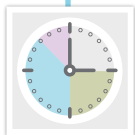
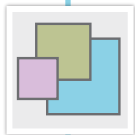
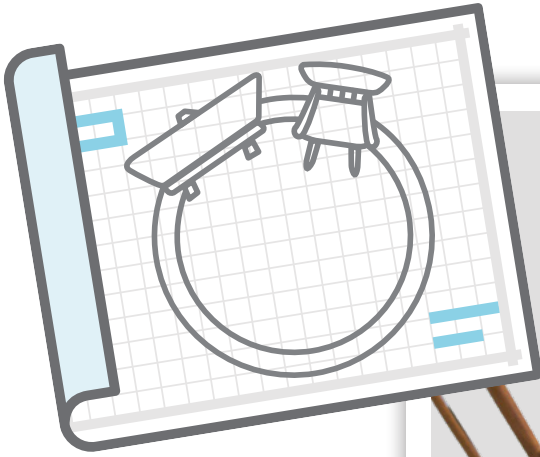


Preparing for Classroom™



an INTERACTIVE **ACTION** PLAN



Fountas & Pinnell Classroom™

Welcome to Fountas & Pinnell Classroom™

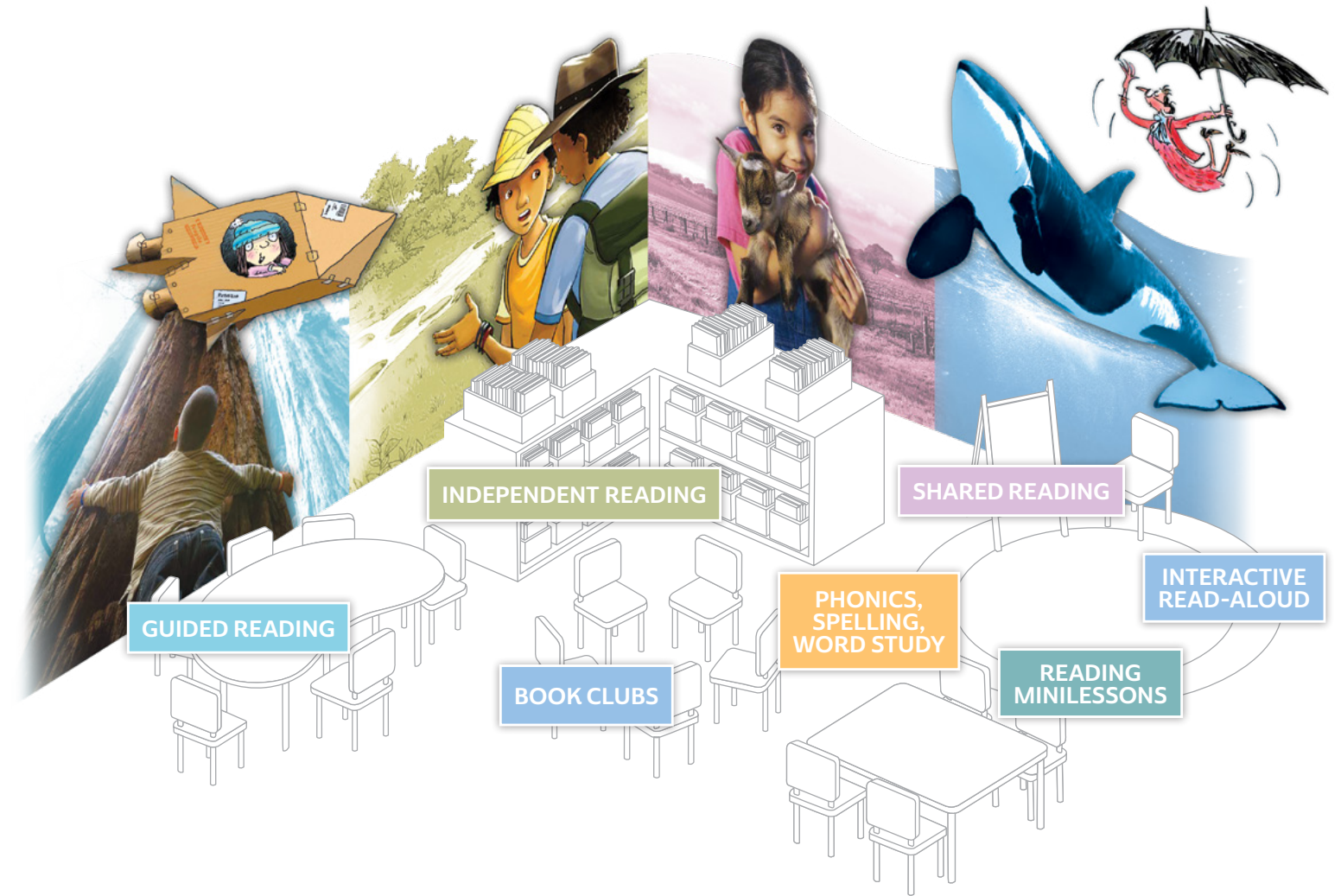
Congratulations on the journey ahead—a journey that will transform your classroom, your teaching, and the literacy lives of your students. As you prepare to implement a new literacy system, we at Heinemann are honored to partner with you to ensure an efficient and effective plan for *Fountas & Pinnell Classroom™* (FPC) in your school/district.

A Vision for Literacy Education

With more than 25 years of literacy leadership, the extensive work of Irene Fountas and Gay Su Pinnell has coalesced into *Fountas & Pinnell Classroom™*—a first-of-its-kind, cohesive system for high-quality, classroom-based literacy instruction centered on a powerful principle: *what we teach, we value; and what we value, we teach*. To that end, *Fountas & Pinnell Classroom™* is built on a set of foundational beliefs and core values (see page 4) 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**.

From Vision to Action

Turning a vision into action requires a carefully laid out plan. You may be asking yourself, “Where do I start?” With a pen in hand, **start here**, in this action plan, thinking together with colleagues. The 4 steps in this implementation action plan are designed to put you, your students, and your school on the path to literacy success.



LET'S GET STARTED . . .

