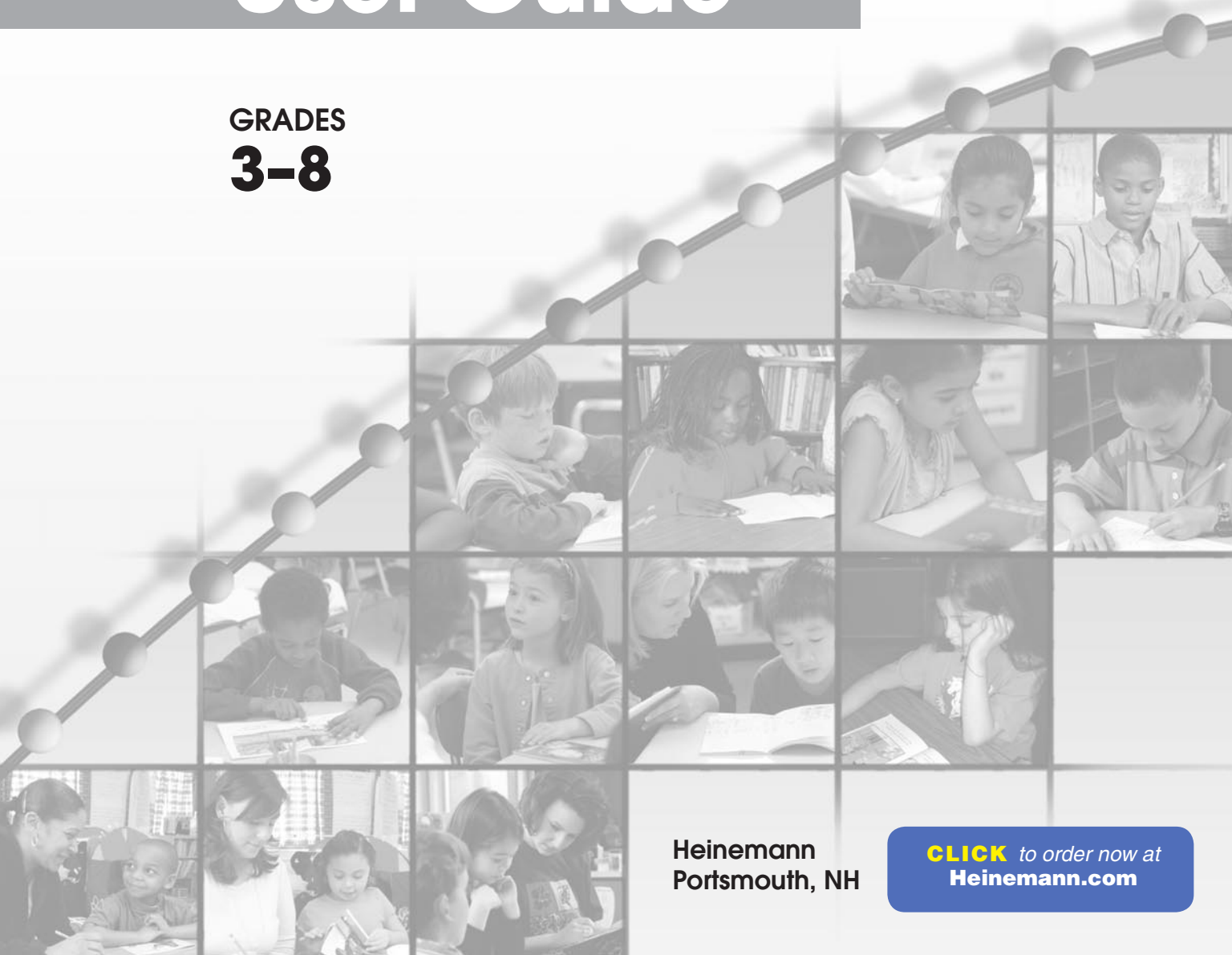


Gay Su Pinnell
Irene C. Fountas

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

User Guide

GRADES
3-8



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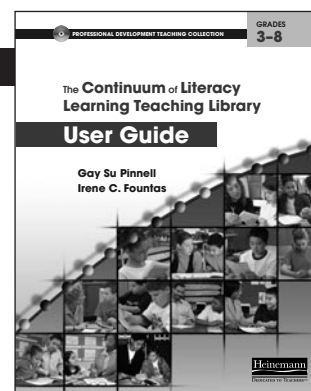
The Continuum of Literacy Learning Teaching Library User Guide, Grades 3–8

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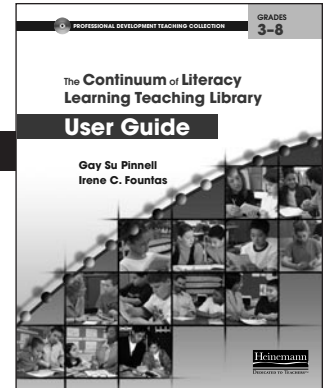
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INTRODUCTION

Introduction

The Continuum of Literacy Learning Teaching Library: Professional Development Teaching Collection, Grades 3–8 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 your students are doing over the last years of elementary school and into middle school or junior high school. 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 8 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 3–8*; *The Continuum of Literacy Learning, Grades PreK–8*; and *The Continuum of Literacy Learning, Grades PreK–2*. While each volume contains much of the same material, the organization is slightly different in each to accommodate the user. To use this Teaching Library, you will want to have on hand either *The Continuum of Literacy Learning, Grades PreK–8* or *The Continuum of Literacy Learning, Grades 3–8*.

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 special sections on assessment on DVD 1 and reading workshop on DVD 4. 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.

We chose to include a section on Reading Workshop instead of Shared and Performance Reading to help intermediate teachers understand how to use both the interactive read-aloud and literature discussion continuum and the guided reading continuum for planning book talks and reading minilessons, responding effectively during reading conferences and guiding the share at the end of a workshop. Though there is no accompanying video for the Shared and Performance Reading Continuum, we encourage you to explore this section on your own as it will help you think about the behaviors and understandings to teach and support in developing your students' reading fluency.

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

DVD 1: Introduction and Assessment

DVD 2: Interactive Read-Aloud

DVD 3: Literature Discussion

DVD 4: Readers' Workshop Part I

DVD 5: Readers' Workshop Part II

DVD 6: Writers' Workshop

DVD 7: Phonics, Spelling, and Word Study

DVD 8: Guided Reading

The Continuum of Literacy Learning, Grades 3–8 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, grades 3–8, 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 listed separately in the Teaching Library; however there are several opportunities within the User Guide to explore this section. The competencies students need in oral, visual and technological communication play an integral role in all of the reading and writing lessons you will observe. You will want to take notice of the *Connecting Across Continua* headings found throughout the User Guide. These sections often focus on the connections between the Oral, Visual and Technological Communication continuum and the other continua represented in the Teaching Library.

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 3–8* 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.

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 *Grades 3–8* so that you can use it to plan for and guide your teaching on an ongoing basis. Specific suggestions for individuals, small



Individual Study



Small Group Study



Staff Developers

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 ability to analyze 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/Grades 3–8* 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 two individual readers as they process and discuss 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 and the 12 systems of strategic actions 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 *Grades 3–8*.

To maximize your experience observing the two individual readers processing text in the Assessment section, use 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"

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

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

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"

Select a Clip and Print Supporting Materials ▸

For this section, we suggest you watch both 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

Level O—*The New Girl*: Lizeth reads and discusses the level O Benchmark Assessment System text *The New Girl*. You can create your own reading record of this reading or follow along with a completed record to analyze this reader's behaviors (See DVD 1's PDF Resources for these reading records). (16:51)

Level X—*The Internet*: Demetrios reads and discusses the level X Benchmark Assessment System text *The Internet*. You can create your own reading record of this reading or follow along with a

completed record to analyze this reader's behaviors (See DVD 1's PDF Resources for these reading records). (13:57)

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.

- *The New Girl*, level O Recording Form without coding
- *The New Girl*, level O Recording Form with coding
- *The Internet*, level X Recording Form with coding
- *The Internet*, level X Recording Form without coding
- Coding and Scoring Errors At-A Glance (This document provides an explanation of the coding used in the reading records provided.)
- Analyzing Reading Behaviors Form
- Guide to Observing and Analyzing Reading Behaviors

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 *The New Girl*, level O
- Text Analysis of *The Internet*, level X
- Text Analysis Form (optional).

MATERIALS FOR EXTENDING UNDERSTANDING

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

- Kimberly's Reading Record (level M, *City Hawks*)
- Analysis of Kimberly's Reading Record
- Amelia's Reading Record (level O, *Snake Myths*)
- Analysis of Amelia's Reading Record
- Cally's Reading Record (level Q, *A Secret Home*)
- Analysis of Cally's Reading Record
- Josh's Reading Record (level U, *Earthquakes*)
- Analysis of Josh's Reading Record
- Jason's Reading Record (level X, *A Weighty Decision*)
- Analysis of Jason's Reading Record
- Guide for Observing and Noting Reading Behaviors
- Analyzing Reading Behaviors Form

Preview ▷

To begin your study of assessment, turn to the level O in the Guided Reading continuum of *The Continuum of Literacy Learning*. You will notice the first part of the guided reading 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. Following the suggestions below, preview the Selecting Texts and Selecting Goals sections of this continuum to gain a better understanding of the characteristics of texts at this level and the potential supports and challenges for readers as they process these texts.

Selecting Texts and Selecting Goals

In the first teaching clip, you will observe Lizeth reading *The New Girl*, a level O text. This book is at her instructional level, which means it is slightly more challenging than a book she could read independently. However, she still reads it with 97% accuracy. As you see from the analysis of *The New Girl* 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 & Pinnell's *Benchmark Assessment System 2*, you may want to pull out the two texts featured in this section: *The New Girl* (level O) and *The Internet* (level X).



Individual Study

1. Think about students in your classroom who might be reading texts similar to *The New Girl*.
 - 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 O 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 the Level X Continuum and Figures 1.3 and 1.4 before viewing the reading of *The Internet*.



