

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



Fountas & Pinnell



Classroom™

AN INTRODUCTION TO
THE **FUTURE** OF LITERACY EDUCATION

GRADE 2



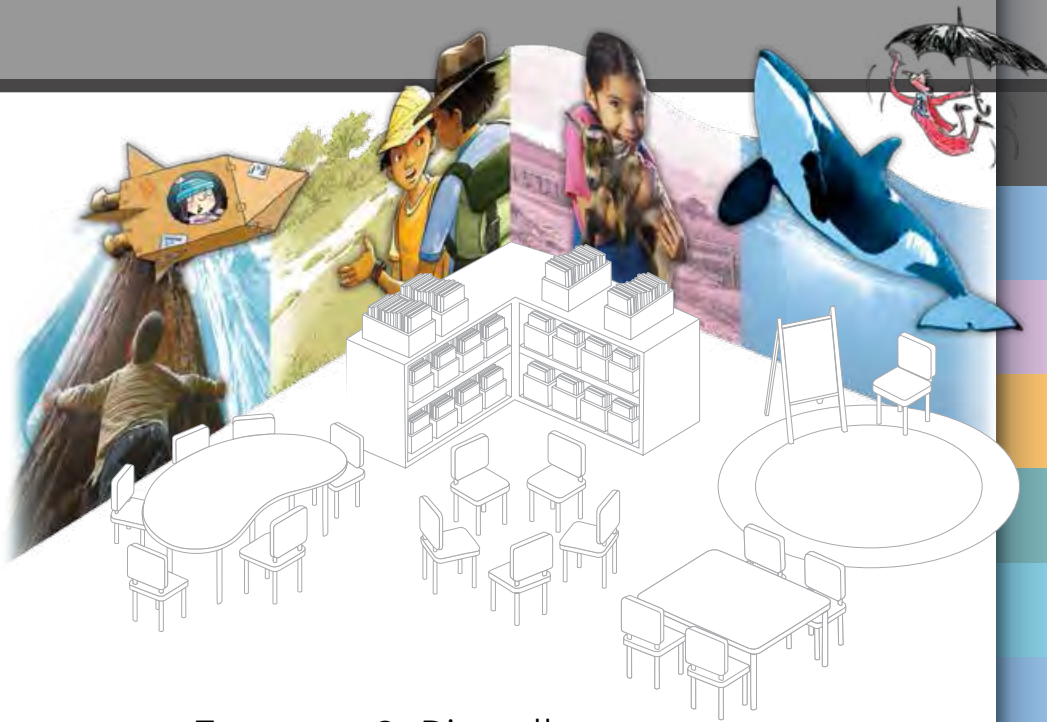
Reflect
Reimagine
Redefine

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™.



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.

CONTENTS

Welcome to Fountas & Pinnell Classroom™	2
Interactive Read-Aloud	11
Shared Reading	17
Phonics, Spelling, and Word Study	27
Reading Minilessons	33
Guided Reading	39
Book Clubs	49
Independent Reading	53
Professional Learning Tools and Assessment	57

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 honors responsive teaching using an inquiry-rich, multi-text approach.

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.

2 RESPONSIVE TEACHING

The moment-to-moment instructional decisions that teachers make, based on their observations and analysis of student's 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.

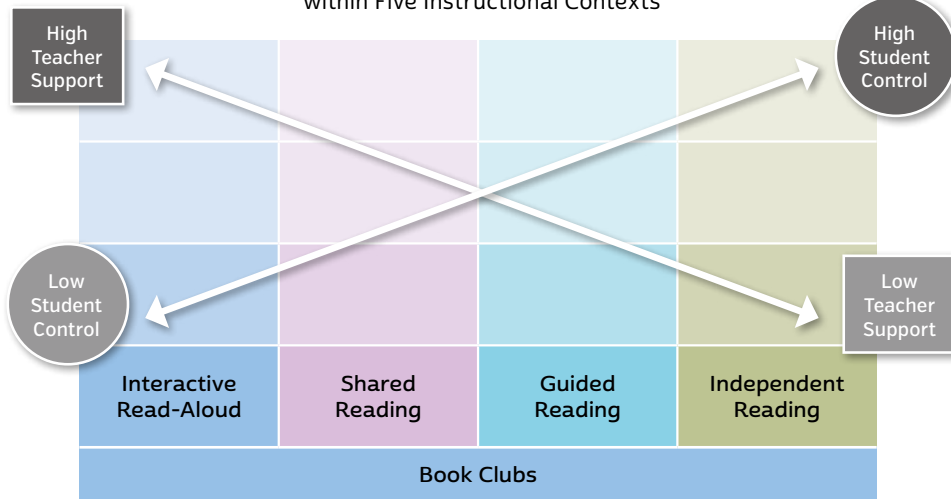
3 MULTI-TEXT APPROACH

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



Fountas & Pinnell
Classroom™

4 STUDENT INQUIRY

Children are curious. *Fountas & Pinnell Classroom™* allows children's curiosity to propel authentic learning and discovery. As children 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 children 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.

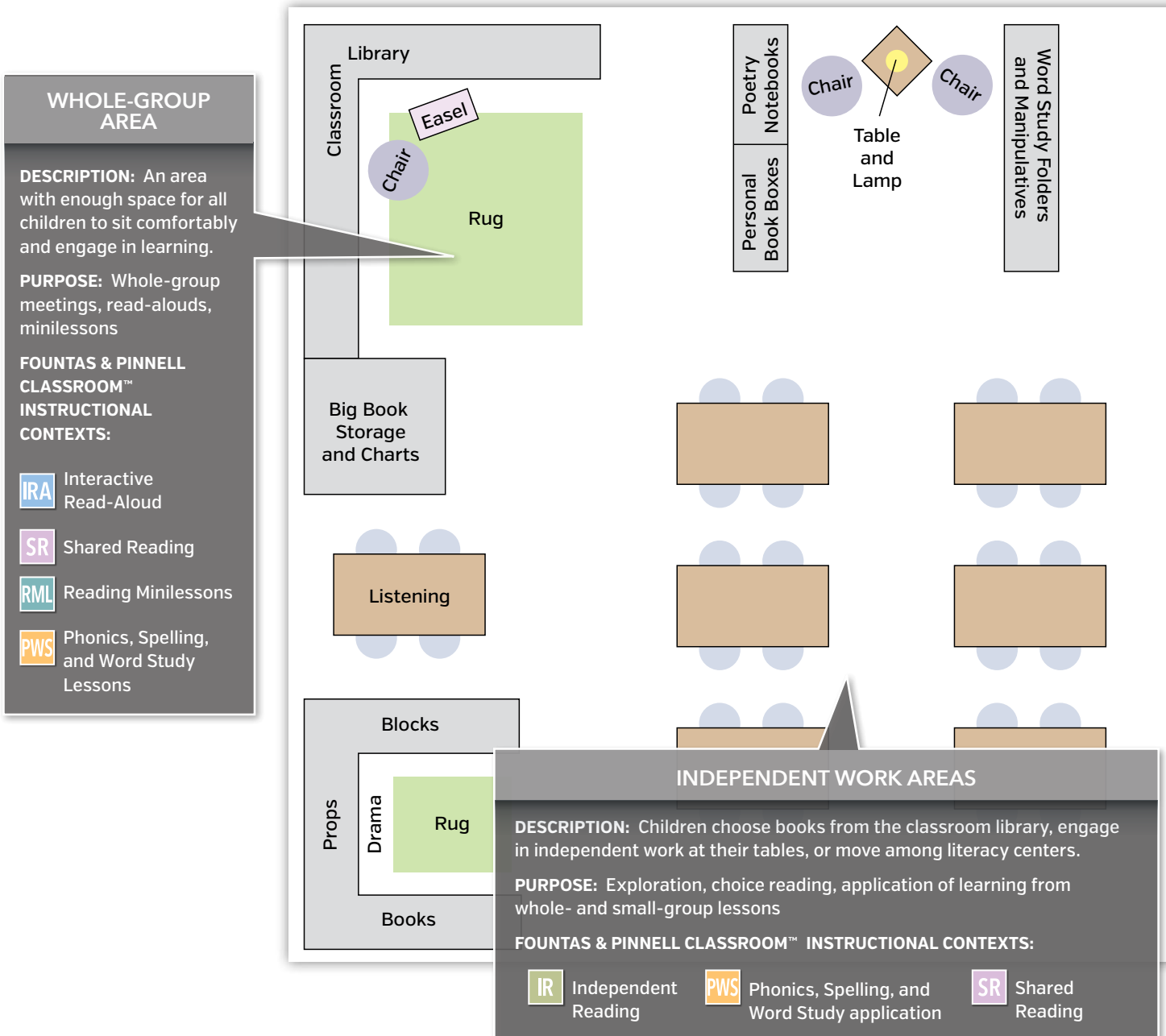
6 TEACHER EXPERTISE

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
CHANGE THE
LANDSCAPE OF
LITERACY
EDUCATION**

Organizing Your Fountas & Pinnell Classroom™

Learning deepens when students read, and think, talk, 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 children’s learning and high-impact teaching increases the efficiency and effectiveness of instruction.



SMALL-GROUP AREA

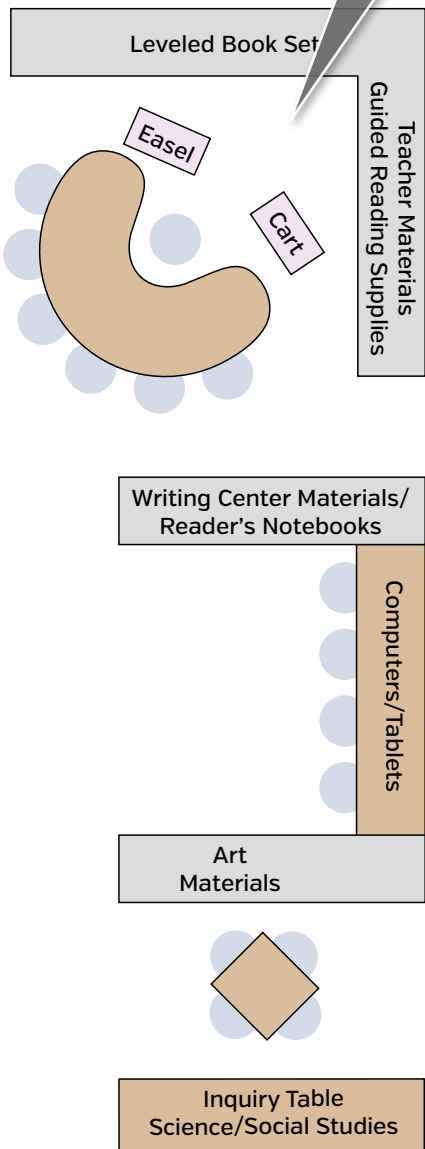
DESCRIPTION: A quiet area of the classroom containing a round or horseshoe table situated for monitoring the rest of the class.

PURPOSE: Small-group reading instruction

FOUNTAS & PINNELL CLASSROOM™ INSTRUCTIONAL CONTEXTS:

GR Guided Reading

BC Book Clubs



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.



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 student texts, 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 Lessons

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
- Facilitator 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.

- 150 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

DESIGNED TO
CHANGE THE
LANDSCAPE OF
LITERACY
EDUCATION

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

	Pre-Kindergarten	Kindergarten
 GUIDED READING GR		<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
INTERACTIVE READ-ALOUD IRA	<ul style="list-style-type: none"> 2 120 trade titles 2 120 Lesson Folders 	<ul style="list-style-type: none"> 1 120 trade titles 1 120 Lesson Folders
READING MINILESSONS RML		<ul style="list-style-type: none"> 2 The Reading Minilessons Book, Kindergarten [contains 150 reading minilessons]
SHARED READING SR	<ul style="list-style-type: none"> 1 30 original titles [Big books and accompanying 6-copy small book sets] 1 30 Lesson Folders 2 Shared Poetry Charts, PreK 	<ul style="list-style-type: none"> 1 65 original titles [Big books and accompanying 6-copy small book sets] 1 65 Lesson Folders 2 Shared Poetry Charts, Kindergarten
PHONICS, SPELLING, WORD STUDY PWS		<ul style="list-style-type: none"> 1 Fountas & Pinnell Phonics, Spelling, and Word Study System, Kindergarten
INDEPENDENT READING IR		<ul style="list-style-type: none"> 1 150 trade titles 1 150 Conferring Cards
BOOK CLUBS BC		<ul style="list-style-type: none"> 2 32 trade titles [6 copies each] 2 32 Facilitator Cards
PROFESSIONAL LEARNING TOOLS PLT	<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

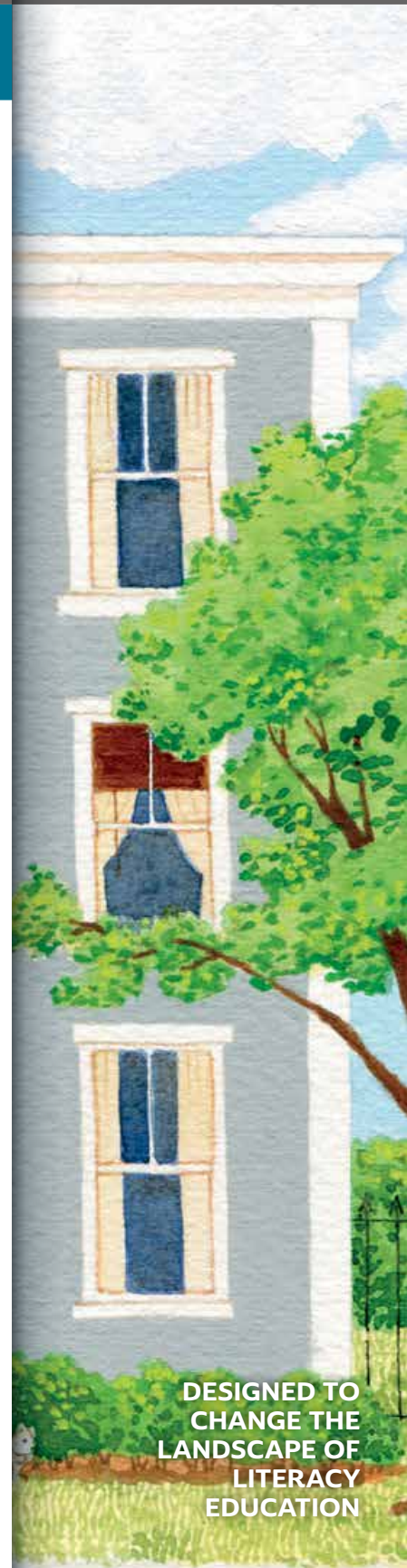
● AVAILABLE 1 RELEASE • October 2017 2 RELEASE • October 2018

WHEN IMPLEMENTATION TIMELINE

HOW

	Grade 1	Grade 2
	<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 	<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
	<ul style="list-style-type: none"> 1 120 trade titles 1 120 Lesson Folders 	<ul style="list-style-type: none"> 1 120 trade titles 1 120 Lesson Folders
	<ul style="list-style-type: none"> 2 The Reading Minilessons Book, Grade 1 [contains 150 reading minilessons] 	<ul style="list-style-type: none"> 2 The Reading Minilessons Book, Grade 2 [contains 150 reading minilessons]
	<ul style="list-style-type: none"> 1 65 original titles [Big books and accompanying 6-copy small book sets] 1 65 Lesson Folders 2 Shared Poetry Charts, Grade 1 	<ul style="list-style-type: none"> 1 30 original titles [Big books and accompanying 6-copy small book sets] 1 30 Lesson Folders 2 Shared Poetry Charts, Grade 2
	<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"> 1 150 trade titles 1 150 Conferring Cards 	<ul style="list-style-type: none"> 1 150 trade titles 1 150 Conferring Cards
	<ul style="list-style-type: none"> 2 32 trade titles [6 copies each] 2 32 Facilitator Cards 	<ul style="list-style-type: none"> 2 32 trade titles [6 copies each] 2 32 Facilitator Cards
	<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, Grade 1 	<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, Grade 2

Visit www.pearson.com.au for the grades 3-6 implementation timeline. Pre-publication data subject to change.