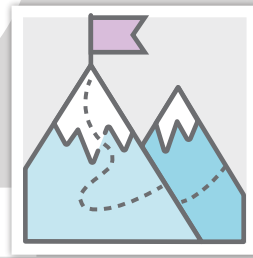
1

Define Your
Vision & Values
p. 2



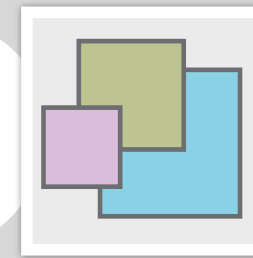
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Set Your Goals
p. 6



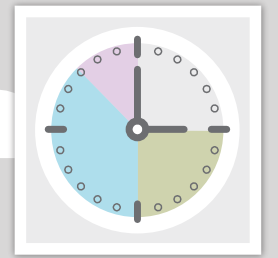
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Get to Know
*Fountas & Pinnell
Classroom™*
p. 14



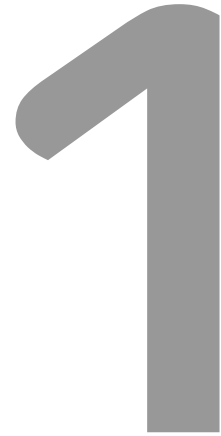
4

Plan Your
Literacy Time
p. 26





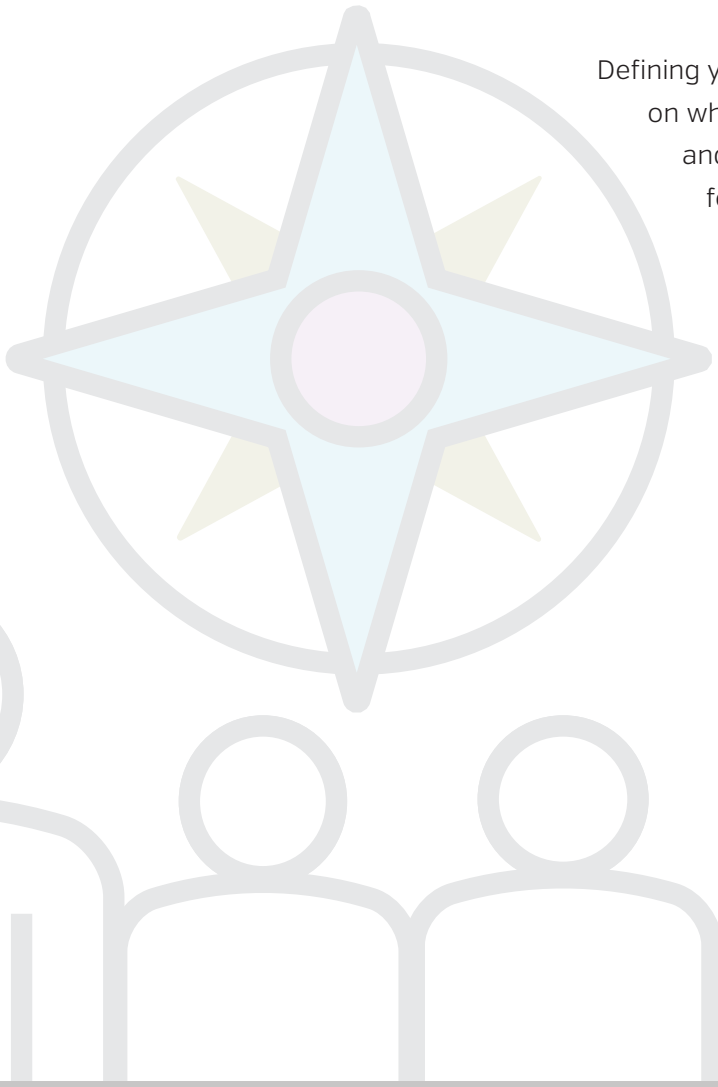
Define Your Vision & Values



Defining your values establishes a foundation on which to build your instructional goals and a plan. Envision the ideal design for literacy instruction in your classroom. What are your values and vision for the literacy lives of the students you teach?

IN STEP 1, YOU WILL HAVE THE OPPORTUNITY TO:

- Review and reflect on Fountas and Pinnell's Core Values
- Envision and name the values you have for literacy instruction in your own classroom.



CONNECTIONS

FPC System Guide

Explore “Our Vision and Core Values” reflected in the photo essay.

Guided Reading, 2nd Ed.

Read chapter 24 “A Design for Language and Literacy Instruction.”

Review Fountas and Pinnell’s Core Values

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.

FOUNTAS AND PINNELL’S CORE VALUES

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.

Define Your Values

As you reflect on Fountas and Pinnell's core values, you'll likely find that you already share some of them, perhaps using one or more to guide the decisions you make as a teacher or school leader. *Fountas & Pinnell Classroom™* is a system through which you can “teach into” all of these core values or mold them into your own. As you begin to implement *FPC*, each instructional context becomes an opportunity for a deeper commitment to and a greater expression of the core values in your classroom.

Defining your values establishes a foundation on which to build your instructional priorities and instructional plan. Envision the ideal design for literacy instruction in your classroom and record your values below.

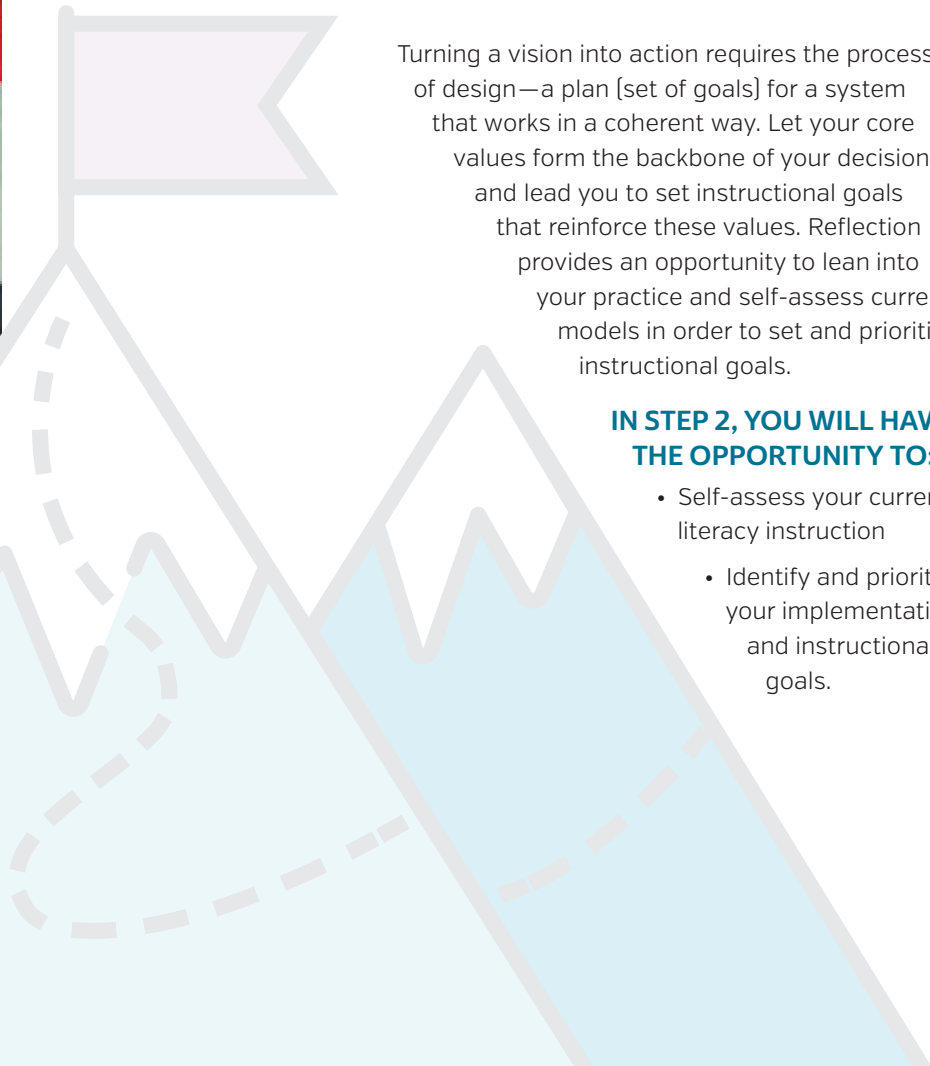
VALUE What are your values for the literacy lives of the students in your classrooms?	VISION What would you ideally see and hear students doing during literacy time?	PROFESSIONAL LEARNING TOOLS What would you and your colleagues need to teach toward that value?





