phrases (It was deeper than it was wide, so deep, it seemed as if she fell for days.)
- Many sentences beginning with phrases or subordinate clauses (But on March first, when Miss Fiske woke up, the first thing she said was . . .)

Vocabulary

- Some words that appear in the vocabulary of mature language users (unfortunately, scrambled, plunged)
- Content-specific words (avast, galley, chowder)
- Many adjectives that describe people, places, or things (enormous, burned, tidy)
- Many common connectives (but, so, and)

Words

- Many multisyllable words (handkerchief, direction, fascinating)
- Wide range of contractions and possessives (great-grandfather's, earth's, you'll, I've)
- Base words with affixes (muddy, unfortunately, gently)

Illustrations

- Illustrations that enhance and extend meaning in the text

Book and Print Features

- Sentences beginning where previous sentence ends
- Italics for words used as words (*rabbit, rabbit*)
- Large font to show loudness
- Ellipses for pauses and unfinished sentences
- Capital letters for emphasis (GIGANTIC)
- Periods, commas, question marks, exclamation marks, quotation marks, hyphen, and ellipses

Supporting English Learners

Support students' understanding of concepts and vocabulary.

- Check students' understanding of the concept of superstition.
- Help students understand vocabulary that may be unfamiliar, such as *umbrella*, *handkerchief*, *pirate*, and *jellyfish chowder*. Use pictures to discuss each word.



Prompting Guide, Part 1
Refer to pages 9, 17, and 19 as needed

Supporting English Learners

Monitor students' understanding of vocabulary as they read independently.

- Give students several opportunities to echo-read sentences with unfamiliar words or phrases, such as *avast* and *walk the plank*.
- Help students listen to themselves as they read contractions, such as *couldn't*, *didn't*, *we've*, and *that's*.

Introducing the Text

Consider the strengths and needs of your readers and the demands of the text as you craft the introduction. The following bulleted items provide an example of one way to introduce the book. The introduction should be interactive and should allow time for students to respond [indicated by ●].

- *Do you like adventure stories? Take a look at the cover of Rabbit, Rabbit by Shannon Passe. That's Miss Fiske, a quiet librarian. What are you thinking?*
- *Turn to pages 2 and 3. What does the picture of a calendar on page 2 tell you? ● The date is March 1. Miss Fiske says rabbit, rabbit on the first day of every month to make good things happen. But this month, she woke up and said, "What is that awful noise?" ● What are you thinking?*
- *Point to the fifth paragraph. ● What do you notice about what she said? ● The words are big and then they get smaller and smaller. Why do you think the writer does this? ● It shows she said the first rabbit loudly, and each one after that in a softer voice. Model reading the sentence for students, and have them echo-read.*
- *Turn to pages 4 and 5 and look at the first paragraph. ● What do you notice? ● The word gigantic is in all capital letters. The writer wants to stress just how big the umbrella is.*
- *Look at the last line on page 4. ● The sentence ends with dots, or an ellipsis. The ellipsis tells you to pause, and it makes you curious about what happened next.*
- *Turn the page to see what happened. ● Miss Fiske fell into an enormous hole that took her to the bottom of the deep blue sea. Then, she opened her eyes, swam to the surface, and stared in the face of a . . . Look at the last sentence. ● There's an ellipsis, and the sentence isn't finished. Does that make you wonder what's coming next and want to turn the page? ● You'll find out what Miss Fiske was staring at when you read the story.*
- *Turn to pages 10 and 11 and look at the pictures. ● Where is Miss Fiske now? ● She's on a pirate ship! The captain said, "Avast." Does that sound like something a pirate might say? It means "stop."*
- *The captain put her in the galley and told her to start cooking. Point to the word galley. Say and clap galley. ● Based on the clues that she is on a ship and she is supposed to cook, what do you think a galley is? ● A galley is the kitchen on a ship. You'll see other words about pirates and ships on these pages. Look for clues in the sentences and in the pictures.*
- *Turn back to the beginning. Read to find out what else happened to Miss Fiske when she didn't say rabbit, rabbit.*

Reading the Text

Students will be reading silently, but you may want to sample the oral reading of a particular student or students.

- To help a student with searching for and using multiple sources of information, tell him it has to make sense, sound right, and look right. It all has to fit. Prompt with *Try that again and make it sound right and look right*.
- If needed, tell the student to read the punctuation. *Change your voice when you see the marks on the page. Prompt with Make your voice read the punctuation.*

Discussing and Revisiting the Text

Engage all group members in sharing their responses to the book. Encourage them to listen and respond to each other's thinking during the discussion.

- Invite students to share their thinking about *Rabbit, Rabbit*.
- To encourage discussion, you may want to select from the following questions/prompts or refer to *Prompting Guide, Part 2*:
 - *Talk about the story. Tell the most important events. Start at the beginning. That's very important, isn't it?*
 - *Miss Fiske couldn't find her trim little umbrella and had to take her great-grandfather's gigantic umbrella instead. How was her great-grandfather's umbrella helpful? Point to examples in the story.*
 - *Miss Fiske changed from the beginning of the story to the end. Talk about how she changed. When did she start to change?*
 - *Did the end of the story surprise you? Why didn't Miss Fiske say rabbit, rabbit on the first day of April?*
 - *Do you think this story could happen in real life? What parts could not really happen? This is a special kind of fiction called fantasy.*
- Continue the discussion, guiding students toward the key understandings and the main messages of the text. Some key understandings students may express:

Thinking *Within* the Text

- Miss Fiske always said *rabbit, rabbit* at the beginning of each month to make good things happen all month, but she forgot to say it on March 1.
- Miss Fiske burned her toast, couldn't find her umbrella, and fell in a hole that landed her in the sea surrounded by sharks.
- She was captured by pirates, saved by a hot air balloon, and finally, drifted home.
- The next morning, April 1, she didn't say *rabbit, rabbit*.

Thinking *Beyond* the Text

- ◆ Miss Fiske was superstitious.
- ◆ You can't really parachute with an umbrella or fall through a hole in the street and wind up at the bottom of the sea.
- ◆ Miss Fiske normally led a quiet, ordinary life.
- ◆ At first, Miss Fiske was upset about the events. Eventually, she just enjoyed the adventures.
- ◆ Miss Fiske hoped that April would be as exciting as March.

Thinking *About* the Text

- The writer uses varied font sizes for emphasis and ellipses to create suspense.
- Vivid details bring the story to life.
- Illustrations support and extend meaning and bring humor to the text.
- Lots of the things that Miss Fiske did and experienced could not happen in real life. This book is fiction and a fantasy.

MESSAGES Enjoy what life brings you. Adventure can be more interesting than ordinary life.

Teaching Point

Select a teaching point that will be most helpful to your group of readers. If it's appropriate, use the suggestion below, which supports thinking within the text.