**DESIGNED TO
CHANGE THE
LANDSCAPE OF
LITERACY
EDUCATION**

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>. 	15
SHARED READING	 <ul style="list-style-type: none"> Teacher engages students in shared reading using enlarged print books and shared poetry charts and often leads to shared/interactive writing. 	10
PHONICS, SPELLING, AND WORD STUDY LESSON	 <ul style="list-style-type: none"> Teacher provides an explicit, inquiry-based lesson on a phonics principle that children can apply to reading and writing. 	10
BREAK		
READING MINILESSON	 <ul style="list-style-type: none"> Teacher provides an explicit minilesson for children to apply to their independent reading and writing about reading/drawing. 	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> <p>OR engage in four tasks:</p> <ol style="list-style-type: none"> Read a choice book Write about reading Work on words [application from Phonics lesson] Work on projects 	
GROUP SHARE	<ul style="list-style-type: none"> Gather students together to reflect on and share learning. 	10
BREAK		
WRITERS' WORKSHOP	<ul style="list-style-type: none"> Teacher provides an explicit minilesson and then supports individual students as they work on their own 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 2 classroom.		TOTAL: 3 HOURS

© 2018 Irene C. Fountas and Gay Su Pinnell from *Fountas & Pinnell Classroom*. Portsmouth, NH: Heinemann.

BENEFITS OF INTERACTIVE READ-ALOUD

Through interactive read-aloud children can:

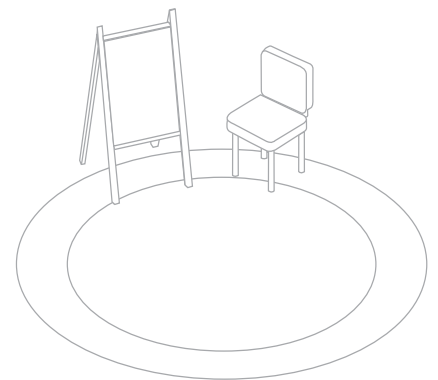
- Connect to the lives of others and their world.
- Build and develop ideas as a community.
- Engage in meaningful conversation.
- Deepen comprehension.
- Expand knowledge and vocabulary through listening and talking.
- Be exposed to complex language patterns.
- Make connections between texts.
- Study 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 children's 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 children, occasionally pausing for conversation
- Texts are organized into text sets for highly intentional teaching
- Texts are beyond the instructional reading level of most children
- Children are listening to the text and viewing the illustrations
- Text-based discussion helps children construct meaning
- Children 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.

LAST STOP ON MARKET STREET





RESOURCES

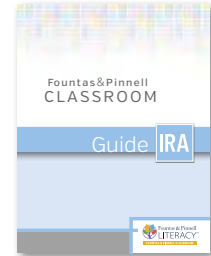
Put Interactive Read-Aloud into Action

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

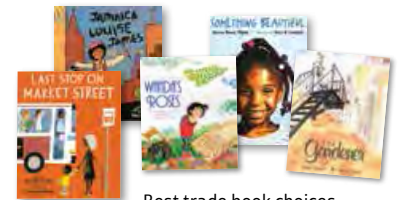
A brief guide that provides an overview of the components and implementation of the *FPC Interactive Read-Aloud* collection.



Interactive Read-Aloud Books

120 trade titles, 1 copy of each

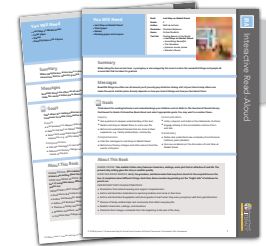
This carefully curated collection of the very best age- and grade-appropriate trade books is at the heart of literacy instruction in your classroom. Designed to nurture students' ability to construct meaning in an interactive, talk-rich context, the interactive read-aloud books are organized into text 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

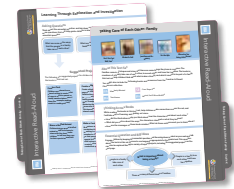
Interactive Read-Aloud Lesson Folders

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 Inquiry Overview Cards (1 per text set) that 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
- Video Library



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

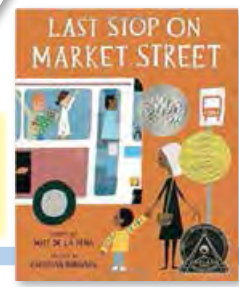
Familiarize yourself with the **at-a-glance information** on each book as well as the list of other texts in the **text set**.

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

You Will Need

- *Last Stop on Market Street*
- Chart paper
- Marker
- Drawing paper and crayons

Book	<i>Last Stop on Market Street</i>
Grade	2
Author	Matt de la Peña
Illustrator	Christian Robinson
Genre	Fiction/Realistic
Text Set	Finding Beauty in the World • <i>Last Stop on Market Street</i> • <i>Something Beautiful</i> • <i>The Gardener</i> • Jamaica Louise James • <i>Wanda's Roses</i>



Summary

While riding the bus across town, a young boy is encouraged by his nana to notice the wonderful things and people all around him that he takes for granted.

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

Messages

Beautiful things are often all around you if you only pay attention. Giving a bit of your time to help others can make the world a better place. Beauty depends on how you look at things and how you feel about them.

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 children control. Refer to *The Fountas & Pinnell Literacy Continuum* for Grade 2 Interactive Read-Aloud and select appropriate goals. You may want to consider these:

Inquiry

- Ask questions to deepen understanding of the text.
- Relate *Last Stop on Market Place* to one's own life.
- Notice and understand themes that are close to their experience, e.g., family relationships, community.

Communication

- Listen, respond, and build on the statements of others.
- Engage actively in the conversation routine of turn and talk.

Comprehension

- Infer the messages in *Last Stop on Market Street*.
- Notice how the boy changes and infer reasons from the events of the plot.

Vocabulary

- Notice and understand new vocabulary from the book. (*witness, palm, familiar*)
- Use new vocabulary in the discussion of *Last Stop on Market Street*.

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 realistic-fiction story features characters, settings, and a plot that is reflective of real life. The present-day setting gives the story a realistic quality.

HOW THE BOOK WORKS As CJ, the grandson, and Nana make their way from church to the soup kitchen on the bus, CJ complains about different things. Each time, Nana counters by pointing out the “bright side” of whatever he points out.

IMPORTANT TEXT CHARACTERISTICS

- Illustrations that extend meaning and support comprehension
- Author and illustrator dedications to special grandmas and nanas in their lives
- Author and illustrator biographies with photographs of each when they were young boys with their grandmothers
- Themes of family relationships and community that reflect everyday life
- Realistic characters, settings, and situations
- Character that changes somewhat from the beginning to the end of the story

Interactive Read-Aloud LESSON FOLDER

Introduce the Text with these suggestions to pique children's interest and engage their thinking about the meaning of the text.

Introduce the Text

Consider the strengths and needs of your children 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 children to respond between questions (indicated by ●).

- Over the next several days, we will be reading stories about finding beauty in the world around you. Display the front and back covers of the book. *Today's story is called The Last Stop on Market Street. Matt De La Peña wrote this story and Christian Robinson illustrated it.*
- Display the front and back covers to form one continuous illustration. Look at this cover illustration. What do you think might happen in this story? ● Let's read to find out.

Numbering Book Pages

Begin numbering this book on the left-hand page that shows CJ and Nana coming out of the church and end with the right-hand page that shows CJ and Nana working at the soup kitchen for a total of 28 pages.

Stop at suggested points during the reading of the text to engage children's thinking with important aspects of the text.

● Make sure children understand the use of the multiple-meaning word *pool* on page 6.

Read the Text

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

- After page 4: Think for a moment about how a tree can drink. What is a little like a straw? ● Share your thoughts with a partner.
- After page 8: What does CJ think about waiting for and taking the bus? ● What is Nana trying to tell CJ?
- After page 14: Nana says, "Some people watch the world with their ears." What do you think she means by that?
- After page 18: What are you thinking about CJ and the music?
- After page 22: A witness is someone who sees something happen. Let's talk about what Nana means when she says, "Sometimes when you're surrounded by dirt, you're a better witness for what's beautiful."
- After page 28: How does Nana help change how CJ feels about things?

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



Prompting Guide, Part 2
Refer to pages 11, 23, and 43 as needed

Supporting English Learners

Help children participate in the discussion.

- Provide oral sentence frames as children discuss how CJ changed, such as *In the beginning, CJ felt _____.* At the end, CJ felt _____. I think he learned _____.



Prompting Guide, Part 2
Refer to pages 37, 43, and 48 as needed

Discuss the Text

Invite children to talk about the book. Some prompts to engage thinking are suggested below.

- In several stories we have read, a character changed from the beginning to the end. Let's talk about how CJ changed the way he thought and felt from the beginning to the end of this story. What do you think he learned as he changed?
- Let's think and talk for a moment about Nana and the kind of person she is. Why do you think she takes CJ to the soup kitchen every week?
- Share the author and illustrator biographies with children, as well as the dedication. *Their grandmothers meant a lot to both the author and the illustrator. How does that come through in the story and the character of Nana?*

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

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

Thinking *Within* the Text

- After church, CJ and Nana get on the bus.
- The driver does magic tricks for CJ.
- Many different people ride the bus.
- CJ complains to Nana about going to the soup kitchen and feels sorry for himself.
- CJ notices how dirty the neighborhood is.
- CJ and Nana serve those in need at the soup kitchen.

Thinking *Beyond* the Text

- ◆ CJ is not happy about having to walk and wait in the rain for the bus.
- ◆ CJ and Nana must ride this bus often because the bus driver knows them.
- ◆ Nana is a friendly and happy person.
- ◆ Music makes CJ feel better.
- ◆ Nana helps CJ notice the beauty all around him.
- ◆ CJ is happy they came to the soup kitchen at the end of the story.

Thinking *About* the Text

- The illustrations help to tell the story.
- The author tells about things in unusual ways.
- The author and illustrator's biographies tell that their grandmothers were important to them.
- The author and illustrator dedicate the story to grandmothers they know.

Respond to the Text

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

SHARED WRITING Have you ever heard the words “point of view”? Point of view is how things look or seem to one person or character. Events can seem different for different people, so it’s helpful to think about things from that person’s or character’s point of view. Today’s story was told by someone who is not a character. I wonder what CJ would say about his day with Nana. Have children imagine how CJ might tell the story. Tell them to write several sentences from CJ’s point of view describing what happened in the story. Have children add a drawing to illustrate their sentences. Children can share their work with a partner and compare how they expressed CJ’s point of view.



SOCIAL STUDIES Discuss with children how the setting is important in this story. Then, have children draw simple maps showing the bus route that CJ and Nana took from the church to the soup kitchen. Ask them to add labels to their maps and to write a sentence or two describing what happened on the bus ride. Have the children share and read their writing they included on the maps.

COMMUNITY SERVICE A soup kitchen is a place where people can go for a meal when they may not have enough money for food. CJ and Nana help out at the soup kitchen in their neighborhood every Sunday. Let’s talk about ways that you could help out in your community. Have children brainstorm a list of community service opportunities. Record the list on chart paper. Have the children reread the chart with you. Talk about which opportunities children would most like to participate in. If possible, have children take part in a community or school improvement project or have guests visit the class to talk about the importance of volunteerism. Additionally, many schools have a program where children contribute to a food bank.

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

Last Stop on Market Street Grade 2

Supporting English Learners

Support children in the social studies activity

- Model telling the story events in your own words by using oral sentence frames with sequence words: *First, _____ on the bus. Then, _____. Next, _____. Finally, CJ and Nana _____.*

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

Supporting English Learners

Support children's language development.

- Use gestures and sounds to help children understand the meaning of *creaked*, *sighed*, *sagged*, and *lurched* before discussing pages 7 and 11.
- Clarify the meaning of the word *dedication* before reading the dedication aloud for children.



Prompting Guide, Part 2
Refer to pages 48, 35, and 32 as needed

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.

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 children can notice more about the text and illustrations.

Comprehension and Language

- *Authors sometimes find creative ways to use words.* Reread page 2. *What does the author mean when he says, "The outside air smelled like freedom?"* • *Why did the author use these words instead of writing something like "CJ was happy to be outside"?* Repeat with "rain freckled CJ's shirt."
- *The author used words to tell how the bus moved and sounded.* Reread the last two sentences on page 7. *It says the bus creaked to a stop. How would that sound?* • Repeat with *sighed* and *sagged* (page 7) and *lurched forward and stopped* (page 11).
- Reread page 21. *What is CJ thinking of when he looks around the street?* Reread pages 22–24. *How does Nana help CJ see things in a different way?* • *What lesson can you learn from Nana?*

Vocabulary

- Reread page 9. Point out the phrase "placed it in his palm." *What did Mr. Dennis do with the coin?* • *Hold up your hand and point to your palm.*
- Reread page 25. *It says CJ spotted their familiar faces. What is another word that means the same as spotted?* • *What does it mean when something is familiar?* • *How do you feel when you spot a familiar face in a crowd at school?*

Book and Print Features

- Read the dedications. *Who was important to the author and illustrator and made them decide to create this book?*
- *Sometimes books have a section that tells more about the author and the illustrator.* Read the author and illustrator biographies. *What does this section tell you about the author and illustrator?* Discuss how knowing more about the author and illustrator can add to understanding of a story.

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

Connect to Other Books (Text Sets)

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

- Display the other books in this text set. *Look at the covers of this group of books that you will be hearing. What do you notice?* • *How do you think these books might be alike?*
- *CJ and Nana do things together on Sundays. Can you think of another book in which children and their grandparents do things together?* • *What is the same about the book you're thinking of and this book?* • *What is different?*

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



Assess the Learning

Observe children to find evidence that they can:

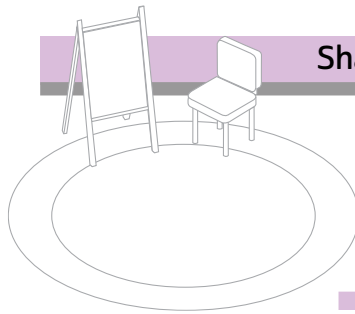
- notice and understand themes that are close to their experience, e.g., family relationships, community.
- infer the messages in *Last Stop on Market Street*.
- notice how the boy changes and infer reasons from the events of the plot.
- engage actively in the conversation routine of turn and talk.
- use new vocabulary in the discussion of *Last Stop on Market Street*.

STEPS IN THE SHARED READING PROCESS

1. Select a text.
2. Introduce the text to the children.
3. Read the text aloud.
4. Talk about the text with the children.
5. Invite the children to read the text (or part of it) with you.
6. Repeat the shared reading of that text several times.
7. Children 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 children to “step up together” into more challenging texts while also beginning to notice and acquire the processes they need to read texts independently.

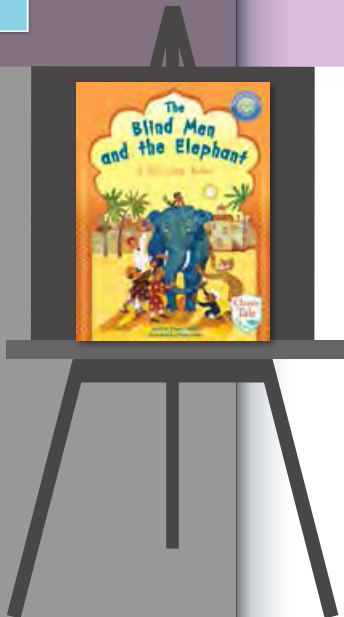


Shared Reading At A Glance

- Whole-group instruction
- During shared reading, teacher and children read aloud a large version of an engaging text that is beyond children's 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, children take part in multiple, subsequent readings of the text
- Children discuss the text and the teacher selects teaching points based on children's 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 children to revisit during independent reading. Some of the books have special features such as flaps, cutouts, and foldouts to engage and excite children.





