

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



Fountas & Pinnell
Classroom™



AN INTRODUCTION TO

THE **FUTURE** OF LITERACY EDUCATION

GRADE 5



Reflect
Reimagine
Redefine

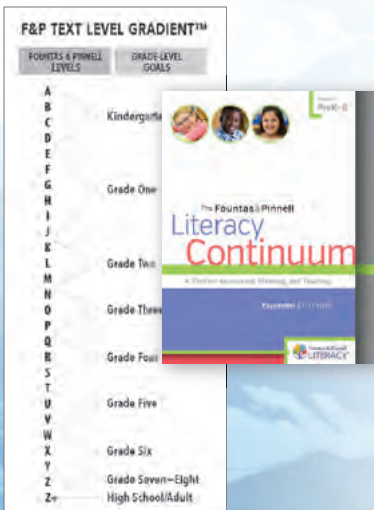
The future
of literacy
education
is **here.**

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.

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

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

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



1 INSTRUCTIONAL COHERENCE

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

2 RESPONSIVE TEACHING

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

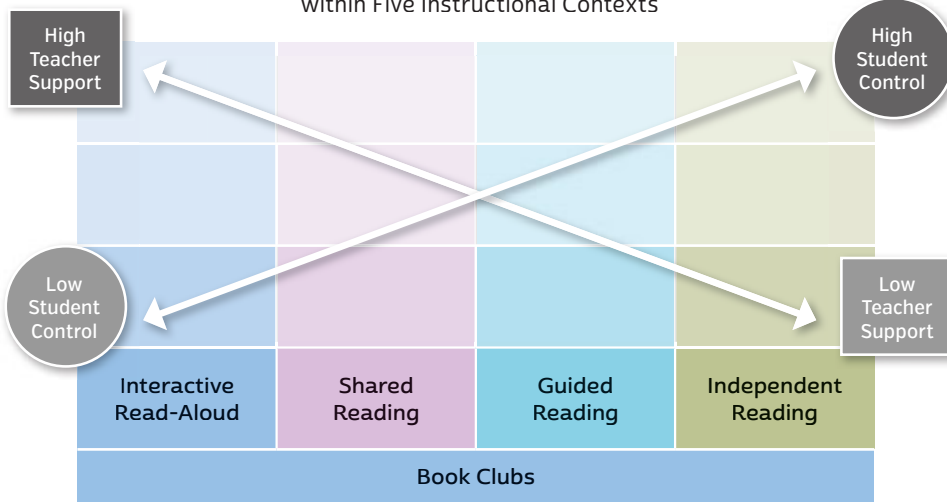
3 MULTI-TEXT APPROACH

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

WHEN

HOW

Levels of Teacher Support for Reading within Five Instructional Contexts



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™*.

4 STUDENT INQUIRY

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

5 LANGUAGE-BASED

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

6 TEACHER EXPERTISE

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

DESIGNED TO
CHANGE THE
LANDSCAPE OF
LITERACY
EDUCATION

Organizing Fountas & Pinnell Classroom™

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

BUILDING A CLASSROOM COMMUNITY

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

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





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

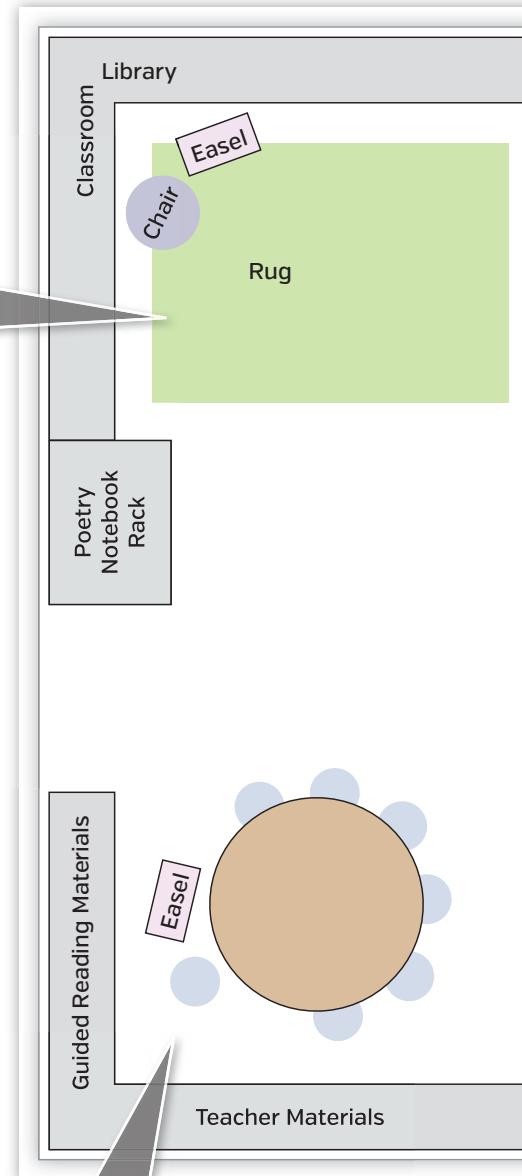
WHOLE-GROUP AREA

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

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

FOUNTAS & PINNELL CLASSROOM™ INSTRUCTIONAL CONTEXTS:

-  Interactive Read-Aloud
-  Shared Reading
-  Reading Minilessons
-  Phonics, Spelling, and Word Study lessons





SMALL-GROUP AREAS

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

PURPOSE: Small-group reading instruction

FOUNTAS & PINNELL CLASSROOM™ INSTRUCTIONAL CONTEXTS:

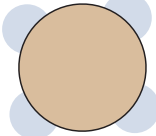
-  Guided Reading
-  Book Clubs

WHEN

HOW

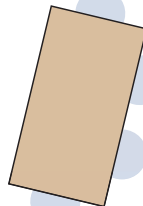
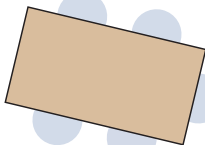
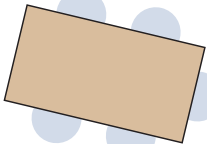
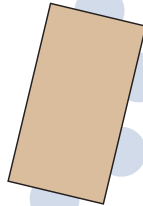
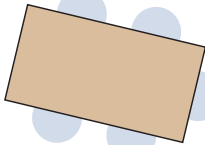
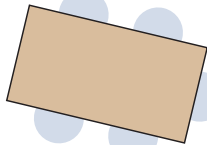
Reader's Notebooks/Word Study Folders and Manipulatives/Writing Materials

Personal Book Boxes



Tablets

Computers



Math Manipulatives

Science/Social Studies Materials

INDEPENDENT WORK AREAS

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

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

FOUNTAS & PINNELL CLASSROOM™ INSTRUCTIONAL CONTEXTS:



Independent Reading



Phonics, Spelling, and Word Study application



Shared Reading

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EDUCATION



Instruction in Fountas & Pinnell Classroom™

Comprehensive resources for a systematic approach to literacy learning

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

WHOLE-GROUP TEACHING

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

SMALL-GROUP TEACHING

5. Guided Reading
6. Book Clubs/Literature Discussion

INDEPENDENT LEARNING

7. Independent Reading

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

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

INDEPENDENT READING

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

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

IR

GR

GUIDED READING

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

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

BC

BOOK CLUBS/ LITERATURE DISCUSSION

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

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

WHEN

HOW

READING MINILESSONS

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

- One book of minilessons per grade K-6

RML

INTERACTIVE READ-ALoud

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

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

IRA

PWS

PHONICS, SPELLING, AND WORD STUDY

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

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

SR

SHARED READING

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









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

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The Fountas & Pinnell Classroom™ System

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

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

Instructional Context	Grade 4
GUIDED READING 	<ul style="list-style-type: none"> 180 original titles: levels N-V (6 copies each) 180 Lesson Folders Context Collection Guide
INTERACTIVE READ-ALOUD 	<ul style="list-style-type: none"> 120 trade titles 120 Lesson Folders 25 Inquiry Overview Cards Context Collection Guide
READING MINILESSONS 	<ul style="list-style-type: none"> The Reading Minilessons Book, Grade 4
SHARED READING 	<ul style="list-style-type: none"> Online Resources Specific enlarged text opportunities for shared and performance reading in IRA, GR and BC lessons
PHONICS, SPELLING, WORD STUDY 	<ul style="list-style-type: none"> Fountas & Pinnell Word Study, Phonics, Spelling, and Vocabulary System, Grade 4
INDEPENDENT READING 	<ul style="list-style-type: none"> 200 trade titles 200 Conferring Cards Context Collection Guide
BOOK CLUBS 	<ul style="list-style-type: none"> 48 trade titles (6 copies each) 48 Discussion Cards Context Collection Guide
PROFESSIONAL LEARNING TOOLS 	<ul style="list-style-type: none"> The Literacy Continuum Guided Reading, 2nd Ed. Prompting Guides 1 & 2 Reader's Notebooks Benchmark Assessment System, 3rd Ed. FPC System Guide, Grade 4

● AVAILABLE NOW ● AVAILABLE FALL 2019 ● IN DEVELOPMENT

WHEN IMPLEMENTATION TIMELINE

HOW

Grade 5

Grade 6

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

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

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

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

- The Reading Minilessons Book, Grade 5

- The Reading Minilessons Book, Grade 6

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

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

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

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

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

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

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

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

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

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



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Visit [fountasandpinnell.com/fpc](https://www.fountasandpinnell.com/fpc) for the grades PreK-3 components release schedule. Pre-publication data subject to change.

Fountas & Pinnell Classroom™ Literacy Opportunities








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

CREATING COHERENCE

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

FITTING IT ALL TOGETHER

Start with this suggested framework, or design your own

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

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

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TOTAL:
3.25 HOURS

BENEFITS OF INTERACTIVE READ-ALOUD

Through interactive read-aloud students can:

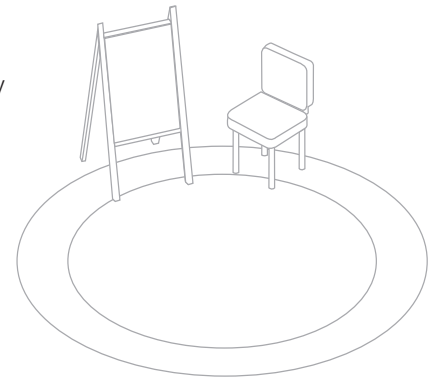
- Connect to the lives of others and their world.
- Build and develop ideas as a community.
- Engage in meaningful discussion.
- Deepen comprehension.
- Expand knowledge and vocabulary through listening and talking.
- Be exposed to complex language patterns.
- Make connections between texts.
- Study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

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

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

Interactive Read-Aloud At a Glance

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



Texts and Instruction for Interactive Read-Aloud

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



Put Interactive Read-Aloud into Action

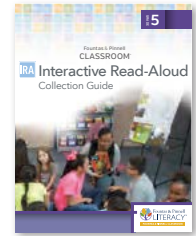
Books are in a recommended sequence based on typical instructional emphases and the likely needs of a classroom community throughout the school year; however, as you discover your students' needs and interests, you may wish to present the text sets in a different order.



Fountas & Pinnell Classroom™

Interactive Read-Aloud Collection Guide

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



Interactive Read-Aloud Books

120 trade titles, 1 copy of each

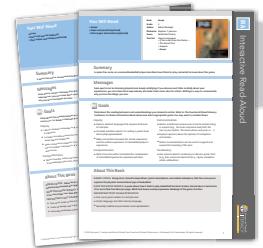
This carefully curated collection of the very best age- and grade-appropriate trade books is at the heart of literacy instruction in your classroom. Designed to nurture students' ability to construct meaning in an interactive, talk-rich context, the interactive read-aloud books are organized into text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



Best trade book choices in curated text sets

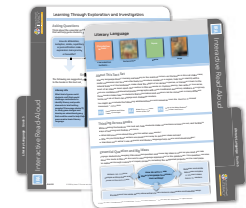
Interactive Read-Aloud Lesson Folders

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



Inquiry Overview Cards and Inquiry Projects

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



FPC Interactive Read-Aloud Online Resources

The resources needed for each lesson, including:

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



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

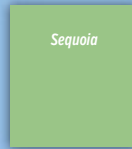
Literary Language



If You're Not from the Prairie ...



The Secret Pool



Sequoia



Hoops

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

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

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

About This Text Set

Literary language doesn't belong exclusively to the realm of fiction—as the books in this set make clear, poetic expression can be used effectively to introduce readers to a region, help them identify with a natural feature of the landscape, make clear the plight of an ancient species, or transport them to the heart of an intense team sport. One author in this set works in rhyming poetry; two write in free verse; and one combines lighthearted poetic paragraphs with more traditional expository sidebars. As a group, these books make clear to students that information and emotion can be conveyed in many different forms, and all of them can engage and challenge readers.

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



Dark Emperor and Other Poems of the Night



Winter Bees and Other Poems of the Cold



Song of the Water Boatman and Other Pond Poems

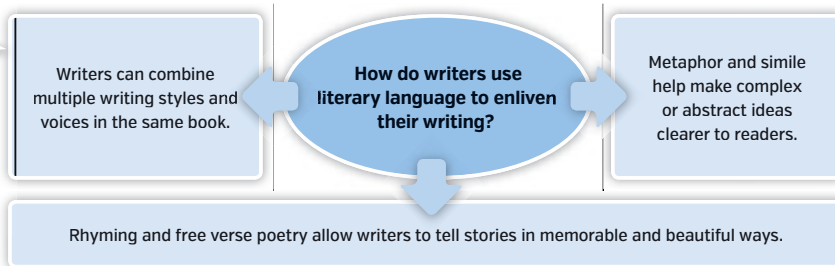
Thinking Across Books

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

- What did you notice about the way this writer uses words?
- Why do you think these writers use poetry as a way to get their ideas across?
- How does each writer's use of poetic and literary language help create vivid visual images?

