

GRADES

PreK-8

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STUDY GUIDE

The **Fountas&Pinnell**
Literacy
Continuum

A Tool for Assessment, Planning, and Teaching

Expanded EDITION

HEINEMANN
Portsmouth, NH

The Fountas & Pinnell Literacy Continuum Study Guide

This guide outlines a professional development plan to help you understand and use *The Literacy Continuum: A Tool for Assessment, Planning, and Teaching*. The text is expanded and refined from the previous editions: *The Continuum of Literacy Learning: A Tool for Teaching*. The guide is designed for school-based staff developers to use with teachers, but it can also be used by a study group of colleagues, by literacy coaches, by district leaders of professional development, or by administrators. Of course, the guide may also be used by individual teachers to familiarize themselves with the continua as a curriculum guide to use in observation, planning, teaching, and reflecting.

The Literacy Continuum includes reading, writing, and oral language processes, but the descriptions are more precise than in previous editions. The continua describe text characteristics and behavioral goals for prekindergarten through middle school, across the areas pertinent to the language arts. This guide serves as a reference tool to connect curricula with students' literacy behaviors.

Purpose of *The Literacy Continuum*

Irene Fountas and Gay Su Pinnell created the continuum to help teachers construct a common vision for student achievement across grade levels PreK–8. With this shared vision, teachers can work together to provide the powerful teaching of a specific body of behaviors and understandings that students in prekindergarten through grade 8 must acquire to become highly effective users of oral and written language. *The Literacy Continuum* is a foundation for setting clear learning goals and planning specific lessons for students based on those goals. *The Literacy Continuum* also makes possible a close articulation of the literacy curriculum within and across grade levels. Taken together, the eight continua present a broad picture of the learning that takes place during the important years of school. It is our job to provide learning opportunities and to guide students' attention so that learning in one area informs and supports learning in others. Looking across the continua, we can then see patterns of progress over time. Learners progress in their individual ways, but they ultimately reach the same goal—a complex and flexible literacy processing system.

Specifically, we see many different uses for *The Literacy Continuum*, including the following:

Foundation for Teaching

As we think about, plan for, and reflect on the effectiveness of providing individual, small-group, and whole-group instruction, you may consult different areas of the continuum. For example, if you are working with students in guided reading, you may consult different areas of the continuum. You may use the lists of behaviors and understandings to plan text introductions and shape teaching decisions. The Word Work section gives specific suggestions for principles to explore at the end of a guided reading

lesson. You can plan specific teaching moves as you examine the section on interactive read-aloud and literature discussions. The interactive read-aloud, and Writing continuum, and the Phonics, Spelling, and Word Study continuum will be useful in planning specific mini-lessons.

The supplementary *Grammar, Usage, and Mechanics Continuum* is an additional resource that helps students grow in the development of a formal speaking and writing register that will serve them well in academic and work situations. Teachers will weave these behaviors throughout all other continua.

Guide for Curriculum Planning

The continuum can also be used by a grade-level team or school staff to plan the language and literacy curriculum. It offers a starting point for thinking very specifically about goals and expectations. Your team may adapt the continuum to meet your own goals and district expectations.

Linking Assessment to Instruction

Sometimes assessment is administered and the results recorded, but then the process stops. Teachers are unsure what to do with the data or where to go next in their teaching. This continuum can be used as a bridge between assessment data and the specific teaching that students need. With assessment, you learn what students know; the continuum will help you think about what they need to know next.

Evaluation and Grading

The continuum can also serve as a guide for evaluating student progress over time. You can evaluate whether students are meeting grade-level standards. Remember that no student would be expected to demonstrate every single competency to be considered on grade level. *Grade level* is always a term that encompasses a range of levels of understanding at any given time.

Reporting to Parents

We would not recommend that you show parents such an overwhelming document as this continuum. It would get in the way of good conversation. However, you can use the continuum as a resource for the kind of specific information you need to provide to parents, but shape it into easy-to-understand language.

Guide to Intervention

Many students need extra support to achieve the school's goals for learning. Assessment and observation will help identify the specific areas in which students need help. Use the continuum to find the specific understandings that can guide intervention.

Organization of the Continuum

Grade-by-Grade

Seven of the continua are organized by grade level, PreK–8 . Within each grade level you will find continua for: (1) interactive read-aloud and literature discussion; (2) shared and performance reading, (3) writing about reading, (4) writing, (5) oral and visual communication, (6) technological communication, and (7) phonics, spelling and word study.

These seven continua are presented at each grade level, PreK through grade eight. You can turn to the section for your grade level and find all seven. If you have many students working below grade level, you can consult the next lower grade continuum in the area of interest; if you have students working above grade level, you can consult the continuum for the grade above for ideas. The Grammar, Usage, and Mechanics document is described by behavior and delineated more generally as “primary,” “intermediate,” and “middle school,” rather than by each specific grade level.

Level-by-level

The Guided Reading continuum is organized according to the Fountas & Pinnell text gradient levels A to Z. These levels typically correlate to grades K–8, but students may vary along them in their instructional levels. It is important for all students to receive guided reading instruction at a level that allows them to process texts successfully with teacher support.

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The Fountas & Pinnell Literacy Continuum Study Guide

The Literacy Continuum brings together very specific understandings that are developed across all of the instructional contexts included in the publications listed above. The continuum presents characteristics of texts that students read and write and goals for teaching for each grade level and for text levels A through Z. The books listed above provide the theoretical foundation, characteristics of learners as they develop over time, and numerous suggestions for how to teach. See also, this website: www.fountasandpinnell.com

Materials for Sessions

We suggest using some existing Heinemann materials, such as videos, but you may also want to substitute your own student writing samples and videos of teaching from your own school or district. The more you can focus your study group or professional development session on issues relevant and familiar to the group, the more interesting and effective it will be.

Sessions will go more smoothly if all participants have the *The Literacy Continuum: A Tool for Assessment, Planning, and Teaching*, Expanded Edition.. The third edition *Literacy Continuum* is greatly expanded and organized differently than previous versions. While the intent of each version is the same, the third edition is the most user-friendly and has more detailed, relevant information. Presenters and participants will have difficulty using the third edition with previous versions.

Sessions

Time estimates are listed for the sessions outlined in this guide, but the amount of time you spend with each session always depend on how much interaction you have in your group. You may want to break the sessions to make them shorter or combine them to continue over several days. You may also select particular activities from the sessions or use them in any order. It might be useful to reflect on participants' learning with them. On-going conversations about our own teaching and learning foster a collegial community that stretches the boundaries of our own understandings about how students think and learn.

Module 1: Orientation to the Literacy Continuum: A Tool for Assessment, Planning, and Teaching

Estimated Time: Approximately 2-3 hours

Introduce participants to the continuum by providing a fast “walk-through” so that they understand how to find information. The idea is not to spend a great deal of time on any one section, but to learn how the entire volume works. Another way to use this session is to read the short definition of each strand in the chart on page 3. Then take the introductory activities and move them to the beginning of a more in-depth session of each of the continua.

1. It is important for participants to understand strategic actions and how they relate to students’ literacy processing.
2. Participants understand how strategic actions contribute to the reading process. See Figure 1.
3. Participants will need chart paper and markers for “Introduction to Exploring the Reading Process.”

FIGURE 1: Introduction to Exploring the Reading Process

1. Begin by having participants scan and discuss the principles of learning that resonate with them (pages 2-3). Include Figure 1-1. Have participants share their thinking with the entire group and discuss the importance of each principle to students’ learning.
2. In groups, participants explore strategic actions. Have participants read **Reading Process: Systems of Strategic Actions**. Distribute the Systems of Strategic Actions Wheel or ask participants to refer to the inside front cover of the text. Allow participants to read page 4 and discuss with their colleagues the four continua that specially focus on strategic actions for thinking. Ask participants to discuss *thinking within, thinking beyond, and thinking about* the text and share with the group. Assign one of the strategic actions to each group of participants, i.e. *Synthesizing, Adjusting, Analyzing*. Distribute a sheet of chart paper to each group (or table) of participants. Each group should write the name of the action at the top of the chart paper. Then they should write a definition of their assigned action, in their own words. Next, include an example of students’ behaviors that would signal they are accessing that thinking. In other words, how would teachers be able to ascertain if students were synthesizing, or adjusting reading, or analyzing the text, etc. What literacy behaviors would students exhibit if they were thinking in that way?
3. Finally, participants include a statement about how their assigned strategic action contributes to overall literacy processing. ***Why/How is the action important to the overall reading process?***

4. Have participants explore the remaining introductory sections in “jigsaw” fashion. Have them work in groups of four, with each person assigned to read a short section and then share with colleagues in their group. See Figure 1.

FIGURE 2: Introduction to Exploring the Remaining Introductory Sections

Work at tables. Assign one of the following sections to each table. Participants read their sections and discuss the important points. Then have participants at each table share their thinking and the important ideas from their assigned section with the entire group.

1. Oral and Visual, Technological, and Written Communication; and Phonics, Spelling, and Word Study; and Some Cautions, pp. 5-6
2. Ways to Use the Continuum, pp 6-7.
3. Organization of the Continuum, pp. 7-8
4. Ways Administrators or Staff Developers Can Use the Continuum, pp. 8-10. (Focus on the coaching model on p. 10, as needed. This section may be expanded into a longer session on developing teachers' expertise through coaching.)

Now begin to explore the structure and organization of each of the seven continua in the text. Spend about 10 minutes on each section.

5. Interactive Read-Aloud and Literature Discussion

1. It is important for participants to realize that this continuum includes both interactive read-aloud (which always includes partner, small group, or whole-group discussion) and literature discussion (book clubs). In both instructional contexts, students' talk supports and provides evidence of learning. (See *Guided Reading: Responsive Teaching Across the Grades*, *Guiding Readers and Writers: Teaching Comprehension, Genre, and Content Literacy*, and/or *Teaching for Comprehending and Fluency: Thinking, Talking, and Writing About Reading*) for more information about the value of “talk” as it relates to students' comprehending.
2. Introduce Interactive Read-Aloud and Literature Discussion as a powerful tool for teaching students to use academic language to talk about texts. It also allows for opportunities to teach students appropriate academic language and to draw students' attention to significant features of the *peritext* (p12). Since the teacher is reading the text aloud, students are free to concentrate on active listening, thus employing all strategic actions for comprehending. Read-aloud texts become mentors.
3. Remind participants that this strand is organized by grade level. Ask participants to reflect on academic language that is required in their curriculum. Make sure that participants know that red bullets indicate that the characteristic or understanding is new at that grade level.
4. Participants need to examine text characteristics and curriculum goals, behaviors and understandings to notice, teach, and support, at particular grade levels.

