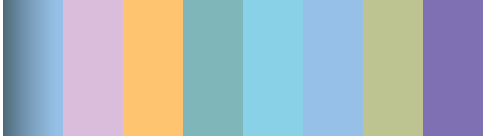


FROM THE CREATORS OF **THE F&P TEXT LEVEL GRADIENT™**



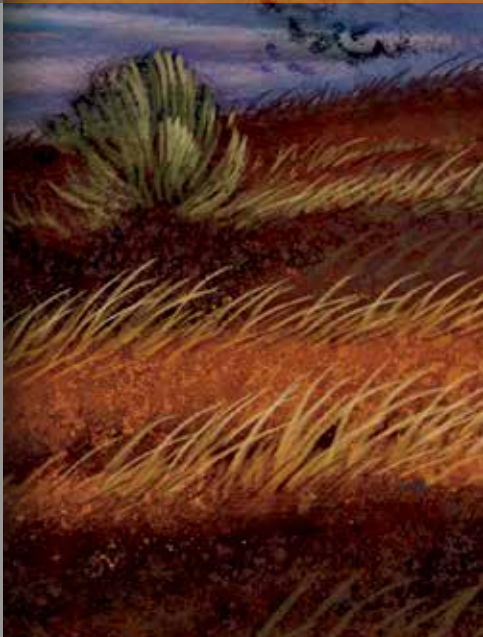
Fountas & Pinnell
Classroom™



AN INTRODUCTION TO

THE **FUTURE** OF LITERACY EDUCATION

GRADE 4



Heinemann

DEDICATED TO TEACHERS



Fountas & Pinnell
LITERACY™

Reflect
Reimagine
Redefine

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

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



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

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Professional Learning Tools and Assessment 55



Fountas & Pinnell Classroom™

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

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

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

and for teachers to:

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

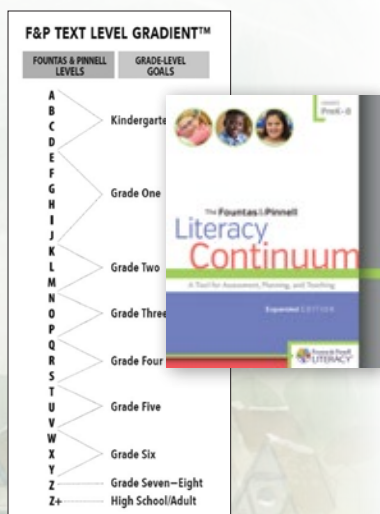


DESIGNED TO
CHANGE THE
LANDSCAPE OF
LITERACY
EDUCATION

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

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

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



1 INSTRUCTIONAL COHERENCE

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

2 RESPONSIVE TEACHING

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

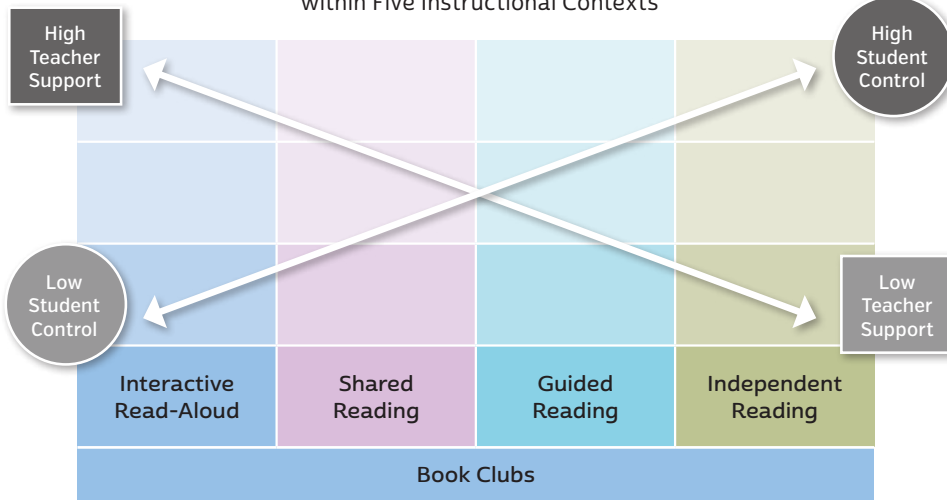
3 MULTI-TEXT APPROACH

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

WHEN

HOW

Levels of Teacher Support for Reading within Five Instructional Contexts



4 STUDENT INQUIRY

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

5 LANGUAGE-BASED

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

6 TEACHER EXPERTISE

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

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™*.



DESIGNED TO CHANGE THE LANDSCAPE OF LITERACY EDUCATION

Organizing Fountas & Pinnell Classroom™

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

BUILDING A CLASSROOM COMMUNITY

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

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

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

WHOLE-GROUP AREA

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

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

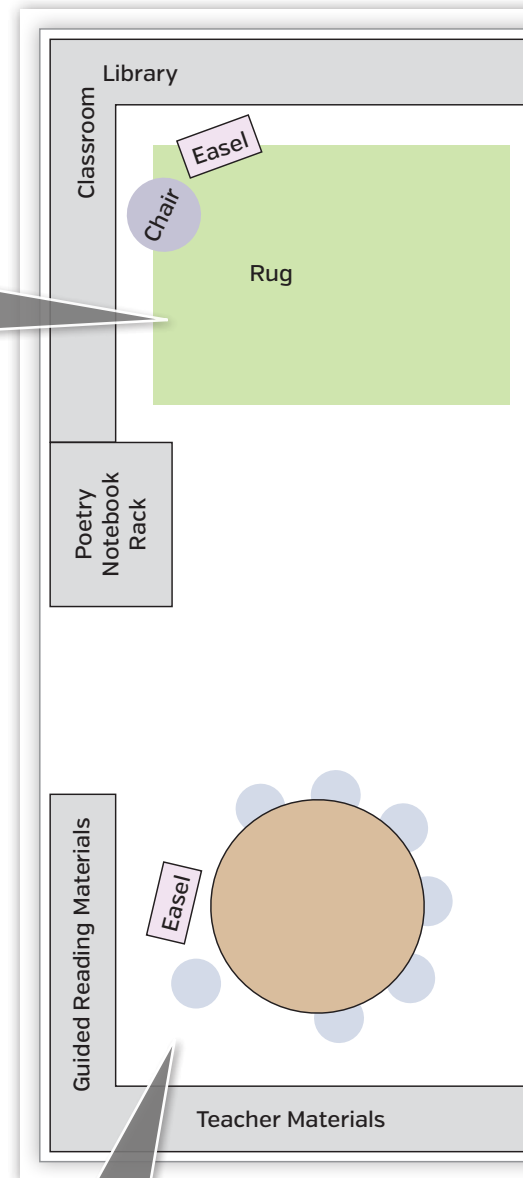
FOUNTAS & PINNELL CLASSROOM™ INSTRUCTIONAL CONTEXTS:

IRA Interactive Read-Aloud

SR Shared Reading

RML Reading Minilessons

PWS Phonics, Spelling, and Word Study lessons



SMALL-GROUP AREAS

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

PURPOSE: Small-group reading instruction

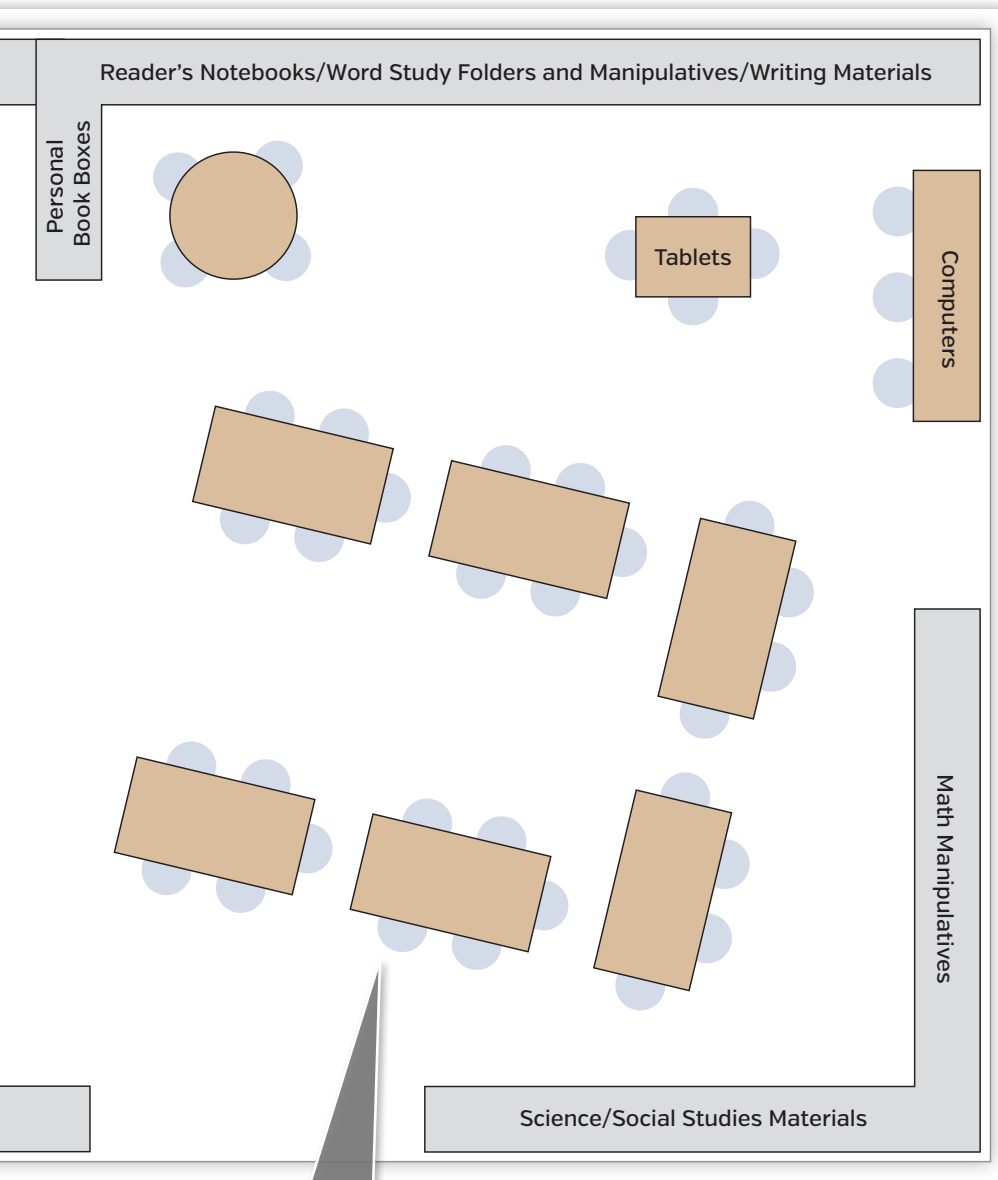
FOUNTAS & PINNELL CLASSROOM™ INSTRUCTIONAL CONTEXTS:

GR Guided Reading

BC Book Clubs

WHEN

HOW



INDEPENDENT WORK AREAS

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

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

FOUNTAS & PINNELL CLASSROOM™ INSTRUCTIONAL CONTEXTS:



Independent Reading



Phonics, Spelling, and Word Study application



Shared Reading



**DESIGNED TO
CHANGE THE
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LITERACY
EDUCATION**

Instruction in Fountas & Pinnell Classroom™

Comprehensive resources for a systematic approach to literacy learning

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

WHOLE-GROUP TEACHING

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

SMALL-GROUP TEACHING

5. Guided Reading
6. Book Clubs/Literature Discussion

INDEPENDENT LEARNING

7. Independent Reading

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

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

INDEPENDENT READING

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

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

IR

GR

GUIDED READING

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

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

BC

BOOK CLUBS/ LITERATURE DISCUSSION

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

- 32 titles per grade K-3
- 48 titles per grade 4-6
- Discussion card per title
- Inquiry Overview Card per text set

WHEN

HOW

READING MINILESSONS

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

- One book of minilessons per grade K-6

RML

INTERACTIVE READ-ALoud

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

- 120 titles per grade PreK-6
- Lesson folder per title
- Inquiry Overview Card per text set

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-3
- 105 lessons in grade 4
- In development for grades 5 and 6

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 with lesson folder and audiobook per title spanning grades PreK-3
- Specific enlarged text opportunities for shared and performance reading in IRA, GR, and BC lessons per grade 4-6











DESIGNED TO
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The Fountas & Pinnell Classroom™ System

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

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

Instructional Context	Grade 4
GUIDED READING 	<ul style="list-style-type: none"> 180 original titles: levels N-V (6 copies each) 180 Lesson Folders Context Collection Guide
INTERACTIVE READ-ALOUD 	<ul style="list-style-type: none"> 120 trade titles 120 Lesson Folders 25 Inquiry Overview Cards Context Collection Guide
READING MINILESSONS 	<ul style="list-style-type: none"> The Reading Minilessons Book, Grade 4
SHARED READING 	<ul style="list-style-type: none"> Online Resources Specific enlarged text opportunities for shared and performance reading in IRA, GR and BC lessons
PHONICS, SPELLING, WORD STUDY 	<ul style="list-style-type: none"> Fountas & Pinnell Word Study, Phonics, Spelling, and Vocabulary System, Grade 4
INDEPENDENT READING 	<ul style="list-style-type: none"> 200 trade titles 200 Conferring Cards Context Collection Guide
BOOK CLUBS 	<ul style="list-style-type: none"> 48 trade titles (6 copies each) 48 Discussion Cards Context Collection Guide
PROFESSIONAL LEARNING TOOLS 	<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. FPC System Guide, Grade 4

● AVAILABLE NOW ● AVAILABLE FALL 2019 ● IN DEVELOPMENT

WHEN IMPLEMENTATION TIMELINE

HOW

Grade 5

Grade 6

- 170 original titles: levels Q-Z (6 copies each)
- 170 Lesson Folders
- Context Collection Guide

- 150 original titles: levels T-Z (6 copies each)
- 150 Lesson Folders
- Context Collection Guide

- 120 trade titles
- 120 Lesson Folders
- 25 Inquiry Overview Cards
- Context Collection Guide

- 120 trade titles
- 120 Lesson Folders
- 25 Inquiry Overview Cards
- Context Collection Guide

- The Reading Minilessons Book, Grade 5

- The Reading Minilessons Book, Grade 6

- Online Resources
- Specific enlarged text opportunities for shared and performance reading in IRA, GR and BC lessons

- Online Resources
- Specific enlarged text opportunities for shared and performance reading in IRA, GR and BC lessons

- Fountas & Pinnell Word Study, Phonics, Spelling, and Vocabulary System, Grade 5

- Fountas & Pinnell Word Study, Phonics, Spelling, and Vocabulary System, Grade 6

- 200 trade titles
- 200 Conferring Cards
- Context Collection Guide

- 200 trade titles
- 200 Conferring Cards
- Context Collection Guide

- 48 trade titles (6 copies each)
- 48 Discussion Cards
- Context Collection Guide

- 48 trade titles (6 copies each)
- 48 Discussion Cards
- Context Collection Guide

- The Literacy Continuum
- Guided Reading, 2nd Ed.
- Prompting Guides 1 & 2
- Reader's Notebooks
- Benchmark Assessment System, 3rd Ed.
- FPC System Guide, Grade 5

- The Literacy Continuum
- Guided Reading, 2nd Ed.
- Prompting Guides 1 & 2
- Reader's Notebooks
- Benchmark Assessment System, 3rd Ed.
- FPC System Guide, Grade 6



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EDUCATION**

Visit fountasandpinnell.com/fpc for the grades PreK-3 components release schedule. Pre-publication data subject to change.