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 *The New Girl*. 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 each of the readers discussed. Compare your thinking to Figure 1.2
 - 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 O 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?
 - Repeat this process using the level X continuum and Figures 1.3 and 1.4 before viewing the video segments.

| Text Analysis: <i>The New Girl</i> (Level O) | |
|--|---|
| Using Guided Reading Continuum, Selecting Texts | |
| Text Factor | Analysis |
| Genre and Form | <ul style="list-style-type: none"> ■ Realistic Fiction ■ Form: Short Story |
| Text Structure | <ul style="list-style-type: none"> ■ Moral lesson close to the end of a story (to have a friend, you have to be a friend) |
| Content | <ul style="list-style-type: none"> ■ Content carried by the print rather than pictures ■ Content requiring the reader to take on perspectives from diverse culture (e.g. Army life) and bring cultural knowledge to understanding |
| Themes and Ideas | <ul style="list-style-type: none"> ■ Text with deeper meaning – still familiar to most readers ■ Some abstract themes requiring inferential thinking to derive meaning ■ Text with deeper meaning applicable to important human problems and social issues (e.g. moving frequently, being new in a school) |
| Language and Literary Features | <ul style="list-style-type: none"> ■ Multiple characters to understand ■ Characters revealed by what they say, think, and do and what others say or think about them ■ Factors related to character change explicit and obvious |

Figure 1.1 Text Analysis: *The New Girl*

continues

Text Analysis: *The New Girl* (Level 0)

Using Guided Reading Continuum, Selecting Texts

| Text Factor | Analysis |
|--|--|
| Language and Literary Features, <i>cont.</i> | <ul style="list-style-type: none"> ■ Descriptive and figurative language that is important to understanding the plot ■ Plots with numerous episodes, building toward problem resolution |
| Sentence Complexity | <ul style="list-style-type: none"> ■ Some longer (more than fifteen words), more complex sentences (e.g. prepositional phrases, introductory clauses, lists of nouns, verbs, or adjectives) ■ Variety in sentence length, with some long and complex sentences ■ Questions in dialogue ■ Sentence with nouns, verbs, and adjectives in series, divided by commas (e.g. "The other kids turned, stared, and whispered . . .") |
| Vocabulary | <ul style="list-style-type: none"> ■ Some words with connotative meanings that are essential to understanding the text (e.g. complainer, grumbled, lonely) |
| Words | <ul style="list-style-type: none"> ■ Many words with three or more syllables ■ Words with suffixes and prefixes ■ Words with a wide variety of very complex spelling patterns ■ Many plurals, contractions, and compound words |
| Illustrations | <ul style="list-style-type: none"> ■ Text with no illustrations |
| Book and Print Features | <p>Print and Layout:</p> <ul style="list-style-type: none"> ■ Ample space between lines ■ Sentences continuing over several lines <p>Punctuation:</p> <ul style="list-style-type: none"> ■ Quotation marks, apostrophes, commas, exclamation marks, question marks, and periods |

Figure 1.1 Text Analysis: *The New Girl*, *cont.*

| Text Analysis: <i>The New Girl</i> (Level 0) | |
|---|--|
| Potential Supports and Challenges | |
| Supports | <ul style="list-style-type: none">■ Moral lesson at the end is a common text structure; the moral about friendship would be familiar to most readers at this level■ Though some of the themes are abstract, most would be familiar to most readers |
| Challenges | <ul style="list-style-type: none">■ Content carried by the print rather than pictures■ Content requiring the reader to take on perspectives from diverse culture (e.g. Army life) and bring cultural knowledge to understanding■ Multiple characters to understand■ Characters revealed by what they say, think, and do and what others say or think about them—requires students to infer which may be a challenge depending on the reader■ Descriptive and figurative language that is important to understanding the plot |

Figure 1.2 Potential Supports and Challenges: *The New Girl*

Text Analysis: *The Internet* (Level X)

Using Guided Reading Continuum, Selecting Texts

| Text Factor | Analysis |
|--------------------------------|--|
| Genre | <ul style="list-style-type: none"> ■ Informational text |
| Text Structure | <ul style="list-style-type: none"> ■ Multiple topics that represent subtopic of a larger topic or theme |
| Content | <ul style="list-style-type: none"> ■ Content particularly appealing to adolescents ■ Critical thinking required to judge authenticity of informational text ■ Heavy content load requiring study |
| Themes and Ideas | <ul style="list-style-type: none"> ■ Text presents important societal issues, especially those important to adolescents |
| Language and Literary Features | <ul style="list-style-type: none"> ■ Long stretches of descriptive language that are important to understanding text |
| Sentence Complexity | <ul style="list-style-type: none"> ■ Some very long sentences (some with more than thirty words) ■ Sentences with parenthetical material ■ Many complex sentences (embedded phrases and clauses, parenthetical material) ■ Sentences with nouns, verbs, or adjectives in series, divided by commas |
| Vocabulary | <ul style="list-style-type: none"> ■ Many new vocabulary words that readers must derive meaning from context or use glossaries or dictionaries (e.g. integral, protocol, hypertext) ■ Many technical words requiring background knowledge or use of glossary or dictionary ■ A variety of words that stand for big ideas and abstract concepts (e.g. phenomenon, integrating, virtually, interconnected, dynamic) |
| Words | <ul style="list-style-type: none"> ■ Many words with affixes (e.g. uninspiring, impractical, reassembles) ■ Some multisyllable proper nouns that are difficult to decode (e.g. National Aeronautics, Transmission Control Protocol) |

Figure 1.3 Text Analysis: *The Internet*

continues

| Text Analysis: <i>The Internet</i> (Level X) Using Guided Reading Continuum, Selecting Texts | |
|---|--|
| Text Factor | Analysis |
| Words, <i>cont.</i> | <ul style="list-style-type: none"> ■ Many technical words (e.g. uniform resource locators, hypertext, virtual, technologies...) ■ Words that are seldom used in oral language and are difficult to decode ■ Long, multisyllable words requiring attention to word parts |
| Illustrations | <ul style="list-style-type: none"> ■ A variety of complex graphics that require interpretation (e.g. graphs, diagrams, labels) ■ Graphics that are dense and challenging |
| Book and Print Features | <p>Print and Layout:</p> <ul style="list-style-type: none"> ■ Varied space between lines with dense print ■ Use of words in italics, bold, or all capitals to indicate emphasis, level of importance, or signal other meaning ■ Variety in print and background color ■ Variation among print styles and font size (related to informational text) ■ Very small font in diagrams <p>Punctuation:</p> <ul style="list-style-type: none"> ■ Full range of punctuation as needed for complex sentences <p>Tools:</p> <ul style="list-style-type: none"> ■ Range of readers' tools (glossary, headings and subheadings) |

Figure 1.3 Text Analysis: *The Internet*, *cont.*

Text Analysis: *The Internet* (Level X)

Potential Supports and Challenges

Supports

- Content particularly appealing to adolescents
- Range of readers' tools (glossary, headings and subheadings)—Most readers at a level X will be familiar with how to use these tools to support their reading; though they could be considered challenging if they are not familiar

Challenges

- Heavy content load requiring study
- Long stretches of descriptive language that are important to understanding text
- Many complex sentences (embedded phrases and clauses, parenthetical material)
- Many technical words requiring background knowledge or use of glossary or dictionary
- A variety of complex graphics that require interpretation (e.g. graphs, diagrams, labels)

Figure 1.4 Potential Supports and Challenges: *The Internet*

View Without Commentary ▸

After completing the preview of the Continuum, press play and view the clip of the students reading **without commentary**. To facilitate your viewing, you will want to make sure you have the following resources handy from the PDF Resources you printed:

- Reading Records for *The New Girl* and *The Internet* (Remember, you can decide whether you want to practice coding by using the blank recording forms or if you want to simply follow along with the completed forms.)
- Coding and Scoring Errors at-a-Glance (This optional document is particularly helpful if you are not familiar with Benchmark Assessment coding procedures)

Note: Although this section of the DVD utilizes Fountas and Pinnell's *Benchmark Assessment System 2* 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.

While watching the video clip, make note of any reading behaviors you notice as evidence of the student’s processing. Knowing that readers engage all of the strategic actions simultaneously and flexibly in their head as they construct the meaning of the 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 the text 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. You may want them to use the *Guide for Observing and Noting Reading Behaviors* to facilitate their discussion. 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 2*, you may want to deepen your understanding of text analysis by completing one of these text analyses on your own using the books *The New Girl* (level O) and *The Internet* (level X) from the *Benchmark System*. You will find a blank Text Analysis form available on the DVD. Use the *Selecting Texts* section of the *Guided Reading Continuum* for the corresponding level of the book you choose to analyze. After you complete the text analysis either on your own or with a colleague, compare it to the analyses in Figures 1.1 and 1.3.

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 Extending Understanding**. Use the *Analyzing Reading Behaviors Form* also available in this section to facilitate your thinking.



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. If you are working in a group, work in pairs and share your findings with the group. 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?
- If you have *Fountas and Pinnell's Prompting Guide, Part 1 and Part 2*, find the sections that apply to the behaviors and understandings you would want to teach and support with these students. Identify the level of support you might provide and the language you might use to teach, prompt or reinforce these behaviors and understandings.

Compare your findings with the analyses below. These analyses are also printable from your DVD under **PDF Resources for Extending Understanding**.

- 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 Kimberly's reading of the nonfiction text, *City Hawks*, level M (Figure 1.5a–1.5f). It is important to note that this record provides just one glimpse of this reader and is in no way comprehensive. Kimberly's teacher would want to

take more than one assessment into account when thinking about what she is able to do as a reader and future directions for her learning. The reading records analyses below are also printable from **DVD 1: Introduction and Assessment** under PDF Resources for use with a small or large group.

Recording Form City Hawks • LEVEL M • NONFICTION

Student: Kimberly Grade _____ Date _____
 Teacher _____ School _____

Recording Form
Part One: Oral Reading

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

Introduction: Pale Male is a red-tailed hawk. He made a nest on the ledge of an apartment building in New York City. Read to find out what happened.