FIGURE 3: Introduction to Interactive Read-Aloud and Literature Discussion

Remember that the goals for literature discussion refer to the talk that surrounds an interactive read-aloud as well as literature circles and book clubs. Refer to *Guided Reading: Responsive Teaching Across the Grades and Teaching for Comprehending and Fluency: Thinking, Talking, and Writing About Reading*, for help in teaching students how to talk deeply about texts. Their talking about texts mediates understanding.

Ensure that teachers know the significance of the bullets: round for thinking within the text, diamond for thinking beyond the text, square for thinking about the text, and red to indicate something new.

1. Work in groups of four. First, scan and briefly share your thinking about the general framework for the continuum:
 - Ask participants to turn to the pages in this section that corresponds to the grade-level they teach and look at "Selecting Texts." Point out the characteristics of texts and ask participants to review characteristics at their particular grade level. Then, ask them to compare text characteristics at two different grade levels. Share at tables and/or with entire group. Also ask participants to share a form of genre they may not have used. Is there a characteristic they may not have considered before? Share with the group. **What are some of the key factors to consider in choosing texts for Interactive Read-Aloud/Literature Discussion?**
 - Now, have everyone turn to their grade-level pages "Selecting Goals: Behaviors and Understandings to Notice, Teach, and Support." Talk about how the title of this section supports the idea that we are supporting students' thinking. Share that students' strategic actions, their "thinking," is displayed as bullets: a blue circle represents Thinking Within the Text; a green diamond represents Thinking Beyond the Text; and a purple square represents Thinking About the Text." Red bullets indicate thinking that is "new" at this grade level. Point out that this section is divided into fiction and nonfiction genres, then by elements within each genre. Ask participants to choose a genre element at their particular grade level and compare that element across several grade levels. Talk in groups about how elements change and progress in complexity over time. Share findings with entire group, as needed.
2. Go back to the introduction of the Interactive read-aloud/literature discussion continuum and read the section on **Using the Interactive Read-Aloud and Literature Discussion Continuum** on page 18.
3. Think about Interactive Read-Aloud/Literature Discussion as a tool for students to increase comprehending through their talk. Work with a grade-level partner to discuss: **What is the teacher's responsibility? What do students need to learn about having conversations surrounding texts, including social conventions?**

6. Shared and Performance Reading

1. Characteristics of texts are also considered when selecting texts for shared/performance reading. However, the factors are applied in a different way. Students go beyond active listening and discussion in that they participate in the reading in some way. Since teachers provide a high level of reading support, it is not necessary to use the A-Z levels to characterize appropriate texts for shared/performance reading.
2. Help participants understand that there are several forms of shared/performance reading, but all of them involve using the voice to interpret the meaning of the text.
3. Have participants look at “Selecting Goals: Behaviors and Understandings to Notice, Teach, and Support.” Notice that organization is the same as Interactive Read-Aloud/Literature Discussion. Remind teachers how the bullets refer to students’ thinking, within, beyond, and about the text. Ask participants to compare Selecting Goals at a particular grade level with two more grade levels. Discuss how the goals change in complexity over grades.

FIGURE 4: Introduction to Shared/Performance Reading

Ensure that teachers know the significance of the bullets: round for thinking within the text, diamond for thinking beyond the text, square for thinking about the text, and red to indicate something new.

1. Talk about Fountas and Pinnell’s definition of shared reading on page 103. “Instructional contexts that involve reading aloud for the pleasure of oneself and others.” Then look at the six bullets at the top of page 104, performed reading. Ask participants to discuss the value of shared/performance reading across grade levels. Also talk about varying forms of shared/performance reading. Ask participants to read the definitions of three forms of shared/performance reading on page 104: Shared reading, Choral reading, and Readers’ theater.
2. Have participants go to the pages in the Shared/Performance Reading section that corresponds to a grade level of interest and look at characteristics of texts. Discuss also how these characteristics compare to characteristics of texts in Interactive Read-Aloud/Literature Discussion at the same grade level. Then, notice characteristics of texts across grade levels by comparing two different grade levels (two grade levels apart).
3. Consider characteristics of texts for shared and performance reading: **What are some of the key characteristics of texts at certain grade levels?**
4. Consider curriculum goals, descriptions of behaviors and understandings to notice, teach, and support to help readers think *within*, *beyond*, and *about* the text.
5. Talk about how to use this continuum for planning. **What specific goals do you think are important?**

7. Writing About Reading Continuum

1. Writing about reading, and drawing about reading, are tools through which readers express and expand their thinking, while improving their ability to reflect on and think analytically about texts. Models serve as mentor texts.
2. Teachers will also want to scan introductory paragraphs that describe writers at each grade level, and then discuss students' writing samples at each grade level.
3. Demonstrating genres and forms through interactive and shared writing, as well as reading mini lessons, is critical before students are expected to produce them independently.
4. Remind participants that behaviors are goals to achieve by the end of the year. (page 167)
5. Selecting Goals: Behaviors and Understandings to notice, teach, and support are goals to achieve by the end of the year.

FIGURE 5: Introduction to the Writing About Reading Continuum

Writing about reading is a tool for exploring and sharing one's thinking about reading. Ensure that teachers know the significance of the bullets: round for thinking within the text, diamond for thinking beyond the text, square for thinking about the text, and red to indicate something new.

Work in groups of 4 or 5.

1. As a foundation for understanding the continuum, read the definitions for the twelve systems of strategic actions, using the strategic actions wheel in the *Literacy Continuum: A Tool for Assessment, Planning, and Teaching* (see page 4 LC). Discuss the value of writing about reading to support students' comprehending. **What aspects of thinking are easier for students as they write about reading? What aspects of thinking are more difficult for them?**
2. Have participants read the first paragraph on page 163. Next, have participants scan the four types of writing about reading on page 163: modeled writing, shared writing, interactive writing, and independent writing. Discuss the value of including all four types for different purposes.
3. Work in groups of four to explore the five categories of genres and forms of writing on pages 164-166: functional writing, narrative writing, informational writing, persuasive writing, and poetic writing. Have them refer to the continuum at their grade level of interest. **What genres and forms do you already use? What genres and forms would you like to include? What are implications for teaching?**
4. Have participants scan **Using the Writing About Reading Continuum** on page 167. Discuss how shared writing may be used as a model or introduction to any form of writing. (See Chapters 27 and 28 of *Teaching for Comprehending and Fluency: Thinking, Talking, and Writing About Reading* (Fountas and Pinnell, 2006).

8. Writing Continuum

1. Writing refers to the writing process, and students need to develop a basic knowledge of the process and to know how to vary the process for different purposes and genres.
2. Almost all genres in the continuum are first demonstrated in a read-aloud or with examples of shared, interactive, or modeled writing.
3. The writing continuum is intended to portray a one-year span, with the goals ideally achieved by the end of each grade.
4. Since writing is a recursive process, all areas of learning are constantly under development across years of schooling.
5. Persuasive writing begins in fourth grade, and writing hybrid texts begins in fifth grade.

FIGURE 6: Introduction to the Writing Continuum

The writing continuum can be used as a planning document and a way of assessing progress. All bullets in this section are in the shape of a square. They do not refer to strategic actions of processing texts, because students will actually produce texts. However, red bullets still signify something new.

1. Have participants scan the information on *Demonstration* on pages 225-226 and discuss the different models: shared writing, interactive writing, and modeled writing.
2. Have teachers turn to page 228 and talk about Figure I-1: A Processing System for Writing. Ask them to talk with colleagues about what they notice.
3. Have participants turn to their grade level of interest in the Literacy Continuum. Ask them to talk with colleagues about the organization of the continuum as well as the content within their grade level of interest.
4. Finally have participants compare the writing continuum at two other grade levels and then discuss how the continuum progresses.

9. Oral and Visual Communication Continuum

1. “Language is a child’s most powerful learning tool.” (p. 32) The oral language continuum is intended to help teachers intentionally develop students’ oral language competencies in two areas, listening and speaking, and presentation. Students need daily practice in presenting their ideas to others.
2. No texts are listed in this continuum because the students are producing them.

FIGURE 7: Introduction to the Oral and Visual Communication Continuum

1. Assign participants into two groups. Group 1 should scan and discuss “Listening and Speaking” on pp. 326-328. Group 2 should scan and discuss “Presentation” pp. 328-329.
2. Have participants review the Oral and Visual Communication Continuum at their grade level of interest. ***What implications are there for your practice in the area of listening and speaking? What implications are there for your practice in the area of presentation?***

10. Technological Communication Continuum

1. As they explore this continuum, participants should keep in mind that even young children are becoming increasingly familiar with different kinds of technology.
2. Learning to use technology for clear and precise communication is necessary in today's society.
3. No text characteristics are listed because students will create them.
4. Items are not sorted into strategic actions, thinking within, beyond, and about the text.
5. Goals can be integrated with all of the goals for reading, writing, and writing about reading.
6. Students are also learning about ethical and moral behavior with respect to digital literacy.

FIGURE 8: Introduction to the Technological Communication Continuum

1. Have participants consider three areas of technological communication: Computer Literacy, Online Reading and Information Literacy, and Composing and Publishing Digital Texts. In triads, jigsaw the reading of the three areas.
2. After discussion of the three areas, select a grade level of interest and two other grade levels. Notice the progression of complexity with respect to behaviors and understandings to notice, teach, and support. Talk with your colleagues about what is already in place and what new behaviors and understandings you notice.

