

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



Fountas & Pinnell
Classroom™

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

GRADE **K**



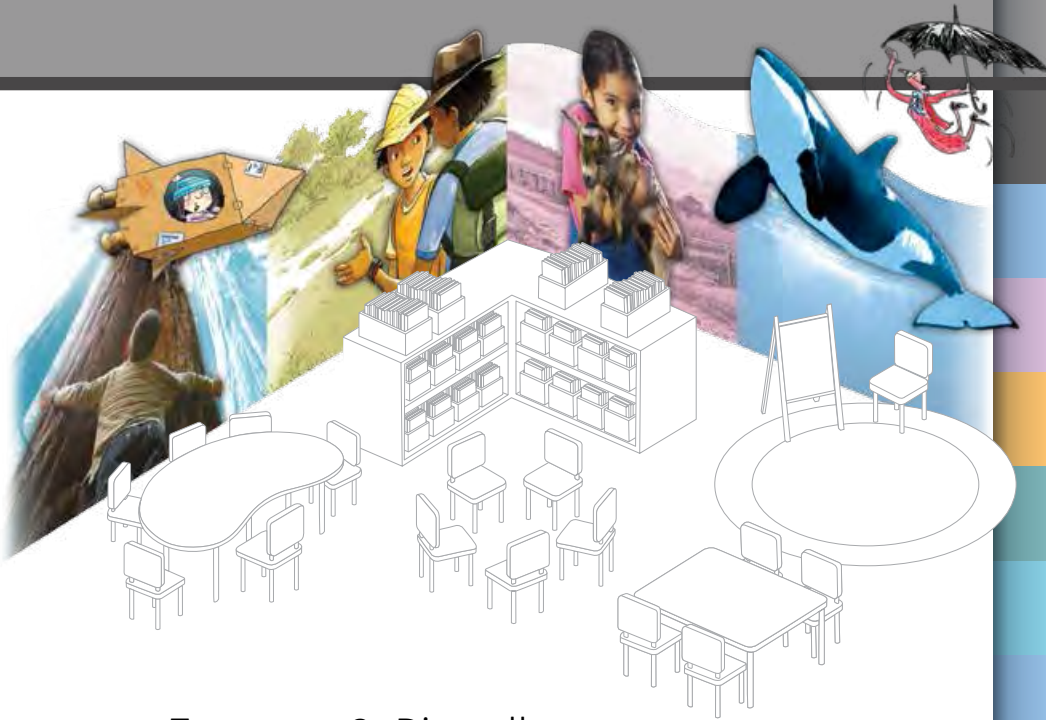
Reflect
Reimagine
Redefine

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

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



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



Fountas & Pinnell
Classroom™

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

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

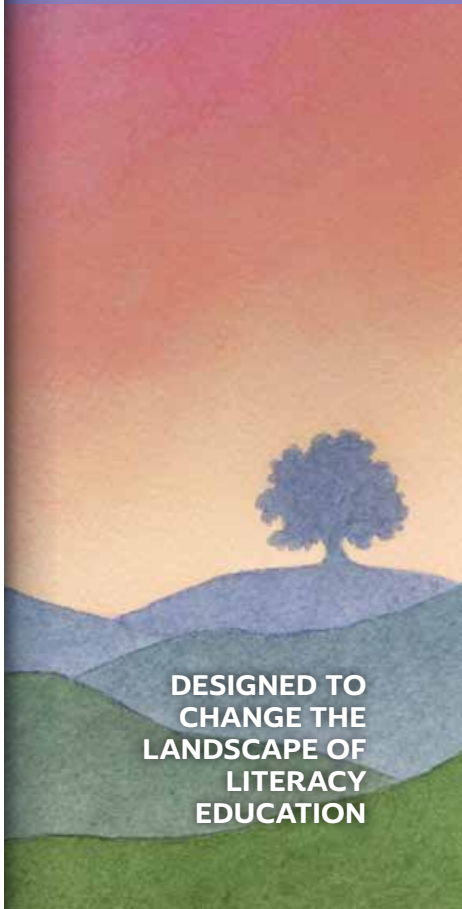
- see themselves reflected in the books they read and write about
- grow as thoughtful users of literacy
- engage in real reading, writing, and thinking

and for teachers to:

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

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

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

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

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

1 INSTRUCTIONAL COHERENCE

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

2 RESPONSIVE TEACHING

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

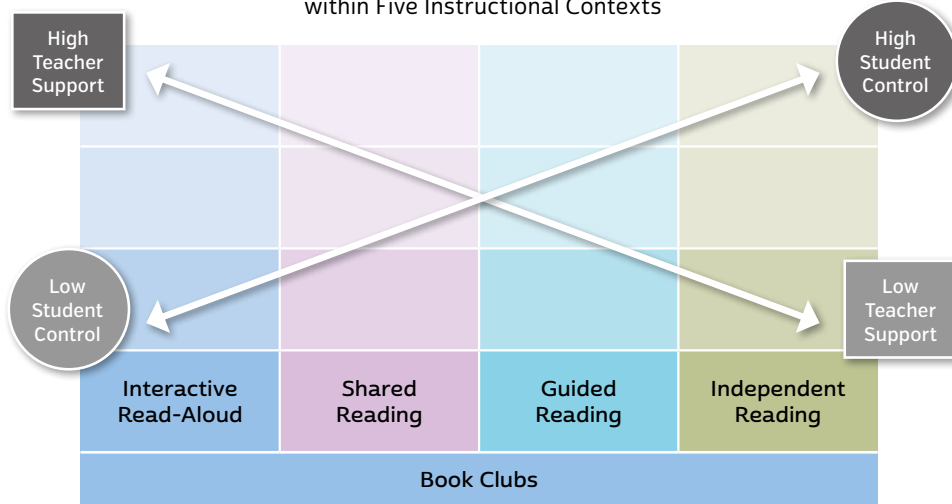
3 MULTI-TEXT APPROACH

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

WHEN

HOW

Levels of Teacher Support for Reading within Five Instructional Contexts



Fountas & Pinnell
Classroom™

4 STUDENT INQUIRY

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

5 LANGUAGE-BASED

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

6 TEACHER EXPERTISE

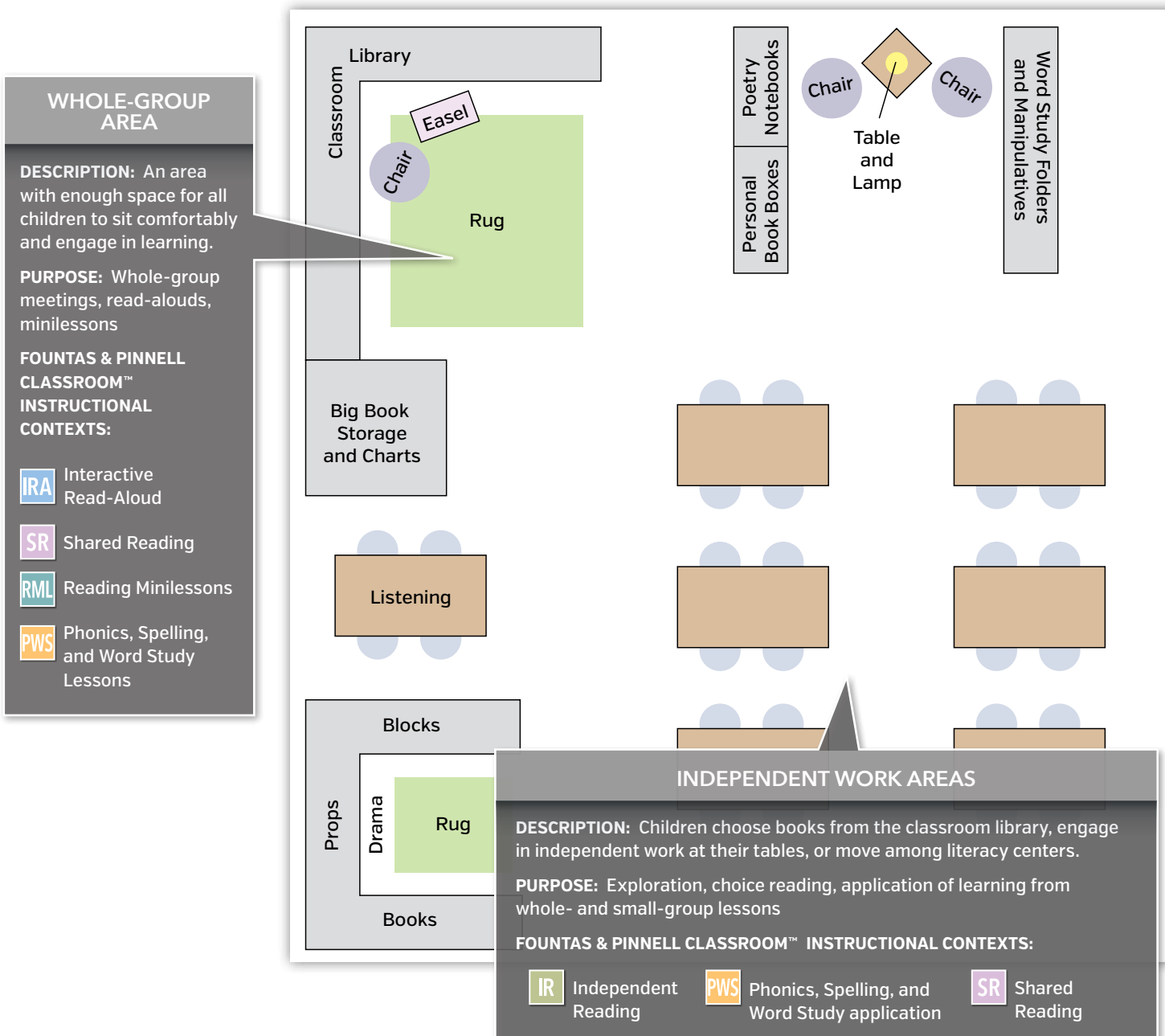
Whether you are a new teacher or one with years of experience, *Fountas & Pinnell Classroom™* both relies upon and contributes to your expertise as a teacher. Your knowledge of your students informs responsive teaching. The extensive professional learning tools woven into the system help educators to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



**DESIGNED TO
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Organizing Your Fountas & Pinnell Classroom™

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



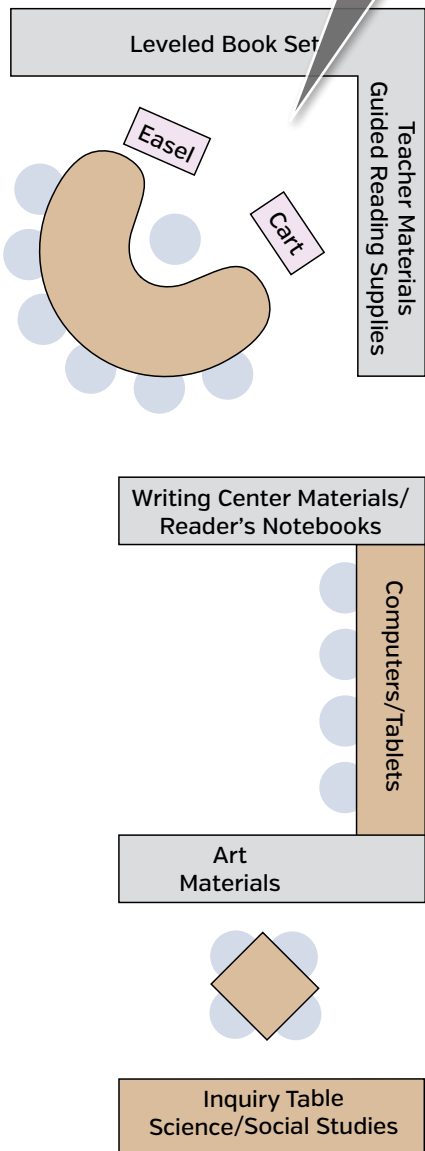
SMALL-GROUP AREA

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

PURPOSE: Small-group reading instruction

FOUNTAS & PINNELL CLASSROOM™ INSTRUCTIONAL CONTEXTS:

GR Guided Reading **BC** Book Clubs



BUILDING A CLASSROOM COMMUNITY

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

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

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



DESIGNED TO CHANGE THE LANDSCAPE OF LITERACY EDUCATION

Instruction in Your Fountas & Pinnell Classroom™

Comprehensive resources for a systematic approach to literacy learning

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

WHOLE-GROUP TEACHING

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

SMALL-GROUP TEACHING

5. Guided Reading
6. Book Clubs/Literature Discussion

INDEPENDENT LEARNING

7. Independent Reading

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

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

INDEPENDENT READING

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

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

IR

GR

GUIDED READING

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

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

BC

BOOK CLUBS/ LITERATURE DISCUSSION

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

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

WHEN

HOW

READING MINILESSONS

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

- 150 minilessons per grade K-6

RML

INTERACTIVE READ-ALOUD

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

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

IRA

PWS

PHONICS, SPELLING, AND WORD STUDY

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

- 100 lessons per grade K-5

SR

SHARED READING

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

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




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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

	Pre-Kindergarten	Kindergarten
 GUIDED READING GR		<ul style="list-style-type: none"> 1 100 original titles: levels A-G (6 copies each) 1 100 Lesson Folders 2 100 original titles: levels A-H (6 copies each) 2 100 Lesson Folders
INTERACTIVE READ-ALOUD IRA	<ul style="list-style-type: none"> 2 120 trade titles 2 120 Lesson Folders 	<ul style="list-style-type: none"> 1 120 trade titles 1 120 Lesson Folders
READING MINILESSONS RML		<ul style="list-style-type: none"> 2 The Reading Minilessons Book, Kindergarten [contains 150 reading minilessons]
SHARED READING SR	<ul style="list-style-type: none"> 1 30 original titles [Big books and accompanying 6-copy small book sets] 1 30 Lesson Folders 2 Shared Poetry Charts, PreK 	<ul style="list-style-type: none"> 1 65 original titles [Big books and accompanying 6-copy small book sets] 1 65 Lesson Folders 2 Shared Poetry Charts, Kindergarten
PHONICS, SPELLING, WORD STUDY PWS		<ul style="list-style-type: none"> 1 Fountas & Pinnell Phonics, Spelling, and Word Study System, Kindergarten
INDEPENDENT READING IR		<ul style="list-style-type: none"> 1 150 trade titles 1 150 Conferring Cards
BOOK CLUBS BC		<ul style="list-style-type: none"> 2 32 trade titles [6 copies each] 2 32 Facilitator Cards
PROFESSIONAL LEARNING TOOLS PLT	<ul style="list-style-type: none"> The Literacy Continuum Literacy Beginnings 2 FPC System Guide, PreK 	<ul style="list-style-type: none"> The Literacy Continuum Guided Reading, 2nd Ed. Prompting Guides 1 & 2 Reader's Notebooks Benchmark Assessment System, 3rd Ed. 1 FPC System Guide, Kindergarten