Essential Question and Big Ideas

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



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IRA

Interactive Read-Aloud

Literary Language Grade 5



Interactive Read-Aloud INQUIRY CARD



Learning Through Exploration

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

Asking Questions

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

How do alliteration, metaphor, simile, repetition, or personification make expression more precise or beautiful?

Which voice fits a writer's topic best—first person, second person, or third person? Why?

Will rhyming poetry or free verse tell a story more effectively?



Suggested Projects for Exploration

The following are suggested projects for students to further explore the questions and big ideas related to the books in this text set.

Literary Life

What kind of game could students craft that would challenge contestants to identify literary and poetic elements in brief writing samples? Encourage students to study game designs and develop an educational game that could be used to help their peers master basic literary language.

Rhyme-pedia

How might students explore how writers make decisions? Perhaps they could organize a poetry slam or a Moth Hour-style open mic to share their thoughts or research on topics related to a writer's life. Remind them to set parameters for their exploration and then decide the direction they want to explore.

Metaphor Squad

Invite students to find ways to analyze the use of metaphors in everyday life. They might conduct surveys or contests. Work in teams or as a class. Encourage them to be creative and have fun with the concept of metaphors.

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

Literary Language Grade 5

Interactive Read-Aloud

IRA

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GRADE 5

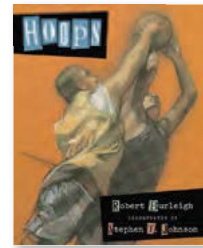
Familiarize yourself with the **at-a-glance information** on each book as well as the list of other texts in the **text set**.

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

You Will Need

- *Hoops*
- Paper and pencils (optional)
- Chart paper and markers (optional)

Book *Hoops*
Grade 5
Author Robert Burleigh
Illustrator Stephen T. Johnson
Genre Nonfiction/Poetry
Text Set Literary Language
 • *If You're Not from the Prairie...*
 • *The Secret Pool*
 • *Sequoia*
 • *Hoops*



IRA
Interactive Read-Aloud

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

Summary

In spare free verse, an unnamed basketball player describes how it feels to play, and what he loves about the game.

Messages

Team sports can be intensely physical and deeply satisfying. If you observe and think carefully about your experiences, you can share them expressively and make them come alive for others. Writing is a way to communicate why you love the things you love.

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

Goals

Think about the reading behaviors and understandings your students control. Refer to *The Fountas & Pinnell Literacy Continuum* for Grade 5 Interactive Read-Aloud and select appropriate goals. You may want to consider these:

Inquiry

- Explore abstract language that requires inference to interpret.
- Consider possible reasons for writing a poetic book about playing basketball.
- Make connections between the actual experience and the written expression of a basketball player's experience.

Comprehension

- Notice how the author translated the complexities of a basketball game into expressive phrases.

Communication

- Notice and discuss unique uses of words and phrasing in a poem [e.g., *the never-stop back and forth, the two-of-you rhythm. The know-where-everyone-is...*]
- Express opinions about the aptness of metaphors and similes.
- Notice how illustrations can be used to support and expand the meaning of the text.

Vocabulary

- Use some academic vocabulary to discuss poetic form [e.g., *free verse*] and elements [e.g., *rhyme, metaphor, simile, alliteration*].

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 Using short, staccato imperatives, lyrical descriptions, and animal metaphors, this free verse poem explores the physical and emotional joys of basketball.

HOW THE BOOK WORKS A poem about how it feels to play basketball has been broken into phrases or sentences of no more than four lines per page. Black text boxes overlay expressive drawings of the game in action.

IMPORTANT TEXT CHARACTERISTICS

- Free verse poem written in short phrases
- Poetic language and other literary language
- Generally traditional punctuation and capitalization

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

Numbering Book Pages

Begin numbering this book on the copyright page, and end on the final left hand page, for a total of 31 pages.

Supporting English Learners

Support students' understanding of concepts and vocabulary.

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

skaterly, asphalt, rhythm, lurk, stallion, skittery, and figurative language, such as "like a piece / of the thin long reach / of your body."

Prompting Guide, Part 2
Refer to pages 21, 24, and 35 as needed



Supporting English Learners

Support students' discussion of the text.

- Provide oral sentence frames for students to discuss [e.g., *Before I read this book, I thought basketball was/was not ___ because ___. This book matches/does not match my experience because ___. I like/do not like the book as a poem because ___.*]

Prompting Guide, Part 2
Refer to pages 39, 47, and 49 as needed



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

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

Introduce the Text

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

- *How many of you have ever played basketball? ● How many of you have watched it and like it? ● How many love it? ● How would you describe the game in 1 sentence?*
- *Today we're going to read a book that's written as a free verse poem about basketball. The book is called Hoops, and it was written by Robert Burleigh. As I read it, think about whether or not you agree with his feelings about the game.*

Read the Text

You may want to read the poem aloud all the way through once, and then read it again, stopping a few times to invite thinking and a brief conversation.

- After the first reading: *Turn and talk with a partner about words or phrases that are memorable and stand out for you.*
- After page 2: *What do you think the writer means by "Feel it"? ● What might he want you to feel?*
- After page 4: *What is the "it" that answers whenever you call, do you think? ● And what might be flowing like the tides?*
- After page 12: *What do these lines tell you about the game? Talk about whether they're positive or negative.*
- After pages 15: *Turn and talk with a partner about why you think the writer uses imagery of a fox in a poem about a basketball game?*
- After page 22: *What actions do you think the writer is trying to describe here?*
- After page 27: *A "no-sound sound"? ● What do those words mean to you?*
- After page 31: *These words have a different meaning at the end than at the beginning. Why do you think that's so?*

Discuss the Text

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

- *What was the author trying to say about basketball? ● Have your feelings about basketball changed after reading this book? ● Turn and talk to a partner about that.*
- *For those of you who have played basketball before, which parts of this book seem to match your experience most closely? ● Which sound less accurate to you? Why?*
- *Why do you think the author wanted to write this book? Do you think poetry was a good form to use? Why or why not?*

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

Thinking *Within* the Text

- Hoops is another name for the game of basketball.
- Players glide, swerve, and get hot while playing.
- Players watch, wait, and leap.

Thinking *Beyond* the Text

- ◆ Basketball is fast-paced and requires players to move suddenly and in surprising ways.
- ◆ Players can move like animals as they focus and maneuver.
- ◆ Sinking a basket is a joyful feeling.

Thinking *About* the Text

- Robert Burleigh uses free verse poetry to explain what basketball action feels like.
- Short phrases, along with simile, metaphor, alliteration, and repetition, help suggest the intensity and joy of the game.
- Illustrations from various viewpoints add to the sense of action and joy.

Respond to the Text

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

SHARED WRITING/SHARED READING In *Hoops*, Robert Burleigh breaks down an action-packed game into a series of poetic phrases that tell you what goes on and how he feels about it. Have students choose an action-packed activity—anything from playing soccer to playing music. Then, using shared writing, make a list of 5–8 statements that tell how it feels to perform the activity. Have them give the list a title that hints at what the activity is. Encourage them to use poetic language. You can use the finished shared writing piece for shared reading.

Morning Practice

1. Wriggle into stretchy red.
2. Clang—locker's closed. To the water!
3. Wet gritty board under my feet.
Arms up, knees bent, chlorine air.
4. Bounce high, tuck tight, then open straight. I'm an arrow.
5. Zip! No splash. Right into the blue.
6. Coast down, then up, then air!
7. Coach says great—again!

SCIENCE/HEALTH Playing fast-paced games like basketball can have beneficial effects on the human body, but there can be risks, too. As a class, make a list on chart paper of all the positive effects of basketball that students can think of, and then list possible risks. Do the benefits outweigh the risks? Discuss opportunities for playing basketball and other team and individual sports in your area.

SOCIAL STUDIES Ask students about the sports they like to play or watch. Have them write one phrase or word that communicates why the sport is important to them on a slip of paper—and the name of the sport on the back side of the paper slip. Collect all the paper slips and have a few volunteers create a class chart or collage that groups comments by sport without revealing each sport. Invite students to try to name the sport that matches each group of comments. Reveal the sport for each group. Call on volunteers to share their thoughts about the sport with the most comments.

Supporting English Learners

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

- If needed pair English learners with native English speakers.
- Ask guiding questions to help students describe the activity. *Where do you do this activity? Do you need special shoes or equipment? Are you alone? Or are you with other people? How does doing the activity make you feel?*
- Provide an oral sentence frame, such as *I feel ___ when I do this activity because ___.*

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

Supporting English Learners

Support students' participation in the science/health activity.

- If needed, review the concepts of risks in playing basketball and of a pro/con chart.
- Provide a word bank for students (e.g., *teamwork, exercise, injury*).
- Provide oral sentence frames for students (e.g., *Playing basketball is good/bad for you because ___. The good is/risks are more important because ___.*).

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

Hoops
Grade 5

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.

Hoops Grade 5



Prompting Guide, Part 2
Refer to pages 21, 24, and 51 as needed

Supporting English Learners

Support students' understanding of book and print features.

- Make sure students understand the concept of how illustrations reinforce the text.
- Provide oral sentence frames for students [e.g., *The illustration shows legs and body to match the words of the text because _____. The black boxes of white type give a ____ mood.*]

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

Hoops are alike because _____.
The voices in *The Secret Pool* are different from each other because _____.
The book I like best is ____ because ____.



Prompting Guide, Part 2
Refer to pages 21, 25, and 26 as needed

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

IRA4038



Reread and Revisit the Text

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

Comprehension and Language

- Reread page 3. Think about the phrase "the ball like a piece of the thin long reach of your body." How might that feel? ● Where can you hear a subtle rhyme? [piece/reach]
- Reread page 10. Where can you hear alliteration? ● Can you hear how the writer uses words to slow down his description of the ball falling? Why might he have wanted to slow the action here? Discuss that briefly with a partner.
- Reread page 14. What does "on the lurk" mean to you? ● How do you think it applies to basketball?
- Reread page 17. Does everyone know what a stallion is? ● Discuss the writer's use of simile: How is being "out in the clear" like being a freed horse when you're playing basketball?
- Reread page 21. What is a thicket? [a dense cluster of trees or shrubs] Discuss metaphor: Which creates a stronger image in your mind: "a thicket of arms" or "many arms"? Discuss this with a partner.

Vocabulary

- Reread page 23. What do you think a "skittery, cat-footed dance" looks like? ● Who can explain what a baseline is? [The line behind the basket at each end of the court; also called an endline]
- Reread page 24. What does "rock" refer to in this book? [rock is slang for a basketball]

Book and Print Features

- Revisit page 8. Why might the illustrator have shown only torso and legs here? ● How does the illustration help reinforce what the text is saying?
- Revisit random pages throughout the book. Look at the black text boxes with white type. What mood do you think they give the book?

Connect to Other Books (Text Sets)

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

- Display all four books in the set. Like *Hoops*, *Sequoia* was written in free verse. What other similarities between them can you think of?
- We talked about voice when we read *The Secret Pool*. How are the voices of all these books different from one another? ● Which voice will you remember most? Turn and talk with a partner about what makes it memorable for you.



Assess the Learning

Observe students to find evidence that they can:

- identify the author's purpose.
- listen for alliteration.
- explain metaphors and similes.
- notice how illustrations support and extend text.
- think critically about a writer's use of voice.

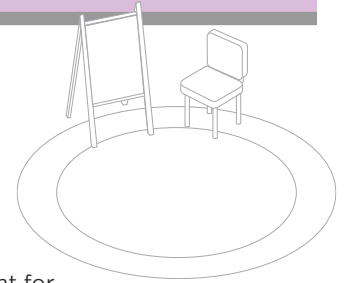
“The purpose of shared reading is to enjoy, interpret and expand language.”

— IRENE FOUNTAS
AND GAY SU PINNELL

Expand Students Literacy Processing Systems

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

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



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

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

Embedded Opportunities for Shared Reading and Writing Across Contexts

IRA

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

IRA BC GR

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

GR

- Readers' Theater scripts available in Online Resources

Value of Shared Reading for Intermediate/Middle-Level Readers

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

Put Shared Reading into Action in the Intermediate Grades

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

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

Lead Literacy Learning Forward with Shared Reading

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

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

Shared Reading for Intermediate/Middle-Level Readers

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

LESSON STRUCTURE

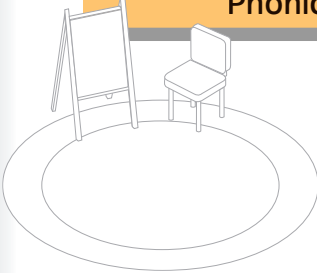
Each Phonics, Spelling, and Word Study lesson follows a simple structure:

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

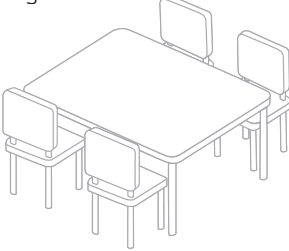
Engage student's curiosity with systematic instruction in how oral and written language "works."