RESOURCES

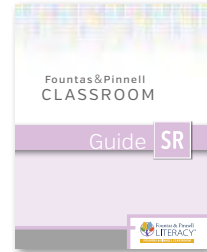
Put Shared Reading into Action

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 children 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

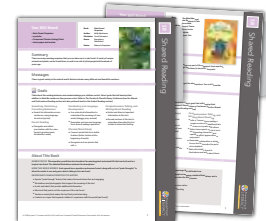
30 original titles, 1 copy of the Big Book and 6 copies of each accompanying small book

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

30 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



Guide	Books	Lessons	Access
<i>Fountas & Pinnell Classroom™ Shared Reading Collection Guide</i>	Striking, original titles exclusive to <i>Fountas & Pinnell Classroom™</i> • 30 Big Books • 6 Small Book copies of each title	• 30 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 books are on display for students to select and read independently.

COMPANION RESOURCE:

Fountas & Pinnell Shared Poetry Charts, Grade 2

A set of 100 poetry charts will be available in 2018 to expand your shared reading collection.

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

You Will Need

- *Rain Forest Surprises*
- a pointer
- Consonant Cluster Linking Chart
- chart paper and marker

Book *Rain Forest Surprises*
Author Kelly Martinson
Illustrator Carol Schwartz
Genre Expository Nonfiction
Series Nature's Surprises



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

Summary

There are many amazing surprises that you can discover in a rain forest. A variety of unique animals and plants can be found there, as well as an old city that people built hundreds of years ago.

Messages

There is great variety in the natural world. Nature includes many different and beautiful creatures.

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



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

- Search for information across sentences, using language structure [syntax].

Fluent Reading

- Recognize and reflect punctuation with the voice [period, question mark, exclamation mark].

Vocabulary and Language Development

- Use contextual information to understand the meanings of new words [*shaggy, prey, ancient*].
- Remember and use new language from shared reading experience.

Phonics/Word Study

- Connect words that have similar features [letter clusters at the beginning of words].
- Recognize and use plurals that add -s.

Comprehension: Talking and Writing About Reading

- Notice and discuss important information in this text.
- Reread sections of the text to remember interesting facts to include in interactive writing.

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

About This Book

GENRE FOCUS This expository nonfiction text describes the amazing plant and animal life that can be found in a tropical rain forest. The detailed illustrations enhance the descriptions.

HOW THE BOOK WORKS Each spread has a question and answer format, along with cut-out "peek-throughs," to allow the reader to see and guess what is hiding in the rain forest.

IMPORTANT CHARACTERISTICS TO NOTICE

- Special "peek through" feature that makes the book interactive and engaging
- Illustrations and photographs that support the meaning of the text
- Insets and labels that provide additional information
- Blue text that points out the surprises of the rain forest
- Sentence variety that makes the text lively and interesting
- Content on a topic that expands children's' experience with the world [rain forest]

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 and vocabulary.

- Check that children understand the concept of a rain forest, and that many different animals live there.
- Use examples to help children with unfamiliar vocabulary such as *shade*, *juicy*, and *underground*.

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 2
Refer to pages 9 and 10 as needed

Introduce the Text with suggestions that pique student's 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 ●).

- *Your book today is called Rain Forest Surprises, and it was written by Kelly Martinson. What do you know about rain forests? ● In this book, the author shares some facts that may surprise you. The illustration on the cover shows us one of the surprising facts we will learn about in the book. [Encourage children to comment on the colorful frogs.]*
- *Throughout this book, there are colorful illustrations and photos that show us the surprises that can be found in the rain forest. The author has also included questions and cut-outs we can peek through that give us clues about what we will find on the next page. Are you ready to read about the surprising and amazing rain forest? I'll read the book to you first.*

First Reading

Read **to** the children with excitement and surprise, placing the pointer at the beginning of each line (or, as appropriate, reading without pointing). Take the opportunity to make a few brief comments that enable children to think about and enjoy the text. Welcome the children's spontaneous responses. Read the main text and the question with each cut-out. Pause after each question to let children think about what they might be viewing. Skip the insets and labels for this first reading.

- Page 2: [after reading] Point to the peek-through on page 3, and read the question.
- Page 4: [after reading] *Now you can see that the surprise is a harpy eagle and its baby!* Point to the cut-out on page 5, read the question, and ask, *What do you think?*
- Page 7: [after reading] Point out the leaves in the cut-out. *Look—some of these leaves have been munched on.* Read the question, and let children respond. Some may notice the ant.
- Page 9: [after reading]: Point to the cut-out. *That looks like a claw and a tongue. The author is giving us a few clues. What animal do you think it might be?*
- Page 13 [after reading]: *Look at the colorful frogs! They are the frogs on the cover illustration.*
- Page 16 [after reading]: *This is a very old city.* Read the sentences on the back flap.

Second Reading

Read **with** the children. Read the text a second time, but this time, invite children to read 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 will read Rain Forest Surprises again, and you can read parts of it with me.* Invite children to join in on the text that is printed blue [the word *Surprise!* and the sentence that follows] and the questions for the peek-throughs. This time, read the insets and labels.
- Page 4: [after reading] *The author says the parents built a **huge** nest. They must be very large birds. She also says that monkeys and parrots should **beware**, or watch out. That makes me think the eagles will hunt them to feed their babies.*
- Page 7: [after reading the inset] *Algae is a special kind of plant that grows in wet, or moist, places, including on a sloth's fur!*
- Page 12: [after reading] *Poison dart frogs got their name because Indians in South America use their poison to coat the tips of the darts they use in hunting.*
- Page 11: [after reading the inset] *When you **slurp** something, you eat or drink it noisily. **Termites** and ants are both insects. Termites like to eat wood.*
- Page 15: [after reading the inset] *A tapir looks a little like a pig. It has hoofs like a pig, too. An anaconda is so large, it can eat a tapir or a jaguar. Isn't that amazing?*

Invite students to talk about the text with these discussion suggestions for **extending student's 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

- *Talk about what the weather is like in the rain forest, and name some animals that live there.* [Rain forests are hot, wet places. It rains most of the time. Animals that live there include harpy eagles, monkeys, parrots, sloths, leaf-cutter ants, anteaters, dart frogs, anacondas, tapirs, and jaguars.]
- *What else can you find in the rain forest that you wouldn't expect to see?* [An old city that was built hundreds of years ago.]

Beyond the Text

- *Why are the trees in the rain forest so important?* [The trees shade the forest floor. Many animals make their homes in trees. Birds use leaves and twigs to build nests. Animals, such as sloths, eat leaves and fruits from trees.]
- *How does an anaconda's color help it catch food?* [An anaconda's color helps it blend with its surroundings, so that it can't be seen by its prey.]
- *What was the most interesting rain forest surprise you learned about? Tell why.*

About the Text

- *How does the peek-through feature make the book fun to read?* [It creates the excitement of playing a game with clues.]
- *Why is the ending a different kind of surprise?* [The ending is a different kind of surprise because it tells about a city, not about an animal or a plant.]
- *What do you think the writer, Kelly Martinson, wants you to think about the rain forest?*

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:

- Divide children into groups to read about the surprises in the rain forest. Call each group by the type of animal studied in science: birds, mammals, reptiles, and insects.
- Divide children into groups. One group reads the main text in black print, one reads the main text in blue print, one reads the questions for the peek-throughs, and one reads the insets.

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.

- Invite children to find words that begin with a consonant cluster on page 2. (*places, floor, flows, trees*) Mark them with highlighter tape. Connect the words in the text to words in the Consonant Cluster Linking Chart.
- Read the main text on page 6, and ask: *What do you think the word shaggy means?* [covered with thick hair or fur] *Is there another word on the page we can use as a clue to figure out the meaning?* [*furry*] Do the same with the words *prey* on page 15 and *ancient* on the back flap.
- Have children form groups to read the text. One group reads sentences that end with a question mark; one group reads sentences that end with an exclamation mark; everyone reads sentences that end with a period.
- Read the insets. Point out how the information relates to the question from the previous page.



Prompting Guide, Part 2
Refer to pages 13, 35, and 39 as needed

Rain Forest Surprises



Prompting Guide, Part 2
Refer to pages 11, 12, and 19 as needed



Prompting Guide, Part 1
Refer to pages 9, 21, and 39 as needed

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

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

Supporting English Learners

Support children's reading fluency.

- Model reading questions, exclamations, and declarative sentences with the appropriate intonation.
- Have children repeat orally. Encourage them to point to the end punctuation as they read the sentences aloud.

Expand student's thinking about the reading with suggestions for **responding to the text** – may include art activities, drama, research, and shared or interactive writing.

Rain Forest Surprises

Supporting English Learners

Support children with the shared writing experience.

- Assist children in writing 3–4 sentences about the rain forest.
- Encourage children to say words slowly to hear sounds as they write their sentences. Also encourage them to think about the way the words look. If children are very inexperienced in writing, you can have them dictate the words as you record them.

Supporting English Learners

Support children's partner reading.

- As children read as a group or with a partner, encourage them to point to each word as they read.
- Have children take turns reading the pages to each other.

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

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

SR2076



Respond to the Text

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

Shared Writing Invite children to discuss their favorite parts of a rain forest. Encourage them to tell why they liked those parts, using some of the words the author used that made those parts so interesting to read about. Work together to compose two or three sentences about one of the surprises. Using a pointer, reread the writing with children to check the meaning.

The slow, shaggy otter lives in a tree.
The green stuff on its fur is called algae.
The anteater skimps up ants with its long tongue.

Art Invite children to draw or paint a picture of a rain forest tree and an animal that relies on it in some way. Children should label their art with information about how that animal uses the tree to survive.

Research Work with children to write questions about other things they would like to know about the rain forest, such as: *What other animals live there? Do any people live in the rain forest today? How hot does it get? Are the rain forests endangered?* Help children use the Internet and library books to answer their questions.

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.

- Have children read the small book to a partner, taking turns reading pages or the whole book.
- Let children borrow a copy of the book to take home, and/or keep one copy in the classroom browsing box.
- Have a group of children listen to the text at the listening center, following along in the small book version.

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 from the *Fountas & Pinnell Classroom Shared Reading* collection.

- Read *Surprises on a Coral Reef* from the same series. Have children discuss and compare the surprises in each habitat.
- Share *The Sweet Mango Tree* and *The Cactus Hotel* with children so they can learn more about animals and the places where they live.



Assessment

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

- ask and answer questions about a rain forest.
- use labeled photos and illustrations to understand the main body of text.
- understand and use new vocabulary, such as *shaggy*, *prey*, and *ancient*.
- search for and talk about information presented in insets.
- maintain fluency by noticing and using punctuation.

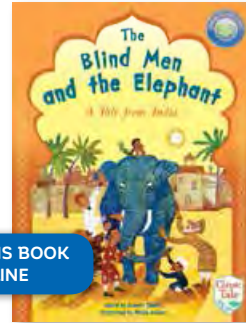
You Will Need

- *The Blind Men and the Elephant*
- a pointer
- highlighter tape
- chart paper and marker
- elephant outlines

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

- masking card
- Readers' Theater script

Book *The Blind Men and the Elephant: A Tale from India*
Retold by Sumati Thakur
Illustrator Micha Archer
Genre Folktale
Series Classic Tale



VIEW THIS BOOK ONLINE

Summary

Five blind men want to find out what an elephant looks like. Each man touches one part of the elephant. Each man has a very different idea of an elephant. They fight about who is right—until a girl tells them to touch ALL the parts.

Messages

Everyone sees things differently. When you put all your ideas together, you get the whole picture. You can't know the whole story from just one piece.

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

- Search for information across sentences, using language structure or syntax.
- Use illustrations to monitor and correct reading.

Fluent Reading

- Read orally with integration of all dimensions of fluency: pausing, phrasing, word stress, intonation, and rate.
- Adjust the voice to reflect dialogue in the body of the text.

Vocabulary and Language Development

- Notice descriptive words that provide details.
- Use contextual information to understand the meaning of new words [*squirmy, floppy, tusk*].

Phonics/Word Study

- Recognize two consonant letters that represent one sound.
- Recognize a less-frequent consonant digraph in the middle of a word: *elephant*.

Comprehension: Talking and Writing About Reading

- Infer a "lesson" from reading a simple version of a traditional tale in chorus or in parts with others.
- Notice how aspects of a text such as interesting characters and repetition affect appreciation or enjoyment.
- Remember information or details from a text to describe the parts of an elephant.
- Notice the details found in illustrations and write about them.

About This Book

GENRE FOCUS This classic folktale tells a story from long ago with a message that still holds true.

HOW THE BOOK WORKS The book retells a folktale from India. Descriptive language, detailed illustrations, and a repetitive structure help children understand and enjoy the tale as well as infer the story lesson.

IMPORTANT CHARACTERISTICS TO NOTICE

- Ideas close to children's experience: cooperating, collaborating, close observation
- Large, clear, colorful illustrations that provide high support for comprehending
- Repetition of words and phrases
- Thought bubbles
- Descriptive language conveying sensory experiences [imagery]

Supporting English Learners

Support children's understanding of key concepts.

- Check children's understanding of the parts of the elephant.
- As you read, point to the elephant's ears, tusks, trunk, legs, and side. Help children describe each body part.



Prompting Guide, Part 2
Refer to pages 12, 39, and 48 as needed

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 ●).

- *This book is The Blind Men and the Elephant: A Classic Tale from India. What other classic tales or folktales have you read? ● A folktale sometimes has a message or a lesson to teach, doesn't it? People told these stories over many years*
- *Read the back cover. The blind men can't see. How do you think they will try to figure out what the elephant looks like? ● Listen as I read the story to you.*

First Reading

Read **to** the children, stressing descriptive words as you read. Place the pointer at the beginning of each line (or as appropriate, read without pointing). Take the opportunity to make a few brief comments that enable children to think about and enjoy the text. Welcome the children's spontaneous responses.

- *Pages 2-3: [after reading] That sounds like a good idea—they will touch the elephant and use what they feel to try to figure out what it looks like. There's lots of elephant to touch! If needed, explain what blind means.*
- *Pages 4-5: [after reading] The trunk feels **squirmy**, or wiggly. The thought bubble shows what the old man thinks an elephant looks like—a snake.*
- *Pages 8-9: [after reading] So far each man has a very different idea. I wonder what the other two will think.*
- *Pages 12-13: [after reading] A snake, a fan, a tree, a wall, and a spear! NONE of the men really understands what an elephant looks like. How will they ever figure it out?*
- *Page 16: [after reading] The girl gave them good advice, didn't she? If you only have part of the information, you don't get the whole picture! Read the Author's Note on the inside back cover. Do you agree with the author? Why?*

Second Reading

Read **with** the children. Read the text a second time, but this time, invite children to read all the dialogue 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 we will read the tale together. This time, you can read with me.*
- *Pages 6-7: [after reading] The old man thinks the trunk feels long and squirmy. The tall man thinks the ear feels wide and **floppy**. How does something floppy move? ● Each man describes the elephant in a different way. Let's notice other describing words as we read.*
- *Page 8: [after reading] How does the leg feel? [Children respond "tall and round."] Do you notice what the men always say? ["An elephant looks like a ____"]*
- *Pages 12-13: [after reading] An elephant has two **tusks**. They are white and made of ivory. Do you see the tusk? What does the fat man think an elephant looks like?*
- *Pages 14-15: [after reading] They are all so angry! Each man is **SURE** he is right. Is each man right? What do you think?*
- *Page 16: [after reading] Just like in the tale, when something happens in our classroom or outside, it is important to get everyone's information and ideas. Then we have a whole story.*

Discuss the Text

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

Within the Text

- *What happens in this tale?* [Five blind men try to figure out what an elephant looks like by touching it. Each man touches just one part of the elephant.]
- *What is the problem in the tale?* [Each man thinks an elephant looks like something different. Each man thinks he is right and the others are wrong. They argue.]

Beyond the Text

- *How does each man describe the part he is touching?* [He compares it to something familiar, like a fan or a snake.]
- *How is the little girl important to the tale?* [The little girl tells them they have to touch ALL the parts of the elephant to figure it out. Without her, they would have kept arguing.]
- *What is the big important idea of the story?* [It's hard to understand the whole idea or big picture if you don't have all the information.]

