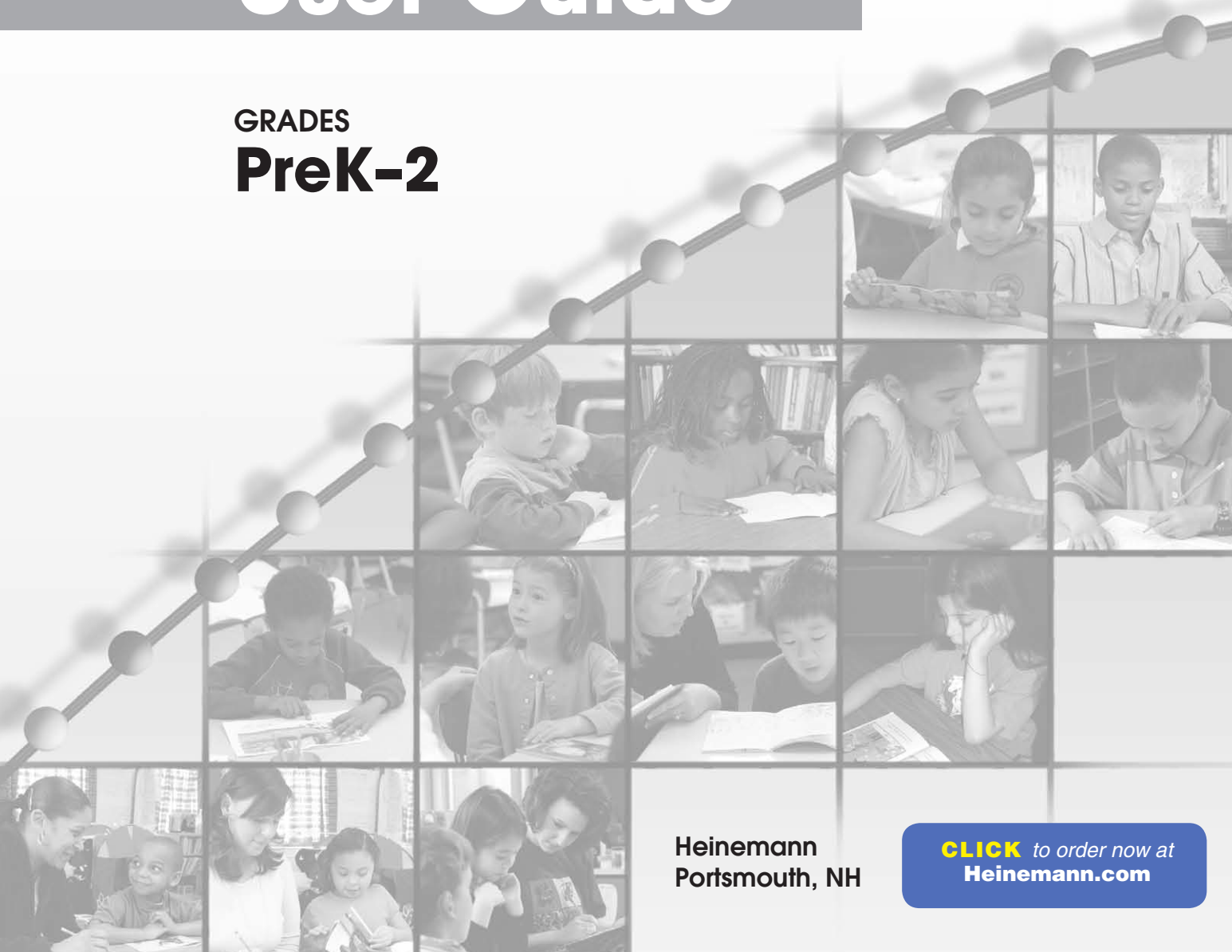


Gay Su Pinnell
Irene C. Fountas

The **Continuum** of **Literacy Learning** **Teaching Library**

User Guide

GRADES
PreK-2



Heinemann
Portsmouth, NH

CLICK to order now at
Heinemann.com

Heinemann

361 Hanover St.

Portsmouth, NH 03801-3912

www.heinemann.com

Offices and agents throughout the world.

All rights reserved. No portion of this book may be reproduced in any form or by any electronic or mechanical means, including information storage and retrieval systems, without permission in writing from the publisher, except by a reviewer, who may quote brief passages in a review. Requests for permission should be mailed to the Permissions Department at Heinemann, 361 Hanover Street, Portsmouth, NH 03801.

“Dedicated to Teachers” is a trademark of Greenwood Publishing Group, Inc.

The author and publisher would like to thank those who have generously given permission to reprint borrowed material:

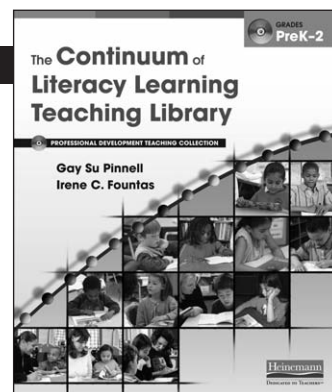
The Continuum of Literacy Learning Teaching Library User Guide, Grades PreK-2

Copyright © 2011 by Gay Su Pinnell and Irene C. Fountas

ISBN 10: 0-325-04229-2

ISBN 13: 978-0-325-04229-9

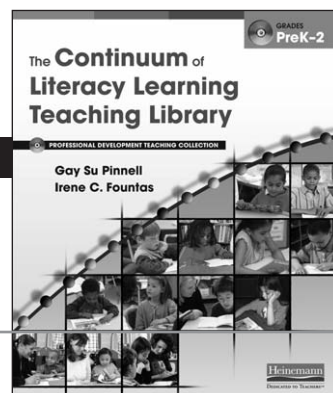
5 4 3 2 1 SR 11 12 13 14 15



| | |
|--|---------|
| INTRODUCTION | 2 |
| <i>Content and Organization of the Teaching Library</i> | 2 |
| <i>How to Use the Teaching Library and User Guide</i> | 4 |
| <i>Where to Begin and the Sequence of Study</i> | 4 |
| DVD 1: Introduction and Assessment | 7 |
| DVD 2: Interactive Read-Aloud and Literature Discussion | 40 |
| DVD 3: Shared and Performance Reading | 56 |
| DVD 4: Writing About Reading | 61 |
| DVD 5: Writing: Focus on Interactive Writing | 71 |
| DVD 6: Writing: Focus on Writing Workshop | 79 |
| DVD 7: Phonics, Spelling, and Word Study | 115 |
| DVD 8: Guided Reading | 134 |
| APPENDIX | 160 |
| <i>Translations and Dictations for Student Writing Samples</i> | 160 |
| <i>DVD at-a-Glance</i> | 161 |
| <i>References</i> | 170 |
| <i>Video Credits</i> | 171 |
| <i>Coding and Scoring Errors at-a-Glance</i> | 172 |
| <i>Analysis of _____</i> | 174 |
| <i>Analyzing Reading Behaviors</i> | 175 |
| <i>Observing Writing About Reading</i> | 176 |
| <i>Analyzing Writing About Reading</i> | 177 |
| <i>Using the Continuum to Assess Student Writing</i> | 178 |
| <i>Guide for Observing and Noting Reading Behavior</i> | 179 |

INTRODUCTION

Introduction



The Continuum of Literacy Learning Teaching Library: Professional Development Teaching Collection, Grades PreK–2 and *The Continuum of Literacy Learning Teaching Library User Guide* are designed to help you begin thinking and talking about the enormous amount of literacy and language learning that children accomplish between the time they enter prekindergarten, to the end of second grade. One of the goals of the Continuum is to provide teachers, administrators, literacy coaches, and staff developers with a common vision for literacy learning across the grades. By providing a specific body of understandings that students in prekindergarten through grade 2 should acquire to become increasingly efficient users of oral and written language, the Continuum is a tool for both planning and assessment. With this set of eight DVDs, you will join us as we visit classrooms where teachers have designed instruction based on this comprehensive view of literacy education. Whether you are using this tool as an individual, in a small study group, or as a staff developer, you will have the opportunity to look closely at student behaviors and the teaching moves that support students in increasing their ability to talk, read, and write in several different instructional contexts.

—Irene Fountas and Gay Su Pinnell

Content and Organization of the Teaching Library

There are currently three different volumes of the Continuum: *The Continuum of Literacy Learning, Grades PreK–2*; *The Continuum of Literacy Learning, Grades PreK–8*; and *The Continuum of Literacy Learning, Grades 3–8*. While each volume contains much of the same material, the organization is slightly different in each to accommodate the user. To use this DVD set, you will want to have on hand either *The Continuum of Literacy Learning, Grades PreK–8* or *The Continuum of Literacy Learning, Grades PreK–2*.

The sequence of this Teaching Library and the User Guide is organized according to *The Continuum of Literacy Learning, Grades PreK–8*, with the exception of a special section on assessment on DVD 1. Assessment is the first topic in the Teaching Library because assessment is the most powerful tool in designing effective instruction, and because it provides a foundation for

the close observation of the behaviors of students, which will impact the way each teaching segment in the Teaching Library is viewed. As you watch the segments and follow the sequence of learning offered in the User Guide, you will see how each continuum can be used as a tool for authentic assessment as students engage in the kinds of reading, writing, and talking they will be expected to do in the real world.

In *The Continuum of Literacy Learning, Grades PreK–8*, each instructional context is presented separately in a sequence. The tabs allow you to easily locate the context in which you are interested. Within a section, continua for grade levels are presented in order, from prekindergarten to grade 8. The last section presents the Guided Reading continuum, organized by text levels A to Z. See the inside front cover and the introductory materials in *The Continuum of Literacy Learning, Grades PreK–8*, for a more detailed description of the content and organization of each section.

In keeping with this sequence, the Teaching Library includes the following topics on each DVD:

DVD 1: Introduction and Assessment

DVD 2: Interactive Read-Aloud and Literature Discussion

DVD 3: Shared and Performance Reading

DVD 4: Writing About Reading

DVD 5: Writing: Focus on Interactive Writing

DVD 6: Writing: Focus on Writing Workshop

DVD 7: Phonics, Spelling, and Word Study

DVD 8: Guided Reading

The Continuum of Literacy Learning, Grades PreK–2 contains the same content in each section but is organized by grade level. The tabs let you turn to the grade level in which you are interested. In each grade level section, you will find all of the instructional contexts for the grade level. This continuum is designed to be most helpful as a tool for classroom teachers, preK–2, while *The Continuum of Literacy Learning, Grades PreK–8* is designed for educators working with a wider range of grade levels. The different volumes, however, can be used interchangeably as they contain the same information. You may notice that the Oral, Visual, and Technological Communication continuum is not included here. You will find that the competencies students need to develop are integrated in the reading and writing sections. You might want to take a good look at the critical areas addressed in this section and notice the opportunities in reading and writing clips.