Fountas & Pinnell Classroom™ Literacy Opportunities








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

CREATING COHERENCE

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

FITTING IT ALL TOGETHER

Start with this suggested framework, or design your own

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

Suggested time allotments shown are for utilizing the instructional contexts of *Fountas & Pinnell Classroom™* within your Grade 4 classroom.

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TOTAL:
3.25 HOURS

BENEFITS OF INTERACTIVE READ-ALOUD

Through interactive read-aloud students can:

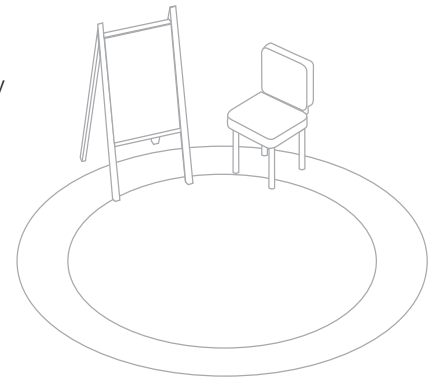
- Connect to the lives of others and their world.
- Build and develop ideas as a community.
- Engage in meaningful discussion.
- Deepen comprehension.
- Expand knowledge and vocabulary through listening and talking.
- Be exposed to complex language patterns.
- Make connections between texts.
- Study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

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

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

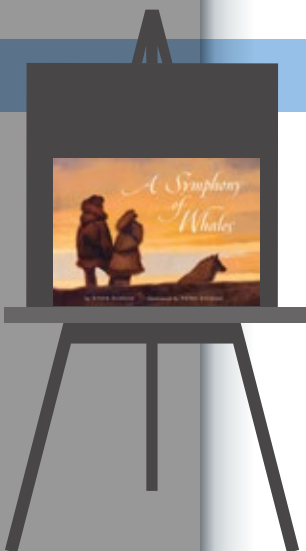
Interactive Read-Aloud At a Glance

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



Texts and Instruction for Interactive Read-Aloud

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



Put Interactive Read-Aloud into Action

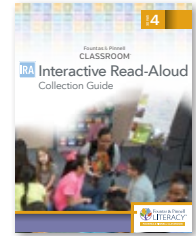
Books are in a recommended sequence based on typical instructional emphases and the likely needs of a classroom community throughout the school year; however, as you discover your students' needs and interests, you may wish to present the text sets in a different order.



Fountas & Pinnell Classroom™

Interactive Read-Aloud Collection Guide

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



Interactive Read-Aloud Books

120 trade titles, 1 copy of each

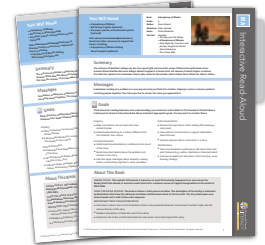
This carefully curated collection of the very best age- and grade-appropriate trade books is at the heart of literacy instruction in your classroom. Designed to nurture students' ability to construct meaning in an interactive, talk-rich context, the interactive read-aloud books are organized into text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



Best trade book choices in curated text sets

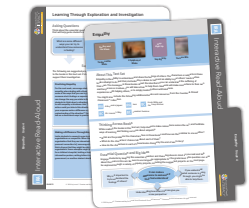
Interactive Read-Aloud Lesson Folders

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



Inquiry Overview Cards and Inquiry Projects

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



FPC Interactive Read-Aloud Online Resources

The resources needed for each lesson, including:

- PDFs of each lesson
- Text Set and Book Stickers
- Video Library
- Parent Letters
- General Resources
- Record Keeping Form



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

Empathy



The Boy and the Whale



A Symphony of Whales



Step Right Up



The Crane Wife

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

Expand students' abilities to infer larger messages, discuss similarities and differences, make connections to their lives, express opinions, and synthesize evidence from several sources by **thinking across books**.

Engage students with an **essential question** to help them think about and connect the underlying themes and big ideas in the books they are hearing and discussing.

About This Text Set

Empathy is the ability to understand and share the feelings of others. The characters or subjects in these books attempt to do just that, motivated by a desire to help and an ability to put others' needs before their own. The messages in these books reflect the idea that if you can understand the suffering of another person or creature, you will take action to help them. Students will make connections to their own experiences with helping others, or to simply treating others with kindness.

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

- IRA *A Boy and a Jaguar* IRA *Ivan* BC *Uncle Willie and the Soup Kitchen*
- BC *Mr. Lincoln's Way* BC *Freedom Summer*

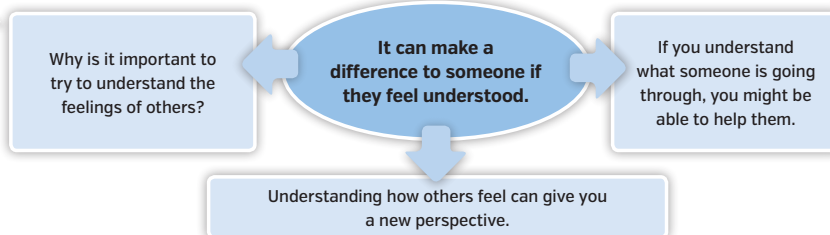
Thinking Across Books

While reading the books in this text set, help students make connections across the set, and facilitate ways of learning and finding out more about empathy.

- What are the problems the characters face in these books and how are they similar to one another?
- What do the characters' choices tell about each of them?
- How do the characters in each of these books change by the end of each story?

Essential Question and Big Ideas

Engage students by keeping this essential question and these big ideas in mind as you read and talk about the texts in this set. Be sure to use language appropriate for the grade level. This question can also be explored through a variety of inquiry projects, including the suggested projects on the next page.



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Interactive Read-Aloud INQUIRY CARD



Learning Through Exploration

Ask open-ended, essential questions about the big ideas to help students identify lines of inquiry they might want to research and explore.

Asking Questions

Think about the essential question and big ideas on the previous page in order to formulate some questions that will help guide students in identifying projects for further exploration of the essential question.

What are some different ways you can try to understand how someone is feeling?

How do you feel when others help you or try to understand what you're going through?

What can you learn by understanding how others feel?

Suggested Projects for Exploration

The following are suggested projects for students to further explore the questions and big ideas related to the books in this text set. If students work in groups, you will need to meet with each group to support their investigation.

Practicing Empathy

For the next week, encourage students to practice empathy when dealing with others. Talk about some of the ways that you can try to understand someone else's feelings or experiences, and how this can change the way you relate to them. Encourage students to think about a situation they could respond to with empathy or kindness. Ask: "What kind of action could you take in this situation?" "How does your response make a difference or change your understanding of the situation?" Continue to meet and talk as a class about ways to practice empathy.

Problem-Solving With Compassion

To encourage further learning, invite the class to divide into two groups to create a short theatrical performance about responding to situations, both small and large, with kindness. Similar to the books they've read, students should create a problem to solve while demonstrating compassionate character traits. Encourage the students to brainstorm as a group before writing the script together. After students have practiced their plays, they can perform them for the class. Invite the audience to provide feedback in relation to the play's illustration of empathy.

Making a Difference Through Empathy

Invite students to research some local charitable organizations or nonprofits. When they find an organization that they are interested in (or feel a personal connection to), encourage students to think of ways that they might be able to help that organization. Some examples might be: making cards for a children's hospital, holding a fundraiser, making informative posters, writing letters to people in government, or another student-identified action.

Reflecting on Local Heroes

Come together as a group and talk about the different ways that the characters in these books responded to different situations with kindness and empathy. Discuss how their actions impacted the lives of the people and animals in these stories. Have students think about the many different opportunities they have to practice empathy or respond to a given situation with kindness. Why is this important? How have their own lives been impacted by the kindness of others? Encourage students to explore the idea of celebrating the lives or actions of "unsung heroes" in their community. Invite them to share this person's kind actions through a medium of their choice.

Extend students' learning with inquiry projects designed to help them bring together what they have learned and explore a topic in more depth.

Empathy Grade 4

Interactive Read-Aloud

IRA

IRA3813

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GRADE 4

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.

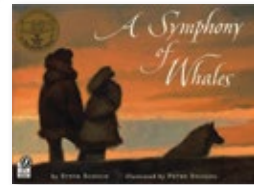
You Will Need

- *A Symphony of Whales*
- World map or globe (optional)
- Art paper, pastels, and watercolor paints (optional)

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

- *A Symphony of Whales* Setting Sheet template (optional)

Book	<i>A Symphony of Whales</i>
Grade	4
Author	Steve Schuch
Illustrator	Peter Sylvada
Genre	Fiction/Realistic
Text Set	Empathy
	• <i>The Boy and the Whale</i>
	• <i>A Symphony of Whales</i>
	• <i>Step Right Up: How Doc and Jim Key Taught the World About Kindness</i>
	• <i>The Crane Wife</i>



IRA Interactive Read-Aloud

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

Summary

The old ones of Glashka's village say she has a great gift: she hears the songs of Narna the spirit whale in her dreams. When Glashka discovers beluga whales trapped in a frozen inlet, her dreams of music inspire a solution. She tells the captain of an icebreaker ship to play music for the whales, which makes them follow the ship to safety.

Messages

Sometimes, looking at a problem in a new way can help you think of a solution. Helping to solve a common problem can bring people together. The closer you live to nature, the more you appreciate it.

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

Goals

Think about the reading behaviors and understandings your students control. Refer to *The Fountas & Pinnell Literacy Continuum* for Grade 4 Interactive Read-Aloud and select appropriate goals. You may want to consider these:

Inquiry

- Make connections across texts that have similar themes.
- Extend understanding to a culture different from the students' own culture.

Comprehension

- Understand how illustrations contribute to the mood of the story.
- Recall important details about the problem and solution in the story.
- Infer the larger messages about empathy, valuing nature, and working together to solve a problem.

Communication

- Discuss the importance of the setting after hearing a story read.
- Use evidence from the text to support statements about the text.
- Express opinions about a character in a story.

Vocabulary

- Use some academic vocabulary to talk about book and print features (e.g., *author, illustration, historical notes*).
- Use new vocabulary in discussion of the text (e.g., *eerie, heaving, boiling*).

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 book is based on an event that actually happened in an area across the Bering Strait from Alaska. It recounts events that led to a massive rescue of trapped beluga whales in the winter of 1984–1985.

HOW THE BOOK WORKS The book is told as a third-person narrative. The description of the setting is enhanced by illustrations that show the darkness and bleak cold that mark winter in the far north. The story takes place over several weeks and is told in time order sequence.

IMPORTANT TEXT CHARACTERISTICS

- Semi-dark, muted colors in the illustrations that convey seasonal darkness, the beauty of northern light, and the serious themes of the story
- Detailed descriptions of daily life and of the culture
- Historical note at the end that describes the real-world events that inspired the story



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

Numbering Book Pages

Begin numbering this book on the left-hand page that begins "From the earliest time . . ." and end with the left-hand page that begins with the heading "Historical Notes" for a total of 29 pages.

Supporting English Learners

Support students' understanding of concepts and vocabulary.

- Make sure students understand the concept of whale

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

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



Prompting Guide, Part 2

Refer to pages 27 and 35 as needed

Supporting English Learners

Support students' discussion of the text.

- Make sure students understand the concepts of facing a problem, a story problem and story message.
- Provide an oral sentence frame for students, such as *The problem for the villagers is _____.*



Prompting Guide, Part 2

Refer to pages 24 and 37 as needed

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

Thinking **Within** the Text

- Glashka has heard the song of Narna for as long as she can remember.
- After Glashka has a dream filled with Narna's songs, her family's sled dogs lead her to a bay with trapped beluga whales.
- Glashka and her neighbors work together to keep the whales alive while an icebreaker ship makes its way to the bay.
- At first, the whales refuse to follow the icebreaker to open water but finally do so when the captain plays classical music.

Thinking **Beyond** the Text

- ◆ Glashka feels a special connection to the trapped whales in the bay.
- ◆ The people who live in the area know that they must help each other in order to survive.
- ◆ The people in the story feel a strong connection to animals and also to their ancestors.
- ◆ When you value something in nature, you want to protect it.

Thinking **About** the Text

- *A Symphony of Whales* is a realistic-fiction story that is based on an event that really happened. The characters and parts of the plot are made up.
- The muted colors of the illustrations give readers a feeling for the cold, dark winters where the story takes place.
- Historical Notes after the story give readers knowledge of the events the story is based on.

Introduce the Text

Consider the strengths and needs of your students and the demands of the text as you introduce and read the book. Examples to invite thinking are provided. Make the introduction and reading interactive, allowing time for students to share their thoughts (indicated by ●).

- *This book is A Symphony of Whales by Steve Schuch. What is a symphony? ● A symphony is a piece of music performed by many instruments. How could whales make a symphony?*
- Display the book cover. *This story is about a young girl named Glashka who has a special gift. When she dreams, she hears the singing of a whale the people in her village call Narna. The villagers have long trusted the spirit of Narna to help them. When a group of whales becomes trapped by ice near her home, Glashka must trust Narna, too. Let's see how Narna helps her.*

Read the Text

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

- After page 5: *Glashka is driving the dogsled home, but now the dogs have left the trail. This is just like Glashka's dream! What else happened in the dream? ● I wonder if that will happen next.*
- After page 9: *Just as its name suggests, an icebreaker is a ship that breaks up sea ice to make a channel, or open passage of water, for other ships to safely sail. How might it help the whales?*
- After page 13: *The villagers have been on the ice for days. They are cold and hungry. The whales are getting weaker. What do you think the villagers will do?*
- After page 19: *In this dream, Glashka hears Narna's songs but other music too. Why do her parents say she must tell the old ones about her dream?*
- After page 25: *Everyone on shore and on the boat is celebrating. Even the dogs are getting in on the excitement. Why do you think Glashka spends so much time telling the dogs they've been good?*
- After page 27: *Let's talk about the way the writer ends the story. What do you notice about the last three words? ● What are you thinking?* Have students turn and talk with a partner. You may wish to read the Historical Note on page 29 now, or return to it later.

Discuss the Text

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

- *What is the problem Glashka and her village face in this story? ● How do they solve the problem?*
- *I noticed the grownups in this story take Glashka's dreams seriously. They never think of her as just a little girl. What do you think about that?*
- *In this story, strangers and friends alike come together to save the whales. How does working together make it easier to keep the whales alive? ● What message does the author want to share?*

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

Respond to the Text

Below are suggestions for ways to enhance students' appreciation and interpretation of the text.

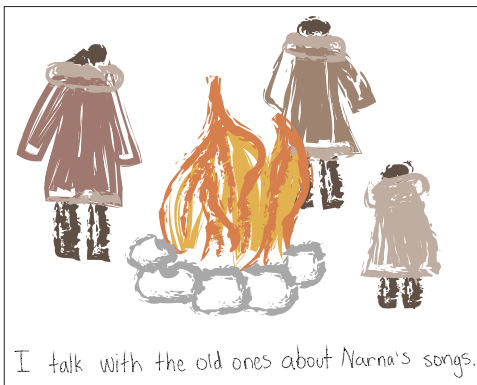
SHARED WRITING/SHARED READING The author tells about the many ways that the sea gives life to the people in Glashka's village. Using shared writing, create a word web that shows the ways the sea gives life, including meat and furs from the seal, salmon and other fish for food, and skins, oil, and meat from the whale. Then, using shared writing, have students use this information, along with other sensory details from the story, to write a short poem about the sea from Glashka's perspective. This shared writing piece can be used for shared reading. You may want to assign two parts in the reading to create a poem for two voices. You can type the poem for students to glue into their reader's notebooks and illustrate.