About the Text

- *What do the thought bubbles show?* [The thought bubbles show what the men are imagining the elephant looks like.] Help children notice the little bubbles leading to a character.
- What are some words the author uses to describe the elephant parts? [*floppy, round, sharp, big, etc.*]

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:

- Have children read the dialogue without your participation.
- Divide children into five groups and assign each group the pages telling about each man. One group can read the pages about the old man, one can read about the tall man, etc.

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.

- Pause at the end of each "An elephant looks like a ..." statement (pages 4, 7, 8, 11, 12). Have children use meaning and structure to complete the sentence.
- Have children use highlighter tape or masking cards to highlight and read words with consonant digraphs *th, ch,* and *sh* [*that, they, the, then; touch, touched; short, sharp, shouted*]. Invite them to tell the story word with the /f/ sound spelled with two letters [*elephant*].
- Highlight the descriptive words in the story. Remind children that the writer describes the girl and each of the men as well as the elephant parts. *What words does the girl use to describe the elephant?* [*very big, page 2*]
- Focus on fluent reading with expression, especially for dialogue.
- Focus on the illustration on page 14. Point out that the thought bubbles here match the ones on the previous pages. Discuss how children can tell the men are arguing just from the illustration.



Prompting Guide, Part 2
Refer to pages 13, 35, and 39 as needed

Supporting English Learners

Support children's participation in discussion.

- Provide support to help children describe the elephant.
- Model using descriptive words like *long, wide, thick, pointed, squirmy, hard,* and *floppy*.
- Provide frames: *The elephant's ear is ___ and ___.*

Supporting English Learners

Develop children's reading fluency.

- When pointing out descriptive words, check for children's understanding of the meanings.
- Choral read the descriptive adjectives to check for correct pronunciation.



Prompting Guide, Part 1
Refer to pages 9, 12, and 19 as needed



Prompting Guide, Part w
Refer to pages 9, 10, and 48 as needed

Supporting English Learners

Support the Shared Writing activity with children.

- Before children respond, show a picture of the elephant. Review names of body parts and words to describe them.
- Children may confirm words and ideas with a partner before responding.



Prompting Guide, Part 1
Refer to page 19 as needed



Prompting Guide, Part 2
Refer to pages 15, 24, and 39 as needed

SR2100



Respond to the Text

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

Shared Writing Talk with children about the men's descriptions of the parts of the elephant. Draw or display a web with a large circle in the middle and five smaller circles connected to it. *What are the men trying to describe? What should I write in the big circle? Let's write about each part in these outer circles. What did the old man touch? What did he say? What did the tall man touch? What did he say?* When all the circles are complete, have the children write a description of an elephant using the details from the circle.



Readers' Theater Assign parts and have a small group of children read the Readers' Theater script for *The Blind Men and the Elephant* [available online]. Have children practice their parts in preparation for performing for an audience. Encourage them to make their voices sound like talking. Then have the group perform for another group or the class.

Writing: Label an Elephant Provide elephant outlines. Ask children to write the name of the body part (trunk, ear, leg, side, tusk) and the descriptive words from the story on the corresponding part of the elephant. Encourage children to add additional descriptors based on the illustrations: *gray, wrinkled, rough, dry, etc.*

Independent Reading

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

- Children can reread the big book with a partner using a chopstick pointer.
- Give a group of children the small book version and have them read it in unison.
- Have children read the small book to a partner, taking turns reading pages or the whole book.

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 from the *Fountas & Pinnell Classroom Shared Reading* collection.

- Read other *Classic Tales*. Focus on tales from other parts of the world such as *Jackal and Lion: An African Folktale* and *Monkey and Rabbit: A Tale from Brazil*. Compare the story settings.
- Read *The Elephant* from the *Animal Parts Big and Small Series* to learn about the parts of a real elephant.



Assessment

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

- recognize and use descriptive language.
- infer the message of the story.
- change their voices to reflect dialogue.
- use repetition and illustrations to predict text.

LESSON STRUCTURE

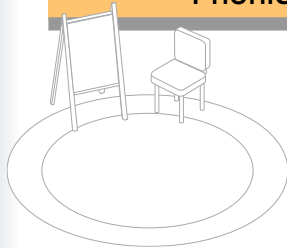
Each Phonics, Spelling, and Word Study lesson follows a simple structure:

- **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.

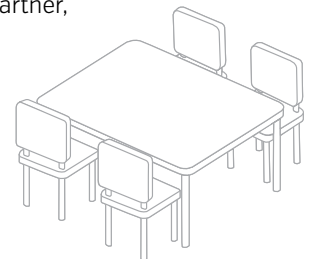
Engage student’s curiosity with systematic instruction in how oral and written language “works.”

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 Early Literacy Concepts to Word-Solving Actions



■ **Interactive Read-Aloud** and **Shared Reading** books, and the **Fountas & Pinnell Shared Poetry Charts** 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 	 <ul style="list-style-type: none"> • Interactive Read-Aloud  <ul style="list-style-type: none"> • Shared Reading • 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 	 <ul style="list-style-type: none"> • Guided Reading  <ul style="list-style-type: none"> • Book Clubs
SHARE		
 <ul style="list-style-type: none"> • Assessment • Summary • Link to Reading & Writing 	<ul style="list-style-type: none"> • Whole Group 	 <ul style="list-style-type: none"> • Independent Reading • 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 Phonics, Spelling, and Word Study System

Phonics, Spelling, and Word Study Lessons

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

Sing a Song of Poetry

Poems that immerse students in rich, rhythmical language to expand their oral language capabilities, develop phonological awareness, and teach about the intricacies of print.

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

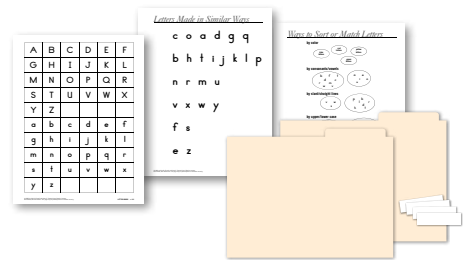
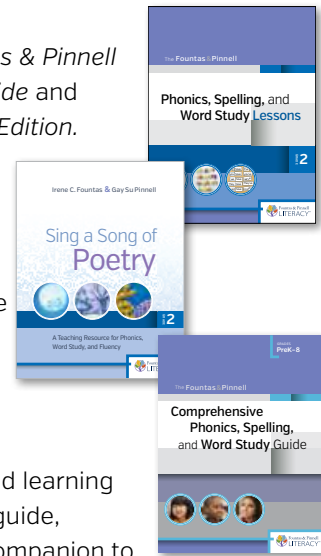
Preprinted and preassembled lesson materials enable teachers to spend less time prepping and more time teaching.

Folders with labels

Organize materials 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 Phonics, Spelling, and Word Study lessons and • <i>Sing a Song of Poetry</i> 	Preprinted, preassembled teacher resources	Unlimited access to online resources

■ COMPANION RESOURCE:

Fountas & Pinnell Shared Poetry Charts, Grade 2

A set of 100 poetry charts will be available in 2018 to serve as additional mentor texts for generalizing a concept.

Recognize and Use Consonant Letters that Represent Two or More Different Sounds

LETTER-SOUND RELATIONSHIPS 13

EARLY MIDDLE LATE

Plan

Consider Your Children

This lesson extends children's knowledge of the sounds represented by consonants. Use this lesson after your children have developed a strong understanding of regular consonant letter-sound relationships and also understand that sometimes two or more sounds are connected to a particular letter. Use this lesson after these variations in letter-sound relationships have come up informally in shared reading and interactive writing.

Working with English Language Learners

Some children may just be beginning to make simple connections between letters and sounds, but they quickly need to realize that these relationships are complex. Their own languages may not have as much variation in letter-sound relationships as English does. This lesson will help these children look at the words in a more systematic and formal way so that they can develop categories for the way sounds and letters work in words.

Support **English learners** with these suggestions for modifying or adjusting instruction.

Teach with clarity and a well-defined purpose with the **"Understand the Principle"** that underpins each lesson.

UNDERSTAND THE PRINCIPLE

To become flexible readers and writers, children need to learn that letters and sounds do not necessarily have a one-to-one relationship. Some sounds are represented by several different letters, and some letters can stand for more than one sound. Knowing this principle will help children develop a broader understanding of letter-sound relationships and how they can be used to solve words. For example, they will be less likely to substitute *s* for *c* or *j* for *g* when writing.

YOU WILL NEED

Online Resources

- ▶ LSR 13 Action Tags
- ▶ LSR 13 Directions for Concentration
- ▶ LSR 13 Game Cards

Other Materials

- ▶ blank chart paper

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

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

EXPLAIN THE PRINCIPLE

Some consonants or consonant clusters stand for two or more sounds at the beginning of a word.



Comprehensive Phonics, Spelling, and Word Study Guide

Refer to: page 28, row 12

Use a common language to **Explain the Principle** in a way that children 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.

13 LETTER-SOUND RELATIONSHIPS

EARLY MIDDLE LATE

ACTIVITY: COMPARE LETTER-SOUNDS

INSTRUCTIONAL PROCEDURE

SAY AND SORT

See page 31 for detailed descriptions of Instructional Procedures.

Engage children 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

Some consonants or consonant clusters stand for two or more different sounds at the beginning of a word.



Comprehensive Phonics, Spelling, and Word Study Guide

Refer to: page 28, row 12

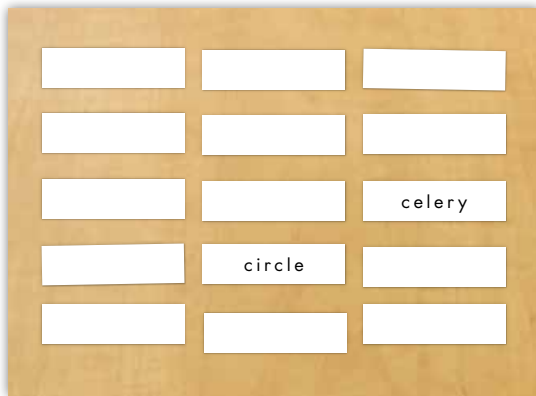
Refer to *The Fountas & Pinnell Comprehensive Phonics, Spelling, and Word Study Guide* to see how the principles align to other related concepts.

Teach

1. Tell children you're going to help them notice something about letters and the sounds they stand for.
2. Place the following words on a pocket chart: *cat, come, city, cut, circus, celery, can, cents*. [At the end of the lesson, you will add the principle.]
3. Listen carefully to the beginning sound as I read the list of words. Read both lists of words. Invite children to tell how to sort the words in two columns. *What do you notice about all of the words?* [They all begin with c.] • *What do you notice about this column?* [These words begin with /k/.] • *What do you notice about this column?* [These words begin with /s/.]
4. Help students generalize that in one column, the c at the start of each word has the sound /k/. In the other column, the c at the start of each word has the sound /s/. Summarize that the letter c can stand for two different sounds.
5. Repeat the process with the following words that start with g: *go, gym, get, girl, giraffe, gate, giant*. One group of words will have the beginning sound /g/, and the other group of words will have the beginning sound /j/.
6. Then, if time allows, repeat the process with the the three sounds of ch using the words *chair, character, chef, chorus, chin, cheese, and Charlotte* and a three-column chart. The three columns will have words with the beginning sound /ch/, /k/, and /sh/.
7. Elicit responses from the group to arrive at the principle that some consonants stand for two or more sounds, providing guidance and suggesting specific language as needed. Write the principle at the top of the chart to summarize the learning. Children may generalize that c and g stand for two different sounds, while ch stands for three different sounds.
8. Invite children to suggest more words you can add to the list. They may suggest words that they cannot spell. They may also contribute words that begin with the letters s, j, k, or sh. If this happens, recognize that these words have the same sound as one of the sounds represented by c, g, or ch, and place them on the chart outside of the columns or write them on a separate chart. [Such examples mean that children are hearing the sounds and have categorized them; they are searching for subcategories.]
9. Tell children that they will be playing Concentration with words that begin with c, g, and ch.

Some consonants stand for two or more sounds.

cat	city
come	circus
can	celery
cut	cents



Apply

Have children play Concentration with a partner. Distribute a set of game cards to each pair of players. Have children mix up the cards and turn them face down in rows. Explain that each word on the cards begins with *c*, *g*, or *ch*. (You may wish to review all of the words or even place a small picture cue on certain cards, if necessary.) Players take turns turning over two cards and reading each word. To make a matching pair, the two words must have the same beginning sound. When all the cards have been matched, the game is over. The player with the most pairs wins.

Share

- Ask children to share some matching pairs of words from the game.
- Talk about any patterns they may notice. For example, they may notice that when *c* is followed by *i*, the *c* sounds like *s*, or that *circus* has both sounds of *c* in it. The observations children make may not hold in every case. The important thing is for them to search for patterns.

Assess

- Notice whether children are spelling words with *c*, *g*, and *ch* conventionally in their writing.
- Ask children to write three or four words that start with *c*, *g*, and *ch*.
- You may wish to use Letter-Sound Relationships Assessment B or D.

Letter-Sound Relationships: Recognize and Use Consonant Letters that Represent Two or More Different Sounds

LETTER-SOUND RELATIONSHIPS 13

EARLY MIDDLE LATE

ACTIVITY: CONCENTRATION

INSTRUCTIONAL PROCEDURE

FIND AND MATCH

See page 31 for detailed descriptions of Instructional Procedures.

ACTION TAGS

turn

read

match

Develop children's 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 word study center or in a reference-friendly location in the classroom.

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

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

17

Phonics, Spelling, and Word Study LESSON

13 LETTER-SOUND RELATIONSHIPS

EARLY MIDDLE LATE

Connect Learning Across Contexts with opportunities for children 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 children's literacy learning.

Connect Learning Across Contexts

Interactive Read-Aloud Draw attention to one or two words in which the same consonant represents two or more sounds.

IRA *Be My Neighbor* by Maya Ajmera & John D. Ivanko

IRA *The Giant Jam Sandwich* by John Vernon Lord

Shared Reading See "Alice, Where Are You Going?" in *The Fountas & Pinnell Poetry Chart Collection* (in press). If you don't have these poetry charts, enlarge the print of this poem or other poems such as "One, Two, How Do You Do?" in *Sing a Song of Poetry*, and have children use a masking card or highlighter tape to locate words that begin with or contain any sound represented by *c*, *g*, or *ch*. You may also wish to use the following Shared Reading title from *Fountas & Pinnell Classroom*.

SR *The Gingerbread Girl: A European Folktale* adapted by Jack Henry Paris

Interactive Writing When children are going to write a new word that starts with *c*, *g*, or *ch*, use prompts that help them consider the sounds. For example, when children are going to write the word *come*, you might say, "It begins like *Carol*." Or when children are going to write the word *city*, say, "It starts like *circle*."

Independent Writing When children are trying to write new words, encourage them to say the word slowly and help them remember that some letters, such as *c*, *g*, and *ch*, can stand for two or more sounds.

Extend Learning

- Repeat the lesson with a greater variety of *c*, *g*, and *ch* words.

Connect with Home

Invite family members and their children to draw a picture that contains as many objects as they can think of whose label has the different sounds of *c*, *g*, or *ch*. An example might be a scene with a *car*, *cow*, and *city*. The children can bring their pictures to class and ask other children to identify the *c*, *g*, or *ch* words.

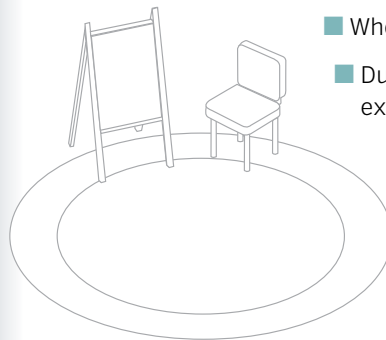
BENEFITS OF READING MINILESSONS

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 150 minilessons

Reading Minilessons are short, concise, purposeful lessons with a practical application in a specific area of literacy. Each minilesson engages children in inquiry that leads to the discovery and understanding of a general principle. 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 children 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
- Children practice and apply the principle during independent reading.

Instructional Framework for Reading Minilessons

The *Reading Minilessons Book* for grade 2 will include 150 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.