11. Phonics, Spelling, and Word Study Continuum

1. This continuum is consistent with the Phonics/Word Study continuum that is provided in each of these volumes:
 - *Phonics Lessons: Letters, Words, and How They Work, Grade K, 1, 2*
2. The continua in all four volumes of phonics lessons are complete lessons that detail a full school year's instructional program.
3. In this *Literacy Continuum: A Tool for Assessment, Planning, and Teaching*, the same understandings are presented in two ways: as a grade-by-grade continuum and as word work in guided reading.
4. All principles are based on 9 areas of learning that students will have developed control by the end of the school year.
5. For more information on the behaviors and understandings in this continuum, see the following additional publications:
 - a. *Word Matters: Teaching Phonics and Spelling in the Reading/Writing Classroom*
 - b. *Interactive Writing: How Language and Literacy Come Together, Grades K, 1, 2*
 - c. *Guided Reading: Responsive Teaching Across the Grades, Second Edition*
 - d. *Word Study Lessons: Phonics, Spelling, and Vocabulary, Grade 3*
6. Now might be a good time to introduce the grammar component in the Appendix.
7. You may also want to introduce the companion text for Phonics, Spelling, and Word Study.

FIGURE 9: Introduction to the Phonics, Spelling, and Word Study Continuum

1. Ask participants work in groups of three. Each person selects three of the nine categories that begin on page 359:
 - Phonological Awareness
 - Letter Knowledge
 - Letter/Sound Relationships
 - Spelling Patterns
 - High-Frequency Words
 - Word Meaning/Vocabulary
 - Word Structure
 - Word Solving Actions
2. If you are part of a group of that doesn't have PreK, Kindergarten, or First Grade teachers consider only the last six categories and divide them by giving two to each person.
3. Each person reads the definitions of the categories and then looks for examples in their grade level of interest.
4. After taking about five minutes to read and find examples, participants should share their findings. **How could you use this continuum to plan explicit minilessons that reflect the phonics/word analysis principles that your students need?**
5. Then, you may want to introduce teachers to the Grammar, Usage, and Mechanics supplement in the Appendix, page 631. Ask participants to read the last paragraph on page 632. Divide participants into groups of 4. Ask one member of each group to scan the following sections: *Immersing, Teaching, Supporting–Not “Correcting;” What About Grammar Lessons? What About English Language Learners? and When Should They Know What? pp. 634-635.* Then, they will briefly look at the continuum itself.

12. Guided Reading Continuum

1. This continuum is organized similarly to the interactive read-aloud, shared and performance reading, and writing about reading continua. Participants will find text characteristics and behaviors to notice, teach, and support. However, rather than being organized by grade-level, the guided reading continuum is organized by text level.
2. Participants may need to scan the section titled *General Aspects of the Guided Reading Continuum*.
3. Or, it may be important to look at the *Structure of a Guided Reading Lesson* Figure I-2 on page 402.

FIGURE 10: Introduction to the Guided Reading Continuum

1. Have participants work in grade-level groups. They will use the text gradient on page 400 to identify approximate beginning and ending text levels for your grade level. They should study the beginning level, considering characteristics of texts, curriculum goals, and suggested word work.
2. Then have them study the approximate ending level for their grade and do the same. Do these levels define a year's expectations for our students? How can I use this document to help me plan for and teach guided reading?

Ways to Use the Literacy Continuum

Fountas and Pinnell have suggested ways to use the Literacy Continuum are discussed in each section of the text. It might be helpful here to discuss possible uses for different stakeholders.

From a teacher’s perspective, every part of the Literacy Continuum is relevant. It specifically defines the curriculum, while providing guidance in all areas of literacy. Ideas about texts to use with students are always timely, and behaviors to notice, teach, and support inform teaching from a student-centered paradigm. Further, teachers may use the Literacy Continuum in the following ways:

- To increase students’ reading, writing about reading, and talking about texts through authentic literacy experiences
- To plan for interactive read-aloud/literature discussion
- To plan for shared and performance reading
- To plan for writing about reading in increasingly sophisticated forms
- To plan for writing in increasingly sophisticated forms
- To plan for oral and visual communication in conjunction with interactive read-aloud/literature discussion, shared and performance reading, guided reading, writing about reading, and writing
- To plan for technological communication, in its many applications across the curriculum
- To plan for phonics, spelling, and word study, and grammar in a “principle-based” framework
- To plan for guided reading
- To find appropriate, high-quality texts for interactive read-aloud/literature discussion, shared and performance reading, and guided reading
- To plan for reading in the content areas
- To progress-monitor students
- To identify and support students who need intervention
- To plan for improving students’ comprehending
- To become more reflective about teaching practices

Some schools are fortunate enough to have Literacy Coaches to provide support.

Applications of the Literacy Continuum for coaches may include:

- To help align district/state curriculum requirements and standards with “best practice.”
- To provide a shared framework for literacy
- To increase conversations with teachers and administrators about students’ progress around specific literacy behaviors
- To enter a collegial coaching relationship with teachers around a set of literacy behaviors
- To provide monitoring of students’ literacy behavior through authentic experiences
- To identify and support students who need intervention
- To develop professional learning communities through shared understandings of authentic literacy

Administrators will also find the Literacy Continuum valuable:

- To specifically define curriculum goals
- To monitor students' progress
- To promote a common language for talking about students' literacy behaviors
- To establish professional learning communities surrounding students' authentic literacy experiences in all content areas
- To provide high-quality texts for students
- To identify and support students who need intervention
- To plan for effective professional development

Module 2: Read Aloud/Literature Discussion

In this module, you will have options of different activities with approximate times required. Choose those activities that will be most helpful and will fit into your schedule. Participants may have already received a general introduction to the continuum. If they haven't, you may decide to use the orientation suggestions first.

Interactive Read Aloud

Materials

1. **A picture book to read aloud and discuss.** Select and read a children's picture book. Choose a book that will prompt adult discussion, not necessarily one that you would advise using with their students. There is a list of high-quality books for interactive read-aloud in grades K-8 listed in *Teaching for Comprehending and Fluency: Thinking, Talking, and Writing About Reading, K-8* (Fountas and Pinnell, 2006). You may also refer to the website fountasandpinnell.com/resources, or see the Fountas and Pinnell Classroom (in press).
2. **Participants need to bring a text they have used, or are thinking about using, for Interactive Read-Aloud.** See "Guidelines for Selecting Texts for Interactive Read-Aloud," *Teaching for Comprehending and Fluency: Thinking, Talking, and Writing About Reading* (Fountas and Pinnell, 2006), p. 224.
3. **Sets of picture books to place on tables.** Also select and place on each table at least three picture books that teachers may read aloud to students. Each table should have a range of books appropriate for at least 3 different grade levels.
4. **Handout "Structure of Interactive Read-Aloud" Figure I-1, p 13.**
5. **Handout Ten Text Characteristics for Interactive Read-Aloud and Literature Discussion**
6. **Handout of Lesson**
7. **Reference materials,** *Teaching for Comprehending and Fluency: Thinking, Talking, and Writing About Reading* (Fountas & Pinnell, 2006).
8. **Text sets for varying grade levels.**
9. **Possible handout for 11-5 activity.**

Session Outline

1. **Participants explore the role of talk in comprehending.** *Teaching for Comprehending and Fluency: Thinking, Talking, and Writing About Reading* (Fountas & Pinnell, 2006).
2. Participants study the structure of interactive read-aloud.
 - a. Framework
 - b. Behaviors to notice, teach, and support
3. **Participants study characteristics of texts for interactive read-aloud.**
4. **Participants study interactive read-aloud continuum at their grade level of interest.**

FIGURE 11-1: Interactive Read-Aloud/Literature Discussion Continuum-The Role of Talk (Approximately 2 hours)

1. Have participants Refer to *Teaching for Comprehending and Fluency: Thinking, Talking, and Writing About Reading* Fountas and Pinnell, 2006, (Chapters 16-18) for information about teaching students to talk about texts. Ask them to view and discuss one of the video clips of an Interactive Read-Aloud from the *Continuum of Literacy Learning Teaching Library DVD* collection (any Interactive Read-Aloud video at specific grade levels you need) or from the video accompanying *Teaching for Comprehending and Fluency: Thinking, Talking, and Writing About Reading, K-8* (Fountas & Pinnell, 2006).
2. Have participants refer to "Opening Moves," page 226 *Teaching for Comprehending and Fluency: Thinking, Talking, and Writing About Reading*, Fountas and Pinnell (2006), p. 226. Use Figures 15-9 through 15-15 *Teaching for Comprehending and Fluency, Thinking, Talking, and Writing About Reading*, (Fountas & Pinnell, 2006, p. 226-233) to have a discussion of introductions that support conversation. Teachers should choose one of the read-alouds from their table and work in triads to develop different openings for the same text. There are also sample openings for IRA in the print files on the TCF DVD.
3. Have participants refer to Chapter 18 *Teaching for Comprehending and Fluency: Thinking, Talking, and Writing About Reading*, pp. 269-279, to think about routines for the teacher and students' to use in developing conversations around text. They should discuss how their students are contributing to text talk now and what specific routines they need to develop that inspire more student conversations surrounding texts. **What social conventions do I need to develop in my students in order to increase deeper conversations about texts?**
4. Participants will examine the development of shared language for talking about texts. Use the charts for fiction and nonfiction in *Teaching for Comprehending and Fluency: Thinking, Talking, and Writing About Reading* (Fountas & Pinnell, 2006) figures 16-5, 16-6, and 16-, pp. 243-245, as a basis for discussing fiction, factual, and biographical texts. Then have participants read pp. 239-51 of the same text. Finally have them look at Figure 16-8, pp. 246-249, and discuss a shared literary vocabulary for talking about text. Use the shaded columns to identify potential academic language to use at their grade levels. Have participants compare these charts with their Literacy Continuum, Selecting Goals, at particular grade levels. Academic language is listed throughout the *Literacy Continuum: A Tool for Assessment, Planning, and Teaching* and is displayed as a square bullet to signify "Thinking about the text."

FIGURE 11-2: Interactive Read-Aloud/Literature Discussion Continuum—The Structure of Interactive Read-Aloud (Approximately 45 minutes)

1. The leader reads a picture book to the entire group, following the structure of Interactive Read-Aloud on page 13 of the *Literacy Continuum: A Tool for Assessment, Planning, and Teaching*. The leader pre-plans ahead of time two or three places to stop in the text to have the entire group discuss, according to the curriculum goals in the *Literacy Continuum: A Tool for Assessment, Planning, and Teaching*.
2. After the reading and final discussion, ask participants what they noticed about the experience and record their observations on chart paper. Show them that you followed the framework for Interactive Read-Aloud on page 14 of the *Literacy Continuum; A Tool for Assessment, Planning, and Teaching*, or give participants a handout of the chart.
3. The leader suggests a grade level for which the text just read would be appropriate for interactive read-aloud. Have participants turn to that grade level and read the characteristics of texts. Discuss the importance of considering demands of texts on students in interactive read-aloud.
4. Next have them look at the curriculum goals (behaviors and understandings to notice, teach, and support) and compare them with the thinking they did as they were thinking about the text just read. Remind them that they will want their students to do the same kind of deep thinking.