Each individual DVD includes an introduction to the highlighted instructional context, teaching segments for the range of grade levels, and a section for PDF Resources when available. The video segments are offered with and without commentary, giving you the opportunity to first think on your own and/or with your colleagues about the reading and writing behaviors of the students and instructional moves of the teacher before listening to the comments of the authors. In

addition to the commentary offered by the authors, you will notice that each clip with commentary also displays selected bulleted behaviors from *The Continuum of Literacy Learning* as they are demonstrated by students or supported by the teacher in each segment. The PDF Resources section provides materials to support your viewing as well as extend your thinking through activities suggested in the Extend sections of the User Guide. See the document *DVD at a Glance* in the appendix of this guide for a more detailed description of the contents of each DVD.

For more information about the organization of the Continuum and the DVD Collection, you will want to read the introductory materials in your version of *The Continuum of Literacy Learning, Grades PreK–8* or *The Continuum of Literacy Learning, Grades PreK–2* and view the introduction on DVD 1.

How to Use the Teaching Library and User Guide

The Continuum of Literacy Learning Teaching Library User Guide is designed to help you navigate the Teaching Library and deepen your understanding of how to use the Continuum as an assessment and planning tool. By following the suggestions for viewing and discussing the video segments, you will hone your ability to observe the behaviors of your readers and writers, and think about how your own teaching can support them in becoming increasingly proficient users of language and literacy.



Individual
Study



Small Group
Study



Staff
Developers

You can use this Teaching Library for individual study, informal discussions with colleagues, or professional development seminars. However you use it, you will want to have your own copy of *The Continuum of Literacy Learning, Grades PreK–8* or *PreK–2* so that you can use it to plan for and guide your teaching on an ongoing basis. Specific suggestions for individuals, small groups, and staff developers are identified by these icons throughout the User Guide to help you customize your learning experience.

In addition to providing suggestions for viewing the teaching segments on each DVD, this guide also provides examples of how to use the Continuum to analyze texts, individual reading records, writing about reading samples, and examples of writing across the grades.

Where to Begin and the Sequence of Study

We recommend beginning your exploration of the Continuum and the Teaching Library with **DVD 1: Introduction and Assessment** to gain an overview of the entire Continuum, as well as a strong foundation in assessment. After working with DVD 1, continue your study by selecting an area of interest (e.g., Guided Reading; Writing; Phonics, Spelling, and Word Study; etc.) and turning to the corresponding section of the User Guide.

Each section of the User Guide begins with an introduction to the DVD and provides the following suggested sequence of study.

Research ▷ Here you will find a list of suggested background reading in other Fountas and Pinnell professional books to either get you started or help you revisit the frameworks and procedures for the particular instructional context. Though you will gain insight into these instructional frameworks and procedures by watching the video segments, the Teaching Library and User Guide are designed for in-depth thinking about the reading and writing behaviors to notice, teach, and support across the grades. They do not provide explicit information about how to initiate or conduct these types of lessons in your classroom. Therefore, it is helpful to familiarize yourself with procedures for the particular instructional context you are viewing by reading and/or by trying out a few lessons on your own.

Select a Clip and Print Supporting Materials ▷ This section provides a description of each teaching segment found on the DVD you have selected as well as a list of supporting materials available in the PDF Resources section. To customize your experience, select teaching segments that are close to the text levels or grade level(s) for which you are interested and print all necessary supporting materials.

Preview ▷ Before viewing the teaching segment(s) you select, watch the introduction to the DVD and preview the highlighted continuum. The preview section of the User Guide provides suggestions and guiding questions to help you think about the challenges for teaching and learning within the particular instructional context, and familiarizes you with aspects of the Continuum to enhance your viewing experience.

View Without Commentary ▷ After completing the preview, we recommend you choose to view the selected video clip **without commentary**. A set of guiding questions is offered in each section to focus your observations.

Think and/or Discuss ▷ After watching the video, take some time to think about your observations and discuss them with colleagues if you are working in a group.

Revisit the Continuum ▷ The next step will be to reopen the Continuum to the section you viewed earlier and identify some specific bullets that you can connect to the lesson you observed.

View With Commentary ▷ Following your review of the Continuum, you can play the video segment **with commentary** and compare what you have observed and discussed with the analysis offered on the DVD. Listening to the clips with commentary is particularly helpful

for teachers working through the clips on their own as it provides another perspective in thinking about the reading and writing behaviors observed and taught.

Extend ▷ In each section, you will also find suggestions for extending your understanding of how to use the Continuum in your assessment and planning. You will have the opportunity to strengthen your understanding of what your readers and writers know and what you need to help them learn what to do next. For more ideas for extending your learning using *The Continuum of Literacy Learning*, you can download the *Study Guide for The Continuum of Literacy Learning: A Guide to Teaching* at <http://www.heinemann.com/shared/studyGuides/E01001/studyGuide.pdf>.

Give It a Try ▷ This section provides practical, easy-to-implement suggestions for how to get started using the Continuum to assess and plan for the particular instructional context highlighted on the DVD.

DVD 1

Introduction and Assessment

The first DVD in the Teaching Library provides an overview of the organization and content of *The Continuum of Literacy Learning, Grades PreK–8/PreK–2* as well as ideas for using the Teaching Library. It also offers an in-depth look at the value of systematic, standardized assessment of authentic reading, writing, and talking in the classroom. The Assessment section provides the opportunity to practice close observation by analyzing the reading behaviors of three individual readers as they process text. Being able to observe and analyze the reading and writing behaviors of students is fundamental to the planning of effective instruction. The work done in this section around assessment will impact the way you look at students across instructional contexts by sharpening your observational skills and will help you learn how to use the Continuum as an assessment tool.

Take a moment now to listen to the introductory material on DVD 1 as well as the segment on *The Values of Assessment*.

For the rest of the Assessment section, use the Guided Reading continuum, which is organized by text level. As with all of the reading continua in *The Continuum of Literacy Learning*, the Guided Reading continuum describes important behaviors for **thinking within, beyond, and about text**. These terms are briefly defined in the segment labeled *Analyzing Individual Reading Behaviors* on the DVD and described in more detail in the front matter of the Continuum. Inside the back cover of your Continuum, you'll also find a graphic representation of these systems of strategic actions with brief descriptions of each.

Now, listen to the segment on *Analyzing Individual Reading Behaviors* and take a moment to browse through the sections detailing the systems of strategic actions in *The Continuum of Literacy Learning, Grades PreK–8 or PreK–2*.

To maximize your experience observing the three individual readers process text in the Assessment section, follow the suggested sequence of study that follows.

Research ▸

It is essential to understand how readers process written text with comprehension and fluency in order to support in their growth as readers. To help deepen your understanding of the systems of strategic actions, learn how to better observe your students' reading behaviors, and integrate formal and informal assessment into your reading workshop, you may want to read or revisit the following chapters and texts:

Teaching for Comprehending and Fluency,
Fountas and Pinnell, Heinemann, 2006

- Chapter 1: "Understanding Readers, Texts, and Teaching"
- Chapter 2: "Helping Students Build a System for Processing a Variety of Texts"
- Chapter 3: "Reading Is Thinking: Within, Beyond, and About the Text"
- Chapter 4: "Helping Students Develop Systems of Strategic Actions to Sustain Processing"
- Chapter 5: "Helping Students Develop Systems of Strategic Actions for Expanding Thinking"
- Chapter 8: "Assessing Comprehension and Fluency to Document Progress and Inform Teaching"
- Chapter 9: "The Role of Talk, Writing, and Benchmark Books in Assessing Comprehension"

When Readers Struggle: Teaching That Works,
Fountas and Pinnell, Heinemann, 2009

- Chapter 2: "Effective Readers: What Do They Do?"
- Chapter 3: "Going Off Track: Why and How?"
- Chapter 4: "Reading Behavior: What Does It Tell Us?"
- Chapter 5: "Change Over Time: Processing Systems in the Making"

Guided Reading: Good First Teaching for All Children, Fountas and Pinnell, Heinemann, 1996

- Chapter 6: "Using Assessment to Inform Teaching"
- Chapter 7: "Using Running Records"

Guiding Readers and Writers, Fountas and Pinnell, Heinemann, 2001

- Chapter 18: "Understanding the Reading Process"
- Chapter 28: "Making Teaching Decisions Using Continuous Assessment"

Select a Clip and Print Supporting Materials ▸

For this section, we suggest you watch all three video clips and notice the significant reading behaviors demonstrated by each individual reader. Supporting materials are available in the PDF Resources section of your DVD. Print any forms you plan to use by putting your DVD into a computer and clicking on the PDF Resources link.

Video Segment Descriptions and Running Times

Tarik reads *Socks*: Tarik reads the level C Benchmark Assessment System text *Socks*. You can create your own running record of this reading or follow along with a completed record to analyze this reader's behaviors. (12:49)

Richard reads *Our Teacher Mr. Brown*: Richard reads the level D Benchmark Assessment System text *Our Teacher Mr. Brown*. You can create your own running record of this reading or follow along with a completed record to analyze this reader's behaviors. (20:43)

Glory reads *Our New Neighbors*: Glory reads the level J Benchmark Assessment System text *Our New Neighbors*. You can create your own running record of this reading or follow along with a completed record to analyze this reader's behaviors (20:37).

PDF Resources

MATERIALS FOR VIEWING TEACHING SEGMENTS

Reading Record Recording Forms: Whether you are a staff developer, a member of a study group, or an individual, you may want to use these forms to view or record the reading behaviors of the readers in the clips.

- Socks Recording Form without coding
- Socks Recording Form with coding
- *Our Teacher Mr. Brown* Recording Form with coding
- *Our Teacher Mr. Brown* Recording Form without coding
- *Our New Neighbors* Recording Form with coding
- *Our New Neighbors* Recording Form without coding
- Coding and Scoring At a Glance

Text Analysis Forms: You will find printable copies of the text analyses included in the User Guide in this section. These may be useful to print if you are working with colleagues or a large group since they will not all have access to the User Guide.

- Text Analysis of *Socks*, level C
- Text Analysis of *Our Teacher Mr. Brown*, level D
- Text Analysis of *Our New Neighbors*, level J
- Text Analysis Form (optional)

MATERIALS FOR EXTENDING UNDERSTANDING

(See notes under Extend to decide whether you will need these materials)

- Randi's Reading Record (level F, *Anna's New Glasses*)
- Jakob's Reading Record (level F, *Anna's New Glasses*)
- Kulsum's Reading Record (level G, *Bubbles*)

Preview ▷

Turn to the Guided Reading continuum, level C, in your volume of *The Continuum of Literacy Learning*. You will notice the first part of the level C continuum begins with a general description of readers for whom this level will be just right for instruction. Though not all readers are the same, readers at this level should be able to process texts effectively with the characteristics described in this section. For more details about the *Selecting Texts* section, begin playing the Assessment clip on the DVD and pause when the authors suggest looking at these characteristics in more detail. During this time, you may want to follow the suggestions below for looking at the characteristics of text. In addition, you will find analyses for each text used on the DVD as well as suggestions for thinking about how these characteristics may impact the reader's processing.