Sources of Information Used

| Page | Start Time min. sec. | City Hawks Level M, RW: 207 | E | | M | | S | | V | |
|--|----------------------|-----------------------------|---|----|---|---|---|---|---|---|
| | | | E | SC | M | S | V | M | S | V |
| 1 | | | | | | | | | | |
| [A Nest in the City] Many people ^{can} call ^{May} New York City home. So does a famous bird. He's a red-tailed hawk called Pale Male. Pale Male has a hooked beak and a red tail. He got his name because ^{be} ^{his} his chest is almost white. Red-tailed hawks need to live ^{here} ^{hunt} where they can hunt for food. | | | 1 | | M | S | V | M | S | V |
| At first, Pale Male chose to live in Central Park. It is a big green park right in the middle of New York City. | | | 1 | | M | S | V | | | |
| Subtotal | | | 7 | 1 | 3 | 3 | 7 | 1 | 1 | 0 |

Figure 1.5a Kimberly's Reading Record

City Hawks • LEVEL M • NONFICTION Recording Form

Part One: Oral Reading *continued*

Sources of Information Used

| Page | Text | E | | M | | S | | V | |
|----------|---|---|----|---|---|---|---|---|---|
| | | E | SC | M | S | V | M | S | V |
| 2 | The hawk started to make a nest in a tree. But some blue ^{jays} flew at him. They would not leave him alone. ^{all} SC So Pale Male moved. He found a mate and he made a nest on the ledge of a fancy apartment building across from the park. The ledge had sharp spikes on it. The spikes held up the nest of sticks. [Baby Birds] Before long, there were eggs in the nest. Many ^{birds} ^{watch} ^{tearful} bird watchers came with binoculars to see the hawk family. | 2 | | M | S | V | M | S | V |
| Subtotal | | 4 | 1 | 2 | 4 | 0 | 1 | | |

Figure 1.5b

City Hawks • LEVEL M • NONFICTION Recording Form

Part One: Oral Reading *continued*

Sources of Information Used

| Page | Text | E | | S | | V | |
|----------|--|----|----|----|----|----|----|
| | | SC | MS | SC | MS | SC | MS |
| 3 | Soon the eggs hatched. Baby birds poked their heads up, and the people cheered! Pale Male has now raised about two dozen chicks. He and his families are famous ^(in local) around the world. People have written many ^(news) stories and a book about them. Pale Male was even on two TV shows! | | | | | | |
| Subtotal | | 0 | 0 | 1 | 0 | 0 | 0 |
| Total | | 0 | 0 | 1 | 0 | 1 | 1 |

End Time ___ min. ___ sec.

Have the student finish reading the book silently.

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Figure 1.5c

City Hawks • LEVEL M • NONFICTION Recording Form

| Accuracy Rate | % | Below 95% | 95% | 96% | 97% | 98% | 99% | 100% |
|---------------|---|-----------|-------|-----|-----|-----|-----|------|
| Errors | | 12 | 10-11 | 8-9 | 6-7 | 4-5 | 1-3 | 0 |

Self-Corrections: 2:12

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 intonation, irregular pausing, and no attention to author's meaning or punctuation; no stress 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; almost no smooth, expressive intonation 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, appropriate intonation and pausing guided by author's meaning and punctuation; mostly appropriate stress and rate with some slowdowns.
- Reads primarily in larger, meaningful phrases or word groups; mostly smooth, expressive intonation and pausing guided by author's meaning and punctuation; appropriate stress and rate with only a few slowdowns.

Reading Rate (Optional)

End Time ___ min. ___ sec.
Start Time ___ min. ___ sec.
Total Time ___ min. ___ sec.
Total Seconds ___

$(RW \times 60) + \text{Total Seconds} = \text{Words Per Minute (WPM)}$
12,420 ÷ ___ = ___ WPM

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Figure 1.5d

Recording Form City Hawks • LEVEL M • NONFICTION

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 you learned in this book.

Comprehension Scoring Key

- Reflects no understanding of the text. Either 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 Summarizes the story, including 3-4 important facts in sequence, such as: A hawk built a nest on a building in New York; he raised baby birds; people liked to watch them; some people didn't like so many people watching the building; they took the nest down; people made them put the nest back. <i>Pale Male had a dozen baby chicks N.Y. is home to hawks - they want to the drawing on page 4 shows that the tall buildings are just across from the park.</i> <i>Also any additional understandings: It's a really big place with lots of buildings.</i> | Explain what happened in this story. What was the problem? What else happened? What happened at the end? <i>-They can stay as long as they want</i> Text Feature Probe: Tell what you learned from the drawing on page 4. <i>stay but some people wanted them to leave</i> | 0 1 2 <u>3</u> |
| Beyond the Text Hawks usually live in the country, but Pale Male built his nest in the city. <i>Up an apartment building</i> Pale Male built his nest on the building because it was near the park but safe. People liked to watch Pale Male and his babies because they do not get to see hawks in the city (or other reason consistent with the text). <i>She was having baby chicks</i> The nest was removed because people in the building didn't like being watched all the time with binoculars. Some people liked Pale Male and his nest and some people did not like him. | What was unusual about Pale Male's nest in this true story? Why did Pale Male build his nest on the building? <i>because it was near park and away from other birds</i> Why did people like to watch the hawks so much? Why did some people want the nest taken down? What was the disagreement different people had about Pale Male? | 0 1 2 <u>3</u> |

Continued on next page.

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Figure 1.5e

City Hawks • LEVEL M • NONFICTION Recording Form

Part Two: Comprehension Conversation *continued*

| Key Understandings | Prompts | Score |
|--|---|---------------------|
| About the Text The story was divided into three parts to show three different times. The writer told each side of the argument and gave reasons for what the people wanted. It sounds like the writer thinks it's a good idea for Pale Male to have his nest on the building. <i>Kimberly didn't know what headings were I showed her but she couldn't answer the questions</i> | Look at the three sections and read the headings. Do you think this was a good way to organize the information? Why (not)? <i>"I don't know"</i> How did the writer help you understand two different points of view about the hawks? <i>"don't know"</i> What side do you think the writer is on? Why? <i>"Helping Pale Male" because there are not a lot of trees - wanted people to like them.</i> | 0 1 2 3 <u>3</u> |

Subtotal Score: 7 / 10

Add 1 for any additional understandings: 0 / 1

Total Score: 7 / 10

Guide to Total Score

- 10 Excellent Comprehension
- 7-9 Satisfactory Comprehension
- 3-6 Limited Comprehension
- 0-2 Unsatisfactory Comprehension

Part Three: Writing About Reading (optional)

Read the writing/drawing prompts 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

- 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.

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Figure 1.5f

| Analyzing Reading Behaviors Using the Level M Guided Reading Continuum | | |
|---|--|---|
| Student Name | Behaviors and Understandings the Student Demonstrates | Behaviors and Understandings to Teach and Support |
| Kimberly, <i>City Hawks</i> (Level M) | <p>Thinking <i>within</i> the Text</p> <p>Solving Words</p> <ul style="list-style-type: none"> ■ Solve words of two to three syllables, many words with inflectional endings and complex letter-sound relationships <p>Monitoring and Correcting</p> <ul style="list-style-type: none"> ■ Use multiple sources of information to monitor and self-correct <p>Searching for and Using Information</p> <ul style="list-style-type: none"> ■ Process long sentences with embedded clauses <p>Summarizing</p> <ul style="list-style-type: none"> ■ Identify important ideas in a text and report them in an organized way, either orally or in writing <p>Maintaining Fluency</p> <ul style="list-style-type: none"> ■ Demonstrate phrased and fluent reading | <p>Thinking <i>within</i> the Text</p> <p>Solving Words</p> <ul style="list-style-type: none"> ■ Demonstrate knowledge of flexible ways to solve words <p>Monitoring and Correcting</p> <ul style="list-style-type: none"> ■ Self-correct when errors detract from the meaning of the text ■ Consistently check on understanding and search for information when meaning breaks down <p>Searching for and Using Information</p> <ul style="list-style-type: none"> ■ Use readers' tools (headings) to gather information <p>Maintaining Fluency</p> <ul style="list-style-type: none"> ■ Demonstrate appropriate stress on words, pausing and phrasing, intonation and use of punctuation. <p>Adjusting</p> <ul style="list-style-type: none"> ■ Reread to solve words or think about ideas and resume good rate of reading |

Figure 1.6 Analyzing Reading Behaviors: Kimberly

continues

| Analyzing Reading Behaviors Using the Level M Guided Reading Continuum | | |
|---|--|--|
| Student Name | Behaviors and Understandings the Student Demonstrates | Behaviors and Understandings to Teach and Support |
| Kimberly, <i>City Hawks</i> (Level M) | <p>Thinking <i>beyond</i> the Text</p> <p>Synthesizing</p> <ul style="list-style-type: none"> ■ Demonstrate learning new content from reading <p>Inferring</p> <ul style="list-style-type: none"> ■ Infer the big ideas or message of a text ■ Infer cause of problems or outcomes in nonfiction texts | <p>Thinking <i>beyond</i> the Text</p> <p>Synthesizing</p> <ul style="list-style-type: none"> ■ Express changes in ideas after reading a text <p>Inferring</p> <ul style="list-style-type: none"> ■ Support all thinking with evidence from the text. |
| | <p>Thinking <i>about</i> the Text</p> <p>Analyzing</p> <ul style="list-style-type: none"> ■ Identify author’s purpose | <p>Thinking <i>about</i> the Text</p> <p>Analyzing</p> <ul style="list-style-type: none"> ■ Understand when a writer has used underlying organizational structures (description, compare/contrast, temporal sequence, problem/solution, cause/effect). ■ Demonstrate the ability to identify how a text is organized (diagram or talk) ■ Notice variety in layout (words in bold, or larger font, or italic) <p>Critiquing</p> <ul style="list-style-type: none"> • Judge the text as to whether it is interesting, humorous, or exciting and specify why |

Figure 1.6 Analyzing Reading Behaviors: Kimberly, *cont.*

Evidence of Understandings and Instructional Implications

Kimberly read *City Hawks*, Level M, with 95% accuracy and satisfactory comprehension, making it an instructional level text for her. She demonstrated the ability to think within and beyond the text, but struggled with thinking about the text, particularly in analyzing the underlying text structure and the way the author presented and organized information.