Maintaining Fluency: Read the Punctuation

- *When you read, notice the punctuation and reflect it with your voice. Turn to page 8. ● Listen to me read and notice how my voice changes and when I pause. Read the last paragraph with intonation. What did you notice? ● I made a short pause at the comma, and my voice went down at the period. My voice showed strong feeling when I read the exclamation mark. My voice went up when I read the question mark.*
- Read the paragraph again, sentence by sentence, and have students echo-read.
- If time permits, have partners take turns reading page 14.



Prompting Guide, Part 2
Refer to pages 23 and 43 as needed

Supporting English Learners

Support students' discussion of the book.

- Model telling about one important event.
- Provide oral sentence frames, such as *Miss Fiske's umbrella was helpful because ____.* *Miss Fiske changed by ____.*
- Explain the concept of fantasy, if necessary.



Prompting Guide, Part 1
Refer to pages 17 and 19 as needed



Prompting Guide, Part 2
Refer to pages 39 and 47 as needed

Supporting English Learners

Support students' understanding of syllables.

- Say the word *library* after you write it. Have students repeat. Clap the word and have students repeat.
- Repeat instruction with remaining words.

Supporting English Learners

Support students' language development through writing.

- Provide oral sentence frames to help students discuss what they will write, such as *At the beginning, Miss Fiske _____. At the end, she _____.*
- As students write, have them say their sentences.



Prompting Guide, Part 1
Refer to page 9 as needed

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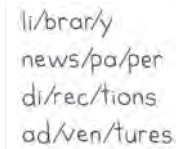


Word Work

Help the readers become more flexible with multisyllable words.

Identify Syllables in Three-Syllable Words

- Today, you will practice taking apart three-syllable words. Write the word *library* on the whiteboard and have students read it. Say and clap the word with me. • How many syllables, or parts, do you hear?
- Draw slashes to show the syllables [li/brar/y]. Point out that each syllable has a vowel sound.
- Write other three-syllable words on the board, such as *newspaper*, *directions*, *adventures*, and *discovered*. Have students take turns dividing them [news/pa/per, di/rec/tions, ad/ven/tures, dis/cov/ered].

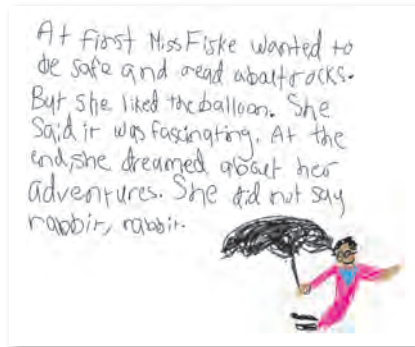


Writing About Reading (Optional)

If you choose to have the students write about what they have read, the following is an option.

Independent Writing: Character Sketch

- Help students analyze how a character changes by talking with them about how Miss Fiske reacted to each of her adventures and how her attitude changed. *What was Miss Fiske like at the beginning of the story? • How was she different at the end? • Talk about when she changed. You can use the book to show examples.*
- In the Reader's Notebook, write about how Miss Fiske's adventures changed her. Tell what she was like at the beginning, when she changed, and how she was different at the end. Use details from the story to support your ideas.
- Have students illustrate and then share their completed writing if time allows.



Assessment

Refer to the goals stated on page 1 of this lesson guide and make notes of behavioral evidence, demonstrating that these goals were achieved.

- Refer to Level O in *The Fountas & Pinnell Literacy Continuum* and note the behaviors and understandings the readers in the group control or need to control. Make notes about what the readers learned how to do and what they need to learn how to do next.
- Use the Recording Form to take a reading record and assess an individual's processing on yesterday's new book. You may want to select a student before or after the lesson, or at some other point in the day, to code the record. After coding the reading, select an immediate teaching point that will be helpful to the particular reader.

CHARACTERISTICS AND BENEFITS OF BOOK CLUBS

During book clubs, students:

1. Sit in a circle on the floor or in chairs to discuss the text.
2. Learn to take turns and give their opinion.
3. Learn to listen to others and ask questions.
4. All turn to the page that is being discussed.
5. Learn to support their thinking by showing information in the book.
6. Look at the pictures.
7. Talk about how the book club went.

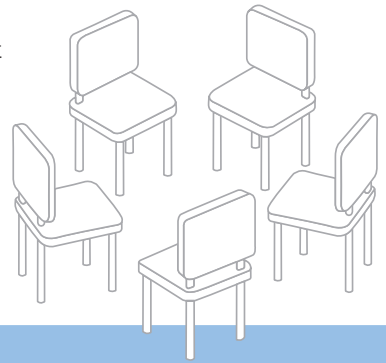


Activate student agency and connect learning with books that stir captivating discussion

Book Clubs provide an authentic opportunity for students to apply many of the literacy behaviors and understandings that they have learned through other instructional contexts: thinking within, beyond, and about a text; listening and understanding; interacting socially; engaging in extended discussions; and more. As they bring together much of their learning in this one context, students find a sense of agency. The experience of exchanging ideas with their peers and co-constructing richer understandings of texts is genuinely rewarding.

Book Clubs At A Glance

- Small-group instruction
- During book clubs, students discuss a book that they have all read or listened to
- Texts may be at or beyond students' independent reading level
- Students meet to talk about the text and share their thinking
- Instructional focus is on constructing meaning through language and print



Texts and Instruction for Book Clubs

The *Fountas & Pinnell Classroom™ Book Clubs Collection* includes 32 titles organized into eight text sets, allowing teachers to conduct book clubs approximately once per month throughout the school year. The four books in each text set will be connected by genre, theme, topic, author, or illustrator. The books will also relate to titles in other instructional contexts, such as Interactive Read-Aloud, Shared Reading, and Independent Reading, allowing students to make connections among texts throughout *Fountas & Pinnell Classroom™*. A discussion card is included for each Book Club title for teachers to support discussion with groups of readers.

Put Book Clubs into Action

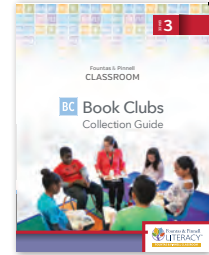
Books are sometimes related to the text sets in Interactive Read-Aloud, focusing on genres, authors, themes, or topics that are common to both instructional contexts.

USING TEXTS AMONG SEVERAL CLASSROOMS

You may be sharing your texts and the accompanying lessons with a team of fellow teachers. Consult the *Fountas & Pinnell Classroom™ System Guide*, for tips and ideas to coordinate the use of the texts/lessons across multiple classrooms.

Fountas & Pinnell Classroom™ Book Clubs Collection Guide

A brief guide that provides an overview of the components and implementation of the *FPC Book Clubs Collection*.



Book Club Books

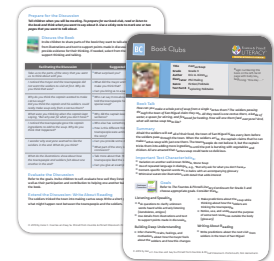
32 trade titles (6 copies of each)

Book clubs provide an authentic opportunity to bring students together for in-depth discussion of captivating trade books they have self-selected and read. Book clubs help students extend thinking, learn more about themselves as readers, and grow as thoughtful users of literacy.