Selecting Texts and Selecting Goals

In the first teaching clip, you will observe Tarik reading *Socks*, a level C text. This book is at his instructional level, which means it is slightly more challenging than a book he could read independently. However, he can still read it with 95% accuracy. As you see from the analysis of *Socks* in

Figure 1.1, not all books will have all of the features described in the *Selecting Texts* sections of the Continuum so you will always want to read and think about the characteristics of each particular text you choose to use with your students. It is also important to note that text characteristics are not inherently supportive or demanding. Depending on your reader's background and processing system, certain characteristics will be more challenging than others. It is not enough to look at the characteristics in isolation. Consider what behaviors and understandings your readers have in their control to think about how they might process a text.

Review the text analysis in Figure 1.1 and think about the following questions. If you have Fountas and Pinnell's *Benchmark Assessment System 1*, you may want to pull out the three texts featured in this section: *Socks*, *Our Teacher Mr. Brown*, and *Our New Neighbors*.



Individual Study

1. Think about students in your classroom who might be reading texts similar to *Socks*.
 - Which text characteristics described in Figure 1.1 will support their processing of this text?
 - Which will challenge them as they attempt to read with comprehension and fluency?
2. Compare your thinking to Figure 1.2, which lists what a typical reader at this level might find supportive or challenging when reading this text.
 - How will understanding the supports and challenges of a text inform your observation of students' reading behaviors as they process the text?
3. Now turn to the *Selecting Goals: Behaviors and Understandings to Notice, Teach, and Support* section for level C of the Guided Reading continuum. Scan the list of behaviors

organized into the larger categories of **thinking within, beyond, and about the text**.

Within those categories, the behaviors and understandings are organized using the twelve systems of strategic actions.

- Think again about a student you know reading at this level. What types of thinking would you expect to see as you observe this student reading? Which behaviors would you likely need to support or teach?
4. Repeat this process using Figures 1.3, 1.4, 1.5 and 1.6 for each individual reader on the DVD. The authors will prompt you on the DVD to complete this preview before watching each reader process the text.



Small Group Study & Staff Developers

1. In a small group(s), have each person think about a reader they know who can read books similar to *Socks*. Looking over the text characteristics in Figure 1.1, have them share with one another what characteristics they think would be supportive or challenging for their particular reader.
 - Observe and discuss how these supports and challenges are the same or different for the readers discussed.
 - How will understanding the supports and challenges of a text inform your observation of students' reading behaviors as they process the text?
2. Now turn to the *Selecting Goals: Behaviors and Understandings to Notice, Teach, and Support* section for level C of the Guided Reading continuum. Scan the list of behaviors organized into the larger categories of **thinking within, beyond, and about the text**. Within those categories, the behaviors and understandings are organized using the systems of strategic actions.

- Ask your colleagues to think again about students they know reading at this level and discuss:
 - What types of thinking would they expect to see as they observe this student reading?
- Which behaviors would they likely need to support or teach?

| Text Analysis: <i>Socks</i> (Level C) Using Guided Reading Continuum, Selecting Texts | |
|--|--|
| Text Factor | Analysis |
| Genre and Form | <ul style="list-style-type: none"> ■ Realistic Fiction ■ Form: Picture Book |
| Text Structure | <ul style="list-style-type: none"> ■ Simple narrative with several repetitive episodes |
| Content | <ul style="list-style-type: none"> ■ Familiar, easy content (family and pet cat named Socks) ■ All concepts supported by pictures |
| Themes and Ideas | <ul style="list-style-type: none"> ■ Concrete, easy-to-understand idea (waking a sleeping cat) ■ Familiar theme |
| Language and Literary Features | <ul style="list-style-type: none"> ■ Amusing, one-dimensional characters ■ Repeating, natural alternating language patterns ("Wake up, Socks!" I said. I said, "Wake up, Socks!") ■ Simple dialogue assigned by <i>said</i> ■ Told in first person |
| Sentence Complexity | <ul style="list-style-type: none"> ■ Simple, predictable sentence structure but alternating patterns ■ Last sentence breaks from the repetition by adding the word <i>can</i> ■ Subject precedes verb and alternates with verb preceding subject ■ The phrase, "I said," alternates position in the sentence |
| Vocabulary | <ul style="list-style-type: none"> ■ Vocabulary words familiar to children and likely to be used in their oral language ■ Word meanings illustrated by pictures ■ Some content words illustrated in the text (<i>chair, couch, window, bed, rug, door, table</i>) |

Figure 1.1 Text Analysis: *Socks*

continues

Text Analysis: *Socks* (Level C)**Using Guided Reading Continuum, Selecting Texts**

| Text Factor | Analysis |
|-------------------------|---|
| Words | <ul style="list-style-type: none"> ■ Mostly one-syllable words except for <i>sleeping</i>, <i>window</i>, and <i>table</i> ■ Greater range of high-frequency words (<i>up</i>, <i>said</i>, <i>the</i>, <i>was</i>, <i>she</i>, <i>on</i>, <i>my</i>, <i>by</i>, <i>can</i>) ■ Some words with -s and -ing (<i>Socks</i>, <i>sleeping</i>) ■ Some words used in different language structure ("Wake up," I said," and "I said, 'Wake up.'") ■ Words with easy spelling patterns (<i>wake</i>, <i>bed</i>, <i>rug</i>) |
| Illustrations | <ul style="list-style-type: none"> ■ Illustrations that match print very closely ■ Meaning carried in the text but closely supported by the illustrations on every page ■ Consistent layout of illustrations and print (print on left and illustrations on right) ■ Very simple illustrations with little distracting detail |
| Book and Print Features | <p>Length:</p> <ul style="list-style-type: none"> ■ 16 pages (eight pages of print) ■ Consistent four lines of print per page <p>Print and Layout:</p> <ul style="list-style-type: none"> ■ Large, plain text ■ Ample spacing between words and lines ■ Print clearly separated by pictures ■ Consistent placement of print ■ Line breaks match ends of phrases <p>Punctuation:</p> <ul style="list-style-type: none"> ■ Periods ■ Commas ■ Exclamation marks ■ Quotation marks <p>Tools:</p> <ul style="list-style-type: none"> ■ Speech bubble on last page (<i>Purr</i>) |

Figure 1.1 Text Analysis: *Socks* (continued)

| Text Analysis: <i>Socks</i> (Level C) Potential Supports and Challenges | |
|--|---|
| Supports | <ul style="list-style-type: none"> ■ Familiar content and theme (waking a sleeping cat) ■ Simple, predictable oral language patterns ■ Large print with ample spacing ■ Meaning carried in the text but closely supported by the illustrations on every page |
| Challenges | <ul style="list-style-type: none"> ■ The phrase, “I said,” alternates position in the sentences ■ Some sentences do not begin with high-frequency words ■ Changes in prepositional phrases (<i>on, by, under</i>) ■ Change in sentence pattern on the last page with addition of high-frequency word <i>can</i> |

Figure 1.2 Potential Supports and Challenges: *Socks*

| Text Analysis: <i>Our Teacher Mr. Brown</i> (Level D) Using Guided Reading Continuum, Selecting Texts | |
|--|---|
| Text Factor | Analysis |
| Genre and Form | <ul style="list-style-type: none"> ■ Simple informational text ■ Form: Picture Book |
| Text Structure | <ul style="list-style-type: none"> ■ Focused on one simple topic (an excellent teacher) |
| Content | <ul style="list-style-type: none"> ■ Familiar, easy content (activities in school) ■ Most concepts supported by pictures |
| Themes and Ideas | <ul style="list-style-type: none"> ■ Familiar theme and ideas (a boy tells about his special teacher) |
| Language and Literary Features | <ul style="list-style-type: none"> ■ Engaging, one-dimensional characters (Carl and Mr. Brown) ■ More complex repeating language patterns ("Mr. Brown helps us read books. We like to read books. Mr. Brown plays games with us. We like to play ball.") ■ Greater variety of language structures (alternates between "Mr. Brown..." and "We like to...") ■ Text with familiar settings close to children's experience (school) ■ Simple dialogue assigned to speaker ■ Simple sequence of events (the activities Mr. Brown does with the children in Carl's class) |
| Sentence Complexity | <ul style="list-style-type: none"> ■ One longer sentence with eight words ("We like to read the stories to him.") ■ Many sentences with prepositional phrases ■ Mostly simple sentences (subject and predicate) |
| Vocabulary | <ul style="list-style-type: none"> ■ Almost all vocabulary familiar to children and likely to be used in their oral language ■ Word meanings illustrated by pictures (<i>read, paint, draw, play, write</i>) |

Figure 1.3 Text Analysis: *Our Teacher Mr. Brown*

continues

| Text Analysis: <i>Our Teacher Mr. Brown</i> (Level D) Using Guided Reading Continuum, Selecting Texts | |
|--|---|
| Text Factor | Analysis |
| Words | <ul style="list-style-type: none"> ■ All one- to two-syllable words ■ Mostly simple plurals (except for <i>stories</i>) ■ Many high-frequency words ■ Some words with -s (<i>books, games, pictures</i>) and apostrophe -s (<i>teacher's</i>) ■ Many words with easy, predictable letter-sound relationships ■ Mostly simple spelling patterns |
| Illustrations | <ul style="list-style-type: none"> ■ Highly supportive illustrations (photographs) that generally match the text ■ Illustrations consistently on right-hand page until pages 14, 15, 16 ■ More details in the illustrations |
| Book and Print Features | <p>Length:</p> <ul style="list-style-type: none"> ■ Very short, nine pages of print ■ Mostly two to six lines of print per page (but variable) <p>Print and Layout:</p> <ul style="list-style-type: none"> ■ Ample space between words and lines ■ Print in large plain font ■ Some sentences that wrap over two lines ■ Sentences beginning on the left in most of the text ■ Print clearly separated from pictures in most of the text ■ Line breaks match ends of phrases and sentences <p>Punctuation:</p> <ul style="list-style-type: none"> ■ Periods ■ Apostrophes ■ Exclamation points <p>Tools:</p> <ul style="list-style-type: none"> ■ Two different photographs on page 15 to match two different school activities ("We like to write stories." and "We like to play ball.") |