SHARED/CHORAL READING You might give students a copy of page 2. Following your reading of the page, invite students to engage in reading the text to enjoy and interpret the language in their own voice.

To the Sea

You give us light.
The oil lights our lamps.
You give us warmth.
The seal skins give us blankets for cold winter nights.
You give us food.
The whale meat and fish help us survive.
You give us life.
We give you thanks for all you provide.

ART The illustrator of this book, Peter Sylvada, was recognized for his use of color and shape to set the mood and help tell the story. How do the colors and the soft, blurry details of the illustrations give you a sense of the place where the story happens? • Allow students to review the illustrations in *A Symphony of Whales*. Then provide students with pastels or watercolors and have them create a scene in the same style that shows what happens the day after the story ends. Tell them to include a caption for their scene. Display students' art in a class gallery.



Supporting English Learners

Support students' participation in the shared writing and reading activity.

- If needed, explain the concept of a thank-you note.
- Provide an oral sentence frame for students, such as *I can tell the captain was determined when _____.*
- Have students use the oral sentence frames for their writing.

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

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

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.

A Symphony of Whales Grade 4

Supporting English Learners

Support students' comprehension and language.

- Provide an oral sentence frame for students, such as *In the winter, people in the village ____ because ____.*
- Support students' understanding of the concept of feeling a connection with whales.
- Provide an oral sentence frame, such as *Glashka feels a connection with whales because ____.*



Prompting Guide, Part 2
Refer to pages 11, 23, and 33 as needed

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

author's message before sharing with the class.

- Provide oral sentence frames (e.g., *The author's message in A Symphony of Whales/The Boy and the Whale is ____.* *The books/characters are alike/different because ____.*).



Prompting Guide, Part 2
Refer to pages 24 and 33 as needed

IRA3815



Reread and Revisit the Text

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

Comprehension and Language

- Reread page 1. *The author describes what winter is like where the story takes place. How do you think that kind of winter affects the way the people spend time during that season of the year?*
- Reread page 5. *Glashka's parents tell her "If your heart and words are clear, the dogs will listen and take you where you wish to go." What are they trying to help her understand?*
- Reread page 13. *Glashka feels a connection to the whales. What words on this page support the idea that she understands how they feel?*
- Reread page 27. *Think back about all you have learned about Glashka and her relationships with others in the story. Talk about what kind of person she is.*

Vocabulary

- Reread the first paragraph on page 7. *The words high-pitched notes, moans, and whistles help me understand that an eerie sound is mysterious. In the third paragraph, what clues in the sentence and illustration help you understand what the phrase "heaving and boiling" means?*
- Reread the last paragraph on page 23. Help students identify words in the text that show the sequence as the whales began to follow the ship through the channel.

Book and Print Features

- Revisit pages 3–4. *How does the illustration on page 4 support the idea that "The sea gave life to Glashka's village"?*
- Reread the Historical Notes on page 29. *How do you feel about learning the true story the book is based on? • Did it change your thinking about what you read? How?*

Connect to Other Books (Text Sets)

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

- Display *A Symphony of Whales* and *The Boy and the Whale*. *What similarities do you see in the authors' messages in these books?*
- *Each of these books is about a young person rescuing a whale or whales. They must turn to adults for help. How are these characters' situations similar? • How are they different?*



Assess the Learning

Observe students to find evidence that they can:

- understand the way of life of a culture different from their own.
- identify the author's purpose for writing.
- analyze how the illustrations support the text.
- identify the problem and solution in a fiction text.
- make connections between texts with a similar message.

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

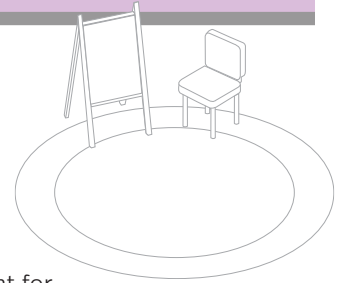
“The purpose of shared reading is to enjoy, interpret and expand language.”

— IRENE FOUNTAS
AND GAY SU PINNELL

Expand Students Literacy Processing Systems

The Role of Shared and Performance Reading for Intermediate/Middle-Level Readers

In the early years, shared reading plays a vital role in helping students understand how to find and use information from print. As readers become more proficient, shared and performance reading continue to offer opportunities for more advanced reading work than students can do independently. A form of shared reading can be used at every grade level and is especially important for English language learners, who can benefit greatly from group support.



For students in grades four and above, use the level of support that shared reading affords with a greater variety of texts to develop readers' competencies in word analysis, vocabulary, fluency, and comprehension.

Shared reading and writing opportunities are woven throughout the lessons to create coherence and enable students to make connections across instructional contexts.

Embedded Opportunities for Shared Reading and Writing Across Contexts

IRA

- IRA Lessons include Respond to the Text: Shared Writing opportunities that become Shared/Performance Reading opportunities

IRA BC GR

- Applicable books that offer Shared Reading opportunities are clearly labeled in the System/Collection Guide including poetry books, novels in verse, books with figurative language, or text features, and readers' theater scripts.

GR

- Readers' Theater scripts available in Online Resources

Value of Shared Reading for Intermediate/Middle-Level Readers

- Develops a sense of community
- Expands students' use of language structures
- Provides a context for students to enjoy language and attend to aspects of the writer's craft
- Builds confidence and knowledge
- Helps students understand text features
- Increases curiosity about words and builds reading vocabulary
- Gives students an opportunity to notice the characteristics of specific genres
- Offers an opportunity for students to engage in processing increasingly challenging texts together

Put Shared Reading into Action in the Intermediate Grades

You will find these shared and performance reading opportunities throughout *Fountas & Pinnell Classroom™*:

- *Readers' Theater*
- *Poems*
- *Poems for Two Voices*
- *Choral Reading*
- *Plays*
- *Charts*
- *Speeches*
- *Shared Writing*

Lead Literacy Learning Forward with Shared Reading

The benefits and goals of shared reading expand greatly as students grow in the development of a reading process. Shared reading is a community experience, one that continues to have enormous potential for leading literacy learning forward. With high teacher support, you can lift students' understanding of critical concepts that they will apply to learnings in other instructional contexts as well as in their own independent reading.

Reading aloud a common text (or a short passage from a longer text) while students read along is an effective way to help intermediate and middle school students to notice a particular characteristic of a writer's craft or to expose the community of readers to new genres or forms.

Shared Reading for Intermediate/Middle-Level Readers

TEXTS	GOALS
<ul style="list-style-type: none"> • Scripts for readers' theater • Individual or enlarged copies of poems • Enlarged pages of regular-sized texts (pages from a novel or short story or interactive read-aloud book) • Plays • Speeches and historical documents • Charts, diagrams • Advertisements • Texts written through shared or interactive writing 	<ul style="list-style-type: none"> • Build a sense of community • Strengthen word analysis skills • Expand vocabulary to include literary language • Enjoy the sounds of language • Use all dimensions of fluency to interpret a poem or script with the voice • Expand knowledge of nonfiction text features • Expand knowledge of nonfiction text structure • Expand knowledge of underlying text structures • Notice aspects of the writer's craft • Identify arguments and evidence that supports them • Notice how the writer reveals purpose and the significance of a topic • Compare and critique texts • Provide models for writing

LESSON STRUCTURE

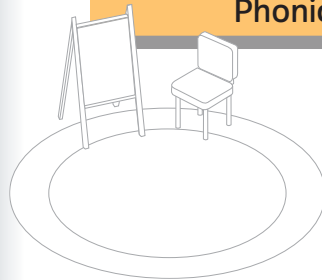
Each Phonics, Spelling, and Word Study lesson follows a simple structure:

- **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."

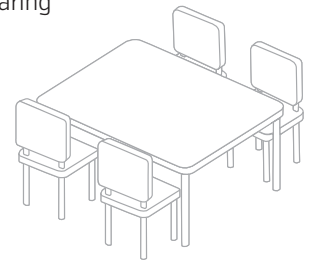
Explicit lessons for whole-group instruction and small-group application that help students attend to, learn about, and efficiently use sounds, letters, and words.

Phonics, Spelling, and Word Study At a Glance











- Whole-group instruction and individual, partner, or small-group application
- 10 minutes of explicit instruction; 10–15 minutes of application; 2–5 minutes of group sharing
- Lessons based on nine areas of learning, ranging from Letter-Sound Relationships to Word-Solving Actions

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



Systematic Instruction for Phonics, Spelling, and Word Study

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

Out-of-Text Teaching	Lesson Structure	In-Text Teaching
TEACH		
 <ul style="list-style-type: none"> • Lesson (Generative Principle) • Inquiry-Based 	<ul style="list-style-type: none"> • Whole Group 	 <ul style="list-style-type: none"> • Interactive Read-Aloud • Modeled Writing  <ul style="list-style-type: none"> • Shared Reading • Shared 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 Word Study, Phonics, Spelling, and Vocabulary System

Word Study Lessons

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

Comprehensive Phonics, Spelling, and Word Study Guide

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

Ready Resources

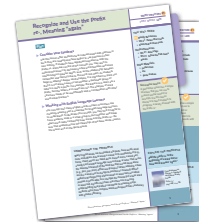
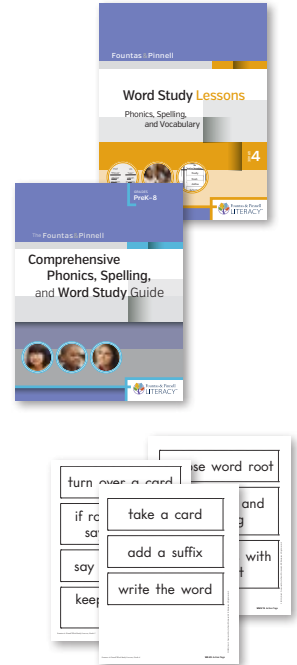
Preprinted and preassembled lesson materials enable teachers to spend less time prepping and more time teaching.

Lesson Folders

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

Access to Fountas & Pinnell Online Resources

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



Guide	Lessons	Ready Resources	Access
<ul style="list-style-type: none"> <i>Comprehensive Phonics, Spelling, and Word Study Guide</i> 	<ul style="list-style-type: none"> 105 Word Study lessons 	Preprinted, preassembled teacher resources	Unlimited access to Online Resources

Recognize and Use the Suffixes *-able* and *-ible* to Form an Adjective

WORD STRUCTURE 29

EARLY MIDDLE LATE

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 students' needs by considering, "What do your students already know, and what do they need to learn next?"

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

Plan

Consider Your Students

Use this lesson after students have begun to use adjectives with the suffixes *-able* and *-ible* in their writing and have a clear understanding of the difference between base words and word roots. To get the most benefit from this lesson, students will also need a growing understanding of the meanings of specific word roots. [Lessons WMV 22–25, WS 35–38, and WSA 9–10 are designed to help students recognize and use a variety of Latin and Greek roots.] If your students do not have much experience with this type of adjective, you may find it helpful to focus on the suffix *-able* in one lesson and on the suffix *-ible* in a subsequent lesson.

Working with English Language Learners

When working with the suffix *-able*, use the base words [e.g., *afford*] and the new adjectives [e.g., *affordable*] in multiple sentences to provide context for the change in meaning and function. English language learners may find it challenging to distinguish between base words, which can stand alone, and word roots, which cannot. You may wish to work with a small group to discuss and sort the cards used in the Apply activity.

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

UNDERSTAND THE PRINCIPLE

Many English words can be divided into parts: base words, word roots, affixes. A *base word* is a word in its simplest form, which can be modified by adding affixes (e.g., *harm*, *act*). A word root is a word part, often from Greek or Latin, that carries the essential meaning of and is the basis for an English word (e.g., *-gen-*, *-ject-*, *-prim-*). Most word roots cannot stand on their own as English words. *Affixes* are groups of letters added to a base word or a word root to change its function or add to its meaning. Affixes added to the end of base words or word roots are called *suffixes*. The suffixes *-able* and *-ible* can be added to base words and word roots to create adjectives. Understanding how suffixes contribute to meaning helps students solve more complex words and expand their vocabulary with greater efficiency.

YOU WILL NEED

Online Resources

- ▶ WS 29 Action Tags
- ▶ WS 29 Word Cards
- ▶ WS 29 Two-Way Sorts

Other Materials

- ▶ chart paper

Generative Lesson

A generative lesson has a simple structure that you can use to present similar content or concepts. Use this lesson structure to teach students to recognize and use the suffixes *-able* and *-ible* in a variety of words.

Apply new examples to the recurring structures of **Generative Lessons** to reinforce a concept and accelerate student learning.

EXPLAIN THE PRINCIPLE

Add the suffix -able or -ible to some word roots or base words to form adjectives.

Add the suffix -able to the end of a base word to mean "capable of."

Add the suffix -ible to the end of a word root to mean "capable of."

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



Comprehensive Phonics, Spelling, and Word Study Guide

Refer to: page 62, row 59

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.

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

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

Explain the Principle during teaching with student-friendly language.

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

29 WORD STRUCTURE

EARLY MIDDLE LATE

ACTIVITY: SUFFIXES -ABLE AND -IBLE

INSTRUCTIONAL PROCEDURE

NOTICE PARTS

See page 32 for detailed descriptions of Instructional Procedures.

EXPLAIN THE PRINCIPLE

Add the suffix **-able** or **-ible** to some word roots or base words to form adjectives.

Add the suffix **-able** to the end of a base word to mean "capable of."

Add the suffix **-ible** to the end of a word root to mean "capable of."



Comprehensive Phonics, Spelling, and Word Study Guide

Refer to: page 62, row 59

Teach

- On chart paper, write the words *readable*, *affordable*, and *conquerable* in a column, leaving space above the words to write a heading. Have students read the words. *What do you notice about the words?* • Students are likely to observe that each word ends with *-able*. They may also point out that each word is an adjective. Guide students to notice that the suffix *-able* has been added to the base words *read*, *afford*, and *conquer*.
- | -able
"capable of" | -ible
"capable of" |
|-----------------------|-----------------------|
| readable | terrible |
| affordable | visible |
| conquerable | possible |
- What do each of the words mean?* • Build on students' responses to explain the meaning of each word: e.g., "capable of being read." Encourage students to use the words in sentences, such as *The large print on the sign was readable from far away.*
 - Write *-able* and "capable of" as a heading. Reinforce the principle. *Add the suffix -able to the end of a base word to mean "capable of" something.*
 - Write the words *terrible*, *visible*, and *possible* in another column, again leaving space above the words to write a heading. Have students read the words. *What do you notice about the words?* • Students are likely to observe that each word ends with *-ible*. *What is different about what comes before the endings of the words in each column?* • As needed, draw students' attention to the fact that *-ible* is added to word roots rather than to base words.
 - In order to understand the meanings of these words, you need to know the meanings of the word roots.* Encourage students to share what they know about the word root *terr*. • *The word root terr means "fright." Based on what you know about the word root and the suffix, what does terrible mean?* • *The word terrible means capable of causing fright or terror.* Encourage students to use the word in a sentence: e.g., *We saw a terrible storm on the horizon.* Repeat the process with *vis*, "see," and *poss*, "able."
 - Write *-ible* and "capable of" as a heading. Reinforce the principle. *You can add the suffix -ible to the end of a word root to mean "capable of."*
 - Tell students that they are going to add the suffix *-able* or *-ible* to some base words and word roots to form adjectives. Explain that students will take a card, decide whether it shows a base word or a word root, and add the correct suffix to write the new adjective on a two-way sort.