Set Your Goals

2



Turning a vision into action requires the process of design—a plan [set of goals] for a system that works in a coherent way. Let your core values form the backbone of your decisions, and lead you to set instructional goals that reinforce these values. Reflection provides an opportunity to lean into your practice and self-assess current models in order to set and prioritize instructional goals.

IN STEP 2, YOU WILL HAVE THE OPPORTUNITY TO:

- Self-assess your current literacy instruction
- Identify and prioritize your implementation and instructional goals.





REFLECT &
RECORD

Self-Assess Your Literacy Model

Use the questions below to reflect on your current literacy instruction and to prompt conversation with colleagues as you set and prioritize goals.

1. *What student materials are you currently using for literacy instruction? What instructional resources do teachers use?*
2. *What is driving the need for a new literacy system?*
3. *How do you and other stakeholders in the district define success in implementing a new literacy system?*
4. *What school-wide initiatives need to be considered in prioritizing goals?*
5. *What instructional contexts are you/your teachers most comfortable with?*
6. *What particular topics or instructional contexts (interactive read-aloud, shared reading, phonics/spelling/word study, reading minilessons, guided reading, book clubs, independent reading, etc.) do you want to focus on in greater depth?*

-
7. *What is the most recent professional development you/your teachers have had?*

 8. *How much instructional time do you have to focus on literacy?*

 9. *How do you currently use observation/assessment to inform your teaching decisions?*

 10. *How familiar are you with The Literacy Continuum? With Fountas and Pinnell's work in general?*

 11. *Do you have a centralized book room to store shared books/resources? How do you allocate space for shared resources?*

 12. *What infrastructures are currently in place for professional development (PD)? How much time is dedicated to collaboration and professional learning? Who delivers the PD?*



STEP 2: SET YOUR GOALS

	① GETTING STARTED School/district has highly committed teachers, but are teaching in various directions.		② MOVING FORWARD School/district has begun discussions on how to move toward a coherent, systems approach to literacy instruction.
ASSESSMENT	<input type="checkbox"/>	Classroom teachers are not using a text-based assessment (such as <i>Benchmark Assessment System</i> and running records).	<input type="checkbox"/> Classroom teachers are starting to use a text-based assessment [such as <i>Benchmark Assessment System</i> and running records].
CLASSROOM LITERACY INSTRUCTION (GENERAL)	<input type="checkbox"/>	Instruction primarily in whole-group using a scripted, sequential reading program (single core text or novel sets).	<input type="checkbox"/> Teachers use a scripted, sequential reading program (core text), but there is movement in the school to move away from a program approach.
THE LITERACY CONTINUUM	<input type="checkbox"/>	Teachers have limited or no familiarity with <i>The Literacy Continuum</i> .	<input type="checkbox"/> Teachers have a tentative plan to purchase and implement <i>The Literacy Continuum</i> , but do not currently have a comprehensive curriculum document to plan for and guide teaching.
CLASSROOM LITERACY INSTRUCTION (WHOLE-GROUP)	INTERACTIVE READ-ALOUD	<input type="checkbox"/> Teachers read aloud occasionally, but don't make connections across books.	<input type="checkbox"/> Teachers read aloud once or twice a week (text sets not currently in use).
	SHARED READING	<input type="checkbox"/> Teachers do not currently use shared reading with enlarged texts or poetry.	<input type="checkbox"/> Teachers occasionally use shared reading with enlarged texts or poetry, but do not revisit for specific teaching opportunities.
	READING MINILESSONS	<input type="checkbox"/> Teachers do not currently use whole-group reading minilessons based on specific language and literacy goals from <i>The Literacy Continuum</i> .	<input type="checkbox"/> Teachers occasionally use whole-group reading minilessons, but not in a systematic way.
CLASSROOM LITERACY INSTRUCTION (SMALL-GROUP)	GUIDED READING	<input type="checkbox"/> Teachers do not currently use guided reading, but engage in some small-group instruction. • School does not yet have a leveled bookroom.	<input type="checkbox"/> Teachers provide some guided reading instruction. • School has a dedicated space for a bookroom, but a limited number of books at each level.
	BOOK CLUBS	<input type="checkbox"/> Teachers do not currently engage children in book clubs.	<input type="checkbox"/> Teachers provide a book club opportunity a few times a year.
CLASSROOM INSTRUCTION (INDEPENDENT)	<input type="checkbox"/>	<ul style="list-style-type: none"> • Students rarely have the opportunity to choose books and read independently. • No classroom library or a minimal number of books available. 	<input type="checkbox"/> <ul style="list-style-type: none"> • Students have limited time (about once a week) to choose books and read independently. • Small classroom libraries with books organized in categories.
PHONICS/WORD STUDY	<input type="checkbox"/>	Teachers may be using separate phonics, spelling, and vocabulary program, but it is not linked to reading and writing.	<input type="checkbox"/> Teachers use a phonics, spelling, and vocabulary program and occasionally make links to reading and writing.
WRITING	<input type="checkbox"/>	Modeled, shared, interactive writing, and writing about reading not currently used with regularity.	<input type="checkbox"/> Modeled, shared, interactive writing, and writing about reading implemented, but teachers are still building familiarity.
INTERVENTION	<input type="checkbox"/>	Supplants classroom instruction (resembles sequential phonics), but is not consistent or coherent with classroom instruction.	<input type="checkbox"/> Supplements or supplants classroom literacy instruction. Generally not consistent or coherent with classroom instruction.
PROFESSIONAL LEARNING	<input type="checkbox"/>	Teachers do not have regular time to collaborate and learn together.	<input type="checkbox"/> Teachers have limited time (e.g., four times a year) to collaborate and learn together.