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

WHEN IMPLEMENTATION TIMELINE

HOW

	Grade 1	Grade 2
	<ul style="list-style-type: none"> 1 100 original titles: levels A–J (6 copies each) 1 100 Lesson Folders 2 100 original titles: levels D–M (6 copies each) 2 100 Lesson Folders 	<ul style="list-style-type: none"> 1 100 original titles: levels E–N (6 copies each) 1 100 Lesson Folders 2 100 original titles: levels F–P (6 copies each) 2 100 Lesson Folders
	<ul style="list-style-type: none"> 1 120 trade titles 1 120 Lesson Folders 	<ul style="list-style-type: none"> 1 120 trade titles 1 120 Lesson Folders
	<ul style="list-style-type: none"> 2 The Reading Minilessons Book, Grade 1 [contains 150 reading minilessons] 	<ul style="list-style-type: none"> 2 The Reading Minilessons Book, Grade 2 [contains 150 reading minilessons]
	<ul style="list-style-type: none"> 1 65 original titles [Big books and accompanying 6-copy small book sets] 1 65 Lesson Folders 2 Shared Poetry Charts, Grade 1 	<ul style="list-style-type: none"> 1 30 original titles [Big books and accompanying 6-copy small book sets] 1 30 Lesson Folders 2 Shared Poetry Charts, Grade 2
	<ul style="list-style-type: none"> 1 Fountas & Pinnell Phonics, Spelling, and Word Study System, Grade 1 	<ul style="list-style-type: none"> 2 Fountas & Pinnell Phonics, Spelling, and Word Study System, Grade 2
	<ul style="list-style-type: none"> 1 150 trade titles 1 150 Conferring Cards 	<ul style="list-style-type: none"> 1 150 trade titles 1 150 Conferring Cards
	<ul style="list-style-type: none"> 2 32 trade titles [6 copies each] 2 32 Facilitator Cards 	<ul style="list-style-type: none"> 2 32 trade titles [6 copies each] 2 32 Facilitator Cards
	<ul style="list-style-type: none"> ● The Literacy Continuum ● Guided Reading, 2nd Ed. ● Prompting Guides 1 & 2 ● Reader's Notebooks ● Benchmark Assessment System, 3rd Ed. 1 FPC System Guide, Grade 1 	<ul style="list-style-type: none"> ● The Literacy Continuum ● Guided Reading, 2nd Ed. ● Prompting Guides 1 & 2 ● Reader's Notebooks ● Benchmark Assessment System, 3rd Ed. 1 FPC System Guide, Grade 2

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



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Your Fountas & Pinnell Classroom™ Literacy Opportunities

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








CREATING COHERENCE

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

Throughout early childhood, the foundation of reading and writing is joyful play, language, and literacy experiences. Play and exploration are infused with literacy throughout each instructional context within *FPC*.

FITTING IT ALL TOGETHER

Start with this **suggested full-day framework**, or design your own

INSTRUCTIONAL CONTEXT	ACTIVITY OPTIONS	MINUTES EACH DAY
GROUP MEETING	• Bring the classroom community together to introduce/discuss the day and set goals.	5
INTERACTIVE READ-ALoud LESSON	 • Teacher reads aloud a book from a text set and students share their thinking. The text experience often leads to writing about reading in the <i>Reader's Notebook</i> .	15
SHARED READING	 • Teacher engages students in shared reading using enlarged print books and shared poetry charts and often leads to shared/interactive writing.	10
PHONICS, SPELLING, AND WORD STUDY LESSON	 • Teacher provides an explicit, inquiry-based lesson on a phonics principle that children can apply to reading and writing.	10
BREAK		
READING MINILESSON	 • Teacher provides an explicit minilesson for children to apply to their independent reading and writing about reading/drawing.	10
SMALL-GROUP INSTRUCTION	 • Teacher meets with 3 Guided Reading groups each day.	60
INDEPENDENT LITERACY WORK	 • Teacher initiates Book Clubs as appropriate, and they meet about once per month.	
	 • Rotate through Literacy Centers OR engage in four tasks: <ol style="list-style-type: none"> 1. Read a book 2. Listen to a book 3. Work on writing 4. Work on letters/words (application from Phonics lesson) 	
GROUP SHARE	• Gather students together to reflect on and share learning.	10
BREAK		
CENTERS, CHOICE TIME, AND/OR PLAY	• Children rotate through a variety of centers; dramatic play, sand/water table, art, blocks, music/movement, computer, science table, math, etc.	30
		TOTAL: 2.5 HOURS

Suggested time allotments shown are for utilizing the instructional contexts of *Fountas & Pinnell Classroom™* within a full-day kindergarten classroom. Visit www.fountasandpinnell.com/fpc for an **alternative half-day kindergarten suggested schedule**.

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BENEFITS OF INTERACTIVE READ-ALOUD

Through interactive read-aloud children can:

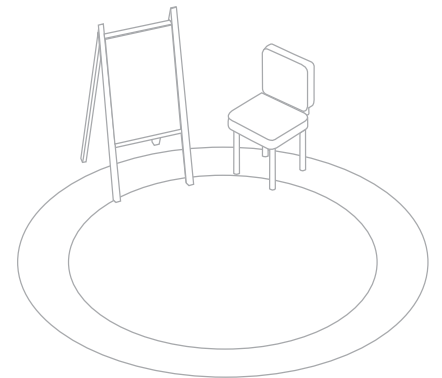
- Connect to the lives of others and their world.
- Build and develop ideas as a community.
- Engage in meaningful conversation.
- Deepen comprehension.
- Expand knowledge and vocabulary through listening and talking.
- Be exposed to complex language patterns.
- Make connections between texts.
- Study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

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

Interactive Read-Aloud promotes the joy of reading, expands children's vocabulary, and increases their ability to think, talk, and write about texts that fully engage their interest.

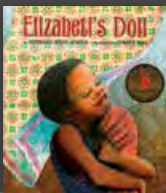
Interactive Read-Aloud At A Glance

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



Texts and Instruction for Interactive Read-Aloud

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





RESOURCES

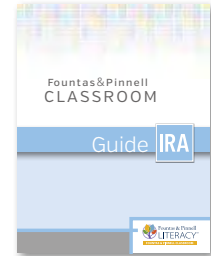
Put Interactive Read-Aloud into Action

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



Fountas & Pinnell Classroom™ Interactive Read-Aloud Collection Guide

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



Interactive Read-Aloud Books

120 trade titles, 1 copy of each

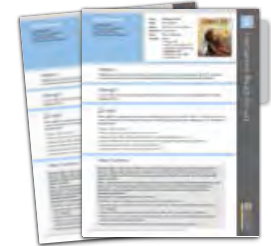
This carefully curated collection of the very best age- and grade-appropriate trade books is at the heart of literacy instruction in your classroom. Designed to nurture students' ability to construct meaning in an interactive, talk-rich context, the interactive read-aloud books are organized into text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



Best trade book choices in curated text sets

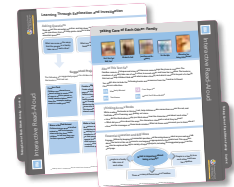
Interactive Read-Aloud Lesson Folders

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



Inquiry Overview Cards and Inquiry Projects

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



FPC Interactive Read-Aloud Online Resources

The resources needed for each lesson, including:

- PDFs of each lesson
- Video Library



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

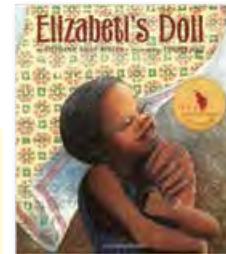
Familiarize yourself with the **at-a-glance information** on each book as well as the list of other texts in the **text set**.

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

You Will Need

- *Elizabeth's Doll*
- Chart paper and marker
- Drawing materials
- Rocks, paint, paintbrushes

Book *Elizabeth's Doll*
Grade Kindergarten
Author Stephanie Stuve-Bodeen
Illustrator Christy Hale
Genre Fiction/Realistic
Text Set Family
 • *Do Like Kyla*
 • *Don't You Feel Well, Sam?*
 • *Jonathan and His Mommy*
 • *Elizabeth's Doll*
 • *Where Are You Going, Little Mouse?*



Summary

Elizabeth wants to take care of a baby just as her Mama cares for her new baby brother, Obedi. So she names a rock Eva and cares for it. She loses Eva while doing her chores, but finds her again before bedtime.

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

Messages

You can learn what to do by watching adults. Babies need a lot of care. Using your imagination can make playing more fun.

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

Goals

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

Children will be able to:

- make connections among families in the text set.
- recognize and understand that texts may have settings in different places.
- gain new information from both pictures and print about what Elizabeth learns from Mama.
- notice and understand the obvious theme of family.
- infer Elizabeth's intentions when she imitates Mama.

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

About This Book

GENRE FOCUS This realistic-fiction story is about a girl living in a village in Tanzania who wants to care for a baby as her mom cares for a baby brother. She names a rock Eva and cares for it like it is a real baby. Children will relate to having a young sibling and Elizabeth's creation of an imaginary baby/friend to care for.

HOW THE BOOK WORKS This realistic-fiction story is told in a third-person narrative structure and takes place in chronological sequence over one day. The topic connects familiar everyday actions (caring for a baby, playing with dolls, make-believe) to a setting that may be beyond children's immediate experiences.

IMPORTANT CHARACTERISTICS TO NOTICE

- Realistic characters, settings, and events that occur in realistic fiction
- Sentences that are easy for children to follow, though more complex than children generally use in oral language
- Themes reflecting everyday life (self, family relationships, first responsibilities, imagination)
- A few content words that are new to children but easy to understand in context (*kanga, village well, bundle, water jug, cooking hut, fire pit*)
- Large, clear, colorful illustrations created in mixed media that fully support meaning

Interactive Read-Aloud LESSON FOLDER

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

Introduce the Text

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

- Who has a baby brother or sister? Who cares for the baby?
- Display the front and back covers. *This book is Elizabeti's Doll by Stephanie Stuve-Bodeen.* Point out Elizabeti, her Mama, and her new baby brother.
- *Elizabeti does not have a doll, but she wants to care for a baby just like Mama does. Tell your partner what she might do. Let's read to find out.*

Read the Text

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

- After page 4: *What do you think about Elizabeti using a rock for a doll?*
- After page 12: *Why do you think that Elizabeti keeps doing what Mama does? * You can learn a lot from watching older kids or grownups, can't you?*
- After page 18: *Tell your partner where you think Eva might be. Pause for discussion. What do you think Elizabeti is going to do now?*
- After pages 21–22: *What do the words and illustrations show about how Elizabeti is feeling? * The author and illustrator help you know how the characters are feeling.*
- After page 28: *The illustrations show that Elizabeti and Mama are doing exactly the same thing. What are they doing? * Elizabeti likes to do what Mama does.*

Discuss the Text

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

Within the Text

- *Elizabeti does not have a doll, so what does she do instead?* [She uses a rock for a doll.]
- *Mama thinks Elizabeti will be a good mother someday. How is Mama a good mother to Obedi and Elizabeti* [Mama cares for Obedi and teaches Elizabeti.]

Beyond the Text

- Reread pages 25–26. *How does Elizabeti feel when she finds Eva in the fire pit?* [She feels sad and worried, but realizes that Eva is okay when she cleans her off.]
- *Do you think Elizabeti will probably grow up and know how to take care of her own baby just like Mama cares for Obedi? How do you know?* [Elizabeti watches Mama so she learns how to hold a baby, give a bath, change a diaper, give hugs, and use a kanga.]
- *Both Mama and Pendo brought Elizabeti a rock. Why didn't she want them?* [The rock she called "Eva" had special meaning for her. Her imagination made it her doll.]

About the Text

- Display pages 5–6. *What did the illustrator do to show you that the water is moving when Obedi and Eva are getting their baths?* [She drew lines that look like splashes and swirls to show the moving water.] *Which one shows the water splashing a lot? Why?* [Obedi splashes a lot because he is alive.] *Which one shows the water splashing a little? Why?* [Eva does not splash because she is not alive.]
- *What does this story show about life in the country of Tanzania?* [It shows the land, clothing, and things the characters do in their country. The dedication page shows that the author lived in Tanzania, so she must know what it is like.]

Numbering Book Pages

Begin numbering this book on the left-hand page that shows Mama holding Obedi and end with the right-hand page that starts, "Mama covered Elizabeti . . ." for a total of 29 pages.

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

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

- Provide a sentence frame to help children predict, such as *I think Elizabeti is going to _____.*



Prompting Guide, Part 2
Refer to pages 11, 23, and 12 as needed



Prompting Guide, Part 2
Refer to pages 13, 15, and 12 as needed

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

Respond to the Text

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

INDEPENDENT WRITING Elizabeti uses her imagination in caring for Eva. Ask children which of Elizabeti's activities with Eva they think is the most caring. With children, brainstorm a list of words to describe these activities. Have children draw a picture of this story part and write words on their drawing from the list to tell what is happening.



IMAGINATIVE PLAY Provide enough rocks for each child or ask children to bring one in. Invite children to paint their rocks, give them a name, and "care for them," for a period of time. Then have children share the stories of their rocks' travels.

INTERNET Display the cover book cover again. Note that the author won awards for this story. Read the dedication. Explain that *asante sana* means "thank you" in a language spoken in Tanzania, in Africa, where the author once lived. There she met Bobbi, who gave her this story idea. With children, read about Tanzania on the Internet. As you look at photographs and read aloud information, have children compare the story setting to the real setting.

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

Elizabeti's Doll
Kindergarten

Supporting English Learners

Support children's engagement with the text during the imaginative play activity.

- Have children name their rocks and describe their caring actions by using sentence frames (e.g., *My rock's name is _____. I am _____ my rock.*)

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

Interactive Read-Aloud LESSON FOLDER

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.