WORD STRUCTURE 29

EARLY MIDDLE LATE

ACTIVITY: TWO ADJECTIVE SUFFIXES

INSTRUCTIONAL PROCEDURE
MAKE WORDS

See page 32 for detailed descriptions of Instructional Procedures.

ACTION TAGS

take a card

add a suffix

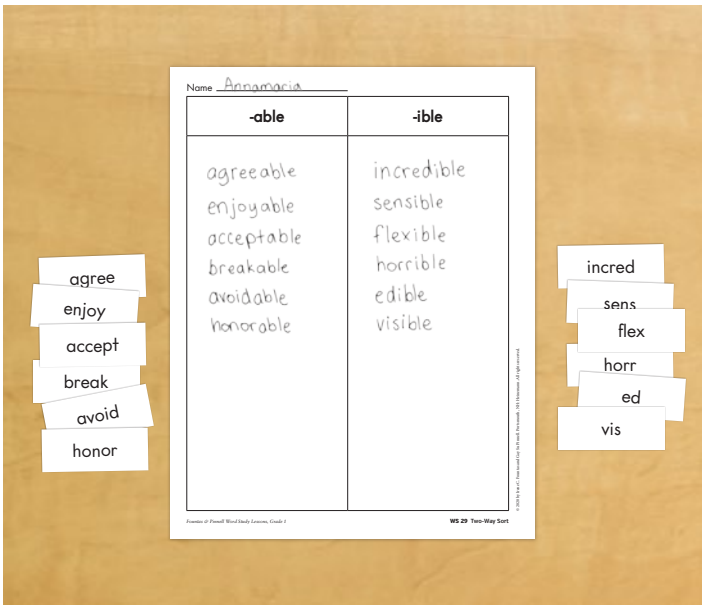
write the word

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

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

Reinforce the principle and encourage students to Share their learning.

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



Apply

Distribute word cards and two-way sorts. Have students work in pairs to complete the sort and share together their list of words.

Share

- Ask students to share the words they wrote in each column and add some to the chart. Share the meaning of any word root with which students are unfamiliar. You may wish to invite students to use some of the words in sentences.
- Encourage students to share what they learned about forming adjectives with the suffixes *-able* and *-ible*.

Assess

- Notice whether students, in their writing, are forming adjectives correctly using *-able* and *-ible*.
- Ask students to read five to seven words that end with *-able* or *-ible*, and have them explain the meanings.
- You may wish to use Word Structure Assessment F.

Phonics, Spelling, and Word Study LESSON

29 WORD STRUCTURE

EARLY MIDDLE LATE

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

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

Connect Learning Across Contexts

Guided Reading Draw students' attention to adjectives in the text that end with the suffix *-able* or *-ible*. Guide students to use their knowledge of the suffix and of the base word or word root to talk about the meaning.

Independent Reading As you confer with an individual reader, skim the pages of the book she is reading for one or two examples of adjectives formed with the suffix *-able* or *-ible*. If examples appear in the book, ask the student to locate the words and talk about their meanings.

Shared Writing When you are writing adjectives formed with the suffix *-able* or *-ible*, take time to talk about your thinking. For example, *I want to describe the berries as being safe to eat. I know the word root -ed- means "eat." I also know that I can add the suffix -ible to some word roots to form an adjective. I'll use the word edible to describe the berries.*

Independent Writing Draw the writer's attention to adjectives ending with *-able* or *-ible* that he has used in his writing. Discuss the meanings of the words and how they add to the reader's understanding of the ideas. If the writer has used the incorrect suffix when spelling a word, help him recall and apply the lesson principle.

Extend Learning

- Repeat the lesson with more challenging words, such as *considerable*, *profitable*, *perishable*, *available*, *foreseeable*, *adaptable*, and *permissible*, *invincible*, *credible*, *legible*, *compatible*, *plausible*. You can customize word cards using Gamemaker in Online Resources.
- You may wish to expand the lesson to include base words that have spelling changes when the suffix *-able* is added, e.g.,
 - dropping the silent *e* (*lovable*, *valuable*, *believable*, *adorable*, *desirable*, *curable*)
 - keeping the *e* in words that end with *ce* or *ge* (*enforceable*, *peaceable*, *pronounceable*, *noticeable*, *manageable*, *knowledgeable*)
 - doubling the final consonant (*regrettable*, *swimmable*, *unstoppable*, *unforgettable*)
 - changing *y* to *i* (*reliable*, *identifiable*, *justifiable*).

Spelling principles related to suffixes can be found in *The Fountas & Pinnell Comprehensive Phonics, Spelling, and Word Study Guide* on pages 58–59, row 43. Spelling principles specific to the suffix *-able* are on page 62, row 59.

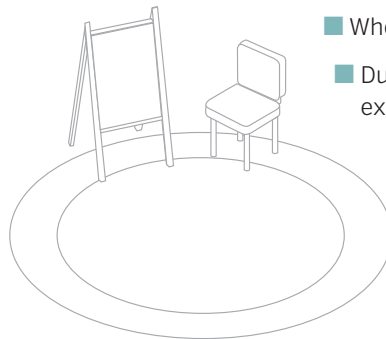
BENEFITS OF READING MINILESSONS

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 225 minilessons

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

Reading Minilessons At a Glance



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

Instructional Framework for Reading Minilessons

The Reading Minilessons Book for grade 4 will include 225 minilessons organized into four types:

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

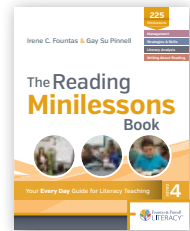
Put Reading Minilessons into Action

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

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

Structure And Features of Reading Minilessons

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



MINILESSON TYPE	GRADE 4 UMBRELLAS	
1 Management	<ul style="list-style-type: none"> • Being a Respectful Member of the Classroom Community • Getting Started with Independent Reading • Living a Reading Life 	
2 Literary Analysis	<ul style="list-style-type: none"> • Studying Authors and Their Process • Getting Started with Book Clubs • Learning Conversational Moves in Book Club • Reading Graphic Texts • Understanding Fiction and Nonfiction Genres • Studying Poetry • Exploring Different Kinds of Poetry • Thinking About the Author's Purpose and Message • Thinking About Themes • Reading Like a Writer: Analyzing Writer's Craft • Studying Illustrators and Analyzing Illustrator's Craft • Noticing Book and Print Features • Studying Memoir • Exploring Persuasive Texts 	<ul style="list-style-type: none"> • Studying Biography • Noticing How Authors Choose to Organize Information • Reading Informational Text Like a Scientist • Learning Information from Illustrations/ Graphics • Using Text Features to Gain Information • Understanding Realistic Fiction • Studying Fantasy • Studying Fairy Tales • Studying Historical Fiction • Thinking About the Setting in Fiction Books • Understanding Plot • Understanding Characters' Feelings, Motivations, and Intentions • Understanding a Character's Traits and Development • Analyzing Writer's Craft in Fiction Books
3 Strategies and Skills	<ul style="list-style-type: none"> • Solving Multisyllable Words • Using Context to Understand Vocabulary • Understanding Connectives • Maintaining Fluency • Summarizing • Reading in Digital Environments • Monitoring Comprehension with Difficult Texts 	
4 Writing About Reading	<ul style="list-style-type: none"> • Introducing a Reader's Notebook • Using a Reader's Notebook • Writing Letters to Share Thinking About Books • Using Graphic Organizers to Share Thinking About Books • Introducing Different Genres and Forms for Responding to Reading 	

Thinking About the Author's Purpose and Message

Umbrella 8

A list of minilessons organized under the umbrella.

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

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

Minilessons in This Umbrella

- RML1** The author has a purpose for writing a book.
- RML2** The author gives a message in a fiction book.
- RML3** The author gives a message in a nonfiction book.
- RML4** Several authors can give the same message.
- RML5** Think about what the message means to you, to society, or to the world.

Before Teaching Umbrella 8 Minilessons

The minilessons in this umbrella are designed to help students think about and discuss the author's purpose and message in both fiction and nonfiction.

It is important to note the difference between message and theme. Theme is the big, universal idea or larger aspect of human existence explored in a literary work (e.g., courage, kindness). The message is a specific aspect of the theme. In a book that explores the theme of courage, the message might be "You can conquer fears." If the theme is kindness, the message might be "Treat others as you would like to be treated." After teaching this umbrella, you may want to follow it with Umbrella 9: Thinking About Themes Across the Book to help your students broaden their thinking about messages and consider the more general or universal idea of the book.

To prepare for these minilessons, read and discuss a variety of engaging fiction and nonfiction books with clear messages and a variety of purposes. Use the following texts from the *Fountas & Pinnell Classroom™ Interactive Read-Aloud Collection* text sets or choose books from your classroom library.

Friendship

- The Other Side* by Jacqueline Woodson
- The Dunderheads* by Paul Fleischman

Figuring Out Who You Are

- The Junkyard Wonders* by Patricia Polacco

Empathy

- The Boy and The Whale* by Mordicai Gerstein
- A Symphony of Whales* by Steve Schuch

Taking Action, Making Change

- One Hen* by Katie Smith Milway

Innovative Thinking and Creative Problem Solving

- Parrots Over Puerto Rico* by Susan L. Roth and Cindy Trumbore
- Hands Around the Library* by Susan L. Roth and Karen Leggett Abouraya
- One Plastic Bag* by Miranda Paul

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

- infer and discuss the author's purpose and message(s), and
- make connections between two or more texts that have similar messages.

Friendship

The Other Side
by Jacqueline Woodson



Who You Are

The Junkyard Wonders
by Patricia Polacco

Empathy

The Boy and The Whale
by Mordicai Gerstein



Taking Action

One Hen
by Katie Smith Milway

Innovative Thinking


Parrots Over Puerto Rico
by Susan L. Roth and Cindy Trumbore

Hands Around the Library
by Susan L. Roth and Karen Leggett Abouraya

One Plastic Bag
by Miranda Paul

Reading Minilesson

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

RML4 LA.U8.RML4	Reading Minilesson Principle Several authors can give the same message.
Thinking About the Author's Purpose and Message	
You Will Need	
<ul style="list-style-type: none"> ▶ two sets of two books that share a similar message, such as the following: <ul style="list-style-type: none"> • <i>The Boy and The Whale</i> by Mordicai Gerstein and <i>A Symphony of Whales</i> by Steve Schuch, from Text Set: Empathy • <i>One Hen</i> by Katie Smith Milway, from Text Set: Taking Action, Making Change and <i>One Plastic Bag</i> by Miranda Paul, from Text Set: Innovative Thinking and Creative Problem Solving ▶ chart paper and markers 	
Academic Language / Important Vocabulary	
<ul style="list-style-type: none"> ▶ message ▶ author 	
 Continuum Connection	
<ul style="list-style-type: none"> ▶ Think across texts to derive larger messages, themes, or ideas (p. 59) ▶ Infer the larger ideas and messages in a nonfiction text (p. 63) 	

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

Link directly to the goals from *The Literacy Continuum* with the **Continuum Connection**.

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

Assess students' learning by observing evidence of specific behaviors and understandings.

Suggested language to use when teaching the minilesson principle.

Goal

Think across works of fiction and nonfiction to derive larger messages.

Rationale

When you teach students that sometimes different authors give the same or very similar messages in their books, they build an understanding of universal ideas and the recognition that people are connected by common ideas.

Assess Learning

Observe students when they talk about author's message and notice if there is evidence of new learning based on the goal of this minilesson.

- ▶ Do students notice when two or more books have the same or a very similar message?
- ▶ Do they use the terms *message* and *author*?

Minilesson

To help students think about the minilesson principle, use familiar fiction and nonfiction texts to help students identify the author's message. Here is an example.

- ▶ Show the cover of *The Boy and the Whale*.
 - When we discussed *The Boy and the Whale*, you noticed that one of the author's messages is "It is important to help animals that are in danger."
- ▶ Write the message on chart paper.
 - Now let's think about the author's message in another book you have read.
- ▶ Show the cover of *A Symphony of Whales* and read the title. Briefly flip through some of the pages to remind students of the story.
 - What happens in this story?**
 - What do you think the author wants you to learn or understand from this story? What is his message?**
- ▶ Record students' responses on the chart.
 - What do you notice about the author's message in both these books?**
 - Sometimes more than one author gives the same message or very similar messages in their books.

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

RML4
LA.U8.RML4

Suggestions for students to **Have a Try** and apply their thinking.

Have a Try

Invite the students to talk with a partner about the author's message in *One Plastic Bag*.

- ▶ Show the cover of *One Hen* and read the title.
You noticed that one of the author's messages in this book is "One person can make change happen."
- ▶ Write the author's message on the chart. Then show the cover of *One Plastic Bag*. Briefly flip through the pages.
Turn and talk to your partner about the author's message in *One Plastic Bag*. What big idea does the author want you to understand?
- ▶ Invite a few students to share their thinking, and record students' responses on the chart.

What do you notice about the author's message in both these books?

Several authors can give the same message.

The Boy and the Whale

The Symphony of Whales

One Hen

One Plastic Bag

It is our responsibility to help animals that are in danger.

One person can make change happen.

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

Summarize and Apply

Summarize the learning and remind students to think about the author's message when they read.

What did you notice about the authors' messages in the books we discussed today?

- ▶ Write the principle at the top of the chart.
When you read today, think about the author's message and be ready to share it when we come back together. We'll see if any of your books have the same message.

Share

Following independent reading, gather students together in the meeting area to talk about their reading.

- Who would like to share the author's message in the book you read today?
- Did anyone else read a book with the same or a similar message?

Extend the Lesson (Optional)

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

- ▶ As students read books and discover the same or similar messages among them, keep a list or organize baskets of books that have the same or similar messages.
- ▶ Discuss how two authors teach the same message in similar or different ways.

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

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

Section 2: Literary Analysis

Reading Minilesson UMBRELLA

Umbrella 8

Thinking About the Author's Purpose and Message

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

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

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

Assessment

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

- ▶ What evidence do you have of new understandings related to the author's purpose and message?
 - Can the students infer the author's purpose and message in both fiction and nonfiction books?
 - Do they understand that a book can have more than one purpose and message?
 - Do they notice when two or more books have the same or a very similar message?
 - Do they talk about ways to apply an author's message to real life?
 - Do they use academic vocabulary, such as *purpose* and *message*?
- ▶ In what other ways, beyond the scope of this umbrella, are students talking about fiction and nonfiction books?
 - Are they talking about the theme of books?
 - Are they noticing and talking about illustrations?
 - Are they noticing different genres of fiction and nonfiction?

Use your observations to determine the next umbrella you will teach. You may also consult *Minilessons Across the Year* (pp. 59–62) for guidance.

Link to Writing

After teaching the minilessons in this umbrella, help students link the new learning to their own writing:

- ▶ When students write both fiction and nonfiction texts, remind them to think about their purpose for writing, the message they want to convey to readers, and how they want to convey it.

Reader's Notebook

When this umbrella is complete, provide a copy of the minilesson principles (see resources.fountasandpinnell.com) for students to glue in the reader's notebook (in the Minilessons section if using *Reader's Notebook: Intermediate* [Fountas and Pinnell 2011]), so they can refer to the information as needed.