Excerpted from *The School Leader's Literacy Handbook: Turning Vision to Action* by Fountas, I.C., & Pinnell, G.S. (in press). Portsmouth, NH: Heinemann.

③ GAINING MOMENTUM

School/district has some coherence among teaching teams and across school district campuses, but needs refinement of understandings and links to outcome data.

Classroom teachers use a text-based assessment (such as *Benchmark Assessment System* and running records), but may not be using the data to inform instruction.

Teachers do not use a scripted, sequential reading program (no core text) and are utilizing resources/books from various sources.

Some teachers use *The Literacy Continuum* and use it to link assessment data to instruction.

Teachers read aloud several times a week using text sets, but not consistently.

Teachers use shared reading with enlarged texts regularly, but are still growing their expertise in making effective teaching decisions.

Teachers regularly use whole-group reading minilessons, but not in a systematic way.

• Teachers use guided reading consistently.
• School has a dedicated space for a bookroom, but the collection is of varying quality and needs expansion.

Teachers are starting to meet with children in book clubs, but is not consistent.

• Students have regular time (about twice a week) to choose books and read independently.
• Organized classroom libraries with a growing number of books.

Teachers use a systematic phonics, spelling, and vocabulary program and are gaining momentum in linking the instruction to reading and writing.

Modeled, shared, interactive writing, and writing about reading are used, but not yet on a regular basis.

Supplements classroom literacy instruction, but is generally not consistent or coherent with classroom instruction.

Teachers regularly meet (e.g., at least once a month) to collaborate and learn together.

④ EXPANDING EXPERTISE

School/district has a high level of coherence among teaching teams and across school districts, but is constantly expanding their expertise and learning how to use data for improvement.

Classroom teachers use a text-based assessment (such as *Benchmark Assessment System* and running records) and consistently use data to inform teaching.

Teachers use a combination of whole-group, small-group and individual learning opportunities—not a scripted, sequential reading program.

Teachers use *The Literacy Continuum* effectively to observe, assess, plan and guide teaching.

Teachers read aloud daily using books from high-quality text sets.

Teachers use shared reading with enlarged texts several times a week and revisit them for powerful teaching opportunities.

Teachers use whole-group reading minilessons, derived from *The Literacy Continuum*, in a systematic way to connect thinking, talking, reading, and writing.

• Teachers use guided reading systematically using data and *The Literacy Continuum* to make highly effective teaching decisions.
• School has a well-organized bookroom with high-quality leveled books.

Teachers meet with children in book clubs once a month.

• Students choose books and read independently every day, conferring with teachers regularly.
• Well-stocked classroom libraries organized in categories (NOT level).

Teachers teach a systematic phonics, spelling, vocabulary, word study lesson almost daily (*out of text*) and systematically teach for the understanding *in text*.

Modeled, shared, interactive writing, and writing about reading are used and connected to literature/content areas.

Supplements classroom literacy instruction and is consistent and coherent with classroom instruction.

Teachers meet frequently to collaborate and learn together.

Self-Assess Your Literacy Instruction and Identify a Pathway

Take a look at the characteristics listed in this chart, organized by instructional contexts on the left, and falling under four general pathways: (1) Getting Started, (2) Moving Forward, (3) Gaining Momentum, and (4) Expanding Expertise. Mark the characteristic within each context row that most clearly describes your current literacy teaching, resources, environment, and capacity.

Where do most of your checkmarks fall? Do the majority of your checkmarks fall within one pathway? Or are they spread across various pathways? If so, you're not alone! The next few pages will guide you in mapping out an implementation plan and goals.



STEP 2: SET YOUR GOALS



REFLECT &
RECORD

Self-Assess, continued

Now that you have identified where you are in your current literacy model and instruction, you can think together with your teaching and leadership team to determine a path forward to amplify the literacy teaching and learning in your classroom, school, and district. The questions below will help you identify and prioritize next steps.

1. *What areas of your current literacy instruction need reflection, refinement, growth or adaptation?*
2. *What aspect of your current literacy instruction should be prioritized as a focal instructional context? What is your starting point?*
3. *What materials do you need to shift your current model to align with your vision, and extend teaching and learning forward?*



First Year Implementation Goals (Priority)

Now that you and your colleagues have articulated your vision and self-assessed your current literacy model, use that information to set implementation and instructional goals.

What are your goals for literacy teaching and learning next year?

Example: Implement a new, cohesive literacy system in every PreK–6 classroom in our school/district. Create a two-year buying plan and implement one instructional context at a time. Start with interactive read-aloud. Build familiarity and comfort with the lesson framework, strengthen instructional decision-making, and meet in bi-weekly professional learning communities (PLCs) to reflect, refine, and learn together. After a month or two, roll out another instructional context of *FPC* based on student needs and identified goals.

1.

2.

3.

4.

5.





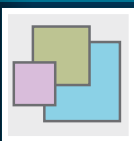
Get to Know *Fountas & Pinnell* *Classroom*TM

FPC is a transformative, first-of-its kind literacy system. Use the following pages to get to know the system so you can begin to plan how *FPC* can help you meet the literacy goals you have for your students.

IN STEP 3, YOU WILL HAVE THE OPPORTUNITY TO:

- Familiarize yourself with the instructional contexts of *FPC*
- Explore *The Fountas & Pinnell Literacy Continuum*, the instructional anchor for every goal, book, and lesson in *FPC*
- Map out a plan to implement *FPC*
- Identify professional learning needs and opportunities.

3



The Fountas & Pinnell Classroom™ Instructional Contexts

Fountas & Pinnell Classroom™ is comprised of seven instructional contexts. Below is a quick look at these contexts and how they fit into whole-group, small-group, and independent learning opportunities. Using all these contexts in a cohesive way, coupled with your high-impact teaching, enables students to grow as thoughtful users of literacy together in a community of learners.