Kindergarten
Elizabeth's Doll

Supporting English Learners

Support children's use of academic language as they revisit the text.

- Encourage children to use academic language in their responses, such as *author* and *illustrator*. Clarify meaning as needed.
- Encourage children to use the words *humor* and *funny* during the discussion.



Prompting Guide, Part 2
Refer to pages 49, 26, and 47 as needed

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



Prompting Guide, Part 2
Refer to pages 27, 29, and 23 as needed

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

IRA-K-033



Reread and Revisit the Text

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

Comprehension and Language

- Sometimes, authors and illustrators use humor when they tell a story. Let's look back at the story and notice times when the author and illustrator use humor. Revisit the illustrations and help children notice how Elizabeth uses Eva to copy what Mama and Obedi are doing. Point out the humor the author and illustrator use to compare Obedi and Eva and why it is sometimes funny to talk about a rock as if it were a person.*

Vocabulary

- Reread page 22 and invite children to talk about the meaning of *quietly*. *She is quiet, so quietly tells how she is sitting. Repeat for sadly on page 22.*
- Display pages 11–12. *Mama carries Obedi on her back in a kanga. What do you think a kanga is? See how Elizabeth uses a kanga for Eva. Have you ever seen a baby carried like this? Do you ever carry anything on your back?* Display page 16 and talk about how Elizabeth also uses the *kanga* as she carries a water jug on her head.

Book and Print Features

- Show the cover again. *Why is Elizabeth's Doll a good title for this book? Why do you think the author chose this title? When you first saw this cover, what did you think Elizabeth's doll would look like? Display the title page. What clue does the illustrator give you on the title page before the story begins about what Elizabeth's doll looks like?*

Connect to Other Books (Text Sets)

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

- This story is part of the Family text set. Reread *Don't You Feel Well, Sam?*. Compare how Mrs. Bear cares for Sam with how Mama cares for Obedi and Elizabeth cares for Eva.
- Display the covers of this story, *Do Like Kyla*, and *Jonathan and His Mommy*. Talk about how the families are the same as and different from each other. Revisit the illustrations and the text, as needed.



Assess the Learning

Observe children to find evidence that they can:

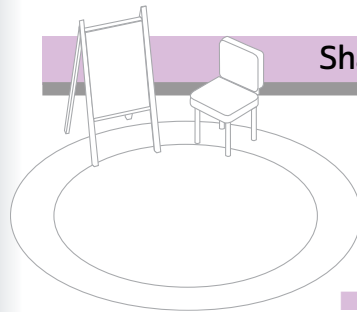
- make connections among families in the text set.
- recognize and understand that texts may have settings in different places.
- gain new information from both pictures and print about what Elizabeth learns from Mama.
- infer Elizabeth's intentions when she imitates Mama.

STEPS IN THE SHARED READING PROCESS

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

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

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



Shared Reading At A Glance

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

Texts and Instruction for Shared Reading

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



RESOURCES

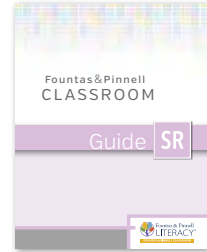
Put Shared Reading into Action

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



Fountas & Pinnell Classroom™ Shared Reading Collection Guide

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



Shared Reading Books

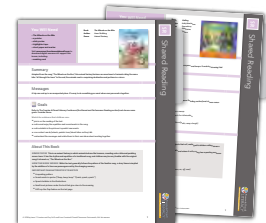
65 original titles, 1 copy of the Big Book and 6 copies of each accompanying small book

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



Shared Reading Lesson Folders

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



FPC Shared Reading Online Resources

The resources needed for each lesson, including:

- PDFs of each lesson
- Video Library
- Shared Reading audiobooks



Guide	Books	Lessons	Access
<i>Fountas & Pinnell Classroom™ Shared Reading Collection Guide</i>	Striking, original titles exclusive to <i>Fountas & Pinnell Classroom™</i> • 65 Big Books • 6 Small Book copies of each title	• 65 Lesson Folders	Unlimited online access to lesson resources by title

A place for everything

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

■ **COMPANION RESOURCE:**

Fountas & Pinnell Shared Poetry Charts, Kindergarten
A set of 100 poetry charts will be available in 2018 to expand your shared reading collection.

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

You Will Need

- *The Wheels on the Bike*
- a pointer
- sticky notes
- highlighter tape
- chart paper and marker

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

- masking card

Book *The Wheels on the Bike*
Author Anne Stribling
Genre Animal Fantasy



VIEW THIS BOOK ONLINE

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

Summary

Adapted from the song “The Wheels on the Bus,” this animal fantasy features an assortment of animals riding the same bike “all through the town.” In the end, the animals reach a surprising destination and perform in a circus.

Messages

A trip can end up in an unexpected place. It’s easy to do something you want when everyone works together.

Goals

Refer to *The Fountas & Pinnell Literacy Continuum* [the Shared and Performance Reading section] and choose some goals. Consider these:

Watch for evidence that children can:

- join in on the reading of the text.
- notice and enjoy the repetition and sound words in the song.
- notice details in the pictures to predict new words.
- use content words (*wheels, pedals, horn*) about bikes as they talk.
- understand the messages and relate them to their own ideas about working together.

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

About This Book

GENRE FOCUS This is an animal fantasy in which animals behave like humans, crowding onto a bike and pedaling across town. It has the rhythm and repetition of a traditional song, and children may be very familiar with the original song it is based on, “The Wheels on the Bus.”

HOW THE BOOK WORKS While the text generally follows the pattern of the familiar song, a story frame is implied by the addition of a few new passengers and by the changing scenery.

IMPORTANT CHARACTERISTICS TO NOTICE

- A repeating pattern
- Sound words in quotes (“Beep, beep, beep.” “Quack, quack, quack.”)
- Speech bubbles in the illustrations
- Small inset pictures under the text that give clues to the meaning
- A lift-up-the-flap feature on the last page

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

Shared Reading LESSON FOLDER

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

Supporting English Learners

Support children's understanding of story concepts.

- Explain that some real bikes are for two people to ride.
- Point out that bike riders wear helmets to protect their heads in case they fall.
- Check that children are familiar with the song, *Wheels on the Bus*.

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

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



Prompting Guide, Part 1
Refer to page 19 as needed

Supporting English Learners

Help children understand sentence structures.

- Model the repetitive sentence structures several times as you point under each word slowly. Have children repeat orally.
- As you read aloud, ask children to predict the next line of the story.

Introduce the Text

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

- *I am going to read a big book called The Wheels on the Bike. Look at the picture on the cover. What do you notice about the bike?* [There are two sets of pedals so that the cow can pedal and so can the sheep.] *But there are more than two animals on the bike. What else do you notice?* [Have children identify the animals on the bike—cow, goat, sheep, chickens, geese.] *Since this story couldn't really happen, it's a fiction story and it's a special kind of fiction called fantasy.*
- Make the connection to "The Wheels on the Bus," perhaps singing it with children. *This is like the song, "The Wheels on the Bus," but you will notice some differences. On the back it says, "Here's a new take on a favorite song." A "new take" means that a writer, like Anne Stribling, who wrote this book, starts with something a lot of people have heard but changes it a little to make it fun. Think about that as you listen to me read it the first time. Then, we'll read it together.*

First Reading

Read **to** the children. Focus on the rhythm of the language as you read, pointing crisply under each word. Take the opportunity to make a few brief comments that enable children to think about and enjoy the text.

- Page 15: Pause at the ellipses. *Where do you think they are going? They have been all through the town.* [Children may notice that the setting is not a town anymore. They may notice the striped tent in the distance. Affirm student observations and invite predictions.] *You are noticing a lot of things in the pictures that give you clues. They are not in the town anymore. It looks like the country, and they are going somewhere special.*
- At the end: *What are you thinking about the story?* • *The first time I read this book, the circus was a surprise to me. I knew they were going somewhere....* [Encourage participation in constructing meaning.] *They really wanted to get there and be in the circus together.*

Second Reading

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

- *Now let's read The Wheels on the Bike together. You read with me.* Use body language to invite children to chime in on "round and round," "all through the town," and other repetition on each page. *The Wheels on the Bike* is constructed in such a predictable way that most children will be able to join in on the second reading.
- Page 4: Point out the inset picture to help children with the key words that change. *You see the little picture of the pedals. Think about what the pedals do.*
- Page 8: [after reading] *How can you tell that the animals have somewhere important to go?* • *Look at the faces. They are all looking like they are determined to get there in time. Maybe they want to hear the people cheering for them. And look at the next page. The rabbit just gets out of the way in time!*
- Finish reading the rest of the book with the children.

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

Discuss the Text

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

Within the Text

- *Talk about what happens in the story.* (The animals ride through town on a bike. They go to the circus, where they perform.)

Beyond the Text

- Turn to page 8 and point to the horn. *On this page you see a picture of a horn. The horn goes beep, beep, beep. Why do they beep the horn? Look at the picture on page 9. What's the problem?*
- *The animals all have something to do. How do they work together?* (The cow and sheep pedal. The cow tells animals to "move on back" and beeps the horn. The geese honk to warn people.)
- *Why is it important for people to work together?*

About the Text

- *What song is this like? How did the author change the song?* (The author used words from the song *The Wheels on the Bus*, but she changed *bus* to *bike*.)
- *What makes this book fun to read together?* (Children may mention the fun sound words, the repetition, or the rhyming words.)
- *Sometimes the illustrator—the person who does the pictures—helps you understand the story. Look at the pictures. What do you notice?*

Revisit the Text

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

- Reread the text until it is familiar and children are reading the whole text with you.
- Sing the text to the tune of "The Wheels on the Bus."
- Assign groups of children to read the sound words with special expression: beep, honk, quack.

Possible Teaching Opportunities (During/After Reading)

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

- Discuss the parts of the bike that are named in the text: *wheels, pedals, horn*. Have children point to each part of the bike as it is named in the text.
- As children read the print, move your pointer left to right and down to the next line as you teach directionality: *You read left to right across the line. Return to the left to start each new line.*
- Place a sticky note over the word *bike* on page 2. Invite children to predict the word and to predict the first letter of the word. Slowly uncover the word. Repeat with *go* and *down* on page 4.
- Reread page 4. Ask which words rhyme. Use highlighter tape or a masking card to highlight *down* and *town*. Point out these words have the same ending sounds. Ask for other words that rhyme with *down* and *town*.
- Point to the match between words and pictures. For example, mask cow on page 6 and have children use the inset of the cow's head to guess the word.
- Have children frame words in the speech bubbles on page 16 with their fingers. Then have them point to the first letter and the last letter in the word.



Prompting Guide, Part 2
Refer to pages 10, 11, 21, 26, and 55 as needed

Supporting English Learners

- Check for understanding of content words like *pedals* and *wheels*, and help children pronounce them as needed.

The Wheels on the Bike



Prompting Guide, Part 1
Refer to pages 5, 8, 9, and 12 as needed



Prompting Guide, Part 2
Refer to pages 10 and 13 as needed

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

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

Shared Reading LESSON FOLDER

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

The Wheels on the Bike

Supporting English Learners

Encourage active participation in discussion.

- Provide sentence frames for children, such as: *The people at ___ go ___ all through the ___.*
- Have children practice their sentences in pairs before sharing with the class.

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

Supporting English Learners

Support children's independent reading.

- Monitor children's use of rhythm and repetition as they read aloud.
- Provide additional modeling, having parts of the class repeat after you.

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

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

Respond to the Text

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

Movement Have children use hand movements to illustrate the motion words as they sing. For example, on page 2, they move hands in a circular way for "round and round." On page 4, they move hands alternately up and down. On page 6, they make a fist and hold up the thumb to point backwards for "move on back." And so on.

Art Talk about the journey the animals made "all through the town." Display the pictures in the book and ask: *What did you notice about the trip? Where did they go? What did they see along the way?* On a large piece of chart paper, draw a winding road that ends at a large circus tent. *Let's draw pictures to show where the animals went and what they saw.* Have children volunteer to draw shops and houses along the first half of the road, trees and fields along the second half, and perhaps circus acts at the tent.

Interactive Writing Engage the children in talking about what might happen next. *What happens when the animals arrive at the circus and perform? Then what happens when they are finished? How do they get back home?* Using their comments, compose one or two sentences to extend the story. Invite children to contribute by writing a letter or word at selected points. Encourage them to follow the pattern of the song if possible. Invite a child to illustrate the verse. Using a pointer, reread the writing with the children.



Promote **independent reading** with suggestions for using the small versions.

Independent Reading

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

- Have a group of children listen to the text at the listening center, following along in the small book version.
- Give a group of children the small book version and have them read it in unison.
- Let children borrow the small book to take home and/or keep one copy in the classroom browsing box.

Connect to Other Books

You may want to expand children's knowledge of the topic, form, or genre using these texts in the *Fountas & Pinnell Classroom Shared Reading* collection.

- Use the book *Splash Splash!* to further discuss animal fantasy and sound words.
- The book *Wiggles* contains the song "The Wheels on the Bus." Read it aloud and have children compare it to *The Wheels on the Bike*.



Assessment

Think about the goals of the lesson. Observe to find evidence that children can:

- join in on the reading with accuracy and enjoyment.
- use the repeating language pattern to search for and use information.
- notice details in the inset pictures to help them predict new words [pedals, horn, geese, etc.].
- use new words about bikes in discussion (*wheels, pedals, horn*).
- talk about the book and share ideas about its messages.

You Will Need

- *Rolling*
- a pointer
- highlighter tape
- shared reading masks
- chart paper and marker

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

- masking card

Book *Rolling*
Author Kelly Martinson
Genre Expository
 Nonfiction
Series Motion



VIEW THIS BOOK ONLINE

Summary

This book shows the different kinds of objects that can roll, such as balls, crayons, and hoops. It ends by showing that kids can roll too.

Messages

You can notice ways things move to learn about them.

Goals

Refer to *The Fountas & Pinnell Literacy Continuum* (the Shared and Performance Reading section) and choose some goals. Consider these:

Watch for evidence that children can:

- participate in reading the text aloud, reading left to right with return sweep.
- understand that photos support the content, and use them to search for information.
- notice and use words that tell where [*across, down, on, off, over*].
- understand meanings of new words after reading and discussing them [*path, ramp, dough*].
- learn some new information about things that roll and discuss it.

About This Book

GENRE FOCUS This simple nonfiction text describes a variety of objects that roll, ending with children rolling down a hill. It uses colorful photographs to help children understand the text.