STEPS IN THE GUIDED READING PROCESS

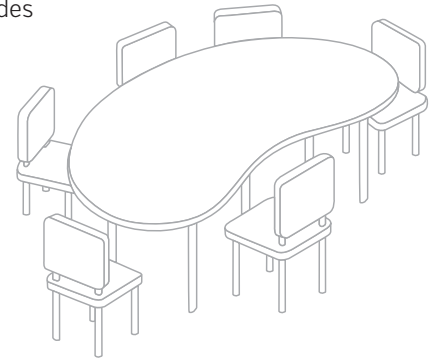
1. Know your readers and form groups.
2. Select and analyze texts to use.
3. Introduce the text.
4. Students read the text.
5. Students discuss the text.
6. Decide on one or two teaching points.
7. Students engage in letter/word work activity.
8. Extend understanding through writing.
9. Reflect on the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

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

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

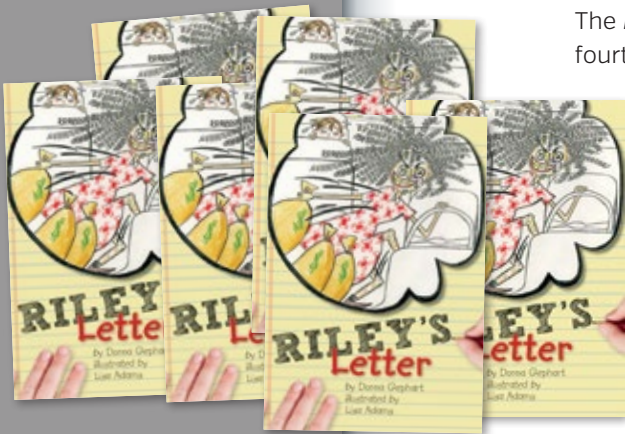
Guided Reading *At a Glance*

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



Texts and Instruction for Guided Reading

The *Fountas & Pinnell Classroom™ Guided Reading Collection* for fourth grade includes 180 new, original titles (6 copies of each title) that span text levels N through V, with an accompanying lesson folder for each title. These guided reading books were created by a team of talented authors and illustrators under the direction of Fountas and Pinnell. Each book is carefully calibrated to match the text characteristics underlying the F&P Text Level Gradient™.



Put Guided Reading into Action

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

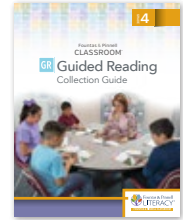
USING TEXTS AMONG SEVERAL CLASSROOMS

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



Fountas & Pinnell Classroom™ Guided Reading Collection Guide

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



Guided Reading Books

180 original titles, 6 copies of each title

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



Guided Reading	N	O	P	Q	R	S	T	U	V	Total
Grade 4 Original Titles	5	15	15	30	30	30	20	20	15	180

Guided Reading Lesson Folders

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



FPC Guided Reading Online Resources

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

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



Available through Apple's App Store®

Other Digital Resources

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

Guide	Books	Lessons	Access
<i>Fountas & Pinnell Classroom™ Guided Reading Collection Guide</i>	Striking, original titles exclusive to <i>Fountas & Pinnell Classroom™</i> • 180 titles • 6 copies of each title	• 180 Lesson Folders	Unlimited online access to lesson resources by title

A place for everything

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

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

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

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

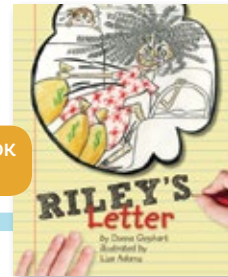
- 1) Reading
- 2) Phonics/Letter and Word Work
- 3) Writing About Reading

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

You Will Need

- *Riley's Letter*, Level P
- Visit resources.fountasandpinnell.com to download online resources to support this lesson, including:
- Recording Form

Book *Riley's Letter*
Level P
Author Donna Gephart
Illustrator Lisa Adams
Genre Fiction/Realistic



VIEW THIS BOOK ONLINE

Goals

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

Reading

- Sustain searching over some longer sentences with more than twenty words.
- Self-monitor reading using multiple sources of information.
- Read with phrasing and intonation.
- Add to vocabulary through reading (*barricade*).

- Give an opinion about the believability of character actions.
- Assess whether a text is authentic and consistent with life experience.
- Infer character traits, feelings, and motivations from what characters say, think, or do.

- Infer the larger message—you sometimes need to use a little imagination to solve problems.

Word Work

- Break apart two-, three-, and four-syllable words by syllable.

Writing About Reading

- Discuss the significance of events.

Analysis of Book Characteristics *Riley's Letter*, Level P

How The Book Works This story is realistic fiction written in letter form. Riley fabricated a story about being abducted and held by robbers in order to avoid getting in trouble for a D in math. In the end, he admitted the story was untrue and hoped that his parents would be relieved.

Genre/Form

- Fiction
- Realistic

Text Structure

- Narrative text with multiple episodes that are more elaborated
- Letter

Content

- Content interesting to and relevant for the reader (student nervous about his grades)
- Content that requires the reader to search for information in graphics

Themes and Ideas

- Abstract themes that require inferential thinking (problem solving, using one's imagination, telling the truth, the role of perspective in consideration of bad news)

Language and Literary Features

- Language and events that convey an emotional atmosphere (Then the world turned sideways and my face hit dirt.)
- Figurative language that is important to understanding the plot (Just as I saw stars, I remembered.)

Sentence Complexity

- Sentences with a wide variety of parts of speech (One by one, the kids got off the bus, until I was the only one left.)
- Variety in the order of clauses in a sentence (As soon as I hit the ground, I turned to run.)

Vocabulary

- Many words that appear in the vocabulary of mature language users (instant, careened, bellowed)
- Wide variation in words used to assign dialogue (begged, gasped, spat)

- Many adjectives and adverbs (empty, frantically, barely)

Words

- Full range of compound words (railroad, guardrail, bedroom)
- Base words with suffixes (fortunately, pavement)

Illustrations

- Illustrations that enhance and extend meaning in the text (humorous cartoonlike drawings; photographs of hands with a pencil, writing the letter)

Book and Print Features

- Handwritten font
- Letter with heading, greeting, closing, signature, postscripts
- Sentences beginning where previous sentence ends
- Full range of punctuation

Guided Reading LESSON FOLDER

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

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

Supporting English Learners

Support students' understanding of concepts and vocabulary.

- Make sure students understand the concepts of a report card with letter grades of D and A+.
- As needed, help students understand unfamiliar vocabulary, such as *careened, guardrail, barricade, bellowed, sneered, and frantically*.
- Demonstrate saying each word and have students repeat.

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



Prompting Guide, Part 1
Refer to pages 13, 18, and 19 as needed

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

Supporting English Learners

Help students read the text.

- Demonstrate how to use multiple sources of information to self-monitor and correct a mistake when reading.
- If needed, have students echo-read several sentences as you demonstrate how to read with appropriate phrasing and intonation.

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 ●).

- *It's hard to get a bad grade in school, isn't it? Talk about why.* ● *In this book by Donna Gephart, the main character Riley is worried about telling his parents about a bad grade, so he writes a letter and it's quite a story. The title of this book is Riley's Letter. Look at the front cover.* ● *What are you thinking?*
- *Turn to pages 2 and 3. Notice the date at the top of the letter and the greeting.* ● *It's the last day of school.*
- *Read the last sentence on page 3.* ● *The sentence has a dash to let you know that more information is coming. What additional information does the writer provide after the dash?* ● *What are you thinking?*
- *What do you notice about the art?* ● *You can see Riley's hands as he writes the letter. What do you learn from the thought bubble?* ● *The thought bubble shows what Riley was thinking about as he wrote.*
- *Turn to pages 4 and 5. What do you notice?* ● *Riley wrote that when he was the last student on the school bus, a woman with wild hair and canvas sacks tricked the driver, jumped in the driver's seat, and drove the bus away. What do you think the woman was doing?* ● *Do you see Riley behind her?*
- *Look at pages 6 and 7. Riley wrote that the woman drove the bus through a barricade just ahead of a train! Find the word barricade.* ● *If needed, clarify the meaning of barricade.*
- *Go on to pages 10 and 11. Riley ran away, but then the world turned sideways and his face hit dirt. Fire shot through his foot. What do you think happened?* ● *This is realistic fiction, but does Riley's story seem hard to believe?*
- *Read the story from the beginning and be ready for a surprise.*
- *In a letter, a P.S. is a postscript. It comes after the closing when you sign your name. In a P.S., a letter writer gives a final bit of information. A post-postscript is a P.P.S. It's one more piece of information. So, watch for the P.S. and the P.P.S.*

Reading the Text

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

- If needed, help a student self-monitor reading using multiple sources of information. *You need to check to see if it makes sense, sounds right, and looks right. Prompt with Could it be ___? Check to see if that makes sense, sounds right, and looks right.*
- You may want to support a student in reading with phrasing and intonation. *Put your words together so it sounds like the way you talk. Prompt with You were listening to how your reading sounded.*

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

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

Discussing and Revisiting the Text

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

- Invite students to share their thinking about *Riley's Letter*.
- To encourage discussion, you may want to select from the following questions/prompts or refer to *Prompting Guide, Part 2*:
 - *When you first started reading Riley's letter, did you think he was telling the truth? When did you begin to doubt it? Take us to that page.*
 - *What can you tell about Riley? He said he got an A+ in writing. How would the A+ and the long story he made up influence his parents' reaction to the D in math?*
 - *Think about Riley's intentions. What does the writer want you to learn?*
 - *Is this story realistic fiction? Talk about why it could happen in real life. His story may not have been believable, but could a kid use a similar plan of action to break bad news to his parents?*
- 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

- Riley wrote a letter to his parents. It told about a woman who stole the bus and drove to a cabin with Riley still onboard.
- Riley tried to get away, but he could not.
- With no way out, Riley showed the woman and her partner his report card with a D in math. They threw him into a room and locked the door.
- Riley wrote a P.S. that it was all made up, except for the D in math.

Thinking *Beyond* the Text

- ◆ Riley was very imaginative.
- ◆ He added scary details. He probably thought if his parents read about scary events that happened to him, they would not care about his D in math.
- ◆ Riley's parents probably did not think the events were real.
- ◆ Riley was like a lot of people who don't like to deliver bad news.

Thinking *About* the Text

- The writer tells the story in the form of a letter with a heading, greeting, body, closing, and signature.
- The illustrator shows how Riley was imagining events in his story as he wrote it.
- The story is realistic fiction. A child could really write a story like Riley did.

Riley's Letter Level P



Prompting Guide, Part 2
Refer to pages 23, 26, and 37 as needed

Supporting English Learners

Support students' discussion of the book.

- Demonstrate answering one of the questions.
- Have partners discuss what they know about Riley.
- Provide oral sentence frames [e.g., *I started to doubt that Riley was telling the truth when he said that ____, Riley is ____, and a good ____*].

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



MESSAGES Sometimes, you need to use a little imagination to solve problems. A big crisis can make some small problems seem less important. It can be difficult to share bad news.

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 beyond the text.

Inferring: Character Traits and Motivations

- *To understand a character, you have to pay attention to what the character says, thinks, and does. Riley had a problem—what was his problem? ● Riley's real problem was that he got a D on his report card, and he didn't want his parents to be upset about it.*
- *Turn to pages 14 and 15 and talk about how Riley tried to solve his problem. ● He wrote a letter to his parents with a wild story. Do you think he expected his parents to believe his story? ● Maybe he expected them to appreciate his sense of humor and not be mad about the D. On the other hand, if they believed the story, how would they feel when they learned none of it was true except the bad grade?*
- *Now, look at page 16. Riley included a P.P.S. with the news that he made an A+ in writing. Why do you think he wanted his parents to know that? ● What does all this tell you about Riley?*



Prompting Guide, Part 1
Refer to page 19 as needed



Prompting Guide, Part 2
Refer to page 23 as needed

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

Riley's Letter Level P

Supporting English Learners

Support students' word work.

- Demonstrate saying *siren* as you tap each syllable.
- Guide students to say and tap the syllables for the remaining words.
- Make sure students understand the meaning of each word used in Word Work.

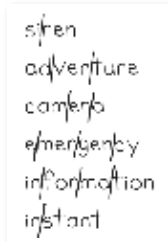
Help students develop flexible word-solving skills and automaticity in decoding and processing text with hands-on **Word Work**.

Word Work

Help the readers become more flexible with breaking apart two-, three-, and four-syllable words.

Break Apart Two-, Three-, and Four-Syllable Words

- Write the word *siren* on the whiteboard. Say the word as you run your finger under it. Have students say and tap the syllables. *Where would you break it?* • Draw slashes to divide *siren* into syllables (si/ren). Remember, each syllable has a vowel sound.
- Repeat this procedure using the word *adventure* (ad/ven/ture).
- If time permits, write the words *camera*, *emergency*, *information*, and *instant* on the whiteboard. Have students take turns saying a word and drawing slashes to mark the syllable breaks. Have the student point to each syllable as the group reads the word.



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

Writing About Reading (Optional)

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

Independent Writing: Short Write

- Talk with students about Riley's decision to write a wild story for his parents so they would not be upset about his D in math. *What do you think about Riley's plan?* • *Why do you feel that way?*
- *Take out the Reader's Notebook and write your thinking about Riley's plan. Be sure to support your ideas with evidence.*

Riley probably had fun writing the letter, but I don't think it would keep his parents from getting mad about his bad grade. The story is too crazy, so his parents probably would not believe it. They might think it's funny, and they might be glad he made a good grade in writing, but they would still make him study harder in math.

complete sentences using the students' responses. If needed, have students copy the sentences.

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

Assessment

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

- Refer to Level P in *The Fountas & Pinnell Literacy Continuum* and note the behaviors and understandings the readers 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.

GR0344



You Will Need

- *Drones and Whales: Collecting Snot at Sea*, Level S

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

- Words: *closet, famous, given, motor, pilot, promise*
- Recording Form

Book *Drones and Whales: Collecting Snot at Sea*
Level S
Author Laura Johnson
Genre Nonfiction/Expository
Series The Future Is Here Series



VIEW THIS BOOK ONLINE

 Goals

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

Reading

- Use organizational tools to search for information (table of contents, headings, sidebars).
- Solve multisyllable words by taking them apart using syllables.
- Read with all dimensions of fluency.
- Derive the meanings of new words and expand meanings of known words using context in a sentence [*snot, launched*].

- Understand and acquire content-specific words that require the use of the glossary [*bow, blubber*].
- Understand that the information and ideas in a text are related to each other and notice how the writer presents this.
- Recognize a writer's use of underlying text structures (description, question and answer, problem and solution).

- Infer the writer's message—new technologies make the collecting of scientific data more effective and safer for those involved.

Word Work

- Break apart words with open and closed syllables.

Writing About Reading

- Reflect both prior knowledge and new knowledge from the text.

Analysis of Book Characteristics *Drones and Whales: Collecting Snot at Sea*, Level S

How The Book Works This series book describes how scientists use drones to safely collect whale snot in order to study and protect whales. The book includes a table of contents, headings, sidebars, photographs, captions, a map, and a glossary. It concludes with an interview.

Genre/Form

- Nonfiction
- Expository
- Series book

Text Structure

- Divided into sections
- Underlying structures (description, narrative, problem and solution, question and answer)
- Embedded interview

Content

- New content that will engage and interest readers and expand knowledge (adventures in science)
- Content that goes beyond students' immediate experience (gathering whale snot)

Themes and Ideas

- Deeper meaning applicable to important human problems (Studying wildlife helps us understand our world, but can be dangerous for scientists and unkind to animals. New technologies are helping to solve this problem.)

Language and Literary Features

- Descriptive language (Mountains tower above the sea along the wild coast of Alaska.)

