Fountas & Pinnell Classroom™

AN INTRODUCTION TO

THE **FUTURE** OF LITERACY EDUCATION

GRADE **6**

Heinemann
DEDICATED TO TEACHERS

Fountas & Pinnell
LITERACY™

Reflect
Reimagine
Redefine

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

Lift students'

learning beyond

the walls of the

classroom with texts

and a blueprint for

teaching that create

authentic experiences

in reading, thinking,

talking, writing, and

reflecting to realize

what it truly means to

live a literate life.

Fountas & Pinnell
LITERACY™

ELEVATING TEACHER EXPERTISE

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

Fountas & Pinnell Classroom™

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

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

- see themselves reflected in the books they read and write about

- grow as thoughtful users of literacy

- engage in real reading, writing, and thinking

and for teachers to:

- work at the cutting edge of students' learning

- support independence and student agency

- understand the critical role of responsive teaching in leading literacy learning forward.

DESIGNED TO CHANGE THE LANDSCAPE OF LITERACY EDUCATION

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

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

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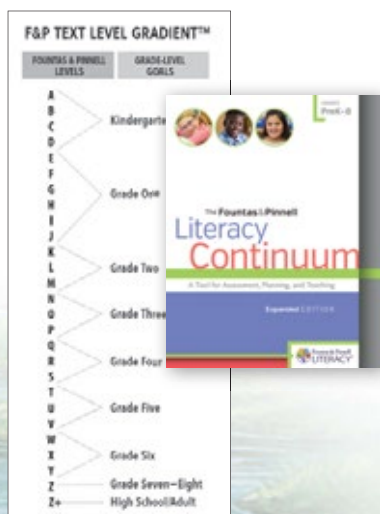
1 INSTRUCTIONAL COHERENCE

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

2 RESPONSIVE TEACHING

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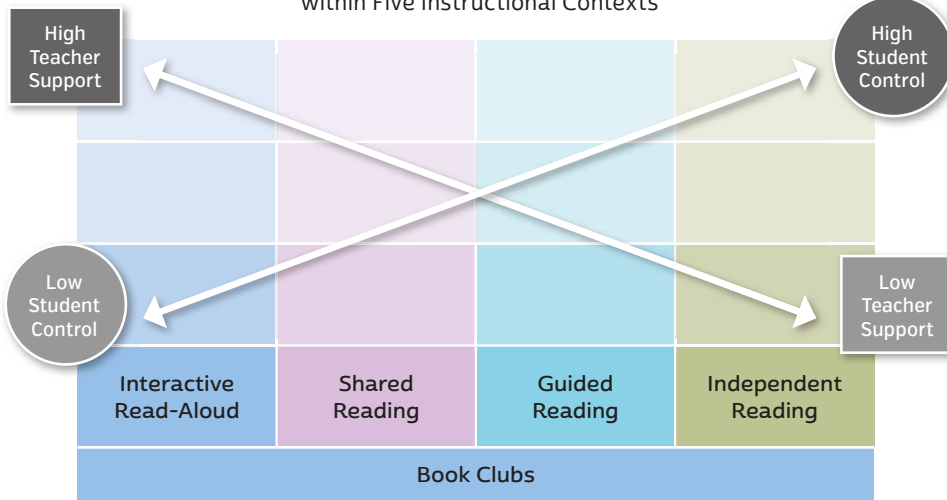
3 MULTI-TEXT APPROACH

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

**Levels of Teacher Support for Reading
within Five Instructional Contexts**

High Teacher Support				High Student Control
Low Student Control				Low Teacher Support
Interactive Read-Aloud	Shared Reading	Guided Reading	Independent Reading	
Book Clubs				

Fountas & Pinnell
Classroom™

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.
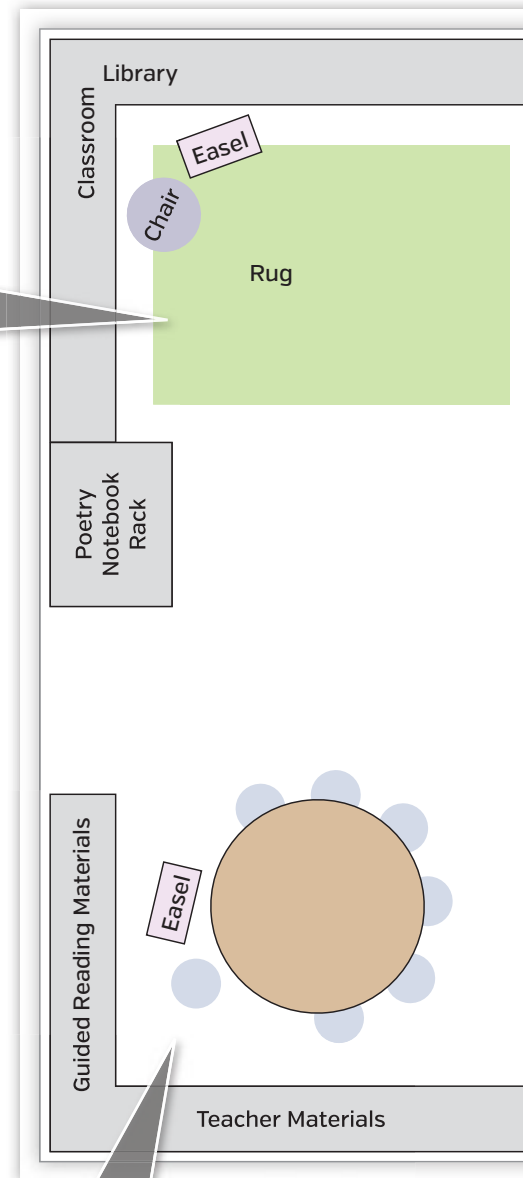
WHOLE-GROUP AREA

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:

IRA Interactive Read-Aloud

SR Shared Reading

RML Reading Minilessons

PWS Phonics, Spelling, and Word Study lessons

Library
Classroom
Easel
Chair
Rug
Poetry Notebook Rack

Guided Reading Materials
Easel
Teacher Materials

SMALL-GROUP AREAS

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

PURPOSE: Small-group reading instruction

FOUNTAS & PINNELL CLASSROOM™ INSTRUCTIONAL CONTEXTS:

GR Guided Reading   BC Book Clubs

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

Personal Book Boxes

Tablets

Computers

Math Manipulatives

Science/Social Studies Materials
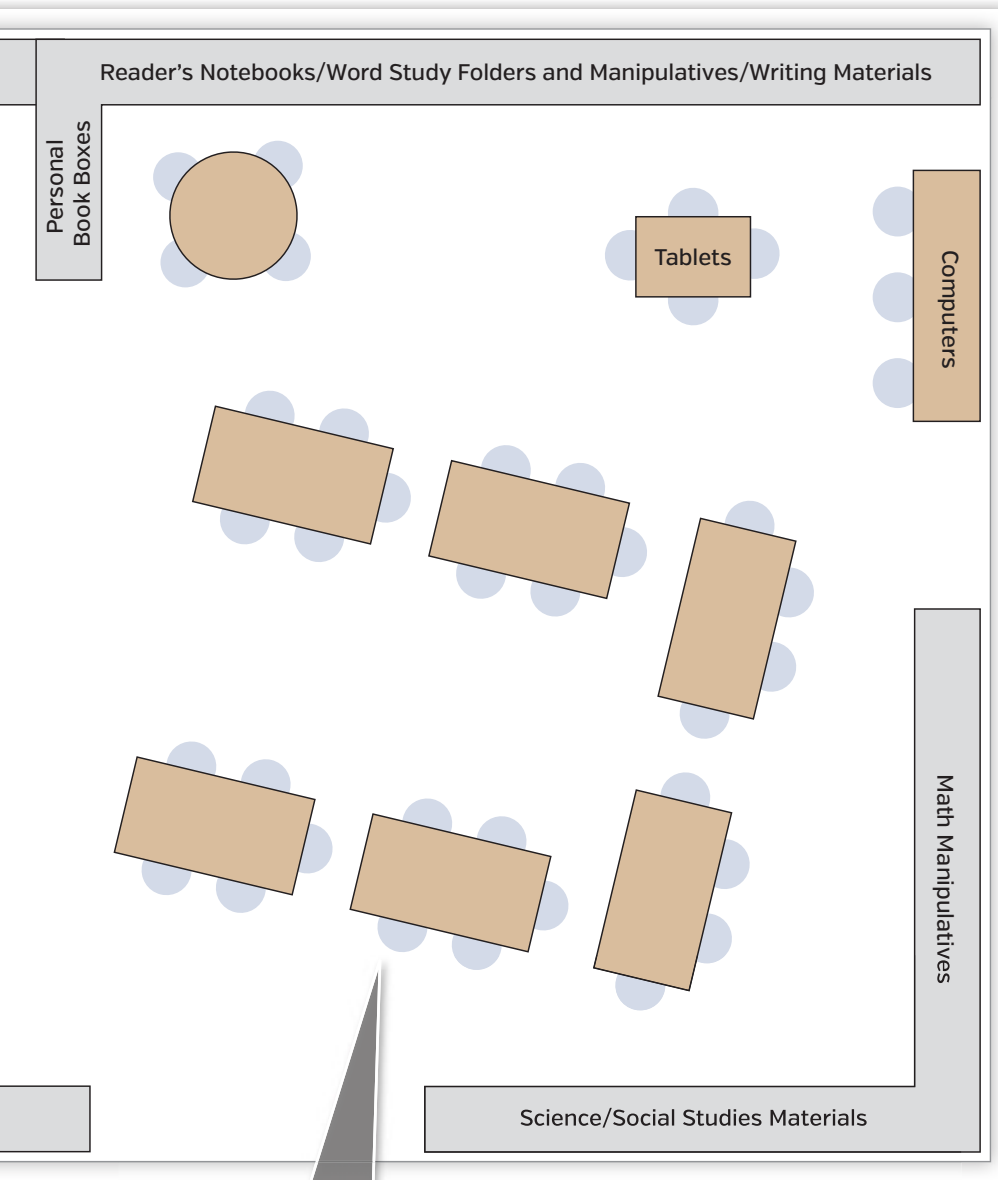
INDEPENDENT WORK AREAS

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:

IR Independent Reading   **PWS** Phonics, Spelling, and Word Study application   **SR** Shared Reading

DESIGNED TO CHANGE THE LANDSCAPE OF LITERACY EDUCATION

Instruction in Fountas & Pinnell Classroom™

Comprehensive resources for a systematic approach to literacy learning

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

WHOLE-GROUP TEACHING

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

SMALL-GROUP TEACHING

5. Guided Reading
6. Book Clubs/Literature Discussion

INDEPENDENT LEARNING

7. Independent Reading

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

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

INDEPENDENT READING

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

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

IR

GR

GUIDED READING

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

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

BC

BOOK CLUBS/ LITERATURE DISCUSSION

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

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

READING MINILESSONS

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

- One book of minilessons per grade K–6

RML

INTERACTIVE READ-ALOUD

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

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

IRA

PWS

PHONICS, SPELLING, AND WORD STUDY

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

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

SR

SHARED READING

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

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

DESIGNED TO CHANGE THE LANDSCAPE OF LITERACY EDUCATION

The Fountas & Pinnell Classroom™ System

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

Digital Components

ONLINE RESOURCES
• Printable Lessons, Cards, Recording Forms, and other resources

AUDIO BOOKS
• Shared Reading titles

ASSESSMENT TOOLS
• Online Data Management System
• Reading Record App for iPad®

PROFESSIONAL LEARNING TOOLS
• Professional Development Video Library
• Fountas & Pinnell Literacy™ Community

DIGITAL EDITIONS
• The Literacy Continuum
• Prompting Guides
• Literacy Beginnings

Instructional Context		Grade 4
GUIDED READING	GR	● 180 original titles: levels N-V (6 copies each) ● 180 Lesson Folders ● Context Collection Guide
INTERACTIVE READ-ALOUD	IRA	● 120 trade titles ● 120 Lesson Folders ● 25 Inquiry Overview Cards ● Context Collection Guide
READING MINILESSONS	RML	● The Reading Minilessons Book, Grade 4
SHARED READING	SR	● Online Resources ● Specific enlarged text opportunities for shared and performance reading in IRA, GR and BC lessons
PHONICS, SPELLING, WORD STUDY	PWS	● Fountas & Pinnell Word Study, Phonics, Spelling, and Vocabulary System, Grade 4
INDEPENDENT READING	IR	● 200 trade titles ● 200 Conferring Cards ● Context Collection Guide
BOOK CLUBS	BC	● 48 trade titles (6 copies each) ● 48 Discussion Cards ● Context Collection Guide
PROFESSIONAL LEARNING TOOLS	PLT	● 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