FIGURE 11-3: Planning for Interactive Read-Aloud—Characteristics of Texts (Approximately 30 minutes)

1. Have participants look at page 16 of the *Literacy Continuum: A Tool for Assessment, Planning, and Teaching* and discuss the demands of texts on the reader in interactive read-aloud. Next, ask them to read and discuss the books on their tables (take turns reading each aloud to your small group, or pass the books to each other and read silently.) **What does each text demand in terms of comprehension?** Ask them to select a potential grade level for each of the texts (or a limited range of grade levels). **Which book would be the easiest, the hardest?** Choose one book for deeper analysis. Have them turn to the interactive read-aloud continuum for the grade level they selected, read the text characteristics, and compare them with their own analyses. Next ask them to use the curriculum goals to generate two understandings they would intentionally teach in an interactive read-aloud session at that grade level with that particular text. **How would you initiate an open discussion around the goals you selected?** Have them share their thinking in a large-group discussion, with respect to text characteristics and curriculum goals.

FIGURE 11-4: Interactive Read-Aloud—Planning by Grade Level (Approximately 30-45 minutes)

1. Have participants read the texts they brought, or another of the texts provided at tables, that would be appropriate for their grade level of interest.
2. Ask participants to write a plan for Interactive Read-Aloud, using the chart on page 13 *Literacy Continuum, A Tool for Assessment, Planning, and Teaching*.
3. Have them present their plans for the text with someone they haven't talked to during the session.

FIGURE 11-5: Interactive Read-Aloud—Analyzing (Approximately 45 minutes)

1. For any Interactive Read-Aloud, teachers can follow the same routine used in this session:
 - Participants read the text that is used and discuss challenges
 - Look at text characteristics for the grade level in the Literacy Continuum. **Was this text appropriate for this group of students?**
 - Look at curriculum goals (behaviors and understandings to notice, teach, and support) for the grade level. **How were students thinking and talking about the text?**
 - View the Interactive Read-Aloud. Have participants look for evidence of thinking consistent with the curriculum goals and note what the teacher is doing to foster thinking. See bullets on page 19 of the LC to discuss the teacher’s role. **How did the teacher support students’ thinking within, beyond and about the text?**
 - Look again at the definitions of the twelve systems of strategic actions for thinking within, beyond, and about the text.
 - As a group discuss the implications of these systems for your students’ progress. **How will the discussion of the text you analyzed contribute to their learning?**

Example:

	Thinking Within the Text	Thinking Beyond the Text	Thinking About the Text
Video 1			
Video 2			
Video 3			

FIGURE 11-6: Interactive Read-Aloud: Using text sets (approximately 45 minutes initially, then ongoing)

1. Have a session to examine the concept of “text sets” and to plan for a year of Interactive Read-Alouds. Participants can work in grade-level teams or across grade levels.
2. Have them refer to *Teaching for Comprehending and Fluency: Thinking, Talking, and Writing About Reading* (Fountas & Pinnell, 2006) Figures 17-1, 17-2, and 17-3, pp. 253-259 for definitions and examples. The list may also be printed from the DVD print files.
3. Ask participants to use the *Literacy Continuum: A Tool for Assessment, Planning, and Teaching* at appropriate grade levels to find examples of the potential learning that can result from using text sets. They can also work in small groups or with partners to plan the way they will guide the conversation to help students make connections or notice aspects of text. If they have access to a selection of high-quality books, they can put together text sets and try them out.

Literature Discussion

Participants may have already received a general introduction to the continuum. If they haven't, you may decide to use the orientation suggestions first.

Materials

1. Books for each table of participants that are suitable for literature discussion group at different grade levels. Participants may bring texts also.
2. Reference materials, *Teaching for Comprehending and Fluency: Thinking, Talking, and Writing About Reading* (Fountas & Pinnell, 2006);
3. *Continuum of Literacy Learning Teaching Library DVDs* or *Teaching for Comprehending and Fluency: Thinking, Talking, and Writing About Reading DVD*.

Session Outline

1. Participants learn how to get started with literature discussion (book clubs).
2. Participants develop literature discussion groups through further study.

FIGURE 11-7: Literature Discussion: Getting Started (approximately 45 minutes-1 hour)

1. Have participants review "text talk," *Teaching for Comprehending and Fluency: Thinking, Talking, and Writing About Reading*. (Fountas & Pinnell, 2006, Chapter 18, pp. 269-279. (Refer to Figure 11-1, number 4 in this document.)
2. Have participants look at Figures 20-8 and 20-9, TCF, "Minilessons to Support Literature Discussion" and "Getting Started: The First 35 Days, pages 307-308 to discuss minilessons for beginning literature discussion groups.
3. Watch video clips of students participating in a literature discussion group, such as *Rechenka's Eggs*, *Private Captain*, and *When She Was Good* from TCF DVD. The transcript for *Private Captain* is presented on page 285 TCF. Ask participants to make notes about conversations between the teacher and students and between students themselves. Or, use video clips on the Continuum DVD and follow the same procedure.
4. Consult the Strategic Actions Wheel and the Interactive Read-Aloud/Literature Discussion continuum to discuss how students were thinking within, beyond, and about the text. Also talk about the role of the teacher in each example. After teachers have worked with literature discussion groups in their classes, they should bring a video clip of their students to discuss.
5. For further reading on Literature discussion groups, consult *Teaching for Comprehending and Fluency: Thinking, Talking, and Writing About Reading*, 2006, Chapters 15-20. Chapter 20 also contains practical information on scheduling literature discussion groups.

Module 3:

Shared and Performance Reading Continuum

You can have a fairly short session to introduce the shared and performance reading continuum to your colleagues. You will find a great deal of background information in Chapter 21 of *Teaching for Comprehending and Fluency: Thinking, Talking, and Writing About Reading, K-8* and in Chapters 3 and 4 of *Guided Reading: Responsive Teaching Across the Grades, 2nd edition*. Information about the teaching of fluency is in Chapter 30 of TCF and Chapter 18 of GR, and in *When Readers Struggle: Teaching That Works*, Chapter 16 and on pages 393-394.

Participants may have already received a general introduction to the continuum. If they haven't, you may decide to use the orientation suggestions first.

Materials

1. Shared/performance materials for each table. Be sure to have materials suitable for teachers of all grade levels represented. For example, emergent readers would benefit from big books, individual copies of small books, poems on chart paper, texts written through shared or interactive writing, posters and charts, electronic texts, while older students would benefit most from scripts for readers' theater, individual copies of poems, enlarged pages of regular-sized texts, plays, speeches and historical documents, charts, etc. See the *Literacy Continuum* at different grade levels for examples of appropriate texts.
2. DVD clips: *Teaching for Comprehending and Fluency: Thinking, Talking, and Writing About Reading* (Fountas & Pinnell, 2006) and/or *Continuum of Literacy Learning Teaching Library DVD* collection.
3. Reference texts: *Teaching for Comprehending and Fluency: Thinking, Talking, and Writing About Reading* (Fountas & Pinnell, 2006), Chapter 21, pp. 309-328; *Guided Reading: Responsive Teaching Across the Grades 2nd edition* (Fountas & Pinnell, 2017), Chapters 3 and 4, pp. 53-99, and other pages as referenced below.
4. Six Dimensions of Assessing Fluency, p. 108, *Teaching for Comprehending and Fluency: Thinking, Talking, and Writing About Reading* or in the print files on the DVD.
5. *Prompting Guide 1*, (Fountas & Pinnell)

Session Outline

1. Participants explore definitions and rationales for shared/performance reading across grade levels.
2. Participants learn a basic structure for shared/performance reading.
3. Participants explore appropriate texts for shared/performance reading at different grade levels.
4. Participants analyze students' comprehending (systems of strategic actions) and fluency.

FIGURE 12-1: Shared/Performance Reading: Definitions and Rationales
(approximately 15-20 minutes)

Have participants read the second paragraph on page 103 of the LC. Also use Figure 3-4, p. 61 and Figure 4-2, p. 85 in *Guided Reading: Responsive Teaching Across the Grades 2nd edition*, (Fountas and Pinnell, 2017). Discuss the value of shared/performance reading at participants' grade level of interest and then across grade levels.

FIGURE 12-2: Shared/Performance Reading: Basic Structure
(Approximately 30 minutes)

1. Ask participants to read the basic components of shared reading on pages 103-104 in the Literacy Continuum. Make sure participants know that shared/performance reading is a quick activity, not an elaborate performance. It does not require memorization, long rehearsals, or props. It can be used in connection with interactive read-aloud, writing about reading, or guided reading.
2. View one or two of the shared/performance videos from the *Continuum of Literacy Learning Teaching Library* DVDs or *Teaching for Comprehending and Fluency: Thinking, Talking, and Writing About Reading* DVD. Ask participants to watch the clips while considering the structure of shared/performance reading.
3. Have participants discuss with colleagues how the structure of the routine benefits students' thinking within, beyond, and about the text.
4. Show participants Figure 3-14

FIGURE 12-3: Shared/Performance Reading: Texts
(approximately 30-45 minutes)

1. Have participants work together to put the shared/performance texts in order from easiest to hardest. They should use the Literacy Continuum text characteristics. **Talk about what you noticed about texts for shared/performance reading?** (They will notice that texts may be beyond what students can read independently. Remind participants that we would expect high teacher and group support. Teachers will also notice gradual shifts across grade levels.)
2. The leader should prepare at least two examples of "scripts." (There are examples of scripts in *Guided Reading: Responsive Teaching Across the Grades 2nd edition* Fountas & Pinnell, 2017. For primary teachers, consult Figure 21-6 "Creating a Script for Reader's Theater," p. 319 TCF. For intermediate teachers, consider the poem drawn from Paulsen's *Hatchet* (1987) or from novels like *A Long Walk to Water*, Park, 2010). There are also two scripts in the Shared Reading print files in the *Continuum of Literacy Learning Teaching Library DVD*.
3. Suggest a grade level for each example. Half of the participants should work with each script. Give participants enough time to assign parts and rehearse the scripts a couple of times. Then, they should perform the scripts for one another. Ask them to talk about how their colleagues made the reading sound interesting and/or reflected the meaning.
4. Then, teachers should go to the suggested grade level for each script in the *Literacy Continuum: A Tool for Assessment, Planning, and Teaching* and discuss behaviors and understandings to notice, teach, and support. Also ask them to consider what goals may be important on subsequent readings of the same text.
5. Finally, refer to page 106-107 in the *Literacy Continuum: A Tool for Assessment, Planning, and Teaching*. Have participants scan the section on "Organization."