Sentence Complexity

- Some longer sentences with more than twenty words and many embedded phrases and clauses
- Use of parenthetical material embedded in sentences [This makes it difficult for predators—and scientists—to see the animals.]

Vocabulary

- Many words that appear in the vocabulary of mature language users (hovers, mixture, examine)
- Many words particular to a discipline (drone, blowhole, biologists)

Words

- Many multisyllable words, some technical or scientific (scientists, information, kilometers)

Illustrations

- Variety of layout in illustrations (photographs) and print
- More than one kind of graphic on a page spread

Book and Print Features

- Print placed in sidebars and graphics that provide important information
- Full range of punctuation

Supporting English Learners

Support students' understanding of concepts and vocabulary.

- Make sure students understand the labels of text features, such as captions and sidebars, and can find them.
- As needed, help students understand unfamiliar vocabulary, such as *snot*, *surface*, *breathe*, *operated*, *goo*, *request*, *underwater*, *force*, *tinker*, *engineer*, *disturb*, *predators*, and *seacoast*.



Prompting Guide, Part 1

Refer to pages 12 and 20 as needed

Supporting English Learners

Help students read the text.

- Demonstrate taking multisyllable words apart, such as *uncomfortable* or *information* on page 10.
- Read aloud a sentence to demonstrate smooth reading that sounds like talking. Have students echo-read.

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 titled Drones and Whales: Collecting Snot at Sea by Laura Johnson.* Have students read the back cover. *What are you thinking?* ● Ask students to briefly share something they know about drones or whales.
- *Turn to pages 2 and 3 and read the heading and the sidebar.* ● *What is snot?* ● *It looks like the writer wants you to understand the importance of snot in this book.*
- *Look at pages 6 and 7 and read the heading.* ● *What do you think a SnotBot might be?* ● You might mention the word *robot* if students do not make the connection. Have students find the bold words *bow* and *blubber* on page 6. *Words in bold are defined in the glossary on page 16.* If needed, have students quickly find the definitions for *bow* and *blubber* in the glossary.
- Draw students' attention to the photograph and caption on page 6. *The caption gives information about the picture and explains how the bow works. Pay attention to the captions. They will help you understand ideas in the book.*
- *Turn to page 8 and read the first sentence.* ● *Iain Kerr is the scientist who designed the SnotBot. You can use the pronunciation guide in parentheses to help you say his name.*
- *Now, read the first sentence in the fourth paragraph on page 8.* ● *Find the word launched.* ● *The writer includes a clue that helps you understand the meaning of launched. What does launched mean?* ● *As you read, look for clues like this to help you figure out the meanings of new words.*
- *Turn to pages 12 and 13. The heading says, "Not Just for Whale Snot." I'm thinking that scientists might have other purposes for drones. What do you think?* ● *Be sure to notice the map on page 13 and think about why the writer included it.*
- *Turn to pages 14 and 15—and turn your book!* ● *What happens in an interview?* ● *What do the letters Q and A stand for?* ● *Clarify, if needed.*
- *Turn back to the beginning and read to find out why biologists use drones to collect whale snot. As you read, think about how new technologies like drones help both scientists and animals.*

Reading the Text

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

- To help a student solve multisyllable words by taking them apart using syllables, prompt with *Do you see a part you know?* Reinforce with *You noticed a part and it helped you.*
- To support reading with all dimensions of fluency, tell the student to make the reading sound smooth and like talking. *Listen to how my reading sounds.* Demonstrate and then prompt with *Listen to yourself. Did it sound smooth?*

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 *Drones and Whales: Collecting Snot at Sea*.
- To encourage discussion, you may want to select from the following questions/prompts or refer to *Prompting Guide, Part 2*:
 - *Let's talk about what you learned from reading this book. Share something you learned when you first read the book and invite students to do the same.*
 - *This book is mainly about how new tools are changing the way scientists collect research data about wildlife. But it also gives information about older methods of data collection. Talk about why the writer chose to describe those older methods, too.*
 - *Did you find the interview interesting? Go to pages 14 and 15 and talk about some of the answers. Is there anything else you would ask Dr. Kerr?*
 - *Read the inside back cover to students. Why do you think the writer includes this information?*
 - *Let's look at the table of contents and talk about how the writer has organized the information in this book. The writer grouped similar types of information in each section. Choose one and talk with a partner about what you found in that section.*
 - *Is this book nonfiction? The genre of this book is expository nonfiction. What does the writer want you to know about scientists and their research?*
- 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

- Scientists have developed a drone called the SnotBot to safely study whales.
- Scientists gather snot from whales to learn more about how whales get sick and if they are stressed.
- Scientists also use drones to study other hard-to-reach animals, such as leopard seals.
- Dr. Iain Kerr, a biologist, got the idea for the SnotBot while on a family boat trip.

Thinking *Beyond* the Text

- ◆ Scientists do not want to harm the animals they study, and they do not want to be injured themselves.
- ◆ Technology allows scientists greater access to wildlife.
- ◆ As technology improves, so will scientists' abilities to conduct research.
- ◆ Sometimes, unexpected events inspire great ideas, such as the SnotBot.

Thinking *About* the Text

- The writer uses a variety of organizational tools to present information, including a table of contents, headings, sidebars, and a glossary.
- There are many highly descriptive passages that make the book interesting.
- Photographs, captions, and a map support ideas in the text.
- The book is expository nonfiction. It presents information about a topic.

MESSAGES New technologies make the collecting of scientific data more effective and safer for both animals and researchers. People invent machines to help with work that they want or need to do.

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 many different ways. Often, one book will have several different kinds of organization, or structure.*
- *In this book, the writer presents information mainly through description. You'll find an example in the first paragraph on page 2. Reread the paragraph. • What details does the writer include to help you picture the scene?*
- *Now, reread the sidebar on page 3. • Notice the sidebar's title. • How is this information organized? • This is a question-and-answer structure.*
- Have students look more closely at pages 6 and 8. Then, invite them to talk about how this information is organized [problem and solution].



Prompting Guide, Part 2
Refer to pages 35, 36, and 39 as needed

Supporting English Learners

Support students' discussion of the text.

- Provide oral sentence frames for students (e.g., *From this book, I learned that _____. New tools can be better than the old tools because _____. I do/ do not think the interview is interesting because _____.*)



Prompting Guide, Part 1
Refer to page 12 as needed



Prompting Guide, Part 2
Refer to page 39 as needed

Supporting English Learners

Support students' word work.

- Say each word slowly so students can hear the syllables and vowel sounds.
- Pair students who know more English with English learners to say the words, divide them into syllables, and group them.
- Make sure students understand the meaning of each word used in Word Work.

Supporting English Learners

Support students' language development through independent writing.

- Make sure students understand the concept of drones.
- Provide oral sentence frames for students to discuss (e.g., *I knew that whales ____, but I didn't know that whales ____. I learned ____.*).
- Have partners use the oral sentence frames to write details in each chart column.



Prompting Guide, Part 1
Refer to page 12 as needed

GR0828



Word Work

Help the readers become more flexible with open and closed syllables.

Break Apart Words with Open and Closed Syllables

- On the whiteboard, write the words *manage* and *travel* in one column and *ocean* and *mucus* in a second column. Use any word students may not understand in a sentence.
- Say and tap each word with me. • As they tap, draw a slash to show where each word is divided (*man/age, trav/el, o/ccean, mu/cus*).
- What do you notice about both words in the first column? • The first syllable in each word ends with a consonant and the vowel sound is short. This is called a closed syllable. The word is broken after the consonant.
- What do you notice about both words in the second column? • The first syllable in each word ends with a vowel and the vowel sound is long. This is called an open syllable. The word is broken after the vowel.
- If time permits, give partners the following set of words: *closet, famous, given, motor, pilot, promise*. Have partners take turns reading a word, tapping the parts, and drawing a slash to divide the word into syllables. Then, have them sort the words into two groups, words with closed syllables and words with open syllables.



Writing About Reading (Optional)

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

Independent Writing: Two-Column Chart

- Have students discuss what they knew about drones and whales before reading the book. Then, invite them to talk about new information they learned.
- Help students reflect on prior knowledge and new knowledge by creating a chart in the *Reader's Notebook*. Direct them to set up a two-column chart with the headings *What I Knew* and *What I Learned*. Have them complete the chart with information about drones and whales. Students may want to revisit the book to check details.
- When students finish, have them reread their writing to make sure it clearly states their ideas.

What I Knew	What I Learned
Drones are operated by remote control.	Drones can collect whale snot.
Drones have cameras.	Drones are used to study animals all over the world, even in Antarctica.
Whales swim to the surface to breathe air.	Stress can make whales sick and even kill them.
Whales blow water and air out of a blowhole.	Different kinds of whales have spots that are different shapes.



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

CHARACTERISTICS AND BENEFITS OF BOOK CLUBS

During book clubs, students:

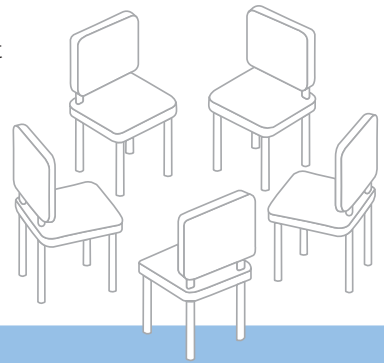
1. Sit in a circle on the floor or in chairs to discuss the text.
2. Learn to take turns and give their opinion.
3. Learn to listen to others and ask questions.
4. All turn to the page that is being discussed.
5. Learn to support their thinking by showing information in the book.
6. Look at the pictures.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

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

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

Book Clubs At a Glance

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



Texts and Instruction for Book Clubs

The *Fountas & Pinnell Classroom™ Book Clubs Collection* includes 48 titles organized into twelve text sets, allowing teachers to conduct book clubs 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, Guided Reading, and Independent Reading, allowing students to make connections among texts throughout *Fountas & Pinnell Classroom™*. A discussion card is included for each Book Club title for teachers to support discussion with groups of readers.

Put Book Clubs into Action

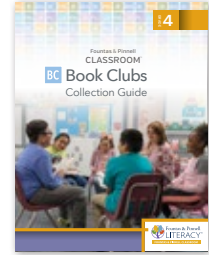
Books are sometimes related to the text sets in Interactive Read-Aloud, focusing on genres, authors, themes, or topics that are common to both instructional contexts.

USING TEXTS AMONG SEVERAL CLASSROOMS

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

Fountas & Pinnell Classroom™ Book Clubs Collection Guide

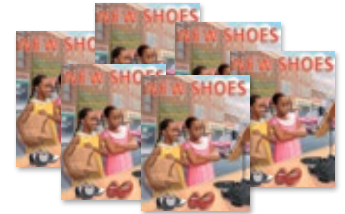
A brief guide that provides an overview of the components and implementation of the *FPC Book Clubs Collection*.



Book Club Books

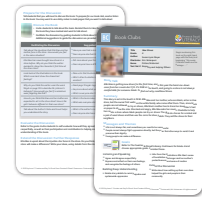
48 trade titles (6 copies of each)

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



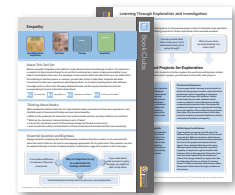
Book Club Discussion Cards

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



Inquiry Overview Cards

Inquiry Overview Cards [1 per text set] that feature a brief overview of the text set, opportunities to think across books, or an essential question and big ideas to guide thinking and discussion, as well as a menu of projects to encourage exploration and inquiry.



FPC Book Club Online Resources

The resources needed for each book club, including:

- PDF of each discussion card
- Video Library
- Text Set and Book Stickers



Guide	Books	Discussion Cards	Access
<i>Fountas & Pinnell Classroom™ Book Clubs Collection Guide</i>	Carefully curated collection of exquisite trade titles <ul style="list-style-type: none"> • 48 titles • 6 copies of each title 	<ul style="list-style-type: none"> • 48 Discussion Cards • 12 Inquiry Overview Cards 	Unlimited online access to lesson resources by title

GRADE 4

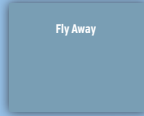
Empathy



Uncle Willie and the Soup Kitchen



New Shoes



Fly Away



Hoop Hustle

About This Text Set

What is empathy? Empathy is the ability to understand and share the feelings of others. The characters or subjects in these books attempt to do just that, motivated by a desire to help and an ability to put others' needs before their own. The messages in these books reflect the idea that if you can understand the suffering of another person or creature, you will take action to help them. Students will make connections to their own experiences with helping others, or to simply treating others with kindness.

You might wish to refer to the following additional books and the Inquiry Overview Card for the corresponding text set in Interactive Read-Aloud.



The Crane Wife



Step Right Up



A Symphony of Whales



The Boy and the Whale

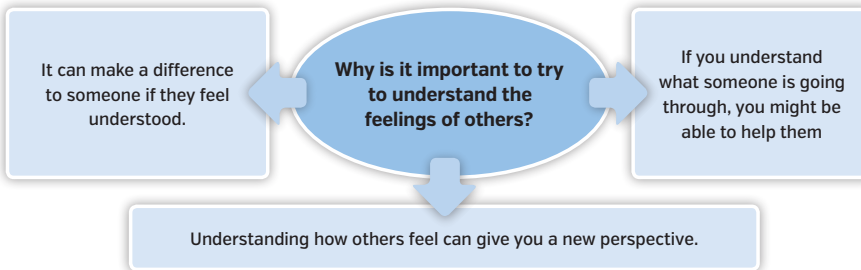
Thinking About Books

While reading the books in this text set, help students make connections to their own experiences, and facilitate ways of learning and finding out more about empathy.

- What are the problems the characters face in these books and how are they similar to one another?
- What do the characters' choices tell about each of them?
- How do the characters in each of these books change by the end of each story?
- How do both the authors and illustrators of these books show the reader that the time is passing?

Essential Question and Big Ideas

Engage students by keeping this essential question and these big ideas in mind as you read and talk about the texts in this set. Be sure to use language appropriate for the grade level. This question can also be explored through a variety of inquiry projects, including the suggested projects on the next page.



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BC

Book Clubs

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

Expand students' ability to notice patterns, discuss similarities and differences, make connections to their own lives, and synthesize evidence from several sources by **thinking about the books** in this text set.

Engage students in thinking about **essential questions and big ideas** that help them think deeply about underlying themes and make connections among ideas in the books they are reading, hearing and discussing.





Learning Through Exploration and Investigation

Asking Questions

Think about the essential question and big ideas on the previous page in order to formulate some questions that will help guide students in identifying projects for further exploration of the essential question.

Ask **open-ended questions** about the big ideas addressed by the texts to help students' identify lines of inquiry they might like to research and explore.

What are some different ways you can try to understand how someone is feeling?

How do you feel when others help you or try to understand what you're going through?

What can you learn by understanding how others feel?



Suggested Projects for Exploration

The following are suggested projects for students to further explore the questions and big ideas related to the books in this text set. If students work in groups, you will need to meet with each group to support their investigation.

Extend students' learning with **inquiry projects** designed to help them bring together what they have learned and explore a topic in more depth.

Practicing Empathy
For the next week, encourage students to practice empathy when dealing with others. Talk about some of the ways that you can try to understand someone else's feelings or experiences, and how this can change the way you relate to them. Encourage students to think about a situation they could respond to with empathy or kindness. Ask: "What kind of action could you take in this situation?" "How does your response make a difference or change your understanding of the situation?" Continue to meet and talk as a class about ways to practice empathy.