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

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

DESIGNED TO CHANGE THE LANDSCAPE OF LITERACY EDUCATION

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	• Bring the classroom community together to introduce/discuss the day and set goals.	5
INTERACTIVE READ-ALOUD LESSON **IRA**	• 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 *Reader's Notebook*.	25
SHARED READING **SR**	• Teacher engages students in shared and performance reading using poems, Readers' Theater, or enlarged print.	
GROUP SHARE	• Gather students together to reflect on and share learning. *Science and social studies topics and themes are integrated into the IRA lessons.*	
BREAK		
READING MINILESSON **RML**	• Teacher provides an explicit minilesson for students to apply to their independent reading and writing about reading.	10
SMALL-GROUP INSTRUCTION **GR** **BC**	• Teacher meets with Guided Reading groups each day. • Teacher initiates Book Clubs as appropriate, and they meet about once per month.	60
INDEPENDENT LITERACY WORK **IR**	• Students engage in: • Independent reading • Writing about reading in the *Reader's Notebook*	
GROUP SHARE	• Gather students together to reflect on and share learning.	5
BREAK		
WORD STUDY, PHONICS, SPELLING, AND VOCABULARY **PWS**	• 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	• Teacher provides an explicit minilesson, confers with readers, and convenes a guided writing group.	60
		TOTAL: 3.25 HOURS

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

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.
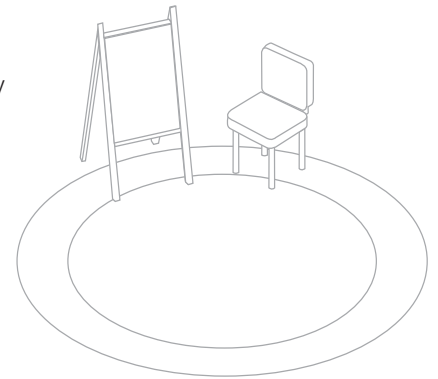
Texts and Instruction for Interactive Read-Aloud

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*.
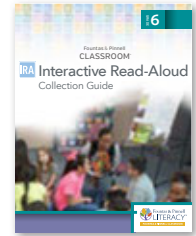
Interactive Read-Aloud Books
120 trade titles, 1 copy of each

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.
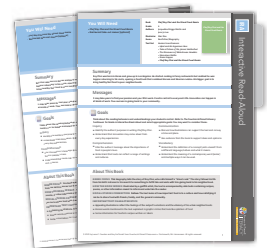
Inquiry Overview Cards and Inquiry Projects
25 text set cards, including Inquiry Overview cards, Author and Illustrator Study cards, and Genre Study cards feature a brief overview of the text set, opportunities to think across books, an essential question and big ideas to guide thinking and discussion, as well as a menu of projects to encourage exploration and inquiry.
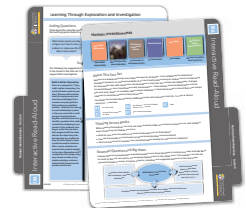
FPC Interactive Read-Aloud Online Resources
The resources needed for each lesson, including:

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

Online Resources

Guide	Books	Lessons	Access
Fountas & Pinnell Classroom™ Interactive Read-Aloud Collection Guide	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

IRA

Interactive Read-Aloud

Human Inventiveness

Iqbal and His Ingenious Idea	*Take a Picture of Me, James VanDerZee!*	*The Dinosaurs of Waterhouse Hawkins*	*Marvelous Mattie*	*Grace Hopper*	*Chef Roy Choi and the Street Food Remix*
Iqbal and His Ingenious Idea	Take a Picture of Me, James VanDerZee!	The Dinosaurs of Waterhouse Hawkins	Marvelous Mattie	Grace Hopper	Chef Roy Choi and the Street Food Remix

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 many want to include.

About This Text Set

Humans are always inventing new, improved ways to do things. From rethinking the simplest of household products, to making new kinds of art and food to improvising an energy source to improving the way people deal with computers, the innovators in this text set, mostly real individuals, changed the world through their inventiveness and perseverance. These stories about brainstorming and the trial-and-error aspect of invention might inspire students to think about ways to invent their own simple solutions to everyday problems they encounter.

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

IRA *The Turtle Ship*

IRA *Tiny Stitches: The Life of Medical Pioneer Vivien Thomas*

BC *Iqbal*

BC *The Boy Who Harnessed the Wind*

BC *Girls Think of Everything*

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**.

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 do you think the authors of these books want you to think about?
- How did the people in these books go about brainstorming new inventions?
- Why is it important for people to be persistent when looking for solutions to problems?

Essential Question and Big Ideas

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.

Engage children 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.

Innovation often begins with rethinking everyday experiences.

What does it take to be inventive?

Inventive people are open to new ideas and willing to change direction when they get new information.

Inventive people are persistent because they realize how much time and effort it takes to solve most problems.

Human Inventiveness   Grade 6

Fountas & Pinnell LITERACY™
FOUNTAS & PINNELL CLASSROOM

Learning Through Exploration

Asking Questions

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

> What steps would you take to figure out how to solve a problem to make your life or other's lives easier?

> How can you invent something new and exciting using everyday materials?

> How can you rethink something that's ordinary to make it extraordinary?

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.

Build a Better Mousetrap

There is a saying that, "If you build a better mousetrap, the world will beat a path to your door." Discuss with students what the saying means and how they could apply it to a common everyday problem that could use an updated solution. Students can choose to work individually, in pairs, or they can work with a small group as they brainstorm together and determine how to identify a problem that could be remedied by designing a new product. Once students have begun, invite them to share their progress with the class, discuss the steps they took, and describe any roadblocks they hit while trying to come up with innovative solutions. After a week, students can present their product designs to the class. Depending on the complexity of the design, they may choose to make a very simple prototype or draw a diagram that shows how the product would work.

Rube Goldberg Challenges

Have students research Rube Goldberg, the famous cartoonist best known for inventing zany contraptions. His cartoons (available at rubegoldberg.com) show imaginary machines made of everyday objects that that perform dozens of steps to complete a simple task. Every year, there is a Rube Goldberg Challenge to design and make an actual DIY "machine" with simple materials like cardboard tubes and balloons. Invite students to identify a challenge from the contest, or they can use the contest as inspiration to present their own challenge to the class. Encourage discussion about how the project will be chosen and have students decide the process themselves. Remind students to choose something feasible that will not take too much time or expense. Students can share their finished contraptions with the class. After the designs or machines are presented, have students take time to reflect on the process they went through and how they were motivated to keep trying to make their inventions work.

What's for Lunch?

School lunches are not the most exciting meals to eat. Chef Roy Choi has figured out ways to make fast food exciting by rethinking the ingredients and flavors of common foods like tacos. Then he served his innovative recipes out of a truck. How could the school lunch experience be changed to be more appealing? Students can find out. Ask them to survey their classmates about favorite dishes, ingredients, flavors, and spices they would like to find on a lunch menu. They can also ask each other questions about how the setting and atmosphere in the cafeteria could be rethought. At this point, students can decide to work in groups or individually to decide what to do with the information they have compiled. They could invent new menus or come up with a master plan to innovate the way food is served. Invite students to present their ideas to the class. After the presentations, invite students to discuss possible next steps they could take to try to implement some of their new ideas within the existing lunch program.

Human Inventiveness   Grade 6

Interactive Read-Aloud

IRA

Interactive Read-Aloud LESSON FOLDER

IRA

Interactive Read-Aloud

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

You Will Need

- *Chef Roy Choi and the Street Food Remix*
- Restaurant take-out menus [optional]

Book	*Chef Roy Choi and the Street Food Remix*
Grade	6
Authors	Jacqueline Briggs Martin and June Jo Lee
Illustrator	Man One
Genre	Nonfiction/Biography
Text Set	Human Inventiveness

Chef Roy Choi and the Street Food Remix

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

- *Iqbal and His Ingenious Idea*
- *Take a Picture of Me, James VanDerZee!*
- *The Dinosaurs of Waterhouse Hawkins*
- *Marvelous Mattie*
- *Grace Hopper*
- *Chef Roy Choi and the Street Food Remix*

Summary

Roy Choi was born in Korea and grew up in Los Angeles. He started cooking in fancy restaurants but realized he was happier returning to his roots, opening a food truck that combined Korean and Mexican cuisine. His bigger goal is to bring healthy fast food to poor neighborhoods.

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

Messages

It may take years to find your passion and your life's work. Food is central to everyone's life. Innovation can happen in all kinds of work. True success is giving back to your community.

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 6 Interactive Read-Aloud and select appropriate goals. You may want to consider these:

Inquiry
- Identify the authors' purposes in writing *Chef Roy Choi*.
- Understand that innovation may come about from every day experiences.

Comprehension
- Infer the authors' message about the importance of food in people's lives.
- Understand that texts can reflect a range of settings and cultures.

Communication
- Discuss how illustrations can support the text and convey a time and place.
- Use evidence from the book to support ideas and opinions.

Vocabulary
- Understand the definition of a concept (*sohn-maash*) from a different language/culture and what it means.
- Understand the meaning of a contemporary word (*remix*) and multiple ways it can be used.

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

About This Book

GENRE FOCUS This biography tells the story of Roy Choi, who calls himself a "street cook." The story follows his life from his birth in Korea to his search for something to fulfill him and ends with him giving back to his neighborhood.

HOW THE BOOK WORKS Illustrated by a graffiti artist, the text is accompanied by side texts containing recipes, poems, or other information meant to inform and entertain the reader.

SOCIAL STUDIES CONNECTION Culture The text looks at how important food is to a culture and how satisfying it can be to share food with friends, family, and the general community.

IMPORTANT TEXT CHARACTERISTICS
- Appealing illustrations reflect the feelings of the subject's emotions and the vibrancy of his urban neighborhoods
- Korean words mentioned in the text explained in graphic circles that look like splatters of food
- Some information for freeform recipes written on labels

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Fountas & Pinnell LITERACY

FOUNTAS & PINNELL CLASSROOM

IRA SR PWS RML GR BC IR PLT

Numbering Book Pages

Begin numbering this book on the left-hand page that begins "Chef Roy Choi can chop . . . ," and end with the right-hand page Illustrator's Note, for a total of 28 pages.

Supporting English Learners

Support students' understanding of concepts and vocabulary.
- Make sure that students un-

snufflers, 'burbs, taggers, and *geeks.*

Prompting Guide, Part 2
Refer to pages 9, 15, and 21 as needed

Supporting English Learners

Support students' discussion of the text.
- Make sure students understand words used in the prompts, such as *fulfilling*.
- Provide an oral sentence frame for students, such as *I think Roy liked cooking in his food truck better than in a restaurant because ___.*

Prompting Guide, Part 2
Refer to pages 22, 26, and 36 as needed

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 ●).

- *Think about the last meal you ate that was really delicious. Did you have it at home or in a restaurant?* ● *How does a meal feel different depending on where you eat it or whom you eat it with?*
- *Today we are going to read* Chef Roy Choi and The Street Food Remix *by Jacqueline Briggs Martin and June Jo Lee. Roy didn't grow up thinking he'd be a chef, but he loved to eat his mother's food. Let's find out where his love of food led him.*

Read the Text

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

- After page 2: *What is "Sohn-maash? It's a concept in the Korean culture explained in the art: "Sohn-maash is the flavors in our fingertips. It is the love and cooking talent that Korean mothers and grandmothers mix into their handmade foods."* ● *Talk to a partner about what that definition means to you. What are some foods that make you feel that way?*
- After page 6: *Roy's family restaurant was the "best good place" and when the family gathered at booth #1, it was "Roy's best good time." Why do you think the authors repeated those words? What do you predict this might tell you about what will happen to Roy?*
- After page 9: *Roy finally realized his passion was cooking. In cooking school, he learned about "teamwork, knifework, saucework." Discuss what you think these concepts mean. Turn and talk about the different jobs on a restaurant team.*
- After page 12: *The title of this chapter is "A Street Food Remix." Describe what Roy is doing in this illustration.* ● *What is a* remix *in music?* ● *Talk about how Roy remixed Mexican tacos.*
- After page 25. *Roy Choi isn't sure if he can bring Locols to other poor neighborhoods to "re-mix" them* ● *Talk about the problems Roy Choi might face as he tries to "feed goodness to the world."*

Discuss the Text

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

- *Roy loved his mom's cooking but he didn't want to cook what she made. Discuss why you think that wasn't fulfilling for him.*
- *At first, people wouldn't eat at Roy's truck because they didn't think Korean cooks could make tacos. Talk about how Roy changed their minds.*
- *Why do you think Roy got more satisfaction cooking in his truck than cooking in fancy restaurants?*

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

Thinking *Within* the Text
- Roy Choi learned about food from his mom who cooked Korean food.
- When Roy finished school, he didn't know what he wanted to do. Then he saw a cooking show and realized he would like to cook.
- Roy stopped cooking at fancy restaurants and opened a food truck selling tacos with Korean barbecue on top.

Thinking *Beyond* the Text
- Sometimes when you achieve your goal, you realize it is not what you really want so you have to reinvent yourself.
- Sharing is a way that people from diverse backgrounds can come together.
- Remembering what made you happy as a child might be a good place to look for happiness as an adult.

Thinking *About* the Text
- *Chef Roy Choi and The Street Food Remix* was written to show that true success includes working in an innovative way and giving back to your community.
- Slang terms and graffiti-style art make Roy Choi's urban world come alive to the reader.
- Korean words that might be unfamiliar are defined in the art.

Respond to the Text

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

INDEPENDENT WRITING Display page 15. *The text in the art on page 15 is a description of the food the Kogi truck serves and it sounds something like rap poetry:*

> "Hustle. Sizzle. Grill short ribs.
>
> Slap the taco down. Toss on slaw.
>
> Squirt Roy's Awesome Sauce.
>
> Happy Eating!"