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

Phonics, Spelling, and Word Study At a Glance



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



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

Systematic Instruction for Phonics, Spelling, and Word Study

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

Out-of-Text Teaching	Lesson Structure	In-Text Teaching
TEACH		
<div style="display: flex; align-items: center;"> <div style="background-color: #f4a460; padding: 2px 5px; margin-right: 5px;">PWS</div> <ul style="list-style-type: none"> Lesson (Generative Principle) Inquiry-Based </div>	<ul style="list-style-type: none"> Whole Group 	<div style="display: flex; flex-direction: column; gap: 5px;"> <div style="display: flex; align-items: center;"> <div style="background-color: #4a86e8; color: white; padding: 2px 5px; margin-right: 5px;">IRA</div> <ul style="list-style-type: none"> Interactive Read-Aloud Modeled Writing </div> <div style="display: flex; align-items: center;"> <div style="background-color: #8e7cc3; color: white; padding: 2px 5px; margin-right: 5px;">SR</div> <ul style="list-style-type: none"> Shared Reading Shared Writing </div> </div>
APPLY		
<div style="display: flex; align-items: center;"> <div style="background-color: #f4a460; padding: 2px 5px; margin-right: 5px;">PWS</div> <ul style="list-style-type: none"> Hands-on Practice Constructive Experiences </div>	<ul style="list-style-type: none"> Small Group or Literacy Centers (K-1) Partners Individuals 	<div style="display: flex; flex-direction: column; gap: 5px;"> <div style="display: flex; align-items: center;"> <div style="background-color: #4a86e8; color: white; padding: 2px 5px; margin-right: 5px;">GR</div> <ul style="list-style-type: none"> Guided Reading </div> <div style="display: flex; align-items: center;"> <div style="background-color: #4a86e8; color: white; padding: 2px 5px; margin-right: 5px;">BC</div> <ul style="list-style-type: none"> Book Clubs </div> </div>
SHARE		
<div style="display: flex; align-items: center;"> <div style="background-color: #f4a460; padding: 2px 5px; margin-right: 5px;">PWS</div> <ul style="list-style-type: none"> Assessment Summary Link to Reading & Writing </div>	<ul style="list-style-type: none"> Whole Group 	<div style="display: flex; align-items: center;"> <div style="background-color: #8e7cc3; color: white; padding: 2px 5px; margin-right: 5px;">IR</div> <ul style="list-style-type: none"> Independent Reading Independent Writing </div>

Put
Phonics,
Spelling,
and
Word
Study
into
Action

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

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

Word Study Lessons

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

Comprehensive Phonics, Spelling, and Word Study Guide

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

Ready Resources

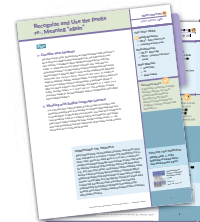
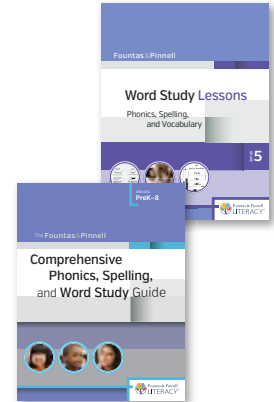
Preprinted and preassembled lesson materials enable teachers to spend less time prepping and more time teaching.

Lesson Folders

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

Access to Fountas & Pinnell Online Resources

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



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

Understand the Concept of Greek Roots, and Recognize Their Use in Determining the Meanings of Some English Words

WORD MEANING/VOCABULARY 14

EARLY MIDDLE LATE

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

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

Plan

Consider Your Students

Use this lesson to provide a review of the concept of Greek roots and to increase students' repertoire of words related by meaning and origin. You can revisit this lesson as often as is helpful. You may wish to teach word roots that students are currently encountering in their reading or in content-area instruction. You may also wish to use this lesson in conjunction with lessons on prefixes and suffixes (WMV 11, WMV12, and WS 22–34), as word roots are attached to affixes to form complete words that can stand alone.

Working with English Language Learners

The concept that many English words are made up of more than one meaning-bearing part is essential for English language learners to understand. To illustrate this concept, you may find it helpful to have students put together and break apart word cards containing word roots and affixes. Emphasize that word roots do not stand alone. Gaining control of the precise meanings of word roots may be challenging for English language learners, because the meanings of word roots may seem abstract in isolation or unconnected to the meanings of the English words in which they appear. Students will likely need to experience word roots in a variety of rich contexts over a period of time in order to gain control of meanings. To help students participate successfully in the application game, read the words on the game cards with students several times. Discuss the meanings, and allow plenty of time for students to use the words in a variety of sentences. You may also wish to combine both sets of game cards and have students sort the words by word root.

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

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

YOU WILL NEED

Online Resources

- ▶ WMV 14 Action Tags
- ▶ WMV 14 Game Cards
- ▶ WMV 14 Directions for Snap!

Other Materials

- ▶ whiteboard

Generative Lesson

A generative lesson has a simple structure that you can use to present similar content or concepts. Use this lesson structure to teach a variety of word roots that come from Greek.

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

EXPLAIN THE PRINCIPLE

A root is a word part from another language. Roots can be found in most English words.

A word root may contain hints about the meaning of an English word.

Many English words come from Greek. They have Greek roots.

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

UNDERSTAND THE PRINCIPLE

A *word root* is a word part, usually from another language, that carries the essential meaning of the word but that cannot stand alone. Many English words contain one or more word roots that come from Greek, such as *therm* (meaning "heat") and *meter* (meaning "measure") in the word *thermometer*. Understanding how Greek roots contribute to the meanings of English words helps students make connections among words, solve more complex words, and expand their vocabularies with greater efficiency.



Comprehensive Phonics, Spelling, and Word Study Guide

Refer to: page 49, row 28

Word Meaning/Vocabulary: Understand the Concept of Greek Roots, and Recognize Their Use in Determining the Meanings of Some English Words

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.

14 WORD MEANING/VOCABULARY

EARLY MIDDLE LATE

ACTIVITY: GREEK ROOTS

INSTRUCTIONAL PROCEDURE

EXPLORE WORD MEANINGS

See page 32 for detailed descriptions of Instructional Procedures.

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

chron "time"	dem "people"	ology "study of"	poli "citizen"
chronicle	democracy	technology	politics
synchronize	epidemic	biology	police

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

Teach

1. On the whiteboard, write two or three words containing a Greek root that you wish to teach, such as *chronicle* and *synchronize*. Have students read the words with you. *When you think about word roots, what do you notice about the words? Both words have the word root chron. The word root chron is from Greek. Underline the word root chron in each word, and write chron as a column head.*
2. *What do the words mean?* As needed, support students in defining the words: *chronicle*, meaning "a record of events arranged in order of time" and *synchronize*, meaning "to cause to happen at the same rate or time." You may wish to have students use each word in a sentence.
3. *A word root may contain hints about the meanings of a word. Based on the meanings of chronicle and synchronize, what do you think the word root chron means?* Building on students' ideas, state the meaning. *The Greek root chron means "time."* Add the meaning to the heading.
4. Repeat the process to help students derive the meanings of two or three other Greek roots, such as *dem* (meaning "people"); *ology* (meaning "study of"); and *poli* (meaning "city").
5. Review the principle. *A root is a word part from another language. Roots can be found in most English words. A word root may contain hints about the meaning of an English word. Many English words come from Greek. They have Greek roots, such as chron, dem, ology, and poli.*
6. Tell students that today they are going to play Snap! with a partner. Each player receives a set of game cards. Players shuffle their cards and place them facedown on the table. At the same time, players turn over a card. If both words contain the same word root, players say "Snap!" The first player to say "Snap!" must use one of the words in a sentence and keeps the matching cards. If the words do not contain the same word root or if both players say "Snap!" at the same time, players take back their cards and keep them in a separate pile. When players run out of cards, they turn over the other pile, shuffle the cards, and continue to play. The game ends when all of the cards are matched. The player with the most cards wins.

Explain the **Principle** during teaching with student-friendly language.

EXPLAIN THE PRINCIPLE

A root is a word part from another language. Roots can be found in most English words.

A word root may contain hints about the meaning of an English word.

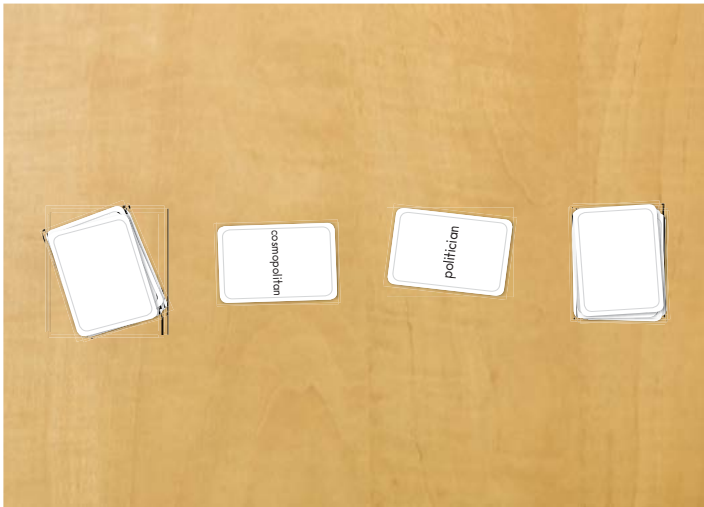
Many English words come from Greek. They have Greek roots.



Comprehensive Phonics, Spelling, and Word Study Guide

Refer to: page 49, row 28

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



Apply

- Have students play Snap! with a partner. The game cards in Online Resources are organized into two sets, one for each player. The words on the game cards are based on the four Greek roots used as examples in the Teach activity. You can create game cards with other word roots by using the blank game card template or Gamemaker in Online Resources.
- Remind players to use one of the words in a sentence after making a match. Encourage students to discuss the meaning of any word that is unfamiliar.

Share

- Invite students to share some of the matches they made during the game. You may wish to add a few new words to the lists on the whiteboard.
- Prompt students to talk about words that were unfamiliar to them: e.g., *Did you discover any new words as you played the game?* • *How did the word roots help you figure out the meanings of the words?*
- Encourage students to notice word roots and to use them to determine the meaning of some words when they read.

Assess

- Give students a Greek root and explain its meaning. Display three or four words containing the word root. Ask students to explain the meanings of the words as they relate to the word root.
- As you observe students reading, notice how efficiently they recognize and solve words that have word roots they have learned.
- You may wish to use Word Meaning/Vocabulary Assessment D.

Word Meaning/Vocabulary: Understand the Concept of Greek Roots, and Recognize Their Use in Determining the Meanings of Some English Words

WORD MEANING/VOCABULARY 14

EARLY MIDDLE LATE

ACTIVITY: SNAP!

INSTRUCTIONAL PROCEDURE

NOTICE PARTS

See page 32 for detailed descriptions of Instructional Procedures.

ACTION TAGS

turn over a card

if roots match, say "Snap!"

say a sentence

keep matching cards

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

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

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

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

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Phonics, Spelling, and Word Study LESSON

14 WORD MEANING/VOCABULARY

EARLY MIDDLE LATE

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

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

Connect Learning Across Contexts

Guided Reading You can revisit texts to point out a key word containing a Greek root that students have learned. Prompt students to recall what they know about the word root in determining the meaning of each word.

Independent Reading As you confer with an individual reader, draw the student's attention to a word with a Greek root, and talk together about how it conveys the essential meaning of the word.

Shared Writing As you construct pieces of writing, point out words with Greek roots that students have learned. Encourage students to recall the meanings of the word roots and describe their connection to the meanings of the words.

Independent Writing In the process of editing, help a student notice one or two Greek roots that she used in her writing. Discuss how recognizing roots and affixes can make words easier to spell. If you notice spelling errors related to word parts, help the student recall and apply her knowledge of Greek roots.

Extend Learning

Create a set of cards with word roots that you would like to introduce or reinforce. During independent work time, students may choose a card and research the word root in a classroom dictionary and online. Students record information about the word root in their word study notebooks and then create a riddle about the word root: e.g., *This is a Greek root that means "see." It's found in the word for a tool that scientists use in a laboratory. [Answer: scope-, microscope]* Students may share the riddle orally during a group share or post the riddle in the word study area of the classroom.

▶ Connect with Home

Send home sets of game cards, and encourage students to play Snap! with a sibling or friend.