Theatrical Performance
To encourage further learning, invite students to divide into two groups to create a short theatrical performance about responding to situations, both small and large, with kindness. Similar to the books they've read, students should create a problem to solve while demonstrating compassionate character traits. Encourage the students to brainstorm as a group before writing the script together. After students have practiced their plays, they can perform them for the class. Invite the audience to provide feedback in relation to the play's illustration of empathy.

Making a Difference Through Empathy
Invite students to research some local charitable organizations or nonprofits. When they find an organization that they are interested in (or feel a personal connection to), encourage students to think of ways that they might be able to help that organization. Some examples might be: making cards for a children's hospital, holding a fundraiser, making informative posters, writing letters to people in government, or another student-identified action.

Reflecting on Local Heroes
Come together as a group and talk about the different ways that the characters in these books responded to different situations with kindness and empathy. Discuss how their actions impacted the lives of the people and animals in these stories. Have students think about the many different opportunities they have to practice empathy or respond to a given situation with kindness. Why is this important? How have their own lives been impacted by the kindness of others? Encourage students to explore the idea of celebrating the lives or actions of "unsung heroes" in their community. Invite them to share this person's kind actions through a medium of their choice.

BC Book Clubs



BC4321

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GRADE 4


 Book Clubs


Title *New Shoes*
Grade 4
Author Susan Lynn Meyer
Illustrator Eric Velasquez
Genre Fiction/Historical
Text Set 2 Empathy and Helping Others

Begin numbering this book on the right-hand page with the body text beginning: "My cousin Charlotte hands me the package. . . ."

Book Talk

Ella Mae is getting new shoes for the first time, since this year the hand-me-down ones from her cousin don't fit. It's 1950 in the South, and going to a store is not always comfortable for someone black. To find out why, read New Shoes.

Summary

This story is set in the South in 1950. Ella Mae and her mother, who are black, enter a shoe store, but the owner first waits on the white family who came after them. Then, since black people are not allowed to try on shoes, Ella Mae's mother has to trace her daughter's feet on paper to show the size. Shocked and angry, Ella Mae asks her cousin Charlotte to help her create a store where black people can try on shoes. The girls do chores for a nickel and a pair of used shoes and then use the coins for shoe polish. They sell the shoes to their neighbors.

Messages and Themes

- Life is not always fair, and sometimes you need to be resourceful.
- People cannot always fight oppression directly, but they can find other ways to resist it and preserve their dignity.
- Young people can make a difference.

**Goals**

Refer to *The Fountas & Pinnell Literacy Continuum* for Grade 4 and choose appropriate goals. Consider these:

Listening and Speaking

- Agree and disagree respectfully
- Express and reflect on their own feelings, and recognize the feelings of others

Building Deep Understanding

- Relate story details to racial prejudice and systemwide oppression

- Infer from the illustrations Ella Mae's sense of humiliation and anger and her mother's protectiveness and sense of caution

Extend the Discussion

- Write about how setting up their own store helped the girls and people in their community

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

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

Encourage students to articulate and reinforce the **messages and themes** or "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 DISCUSSION CARD

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.

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

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

Prepare for the Discussion

Tell students that you will meet to discuss the book. *To prepare for our book club, read or listen to the book. You may want to use sticky notes to mark pages that you want to talk about.*



Discuss the Book

- ▶ Invite students to talk about the book. Remind them to take the group to places in the book they have marked and want to talk about.
- ▶ Facilitate the discussion by guiding students to think about the big ideas in the text. Additional suggestions to guide the discussion are provided below.

Facilitating the Discussion	Suggested Prompts
<i>Talk about the injustices that Ella Mae and her mother face in the store. How would you feel in the same situation?</i>	<ul style="list-style-type: none"> ▶ Have you ever had a similar experience? ▶ Does anyone else feel that way?
<i>Ella Mae has never bought new shoes in a store before. Why do you think the author decided to show the character's first time at the shoe store?</i>	<ul style="list-style-type: none"> ▶ Tell more about your thinking. ▶ Does anyone have a different idea?
<i>Look back at the illustrations in the book. Which ones best show the characters' feelings?</i>	<ul style="list-style-type: none"> ▶ Take us to that illustration. ▶ Which other illustration showed powerful emotion?
<i>Why do you think the author uses the word fidget on page 10 to describe Mr. Johnson's behavior? How would you feel if a salesman were fidgeting like that?</i>	<ul style="list-style-type: none"> ▶ Read page 10 again together to notice more. ▶ Say more about what you mean. ▶ What is everyone else thinking?
<i>How do you think Ella Mae and her mother are expected to act in the shoe store? How is the girls' behavior different in their own store?</i>	<ul style="list-style-type: none"> ▶ What in the book makes you think that? ▶ What was everyone else's thinking?
<i>Talk about the Author's Note and how it helps you understand the story.</i>	<ul style="list-style-type: none"> ▶ What is the author's message? ▶ Does anyone else have anything to add?

Evaluate the Discussion

Refer to the goals. Invite students to self-evaluate how well they agreed and disagreed respectfully, as well as their participation and contribution to helping one another build understanding of the book.

Extend the Discussion: Further Response

Ella Mae is upset about the injustice she faces in the store. Do you think setting up her own store will make a difference? Write your ideas, using details from the story.

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BENEFITS OF INDEPENDENT READING

Through independent reading, students can:

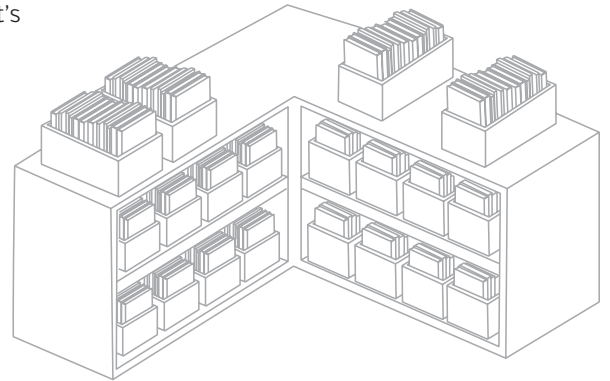
- Learn to exercise choice in selecting texts.
- Learn about themselves as readers.
- Gain “mileage” as readers.
- Engage in fluent reading daily.
- Develop the habit of spending time reading.
- Develop their own preferences for books, genres, and authors.
- Connect to the lives of others and their world.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

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

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

Independent Reading At a Glance

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



Texts and Instruction for Independent Reading

The *Fountas & Pinnell Classroom™ Independent Reading Collection* includes 200 trade titles that can be used to begin, or augment, your classroom library.

Each book has been carefully selected to ensure that the collection is appropriate and engaging for fourth graders, and represents a diverse range of experiences and cultures. The collection includes a conferring card for each independent reading book. Through individual conferences, teachers can observe and extend students' understanding of the text as well as support their thinking.



Put Independent Reading into Action

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

GET TO KNOW STUDENTS' READING INTERESTS

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

Fountas & Pinnell Classroom™ Independent Reading Collection Guide

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

Independent Reading Books

200 trade titles (1 copy of each)

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

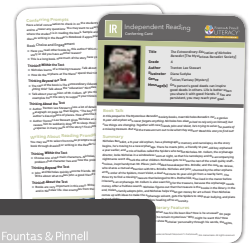
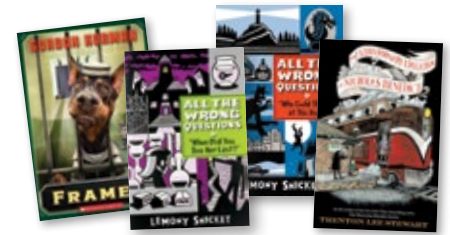
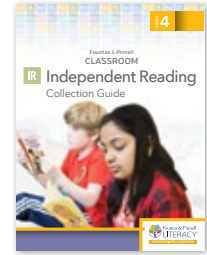
Independent Reading Conferring Cards

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

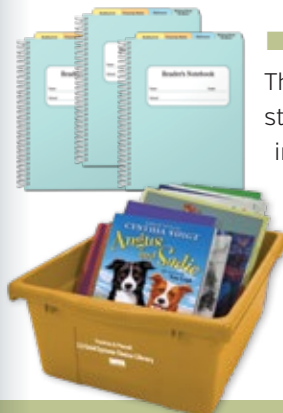
FPC Independent Reading Online Resources

The resources needed for each independent reading conference, including:

- PDFs of each conferring card
- Video Library
- Book Stickers



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



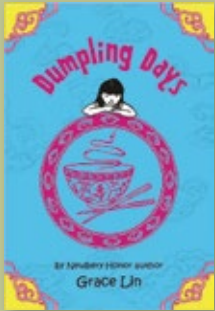
COMPANION RESOURCES ALSO AVAILABLE

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

Continue to grow your classroom library with the *Fountas & Pinnell Choice Library*, 150 carefully selected fiction and nonfiction trade books at levels N–S for students to independently select and read. Visit fountasandpinnell.com for more details.

GRADE 4

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Independent Reading
Conferring Card

Title	<i>Dumpling Days</i> (Pacy Lin)
Grade	4
Author/ Illustrator	Grace Lin
Genre	Fiction/Realistic
Message(s)	All cultures have long-standing traditions and beliefs. Learning about your family's past can help you understand yourself. No one is all one thing or another.

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

Pacy doesn't want to spend a whole month visiting relatives in Taiwan. Mom says it will be a fun trip, but Mom's idea of fun doesn't always match Pacy's. Once there, although for once she looks like everyone around her, Pacy can't read any of the signs or speak the language. Will she ever fit in, if she can't fit in here?

Summary

American-born Pacy Lin doesn't speak or read Chinese and would rather visit Hawaii or California than her relatives in Taiwan. From the moment she arrives there with her family, she feels like a ghost—invisible and overlooked—though at least she finally looks like everyone else, unlike at home, where she and her sisters are the only Asians in their school. Even her artistic ability seems to have vanished, as Pacy struggles to learn Chinese painting in the art class she's taking. As the month progresses, Pacy visits with relatives in Taipei and Taichung, tries new foods, gets lost in the middle of a bustling market, and through it all, learns about her Chinese and Taiwanese heritage, including why her parents left. She comes to accept her family's past and its influence on her life, and even realizes it is something that she no longer wants to deny, but to embrace as a part of who she is.

Note: The book includes a letter from Grace Lin's parents about their family's real trip to Taiwan when Grace was a child, as well as a recipe for Chinese dumplings. You might also want to point out the drawings of the crossing sign on the right-hand pages. The numbers count down the days of the trip. They also act as a flip book, animating the walking figure.

Focus on Themes and Ideas

With the student, re-read Pacy's father's description of “a good trip” on page 2. Invite the student to share some items Pacy leaves behind in Taiwan and some she brings home to New York. Must the things a traveler leaves and takes be physical items? What are some ideas Pacy leaves behind in Taiwan? What are some ideas she brings home with her?

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

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

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

Independent Reading CONFERRING CARD

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

Conferring Prompts

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

Book Choice and Engagement

- Do you like stories about young people like you or about families? Is that what made you want to read this book? Or was it something else?
- Are you enjoying this book? At what point did you feel really involved in it?

Thinking *Within* the Text

- Why is Pacy not looking forward to visiting Taiwan? Where are some places she would rather visit, and why?
- Her mother signs up Pacy and her sisters for art classes in Taiwan. What is Pacy learning to do? Talk about what she thinks of her class.

Thinking *Beyond* the Text

- Near the end of her visit (page 221), Pacy says that "being Taiwanese-American was like making a brush stroke." What does she mean by this?
- On page 139, Pacy says that not being able to read signs in Taiwan feels like "a secret everyone [knows] except [her]." Have you ever felt like this? How were your feelings like Pacy's?

Thinking *About* the Text

- I wonder why Grace Lin included some stories that are outside the main story. Why do you think she did that?
- Grace Lin sets this story during the Taiwan Month of the Ghosts. How does this celebration relate to how Pacy feels on her trip?

Writing About Reading Prompts

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

Thinking *Within* the Text

- Write about some of the big differences Pacy discovers between Taiwan and her home in New Hartford.

Thinking *Beyond* the Text

- Look back at the similes Pacy uses to describe things. (Some examples: "I felt like a turtle caught in a puddle of honey" and "It made me hollow and fragile, like an empty eggshell.") Choose two that you connected with. Write about what they tell you about Pacy's feelings in those scenes.

Thinking *About* the Text

- At home in New Hartford, Pacy and her sisters are the only Asians in their school. In Taiwan, she can't understand what people say or read signs. Write about how Grace Lin uses the theme of *not belonging* in this story. Why do you think she chose this theme?

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



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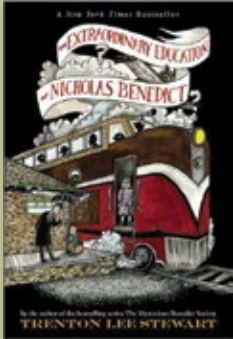
Encourage students to expand their thinking about the book through writing or drawing. Choose or modify a **Writing About Reading Prompt** that would best support and extend a student's understanding of the text.

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

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GRADE 4

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Independent Reading
Conferring Card

Title	<i>The Extraordinary Education of Nicholas Benedict</i> [The Mysterious Benedict Society]
Grade	4
Author	Trenton Lee Stewart
Illustrator	Diana Sudyka
Genre	Fiction/Fantasy (Mystery)
Message(s)	One person's good deeds can inspire good deeds in others. Life is better when you share it with good friends. If you are persistent, you may reach your goal.

Book Talk

In this prequel to The Mysterious Benedict Society books, meet Nicholas Benedict. He's a genius 9-year-old orphan who never forgets anything. Nicholas has always had to rely only on himself, but now things are changing. Together with new friends John and Violet, he's trying to solve the puzzle of a missing treasure. But will the treasure turn out to be what they expect? Read this story to find out!

Summary

Nicholas Benedict, a 9-year old orphan, has a photographic memory and narcolepsy. As the story begins, he's moving to a new orphanage. There he meets John, a friendly 12-year-old boy orphaned a year earlier, and a trio of bullies called the Spiders who target Nicholas. Mr. Collum, the orphanage director, locks Nicholas in a windowless room at night, so that his narcolepsy and the accompanying nightmares won't disturb the other children. Nicholas gets to know the rest of the small quirky staff—anxious, inept handyman Mr. Pileus; pain-riddled housekeeper Mrs. Brindle; and the cook Mr. Griese, who shares a mutual attraction with Mrs. Brindle. Nicholas and John, shunned by the other orphans at the order of the Spiders, meet Violet, a deaf and mute 14-year-old girl from a nearby farm. The three try to find a missing treasure that belonged to Mrs. Rothschild, who lived in the manor before it became an orphanage. Mr. Collum is also searching for the treasure, because the orphanage needs money. After a fruitless search, Nicholas figures out that the treasure is the books in the library. In the end, Violet's family adopts John, and Nicholas helps Violet get money for art school. Then Nicholas comes up with ideas to make the orphanage solvent, gets the Spiders to stop their bullying, and plans to read all the books in the library before heading off to university.

Focus on Language and Literary Features

Talk about the main character, Nicholas. What has his life been like? How is he unusual? On page 202, Nicholas tells John that “[he prefers] to remain mysterious.” Why might he want this? How does he accomplish it? Share scenes that show Nicholas' personality through his words, thoughts, and actions.

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Independent Reading CONFERRING CARD

Conferring Prompts

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

Book Choice and Engagement

- Have you read other books by this author? Which ones? Is that why you chose to read this story or did you have another reason?
- This is a long book. How much of the story have you read so far? What do you think of Nicholas?