WHOLE-GROUP TEACHING

SR

SHARED READING

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

- 200 titles spanning grades PreK–3
- Lesson folder per title
- Audio book per title

IRA

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

PWS

PHONICS, SPELLING, AND WORD STUDY

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

- 100 lessons per grade K–5

RML

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



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

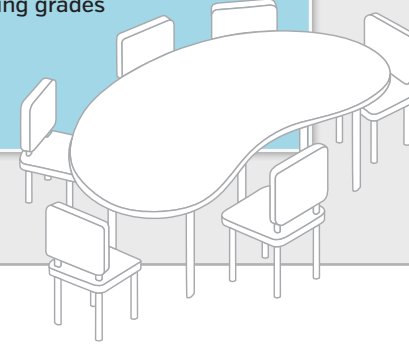
SMALL-GROUP TEACHING

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

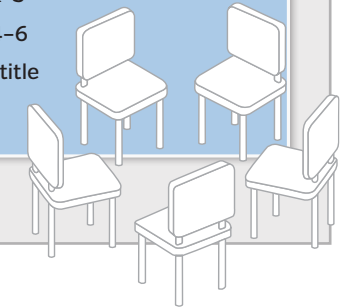


BC

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



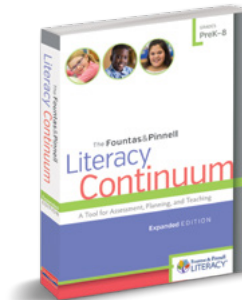
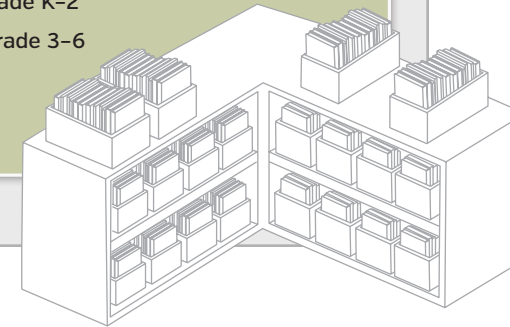
INDEPENDENT LEARNING

IR

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



A FIRM FOUNDATION

The Fountas & Pinnell Literacy Continuum—the roadmap for

literacy acquisition in children over time—and the F&P Text Level Gradient™ are the foundations of *Fountas & Pinnell Classroom™*. The specific demands, competencies, and behaviors to teach for, assess, and reinforce [at each grade level and text level] inform and inhabit *Fountas & Pinnell Classroom™*.

CONNECTIONS

FPC System Guide

- Read “Your Materials and Resources,” paying particular attention to the instructional contexts you have or plan to implement.
- Read the “Instructional Contexts” chapter to orient yourself in general to each instructional context and big picture topics.
 - Interactive Read-Aloud
 - Shared Reading
 - Guided Reading
 - Independent Reading
 - Book Clubs
 - Reading Minilessons
 - Phonics, Spelling, and Word Study











REFLECT & RECORD

Your Fountas & Pinnell Classroom™: Year One

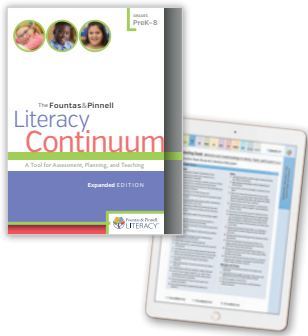
Using the instructional contexts of *FPC* in a cohesive way, coupled with your high-impact teaching, enables students to grow as thoughtful users of literacy together in a community of learners.

Begin by mapping out a plan. What contexts do you have or plan to implement in year one? What contexts do you plan to add in the future? Do you have the essential teacher tools to start implementing *FPC*? Consult the PreK–6 Implementation Timeline at fountasandpinnell.com/resourcelibrary to coordinate timing with your implementation plan.

GRADE	TEACHER(S)	# OF STUDENTS	FPC INSTRUCTIONAL CONTEXTS
			Indicate year one implementation (Y/N) or future implementation date.  _____  _____  _____  _____  _____ *Can be shared by up to three teachers.  _____ *Can be shared by up to three teachers.  _____  _____

Required PLT Resources: A Quick Check

The following tools/resources are required (available separately) to ensure a successful implementation of *FPC*. Do a quick check and be sure you have these resources at your fingertips:



- The Fountas & Pinnell Literacy Continuum, Expanded Edition*

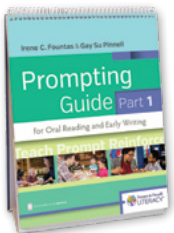
Available in print and digital formats

Use this indispensable tool to plan, identify goals, observe children and reflect on the literacy instruction you provide to individuals, small groups, and your whole class.



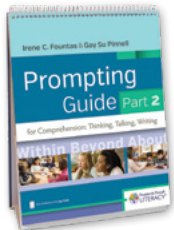
- Guided Reading, Second Edition*

Use this practical and inspiring book for an in-depth exploration of responsive teaching, and a comprehensive look at guided reading within a coherent literacy system.

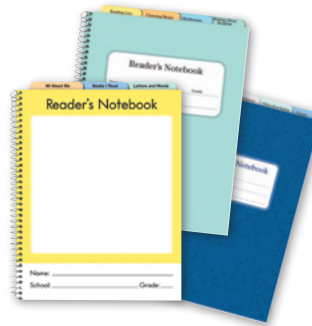


- Prompting Guide, Part 1: for Oral Reading and Early Writing*

- Prompting Guide, Part 2: for Comprehension: Thinking, Talking, and Writing*

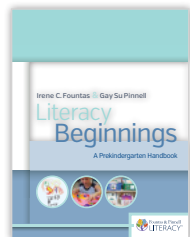


Use these tools for suggestions on the language that you can use to teach, prompt for, and reinforce effective reading behaviors.



- Reader's Notebooks (1 per student)

Use these tools to encourage reflection, inquiry, critical thinking, and dialogue about reading with students.



- Literacy Beginnings*

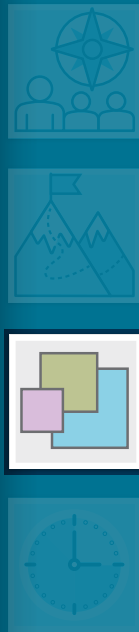
Use this powerful and practical book to support emerging readers, writers, and language users through play and exploration.



- Benchmark Assessment System*

Use this system to determine reading levels, gain specific information about readers' strengths and needs, and document progress over time.