THINKING WITHIN THE TEXT

Kimberly demonstrated the ability to summarize the main points of the story, process longer sentences with embedded clauses, and read with some phrasing. Though she demonstrated some behaviors that support problem solving words, she needs to learn more flexible ways to solve longer and content-specific words especially as she encounters more complex texts. She would benefit from lessons in noticing parts of words, breaking apart words into syllables, rereading and “reading on” for the context of the sentence, and learning how to use graphics to support word-solving. For example, she makes an attempt at the word *watchers* on page 2 but then appeals to the teacher. She doesn’t try reading on to see if she can figure it out from the context and doesn’t break apart the word effectively. We also see this difficulty with breaking apart words in her first attempt at the word *famous*. She says, “fame-er-ous,” adding an extra syllable. Kimberly also needs to learn how to monitor her understanding and search for information when meaning breaks down. For example, she doesn’t stop when she substitutes the word *hurt* for *hunt* or *jaws* for *jays*,

and only self-corrects twice during her oral reading. She would benefit from a minilesson or conference about adjusting her reading when it doesn’t make sense—stopping, thinking about the ideas, searching for more visual information, and then, resuming reading at a good rate.

THINKING BEYOND THE TEXT

Kimberly is able to infer the big ideas from the text but needs to learn to support her ideas with evidence from the text. Interactive read-aloud as well as literature discussion would provide a perfect opportunity for Kimberly’s teacher to model how to support ideas with evidence from the text as well as prompt her for this evidence. The discussion part of a guided reading lesson also provides opportunities for this type of scaffolding. Lastly, Kimberly would benefit from opportunities to write about her reading. For example, through an exchange of reading letters in a reader response journal, Kimberly’s teacher would have opportunities to prompt her for evidence for her thinking.

THINKING ABOUT THE TEXT

Kimberly would also benefit from learning how different authors choose to organize informational texts and use tools to support understanding of the topic (e.g. headings). Through interactive read-aloud, her teacher can share a variety of informational texts to demonstrate the different ways authors choose to organize informational texts. This understanding could be further explored through a series of reading minilessons about text structure and how authors create texts that are both engaging and informative.

Let’s now take a look at a student reading a level O nonfiction text (Figures 1.7a–1.7f).

Recording Form Snake Myths • LEVEL O • NONFICTION

Student Amelia Grade _____ Date _____
 Teacher _____ School _____

Recording Form
Part One: Oral Reading
 Place the book in front of the student. Read the title and introduction.
 Introduction: People tell stories, or myths, about snakes. Read to find out about five myths people tell and learn about one of the truths.

Sources of Information Used

| Page | Start Time ____ min. ____ sec. | Snake Myths Level O, RW 217 | Sources of Information Used | | | | | | | | | | | | | | |
|----------|--------------------------------|-----------------------------|-----------------------------|----|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | E | SC | M | S | V | M | S | V | | | | | | | |
| 1 | | | | | | | | | | | | | | | | | |
| | | | 2 | | | | M | S | V | | | | | | | | |
| | | | 2 | | | | | | | | | | | | | | |
| | | | 1 | | | | M | S | V | | | | | | | | |
| | | | 1 | | | | M | S | V | | | | | | | | |
| Subtotal | | | 6 | 0 | 1 | 1 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

Figure 1.7a Amelia's Reading Record

Snake Myths • LEVEL O • NONFICTION Recording Form

Part One: Oral Reading *continued*

Sources of Information Used

| Page | Text | E | SC | Sources of Information Used | | | | | | | | | | | | | |
|----------|--|---|----|-----------------------------|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | M | S | V | M | S | V | | | | | | | | |
| 1 | Some animals do hold very still if they see a snake. They probably freeze out of fear. <u>They're</u> SC They are not hypnotized. | | | | | | | | | | | | | | | | |
| 2 | [Myth 2] Snakes' tongues are not dangerous. That's another misunderstanding. In fact, only a snake's fangs are harmful. A snake flicks its tongue to smell the air. It can use smells to figure out which way its prey is moving or whether an enemy is near. If a snake flicks its tongue at you, it's just trying to figure out if you're something good to eat. (Don't worry—snakes rarely eat people!) | | | | | | | | | | | | | | | | |
| Subtotal | | 3 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

Figure 1.7b

Recording Form Snake Myths • LEVEL O • NONFICTION

Part One: Oral Reading *continued*

Sources of Information Used

| Page | Text | E | SC | Sources of Information Used | | | | | | | | | | | | | |
|----------|--|----|----|-----------------------------|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | M | S | V | M | S | V | | | | | | | | |
| 3 | Some people think that snakes feel wet and slimy. But a snake's skin is really very dry and smooth. This smoothness makes a snake's skin look shiny and wet. The way a snake's scales move, sliding along the ground, may also make them look slimy. | | | | | | | | | | | | | | | | |
| Subtotal | | 3 | 1 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Total | | 12 | 2 | 1 | 6 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

End Time 3 min. 31 sec.

Have the student finish reading the book silently.

Figure 1.7c

Snake Myths • LEVEL O • NONFICTION Recording Form

| Accuracy Rate | % | Below 95% | 95% | 96% | 97% | 98% | 99% | 100% |
|---------------|----|-----------|-----|-----|-----|-----|-----|------|
| Errors | 12 | 10-11 | 8-9 | 6-7 | 4-5 | 1-3 | 0 | |

Self-Corrections 2:12

Fluency Score 0 1 2 3

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

Reading Rate (Optional)

End Time ____ min. ____ sec.
 Start Time ____ min. ____ sec.
 Total Time ____ min. ____ sec.
 Total Seconds ____

$(RW \times 60) \div \text{Total Seconds} = \text{Words Per Minute (WPM)}$
 $13,020 \div \text{Total Seconds} = \text{WPM}$

Figure 1.7d

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. It is not necessary to use every prompt for each book. 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 you learned in this book.

| Key Understandings | Prompts | Score |
|--|--|---------------|
| <p>Within the Text</p> <p>Tells 2-3 snake myths and the one important truth at the end, such as: Snakes don't hypnotize people; snakes' tongues can be dangerous; snakes are not slimy; snakes have bones; not all snakes are poisonous; snakes do not want to harm people.</p> <p>The photograph on page 2 shows that snakes have clear scales over their eyes.</p> <p><i>Note any additional understandings:</i> Snakes have 300 ribs Stick out tongue to smell you</p> | <p>What are some of the myths about snakes?</p> <p>Can you tell me more? What is true about snakes?</p> <p>Text Feature Probe: Tell what you learned from the photograph on page 2.</p> <p><i>Slither on wood No teeth</i></p> | 0 1 2 3 |
| <p>Beyond the Text</p> <p>Many people are afraid of snakes because they believe all the myths about them. <i>will get bitten/poison.</i></p> <p>There are reasons for all of the myths, but they are not true. (Gives an example.)</p> <p><i>Note any additional understandings:</i></p> | <p>Why do you think people are afraid of snakes?</p> <p>Why do you think people believe the myths? Can you give an example from the book?</p> | 0 1 2 3 |

Continued on next page.

Source: *Form Benchmark Assessment System 2*

Figure 1.7e

Recording Form Snake Myths • LEVEL 2 • NOVEMBER

Part Two: Comprehension Conversation *continued*

| Key Understandings | Prompts | Score |
|---|---|---------------|
| <p>About the Text</p> <p><i>Snake Myths is a good title for this book because it lets you know there are some things that are not true. Myths are stories that are not true.</i></p> <p>The author ends with the most important thing to know about snakes—that they don't want to hurt us and we should leave them alone.</p> <p><i>Note any additional understandings:</i></p> | <p>Why is the title <i>Snake Myths</i> a good one for this book? What does the word "myths" mean in this book?</p> <p>Look at the last section. What did the author want you to learn from this book?</p> <p><i>They have 300 ribs IF you leave them alone. They will leave</i></p> | 0 1 2 3 |

Guide to Total Score

9-10 Excellent Comprehension

7-8 Satisfactory Comprehension

5-6 Limited Comprehension

0-4 Unsatisfactory Comprehension

Subtotal Score: 7 / 9

Add 1 for any additional understandings: 0

Total Score: 7 / 9

Part Three: Writing About Reading *(optional)*

Read the writing/drawing prompt below to the student. You can also cut the prompt on the dotted line and give it to the child. Specify the amount of time for the student to complete the task on a separate sheet of paper. (See Assessment Guide for more information.)

Writing About Reading

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.

Describe how you feel about snakes after reading this story. Support your opinion with evidence from the book. You can draw a sketch to go with your writing.