FIGURE 12-4: Shared/Performance Reading: Comprehending and Fluency
(approximately 30 minutes)

1. If possible, show a shared/performance reading from one of the video clips in the *Continuum of Literacy Learning Teaching Library DVDs* or *Teaching for Comprehending and Fluency: Thinking, Talking, and Writing About Reading DVD*.
2. Have participants turn to the appropriate grade level and scan behaviors and understandings to notice, teach, and support.
3. As they watch the video clip, have participants take notes on students' thinking within, beyond, and about the text. Have them refer to "Curriculum Goals," page 105 *Literacy Continuum: A Tool for Assessment, Planning, and Teaching*. (Also consider "Teaching for Strategic Actions," page 96, and Figure 4-1 "Shared Reading: Changes over Time," page 84 *Guided Reading: Responsive Teaching Across the Grades 2nd edition* (Fountas & Pinnell, 2017).

Module 4

Writing About Reading Continuum

The writing about reading continuum is separated from the writing continuum because it is so strongly related to reading instruction. It is a tool for mediating thinking and consolidating how readers “think” about what they have read. You will want to plan writing about reading that extends students’ thinking within, beyond, and about texts.

Participants may have already received a general introduction to the continuum. If they haven’t, you may decide to use the orientation suggestions first.

Materials:

1. A collection of students’ writing about reading, including a variety of grade levels and genres. There are many examples in *Teaching for Comprehending and Fluency: Thinking, Talking, and Writing About Reading*, (Fountas & Pinnell, 2006, Chapters 27-28. Also see the *Continuum of Literacy Learning Teaching Library* “Writing About Reading” DVDs print files for more student samples. The best writing samples will be those collected in your school. Include the students’ grade levels on each sample.
2. A set of high-quality texts used from different strands of reading, like interactive read-aloud, shared reading, and/or guided reading. There are also samples on the website fountasandpinnelllevelledbooks.com
3. Reference materials: *Teaching for Comprehending and Fluency: Thinking, Talking, and Writing About Reading* (Fountas & Pinnell, 2006); *Guiding Readers and Writers: Teaching Comprehension, Genre, and Content Literacy* (Fountas & Pinnell, 2000); *Guided Reading: Responsive Teaching Across the Grades 2nd edition* (Fountas & Pinnell, 2017)
4. Possible handout for 13-2 activity.

Session Outline:

1. Participants explore genres and forms of writing about reading.
2. Participants examine samples of students’ writing about reading to identify their thinking/comprehending.
3. Participants explore how to teach students to write about reading.

FIGURE 13-1: Writing About Reading: Genres and Forms
(approximately 20-30 minutes)

1. If participants have not experienced the introductory routines 2 and 3, lead them through those exercises. It is important for participants to explore types of writing as well as genres and forms. Have participants discuss the importance of genres and forms across grade levels.
2. Ask participants to reflect upon what their students control with respect to genres and forms. What genres/forms do your students use to write about reading? **What genres/forms would you like to teach next?**
3. Refer to *Guided Reading: Responsive Teaching Across the Grades 2nd edition pp.493-497* and/or *Guiding Readers and Writers: Teaching Comprehension, Genre, and Content Literacy* for more information about how to use a Reader's Notebook.

FIGURE 13-2: Writing About Reading: Systems of Strategic Actions
(approximately 30-45 minutes)

1. Have participants work in pairs to look at students' samples of writing about reading. (Be sure to write the students' grade levels on each sample).
2. Choose a sample of writing and model how you would like teachers to examine and analyze the student's writing, using the appropriate grade level writing about reading continuum. Ask: **How is this student thinking within, beyond, and about the text? What does this student know about conventions of written language? What does he/she need to know next? How would you help the student become more articulate in his thinking?**
3. Ask participants to go to the grade level in the *Literacy Continuum: A Tool for Assessment, Planning, and Teaching* that corresponds to the sample. They should compare each sample with the Behaviors and Understandings to notice, teach, and support.
4. For each sample, participants should note: **What is the evidence of thinking? What were the opportunities to learn?**

Example:

Title of Writing Piece	Demonstrated Understandings	Next Steps (How might you lift the student's processing?)

FIGURE 13-3: Writing About Reading: Teaching (approximately 45 minutes-1 hour)

1. Participants should work in grade level groups of two to four people.
2. Have half of the participants at each table work with the interactive read-aloud text sets (with grade level indicated) and the other half work with the guided reading text sets (with text levels indicated).
3. Have teachers talk about the potential for writing about reading for each text, referring to their grade level writing about reading continuum. Remind them that they may use interactive writing (more prevalent in grades K-1), shared, or independent writing.
4. Next have participants refer to the genres/forms at their respective grade levels and choose one to teach. **Which interactive read aloud (or guided reading) texts at your table would serve as a resource for the genre? Also think about a simple series of lessons for teaching the genre.** (Refer to *Teaching for Comprehending and Fluency: Thinking, Talking, and Writing About Reading*, (Fountas & Pinnell, 2006), Chapter 28. Refer to Figure 28-49 "Learning to Write About Reading," and Figure 28-50 "Using Common Text Experiences as a Basis for Teaching Students to Write About Reading" TCF, pp. 496-497, for help in thinking about sequences of lessons and texts to use in teaching students how to write about texts. If time allows, take the activity a step further and have teachers identify a series of minilessons to support.
5. To further extend this activity, have teachers try some of their minilessons and demonstrations teaching students to write in a genre. In a week or two, have participants meet again to share outcomes of their teaching. Ask them to reflect on what worked well, what they would revise, and what they are planning to teach next.
6. Refer to *Guiding Readers and Writers: Teaching Comprehension, Genre, and Content Literacy* (2000) for more information about specific minilessons in using a *Reader's Notebook*.

Module 5

Writing Continuum

The writing continuum is structured differently from the other continua because of the nature of the writing process. Different aspects of writing must be considered, including genre/form, craft, conventions, and the writing process. To prepare for working with the writing continuum, first explore these different aspects with the group.

Participants will want to consider that for young children, writing can be interactive or shared. Even for older writers, shared writing is a way of modeling the principles you are teaching in minilessons.

If you need to review the structure of writing workshop, you will find a chapter suitable for younger children in *Word Matters: Teaching Phonics and Spelling in the Reading Writing Classroom* and a chapter appropriate for grades 2 through 8 in *Guiding Readers and Writers: Teaching Comprehension, Genre, and Content Literacy*.

Participants may have already received a general introduction to the continuum. If they haven't, you may decide to use the orientation suggestions first.

Materials

1. Samples of students' writing. Gather a collection of student writing, including a variety of grade levels and genres. Be sure the grade levels and genres are marked on the samples. You will find many examples of student writing in the *Literacy Continuum*; in *Teaching for Comprehending and Fluency: Thinking, Talking, and Writing About Reading, K-8*; in *Interactive Writing: How Writing and Reading Come Together*; and in *Guiding Readers and Writers: Teaching Comprehension, Genre, and Content Literacy*.
2. *Teaching for Comprehending and Fluency: Thinking, Talking, and Writing About Reading* (2006); *Continuum of Literacy Learning Teaching Library DVD Collection, Pre-K-2 and Grades 3-8. Genre Study: Teaching with Fiction and Nonfiction Texts*.
3. Copies of district writing curriculum.
4. Copies of released state writing assessments.
5. Sets of mentor texts. Create sets of texts for interactive read-aloud that will be useful mentor texts to use in minilessons. There are many suggestions in *Teaching for Comprehending and Fluency: Thinking, Talking, and Writing About Reading, K-8*. Participants can also bring in texts that are favorite read-alouds, but it is important to have high-quality examples, so you may want to base this decision on the expertise of your group.
6. Fountas and Pinnell *Prompting Guide 1* (section on Writing)
7. Possible handout for 14-1, 14-3, and 14-3 activities.

Session Outline:

1. Participants explore writing purpose, genre, and form.
2. Participants explore craft, conventions, and process.
3. Participants explore students' writing.
4. Participants observe teaching.
5. Participants explore mentor texts.
6. Participants explore district curricula and writing assessments.

FIGURE 14-1: Writing: Purpose and Genre (approximately 30 minutes-1 hour)

1. Have teachers spend about 5 minutes discussing Figure I-1 on page 228 of the Literacy Continuum. Ask: **What is important about the way the writing process is organized in this figure? How do the elements within each circle contribute to the overall writing process?**
2. Then divide participants into groups of 5. The first four teachers should scan one of the categories of genre, starting on page 229: functional texts, narrative texts, informational texts, and persuasive texts. Finally, the last person will explore two categories, poetic and hybrid texts on page 233. After reading, have participants locate their grade level of interest in the *Literacy Continuum: A Tool for Assessment, Planning, and Teaching*. Ask them to also talk about how the genre is presented in the continuum (Understanding the Genre, and Writing in the Genre.) **With respect to genre, how will the way in which the Writing Continuum is presented help you in your practice? What genres/forms do you teach consistently? Which genres/forms are easy for students/difficult for students?**
3. As an extension, have participants engage in studying genre from an inquiry perspective, using Fountas and Pinnell's *Genre Study: Teaching with Fiction and Nonfiction Texts*. Use interactive read-aloud texts and follow the major steps in genre study (see page 17, *Genre Study: Teaching with Fiction and Nonfiction Texts*.) Have participants reflect on the value of mentor texts as a bridge between reading and writing.
4. Ask participants to make a "T-Chart." At the top write "Exploring Genre." On the left side of the t-chart, write the genre and "Students need to understand." On the "right side of the t-chart write: To **write** in the genre students need to:

Example:

Exploring Genre	
Students need to understand the following about the genre:	To write in the genre students need to:
Genre: _____	
Genre: _____	

Figure 6.2

FIGURE 14-2: Writing: Craft, Conventions, and Writing Process (approximately 30 minutes)

1. Have participants divide themselves into three groups. One group will read "Craft," one group will read "Conventions", and the third group will read "Writing process."
2. Have participants share what they read.
3. Look at the writing continuum, grade levels 1,3,5,and 7. Have teachers read across the levels, each group focusing on one section.
4. Share your observations about change over time in writing, talking about one grade level at a time.