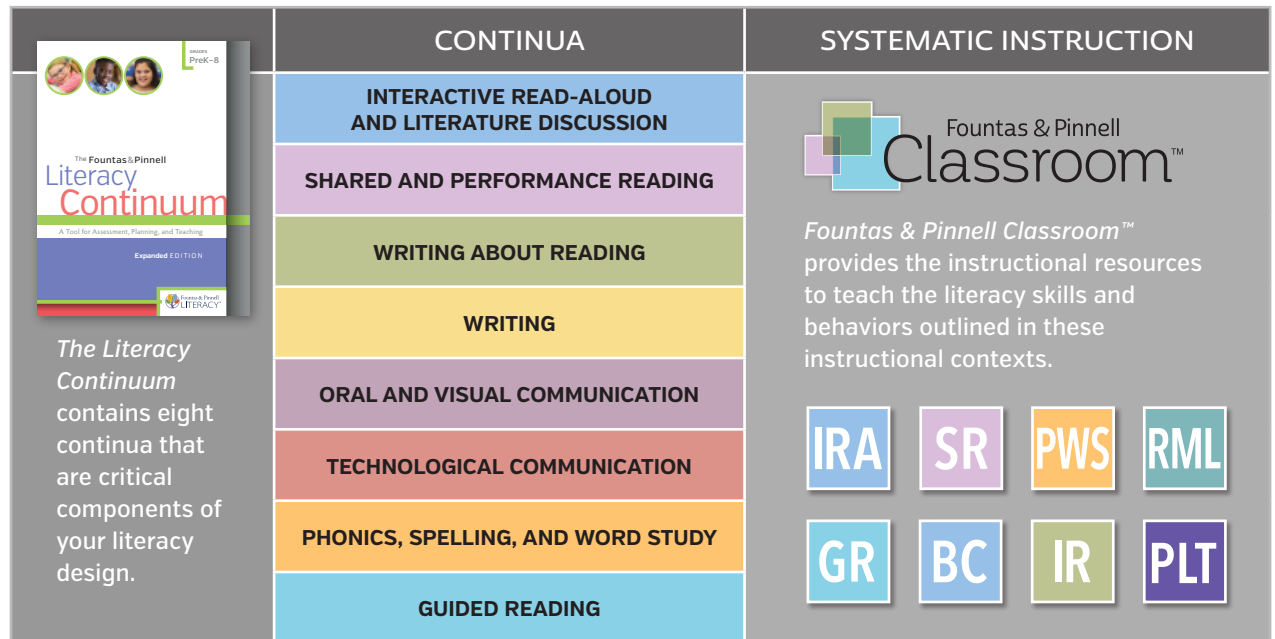
**Includes The Literacy Continuum*



An Instructional Anchor: *The Fountas & Pinnell Literacy Continuum*

The Literacy Continuum is at the center of all Fountas & Pinnell Literacy™ resources. It contains the text demands, competencies, and behaviors on which such valuable resources as *Leveled Literacy Intervention*, *Benchmark Assessment System*, and now *Fountas & Pinnell Classroom™* are built. *The Literacy Continuum* serves as the instructional anchor for every lesson, goal and book in *FPC*.

To help you navigate both *FPC* and *The Literacy Continuum* together, the context colors align.



USING THE LITERACY CONTINUUM

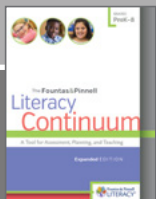
Orient yourself to this tool using the following free options:

- **View** webinars hosted by Fountas and Pinnell at fountasandpinnell.com/resourcelibrary
 - A Deeper Dive into *The Literacy Continuum*, Expanded Edition [62:40 minutes]
 - Instructional Coherence: Maximizing the Power of *The Literacy Continuum* [59:00 minutes]
 - Systems of Strategic Actions [49:00]
- **Read** a sample chapter: “The Introduction” at fountasandpinnell.com/continuum
- **Engage** in a professional book study with colleagues using *The Literacy Continuum* study guide at fountasandpinnell.com/resourcelibrary
- **Plan** using *The Literacy Continuum* and the CCSS alignment.

Ways to Use *The Literacy Continuum*

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 Literacy Continuum* together, colleagues can discuss common expectations for student achievement and all students can benefit from coherent, efficient, and responsive teaching.

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



THE ESSENTIAL RESOURCE FOR THINKING TOGETHER ABOUT LITERACY DEVELOPMENT



Identify Professional Learning Goals, Needs, and Opportunities

Wondering where to start your professional learning journey? Take time to think and talk with your colleagues, and reflect on your goals and instructional priorities to establish next steps.

- 1. Does your school/district already have a system in place for ongoing professional development such as professional learning communities or regularly scheduled time to meet as groups?*
- 2. How familiar with Fountas & Pinnell professional books are the teachers in your school/district?*
- 3. How many instructional contexts will your school/district be implementing?*
- 4. How much time does your school/district have for professional learning? And how many teachers will participate in the identified professional learning?*


CONTACT ONE OF OUR PROFESSIONAL LEARNING EXPERTS TO BEGIN THE JOURNEY TODAY.

Phone 800.541.2086 | **Web** heinemann.com/pd | **Fax** 800.354.2004

Getting to Know Your *Fountas & Pinnell Classroom*™: Professional Learning Options

Dive a little deeper into *FPC* with these professional resources written and developed for you to:

- learn in context with colleagues
- invoke a culture of collegiality
- build upon your teaching strengths
- introduce new expertise that will transform literacy learning.