Book Club Discussion Cards

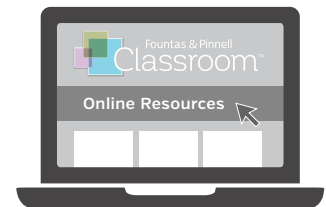
32 discussion cards provide an overview of each book feature and instructional support to utilize as teachers support groups of readers during their discussion.



FPC Book Club Online Resources

The resources needed for each book club, including:

- PDF of each discussion card
- Video Library



Guide	Books	Discussion Cards	Access
<i>Fountas & Pinnell Classroom™ Book Clubs Collection Guide</i>	Carefully curated collection of exquisite trade titles <ul style="list-style-type: none"> • 32 titles • 6 copies of each title 	• 32 Discussion Cards	Unlimited online access to lesson resources by title

GRADE 3

BC

Book Clubs



Title *Cactus Soup*
Grade Grade 3
Author Eric A. Kimmel
Illustrator Phil Huling
Genre Fiction/Folktale
Text Set 8 Exploring Folktales

Begin numbering this book on the left-hand page with body text beginning: "One day . . ."

Book Talk

How can you make a whole pot of soup from a single cactus thorn? The soldiers passing through the town of San Miguel claim they can. All they need is one cactus thorn, a kettle of water, a spoon for stirring, and firewood for heating. How will one thorn feed everyone? And, what will cactus soup taste like?

Summary

Afraid the soldiers will eat all of their food, the town of San Miguel hides every item before the soldiers pass through the town. When the soldiers arrive, the captain claims that he can make cactus soup with just one thorn. The townspeople do not believe it, but the captain tricks them into adding more ingredients until the pot is bursting with vegetables and chicken. All are amazed that cactus soup could taste so delicious.

Important Text Characteristics:

- Variation on another well-known folktale, *Stone Soup*
- Use of repeated language in dialogue, e.g., "But why ask for what you don't have?"
- Content-specific Spanish words set in italics with an accompanying glossary
- Whimsical watercolor illustrations with detail that adds interest



Goals

Refer to *The Fountas & Pinnell Literacy Continuum* for Grade 3 and choose appropriate goals. Consider these:

Listening and Speaking

- Ask questions to clarify unknown words heard while actively listening (*bandoleras*, *amigos*)
- Use details from illustrations and text to support points made in discussion

Building Deep Understanding

- Infer character traits, feelings, and motivations about how the mayor feels about the soldiers and how this changes

- Make predictions about the soup while thinking about how the soldiers are tricking the townspeople
- Notice, use, and understand the purpose of some text resources outside the body (glossary)

Writing About Reading

- Write predictions about the next visit from soldiers in the town of San Miguel

Spark students' interest and help readers decide which text they want to read with the **Book Talk**, a brief introduction (teaser of sorts) to the book.

Enhance facilitation and meaningful conversation by reading the **Summary** which provides a quick refresher of the book's plot or critical information.

Familiarize yourself with the **Important Text Characteristics**, which you may want to draw students' attention to during the discussion.

Choose or modify the teaching **Goals** (align to *The Literacy Continuum*) to match the learning needs of students.

Book Clubs DISCUSSION CARD

Prepare for the Discussion

Tell children when you will be meeting. *To prepare for our book club, read or listen to the book and think what you want to say about it. Use a sticky note to mark one or two pages that you want to talk about.*



Discuss the Book

Invite children to share parts of the book they want to talk about, using details from illustrations and text to support points made in discussion. Have them provide evidence for their thinking. If needed, select from the following prompts to support thinking and talking.

Guide group conversation with prompts to support and extend students thinking and **Discussion**. Each prompt is open-ended to promote higher-level thinking, encourage students to share varying interpretations and develop content knowledge from informational texts rather than simply replying with right-or-wrong responses.

Facilitating the Discussion	Suggested Prompts
<i>Take us to the parts of the story that you want us to think about with you.</i>	<ul style="list-style-type: none"> What surprised you?
<i>I noticed the mayor and the townspeople did not want the soldiers to visit at first. Why do you think that was?</i>	<ul style="list-style-type: none"> What did the mayor and the townspeople do to make you think that? Can you bring us to a page that shows that?
<i>Why do you think the captain wanted to make cactus soup? Did you think the captain and his soldiers could really make soup only from a cactus thorn?</i>	<ul style="list-style-type: none"> Who can say more about why the captain told the townspeople he could make this special soup?
<i>What were you thinking when the captain kept saying, "But why ask for what you don't have?"</i>	<ul style="list-style-type: none"> Why did the captain keep repeating that sentence?
<i>I noticed the townspeople gave the captain ingredients to add to the soup. Why do you think that happened?</i>	<ul style="list-style-type: none"> Who else has something to add? How is this different from how the mayor and townspeople were acting in the beginning of the story?
<i>I wonder why everyone seemed to like the soldiers in the end. What do you think?</i>	<ul style="list-style-type: none"> Can you provide some details? What part of the story led you to that conclusion?
<i>What do the illustrations show about how the townspeople and soldiers felt about one another in the end?</i>	<ul style="list-style-type: none"> Talk more about that. How do you know the townspeople liked the soldiers? Can you give an example that shows that?

Propel student agency by encouraging groups to **Evaluate the Discussion** and brainstorm enhancements to future book clubs.

Encourage students to expand and **Extend** their thinking about the book through writing in the *Reader's Notebook*.

Evaluate the Discussion

Refer to the goals. Invite children to self-evaluate how well they listened to each other, as well as their participation and contribution to helping one another building understanding of the book.

Extend the Discussion: Write About Reading

The soldiers tricked the town into making cactus soup. Write a short paragraph predicting what might happen next between the townspeople and the soldiers.

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BENEFITS OF INDEPENDENT READING

Through independent reading, students can:

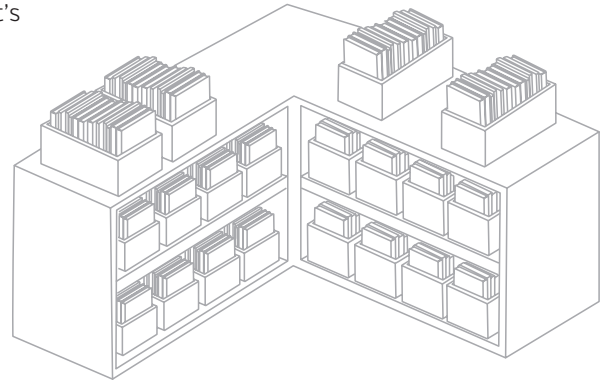
- Learn to exercise choice in selecting texts.
- Learn about themselves as readers.
- Gain “mileage” as readers.
- Engage in fluent reading daily.
- Develop the habit of spending time reading.
- Develop their own preferences for books, genres, and authors.
- Connect to the lives of others and their world.
- Engage in meaningful conversation.
- Become part of a community of readers.