Figure 1.3 Text Analysis: *Our Teacher Mr. Brown* (continued)

| Text Analysis: <i>Our Teacher Mr. Brown</i> (Level D) Potential Supports and Challenges | |
|--|--|
| Supports | <ul style="list-style-type: none"> ■ Familiar, easy content ■ Ample space between words and lines ■ Highly supportive photographs that match the print on the page ■ All vocabulary familiar to children and used in their oral language |
| Challenges | <ul style="list-style-type: none"> ■ Several lines of text per page ■ More complex, alternating language patterns ■ First page has six lines without a pattern |

Figure 1.4 Potential Supports and Challenges: *Our Teacher Mr. Brown*

| Text Analysis: <i>Our New Neighbors</i> (Level J) Using Guided Reading Continuum, Selecting Texts | |
|--|--|
| Text Factor | Analysis |
| Genre and Form | <ul style="list-style-type: none"> ■ Realistic Fiction (simple mystery) ■ Form: Picture Book |
| Text Structure | <ul style="list-style-type: none"> ■ Narrative with more elaborated episodes |
| Content | <ul style="list-style-type: none"> ■ Familiar content (invitation to meet the new neighbors and their horses) |
| Themes and Ideas | <ul style="list-style-type: none"> ■ Light, humorous story typical of childhood experiences ■ Theme accessible given typical experiences of children (having new neighbors) |
| Language and Literary Features | <ul style="list-style-type: none"> ■ Amusing or engaging characters, some of whom have more than one dimension ■ Variety of dialogue between more than two characters (dialogue between new neighbors, Flo and Max, and all of the neighbors) ■ Multiple episodes taking place across time (neighbors making predictions about the mystery of the horses) |

Figure 1.5 Text Analysis: *Our New Neighbors*

continues

| Text Analysis: <i>Our New Neighbors</i> (Level J) Using Guided Reading Continuum, Selecting Texts | |
|--|---|
| Text Factor | Analysis |
| Sentence Complexity | <ul style="list-style-type: none"> ■ Many longer (more than ten words), more complex sentences (prepositional phrases, introductory clauses, lists of nouns) ■ Sentences with embedded clauses and phrases (“Every day when I pass that house, I hear loud noises, like someone is hammering.”) ■ Variation in placement of subject, verb, adjectives, and adverbs ■ Many compound sentences |
| Vocabulary | <ul style="list-style-type: none"> ■ Most vocabulary words known by children through oral language or reading ■ Content words illustrated with pictures (<i>sign, merry-go-round, neighbors, barn</i>) ■ Wide variety of words to assign dialogue (<i>said, called, asked, cried, added, piped up, grinned</i>) |
| Words | <ul style="list-style-type: none"> ■ Many two-syllable words and a few three-syllable words (<i>surprise, around, everyone, hammering, neighbors, wondering</i>) ■ Plurals and contractions (<i>horses, they’re, they’ll, there’s, don’t, it’s</i>) ■ Wide range of high-frequency words ■ Many words with inflectional endings (<i>leaned, grinned, turned, hammering, wondering, popped, fixing, etc.</i>) ■ Some words with complex letter-sound relationships (<i>mystery, neighbors, noises</i>) ■ Some complex spelling patterns (<i>neighbors, ponies, hammering</i>) ■ Multisyllable words that are generally easy to take apart or decode (<i>began, someone, something, corner</i>) ■ Some easy compound words (<i>birthday, maybe</i>) |
| Illustrations | <ul style="list-style-type: none"> ■ Some illustrations complex with many ideas (thought bubbles) ■ Some complex and artistic illustrations that communicate meaning to match or extend the text ■ Illustrations that support interpretation, enhance enjoyment, set mood but are not necessary for understanding |

Figure 1.5 Text Analysis: *Our New Neighbors* (continued)

continues

Text Analysis: *Our New Neighbors* (Level J)

Using Guided Reading Continuum, Selecting Texts

| Text Factor | Analysis |
|-------------------------|--|
| Book and Print Features | <p>Length:</p> <ul style="list-style-type: none"> ■ 16 pages ■ Many lines of print on a page (from 1 to 10 lines) <p>Print and Layout:</p> <ul style="list-style-type: none"> ■ Ample space between lines ■ Some text in smaller font size (notes from neighbors) ■ Words in bold that are important to meaning (notes from neighbors) ■ Sentences carrying over two to three lines ■ Some sentences starting in middle of a line ■ Print clearly separated from pictures ■ Variety in layout but illustrations mostly below the print <p>Punctuation:</p> <ul style="list-style-type: none"> ■ Periods ■ Commas ■ Quotations marks ■ Exclamation points ■ Question marks ■ Dashes <p>Tools:</p> <ul style="list-style-type: none"> ■ Invitation and notes from neighbor embedded in the illustrations |

Figure 1.5 Text Analysis: *Our New Neighbors* (continued)

| Text Analysis: <i>Our New Neighbors</i> (Level J) Potential Supports and Challenges | |
|--|--|
| Supports | <ul style="list-style-type: none"> ■ Engaging story with simple mystery ■ Light, humorous story typical of some children’s experiences ■ Most vocabulary words known by children through oral language or reading |
| Challenges | <ul style="list-style-type: none"> ■ Many lines of print on a page ■ Sentences wrapping over two to three lines ■ Some sentences starting middle of a line |

Figure 1.6 Potential Supports and Challenges: *Our New Neighbors*

View Without Commentary ▸

After completing the preview of the Continuum, press play and view the clip of the students reading **without commentary**. Remember you may choose to complete the coding of the reading record using the blank recording form or follow along using the completed reading record. Both are printable from DVD 1 under PDF Resources. You may also want to print *Coding and Scoring At a Glance* also found in PDF Resources if you need to familiarize yourself with the coding symbols used in these reading records.

Note: Although this section of the DVD utilizes *Fountas and Pinnell Benchmark Assessment System* as a tool for the close observation of readers, you do not have to be using Benchmark Assessment with your students to use this portion of the DVD. The focus of this section

of the DVD and User Guide is not to familiarize you with Benchmark Assessment but to give you an opportunity to observe the reading behaviors of students using *The Continuum of Literacy Learning*. The process of analyzing reading behaviors using the Continuum can translate to other formal and informal assessment systems, particularly to the use of running records.

While watching the video clip, make note of any reading behaviors you notice as evidence of the students’ processing. Knowing that readers engage all of the strategic actions simultaneously and flexibly in their head as they construct the meaning of a text, you will want to look for evidence of these strategic actions as they read and talk about the text. As you watch, also pay attention to the way the reader negotiates the characteristics of texts you observed in the preview section.

Think and/or Discuss ▸



Individual Study

Pause the video segment before watching it with commentary. Review your notes and think about the evidence of specific behaviors and understandings you saw as the student read and discussed the text. You may want to use the *Guide for Observing and Noting Reading Behaviors* found in PDF Resources to focus your thinking.



Small Group Study & Staff Developers

Have partners work together to think about and discuss the evidence of specific behaviors and understandings by the reader in the clip. Discuss the following questions:

- What strategic actions were being used by the reader as the reader processed the text?
- What strategic actions will the teacher need to support or teach for?

Revisit the Continuum ▸



Individual, Small Group & Staff Developers

After you have done some thinking on your own, reopen the Continuum to the section you viewed earlier. You may want to use the form *Analyzing Reading Behaviors* found in PDF Resources on the DVD to help guide and record your thinking.

- Identify the specific behaviors and understandings you saw demonstrated by the reader.
- Think about two or three bulleted behaviors you would want to teach for or support.

View With Commentary ▸

Now, play the video segment **with commentary** and compare what you have observed and discussed with the analysis on the DVD.



Individual Study

Think about beginning a reflection journal in which you can record what you have learned from each section of the DVD.

- How will what you learned in this section impact your teaching? What do you want to work on in your teaching?



Small Group Study & Staff Developers

After viewing the clip with commentary, have colleagues discuss the following:

- What have you learned from your observations and discussion that will help you in your teaching?

Extend ▸

Selecting Texts: Analyzing Text Characteristics



Individual, Small Group & Staff Developers

If you have *Benchmark Assessment System 1*, you may want to deepen your understanding of text analysis by completing one of these text analyses on your own using the books *Socks*, *Our Teacher Mr. Brown*, and *Our New Neighbors* from the *Benchmark System*. You will find a blank Text Analysis form available on the DVD for this purpose. After you complete the text analysis either on your own or with a colleague, compare it to the analyses in Figures 1.1, 1.3, and 1.5.

Note: It is not realistic to think you can complete an in-depth text analysis for every text you use with your students; however, taking the time to explore the characteristics of texts using *The Continuum of Literacy Learning* helps you hone your ability to look at texts for their potential supports and challenges. Understanding the supports and demands of a text not only facilitates your observation of readers but also greatly impacts your planning and instruction. We discuss the instructional implications of this work in more depth in the Interactive Read-Aloud and Literature Discussion and Guided Reading sections of the User Guide.

Selecting Goals: Analyzing Behaviors and Understandings Evidenced in Reading Records

Analyzing reading behaviors to identify what your readers are able to do, what they need to learn how to do, or what they need to learn to do *more consistently* allows you to be specific with your instruction. As you may have noticed from your work with the DVD so far, the Guided Reading continuum can be used as a tool for both assessment and instruction. To further hone your ability to use the Continuum in this way, you may want to print out the additional reading records available on the DVD under **PDF Resources: Materials for Extension Activities**.



Individual, Small Group & Staff Developers

After printing these records, turn to the appropriate text level in the Guided Reading continuum and complete an analysis of the reading behaviors in the reading record. Think about the following questions:

- What behaviors and understandings does this reader control? What is your evidence?

- What are some behaviors and understandings that you might focus on next in your instruction?



Small Group Study & Staff Developers

Ask participants in the group to discuss their findings with one another.



Individual, Small Group & Staff Developers

Compare your findings with the analyses below.

- How did the Guided Reading continuum help you notice the behaviors and understandings evidenced by this reader?
- How will the Continuum help you connect assessment with specific instruction?

Analyses of Reading Records

Let's first look at Randi's reading of a fictional text, *Anna's New Glasses*, level F (Figure 1.7). It is important to note that this record provides just one glimpse of this reader and is in no way comprehensive. Randi's teacher would want to take more than one assessment into account when thinking about what Randi is able to do as a reader and future directions for Randi's learning.

Aeneas's New Glasses • Levels F • Fiction Recording Form

Student Randi Grade _____ Date _____
Teacher _____ School _____

Recording Form

Part One: Oral Reading

Place the book in front of the student. Read the title and introduction.

Introduction: Aeneas was getting ready for school. Her mom said she might need to get glasses to see better.
But Aeneas didn't want glasses. Read to find out what happened when she got her new glasses.