RESOURCES

AVAILABLE IN 2018

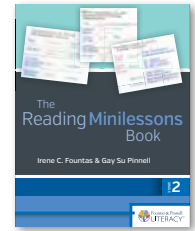
Put Reading Minilessons into Action

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

Each of the four types of reading minilessons is organized into broad categories, or “umbrellas.” An umbrella is a grouping of related minilessons. Presenting several lessons within one umbrella helps children develop a deeper understanding of concepts and their application. As lessons build on each other, teachers will often make an anchor chart, or visual representation, that can be referenced again and again as children encounter new texts and/or minilessons.



MINILESSON TYPE	UMBRELLAS GRADE 2 IN DEVELOPMENT KINDERGARTEN LIST SHOWN HERE
<p>1 Management Minilessons</p>	<ul style="list-style-type: none"> • Working Together in Our Classroom • Using the Classroom Library During Independent Reading • Learning Independent Literacy Work Activities • Adding Tasks to the Work Board • Talking about Books in Book Club
<p>2 Literary Analysis</p>	<ul style="list-style-type: none"> • Thinking and Talking About Books • Understanding Characters in Stories • Telling Stories Using the Pictures • Studying Authors and Illustrators (Author Study) • Understanding How Stories Work • Understanding Fiction and Nonfiction (Genre Study) • Expressing Opinions About Characters • Exploring the Characteristics of Folktales • Understanding That Characters Can Change • Exploring Simple Factual Texts • Thinking About Where Stories Happen • Understanding How Different Books Work • Noticing the Big Ideas in Books
<p>3 Strategies and Skills</p>	<ul style="list-style-type: none"> • Reading and Writing Words You Don't Know • Making Your Reading Sound Interesting
<p>4 Writing About Reading</p>	<ul style="list-style-type: none"> • Introducing the <i>Reader's Notebook</i>, Primary • Developing Reading Interests: <i>Reader's Notebook</i>, Primary • Writing About Fiction and Nonfiction Books: <i>Reader's Notebook</i>, Primary

■ The Reading Minilessons Book, Grade 2 will be available in 2018.

UMBRELLA 2

Understanding Characters in Stories

U2

A list of minilessons organized under the umbrella.

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

► **Minilessons in This Umbrella**

- RML 1** Notice the important characters in stories.
- RML 2** Notice how the animals in stories sometimes act like people.
- RML 3** Notice how the words and pictures help you understand how a character feels.
- RML 4** Think about how characters feel and if you have ever felt the same way.

► **Before Teaching Minilessons**

Read and discuss books that have simple plots with one or two important characters whose feelings can be easily inferred from the pictures and words. Use the following books from the *Fountas & Pinnell Classroom Interactive Read-Aloud* text sets or choose similar books from your own library.

School

Look Out Kindergarten, Here I Come! by Nancy Carlson

Friendship

- A Visitor for Bear* by Bonny Becker
- I Love You All Day Long* by Francesca Rusackas
- Yo! Yes?* by Chris Raschka
- Big Al and Shrimpy* by Andrew Clements

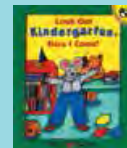
Family

Elizabeth's Doll by Stephanie Stuve-Bodeen

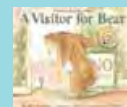
As you read aloud and enjoy these texts together, help your children

- notice and name important characters,
- notice when animals act like people,
- think about the meaning conveyed by the words and pictures,
- think about how the characters feel throughout the story, and
- think about a time they felt the way the characters feel.

School



Friendship



Family



Literary Analysis

5

Reading Minilesson

GRADE 2 MINILESSON IN DEVELOPMENT, KINDERGARTEN MINILESSON SHOWN HERE

RML 2

MINILESSON PRINCIPLE

Notice how the animals in stories sometimes act like people.

The Minilesson Principle—a brief statement that describes the understanding children will need to learn and apply.

Activate children's prior knowledge and **Link to Previous Learning** with these suggestions.

The **Goal** of the minilesson is clearly identified, as well as a **Rationale** to help you understand why this particular minilesson may be important for the children in your classroom.

UMBRELLA

Understanding Characters in Stories

GOAL

Understand that animals in stories sometimes act like people.

RATIONALE

Children begin to explore the genre of animal fantasy as they consider how animals sometimes act like people in books. When children notice the similarities between animal characters and human characters, it helps them make authentic personal connections to the characters in animal fantasy.

ACADEMIC LANGUAGE

- important character

YOU WILL NEED

- three or four familiar books that have animal characters such as the following:
 - *Look Out Kindergarten, Here I Come!* by Nancy Carlson, from Text Set: School
 - *I Love You All Day Long* by Francesca Rusackas, from Text Set: School
 - *A Visitor for Bear* by Bonny Becker, from Text Set: Friendship
- chart paper and markers

Academic Language that children will need to understand in order to access the learning in the minilesson.

▶ Link to Previous Learning

Provide some context for this lesson based on your previous teaching and your children's experiences.

- *You have been noticing the important characters in stories. Today you are going to think about some of the animal characters in the books we have read and how they often act like people.*

▶ Teach

To help children think about the minilesson principle, choose the mentor texts and examples that you think will be most meaningful to the children or use the following example.

- *What are some things you do in the morning to get ready for school?* • *Let's think about Look Out Kindergarten, Here I Come! by Nancy Carlson. Show and read page 3: "So Henry brushed his teeth the way his dentist had shown him and washed behind his ears." What do you notice about what the mouse does in this story? How does he act like a person?* • Write and draw children's responses on chart paper.
- Show and read pages 2 and 3 from *I Love You All Day Long* by Francesca Rusackas: "Yes, you do have to go to school today," said Owen's mommy. "But, Mommy," whispered Owen, "you won't be with me!" How is the little pig feeling and acting like a person in this part? • Write and draw responses on the chart.
- *Can a pig really talk and go to school?* • *No, but in this story, Owen and his mom act just like people do.*

Suggested language to use when teaching the minilesson principle.

▶ Have a Try

Invite the children to apply the new thinking with a partner.

- *Think about this part of A Visitor for Bear. Read aloud page 2 of A Visitor for Bear by Bonny Becker. Turn and talk to your partner about how Bear and Mouse act like people.*

Suggestions for children to **apply the new thinking** from the minilesson with a partner.

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

SECTION 2
 UMBRELLA 2
 MINILESSON 2

A **summary** of the minilesson principle, to help teachers **guide** children to **apply** and **share** what they have learned to their independent reading.

► **Summarize and Apply**

Your goal is to remind the children to think about the minilesson principle as they read.

- Today you learned that animals in stories sometimes act like people. Write the principle at the top of the chart.
- When you read today, notice if the important character in your book is an animal that acts like a person. Bring your book to the group meeting when I call you back.

► **Share**

- Share in groups of three. Some of you read stories that have animals that act like people. Tell about a part of your book where an animal acts like a person.

► **Assess Learning**

Your goal is to listen when children talk about stories they have read. Notice if there is evidence of new learning based on the goal of this minilesson.

- Are children able to find examples of animals that act like people?

► **Extend the Lesson (Optional)**

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

- Add to the class chart when you encounter animal characters who act like people in other books.
- Help children think about how stories would be different if the characters were people or other animals.
- Encourage discussions about why the author chose to make the characters animals instead of people.
- **Drawing/Writing About Reading** Use interactive writing to draw an animal character from a familiar book and write a sentence telling how the animal behaves like a person.

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

Notice how the animals in stories sometimes act like people.

Title	Animal Characters	How Animal Character Acts Like a Person
Look Out Kindergarten, Here I Come! 	Henry 	He gets ready for kindergarten. He wears clothes and sneakers. He brushes his teeth. He washes behind his ear.
I Love You All Day Long 	Owen 	He feels nervous. He talks. He plays with a toy. He eats breakfast on a plate.
A Visitor for Bear 	Bear and Mouse 	They laugh and talk. They drink tea. They become friends.

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

Reading Minilesson UMBRELLA

GRADE 2 UMBRELLA IN DEVELOPMENT, KINDERGARTEN UMBRELLA SHOWN HERE

U2

UMBRELLA 2 Understanding Characters in Stories

Gain important information by **assessing** children 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.

► Assessment

After you have taught minilessons in this umbrella, observe your children talking and writing about their reading across instructional contexts: interactive read-aloud, independent reading and literacy work, guided reading, shared reading, and book club. Use the *The Fountas & Pinnell Literacy Continuum* to observe children's reading and writing behaviors across instructional contexts.

- *What evidence do you have of new understandings related to characters?*
 - *Can children identify the most important characters in a story?*
 - *Are children using the pictures and words in a story to understand the way the characters feel?*
 - *How are children making connections between their own feelings and the feelings of characters in a story?*
- *In what other ways, beyond the scope of this umbrella, are the children talking about characters?*
 - *Have they begun to express opinions about characters?*
 - *Do they talk about characters' motivations?*
 - *Can they identify character traits?*
 - *Do they notice problems that characters face?*

Use your observations to determine the next umbrella you will teach. You may also consult *Minilessons Across the Year* for guidance.

► Link to Writing

After teaching this umbrella, help children link the new learning to their own writing or drawing about reading:

- Help children talk about the characters in their stories and how the characters feel. Have them draw facial expressions that show emotion and label their pictures with feeling words (e.g., *happy, sad, mad*).

Engage children in **response to reading** activities in order to link the new learning to their own writing or drawing.

STEPS IN THE GUIDED READING PROCESS

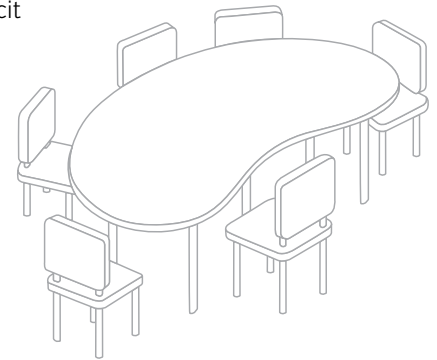
1. Know your readers and form groups.
2. Select and analyze texts to use.
3. Introduce the text.
4. Children read the text.
5. Children discuss the text.
6. Decide on one or two teaching points.
7. Children engage in letter/word work activity.
8. Extend understanding through writing.
9. Reflect on the 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, children read a teacher-selected text in a small group; the teacher provides explicit teaching and support for reading increasingly challenging texts
- Texts are at children's instructional reading level
- Children 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 second grade includes 200 new, original titles (6 copies of each title) that span text levels E through P, 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™.

The first 100 titles will be available in August 2017 for early adopters. An additional 100 titles will follow in August 2018.





RESOURCES

Put Guided Reading into Action

Books are organized by text level. A complete, suggested sequence of titles at each level will be available at fountasandpinnell.com

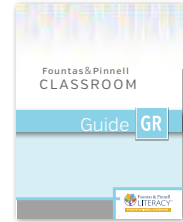
USING TEXTS AMONG SEVERAL CLASSROOMS

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

100 original titles per release, 6 copies of each title

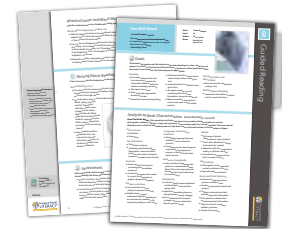
At the heart of *FPC* are the highest-quality leveled books that captivate and engage the hearts and minds of all students in the classroom.



100 titles per release	E	F	G	H	I	J	K	L	M	N	O	P	Total
Early Adopters Release 1	10	10	10	10	10	10	10	10	10	10	–	–	100
Release 2	–	10	10	10	10	10	10	10	10	10	5	5	100

Guided Reading Lesson Folders

100 lesson folders per release 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
- 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.

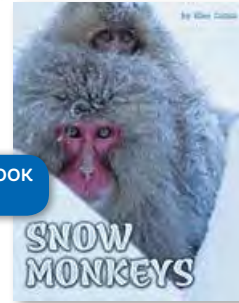
Familiarize yourself with the **at-a-glance information** on each title, which may include another guided reading title at the same level that is related by topic or theme.

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

You Will Need

- *Snow Monkeys*, Level M
- Visit resources.fountasandpinnell.com to download digital resources to support this lesson, including:
 - **Recording Form**

Book *Snow Monkeys*
Level M
Author Ellen Cataia
Genre Nonfiction/Expository



VIEW THIS BOOK ONLINE

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

Goals

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

Reading

- Use organizational tools and text resources to search for information (table of contents, sidebars, headings, glossary).
- Take apart new words.
- Read orally with appropriate phrasing and rate.
- Understand word meaning (*cling*).

- Talk about what the reader knows about a topic before reading the text.
- Understand that a nonfiction book gives facts.
- Recognize a writer's use of underlying text structures (description, temporal sequence).
- Make connections among texts on the same topic or with similar content.

Phonics/Letter and Word Work

- Read words with comparative ending [-est].

Writing About Reading

- Summarize information to reflect a text's overall structure.

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

Analysis of Book Characteristics *Snow Monkeys*, Level M

How The Book Works This expository nonfiction text about snow monkeys features a table of contents, photographs, sidebars, captions, a map, and a glossary. Snow monkeys play, live, and eat together. They have special attributes such as thick fur and padded palms to help them survive the harsh winters of the mountains of Japan.

Genre/Form

- Nonfiction
- Expository

Text Structure

- Divided into sections
- Underlying structural patterns (description, cause and effect, problem and solution, temporal sequence, compare and contrast)

Content

- Some content that requires accessing prior knowledge (seasons)
- Content that requires the reader to search for information in graphics (map, photographs)

Themes and Ideas

- Concrete theme close to students' experience (nature)
- Multiple ideas, easy to understand (animals adapting to an environment, members of a community relying on each other)

Language and Literary Features

- Descriptive language (A heavy blanket of snow covers the ground.)
- Language used to show temporal sequence (in the spring and summer, in the fall, by the time winter arrives)

Sentence Complexity

- Many sentences beginning with phrases or subordinate clauses (Even if the outer layer gets wet, the warm inner layer helps keep the monkey dry.)

Vocabulary

- Content-specific words explained and illustrated in the text (hot spring, diet)
- Adjectives describing places or things (steamy, snowy, shaggy)
- New vocabulary that requires strategic action to understand (toasty, groom, clings)

Words

- Full range of plurals (temperatures, layers, babies)
- Verbs with inflectional endings (learned, tests, carries)
- Adjectives with the comparative ending -er (thicker, warmer)
- Contractions and possessives (isn't, monkey's, that's)

Illustrations

- Photographs of the important content and ideas in the text
- Map with caption and inset

Book and Print Features

- Sentences beginning where previous sentence ends
- Variety in placement of print and pictures
- Captions under pictures that provide important information
- Print placed in sidebars that provide important information
- Table of contents, headings, sidebars, glossary
- Periods and commas

© 2018 by Irene C. Fountas and Gay Su Pinnell from *Fountas & Pinnell Classroom*. Portsmouth, NH: Heinemann.



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 vocabulary and text features.

- Clarify what *menu* means in the table of contents.
- Point out the multiple-meaning word *spring*.
- Identify and name each text feature: *table of contents, section, caption, map, sidebar, heading, and glossary*.

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

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 ●).

- *Look at the front cover of this book. The title of this nonfiction book is Snow Monkeys. Ellen Catala is the writer. These snow monkeys live in the icy cold mountains of Japan. What do you know about monkeys?*
- *Turn to the table of contents and read the section titles. ● What kinds of things will you learn about? ● The writer begins with sections that include information about snow monkeys in winter and ends with a section called "Winter Again." What does that tell you about how the writer will present information? ● You will learn how snow monkeys live throughout the year.*
- *Turn to pages 2 and 3. What is this section about? ● What else do you see on the pages? ● If needed, call attention to the photographs, caption, the map, the sidebar, and words in bold. Nonfiction books often have glossaries. Be sure to use the glossary on page 16 to check the definitions of new words, if you need it.*
- *Notice the large and the small photographs. Why do you think these snow monkeys are in the water?*
- *Look at pages 4 and 5. It's winter, so what do you notice about these snow monkeys? ● Point out the heavy fur and the grooves in the close-up of a monkey's palm. What are you thinking?*
- *Turn to pages 8 and 9. What is this section about? ● Compare the two photographs. How are they different? ● The photographs show snow monkeys searching for food in different seasons. The writer says, "A snow monkey doesn't eat the same kind of food throughout the year." Say throughout. ● Find the word throughout on page 8 and run your finger under it. ● When you read a tricky word, look for word parts that you know. What parts do you know in the word throughout?*
- *Looks at the photographs on pages 10 and 11. What season could it be now? ● How can you tell? ● There is no snow and there are some green plants. Baby snow monkeys are born in the spring. A baby snow monkey clings to its mother. Find the word cling and run your finger under it. ● What does cling mean? ● Why do you think the baby snow monkey clings to its mother?*
- *Return to the beginning of the book. As you read Snow Monkeys, think about how the physical features of snow monkeys—their bodies—help them survive the cold winters of northern Japan.*

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



Prompting Guide, Part 1
Refer to pages 9 and 20 as needed

Supporting English Learners

Support students' reading fluency.