HOW THE BOOK WORKS Each spread describes an object that rolls and where it rolls, using two repeating sentence structures. A photograph with an inset supports the text.

IMPORTANT CHARACTERISTICS TO NOTICE

- Underlying structural pattern: description
- Content focused on one simple topic [rolling]
- A variety of prepositions that describe where objects roll [*across, down, on, off, over*]
- Photographs with insets that support the text and add interest

Supporting English Learners

Check children's understanding of concepts.

- Check that children understand the concept of objects rolling.
- Use examples to help children with unfamiliar vocabulary such as *rolling*, *marbles*, *path*, *wheelchair*, *ramp*, *dough*, and *hoop*.



Prompting Guide, Part 1
Refer to page 5 as needed



Prompting Guide, Part 2
Refer to pages 10, 15, and 21 as needed

Introduce the Text

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

- *Today I am going to read a nonfiction book.* Remind children that a nonfiction book gives facts and information. *Look at the photo on the cover of the book. What do you see? ● The title of this book is Rolling, and it was written by Kelly Martinson. Do you see things rolling on the cover?*
- *This writer is going to tell about different things that can roll and where they roll. What other things do you think might be included in this book? ● Listen as I read, and you will find out!*

First Reading

Read **to** the children with energy and excitement, pointing crisply under each word with the pointer. Take the opportunity to make a few brief comments that enable children to think about and enjoy the text. Welcome the children's spontaneous responses.

- Pages 4–5: [after reading] *What is the girl doing?*
- Pages 6–7: [after reading] *What do you think a bike path is? ● A **bike path** is a special roadway where only bike riders can ride.*
- Pages 8–9: [after reading] Point to the ramp in the photograph. *Look at how this **ramp** connects two levels of a building.*
- Pages 12–13: [after reading] *What is dough? ● **Dough** is used to make bread, cookies, and other good things to eat.*
- Page 16 [after reading]: *Does that look like fun?*

Second Reading

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

- *Now let's read Rolling together. I'll read the first sentence on each page that tells what can roll. I'd like you to join me and read the second sentence that tells where the thing rolls.*
- Pages 2–3: [after reading] *Marbles feel nice and smooth. What are they made of? (glass)* Point out the inset and label on page 3 and on subsequent right-hand pages.
- Pages 10–11: [after reading] *What will happen to the crayon?*
- Pages 12–13: [after reading] *What do you think the boy is making?*
- Pages 14–15: [after reading] *What else can you do with a hoop?*
- Page 16: [after reading] *These kids are rolling down a little hill on soft grass.*

Discuss the Text

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

Within the Text

- *Talk about the different kinds of things that can roll.* (marble, ball, bike, wheelchair, crayon, rolling pin, hoop, kids)
- *Where can a bike roll?* [A bike can roll on a path.]

Beyond the Text

- *How can you tell if something will roll or not?* [Things that are round can roll. Things that have corners, like a box, can't roll.]
- *Why do the kids on the last page of the book roll over and over?* [The kids roll over and over because they start at the top of a hill and roll to the bottom.] *Would you like to do that? Tell why or why not.*
- *What other things can you think of that roll?*

About the Text

- *The author tells about things that roll. What else in this book helps you learn about things that roll?* [She uses photographs and little pictures with labels to teach readers about things that roll.]
- Help children notice that the first sentence always tells what can roll. The second sentence always tells where it can roll.]
- *Why is rolling a good topic to write about?* [Everyone uses things that roll. Many things that roll are fun to play with.]

Revisit the Text

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

- Have children take turns reading the two sentences. Boys can read the first sentence, and girls can read the second sentence. Everyone reads the text on the last page.
- Have groups switch so that everyone has a chance to read both sentences. Have children make a rolling motion with their hands as they read the first sentence.

Possible Teaching Opportunities (During/After Reading)

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

- As you reread the book, have volunteers point to either the first or second sentence on each page. Use highlighter tape or a masking card to highlight the sentence. Then clap the words in the sentence, so children can match what they see with what they say. Have volunteers point to each word as the group reads the sentence.
- Using shared reading masks, have children locate some high-frequency words in the text, such as: *A, a, can, it, the, and on.*
- Use highlighter tape or a masking card to highlight several one- and two-syllable words in the text, and clap their syllable parts with children: *mar/ble, a/cross, ball, wheel/chair, ramp, cray/on, ta/ble, roll/ing, and kids.*
- Using any page of the text, tell children that you're thinking of a word that begins with the same letter as someone's name, or a specific letter. Ask a volunteer to find that letter, using the shared reading mask.
- Highlight several periods and commas in the text. Discuss the function of each form of punctuation: A period comes at the end of a sentence and indicates a full stop. A comma comes in the middle of a sentence and means a little pause.

Supporting English Learners

Support children's discussion of the book.

- Model answering one or more of the questions.
- Provide sentence frames as needed [e.g., *The ___ rolls. The bike can roll ___.*]



Prompting Guide, Part 2

Refer to pages 13, 21, and 39 as needed



Prompting Guide, Part 1

Refer to pages 5, 17, and 18 as needed

Supporting English Learners

Support children's reading fluency.

- Help children with the pronunciation of the high-frequency words on page 2.
- Model saying the words slowly, and have children repeat.
- Then have partners look for these high-frequency words on other pages.

Supporting English Learners

Support the interactive writing with children.

- Have children first talk with a partner about things that can and cannot roll.
- Provide sentence frames for discussion: A ___ can roll. A ___ cannot roll.
- Then have them share their ideas to add to the chart.



Prompting Guide, Part 1
5 and 19 as needed



Prompting Guide, Part 2
Refer to pages 9, 10, and 36 as needed

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Respond to the Text

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

Art and Independent Writing Have children think of another object that can roll and draw or paint a picture of it. Help them label the picture with one or two sentences, for example: *A toy car can roll. It rolls off a chair.*



Movement Return to the book, and highlight all the words that tell *where* something can roll: *across, down, on, off, and over*. Then have children use classroom objects to show the meaning of each word. For example, children can roll a plastic cup *across* the floor.

Interactive Writing Set up a two-column chart with the headings: *Things That Can Roll* and *Things That Can't Roll*. Go through the book to review the things that can roll, and write them in the first column of the chart. Then talk about things that can't roll. To help children complete that part of the chart, you may want to create a work center with different objects, such as a box, stuffed animal, scissors, paper, book, and chair. As you record their ideas on the chart, invite children to write any beginning consonants they know. Finally, write a statement that gives the children's definition of why some things roll and other don't. Using a pointer, reread the writing with children to check the meaning.

Independent Reading

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

- Have a group of children listen to the text at the listening center, following along in the small book version.
- Children can reread the big book with a partner using a chopstick pointer.
- Give a group of children the small book version and have them read it in unison.

Connect to Other Books

You may want to take the opportunity to expand children's knowledge of the topic, form, or genre using these texts from the *Fountas & Pinnell Classroom Shared Reading* collection.

- Read *Bouncing Balls, Slip and Slide, and Spin, Spin, Spin* from the same series. Have children talk about and compare the different ways things can move.
- Read *Up, Down, and Around* with children, and discuss the variety of ways that rides at a fair can move.



Assessment

Think about the goals of the lesson. Observe to find evidence that children can:

- join in on the reading of a text with accuracy.
- use photos and insets to search for information.
- recognize that some words tell *where* something is.
- learn new vocabulary through reading and discussion.
- share ideas and ask questions to expand knowledge about things that roll.

LESSON STRUCTURE

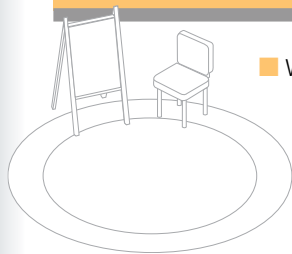
Each Phonics, Spelling, and Word Study lesson follows a simple structure:

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

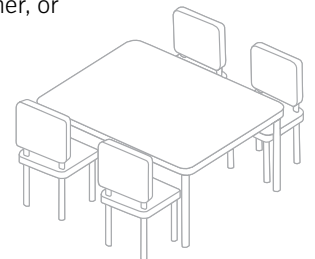
Engage student’s curiosity with systematic instruction in how oral and written language “works.”

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

Phonics, Spelling, and Word Study At A Glance











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



■ **Interactive Read-Aloud** and **Shared Reading** books, and the **Fountas & Pinnell Shared Poetry Charts** serve as mentor texts and as examples for generalizing and applying a concept in reading and writing.

Systematic Instruction for Phonics, Spelling, and Word Study

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

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



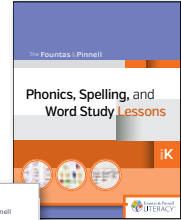
Put
Phonics,
Spelling,
and
Word
Study
into
Action

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

Fountas & Pinnell Phonics, Spelling, and Word Study System

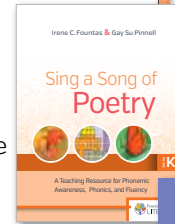
Phonics, Spelling, and Word Study Lessons

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



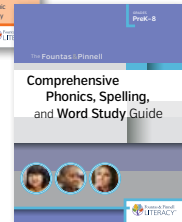
Sing a Song of Poetry

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



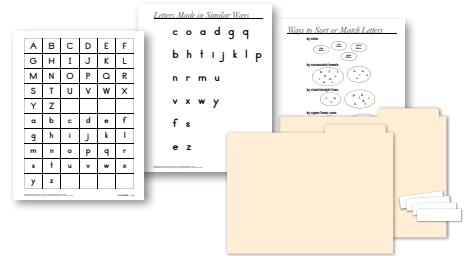
Comprehensive Phonics, Spelling, and Word Study Guide

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



Ready Resources

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



Folders with labels

Organize materials by content area, month, or both.

Access to Fountas & Pinnell Online Resources

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



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

COMPANION RESOURCE:

Fountas & Pinnell Shared Poetry Charts, Kindergarten

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

Understand That Words Are Formed with Letters

LETTER KNOWLEDGE 1

EARLY MIDDLE LATE

Plan

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

► Consider Your Children

This lesson helps children learn about letters by focusing their attention on the particular letters that are likely to be the most familiar to them. You can begin working with the name puzzle once you have introduced the class name chart [see ELC 1] and children have had some experience locating their names and noticing the letters in their names.

► Working with English Language Learners

This lesson will help English language learners make personal connections to written language. It will also help them understand the terms *letter*, *word*, and *name*. Be sure each child can say his name clearly. Demonstrate the task several times with small groups so that children understand how to look closely at the model and build the name in exactly the same way. Use the term *letter* while pointing to the individual graphic signs. Say the letters of each child's name and have the child repeat the letter names. Work with the puzzles each day until the children can put their names together easily and say the letters.

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

UNDERSTAND THE PRINCIPLE

A word is made with one or more letters. A name is a word and is made with letters. Saying and looking at the letters in their names helps children notice the orientation and distinguishing features of each letter, and it helps them understand that the order of letters in a word is always the same. These concepts are important in recognizing words on sight (by letter patterns) and in beginning to recognize spelling patterns.

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

YOU WILL NEED

Online Resources

- LK 1 Directions for Name Puzzle and Folder
- LK 1 Action Tags

Other Materials

- file crate or basket for name puzzle folder storage
- chopsticks or other small pointers
- name puzzles for each child
- name puzzle folders for each child

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

Generative Lesson

A generative lesson has a simple structure that you can use to present similar content or concepts. You can use this lesson structure to focus children's attention on less familiar letters, as well.

EXPLAIN THE PRINCIPLE

You put letters together to make a word.

Your name is a word.

You can put letters together to make your name.

You can say the letters in your name.

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



Comprehensive Phonics, Spelling, and Word Study Guide

Refer to: page 23, row 9

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.

1 LETTER KNOWLEDGE

EARLY MIDDLE LATE

ACTIVITY: NAME PUZZLE

INSTRUCTIONAL PROCEDURE

FIND AND MATCH

See page XX for detailed descriptions of Instructional Procedures.

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

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

Explain the Principle during teaching with child-friendly language.

EXPLAIN THE PRINCIPLE

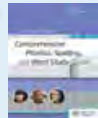
You put letters together to make a word.

Your name is a word.

You can put letters together to make your name.

You can say the letters in your name.

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



Comprehensive Phonics, Spelling, and Word Study Guide

Refer to: page 23, row 9

Teach

1. Use the directions for the name puzzle and folder to prepare materials for this activity.
2. Tell the children that today they are going to put together their name puzzles. Arrange children in a circle so they can place their folders open flat on the floor in front of them, where you will be able to observe their work.
3. *I'm going to show you how to put together your name puzzle. Take out the letters that are in the envelope inside your folder. Open your folder and lay it flat in front of you. Be sure you can see your name. Use the letter pieces to make your name. Put down the first letter first; then put down the next letter. Make sure the letters are right side up. Make sure all of the letters match.*
4. Demonstrate using one child's folder and puzzle pieces. Emphasize that each letter must look the same as the corresponding letter written on the folder. Also point out that each letter must face the same way as the corresponding letter on the folder.
5. Using a pointer, point to each letter, demonstrating how to check letter by letter. Say the letters and point to each one as you go: E-E, m-m, i-i, l-l, y-y.
6. Show how to mix up the letters so children can form the name again.
7. Be sure all the children have formed their names at least once.
8. Demonstrate how to put the name puzzle away: put all the pieces back in the envelope and put the folder in a crate or basket with the name on the folder facing up.



Apply

Children put together their names, mix up the letters, and make the names again three times.

Share

Have the children sit in a circle with their name puzzles in front of them. Ask them to take turns saying the letters of their names while they point to each letter with a chopstick or other small pointer. Say the letters with any child who cannot yet do so independently. Be sure each child gets a turn. Then have children talk about what they notice about their names. Model the process first:

"I have a *b* in my name."

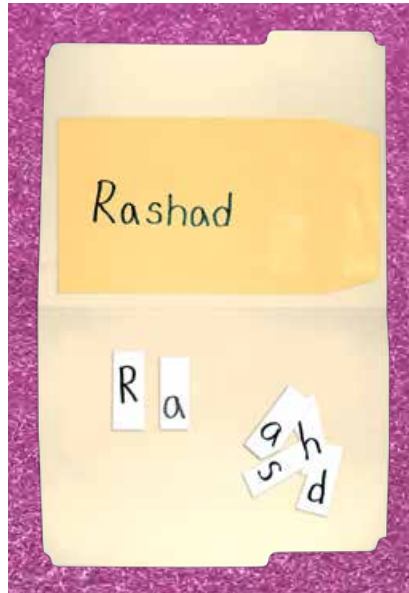
"I have four letters in my name."