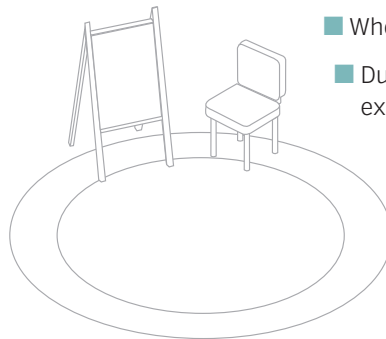
BENEFITS OF READING MINI LESSONS

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

Develop students' deep knowledge of literacy concepts through 225 minilessons

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

Reading Minilessons At a Glance



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

Instructional Framework for Reading Minilessons

The Reading Minilessons Book for grade 5 will include 225 minilessons organized into four types:

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

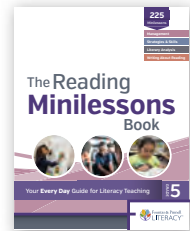
Put Reading Minilessons into Action

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

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

Structure And Features of Reading Minilessons

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



MINILESSON TYPE	GRADE 5 UMBRELLAS	
1 Management	<ul style="list-style-type: none"> • Being a Respectful Member of the Classroom Community • Getting Started with Independent Reading • Living a Reading Life 	
2 Literary Analysis	<ul style="list-style-type: none"> • Studying Authors and Their Process • Getting Started with Book Clubs • Learning Conversational Moves in Book Club • Reading Graphic Texts • Thinking Critically About the Way People Are Represented in Texts • Understanding Fiction and Nonfiction Genres • Exploring Different Kinds of Poetry • Thinking About the Author’s Message • Thinking About Themes • Reading Like a Writer: Analyzing Writer’s Craft • Understanding the Craft of Poetry • Studying Illustrators and Analyzing Illustrator’s Craft • Noticing Book and Print Features • Studying Expository Nonfiction • Exploring Persuasive Texts 	<ul style="list-style-type: none"> • Studying Biographies • Noticing How Nonfiction Authors Choose to Organize Information • Reading and Evaluating Multiple Sources • Learning Information from Illustrations and Graphics • Using Text Features to Gain Information • Understanding Realistic Fiction • Understanding Fantasy • Studying Legends • Studying Tall Tales • Studying Historical Fiction • Thinking About the Setting in Fiction Books • Understanding Plot • Understanding Characters’ Feelings, Motivations, and Intentions • Understanding a Character’s Traits and Development • Thinking Critically About Characters • Analyzing Perspective and Point of View
3 Strategies and Skills	<ul style="list-style-type: none"> • Solving Multisyllable Words • Using Context to Understand Vocabulary • Understanding Connectives • Maintaining Fluency • Summarizing • Reading in Digital Environments • Monitoring Comprehension with Difficult Texts 	
4 Writing About Reading	<ul style="list-style-type: none"> • Introducing a Reader’s Notebook • Using a Reader’s Notebook • Writing Letters to Share Thinking About Books • Using Graphic Organizers to Share Thinking About Books • Introducing Different Genres and Forms for Responding to Reading • Writing About Reading to Persuade • Responding Creatively to Reading 	

Learning Information from Illustrations/Graphics

Umbrella 19

A list of minilessons organized under the umbrella.

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

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

Minilessons in This Umbrella

- RML1** Authors use illustrations and graphics to help you understand bigger ideas.
- RML2** Authors use infographics to show information in a clear and eye-catching way.
- RML3** The graphics and print are carefully placed in a nonfiction text to communicate ideas clearly.

Before Teaching Umbrella 19 Minilessons

Read and discuss high-quality, engaging nonfiction picture books that include illustrations and a variety of graphics, such as photographs, maps, diagrams, and infographics. Use the following books from the *Fountas & Pinnell Classroom™ Interactive Read-Aloud Collection* and *Guided Reading Collection* or choose nonfiction books with clear illustrations and graphics from your classroom library.

Interactive Read-Aloud Collection

Genre Study: Expository Nonfiction

- Birds: Nature's Magnificent Flying Machines* by Caroline Arnold
- Giant Squid: Searching for a Sea Monster* by Mary Cerullo and Clyde F.E. Roper
- Titanic: Disaster at Sea* by Martin Jenkins
- The Story of Salt* by Mark Kurlansky

Understanding How Things Work

- Mr. Ferris and His Wheel* by Kathryn Gibbs Davis
- Skateboards* by Patricia Lakin

Caring for Our World

- One Well: The Story of Water on Earth* by Rochelle Strauss

Guided Reading Collection

- Dangerous Waters* by Jacqueline Adams

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

- notice and discuss illustrations and graphics and
- understand information and ideas conveyed through graphics.

Expository Nonfiction

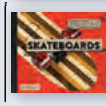
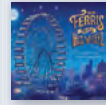
Birds
by Caroline Arnold

Giant Squid
by Mary Cerullo and Clyde F.E. Roper



The Story of Salt
by Mark Kurlansky

How Things Work



Caring for Our World


One Well
by Rochelle Strauss

Guided Reading

Dangerous Waters
by Jacqueline Adams

Reading Minilesson

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

RML 2 L.A.U19.RML2	Reading Minilesson Principle Authors use infographics to show information in a clear and eye-catching way.
Learning Information from Illustrations/Graphics	
You Will Need	
<ul style="list-style-type: none"> ▶ two familiar nonfiction books that contain infographics, such as the following: <ul style="list-style-type: none"> • <i>Dangerous Waters</i> by Jacqueline Adams, from <i>Guided Reading Collection</i> • <i>One Well</i> by Rochelle Strauss, from Text Set: Caring for Our World ▶ chart paper and markers ▶ sticky notes ▶ document camera (optional) 	
Academic Language / Important Vocabulary	
<ul style="list-style-type: none"> ▶ infographic ▶ information ▶ nonfiction ▶ graphic ▶ author 	
 Continuum Connection	
<ul style="list-style-type: none"> ▶ Understand that graphics provide important information (p. 75) ▶ Recognize and use information in a variety of graphics: e.g., photo and/or drawing with label or caption, diagram, cutaway, map with legend and scale, infographic (p. 75) 	

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

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

Goal

Understand that authors use infographics to show patterns and trends.

Rationale

In today's digital age, infographics are used more and more frequently to convey complex information in a clear and eye-catching way, both on websites and in print publications. When you teach students how to read infographics, they are better prepared to acquire information from the many infographics that they will inevitably encounter.

Assess Learning

Observe students when they read and talk about infographics and notice if there is evidence of new learning based on the goal of this minilesson.

- ▶ Do students notice and read infographics?
- ▶ Can they explain what they learned from an infographic?
- ▶ Do they use academic vocabulary, such as *infographic*, *information*, *nonfiction*, *graphic*, and *author*?

Minilesson

To help students think about the minilesson principle, help them notice the important information in infographics. Here is an example.

- ▶ Display the infographic from pages 6–7 of *Dangerous Waters*.
 - What do you notice about this graphic?**
- ▶ Read the text aloud, pointing to each text element as you read it.
 - What did you notice about how I read this graphic? Where did I start?**
 - What idea does it help communicate?**
 - This is a special kind of graphic called an infographic. Why do you think it's called that?**
 - The word *infographic* is a combination of the words *information* and *graphic*. An infographic is a graphic that usually shows more than one kind of information that you can put together to learn about an idea.**
- ▶ With students' input, label the different parts of the infographic.

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

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

Suggested language to use when teaching the minilesson principle.

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

RML2
LA.U19.RML2

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

Have a Try

Invite the students to talk with a partner about another infographic.

- Project the infographic from page 21 of *One Well* using a document camera (or display an enlarged copy on chart paper).

Read this infographic with your partner. Then turn and talk about what you notice about the infographic and what you learned from it.

- After students turn and talk, invite a few pairs to share their thinking. Ask how they read the infographic, what they noticed about how the infographic displays information, and what they learned from it.

Summarize and Apply

Summarize the learning and remind students to read and think about infographics.

What did you learn about infographics today?
Why do you think authors use infographics? Why are they helpful?

- Write the principle at the top of the chart.
If you read a nonfiction book today, notice if it has any infographics. If it does, be sure to look closely at them and think about all of the information they provide. If you find an example of an infographic, bring it to share when we come back together.

Share

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

Who found an example of an infographic today?
How did the infographic help you learn more about the topic of the book?

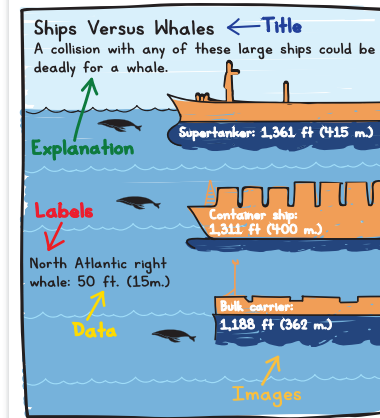
Extend the Lesson (Optional)

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

- Find infographics that are engaging to and appropriate for your class and use them as models for students to work in pairs or small groups to make their own infographics to convey information related to a science or social studies topic.

Authors use infographics to show information in a clear and eye-catching way.

Information + Graphic = Infographic



Section 2: Literary Analysis

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

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

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

Reading Minilesson UMBRELLA

Umbrella 19

Learning Information from Illustrations/Graphics

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

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

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

Assessment

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

- ▶ What evidence do you have of new understandings related to learning information from illustrations and graphics?
 - Do students talk about what they learned from illustrations and other graphics in nonfiction books?
 - Can they explain how a graphic can communicate a bigger idea?
 - Do they know how to read infographics?
 - Can they infer why the graphics and print are placed a certain way?
 - Do they use academic language, such as *illustration*, *photograph*, *graphic*, *author*, *illustrator*, *diagram*, and *infographic*?
- ▶ In what other ways, beyond the scope of this umbrella, are students talking about nonfiction?
 - Have they noticed that there are different genres of nonfiction?
 - Are they noticing different ways that nonfiction authors organize information?

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

Link to Writing

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

- ▶ Give students numerous opportunities to write their own nonfiction texts. Let them decide whether to include illustrations, photographs, infographics, or other types of graphics, and help them find or create relevant images. Remind them to use graphics that help the reader understand bigger ideas and to think about how to place the images on the page.

Reader's Notebook

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

STEPS IN THE GUIDED READING PROCESS

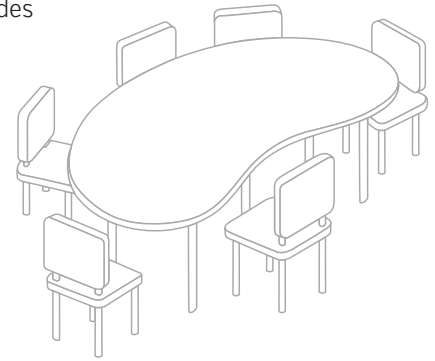
1. Know your readers and form groups.
2. Select and analyze texts to use.
3. Introduce the text.
4. Students read the text.
5. Students discuss the text.
6. Decide on one or two teaching points.
7. Students engage in letter/word work activity.
8. Extend understanding through writing.
9. Reflect on the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

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

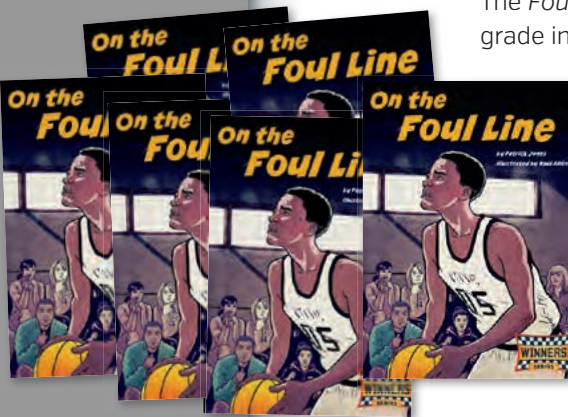
Build a rich Guided Reading collection over time with the most powerful, engaging, original texts to advance each student's ability to process increasingly challenging books with fluency and comprehension.

Guided Reading *At a Glance*

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



Texts and Instruction for Guided Reading



The *Fountas & Pinnell Classroom™ Guided Reading Collection* for fifth grade includes 170 new, original titles (6 copies of each title) that span text levels Q through Z, with an accompanying lesson folder for each title. These guided reading books were created by a team of talented authors and illustrators under the direction of Fountas and Pinnell. Each book is carefully calibrated to match the text characteristics underlying the F&P Text Level Gradient™.

Put Guided Reading into Action

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

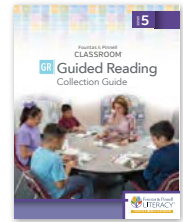
USING TEXTS AMONG SEVERAL CLASSROOMS

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



Fountas & Pinnell Classroom™ Guided Reading Collection Guide

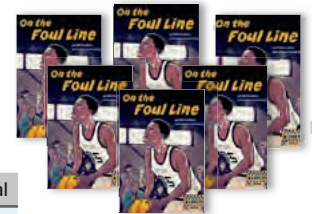
A brief guide that provides an overview of the components and implementation of the *FPC Guided Reading Collection*.



Guided Reading Books

170 original titles, 6 copies of each title

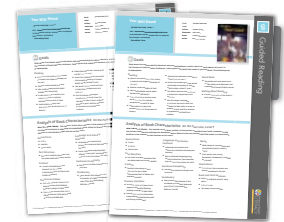
At the heart of *FPC* are the highest-quality leveled books that captivate and engage the hearts and minds of all students in the classroom.



Guided Reading	Q	R	S	T	U	V	W	X	Y	Z	Total
Grade 5 Original Titles	5	10	10	20	20	20	25	20	20	20	170

Guided Reading Lesson Folders

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



FPC Guided Reading Online Resources

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

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



Available through Apple's App Store®

Other Digital Resources

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

Guide	Books	Lessons	Access
<i>Fountas & Pinnell Classroom™ Guided Reading Collection Guide</i>	Striking, original titles exclusive to <i>Fountas & Pinnell Classroom™</i> • 170 titles • 6 copies of each title	• 170 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.