Have students talk to a partner about their favorite foods. Then have each student brainstorm a list of words to describe those foods. They can use some of those words to write their own poems about delicious food in the reader's notebook.

Sticky rice is the device.
Pour on the silky sauce.
Crunchy onions.
Sour pickles.
Bits of garlic.
Chunks of meat.
Nothing sweet!

Scream it all over!
Jam it up.
In a cone or cup.
Cold? Wet? You bet!
Chocolate. Vanilla. Pistachio.
Leaves me with a mustachio.

Love tacos: chicken/fish/pork.
Don't need a fork.
Love tacos every day.
Every kind. Every way.
Love tacos. Even as a snack.
Repeat that. Love tacos!

Spicy, spicy chicken.
Roasting in my kitchen.
Add some hot spot — or not.
Can't take the heat?
Get beat!

SCIENCE Review the Awesome Sauce blurbs in the art on pages 11 and 26. Remind students that Roy Choi's awesome sauce needs a balance of sweet, sour, bitter, salty, and savory. Have students make a chart with those five headings. Discuss what flavors different foods have and have students list them in the appropriate column. Point out that some ingredients could go into more than one column. Then discuss which ingredients could be put together to make a unique awesome sauce, being sure to include at least one item from each column.

SOCIAL STUDIES Discuss the fact that as people travel more and learn about foods and ingredients from different places, they create new dishes. Show students a collection of takeout menus to find dishes that combine ingredients from more than one culture. Have students work together in groups to create a menu to highlight some of these dishes.

> 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 independent writing activity.

- Make sure students understand the concept of rap poetry.
- If needed, pair a native English speaker with an English learner to discuss before they write.
- Provide oral sentence frames for students (e.g., *My favorite food is ___. I like the way it tastes/smells/feels ___ because ___.*)
- If needed, demonstrate brainstorming a list of adjectives to describe food.

Chef Roy Choi . . . Grade 6

> 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' participation in the science activity.

- Make sure students understand the concepts of bitter and savory foods.
- If needed, pair a native English speaker with an English learner.
- Provide an oral sentence frame, such as *A food that is sweet/sour/bitter, salty/ savory is ___.*

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

Reread and Revisit the Text

You may want to revisit the whole 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 8. *What images do you have of Roy at this time in his life? Talk about how the language and art help you to understand his situation.*
- Reread page 15. *Some customers took pictures of Roy's food to share with friends. How do you think that helped his career?*
- Reread pages 19-23. *The illustrator of this book is a graffiti artist. Discuss the aspects of graffiti art that you can see reflected on these pages.*

Vocabulary

- *Reread page 6. What does 'burbs mean?* ● *Discuss how moving away from the city could change how Roy felt about himself.*
- Reread the chapter heads of pages 11, 19, and 25 and display the art. *How is the word* remix *used in each of these chapters? What got remixed each time?*

Book and Print Features

- *Compare the illustrations on pages 6 and 26. How do they reflect Roy's philosophy about food?*
- Display pages 17-18. *The illustrator shows a map of Los Angeles and some of the neighborhoods along with Kogi trucks and a phone screen. How does this art add to the information on the pages?* ● *Discuss how, if you had never seen a food truck, this artwork would help you understand the concept.*

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

Connect to Other Books (Text Sets)

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

- *James VanDerZee, Waterhouse Hawkins, and Roy Choi all had setbacks that made them rethink parts of their careers. In what different ways did they handle the challenges in their lives?*
- *Display the covers of the other books in this text set. What adjectives can you use to describe these innovators, whether they are creating machines or art or food?*

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

Assess the Learning

Observe students to find evidence that they can:

- infer the authors' message.
- discuss how illustrations can add to one's understanding of a subject.
- explain how messages taken from the story can apply to their own lives.
- Identify and discuss a subject's motivations.

Supporting English Learners

Support students' comprehension and language.

- ● Make sure students understand the concepts of graffiti and of a graffiti artist.
- ● Provide oral sentence frames for students (e.g., *The art helps/does not help me understand ___ about Roy because ___. I think customers' photos helped Roy's business because ___.*).

Prompting Guide, Part 2
Refer to pages 10, 22, and 40 as needed

- ● Make sure students understand the concept of setbacks.
- ● Provide oral sentence frames for students (e.g., *___ solved his problem by ___, while ___ solved his problem by ___. I think the*

Chef Roy Choi . . . Grade 6

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Fountas & Pinnell LITERACY™
FOUNTAS & PINNELL CLASSROOM

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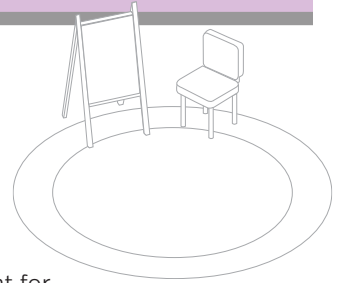
For students in grades four and above, use the level of support that shared reading affords with a greater variety of texts to develop readers' competencies in word analysis, vocabulary, fluency, and comprehension.

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** **BC** **GR**	**GR**
• IRA Lessons include Respond to the Text: Shared Writing opportunities that become Shared/Performance Reading opportunities	• Applicable books that offer Shared Reading opportunitites 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.	• Readers' Theater scripts available in Online Resources

Value of Shared Reading *for Intermediate/Middle-Level Readers*

- Develops a sense of community
- Expand 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**
- 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	- 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

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.
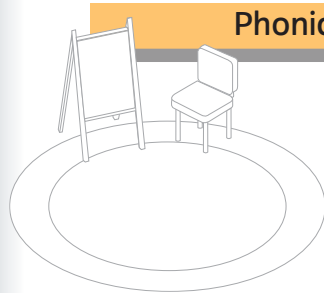
Phonics, Spelling, and Word Study *At a Glance*

- 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.
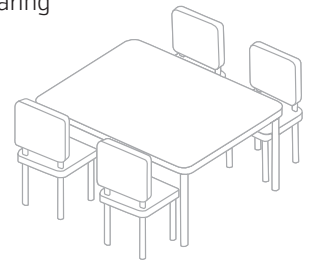
Systematic Instruction for Phonics, Spelling, and Word Study

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		
PWS • Lesson (Generative Principle) • Inquiry-Based	• Whole Group	IRA SR • Interactive Read-Aloud • Modeled Writing • Shared Reading • Shared Writing
APPLY		
PWS • Hands-on Practice • Constructive Experiences	• Small Group or Literacy Centers (K–1) • Partners • Individuals	GR BC • Guided Reading • Book Clubs
SHARE		
PWS • Assessment • Summary • Link to Reading & Writing	• Whole Group	IR • Independent Reading • Independent Writing

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.
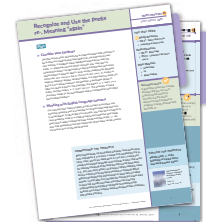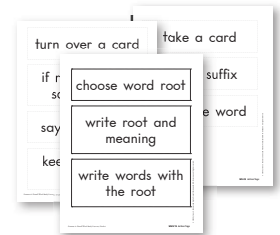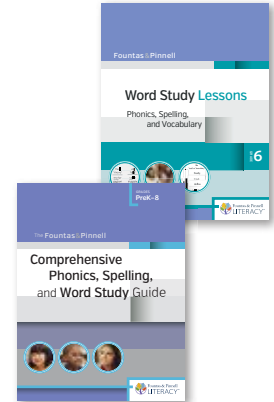
Guide	Lessons	Ready Resources	Access
• Comprehensive Phonics, Spelling, and Word Study Guide	• 100 Word Study lessons	Preprinted, preassembled teacher resources	Unlimited access to Online Resources

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

WORD MEANING/VOCABULARY **15**

EARLY MIDDLE **LATE**

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

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

YOU WILL NEED

Online Resources
- WMV 15 Action Tags
- WMV 15 Word Cards
- WMV 15 Word Maps
- WMV 15 Word Bank

Other Materials
- whiteboard

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

Plan

▶ **Consider Your Students**

Use this lesson to provide a review of the concept of Latin roots and to increase students' repertoire of words related by meaning and origin. If your students have less experience identifying related words, you may find it helpful to create more word maps with the whole class before having students do the Apply activity. 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, 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.

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 Latin.

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 Latin. They have Latin roots.

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

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

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 word roots that come from Latin, such as *aqua,* meaning "water," as in *aquatic*; *cap,* meaning "take, seize," as in *captive*; *mem,* meaning "mindful," as in *memorize*; and *rupt,* meaning "break," as in *corrupt*. Understanding how Latin 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 **27**

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

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

Engage students in a specific **activity** that can be used during whole-group instruction.
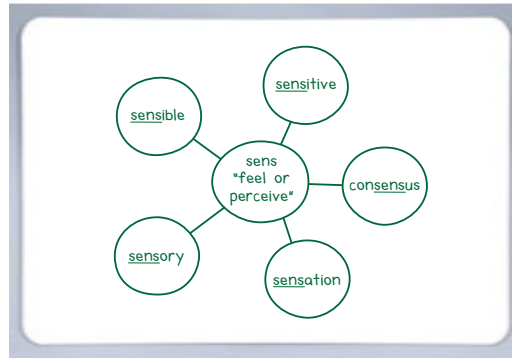
15 WORD MEANING/VOCABULARY

EARLY MIDDLE **LATE**

ACTIVITY: WORD MAP

INSTRUCTIONAL PROCEDURE

MAP WORDS

See page 32 for detailed descriptions of Instructional Procedures.

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

Explain the Principle during teaching with student-friendly language.

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 Latin. They have Latin roots.

Comprehensive Phonics, Spelling, and Word Study Guide

Refer to: page **49**, row **27**

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

Word map diagram: center circle reads "sens 'feel or perceive'" connected to outer circles: sensitive, sensible, sensory, sensation, consensus.

Teach

1. On the whiteboard, write a Latin root that you wish to teach, such as *sens,* in the center of a word map. *The word root* sens *is from Latin.* Write one or two words containing the word root, such as *sensitive* and *consensus,* in outer circles. Underline the word root in each word, and have students read the words.

2. *What do the words mean?* ● As needed, support students in defining the words: *sensitive,* "to be readily or immediately aware of feelings"; *consensus,* "a feeling of agreement among a group." You may wish to have students use each word in a sentence.

3. *A word root may contain hints about the meaning of a word. Based on the meanings of* sensitive *and* consensus, *what do you think the word root* sens *means?* ● Building on students' ideas, state the meaning. *The Latin root* sens *means "feel or perceive."* Add the definition to the center of the map.

4. Have students brainstorm other words that contain the word root. Add the words to the map, and discuss each meaning and how it relates to the meaning of the word root. Demonstrate using a class dictionary or an online dictionary to confirm connections with the word root and to learn more about the origins of the words.

5. Review the principle. *So, what is a word root?* ● *A root is a word part from another language. Where can they be found?* ● *Roots can be found in most English words. Many English words come from Latin. They have Latin roots, such as* sens. *How can word roots help you?* ● *A word root may contain hints about the meaning of an English word.*

6. Tell students that they are going to work with a partner to create a map of words that contain a Latin root. Explain that partners will choose a word root from a word card, write the root and its meaning in the center of a word map, and write words containing the root in the outer circles of the map. Tell students that they can choose appropriate words from the word bank. You may wish to display each word root and brainstorm one or two related words with the whole group: e.g., *bene, benefit; cap, capacity; clud/clus, conclusion; cred, incredible; dict, dictate; dur, endure; flect/flex, reflection; fract/frag, fraction; ject, eject; luc/lum, illumination; mem, memoir; ped, pedal; rupt, disrupt; scribe/script, scribble; vers/vert, reverse.*

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Fountas & Pinnell Word Study Lessons, Grade 6

Name Jeremy

impede • pedestrian
ped "foot"
pedestal • expedition

ped
"foot"

Apply

- Invite students to choose words from the word bank.
- Encourage students to consult dictionaries and other reference sources to to confirm that each word in their map originates from the word root or to identify additional related words.
- You may wish to have partners define each word in a way that reflects the meaning of the word root and include the definitions on their map.
- If students are using the word map provided in Online Resources, explain that they may want to add outer circles to record all of the related words they find.

Share

- Ask partners to share their word maps. Encourage students to explain how the meaning of each word relates to the word root.
- Invite students to share what they are learning about word meanings. *What did you discover about words today?* • *How might knowing word roots help you?*
- Encourage students to notice word roots and to use them to determine the meanings of some words when they read.

Assess

- Give students a Latin 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 E.

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

WORD MEANING/VOCABULARY 15

EARLY MIDDLE **LATE**

ACTIVITY: WORD MAP

INSTRUCTIONAL PROCEDURE

MAP WORDS

See page 32 for detailed descriptions of Instructional Procedures.

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

ACTION TAGS

choose word root

write root and meaning

write words with the root

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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15 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 may wish to revisit a page to point out a key word containing a Latin 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, go back to a page that contains a Latin root that she knows. Draw the student's attention to the word 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 Latin 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 Latin roots that he used in his 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 his knowledge of Latin roots.

Extend Learning

- Have students repeat the Apply activity with word roots that may be more challenging or less familiar, such as *corp* ("body," *corpse*); *man* ("stay," *permanent*); *pend* and *pens* ("hang," *suspend*); *prim* ("first," *primary*); *tempo* ("time," *contemporary*); and *val* ("strength or worth," *valiant*). You can customize word cards using Gamemaker in Online Resources.