- Read page 4 to model appropriate phrasing.

Reading the Text

If the students are reading silently, you may want to sample the oral reading of a particular student or students.

- To support searching for and using multiple sources of information, tell the student that the reading must make sense, sound right, and look right. It has to all fit. When the student encounters difficulty in reading, prompt with *Try that again. That made sense and sounded right, but did it look right?*
- If a student has difficulty with a multisyllable word, help her break it down into syllables and use known word parts to solve it. Then, confirm by reading to be sure it sounds right and makes sense.
- If needed, help the student read with phrasing at a good rate. Prompt with *Read this smoothly with your eyes. Reinforce with You read that smoothly.*

Guide children 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 *Snow Monkeys*.
- To encourage discussion, you may want to select from the following questions/prompts or refer to *Prompting Guide, Part 2*:
 - Invite students to discuss what they found most interesting about snow monkeys.
 - *The writer tells how snow monkeys are like other monkeys and how they are different. Find a place in the book that tells how the monkeys are the same. How they are different?*
 - *How are baby snow monkeys like baby humans?*
 - *What features of the snow monkeys help them live in the cold mountains? Find three things the writer tells about the monkeys that make them able to live in such a harsh place. How do these ideas connect to the big idea of this book?*
 - *Think about other books you have read about animals that adapt to where they live. How are snow monkeys like the other animals you read about? Who can tell us a connection you are making?*
 - *Snow Monkeys gives facts—it's nonfiction. What do you think the writer wants you to learn?*
- Continue the discussion, guiding students toward the key understandings and the main message of the text. Some key understandings students may express:

Thinking *Within* the Text

- Snow monkeys live in the cold mountains of Japan.
- The monkeys have warm winter coats and bathe in the hot springs.
- In the spring and summer, they eat plants. They change diets over the seasons.
- In the spring, they have babies, which stay with their mothers for several months.
- When winter returns, the young monkeys are ready for the cold weather.

Thinking *Beyond* the Text

- ◆ Snow monkeys are different from monkeys that live in warm climates.
- ◆ Snow monkeys are adapted to live in harsh, cold environments.
- ◆ Snow monkeys are intelligent and resourceful.
- ◆ Life in cold climates is difficult for animals of all kinds.

Thinking *About* the Text

- Nonfiction features, such as photographs, a map, table of contents, glossary, and sidebars, provide support and extend meaning.
- Bold words are explained in context and listed in the glossary.

MESSAGE Animals living in harsh places, such as snow monkeys, develop special attributes and skills that help them survive.

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

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 about the text.

Analyzing: Text Structure

- *Writers organize and present information in a way that makes it interesting and easy to understand. Look at the table of contents. This writer puts ideas together to describe snow monkeys and how they live. But she uses other kinds of organization, too.*
- *Read the first paragraph on page 2. ● What time of year is it? ● Turn to page 10. Read the first paragraph. ● What time of year is it now? ● You have read about winter and spring. What will be next? ● Have students skim pages 12 and 13. Then, have them read the heading on page 14. It's "Winter Again," so that completes a full year. The writer presents information in time order across the year. Telling about a snow monkey's year helps you understand what its life is like.*

Snow Monkeys Level M



Prompting Guide, Part 2
Refer to pages 10, 25, and 39 as needed

Supporting English Learners

Support students' discussion.

- Create a chart with the heads *Physical Characteristics and Behavior*. Elicit ways snow monkeys survive and list words/phrases in the chart.
- Provide an oral sentence frame for students to use: *Snow monkeys ___ to survive the cold weather.*

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



Prompting Guide, Part 1
Refer to pages 40 and 41 as needed



Prompting Guide, Part 2
Refer to page 20 as needed

Respond to individual children after the reading [based on observations during the reading of the text] with these powerful **Teaching Points**.

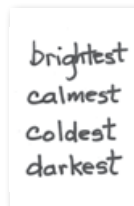
Help children develop flexible word-solving skills and automaticity in decoding and processing text with hands-on **Phonics/Letter and Word Work**.

Phonics/Letter and Word Work

Help the readers become more flexible with taking apart words with comparative endings.

Words With Comparative Ending -est

- Write the following words on the whiteboard: *brightest, calmest, coldest, darkest*. Point to and read each word. What do you notice about these words?
 - They all have the same ending.
- Point to the word *brightest*. What parts in this word do you know? ● Cover up the ending -est as students identify the base word *bright*. Then, cover *bright* as they identify the ending -est. The ending -est means "the most." If a light is the *brightest*, it is the "most bright" of all the lights. Model using *bright* and *brightest* in sentences.
- Repeat the activity, using guiding questions to help students take apart the remaining words. Invite volunteers to use each word in a sentence.



Supporting English Learners

Support students' oral language development.

- Direct students to specific pages and have them scan the text for key words to populate the chart.
- Once the chart is complete, have partners orally summarize what snow monkeys do in each season.

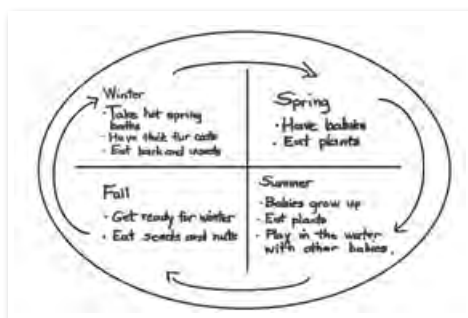
Writing About Reading (optional) suggestions include shared, interactive, or independent writing activities. Encourage children to record their thinking in the *Reader's Notebook* when a text evokes interest and conversation.

Writing About Reading (Optional)

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

Shared Writing: Chart

- The writer uses the seasons of the year to organize information about snow monkeys. Now, let's see how the seasons change the monkeys' lives. We'll work together to review the writer's descriptions and put them in the right season.
- On chart paper, draw a circle divided into four sections to represent a yearly cycle. Label the sections *Winter, Spring, Summer, and Fall*. Think about what life is like for snow monkeys in the winter. What do they do? What helps them survive? Record students' responses in the *Winter* section. Repeat the procedure for the remaining seasons.
- Have students read the completed chart. You may want to type the information and give it to students to paste in the *Reader's Notebook*.



Assess and observe student's 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 M 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.

GR0428



You Will Need

- *Truly Delicious*, Level M
- whiteboards
- wipe-off markers

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

- Problem and Solution Chart
- Recording Form

Book *Truly Delicious*
Level M
Author Lisa Lerner
Illustrator Logan Kline
Genre Fiction/Fantasy



VIEW THIS BOOK ONLINE

Goals

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

Reading

- Reread occasionally to search for and use information from multiple sources.
- Notice word parts and use them to solve multisyllable words (*miserable, failure*).
- Read with all dimensions of fluency.

- Understand words related to cooking (*mix, measure, simmer, stir*).
- Understand and describe characteristics of fiction genre (fantasy).
- Access background knowledge to understand description.

Phonics/Letter and Word Work

- Add -es to a singular noun to make a plural noun.

Writing About Reading

- Summarize the story's main problem and how it is resolved.
- Identify the author's message.

Analysis of Book Characteristics *Truly Delicious*, Level M

How The Book Works In this fantasy, the text features assigned and unassigned dialogue, figurative language, and complex characterizations. Clementine bakes awful-tasting treats for her best friend Harold to try. Harold lies to spare Clementine's feelings. When he finally tells her the truth, he takes the time to teach Clementine to bake.

Genre/Form

- Fiction
- Fantasy

Text Structure

- Narrative text with straightforward structure (beginning, series of episodes, and ending) but more episodes included
- Underlying structural pattern (narrative)

Content

- Some content that goes beyond students' immediate experience (cooking techniques)
- Support provided by pictures

Themes and Ideas

- Concrete themes close to students' experience (friendship, feelings)
- Ideas close to students' experience (helping a friend, being honest without being unkind)

Language and Literary Features

- Plot with conflict and resolution
- Characters that learn and change, with reasons for character change explicit and obvious
- Characters revealed by what they say, think, and do, and by what others say and think about them
- Variety in presentation of dialogue (dialogue with pronouns, split dialogue)
- Figurative language (easy as pie, as heavy as a stone, like soggy old socks)

Sentence Complexity

- Some longer sentences with more than fifteen words and many clauses and phrases
- Sentences with multiple adjectives and prepositional phrases
- Sentences with nouns in a series, divided by commas

Vocabulary

- Content-specific words introduced, explained, and illustrated in the text requiring the use of context for understanding (batch, simmer)
- Many adjectives describing characters and things

Words

- Multisyllable words (somersaults, complicated, miserable)
- Verbs with inflectional endings

Illustrations

- Illustrations of the important content and ideas in the text

Book and Print Features

- Sentences beginning where previous sentence ends
- All capitals for emphasis
- Periods, commas, question marks, exclamation marks, and quotation marks

Supporting English Learners

Support students' understanding of concepts.

- Clarify what a *picnic* is, and elicit characteristics of picnics.
- Some of the food items may be unfamiliar to students; provide meanings and point to illustrations if necessary.



Prompting Guide, Part 1
Refer to pages 9 and 20 as needed

Supporting English Learners

Support students' independent reading.

- If students seem overwhelmed by the volume of text on the page, encourage them to focus on one paragraph at a time and to cover the remaining text with another sheet of paper.

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 book is called Truly Delicious. It's by Lisa Lerner and illustrated by Logan Kline. One of the main characters, Clementine, is shown in the picture on the front cover. What does the picture tell you about the kind of story this will be? This is a special kind of fiction called fantasy.*
- Read aloud "Soggy Old Socks" on the back cover. *Why is it sometimes hard to tell a friend the truth? ● It can be hard to give an honest opinion and still be kind.*
- Turn to pages 2 and 3. *Clementine adores picnics and did three somersaults to prove it. You can see her turning somersaults on the grass. What is a somersault? ● Say somersaults. ● Find the word somersaults in the last sentence on page 2, put your finger under it, and say it.*
- *All the rabbits brought goodies to share. Excitedly, they complimented one another's cooking. Say excitedly. ● Clap it. ● Find it in the sixth line on page 3 and get a good look.*
- *Look at pages 4 and 5. Clementine did not take the cooking and baking classes that all her friends took. She went sledding instead. But, Clementine said with a chuckle—a little laugh—that "baking is easy as pie!" What does she mean?*
- Turn to pages 6 and 7. *Clementine baked her first dish, Dandelion Donuts. She presented the Dandelion Donuts to Harold. Have students say and locate the word presented. Clarify the meaning as needed.*
- *Clementine wanted to know what Harold thought, but the donut tasted like salt! Was Harold truthful when he told her that they were very round? ● What could he have told her instead?*
- *Look at the illustration on page 9. What does it show? ● Harold imagined how their friends would react to Clementine's cooking. He told Clementine she mustn't make carrot anything. Look at the word anything. It's in all capital letters, and that means he said it loudly with a lot of emphasis.*
- Turn to pages 10 and 11. *Harold felt miserable that he had lied to his best friend. Clap the syllables in the word miserable. ● What word part would you expect to see at the beginning of the word miserable? ● Look for the word part mis to find the word. ● What do you think miserable means? ● Link the word miserable to misery. To feel miserable is to feel very unhappy.*
- On page 11, *Clementine said, "I'm a failure." Look for the word part fail at the beginning of the word failure. ● What does it mean to be a failure at something? ● To feel like a failure is to feel like you didn't succeed.*
- Read the story from the beginning to see how Harold helped his friend Clementine.

Reading the Text

If the students are reading silently, you may want to sample the oral reading of a particular student or students.

- If a student has difficulty searching for and using multiple sources of information, prompt with *That made sense and sounded right, but did it look right?* Reinforce with *It makes sense, sounds right, and looks right, too.*
- If needed, prompt a student to read with all dimensions of fluency. *Put your words together and make it sound like talking.* Reinforce with *You made it sound like talking.*

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 *Truly Delicious*.
- To encourage discussion, you may want to select from the following questions/prompts or refer to *Prompting Guide, Part 2*:
 - *How do you know this is a fantasy? Would the story be as good if Harold and Clementine were people instead of rabbits?* Point out that making the characters rabbits adds humor and interest.
 - *How did Harold's decision not to hurt Clementine's feelings actually make the problem worse?*
 - *Reread the last paragraph on page 10. Did Harold really lie to Clementine?* Encourage students to support their opinions with evidence from the text.
 - *How does the title Truly Delicious connect to what happens in the story? On the last page, Harold said the cupcakes were truly delicious. Was he telling the truth?*
- 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

- Clementine told Harold she was going to learn to bake and thought it would be easy.
- Clementine had Harold try each of her baked goods, and all of them tasted terrible.
- Harold didn't want to hurt Clementine's feelings, so he didn't tell her the truth.
- Clementine wanted to bake for her friends, and Harold worried they'd be mean to her.
- Harold told Clementine the truth and helped her learn to bake.

Thinking *Beyond* the Text

- ◆ Clementine felt embarrassed that she couldn't cook, but Harold knew she'd feel more embarrassed if she brought bad food to the picnic.
- ◆ Harold thought of something nice to say about Clementine's terrible cooking.
- ◆ When Harold was honest with Clementine, they both felt bad at first, but then they felt better.
- ◆ By not being honest with Clementine to begin with, Harold made the problem worse.

Thinking *About* the Text

- The writer uses dialogue to present the problem and the solution.
- The illustrator uses a thought bubble to show how the rabbits might react to Clementine's cooking.
- Using animal characters makes the story lively and funny.

MESSAGES Friends can be honest with each other without being unkind. Some things take practice, and it is good to ask for help.

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 beyond the text.

Making Connections: Understand Description and Comparison

- *Clementine's baking was so bad that Harold almost threw up when he took his first bite. How are donuts supposed to taste?* ● Look at page 6. What does the writer tell you about how Clementine's Dandelion Donuts tasted?
- *On page 7, what was Clementine's pie crust compared to?*
- *On page 8, what did Clementine's muffins taste like?* ● *What might a soggy old sock taste like?* ● *The writer makes this comparison because you can imagine how awful that would taste, even though you have never tasted a soggy old sock.*



Prompting Guide, Part 2
Refer to pages 23, 37, 38, and 39 as needed

Supporting English Learners

Support students' discussion of the book.

- Check for understanding of the words *humor* and *humorous*, and clarify as needed.



Prompting Guide, Part 1
Refer to page 20 as needed



Prompting Guide, Part 2
Refer to pages 39 and 40 as needed

Supporting English Learners

Support students' word work.

- Point out the endings of the words as you discuss the rule.
- Say and clap the plural forms of the words with -es endings. Have students repeat.

Supporting English Learners

Support students' independent writing.

- Clarify the meanings of *problem*, *solution*, and *message*.
- Give examples from other familiar stories so students better understand what they're expected to produce.



Prompting Guide, Part 1
Refer to page 20 as needed

GR0068

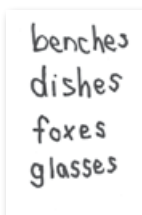


Phonics/Letter and Word Work

Help the readers become more flexible with making plurals with -es.