GRADE 5

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

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

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

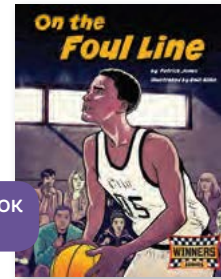
- 1) Reading
- 2) Phonics/Letter and Word Work
- 3) Writing About Reading

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

You Will Need

- *On the Foul Line*, Level T
- Visit resources.fountasandpinnell.com to download online resources to support this lesson, including:
- Recording Form

Book *On the Foul Line*
Level T
Author Patrick Jones
Illustrator Raúl Allén
Genre Fiction/Realistic
Series Winners Series



VIEW THIS BOOK ONLINE

Goals

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

Reading

- Search for information that states or implies the larger messages of the text.
- Monitor understanding of text.
- Take multisyllable words apart flexibly and efficiently.
- Understand how a writer uses words in a text to indicate perspective or point of view.
- Read orally in a way that demonstrates all dimensions of fluency.

- Understand idiomatic meaning of words (*one-on-one*).
- Derive the meaning of new words and expand meaning of known words using context (*solid*).
- Talk about lessons learned from a character's experience and behavior.
- Infer the larger messages—sometimes we must have the courage to take risks in order to achieve a goal, and the solution to a problem can itself be a problem.

Word Work

- Recognize and use word roots to take apart and determine the meanings of some English words.

Writing About Reading

- Discuss elements of the writer's craft: point of view.

Analysis of Book Characteristics *On the Foul Line*, Level T

How The Book Works This realistic fiction story, written in first-person, describes how Cedric's inability to sink free throws threatens to sabotage his basketball game. When he tries an unusual shot that works, he must decide whether to risk ridicule to gain success on the court.

Genre/Form

- Fiction
- Realistic
- Series book

Text Structure

- Text with multiple episodes that are elaborated with many details

Content

- Content interesting to and relevant for the reader (overcoming fear of failure and embarrassment)

Themes and Ideas

- Text with abstract theme that requires inferential thinking (finding courage to take risks)
- Theme that evokes alternative interpretations (achieving goals and facing challenges)

Language and Literary Features

- Language and events that convey an emotional atmosphere (tension)
- Some colloquial language that reflects characters' personalities (one-on-one, bro versus sis, vids)

Sentence Complexity

- Variation in sentence length and structure

Vocabulary

- Many words that appear in the vocabulary of mature language users (Tier 2) (outstanding, defense, crucial)

Words

- Wide range of contractions and possessives (you're, what's, Dad's)
- Base words with affixes (pavement, disappears, carefully, uncrossed)

Illustrations

- Illustrations that enhance and extend meaning in the text

Book and Print Features

- Italics to indicate sound (*clang*, *swish*)
- Author's note
- Full range of punctuation

Guided Reading LESSON FOLDER

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

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

Supporting English Learners

- Support students' understanding of concepts and unfamiliar vocabulary.
- As needed, clarify the concept of a free throw in basketball.
 - As needed, clarify the meanings of sports terms, such as *rim*, *shoot*, *free throw*, and *foul*.
 - Use the illustrations to point out each term.
 - Check to make sure students understand *first person* and the characters' expressions.

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

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



Prompting Guide, Part 1
Refer to pages 12 and 14 as needed

Supporting English Learners

- Help students read the text.
- Demonstrate taking multisyllable words apart, such as *overthinking* on page 3 and *repeatedly* on page 7. Make sure students understand the meanings of the multisyllable words.

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 ●).

- *Have you ever felt under pressure to perform well in something (for example, on tests or in sports or any kind of competition)?* ● *Take a look at the cover of On the Foul Line by Patrick Jones, and let's talk about what it shows. What's happening? ● What's the setting? ● That's Cedric on the basketball court. How does he seem to feel? ● Describe clues that tell you this.*
- *What does being "on the foul line" mean? ● A foul line is the line on the basketball court where a player is allowed to shoot the ball without other players trying to stop it from going in the basket. Another name for foul line is free-throw line. It sounds easy to throw from the foul line, but Cedric dreads each time he has to shoot from the foul line. Why do you think that might be?*
- *This book is part of the Winners Series. If students have read other books in the series, have them share what they learned.*
- *Turn to pages 2 and 3. The illustration on page 2 shows Cedric and his sister, Joya. Get a good look at the expressions on their faces. Share what you think the illustrator, Raúl Allén, wants you to understand. ● Read the last two sentences in the second paragraph. ● What is Cedric's problem? ● Find the word solid. What does solid mean in this context? ● Solid means "good" or "reliable."*
- *Now read the last paragraph on page 3. ● Who is telling the story? How do you know? ● The story is told from the first-person point of view. Who can explain what "one-on-one, bro versus sis, middle versus high school" mean? ● Why do you think the writer used these expressions?*
- *Now look at pages 4 and 5. Joya is trying to help her brother. Read the first sentence on page 5. What's another way to say what Joya is telling Cedric? ● I wonder how he can get his confidence back.*
- *Turn to page 9 and look at the illustration. What's happening? ● That's Cedric's dad watching Cedric practice. What do you learn from the details in the illustration?*
- *Now look at pages 12 and 13. Cedric is going to play a real game. What do you predict will happen?*
- *Turn back to the beginning of the book and read to find out what Cedric does in the game. As you read, think about the choices Cedric makes.*

Reading the Text

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

- As needed, help the student monitor his understanding while reading. Prompt with *Why did you stop? Try that again.* Reinforce with *You went back to make sure it made sense.*
- Tell the student that when he reads, he needs to solve new words using anything he knows. Suggest that he take multisyllable words apart. *Listen to how I read and solve the tricky word. I'll reread the sentence to be sure it makes sense.* Prompt with *What can you try? Look for something that can help you.*

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

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

Discussing and Revisiting the Text

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

- Invite students to share their thinking about *On the Foul Line*.
- To encourage discussion, you may want to select from the following questions/prompts or refer to *Prompting Guide, Part 2*:
 - *Talk about what Cedric did well and what he had trouble with. Why did it matter to him that he had trouble with one part of the game?*
 - *Cedric found a way to make successful free-throw shots, but this presented a problem for him. Let's go to a part of the book that describes the problem with the new shot.*
 - *What do you think about Cedric's decision? What caused him to take such a big risk in front of everyone?*
 - *What message or big idea does the writer share in this book? Ask for details that support this message. Is this more than a story about basketball? What can you take from this story to use in your own life?*
 - *On the Foul Line is a made-up story, but it is realistic fiction. What about the story is realistic? Name some examples of things in the story that could happen in real life.*
- 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

- Cedric plays basketball well, but he misses free-throw shots.
- This upsets Cedric because he wants to be a good player like his dad and sister, Joya.
- Joya teaches Cedric underhanded shots, which work for him, but Dad disapproves.
- At the next game, Cedric has a chance to shoot free-throw shots, but he fears that people will laugh if he shoots underhanded.
- Cedric puts aside his fears and scores two extra points with his underhanded shot.

Thinking *Beyond* the Text

- ◆ Cedric's fears of missing easy shots causes him to miss the shots.
- ◆ Joya wants her brother to succeed in basketball.
- ◆ Cedric succeeds when he doesn't worry about missing a shot.
- ◆ Dad disapproves of underhanded basketball shots.
- ◆ Dad and Joya want Cedric to succeed.
- ◆ Cedric is more courageous than he realized.

Thinking *About* the Text

- This realistic fiction narrative is told from the point of view of the main character.
- The writer uses description and chronological sequence within a framework of problem and solution.
- The central story problem has a solution that then creates a second problem.
- The supporting characters contribute to the solutions to both problems.
- The illustrations enhance the meaning and communicate the mood of the text.

MESSAGES The solution to a problem can itself be a problem. We can sometimes find the courage to take risks in order to achieve an important goal.

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



Prompting Guide, Part 2
Refer to pages 9, 24, and 43 as needed

Supporting English Learners

Support students' discussion of the book.

- ◆ Provide oral sentence frames so students can contribute (e.g., *Cedric ___ well, but he had trouble ___; I think Cedric made a ___ decision because ___.*)

On the Foul Line Level T

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



Teaching Point

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

Synthesizing: Talk About Lessons Learned from a Character's Experience and Behavior

- *Cedric faced some difficult moments in the story. Let's revisit some of these. On pages 6 and 7, Joya tried to help Cedric by showing him another way to shoot the ball. What happened when Cedric tried the underhanded shot? ● What's a lesson you can take away from his experience here? ● When the old way of doing something doesn't work, trying a new way can help.*
- *On page 8, Dad criticized Cedric for shooting the ball underhanded. Now Cedric felt caught between succeeding with the underhanded shot and embarrassing himself with the "granny shot." So, on pages 14 and 15, Cedric was still trying to decide what to do. What did he decide to do? ● Talk about a lesson you learned from Cedric's behavior during the game.*



Prompting Guide, Part 1
Refer to page 7 as needed



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

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

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

On the Foul Line Level T

Supporting English Learners

Support students' word work.

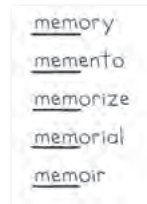
- If needed, explain the meaning of *mindful*.
- Demonstrate saying each word and have students repeat.

Word Work

Help the readers become more flexible with words that contain the root *mem*.

Recognize and Use Roots to Determine the Meanings of Words

- Write the following words on the whiteboard: *memory*, *memento*, *memorize*, *memorial*, *memoir*. Have students read the words.
- *What do you notice about all these words?* • Each word contains the word part *mem*. *What does each word mean?* • If needed, help students define the words (e.g., *memory*: something remembered from the past; *memento*: something kept as a reminder; *memorize*: to remember or learn by heart; *memorial*: an object to help remember an event; *memoir*: a written record about what someone remembers about his life).
- *What do you think the word root mem means?* • The word root *mem* means "mindful." It comes from Latin. How does knowing that *mem* means "mindful" help you figure out the meanings of the words? • Ask a student to underline the word root in each word.
- You may wish to have students write two or more of the words and their definitions in the *Reader's Notebook*.



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

Writing About Reading (Optional)

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

Independent Writing: Short Write

- *Think about the way the writer chose to tell the story from Cedric's point of view. How did this affect your understanding of Cedric's problem and his decision at the end of the story?*
- *Write for a short time in the Reader's Notebook about the writer's use of this point of view. Use details from the text to support your thinking.*
- If time allows, ask students to briefly write about how the story would have been different if it had been told from the point of view of Joya or of Cedric's father.

Reading the story from Cedric's point of view helped me understand his fears, such as when he imagined people laughing at him or when he felt pressure from his dad during the game. The story was exciting, especially during the game. I understood what he saw, felt, and thought during a tense time. He could risk it because he could do it the way it would work. He didn't think about what other people did or said.

the story from _____. Reading the story from Cedric's point of view helped me understand/feel ____.

- Have students use the oral sentence frames as a basis for their writing.

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

Assessment

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

- Refer to Level T in *The Fountas & Pinnell Literacy Continuum* and note the behaviors and understandings the readers control or need to control. Make notes about what the readers learned how to do and what they need to learn how to do next.
- Use the Recording Form to take a reading record and assess an individual's processing on yesterday's new book. You may want to select a student before or after the lesson, or at some other point in the day, to code the record. After coding the reading, select an immediate teaching point that will be helpful to the particular reader.

GR0787



You Will Need

- *The Power of Style*, Level U

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

- Recording Form

Book *The Power of Style*
Level U
Author Brian McGrath
Genre Nonfiction/
 Narrative



VIEW THIS BOOK
ONLINE

 Goals

Think about the readers and the behaviors and understandings to notice, teach for, and support at Level U 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 a wide variety of illustrations and graphics (map, infographics, bulleted lists, tables).
- Read orally in a way that demonstrates all dimensions of fluency.
- Actively and consistently add to vocabulary through reading (*asthma, sophisticated*).
- Infer the writer's messages in some texts that have serious and mature topics and themes (bullying).
- Infer important information from familiar content as well as topics more distant from students' typical experience.
- Talk about why the subject of a biography is important or sets an example for others.
- Think analytically about the significance of a title.
- Infer the larger messages—bullying can have a serious impact on someone's life, and creative hobbies can help a person deal with a problem.

Word Work

- Break apart multisyllable words by syllable.

Writing About Reading

- Reflect beginning understandings of the social world.

Analysis of Book Characteristics *The Power of Style*, Level U

How The Book Works This narrative nonfiction book tells the story of how Egypt Ufele overcame bullying through her creative work in fashion design. An appendix gives instructions for creating fashion sketches. A Readers' Theater presents advice on dealing with bullies.

Genre/Form

- Nonfiction
- Narrative
- Readers' theater script

Text Structure

- Book divided into sections
- Underlying structural patterns (narrative, temporal sequence, question and answer)

Content

- Content that requires emotional and social maturity to understand (bullying, body image)

Themes and Ideas

- Complex ideas on many different topics that require real or vicarious experience (through reading) for understanding (how life's challenges can make you stronger)

Language and Literary Features

- Descriptive language (Their outfits catch the eye: patterned headresses and billowing skirts in geometric patterns.)

Sentence Complexity

- Variation in sentence length and structure

Vocabulary

- Many words that appear in the language of mature language users (Tier 2) (billowing, geometric, contemplating, discipline)

Words

- Base words with affixes (rearranged, unfortunately, multicolored)

- Words that offer decoding challenges because they are from languages other than English (haute couture, gele, buba, iro, agbada, croquis)

Illustrations

- Range of graphics that provide information that matches and extends the text (infographics, map, bulleted lists, tables)

Book and Print Features

- Variety in print and background color
- Table of contents, sidebars, appendix
- Full range of punctuation

Supporting English Learners

Support students' understanding of vocabulary.