Sources of information used

| Page | Text | | Sources of information used | | | | | | |
|-----------------|---|--|-----------------------------|---|---|---|---|---|---|
| | | | E | S | C | M | S | V | |
| 2 | ✓ I am red/sc ✓ "I am ready for school," ✓ said Anna. R ✓ R ✓ n/e/sc ✓ b/ck/bk/sc She had a new red backpack ✓ her ✓ and new shoes. | | 1 | m | s | v | m | s | v |
| | | | 2 | m | s | v | m | s | v |
| | | | 1 | m | s | v | m | s | v |
| | ✓ m-o/r ✓ t/hnk/sc ✓ "We have one more thing to do," said her mom. "you may need to get some glasses." | | 1 | m | s | v | m | s | v |
| | | | 1 | m | s | v | m | s | v |
| | | | 1 | m | s | v | m | s | v |
| 4 | ✓ n/w/sc ✓ R "I don't need glasses!" said Anna. "You may need glasses to see here/sc you read," said her mom. | | 1 | m | s | v | m | s | v |
| | | | 2 | m | s | v | m | s | v |
| | | | 1 | m | s | v | m | s | v |
| Subtotal | | | 2 | 8 | 4 | 4 | 6 | 6 | 3 |

© 2010 by Anne Carroll and Gayle Bland Publishers. All rights reserved. No part of this publication may be reproduced without prior written permission from the publisher.

Anna's New Glasses • LEVEL F • FICTION

Recording Form

Part One: Oral Reading *continued*

| Page | Text | Sources of Information Used | | | | | | | | | | | | | | | | | | |
|----------|--|-----------------------------|----|----|----|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | E | SC | E | SC | M | S | V | M | S | V | | | | | | | | | |
| 15 | Anna looked at her new teacher. She opened her backpack and put on her new glasses. | | | | | | | | | | | | | | | | | | | |
| 16 | "I am Mrs. Bell," the teacher said. "I am your new teacher. We have the same glasses!" Anna smiled. "Yes, these are great glasses!" | | | | | | | | | | | | | | | | | | | |
| Subtotal | | 1 | 0 | 1 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Totals | | 19 | 9 | 13 | 20 | 6 | 4 | | | | | | | | | | | | | |

Copyright © 2011 by Irene Fountas and Gay Su Pinnell. All rights reserved. This material may be reproduced for personal use only.

Figure 1.7e

Recording Form

Anna's New Glasses • LEVEL F • FICTION

| Accuracy Rate | Errors % | 24 or more Below 90% | 21-23 90% | 19-20 91% | 17-18 92% | 15-16 93% | 13-14 94% | 10-12 95% | 8-9 96% | 6-7 97% | 4-5 98% | 1-3 99% | 0 100% |
|---------------|----------|----------------------|-----------|-----------|-----------|-----------|-----------|-----------|---------|---------|---------|---------|--------|
| | | | | | | | | | | | | | |

Self-Correction Ratio

$19 + 9 \div 9$
(E + SC) ÷ SC = 1.5

Fluency Score

0 1 2 3

Fluency Scoring Key

- Reads primarily word-by-word with occasional but infrequent or inappropriate phrasing; no smooth or expressive interpretation; irregular pausing; and no attention to author's meaning or punctuation; no silent or inappropriate stress; and slow rate.
- Reads primarily in two-word phrases with some three- and four-word groups; and some word-by-word reading; shows no smooth, expressive interpretation or pausing guided by author's meaning and punctuation; almost no stress or inappropriate stress; with slow rate most of the time.
- Reads primarily in three- or four-word phrase groups; some smooth, expressive interpretation and pausing guided by author's meaning and punctuation; mostly appropriate stress and rate with some deviations.
- Reads primarily in larger, meaningful phrases or word groups; mostly smooth, expressive interpretation and pausing guided by author's meaning and punctuation; appropriate stress and rate with only a few deviations.

Copyright © 2011 by Irene Fountas and Gay Su Pinnell. All rights reserved. This material may be reproduced for personal use only.

Figure 1.7f

Anna's New Glasses • LEVEL F • FICTION

Recording Form

Part Two: Comprehension Conversation

Have a conversation with the student, noting the key understandings the student expresses. Use the prompts as needed to stimulate discussion of understandings the student does not express. Score for evidence of all understandings expressed—with or without a prompt. Circle the number in the score column that reflects the level of understanding demonstrated.

Teacher: Talk about what happened in this story.

| Key Understandings | Prompts | Score |
|---|--|---------|
| Within the Text Anna had to get glasses to see better but she did not want to wear them. Recounts the major events of the story, such as: Anna didn't want to get new glasses; she tried on many different glasses and chose red ones; she got some new glasses but she didn't want to wear them; she put them on when she saw that her teacher's glasses were the same as hers. <i>Note any additional understandings:</i> | What was Anna's problem in this story? <i>She had to get glasses.</i> What happened in this story? <i>She got glasses but she didn't like them.</i> What happened at the end of the story? <i>Her teacher had glasses too - the same.</i> <i>She put on her glasses.</i> | 0 1 2 3 |
| Beyond the Text Anna felt (any suitable descriptive word) about wearing glasses. Anna didn't want to wear glasses to school because (any plausible explanation). Anna felt good when she saw her teacher had glasses just like hers. Other kids (or I) felt the same way as (or different from) Anna about having glasses. <i>Note any additional understandings:</i> | Talk about how Anna felt at the beginning of the story. <i>Sad</i> How did Anna feel about wearing glasses? <i>Happy</i> Talk about how Anna felt at the end of the story. Why? <i>Happy</i> Did this story remind you of anything? <i>My mom wears glasses and my sister</i> | 0 1 2 3 |

Subtotal Score: 5/6

Add 1 for any additional understandings: 1

Total Score: 6/6

Part Three: Writing About Reading *(optional)*

Read the writing/drawing prompt on the next page to the student. Specify the amount of time for the student to complete the task. (See Assessment Guide for more information.)

Writing About Reading Scoring Key

- Reflects no understanding of the text.
- Reflects very limited understanding of the text.
- Reflects partial understanding of the text.
- Reflects excellent understanding of the text.

Copyright © 2011 by Irene Fountas and Gay Su Pinnell. All rights reserved. This material may be reproduced for personal use only.

Figure 1.7g

| RANDI | |
|--|--|
| Observations of Behaviors and Understandings (Guided Reading Continuum, Level F) | Analysis of Behavioral Evidence |
| <p>Solving Words</p> <ul style="list-style-type: none"> ■ Recognize 50 or more high-frequency words within continuous text automatically ■ Use language structure, meaning, and visual information in a coordinated way to solve words | <p>Randi seems to recognize several high-frequency words (e.g. <i>you, it, of, was, the, day, said</i>). However, Randi's lack of fluency may be related to how quickly he recognizes these words. If this is the case, his teacher may want to work on his ability to retrieve these words more quickly by working with high-frequency words during word work in guided reading. Randi's use of multiple sources of information to solve words is evident in his self-corrections. For example, he self-corrects <i>ready</i> for <i>red</i> in the first line of reading. He is obviously using visual information when he says "red." However, as he listens to the language structure and realizes that <i>red</i> does not sound right or make sense, he solves the word and changes it to <i>ready</i>. He does the same with <i>new</i> for <i>need</i> later in his reading.</p> |
| <p>Monitoring and Correcting</p> <ul style="list-style-type: none"> ■ Reread a phrase to problem-solve, self-correct, or confirm ■ Use meaning, language structure, and visual information to self-monitor or self-correct reading ■ Use known words to self-monitor and correct | <p>Randi often rereads to self-correct. For example, on page 4 of the text, he realizes that "I don't <i>new</i> glasses!" doesn't sound right or make sense. He goes back to the beginning of the sentence and rereads, self-correcting <i>need</i> for <i>new</i>. His self-corrections throughout the reading demonstrate his use of multiple sources of information (e.g., "You may need glasses to <i>here</i> you read," said her mom). Randi self-corrects with the word <i>help</i> realizing that <i>here</i> doesn't sound right or make sense. He obviously is also paying attention to visual information, substituting <i>help</i> with a word that looks very similar. This self-monitoring occurs in several cases throughout the record (e.g., <i>thing</i> for <i>think</i> on page 2 of the text, <i>read</i> for <i>learn</i> on page 4). The number of times</p> |

Figure 1.8 Observations of Behaviors and Understandings: *Randi*

continues

| RANDI | |
|--|---|
| Observations of Behaviors and Understandings (Guided Reading Continuum, Level F) | Analysis of Behavioral Evidence |
| Monitoring and Correcting, cont. | Randi stops and asks his teacher for an unknown word also demonstrates that Randi is monitoring his reading. He clearly knows when his reading has broken down even when he is unsure of how to deal with it. |
| Searching for and Using Information <ul style="list-style-type: none"> ■ Reread to search for and use information or confirm reading ■ Use all sources of information together to solve words while reading (sometimes) ■ Process texts with simple dialogue and some pronouns, all assigned to speakers ■ Notice, search for, remember, and discuss information that is important to understanding | As described above, we see evidence that Randi is searching for and using multiple sources of information to solve words, monitor, and self-correct his reading. We can tell from the comprehension conversation at the end of the record that he is able to remember and discuss information that is important for understanding the story. For example, he is able to recount that Anna had to get glasses and that she did not like them. He also remembered that Anna's teacher had the same glasses and that at the end, Anna puts on her glasses. |
| Summarizing <ul style="list-style-type: none"> ■ Notice a series of events in order to link them ■ Understand a simple sequence of events ■ Provide an oral summary with appropriate details in sequence ■ Remember important information | As noted above, Randi is able to recount the series of events in the story and summarize important information and appropriate details in sequence when discussing the text. |
| Making Connections <ul style="list-style-type: none"> ■ Make and discuss connections between texts and reader's personal experiences | Randi makes a personal connection about his mom and sister both wearing glasses like Anna in the story. |
| Inferring <ul style="list-style-type: none"> ■ Infer and discuss characters' feelings, motives, and attributes | Randi is able to infer that Anna feels happy at the end of the story; however, it is unclear if he connects this to the fact that her teacher had the same glasses. |