- Have students create in their word study notebooks additional maps of words that are connected by common word roots. Encourage students to share what they learn during group shares.

▶ Connect with Home

Have students share their word maps with a family member. Encourage them to define each word in relation to the word root.

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 230 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*
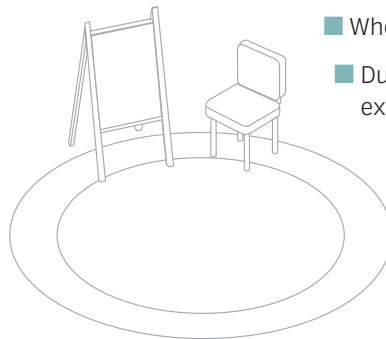
- Whole-group instruction
- During reading minilessons, the teacher presents specific, explicit instruction to help students become independent readers for life
  - Four types: Management; Literary Analysis; Strategies and Skills; and Writing About Reading
  - Interactive Read-Aloud texts serve as mentor 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 6 will include 230 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

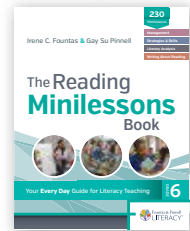To help students connect ideas and develop deep knowledge and broad application of principles, related reading minilessons are grouped under "umbrella" concepts. During each minilesson, teachers will create an anchor chart—a visual representation that states the principle and serves as a reference tool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

MINILESSON TYPE	GRADE 6 UMBRELLAS	
① Management	• Being a Respectful Member of the Classroom Community • Getting Started with Independent Reading • Living a Reading Life	
② Literary Analysis	• Studying Authors and Their Process • Getting Started with Book Clubs • Learning Conversational Moves in Book Club • Reading Graphic Texts • Thinking Critically About Texts • Understanding Fiction and Nonfiction Genres • Exploring Different Kinds of Poetry • Thinking About Themes and the Author's Message • 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 • Understanding Memoir • Exploring Persuasive Texts • Studying Biographies • Noticing How Authors Choose to Organize Information	• Thinking about the Topic of Expository Nonfiction • Reading and Evaluating Multiple Sources • Learning Information from Illustrations and Graphics • Using Text Features to Gain Information • Understanding Realistic Fiction • Exploring Historical Fiction • Studying Modern Fantasy • Studying Epic Tales • Understanding Myths • Thinking About the Setting in Fiction Books • Exploring Conflict in Fiction Texts • Understanding Characters' Feelings, Motivations, and Intentions • Understanding Round and Flat Characters • Thinking Critically About Characters • Analyzing Perspective and Point of View
③ Strategies and Skills	• 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	• Introducing a Reader's Notebook • Using a Reader's Notebook • Writing Letters to Share Thinking About Texts • Use Graphic Organizers to Show How Nonfiction Books are Organized	• Using Graphic Organizers to Show Fiction Text Structures • Introducing Different Genres and Forms for Responding to Reading • Writing about Reading to Persuade • Responding Creatively to Reading

Studying Modern Fantasy

Umbrella 23

Minilessons in This Umbrella

> A **list of minilessons** organized under the umbrella.

RML1 Modern fantasy stories are alike in many ways.

RML2 The definition of modern fantasy is what is always true about it.

RML3 There are different types of modern fantasy.

RML4 Fantasy stories often take place in unusual settings.

RML5 The characters in modern fantasy often represent the symbolic struggle of good and evil.

RML6 Modern fantasy stories have a magical element.

RML7 Modern fantasy stories often reveal a lesson or something true about the world.

Before Teaching Umbrella 23 Minilessons

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

In a genre study, students expand important comprehension skills and learn the distinguishing characteristics of a genre. There are six broad steps in a genre study (pp. 39–40).

Prior to teaching these minilessons, students should have read and enjoyed modern fantasy books (animal fantasy, low fantasy, high fantasy, and science fiction). Students should also have experience with other kinds of fantasy, such as traditional literature (folktales, fairy tales, fables, legends, epics, ballads, and myths). Use the following books from the *Fountas & Pinnell Classroom™ Interactive Read-Aloud Collection* and *Independent Reading Collection* or choose fantasy stories from your own library. Also encourage students to bring in knowledge from modern fantasy books they have read outside of school.

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

Interactive Read-Aloud Collection
Genre Study: Fantasy

The Sweetest Fig by Chris Van Allsburg

Jumanji by Chris Van Allsburg

The Jumbies by Tracey Baptiste

The Van Gogh Cafe by Cynthia Rylant

Hoodoo by Ronald L. Smith

Handling Emotions/Positive Relationships

Wings by Christopher Myers

Taking a New Perspective/Countering Stereotypes

Wabi Sabi by Mark Reibstein

Independent Reading Collection

The Golden Compass by Philip Pullman

Above World by Jenn Reese

Into the Wild by Erin Hunter

As you read aloud and enjoy these texts together, help students discuss unique features of modern fantasy books.

Interactive Read-Aloud
Genre Study: Fantasy

The Jumbies by Tracey Baptiste

Handling Emotions/ Positive Relationships

Taking a New Perspective/ Countering Stereotypes

Wabi Sabi by Mark Reibstein

Independent Reading

Above World by Jenn Reese

Into the Wild by Erin Hunter

Section 2: Literary Analysis

Umbrella 23: Studying Modern Fantasy ■ 107

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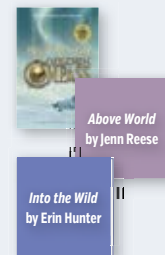
The **Minilesson Principle** is a brief statement that describes the understanding that students will need to learn and apply.

RML 1
LA.U23.RML1

Studying Modern Fantasy

You Will Need

- a variety of familiar fantasy stories, such as those in Text Set: Genre Study: Fantasy
- chart paper and markers
- basket of modern fantasy books
- sticky notes

Academic Language / Important Vocabulary

- modern fantasy
- genre
- characteristics
- magical
- imagined

Continuum Connection

- Notice and understand the characteristics of some specific fiction genres: e.g., realistic fiction, historical fiction, folktale, fairy tale, fractured fairy tale, fable, myth, legend, epic, ballad, fantasy including science fiction, hybrid text [p. 79]

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**.

Reading Minilesson Principle
Modern fantasy stories are alike in many ways.

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.

Goal

Notice and understand the characteristics of modern fantasy.

Rationale

When you teach students the characteristics of modern fantasy, they will recognize that fantasy stories could not happen in real life and often have magic, good versus evil, and life lessons, and they will know what to expect when reading fantasy stories.

Assess Learning

Observe students when they read and discuss fantasy stories and notice if there is evidence of new learning based on the goal of this minilesson.

- Can students discuss the ways fantasy stories are alike?
- Do they understand that characteristics *always* occur or *often* occur in fantasy stories?
- Do they use the terms *modern fantasy, genre, characteristics, magical,* and *imagined*?

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

Minilesson

To help students think about the minilesson principle, engage them in thinking about the characteristics of fantasy stories. Here is an example.

- Show the covers of multiple fantasy books that are familiar to students.

  Turn and talk about how these fantasy stories are alike. Is what you notice *always* true or *often* true of fantasy stories?

- After time for discussion, ask students to share ideas. Record responses on chart paper in two separate sections, labeled *Always* and *Often*.
- Select several fantasy books to discuss in greater detail.

  What else do you notice about these fantasy stories?

- Continue recording responses and move sticky notes to a different column if needed as the conversation develops. The following prompts may be helpful:
  - *What evidence do you notice that the characters are different from people in the real world?*
  - *Has time been altered? Is there anything unusual about the setting?*
  - *What do you notice about the lessons that the stories reveal?*
  - *What do you notice about magic, technology, or science?*
  - *In what ways has the writer convinced the reader to suspend disbelief?*

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.

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

Have a Try

Invite the students to talk with a group about a fantasy story.

▶ Provide each group with a fantasy book.

> Together, look through the book and notice how it fits with the chart.

Summarize and Apply

Summarize the learning and remind students to think about the characteristics of fantasy books.

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

▎ Add the title *Modern Fantasy* to the chart and revisit the noticings.

> Today choose a fantasy book from the basket or continue reading one that you have started. As you read, look for things on the chart and add a sticky note to those pages. Bring the book when we meet so you can share.

Share

Following independent reading, gather students in pairs.

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

> With a partner, talk about the fantasy book you read today. Tell your partner which noticings from the chart you found. Point out what you noticed on the pages you marked with a sticky note.

Extend the Lesson (Optional)

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

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

▶ Have students write about the motifs they come across in fantasy stories and look for commonalities across the books.

Modern Fantasy

Noticings:

Always	Often
People, events, and places that could not exist in the real world	Characters with unusual traits (e.g., animals that behave like humans; characters who are eccentric, extraordinary, or magical)
Narrative structure that includes characters, plot, and setting	
Conflict between good and evil	Universal truths or lessons about life through the story
Magical elements (e.g., magical powers, magical objects, transformations)	Something unusual about the setting (e.g., imaginary things happening in the real world, imaginary worlds, parallel worlds)
Jumanji The Jumbies	Hero who is on a quest or mission

Section 2: Literary Analysis

Reading Minilesson UMBRELLA

| Umbrella 23 | Studying Modern Fantasy |

> 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.

Assessment

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

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

- What evidence do you have of new understandings related to modern fantasy?
  - Can students describe the characteristics of modern fantasy?
  - Are they able to identify and categorize different types of modern fantasy stories?
  - Do they understand that modern fantasy stories often have unusual settings?
  - Are they recognizing recurring motifs in modern fantasy, such as the struggle between good and evil, magical elements, and universal truths?
  - Are they using academic language, such as *modern fantasy, genre, animal fantasy, low fantasy, high fantasy, science fiction, magical element, motif, symbolic,* and *universal truth*?
- In what other ways, beyond the scope of this umbrella, are students talking about fiction genres?
  - Are students talking about other types of fiction, such as epics or historical fiction?

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

Read and Revise

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

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

- **Before:** Modern fantasy is a story about things that couldn't really happen.
- **After:** Modern fantasy is fiction in which the writer takes events, places, or people that could not exist in the real world and makes their existence believable.

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.

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.
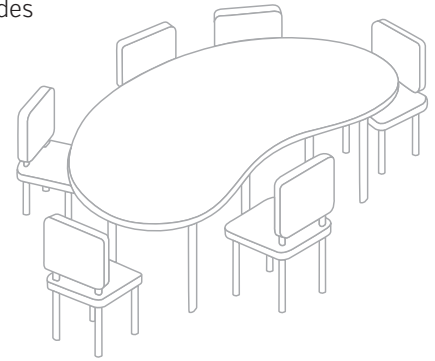
Texts and Instruction for Guided Reading

The *Fountas & Pinnell Classroom™ Guided Reading Collection* for sixth grade includes 150 new, original titles (6 copies of each title) that span text levels T 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*.
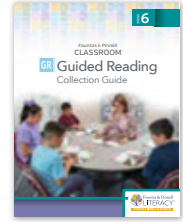
Guided Reading Books
150 original titles, 6 copies of each title

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	T	U	V	W	X	Y	Z	Total
Grade 6 Original Titles	10	10	15	25	30	30	30	**150**

Guided Reading Lesson Folders
150 lesson folders to support teachers in providing high-quality, cutting-edge lessons that engage and extend students' reading, writing, and language skills.
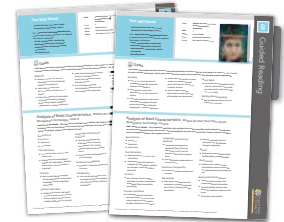
FPC Guided Reading Online Resources
The resources needed for each guided reading lesson can be found online, including:

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

Other Digital Resources
- *FPC* Guided Reading Reading Record App for iPads®

Available through Apple's App Store®

Guide	Books	Lessons	Access
Fountas & Pinnell Classroom™ Guided Reading Collection Guide	Striking, original titles exclusive to *Fountas & Pinnell Classroom™* • 150 titles • 6 copies of each title	• 150 Lesson Folders	Unlimited online access to lesson resources by title

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

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

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

You Will Need

• *Written All Over Your Face: Facial Recognition Technology,* Level X

Visit **resources.fountasandpinnell.com** to download online resources to support this lesson, including:
• Words: *comfortable, comforting, directness, discomfort, firmness, lonesomeness, uninvolved, unlock, unscramble*
• Recording Form

Book	*Written All Over Your Face: Facial Recognition Technology*
Level	X
Author	Susan Stubbs
Genre	Nonfiction/Expository
Series	The Future Is Here Series

VIEW THIS BOOK ONLINE

GR

Guided Reading

Choose or modify the lesson **Goals** (organized into three categories) to match the learning needs of students:
1) Reading
2) Phonics/Letter and Word Work
3) Writing About Reading

📖 Goals

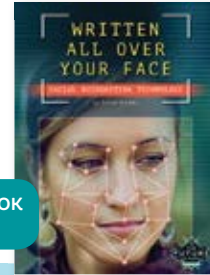Think about the readers and the behaviors and understandings to notice, teach for, and support at Level X in *The Fountas & Pinnell Literacy Continuum*. Select goals that match the needs of your students. The following may be appropriate.