- Make sure students understand the multiple meanings of the words *style* and *fashion*.
- Explain the meanings of unfamiliar words, such as *runway*, *fashionistas*, *outrageous*, *fuchsia*, *geometric*, *self-esteem*, *duplicated*, *rhythmic*, *humanitarian*, *distinguishes*, and *straight-A* student.



Prompting Guide, Part 1

Refer to pages 9 and 18 as needed

Supporting English Learners

Help students read the text.

- Review the various text features found in this book. Read aloud page 2 to demonstrate how to read text, sidebars, and captions.
- Demonstrate reading page 3 with all dimensions of fluency, like talking. Have students echo-read sentences with fluency.

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 ●).

- *What do the words style and fashion mean to you?* ● *Look at the cover of this book, The Power of Style by Brian McGrath. This girl's name is Egypt Ufele, and she's a young fashion designer. What are you thinking?*
- *Turn to page 3 and look at the photos. Those kids are demonstrating some of Egypt's designs. What do you think of them?*
- *Look at pages 4 and 5. Has anyone heard of asthma?* ● *Find the word asthma in the sidebar on page 4. Asthma is a disease that affects the lungs. There are medications a person can take to help control it. Egypt had to take medication for her asthma. The medication made her body change. Read the last sentence of the second paragraph on page 4. What does the writer mean by that?* ● *Kids at school were not nice to Egypt. In fact, they were really mean, even violent. How do you think that made Egypt feel?* ● *Egypt tried to hide it from her mom. I wonder why she would do that.*
- *Now, turn to pages 8 and 9. Egypt would talk to her grandmother about what was happening to her at school. As they talked, they would sew. Egypt made all these clothes for her dolls. Then she started making clothes for herself. How do you think sewing and wearing her own designs made Egypt feel?*
- *Read the heading and the first sentence on page 12. Find the word sophisticated and put your finger on it. What does sophisticated mean in this sentence?* ● *Sophisticated means "more advanced in design." What do you think the heading means?*
- *Today, Egypt is busy with her own clothing company and a group she started called Bully Chasers. What do you suppose is the purpose of the group?*
- *Return to the beginning of the book and read to learn more about Egypt and her experiences with bullies and her fashion business. As you read, think about how style gave Egypt power.*

Reading the Text

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

- If needed, show a student how to read everything on a page, using information from illustrations and graphics. See how this [sidebar] gives you more information about [asthma]. Prompt with *Read all the information on the page.*
- To assist a student in reading with all dimensions of fluency, prompt with *Put your words together and make it sound like talking.* Reinforce with *You made it sound like talking.*

Discussing and Revisiting the Text

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

- Invite students to share their thinking about *The Power of Style*.
- To encourage discussion, you may want to select from the following questions/prompts or refer to *Prompting Guide, Part 2*:
 - *Let's talk about what happened to Egypt at school. Who'd like to start?* Guide a discussion about the real impact of bullying.
 - *What kind of person is Egypt? Can you share an example from the book that makes you think that?*
 - *The book includes a lot of factual information about bullying. Why do you think the writer thought it was important to include this information?*
 - *How did Egypt's trips to visit her father in Nigeria influence her thinking and her designs?*
 - *Why do you think the writer chose to tell Egypt's story? What bigger ideas does she want you to think about?*
 - *This book is narrative nonfiction. What does that mean?*
- 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

- Egypt was bullied severely at school.
- Egypt talked to her grandmother about the bullying while they sewed.
- Egypt started sewing her own clothes.
- Her creative designs attracted attention, and she was invited to show with professional designers.
- Today, Egypt runs her design business and speaks out against bullying.

Thinking *Beyond* the Text

- ◆ The bullies made fun of Egypt for being chubby.
- ◆ Bullying is a very common and very serious problem.
- ◆ Egypt was fortunate to have people who cared about her.
- ◆ Egypt got better and better at sewing, and more and more confident.
- ◆ Egypt is very creative and has a unique style that got her noticed.
- ◆ Helping others is very important to Egypt.

Thinking *About* the Text

- The writer begins by introducing Egypt today, before delving into her back story.
- The book includes a list of signs of bullying and advice for dealing with it.
- An appendix provides step-by-step directions on creating fashion sketches.
- A readers' theater script presents professional advice on dealing with bullies.

MESSAGES Bullying can have a serious impact on someone's life, so be kind to others. Creative hobbies can help a person deal with a problem.

Teaching Point

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

Analyzing: Think About the Significance of a Title

- Tell students that a writer chooses a book title that will both draw readers in and give clues about the contents of the book.
- *Think about the title of this book: The Power of Style. What does the writer mean by that title? ● Talk about what the word power represents in the book.*
- *How did Egypt find power through style? ● By developing her own style and making her own clothes, Egypt found the power to withstand the bullying.*



Prompting Guide, Part 2

Refer to pages 9, 21, 22, 35, and 36 as needed

Supporting English Learners

Support students' discussion of the book.

- Make sure students understand the concept of bullying.
- Have partners discuss Egypt as a person.
- Provide oral sentence frames [e.g., *I think Egypt is _____. I think the author talked about bullying because _____.]*
- Help students explain their thinking.



Prompting Guide, Part 1

Refer to page 7 as needed



Prompting Guide, Part 2

Refer to pages 9 and 12 as needed

Supporting English Learners
Support students' word work.

- Make sure students understand the concept of a syllable.
- Demonstrate saying the words and have students echo-read.
- Make sure students understand the meaning of each word.
- If needed, have partners say the words and mark the syllables.

Supporting English Learners
Support students' language development through shared writing.

- Make sure students understand the concept of advice and why people give or ask for it.
- Provide an oral sentence frame to help students discuss, such as *Egypt's advice to someone being bullied might be ___.*



Prompting Guide, Part 1
Refer to pages 9 and 18 as needed

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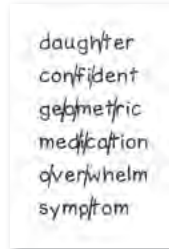


Word Work

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

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

- Write the word *daughter* on the whiteboard. Say the word as you run your finger under it. Have students say and tap the syllables. *Where would you break it?* • Draw slashes to divide *daughter* into syllables (*daugh/ter*). *Remember, each syllable has a vowel sound.*
- Repeat this procedure using the word *confident* (*con/fi/dent*).
- If time permits, write the words *geometric*, *medication*, *overwhelm*, and *symptom* on the whiteboard. Have students take turns saying a word and drawing slashes to mark syllable breaks. Have the student point to each syllable as the group reads the word.

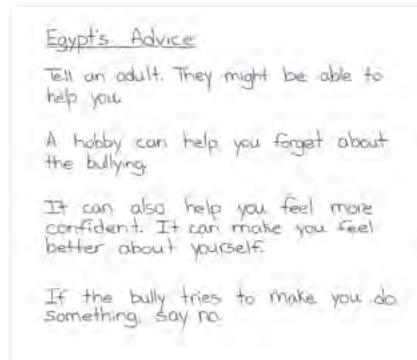


Writing About Reading (Optional)

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

Shared Writing: Sentences

- Talk briefly with students about how Egypt dealt with the bullying she faced at school. Talk about the person with whom Egypt shared her feelings about bullying. • *How did sewing help her?* • *Do you think she should have done anything differently?*
- *Imagine Egypt was speaking to someone who was being bullied at school. What advice might Egypt give the person?* Use shared writing to record students' ideas under the heading *Egypt's Advice*.
- Copy 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 U in *The Fountas & Pinnell Literacy Continuum* and note the behaviors and understandings the readers control or need to control. Make notes about what the readers learned how to do and what they need to learn how to do next.
- Use the Recording Form to take a reading record and assess an individual's processing on yesterday's new book. You may want to select a student before or after the lesson, or at some other point in the day, to code the record. After coding the reading, select an immediate teaching point that will be helpful to the particular reader.

CHARACTERISTICS AND BENEFITS OF BOOK CLUBS

During book clubs, students:

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

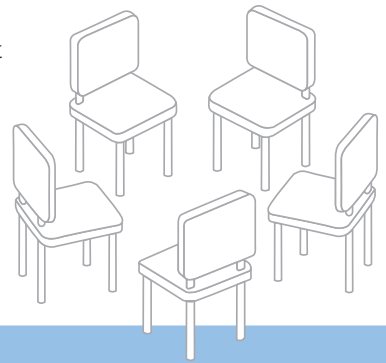


Activate student agency and connect learning with books that stir captivating discussion

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

Book Clubs At a Glance

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



Texts and Instruction for Book Clubs

The *Fountas & Pinnell Classroom™ Book Clubs Collection* includes 48 titles organized into twelve text sets, allowing teachers to conduct book clubs throughout the school year. The four books in each text set will be connected by genre, theme, topic, author, or illustrator. The books will also relate to titles in other instructional contexts, such as Interactive Read-Aloud, Guided Reading, and Independent Reading, allowing students to make connections among texts throughout *Fountas & Pinnell Classroom™*. A discussion card is included for each Book Club title for teachers to support discussion with groups of readers.

Put Book Clubs into Action

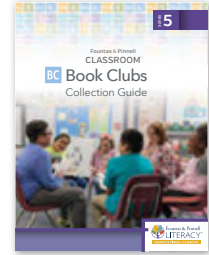
Books are sometimes related to the text sets in Interactive Read-Aloud, focusing on genres, authors, themes, or topics that are common to both instructional contexts.

USING TEXTS AMONG SEVERAL CLASSROOMS

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

Fountas & Pinnell Classroom™ Book Clubs Collection Guide

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



Book Club Books

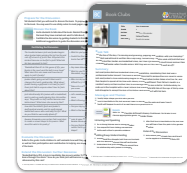
48 trade titles (6 copies of each)

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



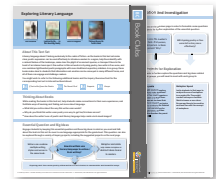
Book Club Discussion Cards

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



Inquiry Overview Cards

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



FPC Book Club Online Resources

The resources needed for each book club, including:

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



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

Exploring Literary Language



The Crossover



Looking For Me... In This Great Big Family



Love to Langston



Thirteen Moons On Turtle's Back

About This Text Set

Literary language doesn't belong exclusively to the realm of fiction—as the books in this text set make clear, poetic expression can be used effectively to introduce readers to a region, help them identify with a natural feature of the landscape, make clear the plight of an ancient species, or transport them to the heart of an intense team sport. One author in this set works in rhyming poetry; two write in free verse; and one combines lighthearted poetic paragraphs with more traditional expository sidebars. As a group, these books make clear to students that information and emotion can be conveyed in many different forms, and all of them can engage and challenge readers.

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



If You're Not from the Prairie



The Secret Pool



Sequoia



Hoops

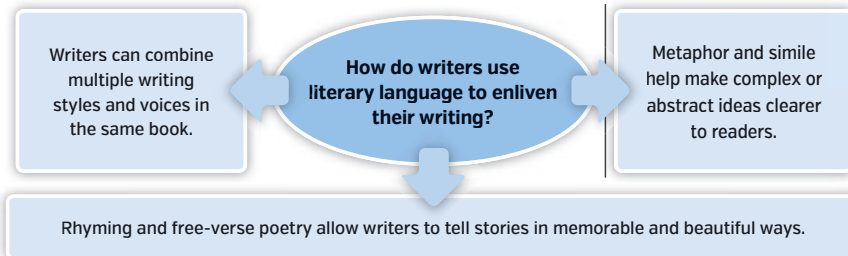
Thinking About Books

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

- What did you notice about the way this writer uses words?
- Why do you think this writer uses poetry as a way to get her/his ideas across?
- How does the writer's use of poetic and literary language help create vivid visual images?

Essential Question and Big Ideas

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



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BC

Book Clubs

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

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

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





Learning Through Exploration and Investigation

Asking Questions

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

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

How do alliteration, metaphor, simile, repetition, or personification make expression more precise or beautiful?

Which voice fits a writer's topic best—first-person, second-person, or third-person? Why?

Will rhyming poetry or free verse tell a story more effectively?



Suggested Projects for Exploration

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

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

Literary Life
What kind of game could students craft that would challenge contestants to identify literary and poetic elements in brief writing samples? Encourage students to study game designs and develop an educational game that could be used to help their peers master basic literary language.

Rhyme-pedia
How might students explore how writers make decisions? Perhaps they could organize a poetry slam or a Moth Hour-style open mic to share their thoughts or research on topics related to a writer's life. Remind them to set parameters for their exploration, and then decide the direction they want to explore.

Metaphor Squad
Invite students to find ways to analyze the use of metaphors in everyday life. They might conduct surveys or contests. Work in teams or as a class. Encourage them to be creative and have fun with the concept of metaphors.

Book Clubs

BC

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GRADE 5

BC

Book Clubs



Title	<i>The Crossover</i>
Grade	5
Author	Kwame Alexander
Genre	Fiction/Poetry
Text Set 3	Novels in verse

Book Talk

"At the top of the key, I'm moving and grooving, popping and rocking—why you bumping?" This fast-paced book is written like a rap song, turned story. Twelve-year-old Josh Bell and his twin brother Jordan are basketball stars, but their life becomes much more serious than a basketball game when trouble arises. Will they win on the court as well as off?