Figure 1.8 Observations of Behaviors and Understandings: *Randi*

| RANDI | |
|---|---|
| Behaviors and Understandings to Teach and Support (Guided Reading Continuum, Level F) | Instructional Implications |
| Solving Words <ul style="list-style-type: none"> ■ Remove the ending from base words to solve new words ■ Use letter-sound analysis from left to right to read a new word ■ Use sounds related to vowels to solve words ■ Take apart many easy new words “on the run” while reading for meaning ■ Take apart compound words | <p>Randi needs more instruction on how to solve unknown words. Randi’s strong self-monitoring skills alert him when he doesn’t know a word or if what he said did not make sense, but he often asks the teacher what the word is instead of attempting to solve the word himself. We see this particularly with two-syllable words (e.g., <i>purple</i>, <i>doctor</i>). He would benefit from learning how to break apart two-syllable words and use letter-sound analysis from left to right to read a new word. Lastly, he needs more instruction on how to remove the endings of a base word to solve a word (e.g., <i>walk—ed</i>; and <i>open—ed</i>). Randi’s teacher may decide to work on these word-solving strategies during word work in guided reading or during word study.</p> |
| Maintaining Fluency <ul style="list-style-type: none"> ■ Demonstrate phrased, fluent oral reading ■ Reflect language syntax and meaning through phrasing and expression ■ Reflect punctuation through appropriate pausing and intonation while reading orally | <p>According to his fluency score, Randi is reading primarily in two-word phrases with almost no expressive interpretation. Randi would benefit from instruction in reading in meaningful phrased groups. He is able to monitor his reading for meaning so he should be able to learn how to reflect the meaning and syntax through phrasing and expression. After focusing on his phrasing, his teacher may also want to work with him on how to read the punctuation the author has written with appropriate pausing and intonation.</p> |
| Making Connections <ul style="list-style-type: none"> ■ Make and discuss connections between texts and reader’s personal experiences ■ Make connections between the text and other texts that have been read or heard | <p>Randi does make a personal connection to the text when he talks about his mom and sister both having glasses, but he seems ready to learn how to make deeper connections to a text. His teacher will want to work with him on connecting to the</p> |

Figure 1.9 Behaviors and Understandings to Teach and Support: *Randi*

continues

| RANDI | |
|---|---|
| Behaviors and Understandings to Teach and Support (Guided Reading Continuum, Level F) | Instructional Implications |
| Making Connections, <i>cont.</i> | feelings in a book or to the theme of the book. Interactive read-aloud provides an excellent opportunity for students to begin to learn how to make deeper personal connections to text. By using text sets grouped around similar themes, his teacher will support him in also learning how to make connections between texts. |
| Inferring <ul style="list-style-type: none"> ■ Interpret causes for feelings, motives, or actions | As described above, Randi is able to infer that Anna is happy from the text. However, it is unclear whether he connects her happiness to the fact that her teacher has the same glasses. He might have understood this to be the cause for her feelings and just did not communicate it during the comprehension conversation. His teacher will want to watch his ability to interpret the cause of a character's feelings in future reading and determine whether he needs further support in this area. |

Figure 1.9 Behaviors and Understandings to Teach and Support: *Randi (continued)*

Summary of Instructional Implications

Randi's teacher will want to pick two or three of these behaviors and understandings to focus on in her teaching. Randi seems to need the most support in learning more efficient word-solving strategies, which might be accomplished during shared reading, word study, or word work in his guided reading lessons as well as in his reading of the text. He would also benefit from learning

how to read with phrasing and expression. His teacher may want to provide him with more opportunities for shared and performance reading to give him additional opportunities to read aloud and work on his ability to read fluently.

Let's take a look at another reader's processing of the same text. Using the Guided Reading continuum, level F once again, we will analyze Jakob's reading of *Anna's New Glasses* (Figure 1.10).

Anne's New Glasses • LEVEL F • FICTION

Name _____ Grade _____ Date _____

Teacher _____ School _____

Recording Form

Part One: Oral Reading

Place the book in front of the student. Read the title and introduction.

Instructions: Anna was getting ready for school. Her mom said she might need to get glasses to see better.
But Anna didn't want glasses. Read to find out what happened when she got her new glasses.

| | | Sources of Information Used | | | | | | | | | | | | | | | |
|-----------------|--|-----------------------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|--|--|--|--|--|
| Page | Text | E | S | L | | | | V | | M | S | V | | | | | |
| | | | | M | S | V | I | E | A | | | | | | | | |
| 2 | "I am <u>ready</u> for school," said Anna. | 2 | MS | SV | MV | SV | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | |
| | She had a new red backpack and new shoes. | | | | | | | | | | | | | | | | |
| 3 | "We have one more thing to do," said her mom. "You may <u>new</u> need to get some glasses." | 1 | MS | SV | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | |
| 4 | "I <u>don't</u> need glasses!" said Anna. | 1 | MS | SV | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | |
| | "You may need glasses to help you read," said her mom. | | | | | | | | | | | | | | | | |
| Subtotal | | 6 | 1 | 3 | 4 | 6 | 1 | 0 | 0 | 0 | 0 | 0 | | | | | |

Anna's New Glasses • LEVEL F • FICTION

Recording Form

Part One: Oral Reading *continued*

| Page | Text | Categories of Information Used | | | | | | | | | | |
|----------|--|--------------------------------|----|----|----|----|---|---|---|----|---|--|
| | | E | SC | M | S | V | M | S | V | SC | V | |
| 15 | <p>Anna ^{looks} looked at her new teacher.</p> <p>She ^{over} opened her backpack and</p> <p>put on her new glasses.</p> | | | | | | | | | | | |
| 16 | <p>"I am Mrs. Bell," the teacher said.</p> <p>"I am your new teacher.</p> <p>We have the same glasses!"</p> <p>Anna smiled.</p> <p>"Yes, these are</p> <p>good great glasses!"</p> | | | | | | | | | | | |
| Subtotal | | 3 | 1 | 3 | 3 | 3 | 0 | 0 | 1 | | | |
| Totals | | 23 | 3 | 16 | 19 | 16 | 1 | 0 | 2 | | | |

Figure 1.10e

Anna's New Glasses • LEVEL F • FICTION

Recording Form

| Accuracy Rate | Errors | 24 or more | 21-23 | 19-20 | 17-18 | 15-16 | 13-14 | 10-12 | 8-9 | 6-7 | 4-5 | 1-3 | 0 |
|---------------|-----------|------------|-------|-------|-------|-------|-------|-------|-----|-----|-----|------|---|
| % | Below 90% | 90% | 91% | 92% | 93% | 94% | 95% | 96% | 97% | 98% | 99% | 100% | |

Self-Correction Ratio

$23 \div 3 = 3$
 $(E + SC) \div SC = 1: 9$

Fluency Score 0 1 2 3

Read fast.

Fluency Scoring Key

0 Reads primarily word-by-word with occasional but infrequent or inappropriate phrasing; no smooth or expressive intonation; irregular pausing; and no attention to author's punctuation; no stress or inappropriate stress; and slow rate.

1 Reads primarily in two-word phrases with some three- and four-word groups and some word-by-word reading; almost no smooth, expressive intonation or pausing guided by author's meaning and punctuation; almost no stress or inappropriate stress; and slow rate most of the time.

2 Reads primarily in three- or four-word phrase groups; some smooth, expressive intonation and pausing guided by author's meaning and punctuation; mostly appropriate stress and rate with some slowdowns.

3 Reads primarily in larger, meaningful phrases in word groups; mostly smooth, expressive intonation and pausing guided by author's meaning and punctuation; appropriate stress and rate with only a few slowdowns.

Figure 1.10f

Anna's New Glasses • LEVEL F • FICTION

Recording Form

Part Two: Comprehension Conversation

Have a conversation with the student, noting the key understandings the student expresses. Use prompts as needed to stimulate discussion of understandings the student does not express. Score for evidence of all understandings expressed—with or without a prompt. Circle the number in the score column that reflects the level of understanding demonstrated.

Teacher: Talk about what happened in this story.

| Key Understandings | Prompts | Score |
|---|---|---------|
| <p>Within the Text</p> <p>Anna had to get glasses to see better but she did not want to wear them.</p> <p>Recount the major events of the story, such as: Anna didn't want to get new glasses; she tried on many different glasses and chose red ones; she got some new glasses but she didn't want to wear them; she put them on when she saw that her teacher's glasses were the same as hers.</p> <p><i>Note any additional understandings.</i></p> | <p>What was Anna's problem in this story?</p> <p>She had to wear glasses.</p> <p>What happened in this story?</p> <p>She wore her glasses.</p> <p>Then what happened?</p> <p>She could see.</p> <p>What happened at the end of the story?</p> <p>She liked the glasses.</p> | 0 1 2 3 |
| <p>Beyond the Text</p> <p>Anna felt (any suitable descriptive word) about wearing glasses.</p> <p>Anna didn't want to wear glasses to school because (any plausible explanation).</p> <p>Anna felt good when she saw her teacher had glasses just like hers.</p> <p>Other kids (or if felt the same way as (or different from) Anna about having glasses.</p> <p><i>Note any additional understandings.</i></p> <p>You need glasses to read if you don't see good.</p> | <p>Talk about how Anna felt at the beginning of the story.</p> <p>She didn't like glasses.</p> <p>How did Anna feel about wearing glasses?</p> <p>Why? She was glad.</p> <p>Talk about how Anna felt at the end of the story.</p> <p>Why? She was glad.</p> <p>She could see.</p> <p>Did this story remind you of anything?</p> | 0 1 2 3 |

Guide to Total Score

4-7 Excellent Comprehension
 3 Satisfactory Comprehension
 2 Limited Comprehension
 0-1 Inadequate Comprehension

Subtotal Score: 4/8
 Add 1 for any additional understandings: 1/1
 Total Score: 5/9

Part Three: Writing About Reading *(optional)*

Read the writing/drawing prompt on the next page to the student. Specify the amount of time for the student to complete the task. (See Assessment Guide for more information.)

Writing About Reading Scoring Key

0 Reflects no understanding of the text.
 1 Reflects very limited understanding of the text.
 2 Reflects partial understanding of the text.
 3 Reflects excellent understanding of the text.