Promote lifelong reading habits with books that are worthy of student CHOICE

Independent Reading offers students the chance to read, enjoy, and interact with books that they choose in order to gain “mileage” as readers. These collections were curated to provide high-quality trade books that help students explore their interests, flourish as readers, and develop the ability to independently read increasingly challenging texts.

Independent Reading At A Glance

- Independent learning
- During independent reading, students read books of their choosing. Minilessons, brief conferences, and opportunities to share ideas support students' learning
- Texts are generally at a student's independent reading level
- Students share their thinking through discussion and writing
- Teaching occurs in brief conferences that support students' thinking.



Texts and Instruction for Independent Reading

The *Fountas & Pinnell Classroom™ Independent Reading Collection* includes 200 trade titles that can be used to begin, or augment, your classroom library. Each book has been carefully selected to ensure that the collection is appropriate and engaging for third graders, and represents a diverse range of experiences and cultures. The collection includes a conferring card for each independent reading book. Through individual conferences, teachers can observe and extend students' understanding of the text as well as support their thinking.



Put Independent Reading into Action

There is no sequence of books for Independent Reading, as students select books based on CHOICE and individual interests.

GET TO KNOW STUDENTS' READING INTERESTS

During the first weeks of school, conduct reading interviews to learn about students' reading attitudes, habits, and interests. Their responses will help you support genuine student choice.

Fountas & Pinnell Classroom™ Independent Reading Collection Guide

A brief guide that provides an overview of the components and implementation of the *FPC Independent Reading Collection*.

Independent Reading Books

200 trade titles (1 copy of each)

A carefully curated collection of authentic children's literature that provides the opportunity for students to develop tastes as readers and to read a large number of self-selected books independently.

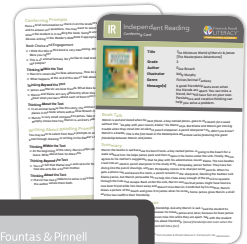
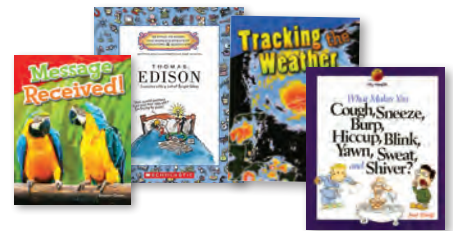
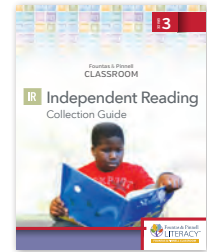
Independent Reading Conferring Cards

200 conferring cards to make specific teaching points in brief conversations that lead individual readers forward.

FPC Independent Reading Online Resources

The resources needed for each independent reading conference, including:

- PDFs of each conferring card
- Video Library



Guide	Books	Conferring Cards	Access
<i>Fountas & Pinnell Classroom™ Independent Reading Collection Guide</i>	Carefully curated collection of exquisite trade titles • 200 titles	• 200 Conferring Cards	Unlimited online access to resources by title

COMPANION RESOURCES ALSO AVAILABLE

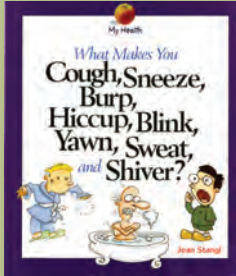
The *Reader's Notebook* is a tool for reflection and a way for students to share and explain personal reactions, questions, and interpretations of the books they read. See page 61 for more detail.

Continue to grow your classroom library with titles from *Fountas & Pinnell SELECT*. See fountasandpinnell.com for details.



GRADE 3

IR

Independent Reading
Conferring Card

Title	<i>What Makes You Cough, Sneeze, Burp, Hiccup, Blink, Yawn, Sweat, and Shiver?</i> [My Health]
Grade	3
Author	Jean Stangl
Photographers	Various
Genre	Nonfiction/Expository
Message(s)	It is interesting to understand the involuntary reflex actions of our bodies. It is helpful to know how our bodies work to keep us healthy.

Familiarize yourself with the at-a-glance information on each title as well as the **Message(s)** to reinforce or convey the main or “big ideas” of the text.

Book Talk

Have you ever tried to stop yourself from sneezing? Or hiccupping? Or blinking? Why do our bodies do things that we can't always control? This book explains why we sneeze, hiccup, blink—and more—and how these things help our bodies keep us healthy. So if you are curious about how your body works, this book is for you!

Summary

This informative book about involuntary reflex actions is well-illustrated with photographs, annotated diagrams, and cartoons. Also included in the book are a table of contents, a glossary, a list of reference books and websites, and an index. Chapters with clear titles have fun features, such as colorful blocks with additional facts (such as why covering our coughs should be followed by washing our hands or why we should drink more water after sweating heavily) or suggested activities (such as trying to control the involuntary blinking reflex). New terms in boldface text are defined in the glossary. The annotated diagrams explain ideas like digestion, sweating, and hiccupping. Chapters on yawning, blinking, and sweating offer information about how other animals' bodies are similar to or different from our bodies.

Focus on Book and Print Features

Talk with the student about the book features that may help him understand the complex information. On pages 18–19, if needed, point out that boldface words are also color-coded to match labels in the diagram. Choose a label, turn to the glossary (pp. 41–43), find the term, and discuss its meaning. Then note other features, such as the Contents and Index. Talk together about how these can be helpful.

Showcase the books in the classroom library with the **Book Talk** that provides a brief introduction (a teaser of sorts) to the book.

Enhance conferences by reading the **Summary**, which provides a quick refresher of the book's plot or critical information.

Focus on a key characteristic of the text as you discuss the book with a reader.

Independent Reading CONFERRING CARD

Guide your conversation with readers with **Conferring Prompts** to support and extend the student's thinking.

Conferring Prompts

Have a brief conversation to check in on the student's enjoyment and understanding of the book, and to answer any questions. You may want to select from the following prompts depending on where the student is in reading the book. Sample and support the student's oral reading and discuss writing in the *Reader's Notebook* if appropriate.

Book Choice and Engagement

- This is a book about several things our bodies do. How did the title catch your interest in the book?
- Would you like to read other books about how our bodies work? Talk about what you would like to learn about next.

Thinking *Within* the Text

- Let's go to one part of the book that you found interesting. What did you learn here?
- What is one involuntary reflex that people share with some animals? Let's go to this information in the book and talk about it.

Thinking *Beyond* the Text

- Why do you think the author, Jean Stangl, includes diagrams of the body in this book about reflexes?
- Why might it be important to learn about how our bodies work? Talk about how you may be able to use what you've learned.

Thinking *About* the Text

- How does Jean Stangl organize information so you know what's most important?
- Find some of the cartoons. Let's talk about what these add to the book.

Writing About Reading Prompts

You may want to select from these prompts to engage the student in sharing responses to the book through drawing or writing in the *Reader's Notebook*.