Figure 1.7f

| Analyzing Reading Behaviors Using the Level O Guided Reading Continuum | | |
|---|--|---|
| Student Name | Behaviors and Understandings the Student Demonstrates | Behaviors and Understandings to Teach and Support |
| Amelia <i>Snake Myths</i> (Level O) | <p>Thinking <i>within</i> the Text</p> <p>Solving Words</p> <ul style="list-style-type: none"> ■ Demonstrate knowledge of flexible ways to solve words <p>Searching for and Using Information</p> <ul style="list-style-type: none"> ■ Search for information in graphics (simple diagrams, illustrations with labels, maps, charts, captions under pictures) ■ Process many long sentences with embedded phrases ■ Process texts that have many lines of print on a page <p>Summarizing</p> <ul style="list-style-type: none"> ■ Identify important ideas in a text and report them in an organized way, either orally or in writing | <p>Thinking <i>within</i> the Text</p> <p>Solving Words</p> <ul style="list-style-type: none"> ■ Demonstrate knowledge of flexible ways to solve words (though she already demonstrates the ability to solve words, she would benefit from continued support in this area) <p>Monitoring and Correcting</p> <ul style="list-style-type: none"> ■ Continue to monitor accuracy and understanding, self-correcting when errors detract from meaning <p>Searching for and Using Information</p> <ul style="list-style-type: none"> ■ Use a full range of readers' tools to search for information and construct meaning (e.g. headings) <p>Maintaining Fluency</p> <ul style="list-style-type: none"> ■ Demonstrate phrased and fluent reading ■ Demonstrate appropriate stress on words, pausing, phrasing and intonation, using size of font, bold, and italics as appropriate |

Figure 1.8g Analyzing Reading Behaviors: Amelia

continues

| Analyzing Reading Behaviors Using the Level 0 Guided Reading Continuum | | |
|---|---|--|
| Student Name | Behaviors and Understandings the Student Demonstrates | Behaviors and Understandings to Teach and Support |
| Amelia <i>Snake Myths</i> (Level O) | Thinking <i>beyond</i> the Text Synthesizing <ul style="list-style-type: none"> ■ Demonstrate learning new content from reading Inferring <ul style="list-style-type: none"> ■ Infer the big ideas or themes of a text and discuss how they are applicable to people’s lives today ■ Infer causes of problems or of outcomes in nonfiction texts | Thinking <i>beyond</i> the Text Synthesizing <ul style="list-style-type: none"> ■ Differentiate between what is known and new information ■ Express changes in ideas or knowledge after reading a text |
| | Thinking <i>about</i> the Text Critiquing <ul style="list-style-type: none"> ■ State opinions about a text and show evidence to support them | Thinking <i>about</i> the Text Analyzing <ul style="list-style-type: none"> ■ Notice aspects of genres Demonstrate the ability to identify how a text is organized (diagram or talk) ■ Notice how the author or illustrator had used illustrations and other graphics to convey meaning ■ Notice descriptive language and discuss how it adds to enjoyment or understanding Critiquing <ul style="list-style-type: none"> ■ Evaluate the quality of illustrations or graphics ■ Assess whether a text is authentic and consistent with life experience or prior knowledge |

Figure 1.8g Analyzing Reading Behaviors: Amelia, *cont.*

Evidence of Understandings and Instructional Implications

THINKING WITHIN THE TEXT

Amelia uses a variety of problem solving strategies when reading and there is some evidence that she monitors her reading. Amelia self-corrects twice and rereads occasionally to confirm her understanding. She stops at the word *fascination* and attempts the word *rarely* several different ways before the teacher tells her what the word is. These attempts demonstrate that she knows when meaning breaks down and tries to do something about it; however, she would benefit from learning more flexible ways to solve words. Though it is not clear from the reading record whether Amelia processed the text's headings as she read, she did not read them aloud throughout the text. Her teacher would want to clarify for her that it is important to use all of the tools available to her as a reader to fully understand a text. This could be taught during a guided reading introduction to another informational text, during a reading conference, or a reading minilesson if the whole class would benefit from the instruction.

THINKING BEYOND THE TEXT

Amelia can talk about information learned from text and offer evidence. For example, she explains that she learned that snakes have three hundred ribs, and that they use their tongue to smell. To extend Amelia's reading progress at this level, she should have opportunities through discussion and in writing to share prior knowledge and how the information in the nonfiction text extended that knowledge.

THINKING ABOUT THE TEXT

Exploring the genre of informational texts will help Amelia increase her ability to process these texts by helping her form expectations for her reading and become more aware of reader's tools common to informational texts. Amelia would also benefit from studying aspects of writer's craft: How does the author convey meaning? What language and graphics are effective? Why might an author make certain decisions about the topic/text? This kind of thinking will help her become more thoughtful in her reading and writing about reading.

Let's now look at Cally's reading of the level Q text, *A Secret Home*. (Figures 1.9a–1.9f)

A Secret Home • Level Q • FICTION **Recording Form**

Student Cally Grade _____ Date _____
 Teacher _____ School _____

Recording Form
Part One: Oral Reading

Place the book in front of the student. Read the title and introduction.
 Introduction: Lenny and Beth go on a hiking expedition through Mint Canyon with their Aunt Maddy. Read to find out what they learned about spiders on their hike.

| Page | Start Time ____ min. ____ sec. | Text | Sources of Information Used | | | | | | | |
|----------|--------------------------------|--|-----------------------------|----|---|---|---|----|--|--|
| | | | E | SC | M | S | V | SC | | |
| 1 | | Lenny and Beth loved visiting Aunt Maddy in California. They could always depend on having some kind of an adventure. On this trip, Aunt Maddy was taking them on a hiking expedition through Mint Canyon. Although Beth and Lenny loved exploring new places, a hike through a dusty canyon didn't sound very appealing. Aunt Maddy ran through her checklist. "Hats? Check. Sunscreen? Check. Trail map? Check. Water? Check. Looks like we're ready to roll." Aunt Maddy sounded excited. | | | | | | | | |
| Subtotal | | | 0 | | | | | | | |

Read title and cover

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Figure 1.9a Cally's Reading Record

Recording Form **A Secret Home • Level Q • FICTION**

Part One: Oral Reading *continued*

| Page | Text | Sources of Information Used | | | | | | | |
|----------|--|-----------------------------|----|---|---|---|----|---|---|
| | | E | SC | M | S | V | SC | | |
| 1 | Lenny and Beth couldn't help but feel a little excited themselves as they waved good-bye to their parents. | | | | | | | | |
| 2 | As they followed the winding trails, Aunt Maddy pointed out all kinds of plants and wildlife. They stopped for a water break. Then Lenny shouted, "Look out for the spider!" and Beth froze. It was obvious to Aunt Maddy that the kids were scared of spiders. "Has a spider ever harmed either of you?" Aunt Maddy asked. Both kids shook their heads. "Sounds like you suffer from arachnophobia (uh RAK nuh FOE bee uh)—an extreme fear of spiders." | | | | | | | | |
| Subtotal | | 3 | 1 | 3 | 3 | 2 | 0 | 0 | 1 |

winding
at

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Figure 1.9b

A Secret Home • Level Q • FICTION **Recording Form**

Part One: Oral Reading *continued*

| Page | Text | Sources of Information Used | | | | | | |
|----------|--|-----------------------------|----|---|---|---|----|---|
| | | E | SC | M | S | V | SC | |
| 2 | "Aren't spiders dangerous?" Lenny asked. "I heard about a boy who got really sick from a spider bite." Aunt Maddy nodded. "Sure, some spiders, like the black widow, are dangerous." | | | | | | | |
| Subtotal | | 1 | 0 | 0 | 0 | 0 | 0 | |
| Total | | 4 | 1 | 3 | 3 | 2 | 0 | 1 |

End Time 1 min. 59 sec.

Have the student finish reading the book silently.

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Figure 1.9c

Recording Form **A Secret Home • Level Q • FICTION**

| Accuracy Rate | % | Below 95% | 95% | 96% | 97% | 98% | 99% | 100% |
|---------------|---|-----------|-------|-----|-----|-----|-----|------|
| Errors | | 12 | 10-11 | 8-9 | 6-7 | 4-5 | 1-5 | 0 |

Self-Corrections: 1:4

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 stress 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; almost no smooth or expressive interpretation and 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 slowdowns.
- 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 slowdowns.

Reading Rate (Optional)

End Time ____ min. ____ sec.
 Start Time ____ min. ____ sec.
 Total Time ____ min. ____ sec.
 Total Seconds ____

$(200 \times 60) \div \text{Total Seconds} = \text{Words Per Minute (WPM)}$

12,000 \div ____ = ____ WPM

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Figure 1.9d

A Secret Home • LEVEL Q • 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.

Comprehension Scoring Key

0 Reflects no understanding of the text. Either does not respond or talks off the topic.

1 Reflects very limited understanding of the text. Mentions a few facts or ideas but does not express the important information or ideas.

2 Reflects partial understanding of the text. Includes important information and ideas but neglects other key understandings.

3 Reflects excellent understanding of the text. Includes almost all important information and main ideas.

| Key Understandings | Prompts | Score |
|---|--|----------------|
| <p>Within the Text</p> <p><i>Diana mentions Aunt Maddy</i></p> <p>Tells several important events from the story in sequence, such as: Lenny and Beth liked to visit Aunt Maddy; they went on a hike; they said they were afraid of spiders; Aunt Maddy showed them a trap-door spider; they were just scared anymore.</p> <p><i>Note any additional understandings:</i></p> | <p><i>They didn't want to go on hiking trip</i></p> <p>What was the problem in this story? <i>They were afraid to see spiders</i></p> <p>What happened next?</p> <p>What happened in the end?</p> | 0 1 2 3 |
| <p>Beyond the Text</p> <p>Lenny and Beth were probably afraid of spiders because they didn't know much about them. <i>Guy got book</i></p> <p>They were so interested in the trap-door spider that they forgot to be scared and got over their fear of spiders.</p> <p>They changed their minds about hiking because they learned that the canyon was really interesting.</p> <p><i>Note any additional understandings: see another spider</i></p> | <p>Why do you think Lenny and Beth were afraid of spiders?</p> <p>How did they change in this book? Why did they change? <i>interesting</i></p> <p>How did they feel at the end of the story? <i>scared</i></p> <p>Why did they feel that way?</p> | 0 1 2 3 |

Sources & Pinell Benchmark Assessment System 2

Figure 1.9e

A Secret Home • LEVEL Q • FICTION

Recording Form

Part Two: Comprehension Conversation *continued*

| Key Understandings | Prompts | Score |
|---|---|----------------|
| <p>About the Text</p> <p>The most important part of the story was when they forgot to be scared <i>because they got so interested in the spider</i></p> <p>The writer wanted to show that <i>that</i> people can overcome their fears by learning <i>learning</i> more about what they're afraid of.</p> <p><i>Note any additional understandings: add a mention</i></p> | <p>What was the most important part of the story and why?</p> <p>What was the writer's message?</p> | 0 1 2 3 |

Guide to Total Score

9-10 Excellent Comprehension

7-8 Satisfactory Comprehension

5-6 Limited Comprehension

0-4 Unsatisfactory Comprehension

Subtotal Score: 5/9

Add 1 for any additional understandings: 0

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

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.