Figure 14-3: Writing: Exploring Student Writing (Approximately 45 minutes-1 hour)

1. Participants have a set of fiction and nonfiction writing samples. Ask them to look first at the fiction set.
2. Have them read the samples aloud to the group so that the voice of the writer is easier to hear and they will be less distracted by conventions.
3. For each sample, they use the *Literacy Continuum: A Tool for Assessment, Planning, and Teaching* at the appropriate grade level to generate statements about what the student is showing he/she controls in terms of craft, conventions, and process. Then they generate statements describing what the writer needs to learn how to do next as a writer. They may make their own notes or use a handout. See example below.

Example:

Paper #	Craft		Conventions		Process	
	The writer can:	The writer needs to:	The writer can:	The writer needs to:	The writer can:	The writer needs to:

4. Repeat the activity with the nonfiction set.
5. For work with younger students, review *Prompting Guide 1* to select language you think would be helpful to younger students in individual writing conferences to support their development of early writing behaviors.

FIGURE 14-4: Writing: Observing Teaching (Approximately 30-45 minutes)

1. Use the *Continuum of Literacy Learning Teaching Library* DVD collection as follows: Grades PreK-2 DVD #5 Writing: Interactive Writing; Grades PreK-2 DVD #6 Writing: *Writing Workshop*; Grades 3-8 DVD #6 *Writers' Workshop*; *Teaching for Comprehending and Fluency: Thinking, Talking, and Writing About Reading*. Or, you can use other videos you may have.
2. Work in groups to review the appropriate grade level in the *Literacy Continuum: A Tool for Assessment, Planning, and Teaching*. Then view the lesson. As they view lessons, participants need to document students' "thinking within, thinking beyond, and thinking about the text." See possible handout below.
3. Have participants discuss:
 - What is the teacher helping students learn to do as writers?
 - How is the teacher using mentor texts to help the writers learn from other writers?
 - How is writing workshop being linked to interactive read-aloud? And how does the linking make maximum use of teacher and student time?
 - How does the "share" routine contribute to student learning?
4. Have participants go back to the *Literacy Continuum: A Tool for Assessment, Planning, and Teaching* and make connections to the minilesson(s) they viewed.

Example:

	Thinking Within the Text	Thinking Beyond the Text	Thinking About the Text
Video 1			
Video 2			
Video 3			

FIGURE 14-5: Writing: Using Mentor Texts (approximately 45 minutes)

Gathering mentor texts takes some time, but compiling high-quality texts that serve as a medium to enhance students' reading and writing processes is a worthy endeavor. There are suggestions in the resource material to *Teaching for Comprehending and Fluency: Thinking, Talking, and Writing About Reading, K-8*. Once these text sets are organized, you can go to the writing continuum for minilessons to teach during the year. Finally, look at the text sets to generate lists of ways they can be used to illustrate different aspects of effective writing.

1. Have participants work with a grade-level partner or group.
2. Have them choose an interactive read-aloud text set that is appropriate for their grade levels.
3. Ask them to also turn to their grade level of interest in the writing continuum.
4. They should select one or two texts and plan an interactive read-aloud. Have them think about the "opening" and some intentional conversation in which they would want to engage students in thinking about the writers' craft.
5. Then, have them plan for the future use of the text as a mentor text for writing workshop. (You will find that excellent texts can be used to demonstrate more than one aspect of effective writing.)
6. Ask teachers to select principles they would want to teach and the kinds of teaching points they would make about the writing in the text.
7. Finally, ask teachers to discuss why each writing genre should be demonstrated through interactive read aloud or with examples of interactive, or modeled writing.

FIGURE 14-6: Writing: District Curricula and Assessments (approximately 30-45 minutes)

1. Have participants compare their district writing curricula to the writing continuum. Have participants divide themselves into grade-level groups of 4. Ask them to make notes about how each section of the writing curriculum (genre, craft, conventions, and writing process) corresponds to their district curriculum.
2. Ask participants to share their findings with their groups. Then share, by grade levels, with the entire group.
3. Now, have teachers work with a released state test. They should again work in groups of 4 to again explore genre, craft, conventions, and writing process. As they review the assessment, ask them to identify how the writing continuum would support the state assessment.
4. Finally ask teachers to summarize their thinking. **How can the writing continuum support the district curriculum? How can the writing continuum support district/state assessments?**

Module 6

Oral and Visual Communication

This continuum brings together a variety of oral and written communication skills. Often teachers support oral language development in unplanned and nonstrategic ways. This continuum will help teachers think about the explicit oral competencies to notice, teach for, and support throughout the day. In addition, this continuum addresses presentation skills that bring together the use of oral language with a variety of visual and print media.

Participants may have already received a general introduction to the continuum. If they haven't, you may decide to use the orientation suggestions first.

Materials:

1. DVD clips of interactive *read-aloud and literature discussion*. See *Teaching for Comprehending and Fluency: Thinking, Talking, and Writing About Reading DVD* and *Continuum of Literacy Learning Teaching Library DVD* for teaching samples. You might have participants bring short video clips of interactive read-alouds and literature discussions.
2. Information on oral reading can be found in the following reference materials: *Teaching for Comprehension and Fluency: Thinking, Talking, and Writing About Reading, K-8, Chapters 15-20*; *When Readers Struggle: Teaching That Works, Chapter 16*; *Guiding Readers and Writers: Teaching Comprehension, Genre, and Content Literacy, Chapters 3 and 8*. Participants will need Chapter 20 for one of the activities below.
3. Chart paper and markers

Session Outline:

1. Participants explore listening and speaking opportunities.
2. Participants explore how to promote students' listening and speaking competencies.
3. Participants explore minilessons that support the development of social interaction competencies, with literature discussion groups, at a grade level of interest.
4. Participants explore how to promote students' presentation competencies through social studies and science content areas.

FIGURE 15-1: Oral and Visual Communication: Listening and Speaking Opportunities (Approximately 30-45 minutes)

1. Have participants work in grade level groups. Have each group create a chart with four rows and two columns. Along the left side, label the rows: "listening and understanding," "social interactions," "extended discussion," and "content." Head the two columns "opportunities" and "increasing opportunities," respectively. See example below.
2. Have each grade-level group review the bulleted competencies under each of the categories in the "Listening and Speaking" continuum.
3. In the first column of the chart, have participants list opportunities their students have to apply the competencies during reading and writing instruction.
4. In the second column, have the group brainstorm ways in which they can increase their students' opportunities to develop these competencies.

Listening and Speaking Opportunities		
	Opportunities	Increasing Opportunities
Listening and Understanding		
Social Interaction		
Extended Discussion		
Content		

FIGURE 15-2: Oral and Visual Communication: Promoting Listening and Speaking Skills

Use interactive read-aloud and/or literature discussion videos from *Continuum of Literacy Learning Teaching Library DVDs* and/or *Teaching For Comprehending and Fluency: Thinking, Talking, and Writing About Reading, K-8*. Select two videos in coordination with the continuum at relevant grade levels. Teachers may also bring recordings from their classroom interactive read-alouds or literature discussion groups.

1. Have participants watch the DVD clips from one or two interactive read-alouds or literature discussion groups.
2. Ask them to identify behaviors from the clips that are listed in the continuum under the "Listening and Speaking" category.
3. After watching the clips, discuss and document missed opportunities for expanding students' listening and speaking competencies.

FIGURE 15-3: Oral and Visual Communication: Social Interaction Competencies in Literature Discussion Groups (approximately 30 minutes)

1. Have participants look at Chapter 20 *Teaching for Comprehending and Fluency: Thinking, Talking, and Writing About Reading*. Specifically have them look at pages 307-308.
2. With their grade level groups, have teachers discuss which of the minilessons would support the development of social interaction skills at their grade level.
3. Then as participants talk about how they can support the same learning through "turn and talk" segments in their interactive read-aloud lessons.

FIGURE 15-4: Oral and Visual Communication: Developing Presentation Competencies through Social Studies and Science (approximately 30-45 minutes)

1. Have grade-level groups make a list of all the authentic oral presentation opportunities their students have, i.e. poetry recitation, show and tell, group share, etc.
2. Ask participants to review the competencies in each of the six categories under "Presentation" in the continuum: voice, conventions, organization, word choice, ideas and content, media. Ask them to discuss which are easier for students and which are more difficult.
3. Next, have them discuss how their work in social studies and science might involve students presenting information on a topic. Teachers should consider how students might present independently and in groups.
4. Ask participants to discuss the following:
 - Which competencies would make good minilessons in reading and writing workshop?
 - Which of the behaviors are directly related to writing?

FIGURE 15-5: Oral and Visual Communication: Change Across Time (approximately 30 minutes)

1. Ask participants to choose one of the six categories in the "Presentation" section of the continuum.
2. Review the competencies two grade levels below and two grade levels above the grade level of interest to determine how the competencies increase in complexity.
3. Have teachers discuss what they have learned about presentations that they want to incorporate into their teaching.

Module 7

Technological Communication

Technological communication competencies are critical in helping students become literate in the digital age. Participants may have already received a general introduction to the continuum. If they haven't, you may decide to use the orientation suggestions first.

Materials:

1. District technology curriculum
2. District protocol for digital media

Session outline:

1. Participants explore how to use technology to support learning.
2. Participants reflect on safeguards to protect students as they explore digital and media literacy.

FIGURE 16-1: Technological Communication: Using Technology to Support Learning (Approximately 30 minutes)

1. Have participants work in grade level groups to review both major headings in the continuum, "Digital and Media Literacy," and "Communication and Publishing."
2. Ask teachers to review the competencies and make notes about how they can support students' development of the competencies through reading, writing, and content-area teaching.