Make Plural Nouns with -es

- Write the words *box*, *buzz*, *dress*, *lunch*, and *wish* in a column on the board. In a second column, write the plural form of each word.
- *What do you notice about the words in the first column? • In the second column? • What do you need to do to the words in the first column to make them show more than one? • You add -es to words that end with s, x, z, ch, or sh.*
- Erase the words and write *bench*, *dish*, *fox*, and *glass*.
- Have students read the words. Then, give each student a whiteboard and a wipe-off marker. *Write the plural form of each word to show more than one.*



Writing About Reading (Optional)

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

Independent Writing: Problem and Solution Chart

- Give each student a Problem and Solution Chart to help them identify the message the writer gives in the story.
- Talk about Harold's problem. *Harold did not want to hurt Clementine's feelings by telling her the truth about her awful cooking, but he didn't want the other rabbits to hurt her feelings, either. What did he do to solve the problem?* Have students write the problem in the chart.
- Have students find examples in the story to fill in the solution in the chart. Discuss the message with students and have them add it to the chart.
- Allow volunteers to share their charts. Have students glue the chart in the *Reader's Notebook*.

Harold's Problem and Solution	
Problem	Harold hated Clementine's cooking but he didn't want to hurt her feelings.
Solution	Harold taught her to cook.
Message	Tell your friends the truth, but be nice and helpful.



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 M 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 children:

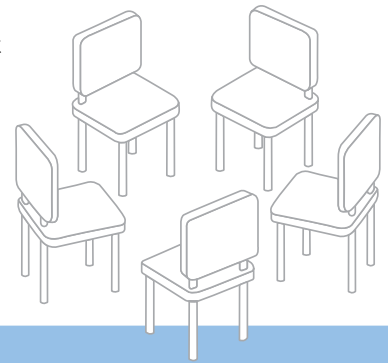
1. Sit in a circle on the floor or in chairs to discuss the text.
2. Learn to take turns and give their opinion.
3. Learn to listen to others and ask questions.
4. All turn to the page that is being discussed.
5. Learn to support their thinking by showing information in the book.
6. Look at the pictures.
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 children 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, children 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, children discuss a book that they have all read or listened to
- Texts may be at or beyond children's independent reading level
- Children 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 will include 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 children to make connections among texts throughout *Fountas & Pinnell Classroom™*. A facilitator card is included for each Book Club title for teachers to support discussion with groups of readers.



RESOURCES

AVAILABLE IN 2018

Put Book Clubs into Action

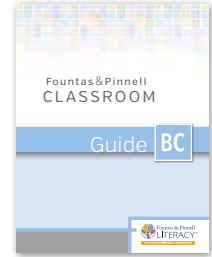
Books are sometimes related to the text sets in Interactive Read-Aloud, focusing on genres, authors, themes, or topics that are common to both instructional contexts.

USING TEXTS AMONG SEVERAL CLASSROOMS

You may be sharing your texts and the accompanying lessons with a team of fellow teachers. Consult the *FPC 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

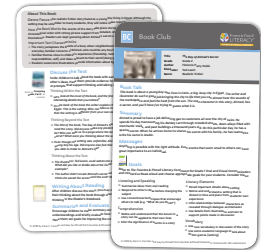
32 trade titles (6 copies of each)

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 Facilitator Cards

32 facilitator 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 facilitator card
- Video Library



Guide	Books	Facilitator Cards	Access
<i>Fountas & Pinnell Classroom™ Book Clubs Collection Guide</i>	Carefully curated collection of exquisite trade titles • 32 titles • 6 copies of each title	• 32 Facilitator Cards	Unlimited online access to lesson resources by title

Fountas & Pinnell Classroom™ Book Clubs will be available in 2018.

GRADE 2



Book Club



Title *The Day of Ahmed's Secret*
Grade Grade 2
Author Florence Parry Heide
Illustrator Ted Lewin
Genre Realistic Fiction

Book Talk

This book is about a young boy who lives in Cairo—a big, busy city in Egypt. The writer and illustrator do such a good job bringing the city to life that you can almost hear the sounds of the marketplace and feel the heat from the sun. The main character in this story, Ahmed, has a secret, and you'll have fun trying to guess what it is.

Summary

Ahmed is proud to have a job delivering gas to customers all over the city of Cairo. He spends his day maneuvering his donkey cart through crowded streets, down alleys filled with merchants' stalls, and past buildings a thousand years old. On this particular day, he has a special secret. When he arrives home he shares his secret with his family—he has learned to write his name in Arabic.

Messages

Anything is possible with the right attitude. Even events that seem small to others can have great importance to an individual.



Goals

Refer to *The Fountas & Pinnell Literacy Continuum* for Grade 1 Oral and Visual Communication and Interactive Read-Aloud and choose appropriate goals for your students. Consider these:

Listening and Speaking

- Summarize ideas from oral reading
- Respond to other's ideas before changing the subject
- Use conventional techniques that encourage others to talk (e.g. "What do you think?")

Comprehension

- Notice and understand that the lesson in a story can be applied to their own lives
- Infer the significance of events in a story

Literary Elements

- Recall important details about setting
- Notice and understand a setting that is distant in time and place from students' own experience
- Infer relationships between characters as revealed through dialogue and behavior
- Use details from illustrations and text to support points made in discussion

Vocabulary

- Use new vocabulary in discussion of the story
- Use some academic language to talk about fiction genres [setting]

© 2018 by Irene C. Fountas and Gay Su Pinnell from *Fountas & Pinnell Classroom*. Portsmouth, NH: Heinemann.

Spark children's 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 at-a-glance information on each title as well as the **Message(s)** to reinforce or convey the main/big ideas of the text.

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

Book Clubs FACILITATOR CARD

Draw children's attention to the book's **genre, structure, and characteristics** during the discussion.

About This Book

Genre Focus This realistic fiction story features a young boy living in Egypt. Although the setting may be unfamiliar to many students, they will notice ideas relevant to their own world.

How the Book Works The events of the story take place during a single day, in clear, chronological order with strong picture support from detailed, realistic watercolor illustrations. Readers are kept guessing about Ahmed's secret until the end of the story.

Important Text Characteristics

- The story juxtaposes the bustle of a busy urban neighborhood (Cairo, Egypt), with the everyday, familiar concerns of Ahmed—who could be any boy living during any time period.
- Familiar themes close to children's experience (friendship, family relationships, community, responsibilities, self), and ideas relevant to their world (doing your job, helping your family)
- Realistic watercolor illustrations provide information about Egyptian culture



Refer to **Prompting Guide, Part 2**, as needed.

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.

Discuss the Text

Invite children to talk about the book with each other, and build on each other's ideas. Have them provide evidence for their thinking. Some questions or prompts that support thinking and talking are suggested below.

Thinking Within the Text

- *Let's look at the cover of the book, and the first few pages. What are some of the interesting details that you noticed?*
- *On the back of the book the writer explains that the story takes place in Cairo, Egypt. This is the setting. Who can take us to a page that shows some ways that the setting is different from your own experience?*

Thinking Beyond the Text

- *The title of the book, The Day of Ahmed's Secret, really made me curious to read the story. Did anyone make any predictions about what the secret might be? Who can take us to a page where the author gives a clue about Ahmed's secret? What were you thinking about the secret?*
- *Even though the setting was unfamiliar, Ahmed seems just like any other young boy his age. Did anyone else feel that way? What connections were you able to make to Ahmed's life?*

Thinking About the Text

- *The illustrator, Ted Lewin, used watercolor paintings to illustrate the book. What did you like or dislike about the illustrator's style? Can you give an example?*
- *The author didn't reveal Ahmed's secret until the end of the story. Why do you think she saved the secret until the end? How did that affect you as you read?*



Writing About Reading

After children discuss the story, you may want to engage them in sharing their thinking about the book through drawing or writing about their thinking in the *Reader's Notebook*.

Summarize and Evaluate

Encourage children to make summary comments about their new understandings and briefly evaluate how the group talked with each other. Have them set goals for improving the next book club discussion.

© 2018 by Irene C. Fountas and Gay Su Pinnell from *Fountas & Pinnell Classroom*. Portsmouth, NH: Heinemann.

Propel student agency by encouraging groups to **Summarize and Evaluate** their discussion and brainstorm enhancements to future book clubs.

BENEFITS OF INDEPENDENT READING

Through independent reading children can:

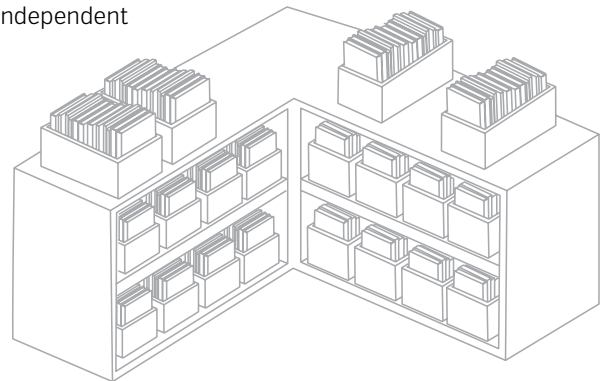
- Learn to exercise choice in selecting texts.
- Learn about themselves as readers.
- Gain “mileage” as readers.
- Engage in fluent reading daily.
- Develop the habit of spending time reading.
- Develop their own preferences for books, genres, and authors.
- Connect to the lives of others and their world.
- 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 children the chance to read, enjoy, and interact with texts 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, children read books of their choosing. Minilessons, brief conferences, and opportunities to share ideas support children’s learning
- Texts are generally at a child’s independent reading level
- Children share their thinking through discussion and writing
- Teaching occurs in brief conferences that support children’s thinking.



Texts and Instruction for Independent Reading

The *Fountas & Pinnell Classroom™ Independent Reading* collection for independent reading includes 150 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 second graders, and represents a diverse range of experiences and cultures. The collection includes a conferring card for each independent reading book. Through individual conferring conferences, teachers can observe and extend children’s 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.

Titles are organized into readability categories (with corresponding text level ranges,) author, genre, and subgenre lists so teachers can recommend titles as needed.

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

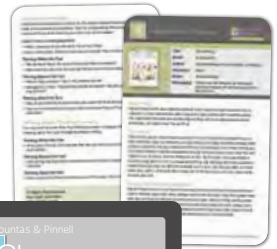
150 trade titles (1 copy of each)

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



Independent Reading Conferring Cards

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



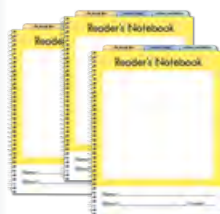
FPC Independent Reading Online Resources

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 • 150 titles	• 150 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.*

GRADE 2

IR

Independent Reading



Title *Three Stories You Can Read to Your Dog*
Grade 2
Author Sara Swan Miller
Illustrator True Kelley
Genre Fiction/Animal Fantasy
Message(s) It's not always easy to understand what our pets want or need.

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

Do any of you have pets? Have you ever wondered what your pet might be thinking? Or what they do when we're not around? This book, Three Stories You Can Read to Your Dog, lets you get inside the head of a dog so you can see the world just how he sees it. If you think you'd like to look at the world from a dog's point of view, this book is for you.

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

Summary

Told in second person, as if the narrator is speaking directly to the dog in the stories, this book offers three stories of every day life from a dog's point of view. The dog has a grand view of himself and his place in the world, scaring away a dangerous burglar who never quite materializes, enjoying delicious bones, and bravely running wild in the woods of his neighborhood. Readers are encouraged to actually read these stories aloud to their dogs and not to forget to "pet your dog while you read. Dogs like that almost as much as hearing stories."

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

Focus On Language and Literary Features

This story is told in second person, meaning the pronoun "you" is used as the narrator speaks directly to the dog in the stories (e.g., "One day your friend went away. You were all alone.>"). Invite children to talk about who the "you" is in the story. Discuss why the author chose to write the story this way and if children liked this style of storytelling.

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

© 2018 by Irene C. Fountas and Gay Su Pinnell from *Fountas & Pinnell Classroom*. Portsmouth, NH: Heinemann.

Independent Reading CONFERRING CARD

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

Conferring Prompts

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

Book Choice and Engagement

- There are three stories in this book. Which one did you like best? Talk about why.
- Do you think this is a good book to read to a dog? Talk about that.

Thinking *Within* the Text

- Who is the most important character in these stories?
- What happens in the story "The Burglar"?

Thinking *Beyond* the Text

- Who is the dog's "friend" and how does he feel about him?
- In "The Wild Dog," the dog decides it's not so great to be a wild dog. Why not?

Thinking *About* the Text

- Talk about what's the same in all three stories.
- Why do you think the writer uses the word "friend" to talk about the dog's owner?

Writing About Reading Prompts

You may want to select from the following prompts to engage children in sharing their thinking about the book through drawing or writing in the *Reader's Notebook*.

Thinking *Within* the Text

- Choose one of the stories in this book. Use words and drawings to tell what happens.

Thinking *Beyond* the Text

- In "The Wild Dog," how does the dog feel when he first runs away? Why do his feelings change?

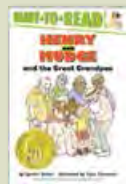
Thinking *About* the Text

- Write about something in this book that made you laugh. Be sure to tell why you think it is funny. Make an illustration to go with your writing.

Encourage children 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 child's understanding of the text.

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

If children liked this book, they might enjoy these stories about pets found in the Independent Reading library:



© 2018 by Irene C. Fountas and Gay Su Pinnell from *Fountas & Pinnell Classroom*. Portsmouth, NH: Heinemann.



Professional Learning Tools

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.



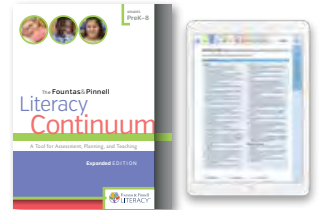
RESOURCES

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 eight 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*

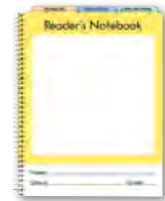
These in-the-hand teaching tools contain precise language to use when teaching, prompting for, and reinforcing effective strategic actions in reading and writing.



Available in print and digital formats

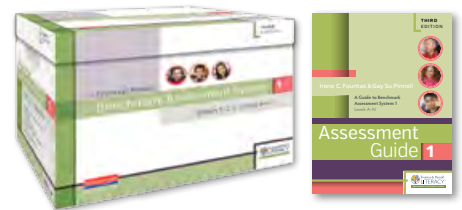
Reader's Notebooks

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

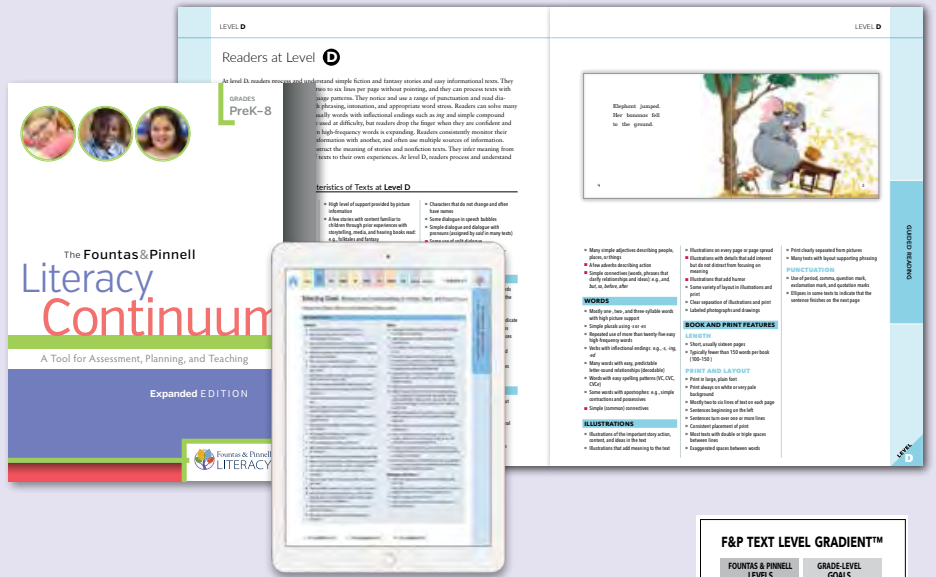
With both embedded and extended opportunities for sustained, scalable professional growth of teachers, professional learning informs and inhabits *Fountas & Pinnell Classroom™*.

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™.