Summary

Josh and Jordan Bell are basketball stars; not surprising, considering their dad was a professional baller himself. This book is written from Josh's perspective as a novel in verse. Josh and Jordan's close relationship begins to unravel when Jordan takes a bet too far, and then begins to spend all his time with Alexis, his new girlfriend. Their father's health is a constant worry as their mother tries to encourage him to see a doctor. Unfortunately, he ends up in the hospital with a heart attack that eventually kills him at the age of thirty-nine. Josh struggles to accept the loss of his father and reconnect with his twin.

Messages and Themes

- Family helps shape you into who you are.
- Loss is inevitable in life, but we must learn to rise above the pain and learn from it.
- Death will happen to each of us and there is no practice for it.



Goals

Refer to *The Fountas & Pinnell Literacy Continuum* for Grade 5 and choose appropriate goals. Consider these:

Listening and Speaking

- Be a strong listener and a strong speaker
- Use respectful turn-taking conventions
- Invite each other to provide evidence

Building Deep Understanding

- Understand the struggle Josh faces as he deals with the discord between himself and Jordan
- Understand that Josh struggles to accept how his relationship with Jordan is changing

- Infer that loss is inevitable in life, but how you will learn from the pain is the greater question

Extend the Discussion

- Write about Josh's tragic loss and how it can be applied to Basketball Rule #10

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

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

Encourage students to articulate and reinforce the **messages and themes** or "big ideas" of the text.

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

Book Clubs DISCUSSION CARD

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

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

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

Prepare for the Discussion

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



Discuss the Book

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

Facilitating the Discussion	Suggested Prompts
<i>The trouble between Josh and Jordan begins when Jordan takes winning the bet too far and cuts off a bunch of Josh's hair. Why does this incident become so hurtful to Josh? What did his hair represent to him?</i>	<ul style="list-style-type: none"> ▶ What do you think? ▶ Could it be that Josh's long hair was a way for him to feel different from Jordan?
<i>"Basketball Rule #1: In this game of life, your family is the court and the ball is your heart." What does this rule mean and how does it apply to Josh's family?</i>	<ul style="list-style-type: none"> ▶ Say more about what you mean. ▶ What do you think the author, Kwame Alexander, means by including this rule?
<i>Jordan starts going out with Alexis and it changes the twin's relationship. What about Jordan having a girlfriend is so hard for Josh? Does Josh talk to anyone about how he feels about this?</i>	<ul style="list-style-type: none"> ▶ Who can say more about why that would be difficult for Josh. ▶ Take us to a part of the book that shows what you mean.
<i>Josh intentionally hits Jordan with a basketball, and he ends up really injuring him. His mother says, "Boys with no self-control become men behind bars." What does she mean by that?</i>	<ul style="list-style-type: none"> ▶ Let's reread pages 140–141 together to notice more. ▶ What is the message here?
<i>How did Chuck Bell's (Josh and Jordan's dad) medical anxiety end his professional basketball career and eventually his life? What do you think he was really afraid of?</i>	<ul style="list-style-type: none"> ▶ Can you say more about what you mean? ▶ What in the book makes you think that?
<i>Kwame Alexander uses certain fonts and sizes to create a visual shape to his poems. What does this add to his poetry?</i>	<ul style="list-style-type: none"> ▶ Look at page 30 together to talk more about Kwame Alexander's style. ▶ Can you find another passage that shows certain fonts and sizes to create a visual shape?

Evaluate the Discussion

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

Extend the Discussion: Further Response

"Basketball Rule #10: A loss is inevitable, like snow in winter. True champions learn to dance through the storm." How do you think Josh will become a true champion as referenced by this rule?

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BENEFITS OF INDEPENDENT READING

Through independent reading, students can:

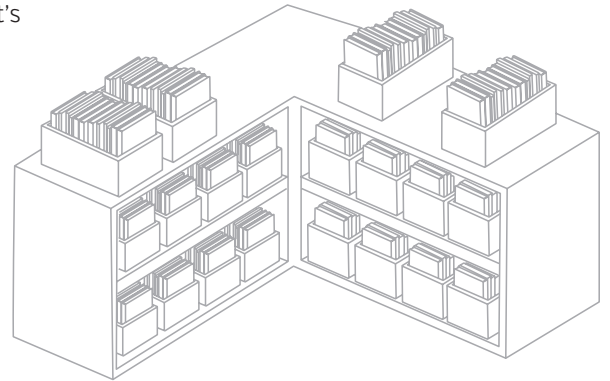
- Learn to exercise choice in selecting texts.
- Learn about themselves as readers.
- Gain “mileage” as readers.
- Engage in fluent reading daily.
- Develop the habit of spending time reading.
- Develop their own preferences for books, genres, and authors.
- Connect to the lives of others and their world.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

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

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

Independent Reading At a Glance

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



Texts and Instruction for Independent Reading

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



Put Independent Reading into Action

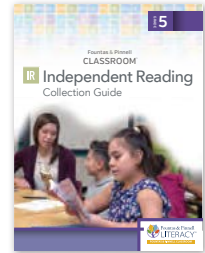
There is no sequence of books for Independent Reading, as students select books based on CHOICE and individual interests.

GET TO KNOW STUDENTS' READING INTERESTS

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

Fountas & Pinnell Classroom™ Independent Reading Collection Guide

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



Independent Reading Books

200 trade titles (1 copy of each)

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



Independent Reading Conferring Cards

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



FPC Independent Reading Online Resources

The resources needed for each independent reading conference, including:

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



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



COMPANION RESOURCES ALSO AVAILABLE

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

Continue to grow your classroom library with the *Fountas & Pinnell Choice Library*, 250 carefully selected fiction and nonfiction trade books at levels Q–V for students to independently select and read. Visit fountasandpinnell.com for more details.

GRADE 5

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Independent Reading
Conferring Card

Title	<i>Stinkiest! 20 Smelly Animals</i> [Extreme Animals]
Grade	5
Author/ Illustrator	Steve Jenkins
Genre	Nonfiction/Expository
Message(s)	The natural world offers many interesting examples of ways to survive and thrive.

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

Maybe you've heard of stinkbugs, and you probably know to avoid a run-in with a skunk. But did you know there are lots of other animals that use horrible odors to protect themselves or warn away predators? In *Stinkiest!* you can read about gooey geckos, gassy birds, and more smelly, but interesting, animal life hacks!

Summary

In this engaging book, author/illustrator Steve Jenkins features twenty animals with unique, odor-reliant methods for protecting themselves from predators. A brief introduction describes the benefit to animals of using strong smells as a survival mechanism. Then the reader is treated to twenty brief profiles of animals that use odors for defense. Some, including skunks, polecats, stink bugs, and opossums, spray foul or stinging liquids on attackers or other perceived threats. One animal, the European roller bird, vomits on itself; and another, the three-toed sloth, uses the foul odor from algae growing in its fur as scent camouflage. Still other animals, such as the tree pangolin and ring-tailed lemur, use scent to mark and defend their territories. Jenkins's torn- and cut-paper collages are attractive and engaging, and the book's pages include plenty of white space, as well as size guides and maps of where each animal can be found, and what it typically eats. A graphic-organizer spread groups the animals by how they use scent, and a glossary and bibliography end the book.

Focus on Book and Print Features

Talk with the student about how this book's layouts differ from other nonfiction books he has read recently. Although the pages are not packed with color and eye-catching graphic elements from edge to edge, the author does include helpful features on each spread. Have the student point out features, such as the collage illustration, size guides, circled factoids, and maps. Does he find these features effective? How did they help him understand the book's content?

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

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

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

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Independent Reading CONFERRING CARD

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

Conferring Prompts

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

Book Choice and Engagement

- Have you read other books by this author? What do you like about his writing in this book so far?
- This book is about animals. What do you enjoy about reading about animals? What other animals would you like to learn about?

Thinking *Within* the Text

- I wonder if any of the stinky animals in this book live in our part of the world. Can you give some examples?
- Talk about the differences between a striped skunk and a striped polecat. Why would it be best if you didn't get too close to either of them?

Thinking *Beyond* the Text

- Have you ever heard the phrase "playing possum"? Now that you've read about Virginia opossums, what do you think it means?
- Which animal's use of odor do you think is the most fascinating or surprising? Talk about that animal and the way it uses odor. What makes it interesting to you?

Thinking *About* the Text

- Let's look at the size guide on a few pages. Why do you think the author chose to share information about each animal's size in this way? How are these guides more effective than just the measurements alone?
- Share a question you have, after reading, about one of the animals in this book. Let's look at the bibliography on page 39. Did the author list a source that might answer your question? Why do you think so?

Writing About Reading Prompts

You may want to select from these prompts to engage the student in sharing written responses to the book in the *Reader's Notebook*. Alternatively, invite the student to respond to anything he or she chooses by doing a short write in the *Notebook*.

Thinking *Within* the Text

- Write about how one or two of the birds in this book use odor to protect themselves from predators.

Thinking *Beyond* the Text

- According to Jenkins, people keep spiny-tailed geckos and king ratsnakes as pets, even though they can be stinky. Write your thoughts about this. Would you be interested in either animal as a pet? Why or why not?

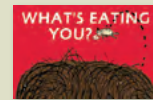
Thinking *About* the Text

- Write about the graphic organizer on pages 36-37. Do you think the graphic organizer would be more helpful if it came first in the book? How did it help you better understand what you read?

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

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

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



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GRADE 5



Independent Reading

Conferring Card



Title	<i>The Ugly One</i>
Grade	5
Author	Leanne Statland Ellis
Genre	Fiction/Historical
Message(s)	Beauty comes in many forms. Life is full of unexpected events. A small act of kindness can have a large impact.

Book Talk

Do you enjoy reading stories that sweep you back to ancient times? The Ugly One is a story about Micay, a girl living long ago in the Incan empire. A scar marks her face, so many in her mountain village call her “the Ugly One.” One day, a stranger passes through the village and gives Micay a baby bird, and her life begins to change in ways she never expected. Can Micay find her place in her village? Do the gods have a destiny, even for a girl so scarred? Journey with Micay to find out.

Summary

Micay, whom villagers call “the Ugly One” because of a disfiguring facial scar, is twelve on the day that a stranger comes to her village and gives her a sickly baby macaw with the unlikely name of Sumac Huanacauri (Handsome Rainbow). She nurses Sumac back to health, and the two become inseparable. As Sumac grows, Micay deals with bullying and vivid, upsetting dreams. One day, Sumac leads Micay to the hut of Paqo, the village’s shaman and healer, who gives her a new name, Learning Girl, and teaches her about the spirit world and medicine. When drought strikes, Paqo and other shamans meet to find out whether the gods are offended. Micay joins the shamans bound for Machu Picchu, Sacred Sun City, to ask the Sacred Rock to heal her scar. Ucho, who has bullied Micay for years, tags along, having promised Paqo to watch over Micay. On the journey, Micay runs into her brother as he returns home from tending the empire’s roads. He tells her that a jaguar scarred her face when she was young and that he felt responsible for not preventing the incident. When Micay approaches the Sacred Rock, she cuts her hair, which hides her scar, as an offering. But instead of asking for healing, Micay asks the Rock to end the drought, and rain begins to fall. Micay is invited to become a shaman in Sacred Sun City, and Ucho returns to the village to tell her story.

Focus on Content

The author writes about ancient Peru and the Inca people. Talk about the research the author had to do before writing this book. What things could the author find out for sure? What things did she need to imagine, based on her research? Draw the student’s attention to the author’s note and the many sources—including music—that she lists. How did she become interested in this topic? Together, look at the glossary of Quechua words (pp. 235–238) and say some of them together. Discuss how the author’s use of Quechua words adds to the authentic description of a place and time long ago and so different from today.

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Independent Reading CONFERRING CARD

Conferring Prompts

You may want to select from the prompts below to check in on the student's enjoyment and understanding of the book, and to answer any questions. Sample and support the student's oral reading and discuss writing in the *Reader's Notebook*, if appropriate.

Book Choice and Engagement

- What pulled you into this book about ancient Peru and the Inca people?
- Now that you've read several chapters, what do you think of Micay and some of the other characters, like Ucho and Chasca?

Thinking *Within* the Text

- How did Micay get Sumac? Talk about the day he arrived in her life.
- Micay lives in ancient Peru. Describe her house, or *wasi*, and the area where she lives. What's daily life like there?

Thinking *Beyond* the Text

- Micay said that Ucho has the power to silence her voice when he bullies her. Why does she feel this way? Talk about how she finds her voice and how that changes her relationship with Ucho.
- This story is set long ago, but Micay faces issues people face today. Did you feel connected to Micay and her problems and hopes? Talk about that.

Thinking *About* the Text

- The author often tells stories within stories (e.g., p. 18), uses flashbacks (e.g., pp. 177-178), and describes dreams (e.g., p. 158). Talk about what these literary features add to the story.
- Think about the names Micay bears during the story: her own (which means Beautiful Round Face), the Ugly One, Learning Girl, New Voice, and Marked Girl. Talk about what these names tell about Micay as the story unfolds.

Writing About Reading Prompts

You may want to select from these prompts to engage the student in sharing written responses to the book in the *Reader's Notebook*. Alternatively, invite the student to respond to anything he or she chooses by doing a short write in the *Notebook*.

Thinking *Within* the Text

- Write to explain how Micay cares for Sumac and what happens when he begins to fly. How does their bond develop?