Thinking *Within* the Text

- List the three most interesting or surprising facts you learned from this book.

Thinking *Beyond* the Text

- What do the actions in the title have in common? Write some sentences about this.

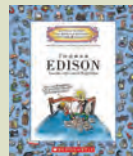
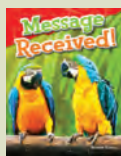
Thinking *About* the Text

- Choose one photograph or other illustration and write about what it shows.

Encourage students to expand their thinking about the book through writing or drawing. Choose or modify a **Writing About Reading Prompt** that would best support and extend a student's understanding of the text.

Point students to similar books in the classroom library and encourage **more independent reading**.

The student might also enjoy these books about science found in the Independent Reading Collection.



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BENEFITS OF PROFESSIONAL LEARNING:

1. Energize your CLASSROOM
2. Learn in context with colleagues
3. Invoke a culture of collegiality
4. Build upon your teaching strengths
5. Introduce new expertise that will transform literacy learning
6. Reflect, recharge, and reimagine your craft

Strengthen instructional decisions with resources designed to elevate literacy expertise

Transformative professional learning underpins *Fountas & Pinnell Classroom™*—essential instructional tools, practical professional books, motivational professional development, and insightful assessment—for high-impact literacy teaching.

Professional Learning Tools At A Glance

INSTRUCTIONAL TOOLS:

- *The Fountas & Pinnell Literacy Continuum*, EXPANDED EDITION
- *Prompting Guide Part 1 for Oral Reading and Early Writing*
- *Prompting Guide Part 2 for Comprehension: Thinking, Talking, Writing*

PROFESSIONAL LEARNING:

- *Guided Reading: Responsive Teaching Across the Grades*, SECOND EDITION
- Professional Development opportunities

ASSESSMENT TOOLS:

- *Benchmark Assessment System*, THIRD EDITION
- Embedded observation and assessment in each instructional context

STUDENT LEARNING TOOL:

- *Reader's Notebooks*

A Literacy System Grounded in Professional Learning

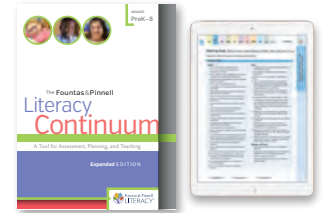
The single most important factor in students' literacy success is skillful, informed teaching. Fountas and Pinnell are committed to elevating teacher expertise through meaningful, scalable, and sustainable professional learning. Their collective work to date establishes a cohesive and coherent set of professional tools to make teaching efficient and transformative: a systematic instructional approach for getting all teachers and school leaders on the same page, with the same understandings, the same language, and the same goals. Now, *Fountas & Pinnell Classroom™* brings together decades of research to help teachers work in highly effective ways with students, learn more about literacy teaching, and engage in continuous professional growth.

Put Professional Learning Tools into Action

Fountas & Pinnell Classroom™ is designed to create a sense of community among teachers who are concerned not only about what students learn, but also about how and why they learn. A spirit of inquiry and intellectual curiosity permeates *Fountas & Pinnell Classroom™*, and the educators in the school offer a model of collaboration and continual learning.

The Fountas & Pinnell Literacy Continuum, EXPANDED EDITION

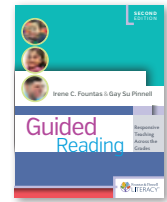
This essential tool names and categorizes literacy behaviors, understandings, and goals, and provides a way to look for specific evidence of learning from PreK through grade 8 across eight instructional contexts (continua).



Available in print and digital formats

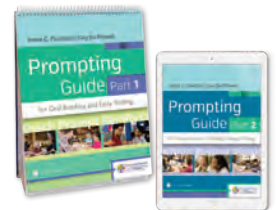
Guided Reading: Responsive Teaching Across the Grades, SECOND EDITION

Fountas & Pinnell Classroom™ operationalizes the WHAT and HOW of this critically important professional text to transform literacy teaching and learning.



Prompting Guide, Part 1 for Oral Reading and Early Writing *Prompting Guide, Part 2 for Comprehension: Thinking, Talking, Writing*

These in-the-hand teaching tools contain precise language to use when teaching, prompting for, and reinforcing effective strategic actions in reading and writing.



Available in print and digital formats

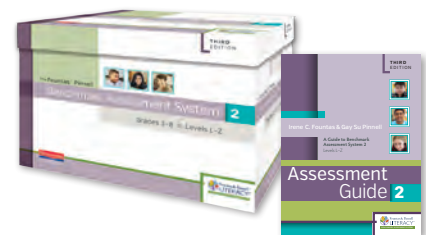
Reader's Notebooks

Designed to encourage reflection, inquiry, critical thinking, and dialogue about reading, the *Reader's Notebook* helps students account for what they read through writing and drawing as they explore and convey their understanding.



Benchmark Assessment System, THIRD EDITION

The most accurate and insightful tool to identify the instructional and independent reading levels of all students and document their progress through one-on-one formative and summative assessments.



Professional Development

With both embedded and extended opportunities for sustained, scalable professional growth of district administrators, literacy coaches, and teachers, professional learning informs and inhabits *Fountas & Pinnell Classroom™*.

RESOURCES AND OPPORTUNITIES THAT ELEVATE EXPERTISE

The following professional learning opportunities are available to further develop the teaching craft and foster a climate of collegiality and community.

INCLUDED WITH YOUR FPC PURCHASE		IRA	SR	GR	IR	PWS	FPC OVERVIEW ALL CONTEXTS	FPC YEARLONG PARTNERSHIP
EMBEDDED RESOURCES INCLUDED AS PART OF YOUR FPC PURCHASE	• Video library including Getting Started videos to support each instructional context.	●	●	●	●	●		
OPTIONAL FEE-BASED*								
ON-SITE FOUNTAS & PINNELL-TRAINED CONSULTANTS COME TO YOU	• School-based seminars designed to meet your learning needs.	●	●	●	●	●	●	●
OFF-SITE YOU COME TO THE EXPERTS	• Multi-day institute designed and delivered by Fountas and Pinnell for extensive learning.						●	
ONLINE INTERACT DIGITALLY WITH FOUNTAS & PINNELL-TRAINED CONSULTANTS	• Recorded webinar series that include chat, video demonstrations, and resources to support learning.	●	●	●		●	●	
CUSTOM TAILORED TO YOU	• Tailored to your needs.	Professional learning that responds to need and transforms practice.						

*REQUIRED RESOURCE: All participants in Fee-Based Professional Development are required to have *The Fountas & Pinnell Literacy Continuum, Expanded Edition*. Available in print or digital format.