"My name starts with a capital *B*."

If children perform this task easily, ask them to work with a partner. Partners can tell what they have noticed about the letters in each other's names.

Assess

- Notice whether the children are able to put together their names, letter by letter, from left to right.
- Notice whether the letters are right side up (correct orientation).
- Check whether the children are able to say the letters of their names accurately.



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

LETTER KNOWLEDGE 1

EARLY MIDDLE LATE

ACTIVITY: NAME PUZZLE

INSTRUCTIONAL PROCEDURE

FIND AND MATCH

See page XX for detailed descriptions of Instructional Procedures.

ACTION TAGS

mix

find

put

check

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

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

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

Phonics, Spelling, and Word Study LESSON

1 LETTER KNOWLEDGE

EARLY MIDDLE LATE

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

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

Make connections between home and school with suggestions to support children's literacy learning.

Connect Learning Across Contexts

Interactive Read-Aloud Read aloud books that have characters' names in the titles.

IRA *Mary Wore Her Red Dress and Henry Wore His Green Sneakers* by Merle Peek

IRA *Ruby the Copycat* by Peggy Rathman

Shared Reading See "Lucy Locket" in *The Fountas & Pinnell Poetry Chart Collection* [in press]. If you don't have these poetry charts, enlarge the print of this poem or other poems such as "Tommy Snooks" in *Sing a Song of Poetry*, and invite children to identify some of the names with a masking card or highlighter tape.

Interactive Writing Write sentences with children's names in them: "Emily likes red." "Justin wore a blue shirt."

Independent Writing Encourage the children to use their names as resources when writing words. Encourage them to write their names on their papers.

Extend Learning

- When children are able to put the letters of their names together while checking against the model, have them put the letters together, left to right, without using the model, and then check against the model.
- Have children use uppercase and lowercase letter cards to form their names. Ask them to glue the names on a piece of paper and draw a self-portrait.
- When children can make their names easily, ask them to make a partner's name and check it.
- When children can put together and say the letters in their first names easily, add their surnames to the puzzle.
- When all the children can say all the letters in their names, invite them to say the consonants or the vowels or to clap the syllables. Have children make their names using various types of letters [letter tiles, magnetic letters, foam letters, plastic letters, or sandpaper letters].

▶ Connect with Home

When children know to put together the name puzzle, let them take it home to show family members. Ask family members to help children form their names using magnetic letters or copies of the uppercase and lowercase letter cards.

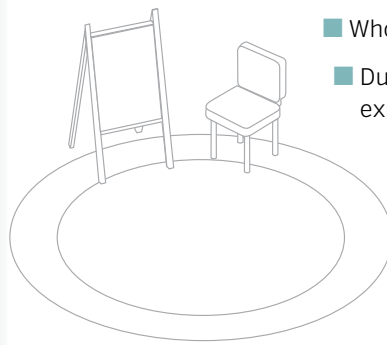
BENEFITS OF READING MINILESSONS

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

Develop students' deep knowledge of literacy concepts through 150 minilessons

Reading Minilessons are short, concise, purposeful lessons with a practical application in a specific area of literacy. Each minilesson engages children in inquiry that leads to the discovery and understanding of a general principle. Growing out of the interactive read-aloud experience and linked to independent reading, teachers use many of these texts as examples from which they generalize the understanding.

Reading Minilessons At A Glance



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

Instructional Framework for Reading Minilessons

The Reading Minilessons Book for kindergarten will include 150 minilessons organized into four types:

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



RESOURCES

AVAILABLE IN 2018

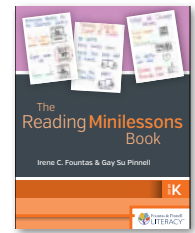
Put Reading Minilessons into Action

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

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

Structure And Features of Reading Minilessons

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



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

■ The Reading Minilessons Book, Kindergarten *will be available in 2018.*

UMBRELLA 2

Understanding Characters in Stories

U2

A list of minilessons organized under the umbrella.

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

▶ Minilessons in This Umbrella

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

▶ Before Teaching Minilessons

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

School

Look Out Kindergarten, Here I Come! by Nancy Carlson

Friendship

A Visitor for Bear by Bonny Becker

I Love You All Day Long by Francesca Rusackas

Yo! Yes? by Chris Raschka

Big Al and Shrimpy by Andrew Clements

Family

Elizabeth's Doll by Stephanie Stuve-Bodeen

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

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

Literary Analysis

School



Friendship



Family



5

RML 2

MINILESSON PRINCIPLE

Notice how the animals in stories sometimes act like people.

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

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

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

UMBRELLA

Understanding Characters in Stories

GOAL

Understand that animals in stories sometimes act like people.

RATIONALE

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

ACADEMIC LANGUAGE

- important character

YOU WILL NEED

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

► Link to Previous Learning

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

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

► Teach

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

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

Suggested language to use when teaching the minilesson principle.

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

► Have a Try

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

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

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

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

SECTION	2
UMBRELLA	2
MINILESSON	2

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

Summarize and Apply

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

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

Share

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

Assess Learning

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

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

Extend the Lesson (Optional)

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

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

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

Notice how the animals in stories sometimes act like people.

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

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

U2

UMBRELLA 2 Understanding Characters in Stories

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

► Assessment

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

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

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

► Link to Writing

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

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

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

STEPS IN THE GUIDED READING PROCESS

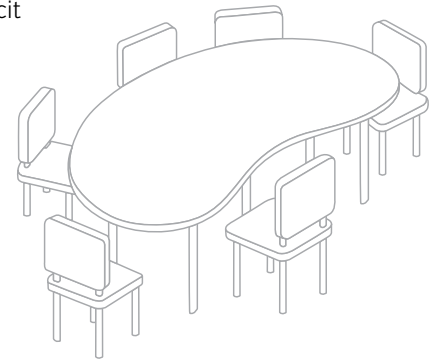
1. Know your readers and form groups.
2. Select and analyze texts to use.
3. Introduce the text.
4. Children read the text.
5. Children discuss the text.
6. Decide on one or two teaching points.
7. Children engage in letter/word work activity.
8. Extend understanding through writing.
9. Reflect on the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

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

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

Guided Reading *At A Glance*

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



Texts and Instruction for Guided Reading

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

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





RESOURCES

Put Guided Reading into Action

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

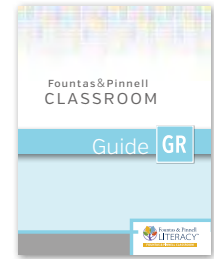
USING TEXTS AMONG SEVERAL CLASSROOMS

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



Fountas & Pinnell Classroom™ Guided Reading Collection Guide

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



Guided Reading Books

100 original titles per release, 6 copies of each title

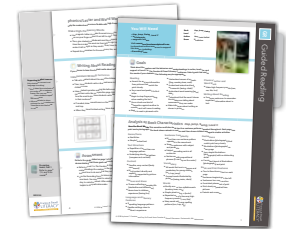
At the heart of *FPC* are the highest-quality leveled books that captivate and engage the hearts and minds of all students in the classroom.



100 titles per release	A	B	C	D	E	F	G	H	Total
Early Adopters Release 1	20	20	20	20	10	5	5	–	100
Release 2	20	20	20	10	10	5	5	10	100

Guided Reading Lesson Folders

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



FPC Guided Reading Online Resources

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

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



Other Digital Resources

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



Available through Apple's App Store®

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

A place for everything

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

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

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

You Will Need

- *Hop, Jump, Swing, Level C*
 - whiteboards
 - magnetic letters
- Visit resources.fountasandpinnell.com to download online resources to support this lesson, including:
- Recording Form

Book Level *Hop, Jump, Swing*
C
Author Amy Levin Halket
Genre Nonfiction



VIEW THIS BOOK ONLINE

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

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

Goals

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

Reading

- Search for and use information from pictures that match the print closely.
- Say a word and predict its first letter.
- Begin to drop finger pointing when reading the text.
- Cross-check one kind of information against another to monitor and self-correct reading.
- Begin to read in phrased units.

- Understand names of animals (*frog, monkey, bear, crab*).
- Understand animal and body movements (*swing, climb*).
- Understand word meaning (*pond, lake*).
- Understand that the word *I* shows the children are telling about movements they can make.
- Make inferences about setting as shown in pictures.

Phonics/Letter and Word Work

- Make high-frequency words (*can, me, like, too*).

Writing About Reading

- Compose sentences to remember important information about a text.

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

Analysis of Book Characteristics *Hop, Jump, Swing, Level C*

How the Book Works This narrative nonfiction book has four sentence patterns repeated throughout. Each page has print and a photograph. The book shows animals in motion and then shows children engaged in similar activities.

Genre/Form

- Nonfiction
- Simple factual text

Text Structure

- Repetition of more than one language pattern
- Underlying structural pattern [compare and contrast]

Content

- Familiar, easy content [body movement]
- Most content directly and explicitly supported by picture information

Themes and Ideas

- Themes reflecting everyday life [similarities and differences]
- Ideas close to children's experience [having fun]

Language and Literary Features

- Repeating language patterns
- Familiar settings close to children's experience

Sentence Complexity

- More than one sentence pattern repeated in the same book
- Simple sentences with subject and predicate
- Subject preceding verb in all sentences
- Sentences with prepositional phrases [It can hop on the rocks.]

Vocabulary

- All words that are in common oral vocabulary for young children [run, hop, jump]
- Concept words illustrated by pictures [swing, swim, climb]

Words

- Mostly one- or two-syllable words [monkey, bear, crab]
- Simple plural using -s [rocks]
- Repeated use of a few easy high-frequency words [I, can, like]
- Many words with easy spelling patterns [run, hop, dig]

Illustrations

- Illustrations [photographs] that match print very closely
- Illustrations [photographs] on every page
- Very simple illustrations [photographs] with no distracting detail
- Consistent layout of illustrations [photographs] and print

Book and Print Features

- Two to three lines of text on each page
- Sentences beginning on the left
- Sentences turn over one line
- Consistent placement of print
- Print clearly separated from pictures
- Periods and commas

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.

- Students may be unfamiliar with the meaning of the word *like* as used in the book. Help students understand the concept of moving like an animal.
- Provide meanings as needed for unfamiliar action words in the text such as *hop*, *jump*, and *swing*.

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



Prompting Guide, Part 1
Refer to pages 5 and 18 as needed

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

Supporting English Learners

Support students' reading fluency.

- If needed, give students several opportunities to "echo read" sentences with tricky language structure. Help them to listen to themselves as they read with phrasing.

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 ●).

- *Today, you are going to read a book called Hop, Jump, Swing. Look at the boy on the front cover. What is he doing? ● He is swinging. Do you think he likes to swing? ● How can you tell?*
- *In this book, you will see animals moving and children telling how they can move like the animals.*
- *Turn to pages 2 and 3. What can a dog do? ● A dog can run. This place is a park. The girl says, "I can run, too. I can run like a dog." The word I tells you that the girl is telling about herself. Say the word like. ● What letter would you expect to see at the beginning of the word like? ● Put your finger under it and say like.*
- *Turn to pages 4 and 5. What is happening here? ● A bird can hop. What will the girl say? ● "I can hop, too. I can hop like a bird." Find like.*
- *Turn to pages 6 and 7. Look at the frog and the boy. What can they do? ● Say can. ● What letter would you expect to see at the beginning of the word can? ● Put your finger under it and say can. ● The small body of water they are jumping in is called a pond.*
- *Turn to pages 10 and 11. What do you notice? ● The duck and the boy are swimming in a lake. A lake is a large body of water.*
- *Look at page 14. This animal is a crab. It lives near water. A crab can dig in the sand.*
- *Now, go back to the beginning of the book and whisper read each page. Use the photographs to help you think about how the animals move and where they are, and how the children can move the same way.*

Reading the Text

As the students read softly, notice what individuals do at difficulty or after an error, so you can demonstrate, prompt for, or reinforce effective strategic actions.

- To help a student read without finger pointing, prompt with *Read it with your eyes*. Reinforce with *You read it with your eyes*.
- If needed, demonstrate reading a sentence with phrasing and have the student repeat. *Listen to how I put my words together*. Prompt with *Put your words together so it sounds like talking*.

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

Discussing and Revisiting the Text

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

- Invite students to share their thinking about *Hop, Jump, Swing*.
- To encourage discussion, you may want to select from the following questions/prompts or refer to *Prompting Guide, Part 2*:
 - *On each page, the writer of this book compares two things. She tells how they are alike. Invite students to state some of the comparisons and tell how the animal and the child are alike.*
 - *How do you think the children feel about the different ways they can move? What makes you think so?*
 - *Tell about some of the places you read about in this book. Look at the pictures. What do you notice about these places?*
 - *What are some new ideas you learned from this book?*
 - *Take a look at the last page. Why do you think the writer has put that photo last?*
- 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

- Animals move in many different ways.
- Children move in the same ways as the animals.
- At the end, a boy and his cat both sleep.

Thinking *Beyond* the Text

- ◆ The animals move to get from one place to another, but the children move for fun.
- ◆ The children have fun moving like animals.
- ◆ The settings are a park, a playground, a beach, and a home.
- ◆ There is a time to move and a time to rest.

Thinking *About* the Text

- The book is set up with a compare and contrast structure with each spread focusing on one movement by an animal and a child.
- The photographs help students understand where the animals and the children are and how they move.
- This is a nonfiction book that tells about animal and human movement.

MESSAGES Children and animals can do lots of things. They can do some things the same way.

Teaching Point

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

Monitoring and Self-Correcting: Cross-Check Information

- *If you come to a word you are not sure of, you can check to see what makes sense and looks right.*
- *Turn to pages 10 and 11. Read the beginning of the sentence: "The duck can. . . ." Point under the word swim. I'm not sure what this word is. So, I look at the picture. I see that the duck is swimming. Also, I know that ducks can swim. The word must be swim. Does that make sense?*
- Have the students read the sentence with *swim* to confirm. *That makes sense and looks right.*

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

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



Prompting Guide, Part 2
Refer to pages 9, 13, and 35 as needed

Supporting English Learners

Support students' oral language development.