 FREE NO PURCHASE NECESSARY UNLIMITED 24/7 ACCESS	COMPLIMENTARY AVAILABLE WITH PURCHASE	FEE-BASED PROFESSIONAL LEARNING POST PURCHASE
<p>VIEW webinars hosted by Fountas and Pinnell at www.fountasandpinnell.com/resourcelibrary</p> <ul style="list-style-type: none"> • <i>FPC</i> Part One: The Future of Literacy Education is HERE. (60:00 minutes) • A Blueprint for Language and Literacy Learning (62:35 minutes) • Assess to Inform Instruction (62:30 minutes) • Let's Get Practical Series Part 1: Supporting Literacy Learning at Home (62:35 minutes) <p>READ the <i>FPC</i> grade level samplers www.fountasandpinnell.com/fpc</p>	<p>READ these chapters in your <i>FPC System Guide</i> to get started:</p> <ul style="list-style-type: none"> • “Welcome to <i>Fountas & Pinnell Classroom</i>™” • “Our Vision and Core Values” reflected in the photo essay • “Your Materials and Resources” • “Organizing Your Classroom” • “Planning Your Year” <hr/> <p>There are many resources available on the Help page of your Online Resources (fountasandpinnellonlineresources.helpdocsonline.com):</p> <p>VIEW the Video Tours</p> <p>BROWSE the resources located under the <i>Fountas & Pinnell Classroom</i>™ menu item:</p> <ul style="list-style-type: none"> • Using Teacher Folders • How to Print <i>FPC</i> Resources • Viewing Types of <i>FPC</i> Resources • Setting Up Listening Library • Finding General Resources 	<p>ON-SITE</p> <ul style="list-style-type: none"> • Getting Started Overview of <i>FPC</i> for up to 30 participants • A Year-Long <i>FPC</i> Support Partnership: 10 days of custom coaching/PD <p>ONLINE</p> <p><i>FPC</i> Overview Webinar Series K-2</p> <ul style="list-style-type: none"> • For details visit: https://www.heinemann.com/pd/livewebinars/products/wbfpco.aspx • Cost = \$199/person, group discounts available. <p>OFF-SITE</p> <p>Create Your Vision: Getting Started with <i>FPC</i>—presented by Irene Fountas and Gay Su Pinnell. Check website for date and location.</p>



SEE ADDITIONAL PROFESSIONAL LEARNING OPTIONS BY INSTRUCTIONAL CONTEXT 



Professional Learning Options, *continued*

PROFESSIONAL LEARNING OPTIONS BY INSTRUCTIONAL CONTEXT			
	FREE NO PURCHASE NECESSARY UNLIMITED 24/7 ACCESS	COMPLIMENTARY AVAILABLE WITH PURCHASE	FEE-BASED PROFESSIONAL LEARNING POST PURCHASE
IRA	<p>VIEW webinars hosted by Fountas and Pinnell at www.fountasandpinnell.com/resourcelibrary</p> <ul style="list-style-type: none"> FPC Part Two: Put Interactive Read-Aloud into Action [61:09 minutes] <p>READ the FPC Interactive Read-Aloud sampler www.fountasandpinnell.com/fpc</p>	<p>VIEW the IRA Getting Started video located in your Online Resources [14:34 minutes]</p> <p>READ the IRA section in the “Instructional Contexts” chapter of your <i>FPC System Guide</i> OR read your <i>FPC IRA Collection Guide</i></p> <p>REVISIT the IRA pages of <i>The Literacy Continuum</i> [pages 11–100]</p>	<p>ON-SITE FPC: Interactive Read-Aloud day</p> <p>ONLINE FPC Webinar Series on IRA</p>
SR	<p>VIEW webinars hosted by Fountas and Pinnell at www.fountasandpinnell.com/resourcelibrary</p> <p>FPC Part Three: Put Shared Reading into Action [60:00 minutes]</p> <p>READ the FPC Shared Reading sampler www.fountasandpinnell.com/fpc</p>	<p>VIEW the SR Getting Started video located in your Online Resources [9:12 minutes]</p> <p>READ the SR section in the “Instructional Contexts” chapter of your <i>FPC System Guide</i> OR read your <i>FPC SR Collection Guide</i></p> <p>REVISIT the SR pages of <i>The Literacy Continuum</i> [pages 101–160]</p>	<p>ON-SITE FPC: Shared Reading day</p> <p>ONLINE FPC Webinar Series on SR [available Spring 2018]</p>
GR	<p>VIEW webinars hosted by Fountas and Pinnell at FPC Part Four: Put Guided Reading into Action [60:00 minutes]</p> <p>READ the FPC Guided Reading sampler www.fountasandpinnell.com/fpc</p>	<p>VIEW the GR Getting Started video located in your Online Resources [10:55 minutes]</p> <p>READ the GR section in the “Instructional Contexts” chapter of your <i>FPC System Guide</i> OR read your <i>FPC GR Collection Guide</i></p> <p>REVISIT the GR pages of <i>The Literacy Continuum</i> [pages 399–629]</p>	<p>ON-SITE FPC: Guided Reading day</p> <p>ONLINE FPC Webinar Series on GR [available Spring 2018]</p>
IR	<p>VIEW webinars hosted by Fountas and Pinnell at www.fountasandpinnell.com/resourcelibrary</p> <p>FPC Part Five: Put Independent Reading into Action [60:00 minutes]</p> <p>READ the FPC Independent Reading sampler www.fountasandpinnell.com/fpc</p>	<p>VIEW the IR Getting Started video located in your Online Resources [9:19 minutes]</p> <p>READ the IR section in the “Instructional Contexts” chapter of your <i>FPC System Guide</i> OR read your <i>FPC IR Collection Guide</i></p> <p>REVISIT the Writing About Reading pages of <i>The Literacy Continuum</i> [pages 161–222]</p>	<p>ONLINE FPC Webinar Series on Independent Reading and Confering</p>
PWS	<p>READ The FPC Phonics, Spelling, and Word Study www.fountasandpinnell.com/resourcelibrary</p> <ul style="list-style-type: none"> The Unpacking the Phonics, Spelling, and Word Study System document http://www.fountasandpinnell.com/resourcelibrary/id/391 	<p>VIEW the PWS Getting Started video located in your Online Resources [8:47 minutes]</p> <p>READ the PWS section in the “Instructional Contexts” chapter of your <i>FPC System Guide</i> AND consult your <i>Comprehensive Phonics, Spelling, and Word Study Guide</i></p> <p>REVISIT the PWS pages of <i>The Literacy Continuum</i> [pages 357–397]</p>	<p>ON-SITE FPC: Phonics, Spelling, and Word Study day [available Spring 2018]</p> <p>ONLINE FPC Webinar Series on PWS</p>

ONGOING OPPORTUNITIES FOR COLLABORATION




Join the conversation and stay connected!

JOIN the Fountas & Pinnell Literacy™ Community at fountasandpinnell.com to:

- participate in trending literacy conversations on our Discussion Board
- read Blogs, Daily Lit Bits, actionable Teacher Tips, FAQs, and more.