Module 8

Phonics, Spelling, and Word Study Continuum

The phonics, spelling, and word study continuum was created to support the series of phonics lessons published by Pinnell and Fountas in 2003. The lessons are based on a detailed continuum specifying principles that learners develop over time as they have reading and writing experiences. Many of the lessons are generative, that is, the lesson framework can be used again and again with different examples to help children build a comprehensive set of understandings. Participants may have already received a general introduction to the continuum. If they haven't, you may decide to use the orientation suggestions first. For more detailed information regarding a suggested sequence for lessons, consult the *Comprehensive Phonics, Spelling, and Word Study Guide* (Fountas and Pinnell, 2017).

Materials:

1. Refer to *Word Matters: Teaching Phonics and Spelling in the Reading/Writing Classroom* in connection with this Phonics, Spelling, and Word Study continuum for the foundational understandings you need to implement effective phonics and spelling lessons.
2. You will find specific phonics lessons in Fountas and Pinnell's *Phonics Lessons K, 1, and 2*, and in *Word Study Lessons: Letters, Words, and How They Work: Grade 3. Sing a Song of Poetry* (2003) by Fountas and Pinnell is an additional reference for use with kindergarten, first, and second grade phonics lessons. Online resources are available to help teachers prepare for implementation.
3. *Literacy Beginnings: A Prekindergarten Handbook* (Fountas & Pinnell, 2011) is a valuable resource to use with the PreK Phonics, Spelling, and Word Study Continuum.
4. Fountas and Pinnell's *Prompting Guide 1*, pages 27-33, is also a useful tool to help teachers teach, prompt, and reinforce students' thinking as they construct words in writing and revisit a text for word study in reading.
5. Children's literature examples that engage students with features of language. Throughout *Phonics Lessons Grades: K, 1, and 2* and in *Word Study Lessons: Grade 3*, there are suggested children's literature titles that support the specific word features in each lesson. The poems in *Sing a Song of Poetry: Grades K, 1, and 2* are already referenced in the *Phonics Lessons* themselves, and they provide excellent examples that are engaging.
6. You will need to have student materials available for examples of the Phonics, Spelling, and Word Study that you choose to explore with teachers. If you have *Phonics Lessons, K, 1, and 2* and/or *Word Study Lessons: Letters, Words, and How They Work: Grade 3*, you will have access to online resources to help in preparation. Otherwise, you can make collections yourself or have teachers bring student samples to the sessions. The following collections will be useful with activities in this strand of the *Literacy Continuum*.
 - Samples of reading records or running records: Gather some examples of students' reading records or running records from a class at the grade level of interest. Teachers may be able to provide their students' reading records from

assessment, like *The Benchmark Assessment Systems 1 and 2, 3rd edition* (Fountas and Pinnell, 2016) or from running records teachers have taken in guided reading groups.

- Samples of students' assessments in reading high-frequency words in isolation. You will find lists of high-frequency words in the *Phonics Lessons, Grades K, 1, 2* and in the *Word Study Lessons, Grade 3* teacher resources. There are also suggested lists by grade level in *Word Matters: Teaching Phonics and Spelling in the Reading/Writing Classroom* or in the *Benchmark Assessment Systems 1 and 2* (Fountas and Pinnell, 2016). You may even decide to assess students' ability to notice and use parts or features of words. As you assess, notice correct responses as well as errors. They may give you important information about the kinds of word features students are noticing and using. Some features to consider are: first letters, last letters, vowels, letter clusters (blends, digraphs, and double vowels), Phonogram patterns, multisyllable words, words with r-controlled vowels, contractions, phonogram patterns in multisyllable words, compound words, frequently appearing syllable patterns, Greek or Latin roots (structure), and word endings (from simple to complex). *Word Matters: Teaching Phonics and Spelling in the Reading/Writing Classroom* has lists of words with specific features.
- Samples of students' writing. Gathering samples of student writing from the beginning, middle, and end of year for each grade level will provide excellent material for analysis. You will not only get an idea of the words students can write conventionally and those they attempt to write, but you will also learn the range of words that they select to write.
- Samples of assessments in which students write words in isolation. Sometimes it is helpful for students to generate a list of words, and you may choose to periodically have students write a list of words they know quickly. Notice how they generate words as well as correct/partially correct spellings. What young children write gives us a "window" into how they attend to print.
- Lesson examples on DVD. You can find several phonics lessons, from grades K through 3, on the following DVDs: *Continuum of Literacy Learning Teaching Library PreK-2* (Fountas & Pinnell, 2011); *Continuum of Literacy Learning Teaching Library Grades 3-8* (Fountas & Pinnell, 2011); *Word Study: Teaching Phonics and Spelling in the Reading/Writing Classroom* (Fountas & Pinnell, 1998). Also, you can use the videos from *The Primary Literacy Video Collection* (Fountas & Pinnell). You can also make your own DVDs by recording teachers in your own school. These are often the best examples, because the teacher can provide background information on the students. If your teachers want to pursue the *Buddy Study System*, videos are also on *The Primary Literacy Video Collection*. Actual lessons for Buddy Study are in the word solving actions section of *Phonics Lessons, 1 and 2, and in Word Study: Grade 3*.

Session Outline:

1. Participants explore the nine areas of learning.
2. Participants explore the phonics, spelling, and word study continuum using children's literature and poetry.
3. Participants will observe effective phonics/word study lessons.
4. Participants will explore students' word solving in reading.
5. Participants will explore students' writing as a basis for planning phonics and word study lessons.

FIGURE 17-1: Phonics, Spelling, and Word Study: Nine Areas of Learning (approximately 45 minutes)

In this exercise you will use *Word Matters: Teaching Phonics and Spelling in the Reading/Writing Classroom* to understand nine areas of learning that are important in teaching students how words work. These nine areas encompass a body of interrelated knowledge that supports reading by helping students learn a range of word-solving actions. The nine areas are interrelated, apply to both reading and writing, and help students learn how to orchestrate the processes in a way that ensures effective and efficient word processing while reading and writing.

Within each of the nine areas, students develop simple to complex understandings over time. Each area represents a continuum of learning based on principles of how words work that students must internalize in order to develop word-solving automaticity while reading and writing.

Teachers' understanding of the principle-based phonics, spelling, and word study continuum is key to students' success.

1. If teachers have not participated in the introductory session, consider guiding teachers through it now. Have participants number themselves 1-9 and assign the nine areas to each teacher accordingly. (See below)
 - Early Literacy Concepts
 - Phonological Awareness
 - Letter Knowledge
 - Letter-Sound Relationships
 - Spelling Patterns
 - Word Structure
 - High-Frequency Words
 - Word Meaning/Vocabulary
 - Word-Solving Actions
2. Have participants review the area to which they are assigned in the *Literacy Continuum: A Tool for Assessment, Planning, and Teaching*, pp. 359-362.
3. Then have them refer to the appropriate pages in *Word Matters* and make notes about key points. See the chart below.

FIGURE 17-1: (continued)

Nine Areas of Learning and <i>Word Matters</i>	
Area of Learning	<i>Word Matters</i> reference pages
Early Literacy Concepts	5-10, 68, 87, 123
Phonological Awareness	5, 8-10, 63-64, 76-77, 95
Letter Knowledge	7-8, 46-47, 69-71, 87, 138-139, 143-147
Letter Sound Relationships	46-53, 90-95
Spelling Patterns	65, 82, 95, 236
High Frequency Words	35-41, 44-46, 71-72, 88-90
Word Meaning/Vocabulary	48-49, 60-62
Word Structure	95-98, 151-152
Word-Solving Actions	76-79, 80-82, 124, 149-152

4. After participants complete their assigned readings, have them present the material they read about the nine areas of phonics and word study in the following way:
 - Share what you learned with others in your group.
 - When you present the material, take people to the page in *Word Matters*
 - Don't tell every detail but do cover important understandings.
 - Allow other participants to ask questions or to contribute to the presentation.
 - Limit the discussion to ten minutes for each learning area. Ask one person to monitor the time.
 - The person who studied each area should lead the discussion.

FIGURE 17-2: *Phonics, Spelling and Word Study: Exploring Children's Literature and Poetry (approximately 30-45 minutes)*

1. Read and enjoy the collection of children's literature, thinking about appropriateness for the age level of the students you teach.
2. Think about how each book provides opportunities to draw children's attention to some aspect of language.
3. On the cover of the book place a sticky note indicating the potential of the text for supporting children's growing knowledge of language, words, and sounds; then pass the book to the next person who will add to the sticky note.
4. After everyone has read several of the books, have a general discussion of how to use each book in interactive read-aloud to support students' understanding of phonics and word study. Remember that the main purpose of interactive read-aloud is to help children enjoy the book.
5. Repeat the process with poetry examples.

FIGURE 17-3: Phonics, Spelling, and Word Study: Phonics/Word Study lessons (approximately 1-1.5 hours)

1. Have participants watch the overview of the nine areas of learning in the Word Study DVD from *The Primary Literacy Video Collection* (Fountas & Pinnell). This collection also contains videos showing the *Buddy Study* system of studying words. The lessons that correspond to *Buddy Study* are found in *Phonics Lessons 1 and 2* and *Word Study Lessons: Grade 3* in the Word Solving Actions categories.
2. Then choose a video clip that shows a complete phonics lesson. There are complete lessons in the *Primary Literacy Video Collection* video, and there are also complete lessons in the *Continuum of Literacy Learning Teaching Library*. Choose from the PreK-2 or the 3-8 collections.
3. As participants watch complete lessons, ask them to refer to the grade level continuum that corresponds to the video-recorded lesson(s).
4. How did the teacher engage students? What was his/her purpose during the minilesson? How did students respond? How did students take responsibility for their learning? Talk about the teacher's language during the session.
5. Have participants discuss the importance of following the routine of "minilesson, application, sharing," in helping students learn how words work.

FIGURE 17-4: Phonics, Spelling and Word Study: Exploring Word Solving in Reading (45 minutes to 1 hour)

1. Use a set of 8-10 running records or reading records. This set may be one you have prepared, or teachers may bring their students' records.
2. Have participants work with grade-level colleagues to look at errors and self-corrections for each record.
3. Using the form below, list what each student knows about word solving in column 2 and what the student need to know in column 3. Be sure that participants use the phonics, spelling, and word study continuum.
4. After analyzing, have the group look for patterns they observed across the group of records. **Are some patterns common to most of the group?** Highlight them as a basis for planning minilessons. **Are there some patterns common to guided reading groups?** Note them as a basis for planning word work during guided reading.