Sources & Pinell Benchmark Assessment System 2

Figure 1.9f

| Analyzing Reading Behaviors Using the Level Q Guided Reading Continuum | | |
|---|---|--|
| Student Name | Behaviors and Understandings the Student Demonstrates | Behaviors and Understandings to Teach and Support |
| Cally <i>A Secret Home</i> (Level Q) | <p>Thinking <i>within</i> the Text</p> <p>Solving Words</p> <ul style="list-style-type: none"> ■ Demonstrate knowledge of flexible ways to solve words (noticing word parts, endings, and prefixes) ■ Solve words of three or more syllables, many words with inflectional endings and complex letter-sound relationships <p>Monitoring and Correcting</p> <ul style="list-style-type: none"> ■ Continue to monitor accuracy and understanding, self-correcting using visual information <p>Searching for and Using Information</p> <ul style="list-style-type: none"> ■ Process many long sentences with embedded phrases ■ Process a wide range of complex dialogue, some unassigned <p>Summarizing</p> <ul style="list-style-type: none"> • Identify important ideas in a text and report them in an organized way, either orally or in writing | <p>Thinking <i>within</i> the Text</p> <p>Maintaining Fluency</p> <ul style="list-style-type: none"> ■ Demonstrate appropriate stress on words, pausing, phrasing and intonation <p>Adjusting</p> <ul style="list-style-type: none"> ■ Slow down or reread to search for information or think about meaning |

Figure 1.10 Analyzing Reading Behaviors: Cally

continues

| Analyzing Reading Behaviors Using the Level Q Guided Reading Continuum | | |
|---|--|--|
| Student Name | Behaviors and Understandings the Student Demonstrates | Behaviors and Understandings to Teach and Support |
| Cally <i>A Secret Home</i> (Level Q) | Thinking <i>beyond</i> the Text Inferring <ul style="list-style-type: none"> ■ Infer cause and effect in influencing characters' feelings or underlying motives ■ Identify significant events and tell how they are related to the problem of the story | Thinking <i>beyond</i> the Text Making Connections <ul style="list-style-type: none"> ■ Bring background (content) knowledge to understanding a wide variety of fiction and nonfiction Synthesizing <ul style="list-style-type: none"> ■ Through reading both fiction and nonfiction texts about diverse cultures, times and places, acquire new content and perspectives ■ Draw conclusions from information Inferring <ul style="list-style-type: none"> ■ Identify significant events and tell how they are related to the solution of a story |
| | Thinking <i>about</i> the Text Analyzing <ul style="list-style-type: none"> ■ Demonstrate the ability to identify how a text is organized ■ Identify author's implicitly stated purpose | Thinking <i>about</i> the Text Analyzing <ul style="list-style-type: none"> ■ Notice descriptive language and discuss how it adds to enjoyment or understanding ■ Notice elements such as setting, plot, resolution and conflict Critiquing <ul style="list-style-type: none"> ■ Evaluate aspects of a text that add to enjoyment or interest |

Figure 1.10 Analyzing Reading Behaviors: Cally, *cont.*

Evidence of Understandings and Instructional Implications

THINKING WITHIN THE TEXT

Cally read this level Q text with 98% accuracy and used a balance of sources of information (meaning, syntax and visual) when monitoring her reading. She reads longer texts well and identifies important literal information as we can see from the first part of her comprehension conversation. Cally reads with a considerable amount of fluency but would benefit from some work in this area. She would benefit from learning how to read in larger, meaningful phrases versus the three- or four-word phrases she tends to use. Learning when to pause or stress certain words according to the author's meaning and punctuation would help her comprehend some of the more nuanced meanings in texts. In addition to explicit instruction around fluency through reading minilessons or conferences, Cally's fluency would improve from more authentic opportunities to participate in oral reading, particularly Reader's Theater (See the Shared and Performance Reading continuum for more details about how to improve your students' fluency.)

THINKING BEYOND THE TEXT

Although Cally problem solves words effectively, her ability to fully comprehend texts at this level needs support. Cally is somewhat able to infer characters' feelings and motivations from the text; however, doesn't seem able to back up her inferences with evidence from the texts. She seems to have a difficult time connecting the characters' feelings to a cause. For example, she understands that the characters change their mind at the end of the story but is not able to express the cause for this change. To support Cally's reading progress, she would benefit from learning about the variety of ways readers think before, during and after reading through guided reading lessons that offer a fairly high level of support. Guided

reading introductions could be used to elicit connections to the story problems and characters' feeling to scaffold her comprehension throughout the story. During reading, Cally's teacher would want to ask her to reflect on characters' feelings and actions. As her group discusses the text at the end of the lesson, her teacher would want to model or prompt her to provide specific evidence from the story to support her comments. Cally also would benefit from reading minilessons that explicitly demonstrate how setting can impact a story or how subtle interactions between characters influence the solution.

THINKING ABOUT THE TEXT

Helping Cally to analyze writers' decisions in crafting texts will also improve her ability to comprehend these more complex texts. Interactive read aloud provides a perfect opportunity to support her thinking *about* the text. Through a shared text, the class has the opportunity to discuss how setting might impact a story, how an author creates the problem in a story, builds tension and works towards a solution, etc. The more opportunities Cally has to discuss text in a supportive environment (e.g. through guided reading and interactive read-aloud), the deeper her thinking and understanding will become.

As it states in the introductory materials of the Guided Reading continuum, "For higher level readers, much of the processing is unconscious. These readers automatically and effortlessly solve large numbers of words, tracking print across complex sentences that they process without explicit attention to the in-the-head actions that are happening. While reading, they focus on the meaning of the text and engage in more complex thinking processes. Yet at times, higher level readers will need to closely examine a word or solve it or reread it to tease out the meaning of especially complex sentences." (Fountas and Pinnell 2011). Josh's reading record is good example of this type of reader. (Figures 1.11a–1.11f)

Assessment Period

Instructional Level

Recording Form Earthquakes • LEVEL U • NONFICTION

Student Josh Grade _____ Date _____

Teacher _____ School _____

Recording Form
Part One: Oral Reading

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

Introduction: Seismologists are scientists who study ways to measure earthquakes and their causes. Read to find out what scientists have learned.

Sources of Information Used

| Page | Text | E | SC | E | | | | SC | | | |
|----------|--|---|----|---|---|---|---|----|---|---|---|
| | | | | M | S | V | M | S | V | M | S |
| 1 | What takes place during an earthquake? Huge <u>tre-</u> tremors shake the ground; buildings sway back and forth; highways <u>crv-</u> crumble; and bridges <u>coll-cling</u> collapse. | 1 | 1 | M | S | ⓪ | M | S | ⓪ | S | ⓪ |
| | While it's true that major earthquakes do cause all this damage and more, you may be surprised to learn that not all earthquakes are so destructive. Scientists say several thousand earthquakes may be happening across the planet every day. However, the majority of them are so slight that we don't even realize they're happening! | 1 | 1 | M | S | ⓪ | M | S | ⓪ | S | ⓪ |
| | [Measuring Earthquakes] <u>destruict</u> Seismologists [siz-MAH-luh-jists], scientists who study earthquakes, measure how strong an earthquake | 1 | 1 | M | S | ⓪ | M | S | ⓪ | S | ⓪ |
| | | 1 | 1 | M | S | ⓪ | M | S | ⓪ | S | ⓪ |
| Subtotal | | 3 | 0 | 1 | 2 | 3 | 0 | 0 | 0 | 0 | 0 |

used pronunciation guide

Figure 1.11a Josh's Reading Record

Earthquakes • LEVEL U • NONFICTION Recording Form

Part One: Oral Reading *continued*

Sources of Information Used

| Page | Text | E | SC | E | | | | SC | | | |
|----------|--|---|----|---|---|---|---|----|---|---|---|
| | | | | M | S | V | M | S | V | M | S |
| 1 | is by using a <u>dev-</u> device called a seismograph [siz-muh-graf]. A seismograph is attached to the ground; when the ground <u>vib-</u> vibrates, the seismograph shakes. | 1 | 1 | M | S | ⓪ | M | S | ⓪ | S | ⓪ |
| 2 | Scientists describe the seismograph's measurements with numbers. Since the 1930s, they have used a system called the <u>Richter</u> [RIK-ter] scale. If an earthquake measures below 3.0 on the Richter, people usually can't feel it. Earthquakes over 5.0 on the scale can cause damage, while a measurement of 7.0 is evidence of a major earthquake. | 1 | 1 | M | S | ⓪ | M | S | ⓪ | S | ⓪ |
| | [What Causes Earthquakes?] | | | | | | | | | | |
| | How and why do all these earthquakes <u>occur?</u> Earth has many different layers. Its <u>out-</u> outermost layer is | 1 | 1 | M | S | ⓪ | M | S | ⓪ | S | ⓪ |
| Subtotal | | 3 | 0 | 1 | 2 | 3 | 0 | 0 | 0 | 0 | 0 |

Figure 1.11b

Recording Form Earthquakes • LEVEL U • NONFICTION

Part One: Oral Reading *continued*

Sources of Information Used

| Page | Text | E | SC | E | | | | SC | | | |
|----------|--|----|----|---|---|----|---|----|---|---|---|
| | | | | M | S | V | M | S | V | M | S |
| 2 | called the crust and is made up of huge sections called <u>text</u> tectonic plates. Below the crust is another layer, called the <u>middle</u> mantle, which is made up of softer rock. When tectonic plates push against each other, a huge amount of force or pressure builds up. | 1 | 1 | M | S | ⓪ | M | S | ⓪ | S | ⓪ |
| | | 1 | 1 | M | S | ⓪ | M | S | ⓪ | S | ⓪ |
| Subtotal | | 3 | 0 | 1 | 2 | 3 | 0 | 0 | 0 | 0 | 0 |
| Totals | | 11 | 1 | 3 | 6 | 12 | 1 | 0 | 1 | 0 | 1 |

End Time 1 min. 31 sec.

Have the student finish reading the book silently.