CONTINUE THE CONVERSATION ONLINE



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Learning Group
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FountasPinnell/



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#fountasandpinnell

The Fountas & Pinnell Literacy™ Community

Become part of a learning community that shares a vision of what literacy classrooms should be. Members of the Fountas & Pinnell Literacy™ Community receive exclusive access to content and events, such as:

- **Exclusive, members-only webinars** hosted by Irene C. Fountas and Gay Su Pinnell
- **Daily Lit Bits** to sharpen your practice and spark professional conversations
- **Consultant-led Discussion Board** to build community through in-depth reflection and discussion
- **Instructional tools** from the **Resource Library** to extend your expertise
- **Study Guides** designed for deep exploration and understanding of Fountas and Pinnell professional books.



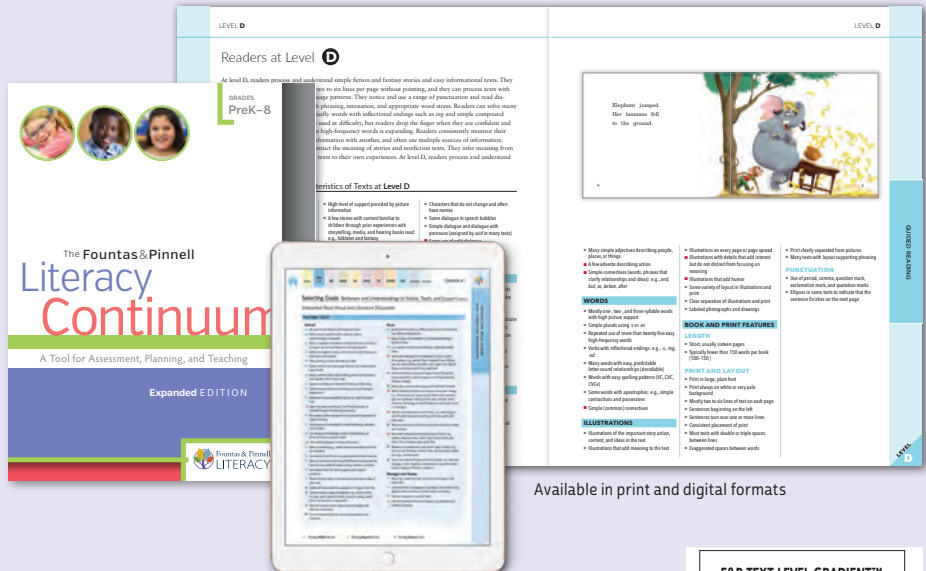
Join for **FREE** at
fountasandpinnell.com

A CLOSER LOOK

The Literacy Continuum EXPANDED EDITION

A FIRM FOUNDATION

The Fountas & Pinnell Literacy Continuum and the F&P Text Level Gradient™ are the foundations of Fountas & Pinnell Classroom™. The specific text demands, competencies, and behaviors to teach for, assess, and reinforce [at each grade and text level] inform and inhabit Fountas & Pinnell Classroom™.



Available in print and digital formats

THE ROADMAP FOR LITERACY ACQUISITION IN STUDENTS OVER TIME

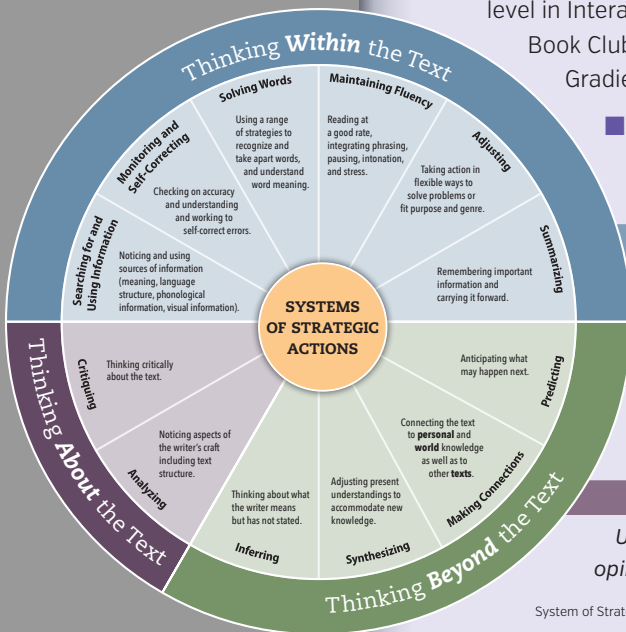
Proficient readers and writers display recognizable behaviors at every phase of literacy learning. When teachers notice, teach, and support these behaviors, they link assessment to responsive teaching. This indispensable literacy tool identifies:

- The text characteristics of books best suited for high-impact teaching in each instructional context. [By grade level in Interactive Read-Aloud, Shared Reading, and Book Clubs; and by text level on the F&P Text Level Gradient™ in Guided Reading.]

- The behaviors that demonstrate thinking and understanding within, beyond, and about a text.

F&P TEXT LEVEL GRADIENT™	
FOUNTAS & PINNELL LEVELS	GRADE-LEVEL GOALS
A	Kindergarten
B	
C	
D	
E	Grade One
F	
G	
H	
I	Grade Two
J	
K	
L	
M	Grade Three
N	
O	
P	
Q	Grade Four
R	
S	
T	
U	Grade Five
V	
W	
X	
Y	Grade Six
Z	
Z+	Grade Seven–Eight High School/Adult

The grade-level goals on the F&P Text Level Gradient™ are intended to provide general guidelines, which should be adjusted based on individual requirements and professional teacher judgement.
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THINKING WITHIN THE TEXT

Understanding the literal meaning by processing words and stated ideas

THINKING BEYOND THE TEXT

Understanding implied meanings, synthesizing information, making connections, and determining deeper meanings

THINKING ABOUT THE TEXT

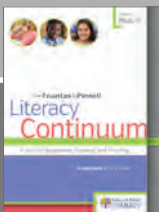
Understanding author's craft and articulating opinions about craft

System of Strategic Actions diagram © 2015 by Irene C. Fountas and Gay Su Pinnell, Portsmouth, NH: Heinemann.

A SCHOOL-WIDE COMMON LANGUAGE

When everyone in the school uses the same literacy tools/language as they move from observation to instruction, a common conversation occurs. Examining and using *The Fountas & Pinnell Literacy Continuum* together, colleagues can discuss common expectations for student achievement and all students can benefit from coherent, efficient, and responsive instruction.