THE ROADMAP FOR LITERACY ACQUISITION IN CHILDREN OVER TIME

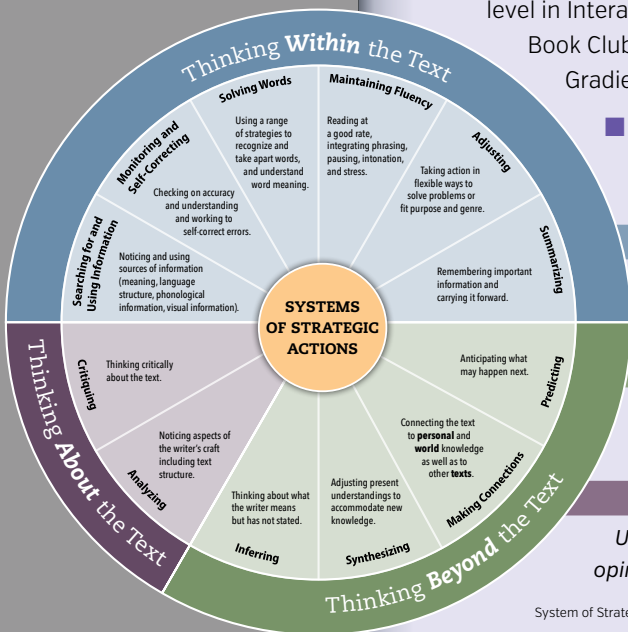
Proficient readers and writers display recognizable behaviors at every phase of literacy learning. When teachers notice, teach, and support these behaviors, they link assessment to responsive teaching. This indispensable literacy tool identifies:

- 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.]

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 individualized requirements and professional teacher judgement.
© 2012 Irene C. Fountas and Gay Su Pinnell

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



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.

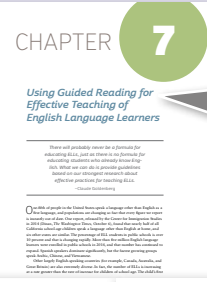


A CLOSER LOOK

Guided Reading SECOND EDITION

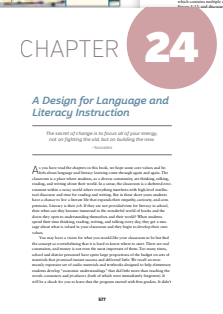
REDEFINE YOUR LITERACY INSTRUCTION

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.

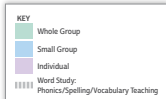


FIGURE 24-1 Key for Different Settings in a Coherent Literacy Design

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)

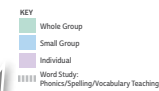
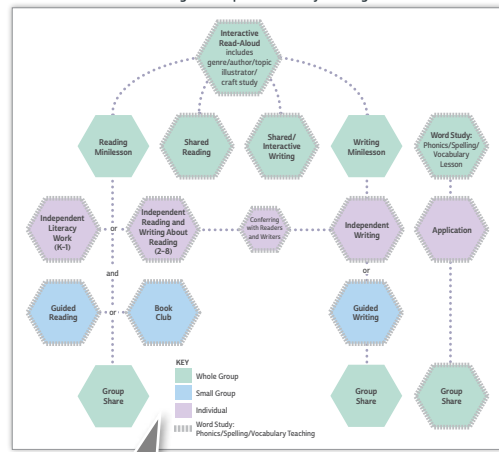
In Figure 24-2, you see a layout of a basic coherent literacy design. This broad approach can be adapted to meet local needs. And, you will want to select where you start and collaboratively decide where you go next. There are some variations for primary and intermediate students of course, and time 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:

- 1 **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.
- 2 **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

A Design for Responsive Literacy Teaching



© 2011 by Irene C. Fountas and Gay Su Pinnell from Guided Reading, Second Edition. Portsmouth, NH: Heinemann.

In-depth exploration of responsive teaching.

A CLOSER LOOK

Prompting Guides AND Reader's Notebook

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.

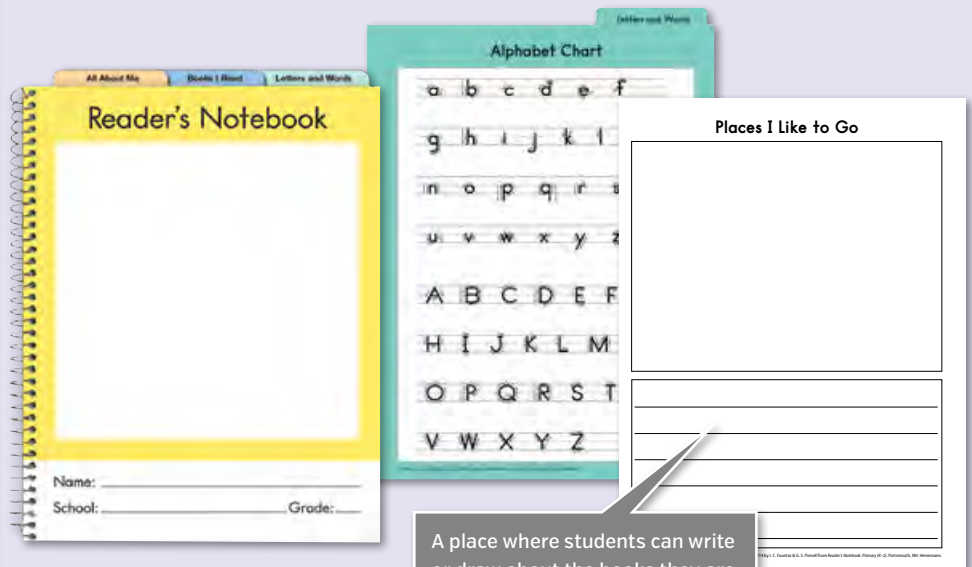


Select language that best prompts students as they build their literacy processing systems.

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 or draw 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 children’s literacy progress. The decisions teachers make based on this data is the heartbeat of responsive teaching.

Assessment At A Glance

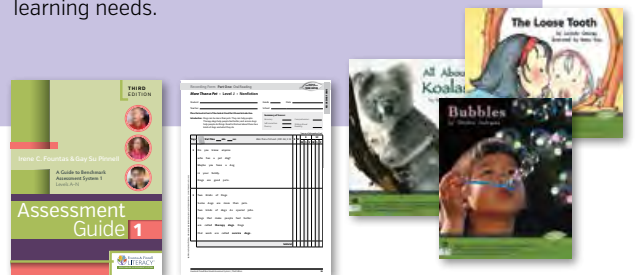
Assessment makes evidence-based, student-centered teaching possible. This information will help teachers to:

- Determine what each child can do, both independently and with teacher support
- Inform teaching decisions on an ongoing basis
- Monitor progress
- Document each child'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™*.

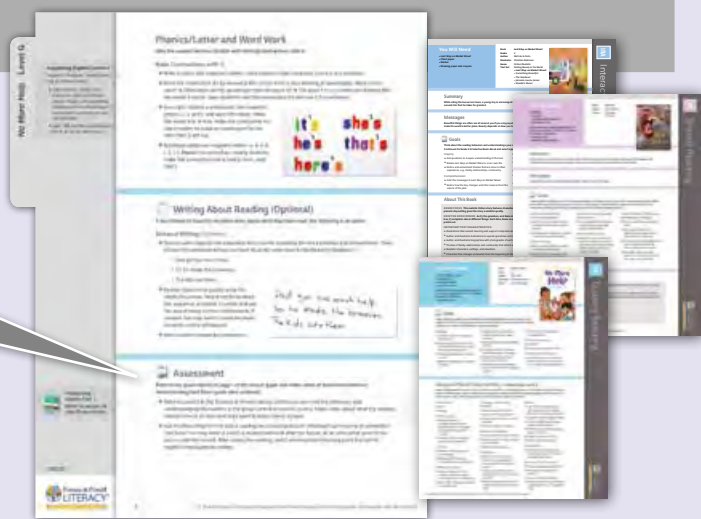
Type	Frequency	Assessment Tool
CONTINUOUS	<ul style="list-style-type: none"> • Administer at regular intervals 	<ul style="list-style-type: none"> • Use a reading record to code, analyze, and score a child's reading of the previous day's new text during Guided Reading.
INTERVAL	<ul style="list-style-type: none"> • Assess to inform instruction • Document progress 2-3 times per year 	<ul style="list-style-type: none"> • Use <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 child in the classroom. Three contexts are highly productive for continuously observing/gathering information about literacy learning: oral reading, children’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
CHILDREN’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 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 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.



A CLOSER LOOK

Professional Learning Tools **RESOURCES**

RESOURCES AND OPPORTUNITIES THAT ELEVATE EXPERTISE

Fountas and Pinnell believe that teacher expertise is at the heart of student achievement—Fountas & Pinnell Classroom™ is deeply rooted in continuous professional learning.



MEMBERSHIP IS FREE!

Insightful blog posts, active discussion boards, downloadable resources, and daily teaching tips make every visit worthwhile.

To join, visit www.fountasandpinnell.com.

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

RESOURCES AND OPPORTUNITIES		
	EMBEDDED	• Resources inherently rooted in <i>FPC</i> to elevate expertise
 THROUGH PEARSON ACADEMY	PRIVATE	• Expert comes to your school
	PUBLIC	• You come to the experts
	ONLINE	• Interact digitally with experts
	COMMUNITY	• Daily retreat to reflect, research and redefine literacy instruction [free]

The Fountas & Pinnell Literacy™ Community

The process of achieving and extending expertise begins with having a vision for what literacy classrooms can be like. To get started realizing that vision, become part of a learning community that actively pursues the same goal: to nurture the growth of individuals who not only use literacy in a highly proficient way but use literacy to create a high quality of life.

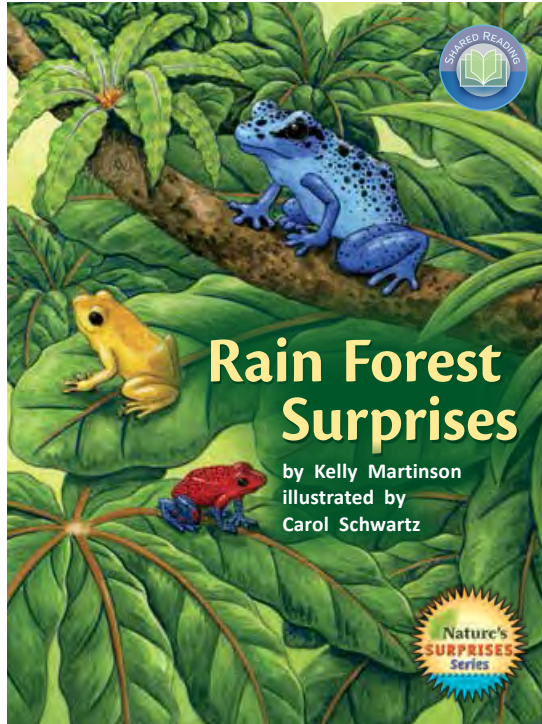
Members receive exclusive access to content and events, such as:

- **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.



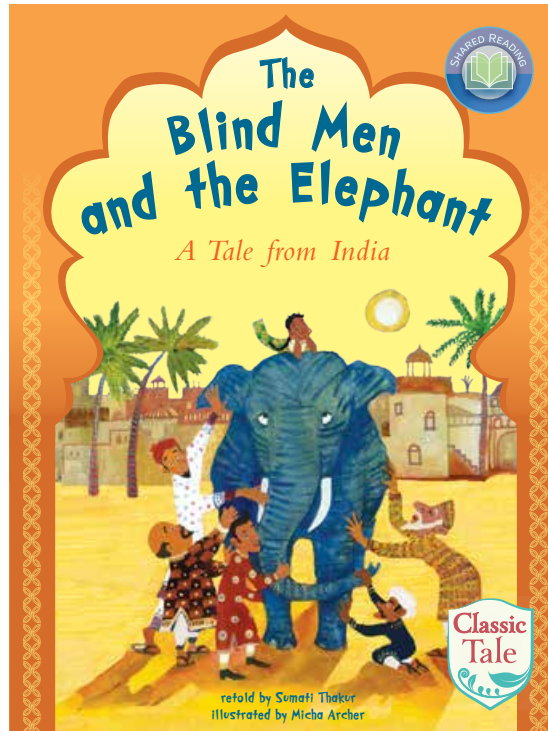
Each book cover is clearly labeled with:

- 1 Fountas & Pinnell Literacy™ product identifier
- 2 Fountas & Pinnell Classroom™ Instructional Context
- 3 Genre: Fiction or Nonfiction
- 4 Running Words for oral reading record



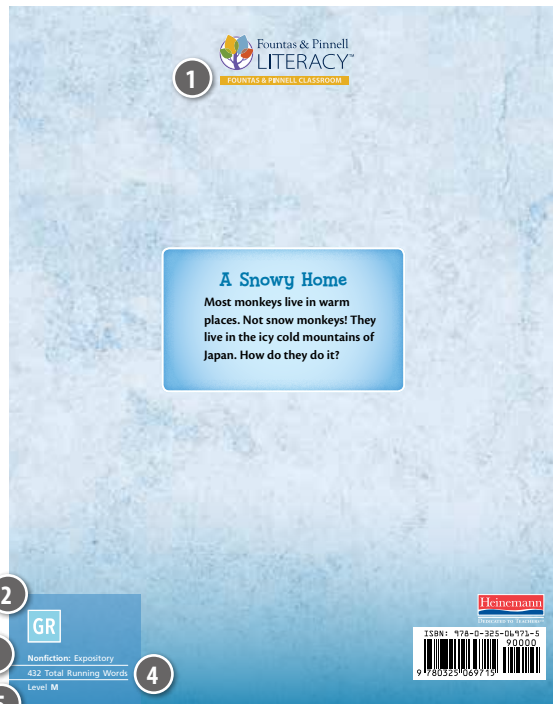
Each book cover is clearly labeled with:

- 1 Fountas & Pinnell Literacy™ product identifier
- 2 Fountas & Pinnell Classroom™ Instructional Context
- 3 Genre: Fiction or Nonfiction
- 4 Running Words for oral reading record



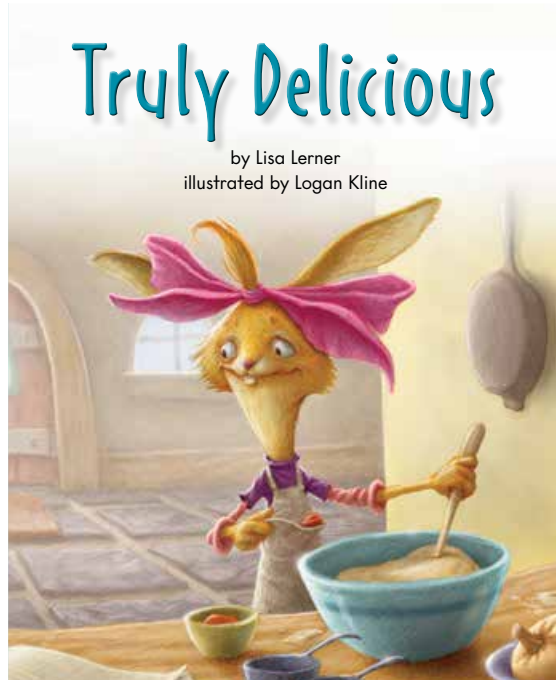
Each book cover is clearly labeled with:

- 1 *Fountas & Pinnell Literacy™* product identifier
- 2 *Fountas & Pinnell Classroom™* Instructional Context
- 3 Genre: Fiction or Nonfiction
- 4 Running Words for oral reading record
- 5 *Fountas & Pinnell Text Level*



Each book cover is clearly labeled with:

- 1 *Fountas & Pinnell Literacy™* product identifier
- 2 *Fountas & Pinnell Classroom™* Instructional Context
- 3 Genre: Fiction or Nonfiction
- 4 Running Words for oral reading record
- 5 *Fountas & Pinnell Text Level*





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, and think, talk, and write** every day about **relevant content** that engages their hearts and minds.
- 5 Read, and think, talk, 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 1800 656 685 • Fax 1800 642 270 • Email schools@pearson.com.au