Figure 1.11c

Earthquakes • LEVEL U • NONFICTION Recording Form

| Accuracy Rate | % | Below 95% | 95% | 96% | 97% | 98% | 99% | 100% |
|---------------|---|-----------|-------|------|-----|-----|-----|------|
| | | 13 | 11-12 | 8-10 | 6-7 | 4-5 | 1-3 | 0 |

Self-Corrections 1

Fluency Score 0 1 2 3

Ran over the punctuation. Sometimes too fast.

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 stress or inappropriate stress, and slow rate.
- Reads primarily in two- or three- word phrases with some three- and four- word groups and some word-by-word reading; almost 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 slowdowns.

Reading Rate (Optional)

End Time 1 min. 31 sec.
 Start Time 0 min. 0 sec.
 Total Time 1 min. 31 sec.
 Total Seconds 91

$(RW \times 60) \div \text{Total Seconds} = \text{Words Per Minute (WPM)}$
 $13,320 \div 91 = 146.3 \text{ WPM}$

Figure 1.11d

Recording Form Earthquakes • LEVEL U • NONFICTION

Part Two: Comprehension Conversation

Have a conversation with the student, noting the key understandings the student expresses. Use prompts to simulate discussion of 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 you learned in this book.

Comprehension Scoring Key

0 Reflects no understanding of the text. Either does not respond or talks off the topic.

1 Reflects very limited understanding of the text. Mentions a few facts or ideas but does not express the important information or ideas.

2 Reflects partial understanding of the text. Includes important information and ideas but neglects other key understandings.

3 Reflects excellent understanding of the text. Includes almost all important information and main ideas.

| Key Understandings | Prompts | Score |
|---|---|-----------------------|
| <p>Within the Text</p> <p>Reports 3–4 details from the text, such as: Earthquakes are caused by moving plates; Earth's crust has plates that push against each other; below the crust, there is a soft mantle; the plates push against each other and shift around on top of the mantle; when the plates collide, an earthquake happens; movements also cause cracks.</p> <p>Earthquakes are happening all the time all over the world and we can't feel most of them. <i>You don't know when they are happening.</i></p> <p>The diagram on page 3 shows how rocks below the surface of the earth can shift.</p> <p><i>Note any additional understandings:</i></p> | <p>Talk about what you learned from this book. <i>Earthquakes are very scary.</i></p> <p>What causes earthquakes? <i>The plates move around. There are cracks.</i></p> <p>Talk about all of the kinds of earthquakes that happen. Do all of them cause destruction?</p> <p>Text Feature Probe: Look at the diagram on page 3. Describe what this drawing shows. <i>These plates push each other.</i></p> | <p>0 1 2 3</p> |
| <p>Beyond the Text</p> <p>You are more likely to have earthquakes where there is a crack (fault) in Earth's crust.</p> <p>People cannot get away from earthquakes because scientists cannot predict them.</p> <p>Scientists need to discover how to predict earthquakes.</p> <p><i>Note any additional understandings:</i></p> | <p>What is a fault line and why is it important? <i>It is like a crack and a crack can split.</i></p> <p>Why is it so hard to help people avoid the danger of earthquakes? <i>You don't know when they are going to happen.</i></p> <p>What do scientists need to discover about earthquakes? <i>They need to study them to know when they happen.</i></p> | <p>0 1 2 3</p> |

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Figure 1.11e

Recording Form Earthquakes • LEVEL U • NONFICTION

Part Two: Comprehension Conversation *continued*

| Key Understandings | Prompts | Score |
|--|---|-----------------------|
| <p>About the Text</p> <p>The book has four sections, each on a different kind of information about earthquakes (measuring them, their causes, famous earthquakes, and predicting them).</p> <p>Some words that show the impact of the earthquake are "huge tremors," "buildings sway," "highways crumble," "bridges collapse," "tremendous damage."</p> <p><i>Note any additional understandings:</i></p> | <p>Describe each section of this book. <i>Described general content. Pointed out headings.</i></p> <p>What are some of the descriptive words or phrases the writer uses to show the impact of an earthquake? <i>Shake the ground.</i></p> | <p>0 1 2 3</p> |

| | |
|---|---|
| <p>Guide to Total Score</p> <p>9–10 Excellent Comprehension</p> <p>7–8 Satisfactory Comprehension</p> <p>5–6 Limited Comprehension</p> <p>0–4 Unsatisfactory Comprehension</p> | <p>Subtotal Score: <u>8</u> / 19</p> <p>Add 1 for any additional understandings: <u>—</u> / 1</p> <p>Total Score: <u>8</u> / 19</p> |
|---|---|

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Figure 1.11f

| Analyzing Reading Behaviors Using the Level U Guided Reading Continuum | | |
|---|---|--|
| Student Name | Behaviors and Understandings the Student Demonstrates | Behaviors and Understandings to Teach and Support |
| Josh <i>Earthquakes</i> (Level U) | <p>Thinking <i>within</i> the Text</p> <p>Solving Words</p> <ul style="list-style-type: none"> ■ Use reader’s tools (pronunciation guide) to solve words, including content-specific and technical words <p>Searching for and Using Information</p> <ul style="list-style-type: none"> ■ Use a full range of reader’s tools to search for information (pronunciation guide, headings) ■ Process long sentences with embedded clauses ■ Search for and use information from texts that have many new and unfamiliar concepts and ideas within a single chapter or section <p>Summarizing</p> <ul style="list-style-type: none"> ■ Construct summaries that are concise and reflect the important and overarching ideas and information in texts | <p>Thinking <i>within</i> the Text</p> <p>Solving Words</p> <ul style="list-style-type: none"> ■ Demonstrate ability to use automatically and flexibly a wide range of word-solving strategies <p>Monitoring and Correcting</p> <ul style="list-style-type: none"> ■ Continue to monitor accuracy and understanding, self-correcting when errors detract from meaning <p>Maintaining Fluency</p> <ul style="list-style-type: none"> ■ Demonstrate appropriate stress on words, pausing and phrasing, intonation, and use of punctuation while reading in a way that reflects understanding <p>Adjusting</p> <ul style="list-style-type: none"> ■ Slow down and reread to solve words or think about ideas and resume good rate of reading |

Figure 1.12 Analyzing Reading Behaviors: Josh

continues

| Analyzing Reading Behaviors Using the Level U Guided Reading Continuum | | |
|---|--|---|
| Student Name | Behaviors and Understandings the Student Demonstrates | Behaviors and Understandings to Teach and Support |
| Josh <i>Earthquakes</i> (Level U) | <p>Thinking <i>beyond</i> the Text</p> <p>Inferring</p> <ul style="list-style-type: none"> ■ Infer causes of problems or of outcomes in nonfiction texts | <p>Thinking <i>beyond</i> the Text</p> <p>Making Connections</p> <ul style="list-style-type: none"> ■ Bring background knowledge to the understanding of a text <p>Synthesizing</p> <ul style="list-style-type: none"> ■ Integrate existing content knowledge with new information from a text to consciously create new understanding |
| | <p>Thinking <i>about</i> the Text</p> <p>Analyzing</p> <ul style="list-style-type: none"> ■ Notice descriptive language and discuss how it adds to enjoyment or understanding <p>Critiquing</p> <ul style="list-style-type: none"> ■ Evaluate aspects of a text that add to the enjoyment or interest (heading) | <p>Thinking <i>about</i> the Text</p> <p>Analyzing</p> <ul style="list-style-type: none"> ■ Understand when a writer has combined underlying organizational structures ■ Notice descriptive language and discuss how it adds to the meaning or enjoyment or understanding <p>Critiquing</p> <ul style="list-style-type: none"> ■ Critique a text as an example of a genre |

Figure 1.12 Analyzing Reading Behaviors: Josh, *cont.*

Evidence of Understandings and Instructional Implications

THINKING WITHIN THE TEXT

Josh comprehends nonfiction text at this level well. He uses a variety of reading tools to gain meaning, and his summary of the text included important information. Although Josh comprehends, his word-solving strategies during oral reading were limited. He mainly used visual sources of information, neglecting meaning and not self-correcting (e.g. he substitutes *coll-cling* for *collapsing*; *detract* for *destructive*). He needs to learn to stop when his reading does not make sense and try to problem solve by checking different sources of information. He would benefit from learning to reread to gather meaning and to think about what would make sense in addition to looking at the visual print. Josh could also use support in fluency. His teacher will want to draw Josh's attention to punctuation when reading orally to support reading for meaning. He needs to learn to pause appropriately while reading orally.

THINKING WITHIN THE TEXT

Josh demonstrated the ability to infer the main ideas of the text through his comprehension conversation. Building on this ability, his teacher might want to teach him how to integrate the new information he gets from texts with what he currently knows about a topic.

THINKING ABOUT THE TEXT

Josh has some understanding of how informational texts work. He uses a variety of reading tools throughout the text and seems to have an understanding of the underlying structure of this particular text. His teacher could build upon this understanding by exploring a variety of nonfiction texts (perhaps through graphics, diagrams, charts) to broaden his knowledge of how the genre provides information. His teacher might also want to consider exposing him to more literary nonfiction, helping him analyze descriptive language. He has a difficult time identifying some of the descriptive language in *Earthquakes*. More discussion around the language authors choose to use in their writing will not only help him notice this language in his reading but will translate to his writing as well. His teacher will want to highlight this language during interactive read-aloud and in her reading conferences with him.

Even our most proficient readers will need support as they encounter more challenging texts. Let's look at Jason's reading record of a level X text (Figures 1.13a–1.13f). Notice that the reader will need most support in thinking beyond and about the text as his processing system for thinking within the text is well-developed.