Figure 1.10g

| JAKOB | |
|---|--|
| Observations of Behaviors and Understandings (Guided Reading Continuum, Level F) | Analysis of Behavioral Evidence |
| Solving Words <ul style="list-style-type: none"> Recognize most words quickly Recognize 50 or more high-frequency words within continuous text automatically | <p>Jakob seems to recognize most words quickly, which enables him to read fast. However, his rapid reading in turn causes him to make several errors in accuracy. Despite some of his errors, he seems to recognize several high-frequency words (<i>we, said, am, some, you, etc.</i>).</p> |
| Monitoring and Correcting <ul style="list-style-type: none"> Use meaning, language structure, and visual information to self-monitor or self-correct reading (sometimes) | <p>Jakob self-corrects a few times throughout the story based on information from multiple sources. For example, on page 4 of the text, he self-corrects <i>help</i> because <i>hear</i> doesn't make sense. His substitutions are also often meaningful, fit the structure of language and even look similar to the word (e.g., he substitutes <i>picked up</i> for <i>put on</i> on page 9). In these cases, he doesn't stop to confirm or self-correct since meaning has not broken down. However, there are cases where he substitutes words that do not sound right or make sense (see page 2) and he does not go back and self-correct. He would benefit from instruction in learning how to slow down, reread, and monitor more consistently.</p> |
| Searching for and Using Information <ul style="list-style-type: none"> Use all sources of information together to solve words while reading (sometimes) Process texts with simple dialogue and some pronouns, all assigned to speakers | <p>As described above, Jakob seems to have some understanding of how to use multiple sources of information while reading but does not use these strategic actions consistently.</p> |
| Maintaining Fluency <ul style="list-style-type: none"> Demonstrate phrased, fluent oral reading (somewhat) Reflect some language syntax and meaning through phrasing and expression | <p>According to Jakob's fluency score, he reads primarily in three and four-word phrases and demonstrates some expressive interpretation and pausing. However, his teacher also notes that he read fast, perhaps not reflecting punctuation through appropriate pausing and intonation.</p> |
| Inferring <ul style="list-style-type: none"> Infer and discuss characters' feelings, motives, and attributes | <p>Jakob is able to infer that Anna is happy at the end, but does not appear to link these feelings to a cause.</p> |

Figure 1.11 Observations of Behaviors and Understandings: *Jakob*

| JAKOB | |
|--|--|
| Behaviors and Understandings to Teach and Support (Guided Reading Continuum, Level F) | Instructional Implications |
| Monitoring and Correcting <ul style="list-style-type: none"> ■ Reread a phrase to problem-solve, self-correct, or confirm ■ Use meaning, language structure, and visual information to self-monitor and self-correct reading | <p>Out of 23 errors, Jakob only self-corrects three times. Though he sometimes appears to use multiple sources of information to solve words or make meaningful substitutions, he would benefit from continued support in attending to whether something looks right, sounds right, and makes sense. He also needs to learn how to stop and reread in order to confirm his reading. He often is reading so fast that he does not bother to go back and make sure his reading makes sense. (For example on page 2 he reads, “You <i>my new</i> to get some glasses” instead of “You <i>may need</i> to get some glasses.”) Had Jakob stopped and reread the phrase, he would have easily been able to correct his error. He is able to read the word <i>need</i> accurately just a few lines later.</p> |
| Searching for and Using Information <ul style="list-style-type: none"> ■ Reread to search for and use information or confirm reading ■ Notice, search for, remember, and discuss information that is important to understanding | <p>Jakob is unable to recall some of the significant events in the story (e.g., he does not mention that Anna’s teacher put on the same glasses as Anna). He would benefit from instruction in how to find and recall important information from a text. This skill could be supported in guided reading.</p> |
| Summarizing <ul style="list-style-type: none"> ■ Remember information to help in understanding the end of a story ■ Notice a series of events in order to link them ■ Provide an oral summary with appropriate details in sequence ■ Remember important information | <p>As we can see from the comprehension conversation, Jakob is not able to summarize the most important points of the story. He appears to need more modeling in how to summarize a story and remember important information. If he slows down his reading, he may be able to focus more on the events in the story. His teacher could begin by modeling how to summarize the important information in a story during interactive read-aloud and in writing about reading.</p> |

Figure 1.12 Behaviors and Understandings to Teach and Support: *Jakob*

continues

| JAKOB | |
|---|---|
| Behaviors and Understandings to Teach and Support (Guided Reading Continuum, Level F) | Instructional Implications |
| Maintaining Fluency <ul style="list-style-type: none"> ■ Reflect punctuation through appropriate pausing and intonation while reading orally | <p>As Jakob adjusts his rate, he might be able to pay closer attention to the author's use of punctuation. Jakob would benefit from shared reading and guided reading in which his teacher demonstrates how to reflect punctuation through pausing and intonation.</p> |
| Adjusting <ul style="list-style-type: none"> ■ Slow down or repeat to think about the meaning of the text and resume normal speed ■ Reread to solve words or think about ideas and resume good rate of reading | <p>As his teacher notes, he read this story very fast, which impacts his ability to monitor his reading and to understand the story. By learning how to reread and slow down, Jakob will be able to monitor and correct and ultimately improve his comprehension.</p> |
| Inferring <ul style="list-style-type: none"> ■ Interpret causes for feelings, motives, or actions | <p>Jakob is able to infer that Anna is glad at the end of the story. However, he is unable to interpret the cause for her feelings, saying she is glad because she can see. He does not connect any of these emotions to the fact that her teacher has the same glasses. His teacher will want to support him in thinking about why characters feel the way they do during interactive read-aloud and guided reading.</p> |

Figure 1.12 Behaviors and Understandings to Teach and Support: *Jakob*

Summary of Instructional Implications

Jakob's teacher could take Jakob's instruction in many different directions to expand his ability to think within, beyond, and about the text. Jakob seems like he would benefit the most from learning to adjust his reading rate and slow down to begin to monitor and correct his reading. Learning to reread when his reading doesn't make sense will also help him search for and use the information in the text. Shared and performance reading would provide an authentic reason for Jakob to read aloud and begin noticing how to slow down his reading and reflect the author's meaning through his expression, paus-

ing, and intonation. As he adjusts his reading rate, he may find he is able to remember parts of the story in more detail. However, he will need further instruction in how to search for information in the text and remember important details sequentially to summarize his reading and understand it more fully. During interactive read-aloud and guided reading, his teacher will want to give Jakob opportunities to search for and recall information from the text to help him build his ability to summarize and notice the details of a story.

Let's now look at Kulsum's reading of a nonfiction text, *Bubbles*, level G (Figure 1.13).

Bubbles • LEVEL G • NONFICTION Recording Form

Student Kulsum Grade _____ Date _____

Teacher _____ School _____

Recording Form
Part One: Oral Reading

Place the book in front of the student. Read the title and introduction.

Introduction: Bubbles are filled with air like balloons. Read to find out about all different kinds of bubbles and how they are made.

| Page | Text | Sources of Information Used | | | | | | | | | | |
|----------|---|-----------------------------|---|---|---|----|---|---|---|----|---|---|
| | | Bubble Level G, RW: 152 | | E | | SC | | E | | SC | | |
| | | | | M | S | V | M | S | V | M | S | V |
| 2 | Look at all the bubbles! Some bubbles are big and some are little. | | | | | | | | | | | |
| 3 | All these bubbles are made with soap and water. They are called soap bubbles. | 1 | | | | | | | | | | |
| 4 | Soap bubbles are pretty. They are very shiny. and they have lots of colors, just like a rainbow. | 1 | | | | | | | | | | |
| Subtotal | | 4 | 1 | 2 | 2 | 5 | 1 | 0 | 0 | | | |

Figure 1.13a Kulsum's Reading Record

Bubbles • LEVEL G • NONFICTION Recording Form

Part One: Oral Reading *continued*

| Page | Text | Sources of Information Used | | | | | | | | | | |
|----------|---|-----------------------------|---|---|---|----|---|---|---|----|---|---|
| | | Bubble Level G, RW: 152 | | E | | SC | | E | | SC | | |
| | | | | M | S | V | M | S | V | M | S | V |
| 6 | What is inside all the bubbles? Bubbles are like little balloons. They are filled with air. | 1 | | | | | | | | | | |
| 8 | Little bubbles have a little air inside. Big ones have more air inside. | | | | | | | | | | | |
| 9 | This boy is blowing air to make a soap bubble. | 1 | | | | | | | | | | |
| Subtotal | | 2 | 0 | 2 | 2 | 2 | 0 | 0 | 0 | | | |

Figure 1.13b

Bubbles • LEVEL G • NONFICTION **Recording Form**

Part One: Oral Reading *continued*

| Page | Text | Sources of Information Used | | | | | | | | | | |
|-----------------|--|-----------------------------|----|---|---|---|---|---|---|---|---|---|
| | | E | SC | M | S | V | M | S | V | M | S | V |
| 10 | <p>✓ This girl is blowing air ✓ into a ✓ straw. The air is going ✓ into the girl's milk ✓ to make bubbles.</p> | 1 | | | | | | | | | | |
| 12 | <p>✓ Here is an enormous bubble. This bubble is as long ✓ as a van! It has lots of air inside.</p> | 1 | | | | | | | | | | |
| Subtotal | | 3 | 1 | 2 | 2 | 3 | 1 | 0 | 0 | | | |

Figure 1.13c

Bubbles • LEVEL G • NONFICTION **Recording Form**

| Accuracy Rate | Errors | 16 or more | 15 | 13–14 | 12 | 10–11 | 9 | 7–8 | 6 | 4–5 | 3 | 1–2 | 0 |
|---------------|--------|------------|-----|-------|-----|-------|-----|-----|-----|-----|-----|-----|------|
| | % | Below 50% | 50% | 51% | 52% | 53% | 54% | 55% | 56% | 57% | 58% | 59% | 100% |

Self-Correction Ratio $\frac{11 + 4}{11 + 4 + 4} = \frac{15}{19} = 1.4$

Fluency Score 0 1 2 3

Fluency Scoring Key

- Ready primarily by word with occasional but infrequent or inappropriate phrasing; no smooth or expressive interpretation, singular phrasing, and no attention to author's meaning or punctuation; no stress or inappropriate stress, and slow rate.
- Ready primarily in two-word phrases with some three- and four-word groups and some vocal inflection; almost no smooth, expressive interpretation or phrasing guided by author's meaning and punctuation; almost no stress or inappropriate stress, with slow rate most of the time.
- Ready primarily in three- or four-word phrase groups; some smooth, expressive interpretation and phrasing guided by author's meaning and punctuation; mostly appropriate stress and rate with some difficulties.
- Ready primarily in large, meaningful phrases or word groups; mostly smooth, expressive interpretation and phrasing guided by author's meaning and punctuation; appropriate stress and rate with only a few difficulties.

Figure 1.13e

Bubbles • LEVEL G • NONFICTION **Recording Form**

Part One: Oral Reading *continued*

| Page | Text | Sources of Information Used | | | | | | | | | | |
|-----------------|---|-----------------------------|----|---|---|----|---|---|---|---|---|---|
| | | E | SC | M | S | V | M | S | V | M | S | V |
| 14 | <p>✓ And ✓ Don't forget about bubble gum! This boy is blowing air ✓ into his gum to make ✓ a big, big bubble. If he blows in too much air . . .</p> | 1 | | | | | | | | | | |
| 16 | <p>... the bubble will pop!</p> | | | | | | | | | | | |
| Subtotal | | 2 | 2 | 3 | 3 | 2 | 0 | 0 | 2 | | | |
| Totals | | 11 | 4 | 9 | 4 | 12 | 2 | 0 | 2 | | | |

Dialect Differences:
pg. 4 whery
very
pg. 12 wan
van

Figure 1.13d

Bubbles • LEVEL G • NONFICTION **Recording Form**

Part Two: Comprehension Conversation

Have a conversation with the student, noting the key understandings the student expresses. Use prompts as needed to stimulate discussion of understandings expressed—with or without a prompt. Circle the number in the score column that reflects this level of understanding demonstrated.