Reading

■ Reread to search for and use information from the body text, sidebars, and graphics.

■ Read orally in a way that demonstrates all dimensions of fluency.

■ Derive the meaning of new words and expand meaning of known words using flexible strategies (*applications, invasion of privacy*).

■ Understand and acquire a large number of content-specific words that require the use of strategic actions.

■ Infer the larger message—technological advances come with upsides and downsides.

Word Work

■ Sort words to put together words with the same base, words with the same prefix, and words with the same suffix.

Writing About Reading

■ Express opinions about facts or information learned.

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

Analysis of Book Characteristics *Written All Over Your Face: Facial Recognition Technology,* Level X

How The Book Works This expository nonfiction text explains how facial recognition technology (FRT) works and describes how this technology can be used. The text highlights the pros and cons of FRT. Photos, captions, sidebars, and an infographic enhance and support the text.

Genre/Form

■ Nonfiction
■ Expository
■ Series book

Text Structure

■ Book divided into sections and subsections
■ Underlying structural patterns (categorical, description, problem and solution, cause and effect, argument)

Content

■ New content that will engage and interest readers and expand knowledge (facial recognition technology)

Themes and Ideas

■ Challenging themes and ideas that build social awareness and reveal insights into the human condition (efficiency vs. privacy)

Language and Literary Features

■ Persuasive language and argument (Sure, there are downsides to FRT, but the benefits seem to far outweigh them.)
■ Text with dense presentation of facts and ideas

Sentence Complexity

■ Variation in sentence length and structure

Vocabulary

■ Most words that appear in the vocabulary of mature language users (Tier 2) (trendy, effective, perpetrator)

■ Many words particular to a discipline (Tier 3) (software, faceprint, algorithm)

Words

■ Base words with multiple affixes (misidentified, unrecognizable)

Illustrations

■ Graphics that require reader interpretation and are essential for comprehending informational text

Book and Print Features

■ Captions under pictures that provide important information
■ Text with design features that add to the aesthetic appeal of the whole
■ Full range of punctuation

1

Fountas & Pinnell LITERACY

FOUNTAS & PINNELL CLASSROOM

IRA SR PWS RML **GR** BC IR PLT

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

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

Supporting English Learners

Support students' understanding of concepts and vocabulary.

- Make sure students understand the concepts of facial recognition and fingerprints.
- Help students understand unfamiliar vocabulary, such as *trendy, factors, perpetrator, arrest, passcode, kiosks, controversial, misidentified, unrecognizable,* and *outweigh.*
- Demonstrate saying the words and have students repeat.

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

Introducing the Text

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

- *Technology makes our lives more convenient, but can it also make our lives more complicated at the same time?* ● *This book,* Written All Over Your Face, *by Susan Stubbs, raises this question as it describes facial recognition technology, or FRT. FRT uses face patterns to identify people. It's like using fingerprints to distinguish one person from another.*

- *Look at the book's cover. What do you think the circles and lines represent?* ● *This book is part of The Future Is Here Series.* Invite students who have read other books in the series to briefly describe the books' topics. *What questions do you have about facial recognition technology?*

- *Now turn to pages 2 and 3. Based on the photo, how do you think FRT is being used in a vending machine?* ● *Read the caption. The camera and computer in the machine use FRT to "guess" what each person might want to drink. In other words, the computer "thinks" that what a mom would want is different from what her teenage son would want. How does that sound to you?* ● *How would a computer "know" about these differences?*

- *Look at pages 4 and 5 and read the heading. What do you expect to learn from the information on these pages?* ● *Read the last sentence on page 4. What does the word* applications *mean as it's used in this sentence?* ● *Here,* applications *means "the ways that something is applied or used." "Helping to make the world a better place" and "saving lives" sound like important applications. How do you think FRT could accomplish each of these?*

- *Turn to pages 8 and 9. Look at the photo and read the caption and headings. What are some ways FRT is being used?*

- *Now look at the heading on page 13. What do you think the writer will explain here?* ● *The writer explains problems with FRT. Some people think this technology is an invasion of privacy. Find the phrase* invasion of privacy *in the third sentence on this page. What do you think this phrase means?* ● *An invasion is an act of entering in order to do harm, and privacy is the freedom to keep others from seeing or using your information. Can you think of a way that FRT could be an invasion of your privacy?*

- *Now, return to the beginning and read the book to learn more about facial recognition technology, or FRT. As you read, notice whether you find yourself agreeing or disagreeing with the writer's opinion about FRT.*

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

Prompting Guide, Part 1

Refer to pages 8–9 and 17–20 as needed

Supporting English Learners

Help students read the text.

- Use pages 4 and 5 to help students search for and use the information from the graphics.
- Demonstrate reading the text on page 9 fluently. Have students echo-read.

Reading the Text

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

- Show the student how to search for and use information from graphics. *See how this [caption] gives you more information about [FRT and home security].* Prompt with *Read all the information on the page.*

- To help a student read orally in a way that demonstrates all dimensions of fluency, prompt with *Listen to yourself as you read.* Reinforce with *You made your reading sound smooth.*

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 *Written All Over Your Face*.

- To encourage discussion, you may want to select from the following questions/prompts or refer to *Prompting Guide, Part 2*:

  - *Let's talk about arguments for and against facial recognition technology. What are some ways FRT can improve lives? What are some problems with this technology? Show us a part of the book that supports your point of view about this technology.*

  - *The writer described how FRT can help a person avoid unwise choices at a vending machine. Can you imagine other ways that FRT can help you make good choices?*

  - *What questions do you still have about FRT? For example, did you wonder whether FRT works with identical twins? How could you find the answer to this question?*

  - *What is one of the writer's main messages in the book?*

  - *This book is classified as expository nonfiction, but it contains elements of persuasive text. Point out an example of persuasive text in the book.*

- Continue the discussion, guiding students toward the key understandings and the main message of the text. Some key understandings students may express:

Prompting Guide, Part 2
Refer to pages 13, 26–27, 39–41, and 51 as needed

Supporting English Learners
Support students' discussion of the text.
- Make sure that students understand the concept of FRT as an improvement in technology or a problem.
- Provide oral sentence frames (e.g., *FRT is/is not useful because ___. A problem with FRT is ___. One question about FRT is ___.*).

Thinking *Within* the Text
- Facial recognition technology identifies people based on their facial patterns.
- FRT software uses nodal points and other factors to determine a person's identity.
- Law enforcement uses FRT to solve crimes by comparing security-camera photos with database images of criminals.
- FRT can be used to prevent student cheating, unlock hotel doors, buy products, and find missing pets.
- Some people think FRT violates privacy.

Thinking *Beyond* the Text
- Vending machines that use FRT to suggest choices use generalized data about categories of people.
- Surveillance cameras on the street record people's faces and FRT can scan that footage quickly.
- People give up some of their privacy in order to use facial recognition technology.
- FRT can be used to track a person's movements and purchases.

Thinking *About* the Text
- The expository text contains an argument in favor of facial recognition technology.
- The writer states her position after presenting the positive and negative aspects of FRT.
- Most of the technical terms are defined in the body of the text or in the glossary.
- Photographs, captions, sidebars, and an infographic enhance and expand the meaning of the text.

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

MESSAGE Technological advances always come with upsides and downsides.

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

Teaching Point

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

Solving Words: Vocabulary: Understand Content-Specific Words

- *Books about computer technology often contain unfamiliar terms. How does the writer help you understand the meaning of* facial recognition technology *on page 3?* ● *After the comma, she explains it as "a method of identifying people by using certain facial patterns."*

- *Look at the information on page 4. How does the writer help you understand what* nodal points *are?* ● *Information in the previous sentence helps explain these measurements.*

- *Have students describe what helped them understand the meanings of* faceprint *(pages 5 and 7),* algorithms *(page 12/glossary),* database *(pages 6, 7, 10/glossary), and* surveillance *(pages 13, 14, 16/glossary).*

Prompting Guide, Part 1
Refer to page 7 as needed

Prompting Guide, Part 2
Refer to page 9 as needed

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

3

IRA SR PWS RML **GR** BC IR PLT

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

Written All Over Your Face: Facial Recognition Technology   Level X

Supporting English Learners
Support students' word work.

• Demonstrate saying each word slowly so students can hear the prefixes, base words, and suffixes. Have students repeat.
• Have partners work together to read and sort the words into categories.
• Check students' understanding of the words.

Word Work

Help readers become more flexible with sorting words.

Sort Words with the Same Prefixes, Suffixes, and Base Words

■ On the whiteboard, write the words *correctness* and *tiredness* in one column, *uncertain* and *unhealthy* in a second column, and *flavorful* and *flavoring* in a third column. Have students read the words.

■ *What do you notice about the parts of the words in the first column?* ● Help students conclude that the words have a base word and the suffix *-ness*, which means "state of" or "condition of." *A suffix can change the meaning of the base word or it can change how the word is used* (e.g., change noun to an adjective, change an adjective to an adverb).

■ *What do you notice about the parts of the words in the second column?* ● Help students conclude that the words have a base word and the prefix *un-*, which means "not." *A prefix changes the meaning of the base word.*

■ *What do you notice about the parts of the words in the third column?* ● Help students conclude that the words have the same base word but different suffixes.

■ Give each student a complete set of the following words in random order: *comfortable, comforting, directness, discomfort, firmness, lonesomeness, uninvolved, unlock, unscramble.* Have students sort the words into three groups: *Words with the Same Prefix, Words with the Same Suffix, Words with the Same Base Word.* When the words are sorted, have students read them.

Word cards:
uninvolved | directness | comfortable
unlock | firmness | comforting
unscramble | lonesomeness | discomfort

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: Opinion

■ *The writer's opinion about the topic of facial recognition technology was clear by the end of the book. She thought the benefits outweighed the problems.*

■ *Write a few sentences in which you give your opinion of FRT. Use evidence from the book to support your opinion.*

frames (e.g., *I think FRT is good/bad because ___. One reason I feel this way is ___*.)
• Have students say their sentences aloud as they write independently.

Handwritten note:
FRT is a good way to save time and make our lives easier. The writer gave examples of buying things and unlocking doors, which means we don't have to carry around wallets and keys that can get lost. Also, FRT is a good way to catch criminals, as the writer showed in the infographic. I'm for any technology that saves time and trouble.

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

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📋 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 X 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.

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GR

Guided Reading

You Will Need

• *The Colony,* Level Z

Visit **resources.fountasandpinnell.com** to download online resources to support this lesson, including:
• **Recording Form**

Book	*The Colony*
Level	Z
Author	Zack Warren
Illustrator	Genkkis
Genre	Fiction/Science Fiction

VIEW THIS BOOK ONLINE

Goals

Think about the readers and the behaviors and understandings to notice, teach for, and support at Level Z 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 to understand multiple plots, perspectives, and themes in a single text.

■ Access a large reading vocabulary and without conscious effort keep attention on the meaning and language of the text.

■ Read smoothly, interpreting the writer's message.

■ Derive the meaning of new words and expand the meaning of known words using flexible strategies (*indigenous, sabotage*).

■ Infer character feelings and motivations.

■ Infer the larger message—extreme ventures come with extreme risks.

Word Work

■ Break apart multisyllable words by syllable.

Writing About Reading

■ Discuss a problem in a story and express opinions on how characters should act.

Analysis of Book Characteristics *The Colony,* Level Z

How The Book Works In this science fiction text, a third-person narrative set in a human colony on a distant planet, the life-sustaining systems are suddenly failing. When the cause is discovered, the colony's leader makes a fateful decision. This is a two-way text with *The Mission.*

Genre/Form

■ Fiction

■ Science fiction

Text Structure

■ Text with multiple episodes that are elaborated with many details

Content

■ Content that goes beyond students' immediate experience (inhabiting an alien world)

Themes and Ideas

■ Texts with deeper meanings applicable to important human problems and social issues (colonization, conflict with others)

Language and Literary Features

■ Setting that is important to comprehension of the fiction narrative (colony on another planet)

■ Language and events that convey an emotional atmosphere ("This wasn't random or accidental. This was sabotage.")

Sentence Complexity

■ Variation in sentence length and structure

■ Some non-sentences for literary effect ("The Greenhouses. The pump.")

Vocabulary

■ Many words that appear in the vocabulary of mature language users (Tier 2) (indigenous, civilian, divert)

■ Wide variation in words used to assign dialogue (ordered, shouted, interrupted)

Words

■ A large number of multisyllable words (assistant, containment, mechanism)

■ Base words with multiple affixes (undoubtedly, unbearable, defensively)

Illustrations

■ Illustrations that enhance and extend meaning in the text

Book and Print Features

■ Italics indicating unspoken thought

■ Full range of punctuation

MORE ONLINE!

Visit **fountasandpinnell.com** to view the lesson for *The Mission,* the companion text in this engaging two-way book.

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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 ●).