Thinking *Within* the Text

- Nicholas learns of a missing treasure. Talk about what he plans to do about the treasure.
- How do the orphans at The Manor spend their time? Tell what their days and nights are like.

Thinking *Beyond* the Text

- The title of the book is *The Extraordinary Education of Nicholas Benedict*. Do you think this is a fitting title? Talk about the "education" Nicholas gets in this story.
- Talk about your opinion of Mr. Collum. Do you think he is a good man or a bad one? Use examples from the story to support your thinking.

Thinking *About* the Text

- Author Trenton Lee Stewart gives a lot of details about The Manor. For example, look at the paragraph on page 32 that begins, "The boys crept . . ." Talk about what you think of the author's descriptions of places. How does this help create the mood of the story?
- Author Trenton Lee Stewart gives Nicholas an unusual condition, called narcolepsy, that causes him to suddenly drop off to sleep. How does this put Nicholas at risk and create suspense in many parts of the story? Find some examples.

Writing About Reading Prompts

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

Thinking *Within* the Text

- Choose one of the main characters—Nicholas, John, Violet, or Mr. Collum—and write about a problem that character has and how the problem is resolved.

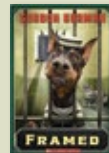
Thinking *Beyond* the Text

- John and Nicholas quickly become friends. What do you think it means to be a good friend? Write about what makes John a good friend to Nicholas, using examples from the story.

Thinking *About* the Text

- Books are very important in this story. Write about the role books have in both the mystery and in Nicholas' life. Use examples from the story to support your ideas.

The student might also enjoy these books about solving a mystery found in the Independent Reading Collection.



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BENEFITS OF PROFESSIONAL LEARNING:

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

Strengthen instructional decisions with resources designed to elevate literacy expertise

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

Professional Learning Tools At a Glance

INSTRUCTIONAL TOOLS:

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

PROFESSIONAL LEARNING:

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

ASSESSMENT TOOLS:

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

STUDENT LEARNING TOOL:

- *Reader's Notebooks*

A Literacy System Grounded in Professional Learning

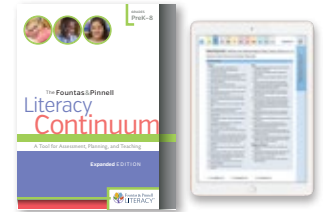
The single most important factor in students' literacy success is skillful, informed teaching. Fountas and Pinnell are committed to elevating teacher expertise through meaningful, scalable, and sustainable professional learning. Their collective work to date establishes a cohesive and coherent set of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

Put Professional Learning Tools into Action

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

The Fountas & Pinnell Literacy Continuum, EXPANDED EDITION

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



Available in print and digital formats

Guided Reading: Responsive Teaching Across the Grades, SECOND EDITION

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



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

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



Available in print and digital formats

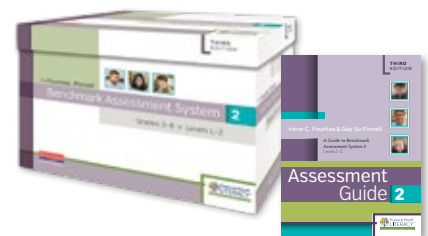
Reader's Notebooks

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



Benchmark Assessment System, THIRD EDITION

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



Professional Development

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

RESOURCES AND OPPORTUNITIES THAT ELEVATE EXPERTISE

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

Fountas & Pinnell Classroom™ Professional Learning Resources and Opportunities										
INCLUDED WITH YOUR FPC PURCHASE		IRA	SR	PWS	RML	GR	BC	IR	FPC OVERVIEW ALL CONTEXTS	FPC YEARLONG PARTNERSHIP
EMBEDDED RESOURCES INCLUDED AS PART OF YOUR FPC PURCHASE	• Video library including Getting Started videos to support each instructional context.	●	●	●	●	●	●	●		
OPTIONAL FEE-BASED*										
ON-SITE FOUNTAS & PINNELL-TRAINED CONSULTANTS COME TO YOU	• School-based seminars designed to meet your learning needs.	●	●	●	●	●	●	●	●	●
OFF-SITE YOU COME TO THE EXPERTS	• Multi-day institute designed and delivered by Fountas and Pinnell for extensive learning.								●	
ONLINE INTERACT DIGITALLY WITH FOUNTAS & PINNELL-TRAINED CONSULTANTS	• Recorded webinar series that include chat, video demonstrations, and resources to support learning.	●	●	●	●	●	●	●	●	
CUSTOM TAILORED TO YOU	• Tailored to your needs.	Professional learning that responds to need and transforms practice.								
*REQUIRED RESOURCE: All participants in Fee-Based Professional Development are required to have <i>The Fountas & Pinnell Literacy Continuum, Expanded Edition</i> . Available in print or digital format.										

The Fountas & Pinnell Literacy™ Community

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

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



Join for **FREE** at fountasandpinnell.com

CONTINUE THE CONVERSATION ONLINE

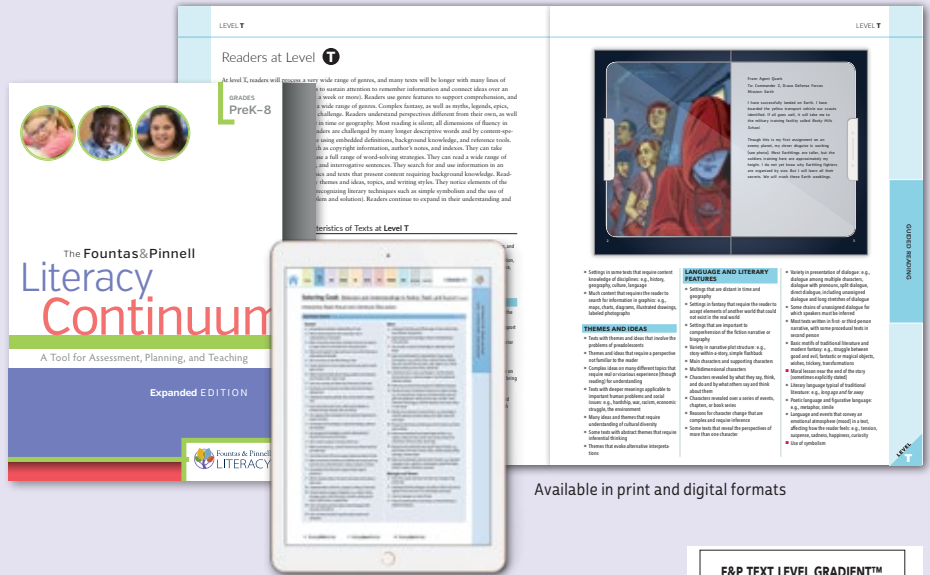
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- Fountas & Pinnell Literacy™ @FountasandPinnell
- Fountas & Pinnell Literacy™ Learning Group www.facebook.com/groups/FountasPinnell/
- @FountasPinnell #fountasandpinnell

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™.

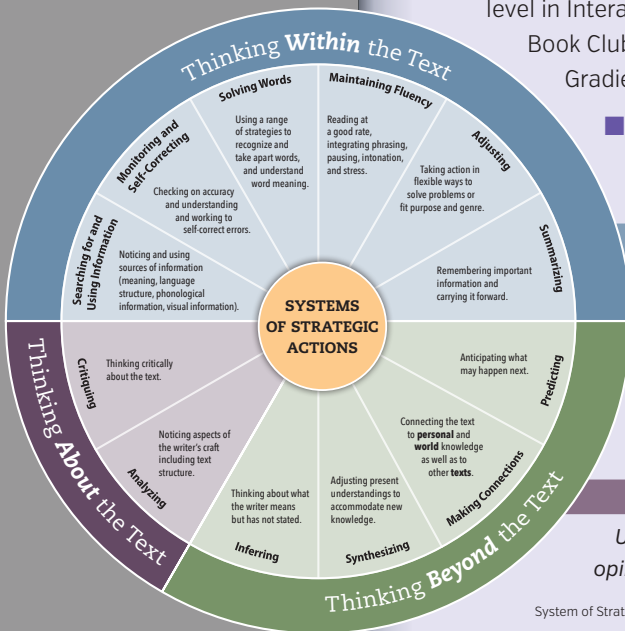


THE ROADMAP FOR LITERACY ACQUISITION IN STUDENTS OVER TIME

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

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

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



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

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 Seven–Eight
Z	
Z+	High School/Adult

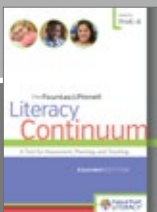
The grade-level goals on the F&P Text Level Gradient™ are intended to provide general guidelines, which should be adjusted based on school/district requirements and professional teacher judgement.

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A SCHOOL-WIDE COMMON LANGUAGE

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

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



THE ESSENTIAL RESOURCE FOR THINKING TOGETHER ABOUT LITERACY DEVELOPMENT

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™.



CHAPTER 15

Teaching for Systems of Strategic Actions in Guided Reading

Respond to the needs of all learners.

Respond to the needs of all learners.

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



CHAPTER 23

Managing Literacy in the Intermediate/Middle Grades

Managing literacy in the intermediate/middle grades.

Managing literacy in the intermediate/middle grades.

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

A Comprehensive Design

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

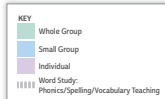


FIGURE 24-1 Key for Different Settings in a Coherent Literacy Design

Each setting is described in different parts of this book and in our other professional books. We will define them briefly here as a kind of summary. Notice the key that applies to the different settings. (See Figure 24-1.)

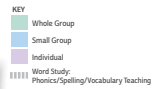
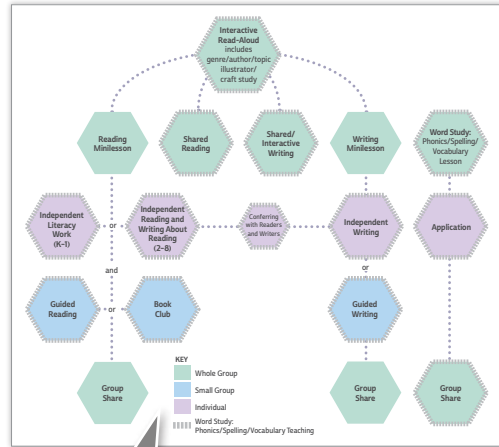
In Figure 24-2, you see a layout of a basic coherent literacy design. This broad approach can be adapted to meet local needs. And, you will want to select where you start and collaboratively decide where you go next. There are some variations for primary and intermediate students of course, and time periods will vary (see sample schedules in Chapter 21). The middle school plan with departmentalization may incorporate a limited number of the elements. But, in general a group of teachers across the grades can share the design for instruction and students benefit from the predictability and consistency they experience.

Whole-Group Teaching

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

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

A Design for Responsive Literacy Teaching



© 2017 by Irene C. Fountas and Gay Su Pinnell from *Guided Reading, Second Edition*. Portsmouth, NH: Heinemann.

In-depth exploration of responsive teaching.

THE LANGUAGE OF TEACHING

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



Available in print and digital formats

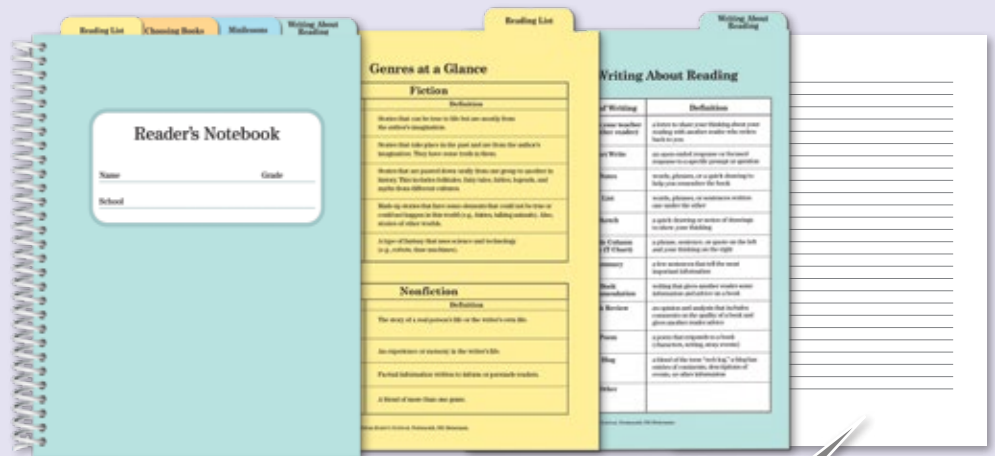


Select language to prompt students as they build their literacy processing systems.

A POWERFUL TOOL TO SUPPORT READING ALL YEAR LONG

Reader's Notebooks enable students to:

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



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

CONTEXTS FOR ASSESSMENT AND OBSERVATION IN FOUNTAS & PINNELL CLASSROOM™

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

Assessment to Inform Instruction

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

Assessment At A Glance

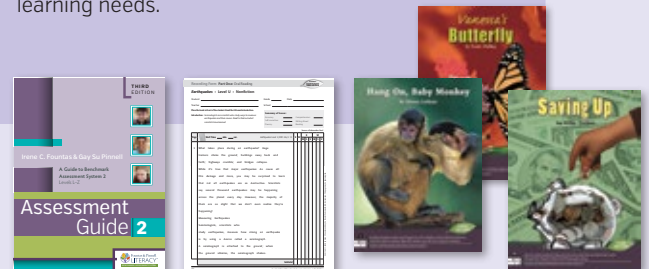
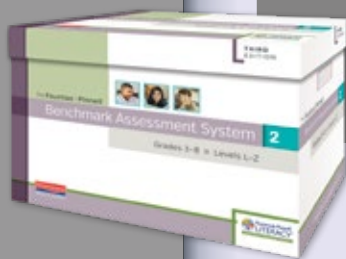
Assessment makes evidence-based, student-centered teaching possible. This information will help teachers to:

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




CONTINUOUS AND INTERVAL ASSESSMENT

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

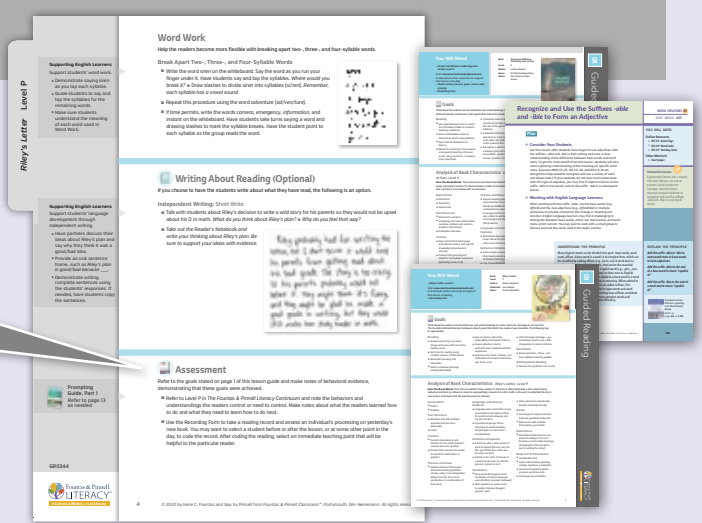
Type	Frequency	Assessment Tool
CONTINUOUS	<ul style="list-style-type: none"> • Administer at regular intervals 	<ul style="list-style-type: none"> • Use a reading record to code, analyze, and score a student's reading of the previous day's new text during guided reading.
INTERVAL	<ul style="list-style-type: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



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

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

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





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

CORE VALUES

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

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

Schools are places where *students*:

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

Schools are places where *literacy educators*:

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



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