What Student Know and Need to Know		
Reader	Knows	Needs to Know
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

This might need to be a handout and put in the Appendix of this document.

FIGURE 17-5: Phonics, Spelling and Word Study: Exploring Writing
(approximately 1 hour)

1. Collect students' writing samples, preferably from their work in Writer's Workshop. (You can analyze spelling tests also, but students' writing provides more insight into all areas of study.)
2. Distribute the figure below and discuss how the teacher used error analysis in writing to study how students write words. **Do students know letters? Sounds? Are students using sound/letter analysis to write words? Are there high-frequency words that are misspelled? Are students using word meaning and/or word structure in writing?**
3. Then have participants look at their samples, or samples you have provided.
4. Using the blank "Error Analysis" chart, teachers complete one for every writing sample. (Teachers may divide students' writing within the group.)
5. Ask participants to use the phonics, spelling, and word study continuum at the appropriate grade level to discuss what the student controls. Then, discuss what students need to learn next.
6. Also have participants discuss patterns across the writing, using the phonics, spelling, and word study continuum. **What do students control in terms of writing words? What do they need to learn next**

See the sample chart and a blank chart below. The blank chart may need to go in an appendix to this document.

Error Analysis of "My Guinea Pig" by Andrew								
Date	Word Substitution	Letter Knowledge	Letter/Sound Relationships	Spelling Patterns	High-Frequency Words	Word Meanings	Word Structure	Other
4-3	Mi/my				my			
	GiNE/guinea							guinea
	i/I				I			
	LiEK/like			ike	like			
	TAK/take			ake				
	iV/of				of			
	CAS/cage			age				
	TOLE/towel			ow				towel
	WiN/when		w/wh	en	when			
	PAK/pick			ick				
	SUMTiMS/sometimes			ome			compound	
	WiLE/will			ill	will			
	WIG/wiggle			iggle				wiggle
	HRE/her				her			
	FET/feet			eet				
	THN/Then			en	then			
	SE/she				she			
	GOS/goes						plural	
	BAK/back			ack	back			
	KAG/cage		k/c	age				

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Date	Word Substitution	Letter Knowledge	Letter/Sound Relationships	Spelling Patterns	High-Frequency Words	Word Meanings	Word Structure	Other

FIGURE 3: Error Analysis Chart

Module 9

Guided Reading Continuum

Your exploration of the guided reading continuum will vary according to the interest levels and needs of the participants. In this session, you help participants consider the students' reading strengths and needs, demands of texts on readers, and teachers' expertise. Participants may have already received a general introduction to the continuum. If they haven't, you may decide to use the orientation suggestions first.

Materials:

1. A variety of leveled texts that are appropriate for guided reading, both fiction and nonfiction. Also, consider providing texts that are sufficiently spread on the text gradient (two to three levels apart) to provide clear contrasts. You will need 3-4 examples of leveled texts for every four to five people.
2. Students' running records or reading records that adhere to conventional coding protocol. It is helpful to have records for several readers at the same text level. Teachers may bring their own records from a group of students, but make sure they follow standard coding conventions. See the *Benchmark Assessment Systems 1 and 2* or *Teaching for Comprehending and Fluency: Thinking, Talking, and Writing About Reading, K-8* for further information on coding.
3. DVD lesson examples. There are several videos from which to choose: *Continuum of Literacy Learning Teaching Library*, "Guided Reading K-2," and "Guided Reading 3-8;" *Guided Reading* video that contains a first grade and second grade lesson; and *Teaching for Comprehending and Fluency: Thinking, Talking, and Writing About Reading, K-8* video containing 3 guided reading lessons at grades 1, 2, and 5.
4. Fountas and Pinnell *Prompting Guide 1*. If you do not have this resource, you will find examples of facilitative talk in *Guided Reading: Responsive Teaching Across the Grades* (2016), Chapter 19.
5. Reference texts: *Guided Reading: Responsive Teaching Across the Grades* (2016); *Teaching for Comprehending and Fluency: Thinking, Talking, and Writing About Reading, K-8*; *When Readers Struggle: Teaching That Works*; "Guided Reading: The Romance and The Reality" Fountas & Pinnell (2012). *The Reading Teacher*, (66:4), pp. 268-284.

Session Outline:

- Participants will observe the structure for guided reading lessons and analyze teaching.
- Participants will analyze texts and consider the demands on readers.
- Participants will observe and analyze students' reading behaviors.
- Participants will explore book introductions as a way to make guided reading texts accessible to students

FIGURE 18-1: Guided Reading: What is it? (45 minutes)

1. If you have the *Reading Teacher* Article, have participants "jigsaw" read it.
2. Then, discuss it in sections as a whole group.
3. Alternatively, have participants review the structure of a guided reading lesson on page 402 in the continuum.
4. Then have teachers watch a guided reading lesson. Talk about how the teacher in the video observed the guided reading structure. Ask participants how the structure of the lesson contributed to students' reading success.
5. Then have them watch the same lesson a second time while thinking about students' processing. Refer to Systems of Strategic Actions, Figure I-3, on page 404 of the *Literacy Continuum* and refer to the specific text level behaviors and understandings to notice, teach, and support.

FIGURE 18-2: Guided Reading: Demands of Texts on Readers (approximately 45-60 minutes)

1. Review the ten categories of text characteristics that define level. *Literacy Continuum*, p. 408. For further information on text characteristics, see *Guided Reading: Responsive Teaching Across the Grades*, Chapters 12 and 13; or *Teaching for Comprehending and Fluency: Thinking, Talking, and Writing About Reading K-8*, Chapters 12, 13, and 14; or *When Readers Struggle: Teaching That Works* (Chapter 6); or the article from *The Reading Teacher*.
2. Have participants read "The General Aspects of Guided Reading" in the *Literacy Continuum*, pp. 402-406. Ask them to make notes about salient information and then discuss with partners.
3. Have participants consider text sets on their tables. Ask them to place the texts in groups by level and then order the levels from easiest to hardest.
4. Use the easiest of the texts as an example for the entire group. Read the text to the group while displaying it on a document camera. Have participants discuss, one by one, the text characteristics on page 408 of the *Literacy Continuum*. Have them think about what makes the text easy or what makes it hard in each category.
5. Ask participants to consider the next hardest text and think about in terms of the 10 characteristics what are the additional demands on readers. Record the additional demands on a sticky note and put it on the outside of the text.
6. Continue with the other texts in the group.
7. Finally, have participants turn to the text level pages in the guided reading continuum that correspond to the levels of the books. Have them compare the texts they analyzed with the characteristics listed in the continuum.
8. Have participants discuss the process and what they noticed during the exercise with the entire group.
9. As a group, ask participants to select one of the texts and turn to the behaviors and understandings to notice, teach, and support in the continuum. Which of the listed behaviors are particularly applicable to the text they analyzed?
10. Then have them talk about implications for book introductions and teaching that help make a book accessible to readers.

FIGURE 18-3: Guided Reading: Observing and Analyzing Reading Behaviors (1-1.5 hours)

1. You will probably not have time to teach reading record coding protocol in this session. However, teachers must learn the process, and you have access to "Coding and Scoring Errors at a Glance" in several of Fountas and Pinnell's reference texts such as: *Guided Reading: Responsive Teaching Across the Grades, 2nd edition*, Chapters 10-11 and the *Benchmark Assessment Systems 1 and/or 2, "Assessment Guide."*
2. Give participants a blank reading record that corresponds to the video example they will watch. There are several from which to choose: There are two individual students who read on the *Teaching for Comprehending and Fluency: Thinking, Talking, and Writing About Reading, K-8*; or you may decide to use the tutorial readings on the *Benchmark Assessment Systems 1 and 2*; or you may have tutorial readings that are included in the *Leveled Literacy Intervention Systems*. If you don't have any of these resources, choose several of your students and record them reading an instructional-level text.
3. Play the video while teachers take a reading record.
4. Then have participants listen to the Comprehension Conversation. Depending on teachers' expertise and your time constraints, lead teachers through the comprehension conversation. See the *Benchmark Assessment Systems "Assessment Guide"* for detailed information concerning the comprehension conversation.
5. Next have participants score and analyze the reading record.
6. Have participants turn to the text level in the guided reading continuum. Talk about what the student controls in terms of thinking within, beyond, and about the text. What does the student need to learn next?
7. You may also want to summarize students' responding using a chart. See *Guided Reading: Responsive Teaching Across the Grades, 2nd edition*, page 273. Or, you may want to use the "Guide for Observing and Noting Reading Behaviors" from *Leveled Literacy Intervention, Primary and Intermediate* to help teachers summarize students' reading behaviors.
8. Have participants use *Prompting Guide 1* to plan teaching moves and facilitative talk. For more information, see *Guided Reading: Responsive Teaching Across Grades 2nd edition*, Chapter 19.
9. Finally, have teachers analyze other reading records (those you have supplied or the ones they brought).
10. Have participants go through the entire process of analyzing errors. Consider comprehending and fluency. Ask: **How is the student thinking within, beyond, and about the text?** (Be sure teachers refer to the guided reading continuum.)
11. As an alternative, you may decide to have teachers consider one child, at 3 or 4 points in time. Either way, the process should be the same.

FIGURE 18-4: Guided Reading: Book introductions

1. Remind teachers that book introductions serve as a way to make the meaning, the structure, and the visual information of a text accessible to students.
2. Show a leveled text on the document camera. After reading through the text, show participants an example of a book introduction for that text. There are many examples in *Guided Reading: Responsive Teaching Across the Grades 2nd edition*. Pages 335-357.
3. Now, show teachers Figure 14-1 from *Guided Reading: Responsive Teaching Across the Grades 2nd edition*, page 331, "Five Steps to Preparing an Introduction to the Text."
4. Have participants select a text they brought or one on the table that would be suitable for one of their guided reading groups.
5. Have them consider the demands of the text. Then have them go to the appropriate text level in the continuum. How will you want your students to process this text? **How would they think within, beyond, and about the text?**
6. Then, plan a book introduction that will make the text accessible to students. Refer to the Reading Teacher article or page 331 in *Guided Reading: Responsive Teaching Across Grades 2nd edition* or *Teaching for Comprehending and Fluency: Thinking, Talking, and Writing About Reading* Chapter 24 as needed.