- Provide oral sentence frames as needed (e.g., *I see ___ at the park / playground / beach. I see ___ at home.*).
- Encourage students to share ideas with a partner before sharing with the group.

Hop, Jump, Swing
Level C

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



Prompting Guide, Part 1
Refer to pages 7, 9, and 13 as needed



Prompting Guide, Part 2
Refer to page 7 as needed

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

Phonics/Letter and Word Work

Help the readers become more flexible with high-frequency words.

Make High-Frequency Words

- Use magnetic letters to make the word *me* on the whiteboard. Read it as you run your finger under it from left to right. *This is the word me.*
- Then, give students whiteboards and the magnetic letters *m* and *e*. Have them make the word *me* from left to right and run their finger under it left to right as they read it. Then, have them break it up.
- Repeat this procedure for the words *can*, *like*, and *too*.



Supporting English Learners

Help students connect oral language to writing.

- Elicit ideas from students as you write with a sentence frame: *She can run like a ___*. Have students repeat the sentences.
- Allow students to draw pictures for their sentences. Have them use the frame to write.

Writing About Reading (Optional)

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

Independent Writing: Sentences

- Talk with students about the ways the children move like the animals.
- Then, have students write a few sentences in the *Reader's Notebook* to help them remember how the children move.
- Have students practice writing *like* before writing it in the sentence. Remind students how to write *like*. Have them write *like* on a practice page. Ask what they notice about *like* that will help them remember how the word looks. Have students write *like* one or two more times on a practice page before writing it in their sentences.
- If needed, draw sound boxes on the practice page to support the writing of words such as *run*, *dog*, and *hop*.
- When they have finished writing, have students reread and illustrate their sentences.

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



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

Assessment

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

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

GR0034

You Will Need

- *The Little Hen*, Level B
 - pocket chart
- Visit resources.fountasandpinnell.com to download online resources to support this lesson, including:
- Pictures: *bee, car, hen, jar, pen, star, ten, three, tree*
 - Recording Form

Book *The Little Hen*
Level B
Author retold by Paul Mellon
Illustrator John Bendall-Brunello
Genre Fiction/Fable
Series Classic Tale Series



VIEW THIS BOOK ONLINE

Goals

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

Reading

- Use information from pictures to support meaning.
- Locate known and new words.
- Use known words to monitor and self-correct.
- Reread a sentence to confirm or self-correct.

- Search for and understand dialogue in speech bubbles.
- Understand words that show the action of the plot (*help, plant, water, eat*).
- Infer characters' feelings from illustrations.

Phonics/Letter and Word Work

- Sort pictures by rhyming sounds.

Writing About Reading

- Infer a lesson from a fable.
- Say words slowly to listen for easy-to-hear sounds and identify letters that represent them.

Analysis of Book Characteristics *The Little Hen*, Level B

How The Book Works Part of the Classic Tale Series, this fable is written in a question-and-answer format, with the answers shown in speech bubbles. The repetitive sentence structure has strong picture support. Hen and her chicks want help growing corn, but the animals refuse. So, the hen and her chicks eat it.

Genre/Form

- Fiction
- Simple fable
- Series book

Text Structure

- Very simple narrative carried by pictures

Content

- Familiar, easy content (helping)
- All content directly and explicitly supported by picture information

Themes and Ideas

- Theme reflecting everyday life (teamwork)
- Ideas close to children's experience (helping your friends, sharing with others)

Language and Literary Features

- Repeating language patterns (Can you help us ___ the corn? Then we will ___ the corn.)
- Nameless, simple characters that do not change
- Use of a few words of dialogue in a speech bubble (No.)
- A few simple elements of fantasy (talking animals, animals doing human work)

Sentence Complexity

- Short, predictable sentences that are close to oral language (Can we help you eat the corn?)
- Simple sentences

Vocabulary

- Almost all words that are in common oral vocabulary for young children (help, corn, eat)
- Concept words illustrated by pictures (plant, water, pick)

Words

- One- and two-syllable words (help, corn, water)
- Repeated use of a few easy high-frequency words (can, you, we)

Illustrations

- Illustrations that add meaning to the text
- Illustrations that support each page of text
- Consistent layout of illustrations and print, except for last page

Book and Print Features

- Print in large, plain font
- Consistent placement of print, except for last page
- Exaggerated space between words
- Some words in bold or capital letters for emphasis
- Speech bubbles
- Periods, question marks, and exclamation marks

Supporting English Learners

Support students' understanding of vocabulary.

- Help students understand the activities in the story using the pictures. Have students repeat the phrases *plant the corn* and *water the corn*.
- Have students pantomime the actions as they say them.



Prompting Guide, Part 1
Refer to pages 7 and 8 as needed

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 ●).

- *Today, you are going to read a book called The Little Hen, which is part of the Classic Tale Series. The story is a fable, retold by Paul Mellon. When a book says "retold," that means the writer is telling again a story that has been told many times before. A fable has talking animals and teaches a lesson. On the front cover, you can see Hen with her three chicks.*
- *Turn to pages 2 and 3. Hen asks a question. She says, "Can you help us plant the corn?" Then, look on page 3. Look at the speech bubbles. What do the fox, the goat, and the duck all say? ● The fox, the goat, and the duck all say, "No." When you read this book, you need to read what Hen asks the animals and then read the speech bubbles to read what the animals say.*
- *Turn to pages 4 and 5. Since the other animals say they will not help, Hen says, "Then we will plant the corn." Say that sentence. ● Then starts like the word the. Find then. ● Say the word then and run your finger under it.*
- *Turn to pages 6 and 7. What does Hen need help with now? ● She says, "Can you help us water the corn?" Say that. ● Say the word can. What letter would you expect to see at the beginning of the word can? ● Run your finger under the word can and say it. ● What will the goat, the fox, and the duck say?*
- *Turn to pages 8 and 9. Hen and her chicks are watering the corn. What are the other animals doing?*
- *Turn to pages 14 and 15. The story changes a little here. Now, on page 14, the fox, the goat, and the duck are the ones asking a question. What do you think they might ask? ● What do you think Hen and her chicks might say?*
- *Turn to page 16. Hen and her chicks eat the corn. Look at the word we in bold, and put your finger under it. ● The writer wants you to say that word a little louder. Listen to how I read it. "Then **we** will eat the corn." What do you think the chicks will say then? ● They say, "Yes!"*
- *Now, turn back to the beginning of the book and whisper read each page. Remember to point under each word as you read.*

Reading the Text

As the students read softly, notice what individuals do at difficulty or after an error, so you can demonstrate, prompt for, or reinforce effective strategic actions.

- To help a student use information from pictures to support meaning, prompt with *Look at the picture. Check the picture and think about what would make sense. Reinforce with You checked the picture and thought about what would make sense.*
- To help a student use a known word, say, *You know the word _____. Find it. Prompt with Now, try it again.*

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 a brief discussion.

- Invite students to share their thinking about *The Little Hen*.
- To encourage discussion, you may want to select from the following questions/prompts or refer to *Prompting Guide, Part 2*:
 - Talk about why the goat, the fox, and the duck do not help at all.
 - Hen and her chicks plant, water, and pick the corn all by themselves. What do you think about that?
 - Hen and her chicks don't share the corn with the other animals. Tell what you think about that. Would you have shared the corn if you were Hen? Why or why not?
 - Look carefully at the picture on page 9. What does the illustrator want you to know about the work Hen and her chicks are doing? What does the illustrator want you to know about the duck, the fox, and the goat?
 - Look carefully at the picture on page 15. What is the illustrator showing about how the different animals feel?
- 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

- Hen asks the goat, the fox, and the duck for help planting the corn, but they say "no."
- Hen and her chicks plant the corn.
- Hen asks for help watering and picking the corn, but the other animals say "no."
- Hen and her chicks do the watering and picking themselves.
- When the corn has been picked, the other animals ask to help eat it.
- Hen and her chicks say "no," and enjoy the corn all by themselves.

Thinking *Beyond* the Text

- ◆ Hen and her chicks are hard workers because they plant, water, and pick the corn.
- ◆ Hen and her chicks are probably tired from all the work.
- ◆ The goat, the fox, and the duck are lazy because they don't want to help with the hard work.
- ◆ The goat, the fox, and the duck are surprised when they don't get to eat the corn.

Thinking *About* the Text

- Some dialogue is included in speech bubbles.
- The writer uses capital letters and bold print for emphasis.
- The illustrator shows the characters' feelings through their actions and facial expressions.
- This is a retelling of a classic fable.

MESSAGES Hard work and teamwork can lead to rewards. You can't expect to share in rewards if you don't share in the work. It's better for everyone if we all share the work and the rewards.

Teaching Point

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

Monitoring and Self-Correcting: Reread to Confirm

- Turn to page 4. Listen as I read the sentence. Read the sentence. If I'm not sure I read it correctly, I have a way to check. I will read the sentence again and check to be sure it makes sense and looks right, too. Reread the sentence. *That makes sense and looks right. I know I read the sentence correctly.*
- Now, you try it. Turn to page 6 and read the sentence. ● Try that again and check to see that it makes sense and looks right. ● Did the sentence make sense and look right to you?



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

Supporting English Learners

Support students' discussion of the book.

- Simplify questions as needed [e.g., Look at the picture. What does the picture tell you about Hen/the other animals? How do the animals feel?]
- Provide oral sentence frames. [e.g., I would have shared because _____. The illustrator is showing ____].




Prompting Guide, Part 1
Refer to page 13 as needed



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

Supporting English Learners
Help students understand unfamiliar vocabulary.

- Before giving students the pictures to sort, check that they understand what each picture shows.
- Model saying each word as you hold up the pictures. Have students repeat the words.

 **Prompting Guide, Part 1**
Refer to page 13 as needed

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Phonics/Letter and Word Work

Help the readers become more flexible identifying words with rhyming sounds.

Sort Pictures by Rhyming Sounds

- Place the pictures *ten*, *bee*, and *star* in a row at the top of the pocket chart.
- Have students say the name of each picture slowly as they listen for the ending sounds.
- Deal out to students the following pictures: *car*, *hen*, *jar*, *pen*, *three*, *tree*.
- Have students take turns saying the name of the picture and thinking about its ending sounds. Then, have them sort the pictures under *ten*, *bee*, and *star*, based on the ending sounds of the pictures' names.
- As students sort each picture, have them check to see if it is in the right place. Students should say the name of the picture and then say the name of the picture they think it goes with (*ten*, *bee*, or *star*). *Do these two words sound the same at the end?*



Writing About Reading (Optional)

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

Interactive Writing: Sentences

- Talk with students about the lesson in the story. Support their understanding by composing sentences that state the lesson.
- Use interactive writing to construct the sentences. Prompt for saying words slowly, as well as listening for and writing the letters for easy-to-hear sounds.
- Write the high-frequency words that students already know, but share the pen to write ones almost known.
- As you write together, reread every two or three words. Emphasize good spacing between words.
- Have students reread the sentences, while a student points. Invite a student to illustrate.
- Type the sentences for students to glue into the *Reader's Notebook*.



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

CHARACTERISTICS AND BENEFITS OF BOOK CLUBS

During book clubs children:

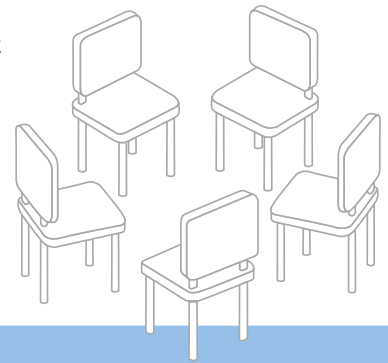
1. Sit in a circle on the floor or in chairs to discuss the text.
2. Learn to take turns and give their opinion.
3. Learn to listen to others and ask questions.
4. All turn to the page that is being discussed.
5. Learn to support their thinking by showing information in the book.
6. Look at the pictures.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

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

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

Book Clubs At A Glance

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



Texts and Instruction for Book Clubs

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



RESOURCES

AVAILABLE IN 2018

Put Book Clubs into Action

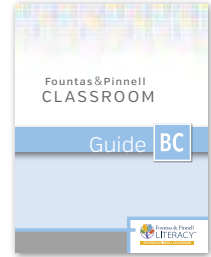
Books are sometimes related to the text sets in Interactive Read-Aloud, focusing on genres, authors, themes, or topics that are common to both instructional contexts.

USING TEXTS AMONG SEVERAL CLASSROOMS

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

Fountas & Pinnell Classroom™ Book Clubs Collection Guide

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



Book Club Books

32 trade titles (6 copies of each)

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



Book Club Facilitator Cards

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



FPC Book Club Online Resources

The resources needed for each book club, including:

- PDF of each facilitator card
- Video Library



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

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

KINDERGARTEN

Book Club



Title *Where The Wild Things Are*
Grade Kindergarten
Author Maurice Sendak
Illustrator Maurice Sendak
Genre Fantasy

Book Talk

In this book, a boy named Max gets in trouble for acting wild, and he imagines himself traveling to a faraway land. Look at the monster on the cover. There are all kinds of fun, wild monsters in this book. Max has to decide whether to stay with them or return home.

Summary

When Max gets sent to his room for being wild, he travels to a faraway land inhabited by monsters who sing, roar, dance, and swing from the trees. Max enjoys being wild for awhile, but he misses home, and returns to his bedroom to find a warm meal waiting for him.

Messages

Sometimes families argue but they still love each other. It's nice to come home.



Goals

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

Listening and Speaking

- Listen with attention
- Look at the speaker when being spoken to
- Listen to and respond to the statements of others
- Speak at an appropriate volume
- Take turns when speaking

Comprehension

- Infer the messages of the story

Vocabulary

- Use some specific vocabulary related to talk about book and print features [e.g. *title, author, illustrator, illustration, characters, and story*]

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

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

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

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

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Book Clubs FACILITATOR CARD

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

About This Book

Genre Focus In this fantasy book, a young boy named Max uses his imagination to travel to an island where he can join other "wild things."

How the Book Works This story is told in third person. It takes place over the course of a single day, alternating between reality and fantasy. Children will relate to the main character's resentment over being sent to his room for behaving wildly, and his desire to visit a place where there are no adults and you can be as wild as you want.