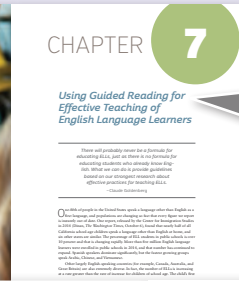
ROLE	WAYS TO USE <i>THE FOUNTAS & PINNELL LITERACY CONTINUUM</i> , EXPANDED EDITION
CLASSROOM TEACHER	<ul style="list-style-type: none"> • guide instructional planning and interactions • select texts for various purposes (interactive read-aloud, shared reading, book clubs, guided reading, and as mentor texts for writers' workshop)
INTERVENTION OR SPECIAL EDUCATION TEACHER	<ul style="list-style-type: none"> • guide instructional planning and interactions • assess the gap that students need to bridge to catch up to grade-level expectations • select texts that have the highest potential for accelerated progress • assess students' reading progress • assess the effectiveness of teaching
LITERACY COACH	<ul style="list-style-type: none"> • assess students' current reading and writing abilities • identify goals in reading and writing • make decisions about text selection and other instructional decisions • assess the impact of teaching
LIBRARIAN	<ul style="list-style-type: none"> • select a range of texts on interesting topics • recommend read-aloud books to teachers • help teachers build text sets for connected learning • assist teachers in finding books at appropriate levels for students • help students find books (without having them choose by level)
PRINCIPAL AND LEADERSHIP TEAM	<ul style="list-style-type: none"> • review the progress of individual students both in classrooms, in intervention, and in special education • assess the progress of each cohort of students • identify areas of refinement in instruction • plan for professional development for teachers



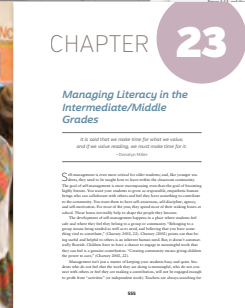
THE ESSENTIAL RESOURCE FOR THINKING TOGETHER ABOUT LITERACY DEVELOPMENT

REDEFINE YOUR LITERACY INSTRUCTION

This foundational resource examines guided reading's critical value within a systematic, multi-text approach to literacy learning, and the reflective, responsive teaching required to maximize its full potential within your classroom. Through guided reading, students learn how to engage in every facet of the reading process and apply their reading power to all literacy contexts in Fountas & Pinnell Classroom™.



Support for teaching in a diverse classroom.



Create a learning environment within which literacy and language can flourish.

about and learn from every experience you have. Luckily, opportunities to learn are much more available now even for teachers in wide-apart, rural communities. You can find virtual learning communities. We created the Fountas & Pinnell Literacy™ community (www.fountasandpinnell.com) to offer an Internet "home" for teachers, literacy leaders, and district administrators who have similar values and beliefs and are engaged in the kinds of practices we discuss here. It is a way to connect and converse with others and to select resources that elevate your expertise. Make www.fountasandpinnell.com your daily literacy retreat to reflect, recharge, research, and redefine your literacy instruction. We invite you to join the conversation and become a member today.

A Comprehensive Design

A comprehensive design offers opportunities for language and literacy learning with an underlying coherent theory of the reading and writing process. Instructional routines are built on understandings about learning and how students develop as readers, writers, and language users.

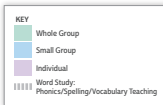


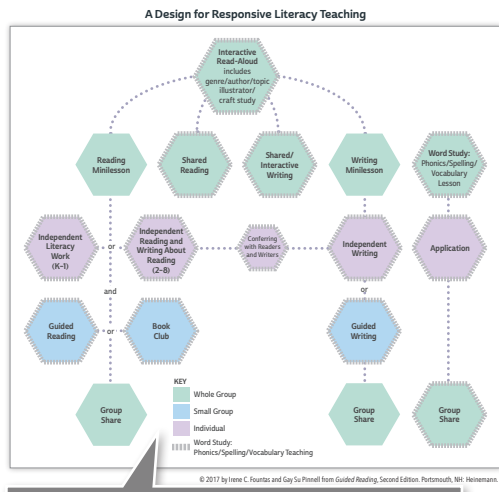
FIGURE 24-1 Key for Different Settings in a Coherent Literacy Design

Each setting is described in different parts of this book and in our other professional books. We will define them briefly here as a kind of summary. Notice the key that applies to the different settings. (See Figure 24-1.) In Figure 24-2, you see a layout of a basic coherent literacy design. This broad approach can be adapted to meet local needs. And, you will want to select where you start and collaboratively decide where you go next. There are some variations for primary and intermediate students of course, and time periods will vary (see sample schedules in Chapter 21). The middle school plan with departmentalization may incorporate a limited number of the elements. But, in general a group of teachers across the grades can share the design for instruction and students benefit from the predictability and consistency they experience.

Whole-Group Teaching

Whole-group instructional contexts are signaled by the color green. It is highly efficient in terms of your instructional time to do some things with the entire class at once. It is also helpful in building community to have several times a day when the whole group meets together to share learning. They are:

- Interactive Read-Aloud. You select a text (usually a group of texts that are connected in some way) and read-aloud to the class. Students are invited to discuss the text. Interactive read aloud includes specialized studies that focus on genre, authors, illustrators, or the craft of writing.
- Shared/Interactive Writing. You invite students to collaboratively compose a message, story, or informational text and then act as their scribe. In interactive writing you "share the pen." Students take ownership for the



In-depth exploration of responsive teaching.

THE LANGUAGE OF TEACHING

These handy flip-chart tools include precise language for teaching readers how to focus or expand their thinking through talk and writing before, during, and after reading in several instructional contexts.



Available in print and digital formats

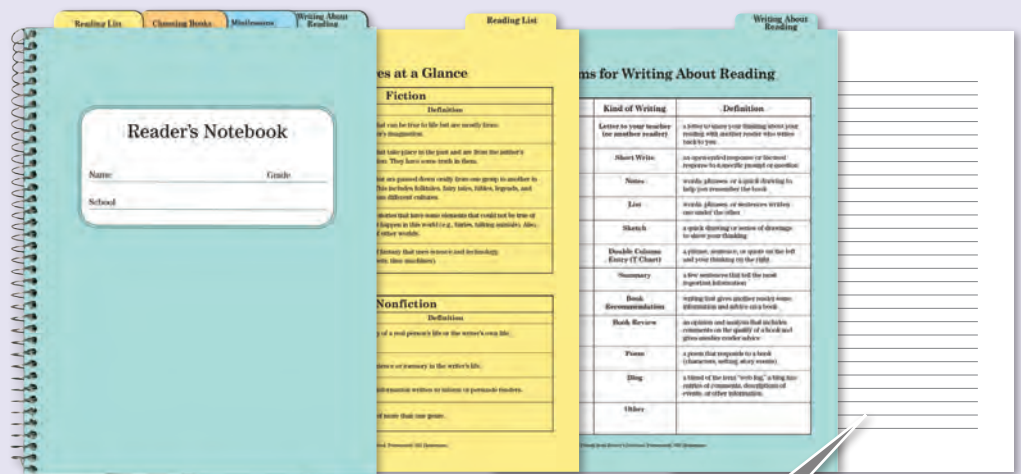


Select language to prompt students as they build their literacy processing systems.

A POWERFUL TOOL TO SUPPORT READING ALL YEAR LONG

Reader's Notebooks enable students to:

- Reflect on texts.
- Record books read.
- Reference tabbed pages to guide reflection.
- Identify reading interests.
- Engage in written dialogue with the teacher.
- Record their thinking.



A place where students can write about the books they are reading independently or hearing read aloud.

CONTEXTS FOR ASSESSMENT AND OBSERVATION IN FOUNTAS & PINNELL CLASSROOM™

Observation and assessment are essential parts of the teaching process and are integral to *Fountas & Pinnell Classroom™*.