ENGAGE in conversation with colleagues all over the world on:

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

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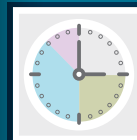
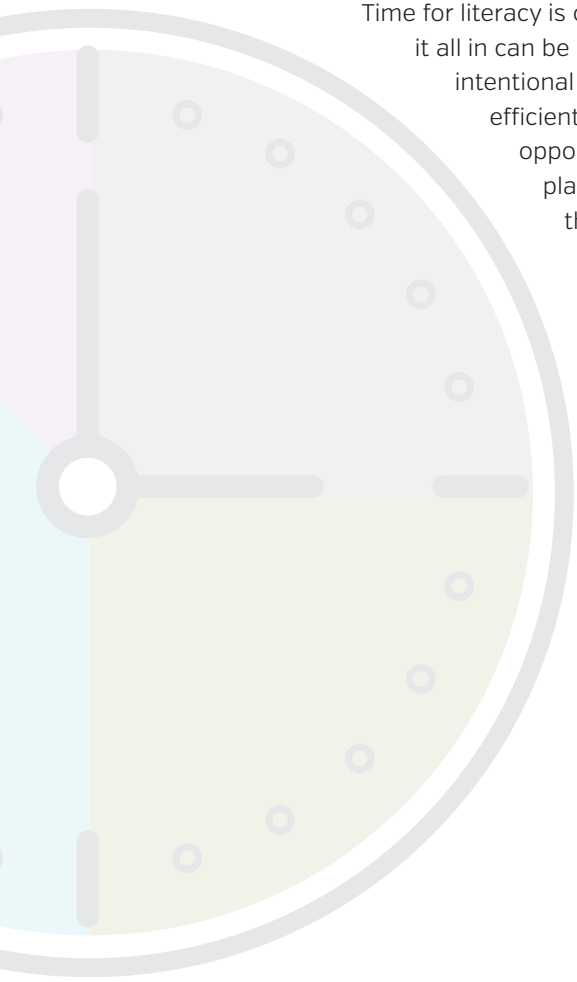
Plan Your Literacy Time

Time for literacy is critical, but finding time to fit it all in can be a challenge. Thoughtful and intentional planning is needed to ensure efficient, engaging, and effective literacy opportunities in your classroom. As you plan your day and your year, consider the length of your instructional time for literacy. This will help you to prioritize instructional goals and actions.

IN STEP 4, YOU WILL HAVE THE OPPORTUNITY TO:

- Create a daily literacy schedule
- Plan a week (or weeks) in your *Fountas & Pinnell Classroom™* using examples to get you started.

4



STEP 4: PLAN YOUR LITERACY TIME



FPC System Guide








Read the “Planning Your Year” chapter.

Guided Reading, 2nd Ed.

Read chapters 5 and 6 on “Planning for Effective Guided Reading Lessons” and chapters 22 and 23 on “Managing Literacy in the Early, Intermediate, and Middle Grades.”

Create a Daily Literacy Schedule

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. Below is one sample schedule for the literacy time in a grade one classroom. Start with this suggested framework (from the *FPC* samplers), or design your own.

INSTRUCTIONAL CONTEXT	ACTIVITY OPTIONS	MINUTES EACH DAY
GROUP MEETING	<ul style="list-style-type: none"> Bring the classroom community together to introduce/discuss the day and set goals. 	5
INTERACTIVE READ-ALoud	 <ul style="list-style-type: none"> Teacher reads aloud a book from a text set and children share their thinking. The text experience often leads to writing about reading in the <i>Reader's Notebook</i>. 	15
SHARED READING	 <ul style="list-style-type: none"> Teacher engages children in shared reading using enlarged print books and shared poetry charts and often leads to shared/interactive writing. 	10
PHONICS, SPELLING, AND WORD STUDY LESSON	 <ul style="list-style-type: none"> Teacher provides an explicit, inquiry-based lesson on a phonics principle that children can apply to reading and writing. 	10
BREAK		
READING MINILESSON	 <ul style="list-style-type: none"> Teacher provides an explicit minilesson for children to apply to their independent reading and writing about reading/drawing. 	10
SMALL-GROUP INSTRUCTION	 <ul style="list-style-type: none"> Teacher meets with 3 Guided Reading groups each day. 	60
INDEPENDENT LITERACY WORK	 <ul style="list-style-type: none"> Teacher initiates Book Clubs as appropriate, and they meet about once per month. 	
		 <ul style="list-style-type: none"> Rotate through Literacy Centers <i>OR</i> engage in four tasks: <ol style="list-style-type: none"> Read a book Listen to a book Work on writing Work on letters/words (application from Phonics lesson)
GROUP SHARE	<ul style="list-style-type: none"> Gather children together to reflect on and share learning. 	10
BREAK		
WRITERS' WORKSHOP	<ul style="list-style-type: none"> Teacher provides an explicit minilesson and then supports individual children as they work on their own writing or convenes a guided writing group. 	60

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**TOTAL:
3 HOURS**

STEP 4: PLAN YOUR LITERACY TIME

Planning a Week in Your Fountas & Pinnell Classroom™: Week 1

Fountas & Pinnell Classroom™		MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
IRA	BOOK TIME					
RML	LESSON TIME					
SR	BOOK TIME					
IR	STUDENTS TO CONFER WITH TIME					
PWS	LESSON TIME					
GR	GROUPS TIME					
BC	GROUPS TIME					

Planning a Week in Your Fountas & Pinnell Classroom™: Week 2



	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
BOOK TIME	IRA				
LESSON TIME	RML				
BOOK TIME	SR				
STUDENTS TO CONFER WITH TIME	IR				
LESSON TIME	PWS				
GROUPS TIME	GR				
GROUPS TIME	BC				

“Achieving substantial school-wide growth is possible if a community of educators is willing to undertake the journey together.”

— IRENE C. FOUNTAS AND GAY SU PINNELL



Notes

Visit fountasandpinnell.com/resourcelibrary to download Organizing Your Fountas & Pinnell Classroom™: An Interactive Implementation Plan, or contact your local Heinemann sales representative for a complimentary copy. (978-0-325-10857-5)

JOIN THE FOUNTAS & PINNELL LITERACY™ COMMUNITY

Designed for teachers, literacy leaders, and district administrators

We invite you to join the thousands of educators from around the world on one of the fastest-growing online literacy communities and gain exclusive access to tools, resources, conversations, videos, tips, inspiration, and much more.



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- Instructional Tools and Resource Library
- Study Guides

Your daily literacy retreat to reflect, recharge, research, and redefine your literacy instruction.

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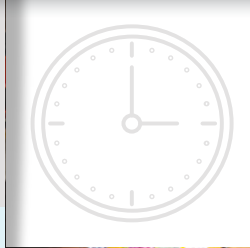
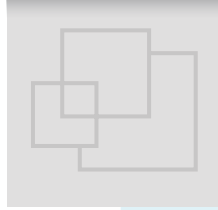
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