Teacher: Talk about what you learned in this book.

Comprehension Scoring Key

- Reflects no understanding of the text. Other does not respond or talks off the topic.
- Reflects very limited understanding of the text. Mentions a few facts or ideas but does not express the important information or ideas.
- Reflects partial understanding of the text. Includes important information and ideas but neglects other key understandings.
- Reflects excellent understanding of the text. Includes almost all important information and main ideas.

| Key Understandings | Prompts | Score |
|--|---|---------|
| Within the Text There are all kinds of bubbles. (Names 2–3 examples, such as soapbubbles, milk bubbles, or bubble gum.) Recounts 3–4 facts about bubbles from the book, such as: can be made with soap and water; can have colors in them; are filled with air; can be made by blowing air; can be big or little; will pop if you blow in too much air. <i>Note any additional understandings:</i> | What are some kinds of bubbles? Water bubbles. Can be big or small. There are different kinds of bubbles. What else did you learn about bubbles and how they are made? Some children blow it and it comes out. | 0 1 2 3 |
| Beyond the Text Bubbles get bigger when they have more air inside them. Bubbles are like balloons because they have air inside them. Bubbles can pop if they get too much air inside them. <i>Note any additional understandings:</i> | How do bubbles get bigger? Air, water, soap. Balloons have air inside. Comes against it. It will pop. They are made of water and soap and they are really easy to pop. Liked the rainbow bubble best. | 0 1 2 3 |

Guide to Total Score

| Score | Understanding |
|-------|------------------------------|
| 4–7 | Excellent Comprehension |
| 3 | Substantial Comprehension |
| 2 | Limited Comprehension |
| 0–1 | Unsatisfactory Comprehension |

Subtotal Score: 5/16
Add 1 for any additional understandings: 1/16
Total Score: 6/16

Part Three: Writing About Reading (optional)

Read the writing/drawing prompt on the next page to the student. Specify the amount of time for the student to complete the task. (See Assessment Guide for more information.)

Writing About Reading Scoring Key

- Reflects no understanding of the text.
- Reflects very limited understanding of the text.
- Reflects partial understanding of the text.
- Reflects excellent understanding of the text.

Figure 1.13f

| KULSUM | |
|--|--|
| Observations of Behaviors and Understandings (Guided Reading Continuum, Level G) | Analysis of Behavioral Evidence |
| <p>Solving Words</p> <ul style="list-style-type: none"> ■ Quickly and automatically recognize 75 or more high-frequency words within continuous text ■ Use consonant and vowel letter-sound relationships to solve words ■ Use letter clusters (blends and digraphs) to solve words ■ Connect words that mean the same or almost the same to derive meaning from the text | <p>Kulsum already knows a lot about word-solving. She makes meaningful substitutions most of the time and is able to solve words using multiple sources of information as we see from her solving of <i>straw</i> on page 10. She uses what she knows about clusters to make an approximation and then thinks about what would make sense to solve the word correctly. However, she needs to apply this knowledge of clusters more consistently. Kulsum also recognizes many high-frequency words (e.g., <i>some</i>, <i>are</i>, <i>big</i>, <i>look</i>, <i>and</i>, <i>all</i>). Kulsum does appear to use the consonant letter-sound relationship to solve some words; however, she appears to rely heavily on the first consonant of words and does not always read the whole word to solve it (e.g., <i>bubbles</i> for <i>balloons</i>). Kulsum also appears to connect words that mean almost the same to derive meaning from the text. For example, instead of saying “<i>blowing</i> air,” she says “<i>bubbling</i> air” throughout the story. We can see from the comprehension conversation that she understood that air is blown inside of bubbles to form them.</p> |
| <p>Monitoring and Correcting</p> <ul style="list-style-type: none"> ■ Use meaning, language structure, and visual information to monitor or self-correct reading | <p>Though she needs to learn to do it more consistently, Kulsum demonstrates her use of meaning, language structure, and visual information in some of her self-corrections. (She corrects <i>soap</i> on page 3 because it doesn’t make sense. Her close substitution of the word <i>sop</i> shows that she is using some visual information. In the same way, she says <i>stray</i> for <i>straw</i> and self-corrects based on meaning on page 10.)</p> |

Figure 1.14 Observations of Behaviors and Understandings: *Kulsum*

continues

| KULSUM | |
|---|--|
| Observations of Behaviors and Understandings (Guided Reading Continuum, Level G) | Analysis of Behavioral Evidence |
| Searching for and Using Information <ul style="list-style-type: none"> ■ Use all sources of information together to solve words while reading (sometimes) ■ Notice, search for, remember, and discuss information that is important to understanding | <p>Kulsum demonstrates her ability to remember and discuss important information during the comprehension conversation. She understands that there are different kinds and sizes of bubbles and that they are filled with air.</p> |
| Summarizing <ul style="list-style-type: none"> ■ Remember the important information from a factual text | <p>See evidence under Searching for and Using Information.</p> |
| Synthesizing <ul style="list-style-type: none"> ■ Relate the content of the text to what is already known | <p>In the comprehension conversation, Kulsum relates what she has learned about bubbles to what she knows about balloons. She explains both are filled with air and can be popped by sharp objects.</p> |

Figure 1.14 Observations of Behaviors and Understandings: *Kulsum* (continued)

| KULSUM | |
|--|---|
| Behaviors and Understandings to Teach and Support (Guided Reading Continuum, Level G) | Instructional Implications |
| <p>Solving Words</p> <ul style="list-style-type: none"> ■ Use letter clusters (blends and digraphs) to solve words ■ Use left to right letter-sound analysis to read a word ■ Use known words and word parts (including onsets and rimes) to solve unknown words | <p>Kulsum needs to learn how to apply her knowledge of clusters more consistently as evidenced by her substitutions of <i>bubbles</i> for <i>blowing</i> and <i>sin</i> for <i>shiny</i>. She would probably benefit from some quick word work around clusters in word work in guided reading, as well as while she reads the text. She also needs to learn to read the whole word. She is often only using the initial consonant when reading a word and frequently leaves off the ending (e.g., <i>bubbles</i> for <i>balloons</i> on page 6; <i>bubbling</i> for <i>blowing</i>; <i>girl</i> for <i>girl's</i> on page 10; <i>color</i> for <i>colors</i> on page 4). We know that she can read the word <i>blows</i> on page 14 but does not connect that to the word <i>blowing</i>. She would benefit from some work around using known words and word parts to solve unknown words as she reads text and during word work at the end of guided reading. Lastly, it seems that being shown how to check the whole word to see if it makes sense and looks right would help Kulsum improve her accuracy.</p> |
| <p>Monitoring and Correcting</p> <ul style="list-style-type: none"> ■ Reread to problem-solve, self-correct, or confirm ■ Realize when more information is needed to understand a text | <p>Kulsum rarely rereads to help problem-solve or self-correct. If she does reread, she only rereads a word and not a phrase. Kulsum would benefit from learning how to reread back to the beginning of the sentence or phrase which might allow her to problem- solve and self-correct more efficiently. Kulsum does not consistently realize that she might need more information in order to understand the text. This is demonstrated on page 4 when she substitutes <i>prate</i> for <i>pretty</i> and <i>sin</i> for <i>shiny</i>. She does not seem to make an attempt to find more information to</p> |

Figure 1.15 Behaviors and Understanding to Teach and Support: *Kulsum*

continues

| KULSUM | |
|---|--|
| Behaviors and Understandings to Teach and Support (Guided Reading Continuum, Level G) | Instructional Implications |
| Monitoring and Correct, <i>cont.</i> | <p>make her reading make sense. Her two attempts at the word <i>pretty</i> indicate that she knows she is not right but she does not look for more visual information to solve this word. She would benefit from instruction in how to reread and search for more information to solve words and confirm her reading.</p> |
| Maintaining Fluency <ul style="list-style-type: none"> ■ Demonstrate phrased, fluent oral reading ■ Reflect language syntax and meaning through phrasing and expression ■ Reflect punctuation through appropriate pausing and intonation while reading orally | <p>We see from Kulsum's fluency score of one that she reads primarily in two-word phrases with some three- and four-word groups and some word-by-word reading. She also reads with almost no expression or stress. She would benefit from demonstrations of how to read in larger, meaningful phrases as well as how to read punctuation with appropriate pausing and intonation.</p> |
| Inferring <ul style="list-style-type: none"> ■ Infer causes and effects as implied in the text | <p>From the comprehension conversation, it is evident that Kulsum is able to remember important facts and summarize what the text is about. However, it seems less clear that she is able to infer cause and effect. When prompted to talk about how bubbles get bigger, she explains that the more air they have the bigger they get. Though the text states, "Little bubbles have a little air inside. Big ones have more air inside," it does not explicitly state that bubbles become bigger when you put more air inside. Kulsum's statement that air, water and soap make them get bigger indicates that she has an idea of what happens, but wasn't able to fully infer the cause and effect.</p> |

Figure 1.15 Behaviors and Understanding to Teach and Support: *Kulsum (continued)*

Summary of Instructional Implications

Kulsum is demonstrating much effective problem-solving as a reader. She seems to understand her reading and is able to summarize many of the important details in a text. She would improve her accuracy significantly by learning how to notice and check the whole word and by being taught how to use what she knows about words and word parts to solve unknown words. These behaviors and understandings could easily be supported during text reading in guided reading, as well as during word work. Kulsum would also benefit from learning how to self-monitor when her reading does not make sense. By being taught to reread to problem-solve, monitor, and confirm her reading, Kulsum will be able to self-correct more consistently. She often uses multiple sources of information to solve words, so being taught to self-monitor when she needs more information and to reread to gain this information would enhance her ability to comprehend the text she is reading.

Give It a Try ▸



Individual Study

Plan time to listen to your own students read and discuss texts individually. Whether you are using Benchmark Assessment, running records, or another assessment tool, use the Guided Reading continuum to help you think about what behaviors and understandings they demonstrate and how they need to grow as readers.



Small Group Study & Staff Developers

If you are meeting with colleagues over time, have everyone focus on one student in each of their classes as a case study. Ask them to bring the reading assessments for that particular student, analyze them using the Guided Reading continuum, and share next steps with the group. Set up sessions where you focus as a group on these case studies and watch each readers' progress over time.



DEDICATED TO TEACHERS

Thank you for sampling this
resource.

For more information or to
purchase, please visit
Heinemann by clicking the link
below:

<http://www.heinemann.com/products/E04229.aspx>

Use of this material is solely for
individual, noncommercial use and is
for informational purposes only.