Important Text Characteristics

- This story is told in narrative form with a beginning, a middle of several episodes, and a happy ending; has familiar topics that are authentic and relevant [home, family, feelings]; and settings and characters that could exist only in fantasy.
- Rhythmic language
- Fun, humorous illustrations



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

Discuss the Text

Invite children to talk about the book with each other, and build on each other's ideas. Have them provide evidence for their thinking. You might start by simply asking: *What are you thinking about the story?* Some questions or prompts that support thinking and talking are suggested below.

Thinking Within the Text

- *The cover of this book really caught my attention. What's happening here? (Say more about what you mean.)*
- *The island in Where the Wild Things Are seems like a fun place. What do you think about the island? (What do others think about that?)*

Thinking Beyond the Text

- *It seems like Max was really mad in the beginning of the story. Has anyone ever felt like that?*
- *What is it like in the place where the wild things are? (What can you learn from the pictures?)*

Thinking About the Text

- *Max enjoyed the Wild Things, but then he decided to go home. I wonder why.*
- *It seems important that his supper was there waiting for him when he got home. What do you think about the ending? Why?*



Writing About Reading

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

Summarize and Evaluate

Encourage children to make summary comments and briefly evaluate what went well in the group. Have them set goals for improving the next book club discussion.

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 **Summarize and Evaluate** their discussion and brainstorm enhancements to future book clubs.

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BENEFITS OF INDEPENDENT READING

Through independent reading children can:

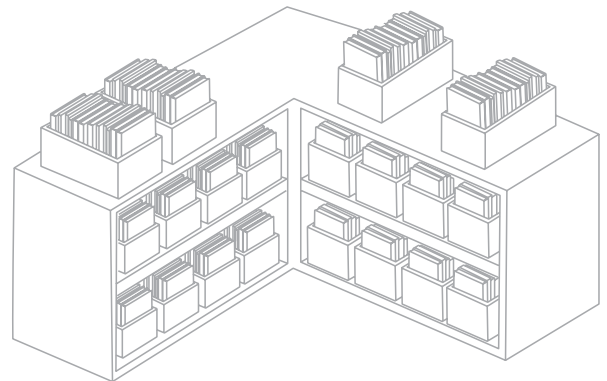
- Learn to exercise choice in selecting texts.
- Learn about themselves as readers.
- Gain “mileage” as readers.
- Engage in fluent reading daily.
- Develop the habit of spending time reading.
- Develop their own preferences for books, genres, and authors.
- Connect to the lives of others and their world.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

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

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

Independent Reading At A Glance

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



Texts and Instruction for Independent Reading

The *Fountas & Pinnell Classroom™ Independent Reading* collection includes 150 trade titles that can be used to begin, or augment, your classroom library. Each book has been carefully selected to ensure that the collection is appropriate and engaging for kindergarteners, and represents a diverse range of experiences and cultures. The collection includes a conferring card for each independent reading book. Through individual conferring conferences, teachers can observe and extend children’s understanding of the text as well as support their thinking.



Put Independent Reading into Action

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

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

Fountas & Pinnell Classroom™ Independent Reading Collection Guide

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

Independent Reading Books

150 trade titles (1 copy of each)

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

Independent Reading Conferring Cards

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

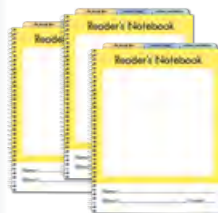
FPC Independent Reading Online Resources

The resources needed for each independent reading conference, including:

- PDFs of each conferring card
- Video Library



Guide	Books	Conferring Cards	Access
<i>Fountas & Pinnell Classroom™ Independent Reading Collection Guide</i>	Carefully curated collection of exquisite trade titles • 150 titles	• 150 Conferring Cards	Unlimited online access to resources by title



■ **COMPANION RESOURCES ALSO AVAILABLE**

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

KINDERGARTEN

IR

Independent Reading



Title	<i>This Is My Home</i>
Grade	Kindergarten
Author/ Illustrator	Jan Reynolds
Genre	Nonfiction/Narrative
Message(s)	There are many ways to build a home. People around the world live in diverse ways.

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

Homes are not always made of wood, or stone, or brick. All around the world, people make their homes out of all kinds of materials. Take a look at the photographs of homes in this book. There are so many different kinds! If you'd like to see what kids' homes are like in other parts of the world, take a look at this book.

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

Summary

This book features photographs of children from around the world and their diverse homes. Each child introduces his or her home and the main material used to build it, such as cloth, snow, mud, or dry leaves. An up-close photograph of each child is set beside a photograph of the child's home. An index at the back of the book introduces each child by name and gives the name of the area, country, and continent in which they live. The About the Author section on the inside back cover also notes that Jan Reynolds is not only the author, but also the photographer.

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

Focus On Illustrations

This book features fascinating photographs that children will immediately engage with. Talk with children about the homes they see in the book. Ask them to compare their own homes to the ones in the book. What would it be like to live in the homes in the photographs? Would the homes be warm? Would they smell nice? Talk about reasons the homes may have been build the way they were, such as climate differences or the availability of materials. Encourage children to think about the impact of the book with the use of photographs and if the book would have been as interesting with illustrations.

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

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Independent Reading CONFERRING CARD

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

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

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

Conferring Prompts

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

Book Choice and Engagement

- What does this book about homes make you think about?
- Why do you think it is important to read books about far away places?

Thinking *Within* the Text

- Talk about what you learned about the homes in this book.
- Who made the homes in this book? How do you know?

Thinking *Beyond* the Text

- Look at the home on page 13. What do you think it would be like to live there? What makes you think that?
- Are any of the homes in this book like your home? Show an example. How is it different?

Thinking *About* the Text

- Why do you think the author chose to use photographs in this book?
- Look at the photo on page 5. What can you learn about the home from the photo?

Writing About Reading Prompts

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

Thinking *Within* the Text

- What did the families use to make their homes? Make a list.

Thinking *Beyond* the Text

- Make another page for this book. Write a sentence about your home. Draw a picture to go with your writing.

Thinking *About* the Text

- Write about what makes this book interesting.

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



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Professional Learning Tools

BENEFITS OF PROFESSIONAL LEARNING:

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



Strengthen instructional decisions with resources designed to elevate literacy expertise

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

Professional Learning Tools At A Glance

INSTRUCTIONAL TOOLS:

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

PROFESSIONAL LEARNING:

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

ASSESSMENT TOOLS:

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

STUDENT LEARNING TOOL:

- *Reader's Notebooks*

A Literacy System Grounded in Professional Learning

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



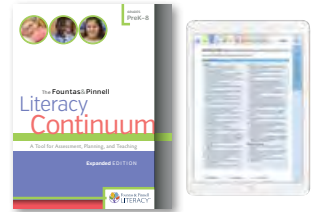
RESOURCES

Put Professional Learning Tools into Action

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

The Fountas & Pinnell Literacy Continuum, EXPANDED EDITION

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



Available in print and digital formats

Guided Reading: Responsive Teaching Across the Grades, SECOND EDITION

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



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

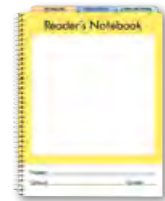
These in-the-hand teaching tools contain precise language to use when teaching, prompting for, and reinforcing effective strategic actions in reading and writing.



Available in print and digital formats

Reader's Notebooks

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



Benchmark Assessment System, THIRD EDITION

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



Professional Development

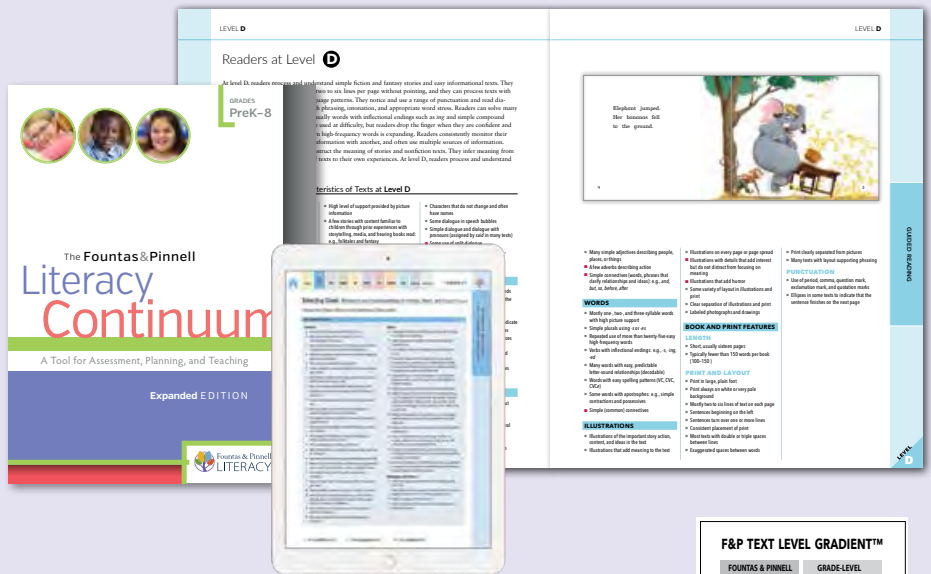
With both embedded and extended opportunities for sustained, scalable professional growth of teachers, professional learning informs and inhabits *Fountas & Pinnell Classroom™*.

A CLOSER LOOK

The Literacy Continuum EXPANDED EDITION

A FIRM FOUNDATION

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



THE ROADMAP FOR LITERACY ACQUISITION IN CHILDREN OVER TIME

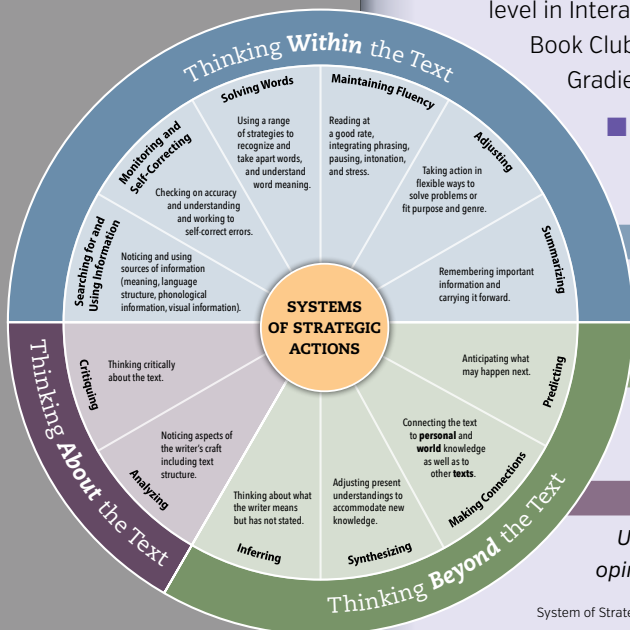
Proficient readers and writers display recognizable behaviors at every phase of literacy learning. When teachers notice, teach, and support these behaviors, they link assessment to responsive teaching. This indispensable literacy tool identifies:

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

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

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

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

Understanding the literal meaning by processing words and stated ideas

THINKING BEYOND THE TEXT

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

THINKING ABOUT THE TEXT

Understanding author's craft and articulating opinions about craft

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

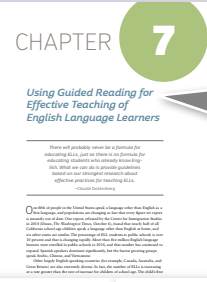


A CLOSER LOOK

Guided Reading SECOND EDITION

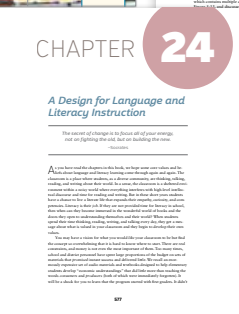
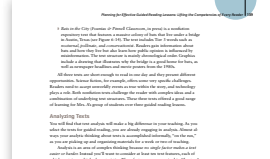
REDEFINE YOUR LITERACY INSTRUCTION

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



Support for teaching in a diverse classroom.

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



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

A Comprehensive Design

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

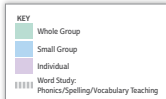


FIGURE 24-1 Key for Different Settings in a Coherent Literacy Design

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

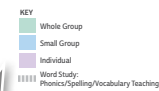
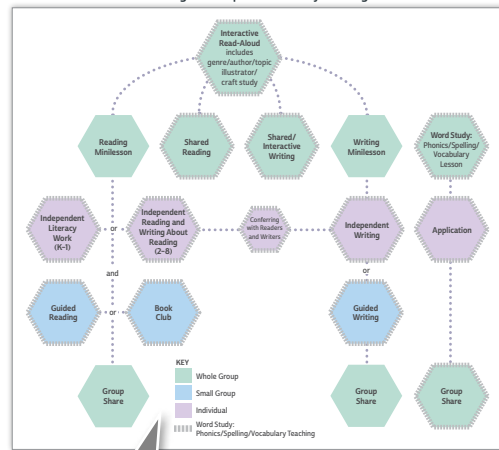
In Figure 24-2, you see a layout of a basic coherent literacy design. This broad approach can be adapted to meet local needs. And, you will want to select where you start and collaboratively decide where you go next. There are some variations for primary and intermediate students of course, and time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

Whole-Group Teaching

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

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

A Design for Responsive Literacy Teaching



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

In-depth exploration of responsive teaching.

A CLOSER LOOK

Prompting Guides AND Reader's Notebook

THE LANGUAGE OF TEACHING

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

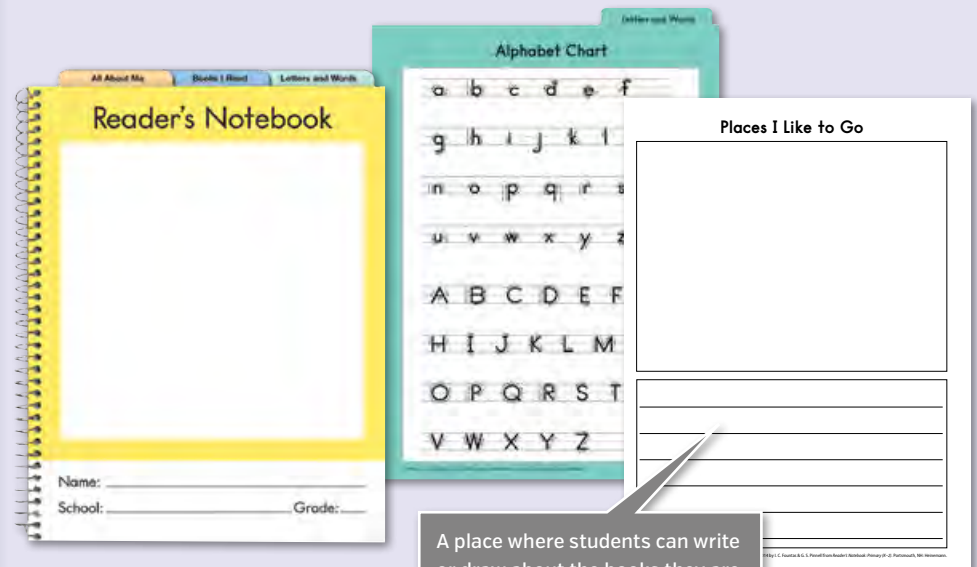


Select language that best prompts students as they build their literacy processing systems.