Thinking *Beyond* the Text

- One of the messages of the book is to believe in yourself. How does Micay learn to believe in herself? Write about that.

Thinking *About* the Text

- The author mentions storytelling often and has Micay admire how well her uncle tells a story. Do you think *The Ugly One* is a well-told story? Write your opinion of the author's storytelling.

The student might also enjoy these books about finding self-knowledge found in the Independent Reading Collection.



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BENEFITS OF PROFESSIONAL LEARNING:

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

Strengthen instructional decisions with resources designed to elevate literacy expertise

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

Professional Learning Tools At a Glance

INSTRUCTIONAL TOOLS:

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

PROFESSIONAL LEARNING:

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

ASSESSMENT TOOLS:

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

STUDENT LEARNING TOOL:

- *Reader's Notebooks*

A Literacy System Grounded in Professional Learning

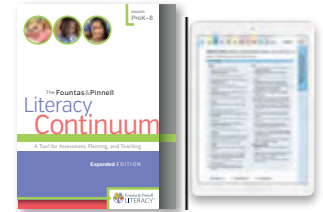
The single most important factor in students' literacy success is skillful, informed teaching. Fountas and Pinnell are committed to elevating teacher expertise through meaningful, scalable, and sustainable professional learning. Their collective work to date establishes a cohesive and coherent set of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

Put Professional Learning Tools into Action

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

The Fountas & Pinnell Literacy Continuum, EXPANDED EDITION

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



Available in print and digital formats

Guided Reading: Responsive Teaching Across the Grades, SECOND EDITION

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



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

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



Available in print and digital formats

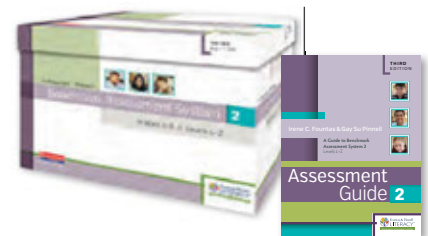
Reader's Notebooks

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



Benchmark Assessment System, THIRD EDITION

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



Professional Development

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

RESOURCES AND OPPORTUNITIES THAT ELEVATE EXPERTISE

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

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

The Fountas & Pinnell Literacy™ Community

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

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



Join for **FREE** at fountasandpinnell.com

CONTINUE THE CONVERSATION ONLINE

@FountasPinnell #FPLiteracy

Fountas & Pinnell Literacy™ @FountasandPinnell

Fountas & Pinnell Literacy™ Learning Group www.facebook.com/groups/FountasPinnell/

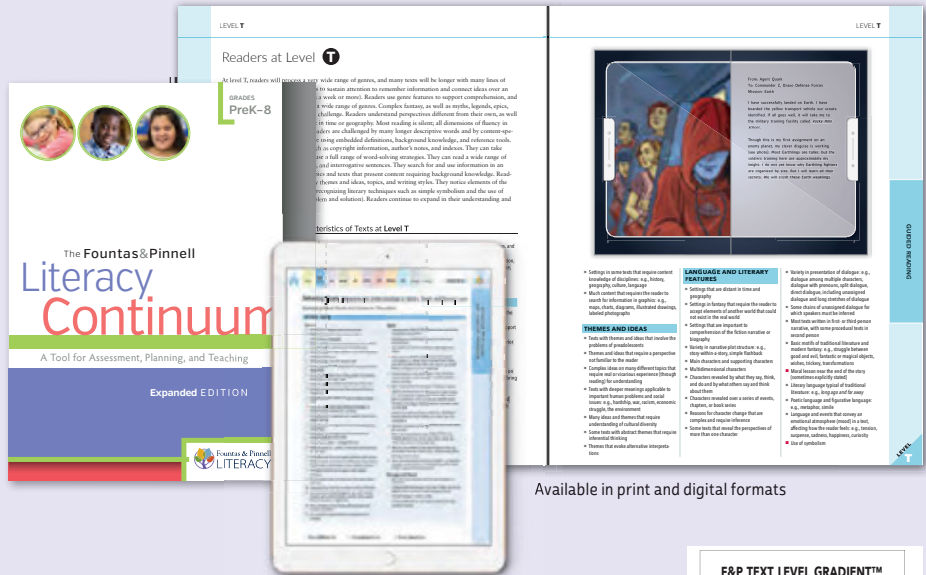
@FountasPinnell #fountasandpinnell

A CLOSER LOOK

The Literacy Continuum EXPANDED EDITION

A FIRM FOUNDATION

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



Available in print and digital formats

THE ROADMAP FOR LITERACY ACQUISITION IN STUDENTS OVER TIME

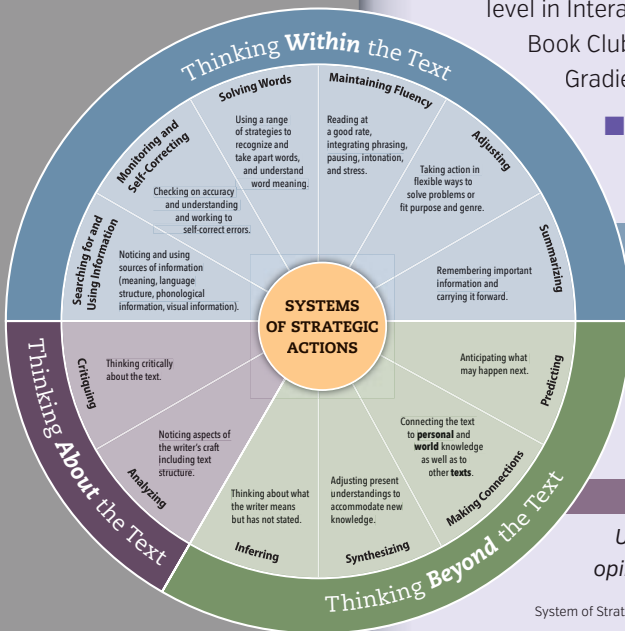
Proficient readers and writers display recognizable behaviors at every phase of literacy learning. When teachers notice, teach, and support these behaviors, they link assessment to responsive teaching. This indispensable literacy tool identifies:

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

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

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

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

Understanding the literal meaning by processing words and stated ideas

THINKING BEYOND THE TEXT

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

THINKING ABOUT THE TEXT

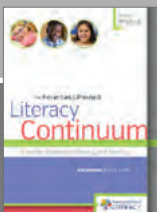
Understanding author's craft and articulating opinions about craft

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

A SCHOOL-WIDE COMMON LANGUAGE

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

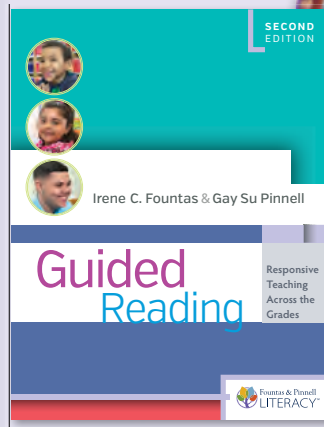
ROLE	WAYS TO USE <i>THE FOUNTAS & PINNELL LITERACY CONTINUUM</i> , EXPANDED EDITION
CLASSROOM TEACHER	<ul style="list-style-type: none"> • guide instructional planning and interactions • select texts for various purposes (interactive read-aloud, shared reading, book clubs, guided reading, and as mentor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



THE ESSENTIAL RESOURCE FOR THINKING TOGETHER ABOUT LITERACY DEVELOPMENT

REDEFINE YOUR LITERACY INSTRUCTION

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



CHAPTER 15

Teaching for Systems of Strategic Actions in Guided Reading

Respond to the needs of all learners.

Respond to the needs of all learners.

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



CHAPTER 23

Managing Literacy in the Intermediate/Middle Grades

Managing Literacy in the Intermediate/Middle Grades

Managing Literacy in the Intermediate/Middle Grades

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

A Comprehensive Design

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

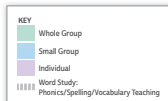


FIGURE 24-1 Key for Different Settings in a Coherent Literacy Design

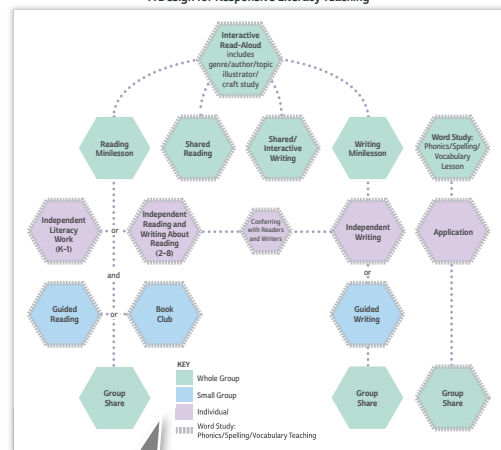
Each setting is described in different parts of this book and in our other professional books. We will define them briefly here as a kind of summary. Notice the key that applies to the different settings. (See Figure 24-1.) In Figure 24-2, you see a layout of a basic coherent literacy design. This broad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

Whole-Group Teaching

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

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

A Design for Responsive Literacy Teaching



In-depth exploration of responsive teaching.

THE LANGUAGE OF TEACHING

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



Available in print and digital formats

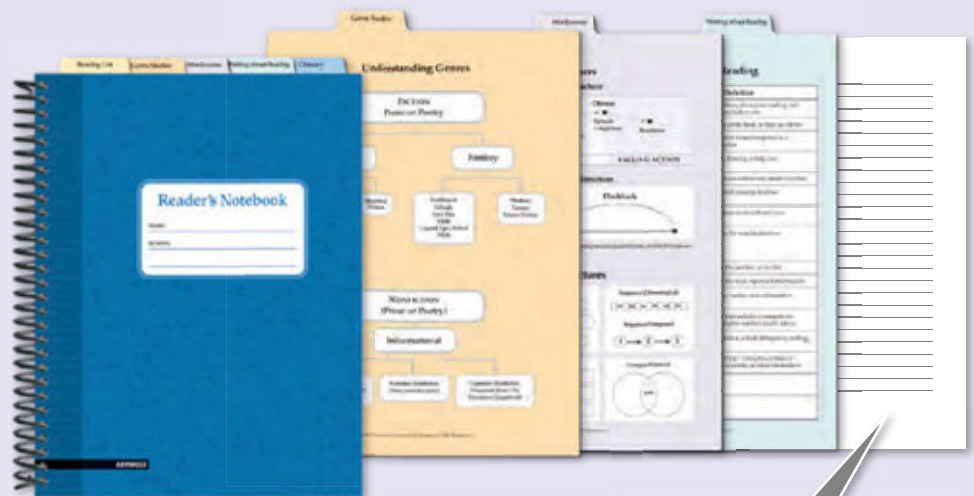


Select language to prompt students as they build their literacy processing systems.

A POWERFUL TOOL TO SUPPORT READING ALL YEAR LONG

Reader's Notebooks enable students to:

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



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

CONTEXTS FOR ASSESSMENT AND OBSERVATION IN FOUNTAS & PINNELL CLASSROOM™

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

Assessment to Inform Instruction

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

Assessment At A Glance

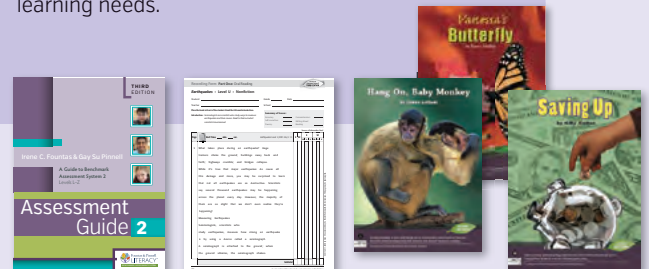
Assessment makes evidence-based, student-centered teaching possible. This information will help teachers to:

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




CONTINUOUS AND INTERVAL ASSESSMENT

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

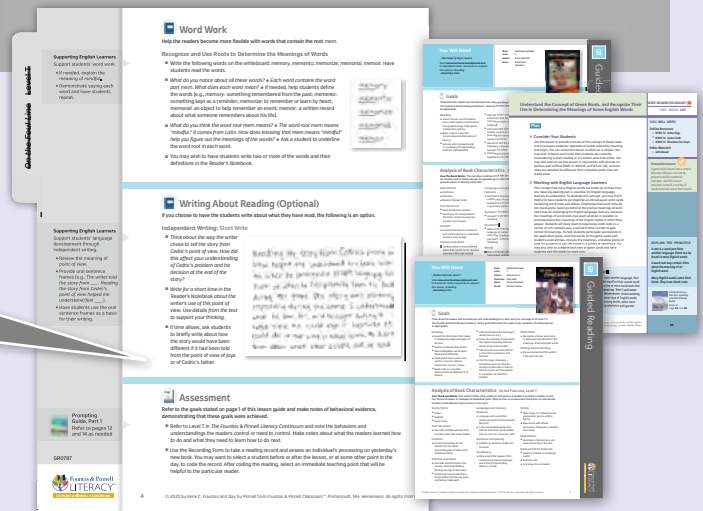
Type	Frequency	Assessment Tool
CONTINUOUS	<ul style="list-style-type: none"> • Administer at regular intervals 	<ul style="list-style-type: none"> • Use a reading record to code, analyze, and score a student's reading of the previous day's new text during guided reading.
INTERVAL	<ul style="list-style-type: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



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

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

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





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



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