- *Take a look at the cover of* The Colony *by Zack Warren. What does the title of this science fiction story make you think? ● Does the illustration offer any clues about the setting? ● The woman is paying close attention to the man who is speaking to her. What do you think is going on here? ● This is a two-way book with* The Mission. *If students have read* The Mission, *ask them to briefly summarize the story's events.*

- *Turn to pages 2 and 3. The woman in the cover illustration is Captain Heather Lopez. She's the leader of a group of humans who recently established a colony on the planet of Proxima Prime. Her assistant, Andrew, is delivering some disturbing news about one of the greenhouses. Read the first three sentences in the last paragraph on page 3. Why would a problem with a greenhouse be a problem? ● Find the word* indigenous. *What does this word mean? ● It means "growing naturally in a certain region."*

- *Now, turn to pages 6 and 7. Listen while I read a little of page 6.* Read aloud the second, third, and fourth paragraphs. *This doesn't sound good for the colony. What could be causing these problems? ● Captain Lopez thinks it might be sabotage. Find the word* sabotage *in the next-to-last paragraph on page 7. What is sabotage? ● It's damage done to threaten or attack others. Did you notice that Andrew addressed Captain Lopez as "Sir"? This is often done in science fiction books, television programs, and movies.*

- *Go to pages 14 and 15 and look at the illustration. What seems to be happening? ● The soldiers seem to be looking for something. Or someone.*

- *Return to the beginning and read the book to find out who or what is causing problems for the colony and what Captain Lopez will do about it. As you read, notice how the writer uses language to create a sense of mounting danger.*

Reading the Text

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

- Help the student access a large reading vocabulary and without conscious effort keep attention on the meaning and language of the text. *Listen to how I solve words smoothly as I read.* Prompt with *Solve words smoothly.*

- To help a student read smoothly, interpreting the writer's message, prompt with *Read smoothly and have your voice show what the writer means.* Reinforce with *You showed what the writer means.*

Supporting English Learners
Support students' understanding of concepts and vocabulary.

- Make sure students understand the concept of an alien species.
- As needed, help students understand unfamiliar vocabulary, such as *status, breathtaking, poisonous, pit, containment, exposed, gestured, abundance, squad, evacuate, ominous, terminated,* and *eradicate.*
- Demonstrate saying the words and have students repeat.

Prompting Guide, Part 1
Refer to pages 11, 12, and 20 as needed

Supporting English Learners
Help students read the text.

- Read aloud page 3 to demonstrate solving long words efficiently as you read.
- Read aloud page 12 to demonstrate smooth reading and to show what the writer means. Have students echo-read.

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 Colony.*
- ■ To encourage discussion, you may want to select from the following questions/prompts or refer to *Prompting Guide, Part 2:*
  - *I'm wondering what you thought about this story. Who wants to get us started?*
  - *Captain Lopez finally realized that the creature wasn't an animal. Why do you think this was a terrible thought to her?*
  - *How do you feel about the story's ending? Was it satisfying? Why do you think that?*
  - *The writer created a feeling of suspense throughout this story. Take us to a good example of this in the book.*
  - *What do you think the writer's message is—the important, big idea he wants you to understand?*
  - *Some important ideas in science fiction can be applied to real life. What idea or lesson in* The Colony *can be applied to real life?*
  - *What are some aspects of the book that confirm that it is science fiction?*
- ■ Continue the discussion, guiding students toward the key understandings and the main message of the text. Some key understandings students may express:

Prompting Guide, Part 2
Refer to pages 23, 24, 26, 33, 39, and 55 as needed

Supporting English Learners
Support students' discussion of the text.
- ◦ Make sure students understand the concept of suspense.
- ◦ Allow partners to discuss the questions before sharing.
- ◦ Provide oral sentence frames (e.g., *An example of suspense is ___ because ___. I think the ending is ___ because ___. I know this book is science fiction because ___. The writer's main message is ___.*).

Thinking *Within* the Text
- ● Captain Heather Lopez is the leader of a colony from Earth that recently settled on the planet Proxima Prime.
- ● Systems essential to the colony's survival were suddenly damaged or destroyed.
- ● Security officers caught the culprit, an exceptionally strong lemur-like creature.
- ● Captain Lopez ordered her forces to find and eradicate all of the creatures.
- ● Captain Lopez soon realized that the creatures were alien people and she had started a war.

Thinking *Beyond* the Text
- ◆ Captain Lopez appreciates the natural features of her new home.
- ◆ Some parts of Proxima Prime are inhospitable to humans.
- ◆ As a leader, Captain Lopez is mindful of the effects of her behavior on others.
- ◆ At first, it was thought that one of the colonists was causing the damage.
- ◆ Captain Lopez cares about the welfare of her colonists.
- ◆ She is conflicted about her decision.

Thinking *About* the Text
- ■ The setting, a somewhat inhospitable environment, affects characters' attitudes and decisions.
- ■ The main character experienced both internal and external conflict.
- ■ The writer uses language to create and sustain suspense.
- ■ The plot reveals the clash between colonists and those native to an area.
- ■ The illustrations and text work together to enhance meaning.

MESSAGES Extreme ventures come with extreme risks.

Teaching Point

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

Inferring: Infer Feelings and Motives of Characters

- ■ *When you make inferences about characters in stories, you think about what is not specifically stated but is implied by the writer. Let's see what can be inferred from the behavior of the creature.*
- ■ *How did the creature behave when it was locked in the brig, a military prison?* ● *It bounced around the cell, pounded its fists on the floor, threw itself against the walls, and waved its arms. What can you infer about the creature from this?*
- ■ *Combine this inference with the damage the creature did to the colony systems. Why do you think the creature was so destructive and angry?*

Prompting Guide, Part 1
Refer to page 7 as needed

Prompting Guide, Part 2
Refer to page 23 as needed

The Colony   Level Z

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The Colony   Level Z

Word Work

Help readers become more flexible with breaking apart multisyllable words.

Break Apart Multisyllable Words

- Write the word *atmosphere* 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 *atmosphere* into syllables (*at/mo/sphere*). *Remember, each syllable has a vowel sound.*
- Repeat this procedure using the word *indigenous* (*in/dig/e/nous*).
- If time permits, write the words *continuously, electricity, evacuate,* and *poisonous* on the whiteboard. Have students take turns saying a word and drawing slashes to mark the syllable breaks. Have the student point to each syllable as the group reads the word.
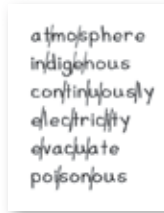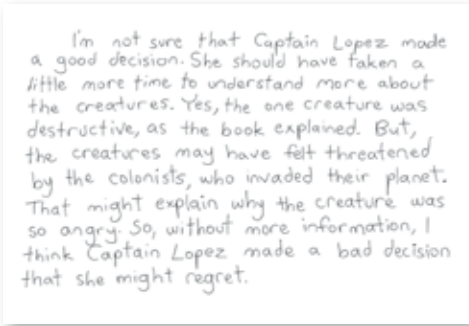
atmosphere
indigenous
continuously
electricity
evacuate
poisonous

📖 Writing About Reading (Optional)

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

Independent Writing: Opinion Paragraph

- *Let's review the decision Captain Lopez made at the end of the story.* As time allows, students can quickly review pages 13 through 16 to remind themselves of both sides of the issue. *What was the captain's argument for sending a security squad out to destroy the lemur-like creatures?* ● *They were strong and destructive and were a threat to the colonists. "It's them or us," Captain Lopez said.*
- *What was her argument for* not *destroying the creatures?* ● *Proxima Prime could be their only home, and the colonists might be killing an entire rare species. Also, the creature in the brig was trying to communicate with the colonists.*
- *In the* Reader's Notebook, *write a brief paragraph in which you analyze Captain Lopez's decision. Do you think it was a good decision? Why do you think that?* Ask students to use evidence from the book and from their own experience to support their opinions.
- As time allows, have students share their opinions with the group.

I'm not sure that Captain Lopez made a good decision. She should have taken a little more time to understand more about the creatures. Yes, the one creature was destructive, as the book explained. But, the creatures may have felt threatened by the colonists, who invaded their planet. That might explain why the creature was so angry. So, without more information, I think Captain Lopez made a bad decision that she might regret.

🖼 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 Z 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.

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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
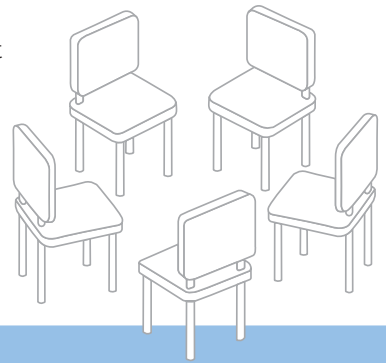
Texts and Instruction for Book Clubs

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*.
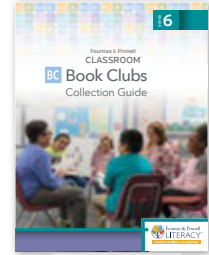
Book Club Books

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.
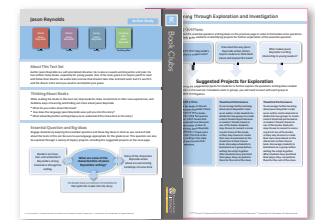
Book Club Discussion Cards

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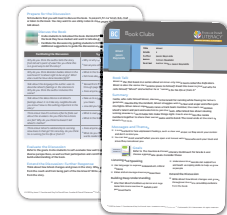
Inquiry Overview Cards

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
Fountas & Pinnell Classroom™ Book Clubs Collection Guide	Carefully curated collection of exquisite trade titles • 48 titles • 6 copies of each title	• 48 Discussion Cards • 12 Inquiry Overview Cards	Unlimited online access to lesson resources by title

Book Clubs INQUIRY CARD

GRADE 6

Jason Reynolds

Author Study

BC

Book Clubs

Ghost Jason Reynolds	Patina Jason Reynolds	Sunny Jason Reynolds	For Every One Jason Reynolds
Ghost	Patina	Sunny	For Every One

About This Text Set

Author Jason Reynolds is a self-proclaimed dreamer. He is also an award-winning writer and poet. He has written many books, especially for young people. One of his main goals is to inspire youth to read and follow their dreams. He wants kids to know that dreams take time and hard work, but it's worth it and the dream is the start you need to accomplish your goals.

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.
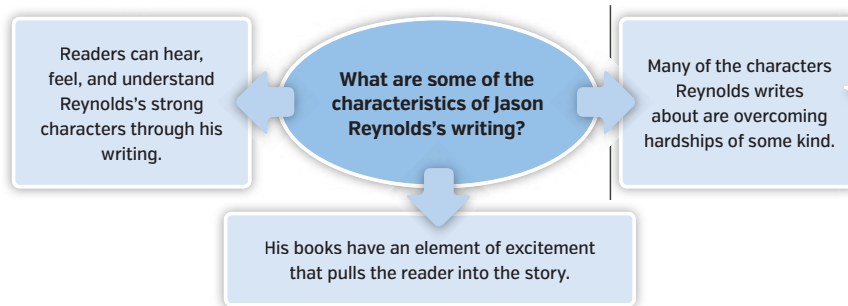
Thinking About Books

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 Jason Reynolds.

- What do you notice about this book?
- How does the language Jason Reynolds uses pull you into this story?
- What about Reynolds's writing helps you to understand the characters in the story?

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.

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.

Readers can hear, feel, and understand Reynolds's strong characters through his writing.

What are some of the characteristics of Jason Reynolds's writing?

Many of the characters Reynolds writes about are overcoming hardships of some kind.

His books have an element of excitement that pulls the reader into the story.

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.

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Book Clubs

BC

Learning Through Exploration and Investigation

Asking Questions

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

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

What gives Jason Reynolds's characters a unique voice?

How does the way Jason Reynolds writes stories inspire readers to think both about and beyond the book?

What makes Jason Reynolds's writing interesting to young readers?

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.

Write with a Voice

Many of the books in this set are from Jason Reynolds's Track series. Each of those books are written using first-person narration, which means that the story is told from the main character's point of view. To write this way, Jason Reynolds had to develop a unique voice for the main character in the book. Try writing in the style of one of your favorite first-person narrators.

Theatrical Performance

To encourage further learning about Jason Reynolds's style as an author, invite students to divide into two groups to create a short theatrical performance or readers' theater based on one of the books. Students may choose to reenact a scene or part of one of the books, or they may choose to create their own scene based on the characters in their chosen book. Encourage students to brainstorm as a group before writing the script together. After students have practiced their plays, they can perform them for the rest of the class.

Theatrical Performance

To encourage further learning about Jason Reynolds's style as an author, invite students to divide into two groups to create a short theatrical performance or readers' theater based on one of the books. Students may choose to reenact a scene or part of one of the books, or they may choose to create their own scene based on the characters in their chosen book. Encourage students to brainstorm as a group before writing the script together. After students have practiced their plays, they can perform them for the rest of the class.

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BC Book Clubs

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Ghost
Jason
Reynolds

Title	*Ghost*
Grade	6
Author	Jason Reynolds
Genre	Fiction/Realistic
Text Set	Author Study: Jason Reynolds

Book Talk
Ghost *is the first book in a series about an inner-city track team called the Defenders.*
Ghost *is also the name the narrator gives to himself. Read this book to find out why he*
calls himself "Ghost" and whether he is "running for his life or from it."

> 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.

Summary
Castle, who calls himself Ghost, discovers his talent for running while fleeing his father's
gunshots. Haunted by the incident, Ghost struggles with his fear and anger and often gets
into fights. When Ghost impulsively races a track team member, the coach recognizes
Ghost's talent and pain and asks him to join the team. After Ghost lies about stealing
running sneakers, Coach helps him make things right. Coach also brings the rookie
members together to share their secret pains and to bond. The novel ends at the start of
Ghost's first race.