A POWERFUL TOOL TO SUPPORT READING ALL YEAR LONG

Reader's Notebooks enable students to:

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



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

CONTEXTS FOR ASSESSMENT AND OBSERVATION IN FOUNTAS & PINNELL CLASSROOM™

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

Assessment to Inform Instruction

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

Assessment At A Glance

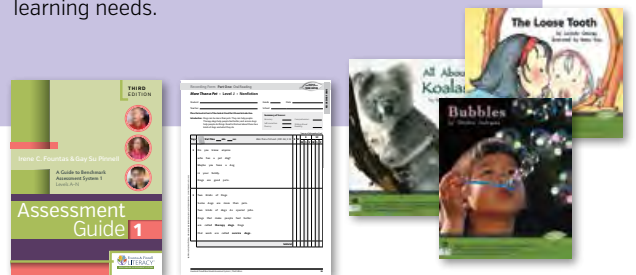
Assessment makes evidence-based, student-centered teaching possible. This information will help teachers to:

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




CONTINUOUS AND INTERVAL ASSESSMENT

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

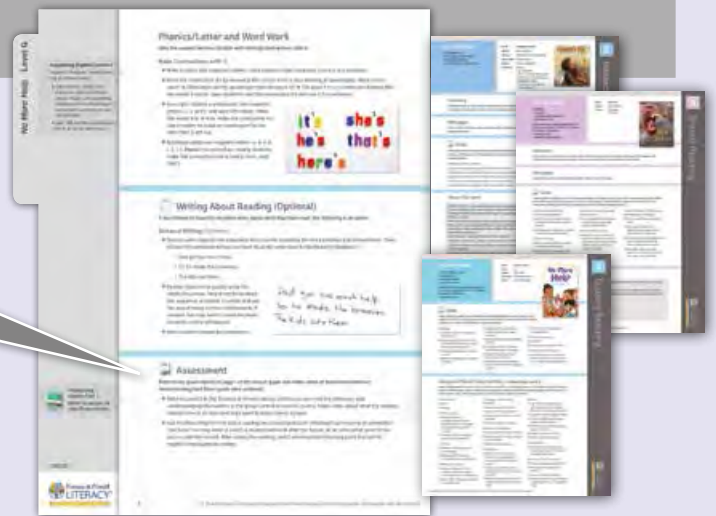
Type	Frequency	Assessment Tool
CONTINUOUS	<ul style="list-style-type: none"> • Administer at regular intervals 	<ul style="list-style-type: none"> • Use a reading record to code, analyze, and score a child's reading of the previous day's new text during Guided Reading.
INTERVAL	<ul style="list-style-type: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



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

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

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



A CLOSER LOOK

Professional Learning Tools **RESOURCES**

RESOURCES AND OPPORTUNITIES THAT ELEVATE EXPERTISE

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



MEMBERSHIP IS FREE!

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

To join, visit www.fountasandpinnell.com.

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

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

The Fountas & Pinnell Literacy™ Community

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

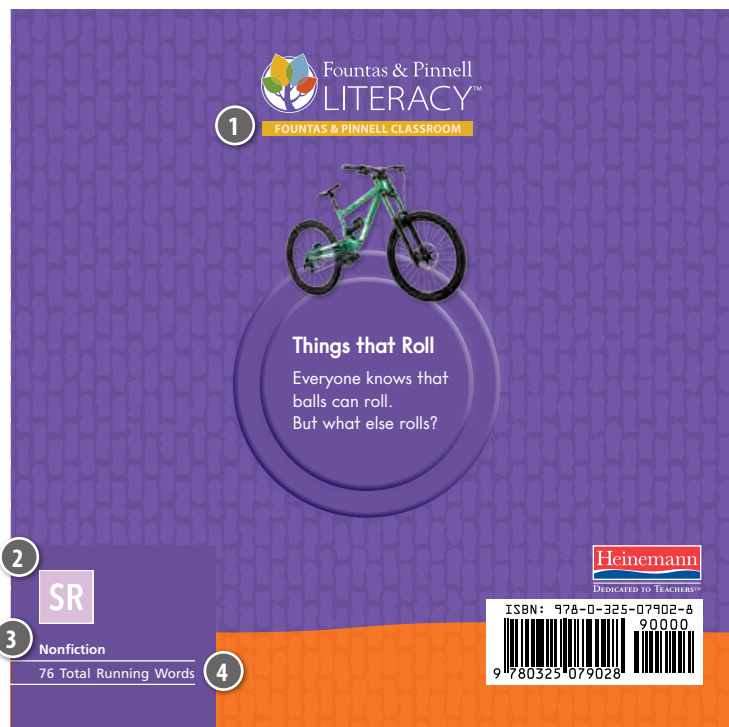
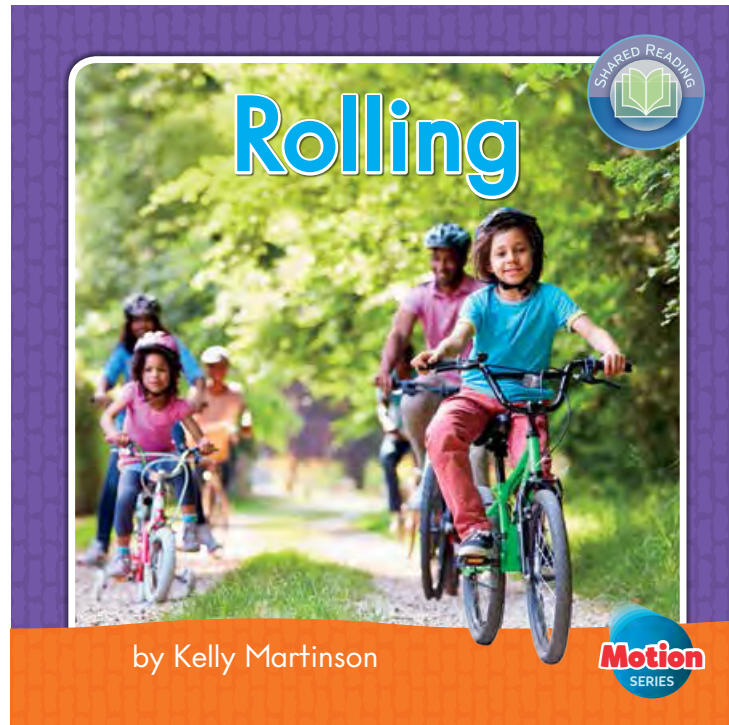
Members receive exclusive access to content and events, such as:

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



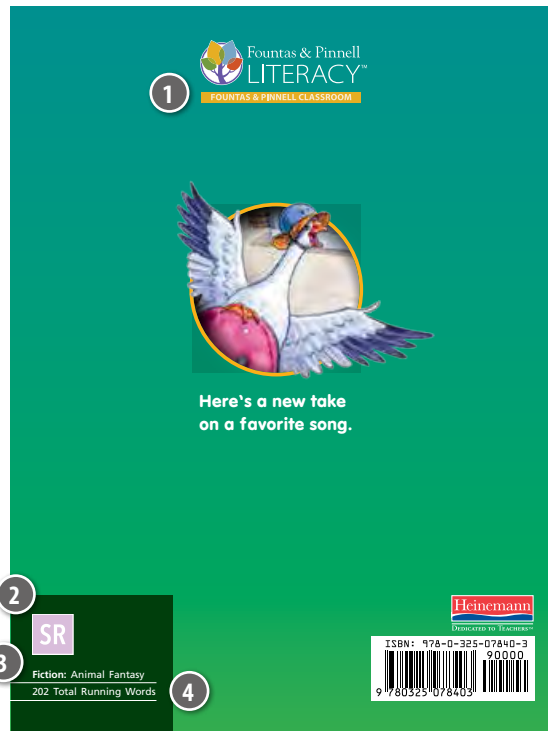
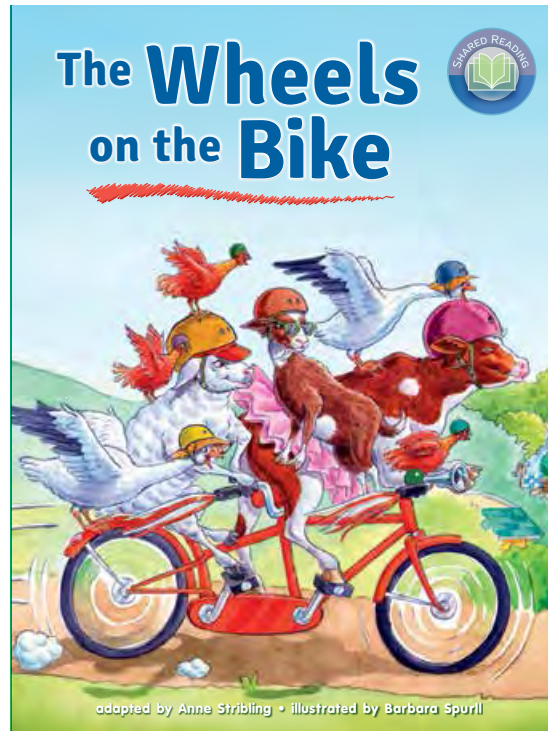
Each book cover is clearly labeled with:

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



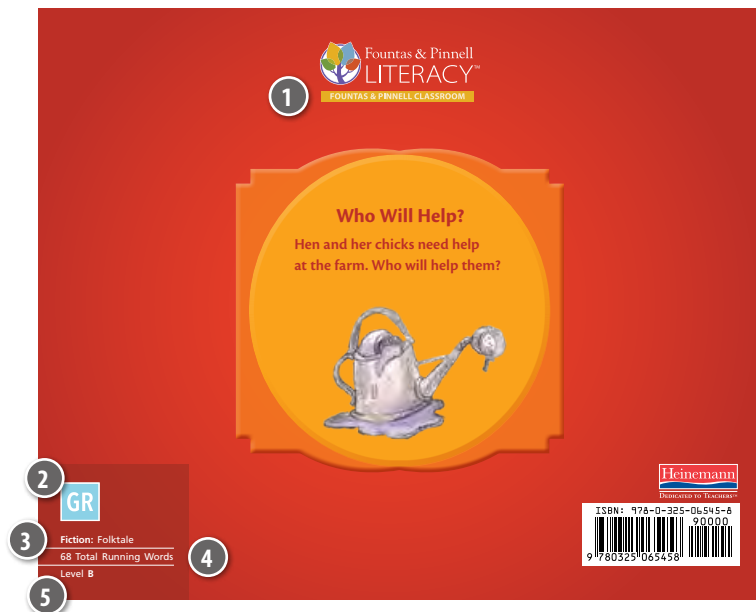
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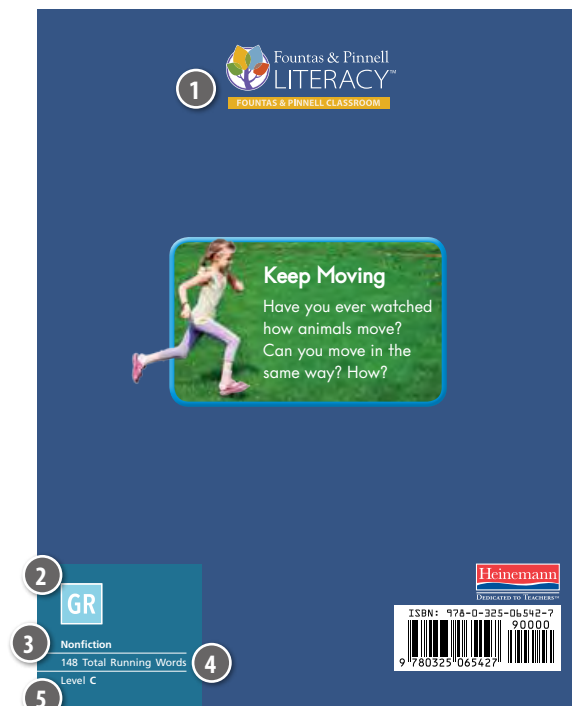
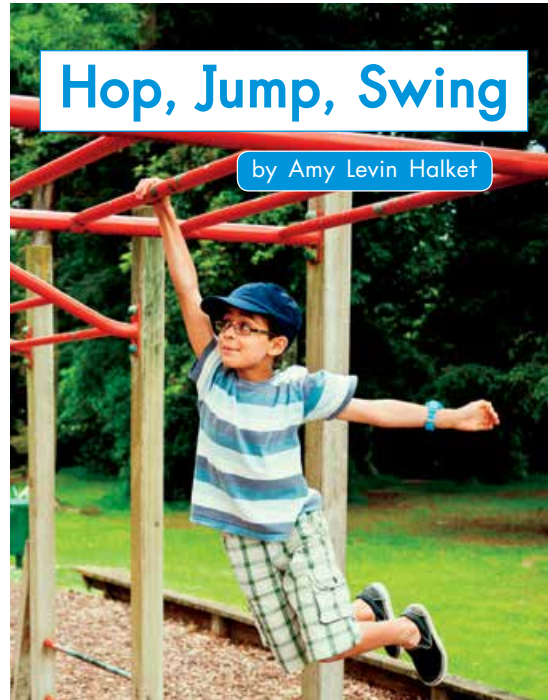
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- 2 Fountas & Pinnell Classroom™ Instructional Context
- 3 Genre: Fiction or Nonfiction
- 4 Running Words for oral reading record
- 5 Fountas & Pinnell Text Level



Each book cover is clearly labeled with:

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





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

CORE VALUES

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

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

Schools are places where *students*:

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

Schools are places where *literacy educators*:

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



For current pricing and order information:
Phone 1800 656 685 • Fax 1800 642 270 • Email schools@pearson.com.au