Assessment to Inform Instruction

Assessment is pervasive in every instructional context of *Fountas & Pinnell Classroom™*. Through systematic observations and record-keeping, teachers will have a continuous flow of reliable information about students' literacy progress. The decisions teachers make based on this data is the heartbeat of responsive teaching.

Assessment At A Glance

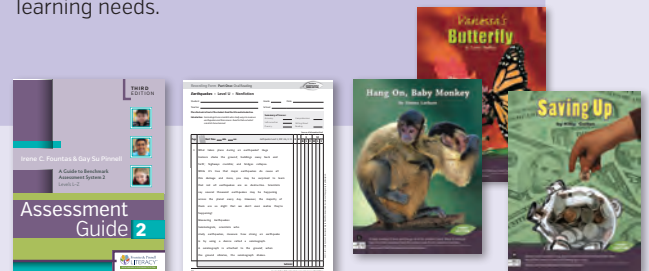
Assessment makes evidence-based, student-centered teaching possible. This information will help teachers to:

- Determine what each student can do, both independently and with teacher support
- Inform teaching decisions on an ongoing basis
- Monitor progress
- Document each student's progress over time
- Obtain information for reporting progress.




CONTINUOUS AND INTERVAL ASSESSMENT

Two types of standardized assessment are essential for documenting student progress, analyzing achievement patterns over time, and to inform effective teaching in *Fountas & Pinnell Classroom™*.

Type	Frequency	Assessment Tool
CONTINUOUS	<ul style="list-style-type: none"> • Administer at regular intervals 	<ul style="list-style-type: none"> • Use a reading record to code, analyze, and score a student's reading of the previous day's new text during guided reading.
INTERVAL	<ul style="list-style-type: none"> • Assess to inform instruction • Document progress 2-3 times per year 	<ul style="list-style-type: none"> • Use The <i>Fountas & Pinnell Benchmark Assessment System (BAS)</i> to determine text levels that will be used for instruction • Use <i>BAS Optional Assessments</i> to pinpoint specific learning needs.



Fountas & Pinnell Classroom™ provides a seamless cycle from assessment to instruction that promotes responsive teaching of every individual student in the classroom. Three situations are highly productive for continuously observing/gathering information about literacy learning: oral reading, student's talk, and writing about reading:

	WHEN TO OBSERVE	HOW TO OBSERVE	WHAT TO OBSERVE
ORAL READING 	OBSERVE DURING: <ul style="list-style-type: none"> Guided Reading Independent Reading 	<ul style="list-style-type: none"> Running/Reading Record 	<ul style="list-style-type: none"> Significant behaviors such as pauses, repetitions, errors, and self-corrections Fluency Accurate reading
STUDENT'S TALK 	OBSERVE DURING: <ul style="list-style-type: none"> Interactive Read-Aloud Shared Reading Guided Reading Independent Reading Book Clubs 	<ul style="list-style-type: none"> Observational notes 	<ul style="list-style-type: none"> Student's understanding of the text—beyond simply retelling Student's understanding of the “bigger” ideas of the text Student's ability to: summarize, infer, synthesize new information, notice aspects of the writer's craft, think critically about a text, etc.
WRITING ABOUT READING 	OBSERVE DURING: <ul style="list-style-type: none"> Guided Reading Independent Literacy Activities OBSERVE AFTER: <ul style="list-style-type: none"> Interactive Read-Aloud Shared Reading Book Clubs 	<ul style="list-style-type: none"> Reader's Notebook entries Writing samples 	<ul style="list-style-type: none"> Student's ability to: articulate understandings through writing/drawing, summarize, infer, synthesize new information, notice aspects of the writer's craft, think critically about a text, etc.

Each instructional context in Fountas & Pinnell Classroom™ is an opportunity to **observe and record evidence** of specific learning behaviors and understandings. The Interactive Read-Aloud, Shared Reading, Guided Reading, and Phonics lessons each include an assessment of the lesson goal(s). Assessments include observation, student writing, running records, and use of *The Literacy Continuum* to observe specific behaviors.

The collage shows various instructional materials from Fountas & Pinnell Classroom. It includes a 'Word Work' page with a 'Pain Makers' drawing, a 'Writing About Reading (Optional)' page with a 'Pain Makers' drawing, an 'Assessment' page, and various student work samples like 'Shared Reading' and 'Guided Reading'.



THE SCHOOLS WE ENVISION recognize every child's right to grow up literate as a member of a dynamic learning community that values the richness of linguistic, ethnic, and cultural diversity. Members of the school community are treated and treat others with empathy, kindness, and respect. Students are motivated to investigate new ideas that fuel intellectual curiosity and act as powerful agents in their own learning. Because students are fully engaged and feel a sense of joy in their own learning, they achieve a higher level of literacy. Through dynamic literacy education that exemplifies the beliefs and core values described below, students come to understand their physical, social, and emotional world and their roles as informed global citizens—hallmarks of the literate lives they can lead.

CORE VALUES

WITH MORE THAN
25 YEARS OF
LITERACY LEADERSHIP,
the extensive work of
Irene Fountas and Gay Su
Pinnell has coalesced
into Fountas & Pinnell
Literacy™—a cohesive,
systematic approach to
high-quality literacy
instruction centered on a
powerful principle:
*what we teach, we value;
and what we value,
we teach.*

To that end, Fountas & Pinnell Literacy™ is built on a set of Foundational Beliefs and Core Values that together reflect a transformative vision of what literacy education can be: a shared commitment to meaningful, effective, responsive teaching that ensures the right of every student to lead a LITERATE LIFE.

Schools are places where *students*:

- 1 Act as members of a **cohesive learning community** that sustains their **literacy growth** and **success**.
- 2 Engage in **authentic inquiry** within and beyond the classroom walls to ignite their **intellectual curiosity** and expand their knowledge of the world and of others.
- 3 **Believe in themselves** and their own ability to acquire and use language and literacy for learning and enjoyment.
- 4 **Read, think about, talk about, and write about relevant content** that engages their hearts and minds every day.
- 5 Read, think about, talk about, and write about texts that are **culturally sensitive, reflect the diversity** in our world, and **vary in genre, content, and perspective**.

Schools are places where *literacy educators*:

- 6 Implement a **coherent set of evidence-based instructional practices** in whole-class, small-group, and individual contexts.
- 7 Make expert **instructional decisions** based on evidence gained from **systematic observation** and ongoing **assessment** data.
- 8 Work as a **team** to take **collective responsibility** for the high achievement of each student in a widely diverse population.
- 9 Act as members of a community with a **common vision, common goals, common language**, and a strong belief that their work can **transform children's lives through literacy**.
- 10 Demonstrate an **unwavering commitment** to their own **professional learning** and to supporting the learning of their colleagues and team members.



For current pricing and order information:
Phone 800.225.5800 • Fax 877.231.6980 • fountasandpinnell.com



Houghton Mifflin Harcourt.