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

Messages and Themes
- It is important to face unpleasant feelings, such as fear and anger, so they are in your control and don't control you.
- You can feel most yourself when you are open and honest with those who earn your trust and prove they care about you.

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

Continuum
Connection

Literacy
Continuum

Goals
Refer to *The Fountas & Pinnell Literacy Continuum* for Grade 6 and
choose appropriate goals. Consider these:

Listening and Speaking
- Use language to express independent, critical thinking
- Value and encourage diverse perspectives

Building Deep Understanding
- Infer that Ghost's bottled-up terror and rage make him more reactive to bullying and perceived hurts

- Understand that people can support us and teach us coping skills to help us grow as people

Extend the Discussion
- Write about how Ghost changes and grows throughout the story, providing evidence from the book

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

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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
Why do you think the author tells the story from Ghost's point of view? Do you think this is a good way to tell the story?	▸ Why or why not? ▸ Can anyone add to that idea?
Why do you think Brandon bullies Ghost in the lunchroom? Is Ghost right to be angry? What else could he have done besides fight?	▸ What in the book gives you that idea? ▸ Tell more about your thinking.
Talk about the language the author uses to describe Ghost's feelings in the stockroom. Why do you think the author includes this scene?	▸ Reread from the last paragraph on page 96 through page 98 to see if you notice more. ▸ Does anyone have a different idea?
Talk about the Glass Manor and Ghost's feelings about it. Is it like any neighborhoods you know? How is this setting important in the story?	▸ Take us to a part of the book that shows what you mean. ▸ How did you figure that out?
Think about Coach's actions after he finds out about the sneakers. Do you think his actions are fair? Why do you think he doesn't tell Ghost's mother?	▸ What is everyone else's thinking? ▸ What in the book makes you think that?
Think about Ghost's relationship to running. How does it change? On race day, do you think he is running for his life or from it?	▸ Does anyone else feel that way? ▸ What do you think the author, Jason Reynolds, wants readers to take away from this book?

Evaluate the Discussion

Refer to the goals. Invite students to self-evaluate how well they valued and encouraged diverse perspectives, as well as their participation and contribution to helping one another build understanding of the book.

Extend the Discussion: Further Response

Think about how Ghost changes and grows in the story. What do you think he learns from the coach and from being part of the track team? Write your ideas, including details from the story.

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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*.

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.
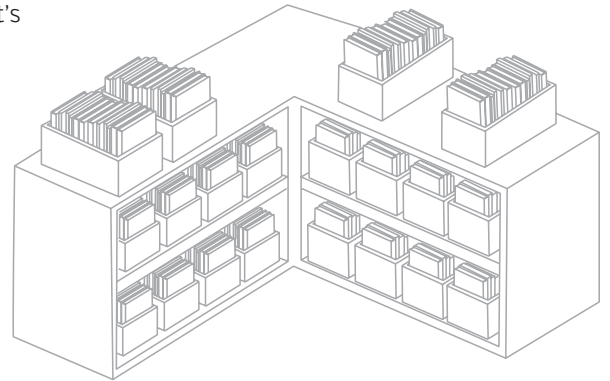
Texts and Instruction for Independent Reading

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 sixth 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.

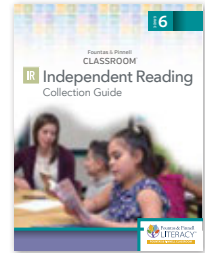## Put Independent Reading into Action

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
Fountas & Pinnell Classroom™ Independent Reading Collection Guide	Carefully curated collection of exquisite trade titles • 200 titles	• 200 Conferring Cards, plus Genre-Based Conferring Cards	Unlimited online access to resources by title
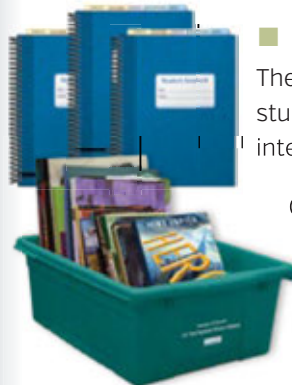
■ *COMPANION RESOURCES ALSO AVAILABLE*

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 Librar*y, 250 carefully selected fiction and nonfiction trade books at levels T–Y for students to independently select and read. *Visit fountasandpinnell.com for more details.*

GRADE 6

IR Independent Reading
Conferring Card

Fountas & Pinnell LITERACY™
FOUNTAS & PINNELL CLASSROOM

Title	*Greenglass House*
Grade	6
Author	Kate Milford
Illustrator	Jaime Zollars
Genre	Fiction/Fantasy (Mystery)
Message(s)	Never underestimate yourself; you are capable of more than you think possible. Treasure comes in unexpected forms. The past shapes our present thoughts and actions.

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
Milo lives in a rambling old inn, full of stained glass, creaky stairways, and hidden treasures. One winter night, just before Christmas, five guests arrive unexpectedly. As the snow falls and the power fails, Milo and his friend Meddy attempt to understand the mysterious secret that brings these strangers to Greenglass House. Read this twisty mystery to find out what Milo and Meddy discover!

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

Summary
Milo Pine is the adopted son of Ben and Nora Pine, proprietors of a rambling inn called Greenglass House. A few days before Christmas, five guests unexpectedly arrive: three women–young Clem and Georgie, and elderly Mrs. Hereward; a male professor, Dr. Gowervine; and the quiet Mr. Vinge. The theft of an ancient map peaks Milo's curiosity. He finds an eager partner in Meddy, whom he assumes is the cook's daughter. Adopting personas from a role-playing game, they search together for clues to their guests' presence, untangling a complex web of motives, all related to the house's history. Mystery becomes danger when Mr. Vinge–a covert customs agent–pulls a gun and demands treasure hidden by a smuggler named Doc Holystone decades earlier. Meddy then startlingly reveals herself to Milo as a ghost, daughter of the slain Doc Holystone. Vinge is driven off, and the other guests depart, their problems resolved. Late on Christmas Eve, Milo falls asleep, confident and content.

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

Focus on Genre and Form
Explain that *Greenglass House* takes the form a traditional mystery novel: a group of mysterious guests are thrown together without the possibility of leaving. Ask the student what about the setting helps to support a mystery plot. (It is easier to stage-manage the characters, who are constantly present and interacting with each other.) Discuss with the student what might be challenging about writing a mystery (keeping multiple characters straight; giving hints, but not giving away the ending too soon; creating plot twists that make sense, etc.).

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

IRA SR PWS RML GR BC **IR** PLT

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

■ *Greenglass House* is a mystery novel. Why do you suppose mystery novels are so popular? What do you like about them?

■ The setting of a mystery novel is often very important. What can you say about the setting of *Greenglass House* from what you've read so far?

Thinking *Within* the Text

■ Milo Pine is expecting a quiet Christmas with his parents at Greenglass House, but he has to make quite a few adjustments. Talk about what happens to change his plans.

■ Talk about Meddy. How does she surprise everyone at the end of the book? Were you surprised?

Thinking *Beyond* the Text

■ When Milo learns who Meddy really is, he says, "I must've looked like some sort of crazy person" (p. 326). Talk about what he means. Do you think he's right?

■ Milo becomes Negret in the role-playing game he plays with Meddy. What does Milo learn from being this character? Talk about how Negret helps Milo.

Thinking *About* the Text

■ Mystery novels are often pretty complicated. What about this one? Do you understand why all the characters came to Greenglass House? What questions do you still have?

■ What do you think about the author's characters? Did they feel like real people to you? Were some more interesting to you than others? Talk about a couple of them.

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.

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

■ Five guests turn up at Greenglass House shortly before Christmas. Write a sentence or two about each of them, including why they are there.

Thinking *Beyond* the Text

■ Adoption and how adopted kids might feel are important ideas in this novel. Write a paragraph or two about how Milo feels about being adopted. Why does he feel guilty when he imagines his birth parents? Would you?

Thinking *About* the Text

■ Write about the setting of the novel. How do Greenglass House, its location, and the weather contribute to the story and the mystery?

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

The student might also enjoy these mysteries found in the Independent Reading Collection.

IR6195

IRA SR PWS RML GR BC **IR** PLT

IR Independent Reading
Conferring Card

Fountas & Pinnell LITERACY™
FOUNTAS & PINNELL CLASSROOM

Title	*Top Secret: A Handbook of Codes, Ciphers, and Secret Writing*
Grade	6
Author	Paul B. Janeczko
Illustrator	Jenna LaReau
Genre	Nonfiction/Procedural
Message(s)	Human beings are naturally inquisitive. The desire to uncover a secret is as powerful as the desire to keep one. With patience and ingenuity, most puzzles can be solved.

Book Talk

People have been sending secret messages ever since they started having secrets. This book tells of dozens of ways to transmit your cunning schemes and deepest thoughts–from invisible inks and hidden compartments to semaphore, scrambled alphabets, Morse code, and pig Latin. If you want to keep things under wraps, OUYAY USTMAY EADRAY ISTHAY OOKBAY! (You must read this book!)

Summary

Top Secret is a history of codes and ciphers, with many practical exercises for the aspiring secret agent. "Part 1: Codemaking" surveys several familiar codes, in which words or phrases are replaced by other words, phrases, or symbols. These include the dictionary code, Navajo code talking, and pig Latin. The author then turns to ciphers, in which each letter has a replacement. Familiar ciphers include Morse code and semaphore. Among the many others are date shift cipher, Greek skytale, and rail fence cipher. "Part 2: Codebreaking" takes the reader through the process of deciphering messages by analyzing letter frequency. "Part 3: Concealment" describes the many methods by which spies conceal their messages, with particular emphasis on the use of grilles. The book concludes with a "Codemakers and Codebreakers Hall of Fame."

Focus on Content

While the author focuses on codes and ciphers as an intellectual exercise, make sure the student understands the significant role that code breaking has played in world history. Discuss the very real effects that Native American code talking had on intelligence during World War II, when the ability to transmit messages without decryption by the enemy created an enormous advantage for the Allies. Similarly, the prior knowledge of Germany's intentions, provided by breaking the Enigma code, contributed to saving Europe from Nazi domination.

IRA SR PWS RML GR BC **IR** PLT

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

- This is a book about how people communicate secretly. Why is that important? When do you think someone might use a code or secret language?
- Why did you choose to read this book? Do you like solving puzzles? Or was there something else that drew you to this book?

Thinking *Within* the Text

- People use the words *code* and *cipher* as if they mean the same thing, but that's not the case, is it? Talk about how they're different. Where in the book is the difference clarified?
- E, T, A, and O are the four most frequently used letters in the English language. Why is that important to know if you're decoding a secret message?

Thinking *Beyond* the Text

- This book describes codes and ciphers in history. Why do you suppose it doesn't deal with modern technology? How do you suppose computers have changed the world of coding and decoding?
- The author of *Top Secret*, Paul Janeczko, has written several books of poetry. I wonder what, if anything, poetry has in common with codes. What do you think?

Thinking *About* the Text

- Do you think you could use some of the codes and ciphers in this book based on the author's descriptions? How clear did you find the explanations? Talk about them.
- The author provides many practical exercises to try. Did you try any of them? Were they useful? Talk a little bit about this.

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

- Using your own words, write a few sentences describing what a grille is and how it is used.

Thinking *Beyond* the Text

- Write a paragraph or two supporting this statement: "Wars are fought on battlefields, but they are often won in offices far behind the lines." Use information from the book and your own knowledge in your response.

Thinking *About* the Text

- *Top Secret* has many illustrations. Write about one you think is absolutely necessary and another you feel is included purely for entertainment. Make sure to identify and describe each illustration in your writing.

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

BAFFLING & BIZARRE INVENTIONS

WHY We Live WHERE We Live

The Impact of Technology in Art
Alex Woolf

IR6290

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).
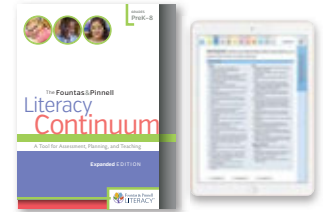
Available in print and digital formats

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.
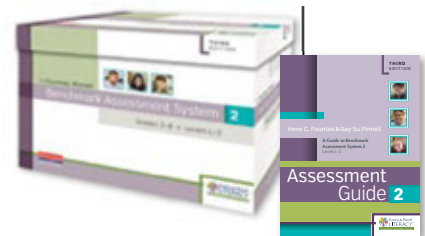
Professional Development

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™*.

YOUR CLASSROOM. THEIR LITERATE LIFE.

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 *The Fountas & Pinnell Literacy Continuum, Expanded Edition.* 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

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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™.
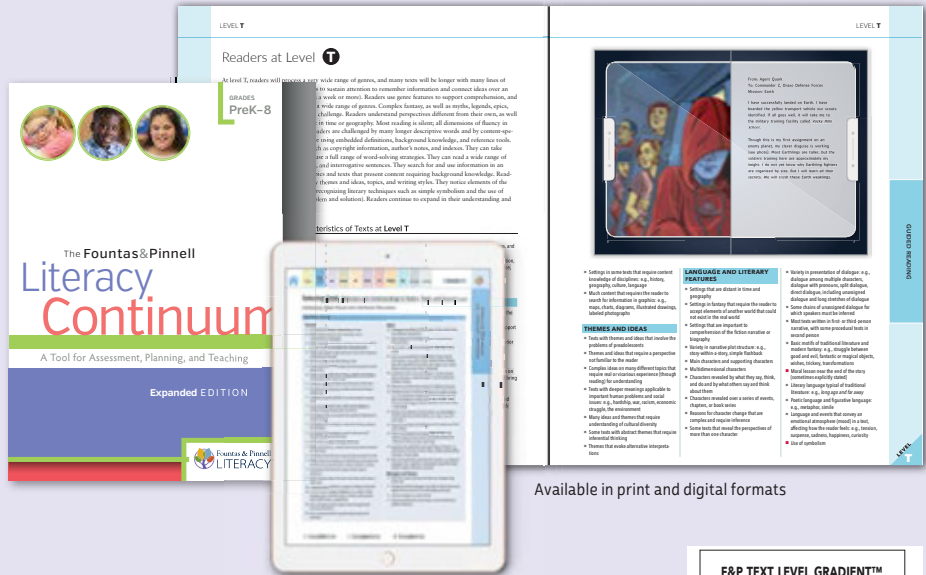
Available in print and digital formats
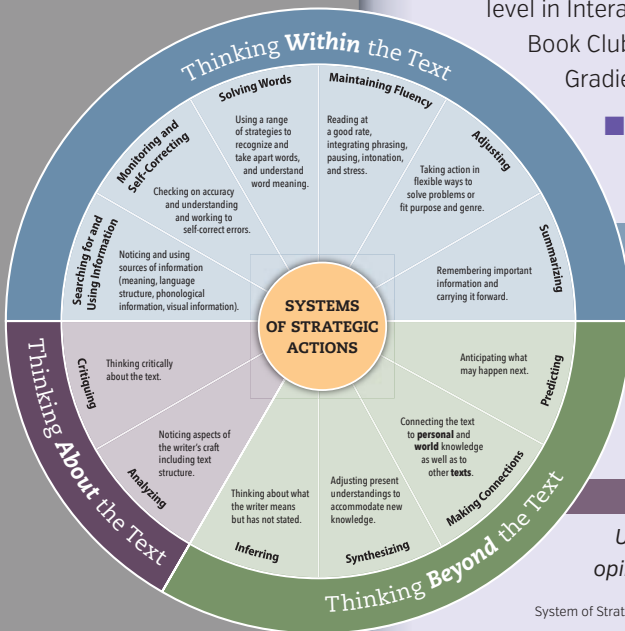
THE ROADMAP FOR LITERACY ACQUISITION IN STUDENTS OVER TIME

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.

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.
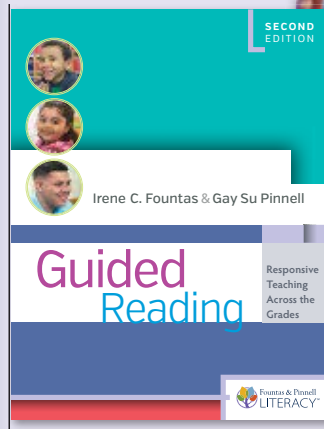
ROLE	WAYS TO USE *THE FOUNTAS & PINNELL LITERACY CONTINUUM,* EXPANDED EDITION
CLASSROOM TEACHER	• guide instructional planning and interactions • select texts for various purposes (interactive read-aloud, shared reading, book clubs, guided reading, and as mentor texts for writers' workshop)
INTERVENTION OR SPECIAL EDUCATION TEACHER	• 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	• 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	• 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	• 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

Literacy Continuum · **Coherence CONNECTION**
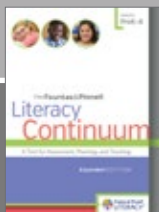
THE ESSENTIAL RESOURCE FOR THINKING TOGETHER ABOUT LITERACY DEVELOPMENT

Guided Reading SECOND EDITION

REDEFINE YOUR LITERACY INSTRUCTION

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

Irene C. Fountas & Gay Su Pinnell

Guided Reading

Responsive Teaching Across the Grades

SECOND EDITION

Fountas & Pinnell LITERACY

CHAPTER 15

Teaching for Systems of Strategic Actions in Guided Reading

Respond to the needs of all learners.

CHAPTER 23

Managing Literacy in the Intermediate/Middle Grades

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

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

A Comprehensive Design

A comprehensive design offers opportunities for language and literacy learning with an underlying coherent theory of the reading and writing process. Instructional routines are built on understandings about learning and how students develop as readers, writers, and language users.
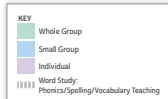
Each setting is described in different parts of this book and in our other professional books. We will define them briefly here as a kind of summary. We will define the key that applies to the different settings. (See Figure 24-1)
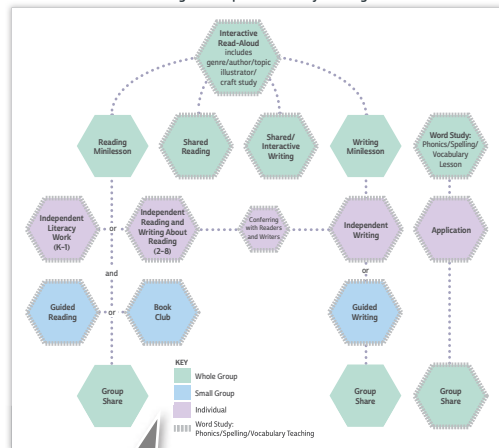
In Figure 24-2, you see a layout of a basic coherent literacy design. This broad approach can be adapted to meet local needs. And, you will want to select where you start and collaboratively decide where you go next. There are some variations for primary and intermediate students of course, and time 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

KEY

- Whole Group
- Small Group
- Individual
- Word Study: Phonics/Spelling/Vocabulary Teaching

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

A Design for Responsive Literacy Teaching

In-depth exploration of responsive teaching.

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

Prompting Guides AND Reader's Notebook

THE LANGUAGE OF TEACHING

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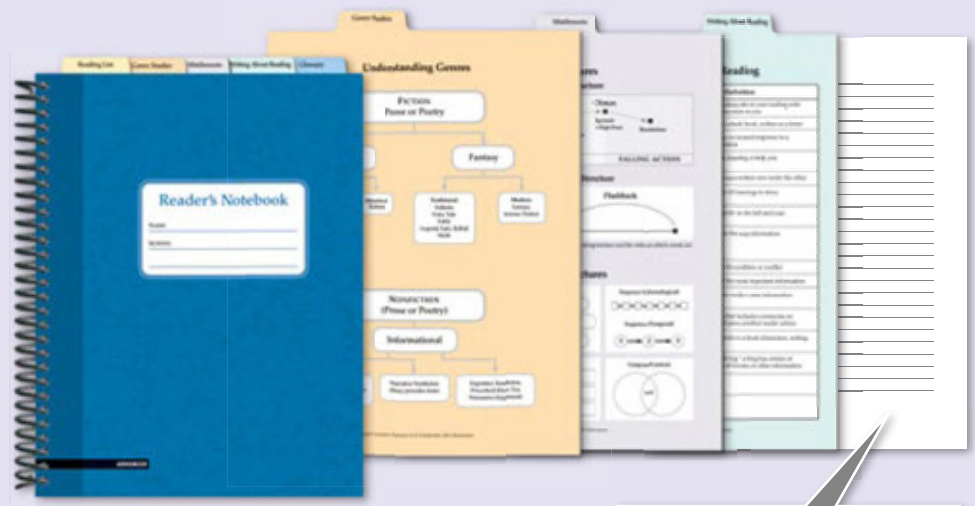
Available in print and digital formats

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.

IRA SR PWS RML GR BC IR PLT

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	• Administer at regular intervals	• Use a reading record to code, analyze, and score a student's reading of the previous day's new text during guided reading.
INTERVAL	• Assess to inform instruction • Document progress 2-3 times per year	• Use The *Fountas & Pinnell Benchmark Assessment System [BAS]* to determine text levels that will be used for instruction • Use *BAS* Optional Assessments to pinpoint specific learning needs.
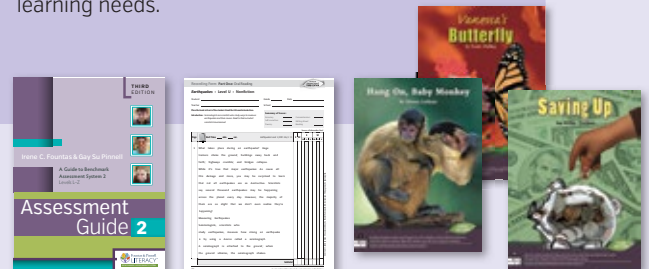
Fountas & Pinnell Classroom™ provides a seamless cycle from assessment to instruction that promotes responsive teaching of every individual student in the classroom. Three situations are highly productive for continuously observing/gathering information about literacy learning: oral reading, student's talk, and writing about reading:

	WHEN TO OBSERVE	HOW TO OBSERVE	WHAT TO OBSERVE
ORAL READING `GR` `IR`	**OBSERVE DURING:** • Guided Reading • Independent Reading	• Running/Reading Record	• Significant behaviors such as pauses, repetitions, errors, and self-corrections • Fluency • Accurate reading
STUDENT'S TALK `IRA` `SR` `GR` `IR` `BC`	**OBSERVE DURING:** • Interactive Read-Aloud • Shared Reading • Guided Reading • Independent Reading • Book Clubs	• Observational notes	• 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 `GR` `IR` `IRA` `SR` `BC`	**OBSERVE DURING:** • Guided Reading • Independent Literacy Activities **OBSERVE AFTER:** • Interactive Read-Aloud • Shared Reading • Book Clubs	• *Reader's Notebook* entries • Writing samples	• 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.

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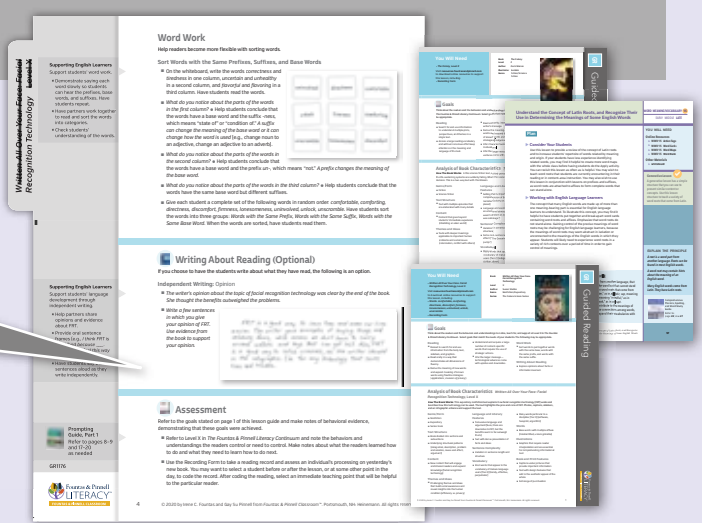
THE SCHOOLS WE ENVISION recognize every child's right to grow up literate as a member of a dynamic learning community that values the richness of linguistic, ethnic, and cultural diversity. Members of the school community are treated and treat others with empathy, kindness, and respect. Students are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

CORE VALUES

WITH MORE THAN 25 YEARS OF LITERACY LEADERSHIP, the extensive work of Irene Fountas and Gay Su Pinnell has coalesced into Fountas & Pinnell Literacy™–a cohesive, systematic approach to high-quality literacy instruction centered on a powerful principle: *what we teach, we value; and what we value, we teach.* To that end, Fountas & Pinnell Literacy™ is built on a set of Foundational Beliefs and Core Values that together reflect a transformative vision of what literacy education can be: a shared commitment to meaningful, effective, responsive teaching that ensures the right of every student to lead a LITERATE LIFE.

Schools are places where *students:*

1 Act as members of a **cohesive** learning **community** that sustains their **literacy growth** and **success**.

2 Engage in **authentic inquiry** within and beyond the classroom walls to ignite their **intellectual curiosity** and expand their knowledge of the world and of others.

3 Believe in themselves and their own ability to acquire and use language and literacy for learning and enjoyment.

4 **Read, think about**, **talk about**, and **write about relevant content** that engages their hearts and minds every day.

5 Read, think about, talk about, and write about texts that are **culturally sensitive**, **reflect** the **diversity** in our world, and **vary in genre**, **content**, and **perspective**.

Schools are places where *literacy educators*:

6 Implement a **coherent set of evidence-based instructional practices** in whole-class, small-group, and individual contexts.

7 Make expert **instructional decisions** based on evidence gained from **systematic observation** and ongoing **assessment** data.

8 Work as a **team** to take **collective responsibility** for the high achievement of each student in a widely diverse population.

9 Act as members of a community with a **common vision, common goals**, **common language**, and a strong belief that their work can **transform children's lives through literacy**.

10 Demonstrate an **unwavering commitment** to their own **professional learning** and to supporting the learning of their colleagues and team members.

2/8/18

Fountas & Pinnell
LITERACY™
ELEVATING TEACHER EXPERTISE

Houghton Mifflin Harcourt™

Heinemann
DEDICATED TO TEACHERS