Recording Form A Weighty Decision • LEVEL X • FICTION

Student Jason Grade 7 Date 9-20
 Teacher Ms. Smith School Middlebrook

Recording Form
Part One: Oral Reading

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

Introduction: Brody was trying very hard to lose weight so he could compete in a wrestling meet. Read to find out what happened.

| Page | Start Time ____ min. ____ sec. | A Weighty Decision Level X, RW: 222 | Sources of Information Used | | | | | | | | |
|---|--------------------------------|-------------------------------------|-----------------------------|----|---|---|----|---|---|---|---|
| | | | E | SC | E | | SC | | V | | |
| | | | M | S | V | M | S | V | M | S | V |
| 1 | | | | | | | | | | | |
| Brody grappled with his opponent, a pyramid-shaped mound of clothing on his bed. One by one, he donned every item of apparel in the pile: two pairs of socks, shorts, one pair of snug sweatpants and one baggy pair, two long-sleeved tees, a beefy sweatshirt, a ski mask, and a Varsity Wrestling hoodie. With about as much grace as a leviathan stranded on land, Brody fumbled his way over to his desk. He grabbed a protein bar | | | | | | | | | | | |
| Subtotal | | | 3 | 1 | | | | | | | |

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Figure 1.13a Jason's Reading Record

A Weighty Decision • LEVEL X • FICTION Recording Form

Part One: Oral Reading *continued*

| Page | Text | Sources of Information Used | | | | | | | | | |
|----------|---|-----------------------------|----|---|---|----|---|---|---|---|--|
| | | E | SC | E | | SC | | V | | | |
| | | M | S | V | M | S | V | M | S | V | |
| 1 | and bit off a corner. Then, with a grimace of distaste, he took a swig of energy drink and swished the yellow concoction around his mouth before spitting it out into a cup, realizing the liquid had done little to moisten his cottony mouth. | | | | | | | | | | |
| 2 | Brody's head was a block of cement as he tilted to tie his shoes. His heart was a bass drum, pounding an intense beat in his chest. Dizziness body-slammed him; his knees buckled, and | | | | | | | | | | |
| Subtotal | | 1 | | | | | | | | | |

Errors

the / his = Using meaning and structural sources
 swallowed / swished = Not memorizing using visual source of information.

don / don / sc / donned = Not sure he was familiar with the meaning of these words
 lev - than / leviathan

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Figure 1.13b

Recording Form A Weighty Decision • LEVEL X • FICTION

Part One: Oral Reading *continued*

| Page | Text | Sources of Information Used | | | | | | | | |
|------------------------------|---|-----------------------------|----|---|---|----|---|---|---|---|
| | | E | SC | E | | SC | | V | | |
| | | M | S | V | M | S | V | M | S | V |
| 2 | he clumsily flailed his bulky arms to regain his balance. "Dude, you look like an astronaut exiting the mothership for an extravehicular moonwalk." Jason Liang, Brody's best friend, wisecracked from the doorway. "I thought you wrestled in the lightweight division; you're bulked up like a heavyweight!" "Bite your tongue," Brody said with a grimace. "Hey, I have the parentmobile. Want to grab a pizza?" | | | | | | | | | |
| Subtotal | | 3 | | | | | | | | |
| End Time ____ min. ____ sec. | | Total | | 7 | 1 | | | | | |

Have the student finish reading the book silently.

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Figure 1.13c

A Weighty Decision • LEVEL X • FICTION Recording Form

| Accuracy Rate | % | Below 95% | 95% | 96% | 97% | 98% | 99% | 100% |
|---------------|---|-----------|-------|------|-----|-----|-----|------|
| Errors | | 13 | 11-12 | 8-10 | 6-7 | 4-5 | 1-3 | 0 |

Self-Corrections 1

Fluency Score 0 1 2 3 2

Fluency Scoring Key

- Reads primarily word by word with occasional but frequent or inappropriate phrasing; no smooth or expressive intonation, irregular pausing, and no attention to author's meaning or punctuation; no stress 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; almost no smooth, expressive intonation 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 intonation and pausing guided by author's meaning and punctuation; mostly appropriate stress and rate with some slowdowns.
- Reads primarily in larger, meaningful phrases or word groups; mostly smooth, expressive intonation and pausing guided by author's meaning and punctuation; appropriate stress and rate with only a few slowdowns.

Reading Rate (Optional)

End Time ____ min. ____ sec.
 Start Time ____ min. ____ sec.
 Total Time ____ min. ____ sec.
 Total Seconds ____

(RW × 60) ÷ Total Seconds = Words Per Minute (WPM)
 13,320 ÷ ____ = 132 WPM

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Fountas & Pinnell Benchmark Assessment System 2

Figure 1.13d

Recording Form **A Weighty Decision - LEVEL X - FICTION**

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.

Comprehension Scoring Key

- 0 Reflects no understanding of the text. Either does not respond or talks off the topic.
- 1 Reflects very limited understanding of the text. Mentions a fact or idea but does not express the important information or ideas.
- 2 Reflects partial understanding of the text. Includes important information and ideas but neglects other key understandings.
- 3 Reflects excellent understanding of the text. Includes almost all important information and main ideas.

| Key Understandings | Prompts | Score |
|--|---|-------|
| <p>Within the Text</p> <p>Tells 3–4 events from the text in sequence, such as: Brody was on the wrestling team, he was trying to lose weight, he was juggling with his friend Jason; he told Jason he was thinking of taking diet pills; Jason told him not to take them and shared information about them; Brody decided not to take diet pills; they went out for pizza.</p> <p><i>Note any additional understandings:</i></p> | <p>What was Brody's problem in the story?</p> <p>What happened in the story?</p> <p>What else happened?</p> <p>How was the problem solved?</p> | 0 1 2 |
| <p>Beyond the Text</p> <p>Brody wanted to be on the team so much that he was almost ready to do something bad for his health. He was self-conscious + wanted to be fit.</p> <p>Jason was a really good friend because he (was Brody's friend since third grade; told the truth, cared about Brody, helped him). He was a great friend since 3rd grade and he cared about Brody.</p> <p>Brody changed because (he learned about the dangers; he knew Jason cared about him).</p> <p><i>Note any additional understandings:</i> Trying to make everyone else happy feeling the pressure of being on the team.</p> | <p>What would make Brody almost risk his health?</p> <p>Do you think Jason was a good friend?</p> <p>Why (not)? Support your answer with evidence from the book <i>use text evidence</i>.</p> <p>How did Brody change in the story?</p> <p>Why did he change?</p> | 0 1 2 |

Continued on next page.

Figure 1.13e

A Weighty Decision - LEVEL X - FICTION Recording Form

Part Two: Comprehension Conversation *continued*

| Key Understandings | Prompts | Score |
|--|--|-------|
| <p>About the Text</p> <p>The writer used comparisons (metaphor and simile) to help you know how Brody felt, such as: "head was a block of cement"; "heart was a bass drum"; "like an astronaut".</p> <p>The writer used natural sounding language that boys would use in conversation such as: "bite your tongue"; "want to grab a pizza"; "dude". It made it seem like they were real.</p> <p>This story showed that you can lose your perspective when you want something enough to risk your health.</p> <p><i>Note any additional understandings:</i></p> | <p>This writer used a lot of comparisons (metaphor and simile) to help you know how Brody felt. Give two examples from the book and tell what each one means.</p> <p>Describe the dialogue between the friends. What did the writer do to make it seem real? Show me an example in the story.</p> <p>What lesson is the author trying to teach through this story?</p> | 0 1 2 |

Guide to Total Score

- 9–10 Excellent Comprehension
- 7–8 Substantial Comprehension
- 5–6 Limited Comprehension
- 0–4 Unsatisfactory Comprehension

Subtotal Score: 8

Add 1 for any additional understandings:

Total Score: 8

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

- 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 1.13f

| Analyzing Reading Behaviors Using the Level X Guided Reading Continuum | | |
|---|---|---|
| Student Name | Behaviors and Understandings the Student Demonstrates | Behaviors and Understandings to Teach and Support |
| Jason <i>A Weighty Decision</i> (Level X) | <p>Thinking <i>within</i> the Text</p> <p>Solving Words</p> <ul style="list-style-type: none"> ■ Ability to use automatically and flexibly a wide range of word-solving strategies. <p>Searching for and Using Information</p> <ul style="list-style-type: none"> ■ Process long sentences with embedded clauses ■ Search for and use information from texts that have many new and unfamiliar concepts and ideas within a single chapter or section ■ Gain important information from texts with complex plots, multiple characters and episodes, and long sections of descriptive language and dialogue <p>Summarizing</p> <ul style="list-style-type: none"> ■ Construct summaries that are concise and reflect the important and overarching ideas and information in texts <p>Maintaining Fluency</p> <ul style="list-style-type: none"> ■ Demonstrate appropriate stress on words, pausing and phrasing, intonation, and use of punctuation while reading in a way that reflects understanding | <p>Thinking <i>within</i> the Text</p> <p>Solving Words</p> <ul style="list-style-type: none"> ■ Notice new and useful words and intentionally record and remember them to expand oral and written vocabulary <p>Monitoring and Correcting</p> <ul style="list-style-type: none"> ■ Continue to monitor accuracy and understanding, self-correcting when errors detract from meaning |

Figure 1.14 Analyzing Reading Behaviors: Jason

continues

| Analyzing Reading Behaviors Using the Level X Guided Reading Continuum | | |
|---|---|--|
| Student Name | Behaviors and Understandings the Student Demonstrates | Behaviors and Understandings to Teach and Support |
| Jason <i>A Weighty Decision</i> (Level X) | <p>Thinking <i>beyond</i> the Text</p> <p>Making Connections</p> <ul style="list-style-type: none"> Make connections between social and moral issues of today and those presented in realistic fiction <p>Inferring</p> <ul style="list-style-type: none"> Infer characters' thinking processes and struggles at key decision points in their lives Infer causes of problems or of outcomes in nonfiction texts | <p>Thinking <i>beyond</i> the Text</p> <p>Synthesizing</p> <ul style="list-style-type: none"> Integrate existing content knowledge with new information from a text to consciously create new understanding <p>Inferring</p> <ul style="list-style-type: none"> Identify significant events and tell how they are related to the problem or the solution |
| | <p>Thinking <i>about</i> the Text</p> <p>Analyzing</p> <ul style="list-style-type: none"> Recognize the use of figurative or descriptive language and talking about how it adds to the quality of the text <p>Critiquing</p> <ul style="list-style-type: none"> Evaluate the text in terms of own experience as an adolescent | <p>Thinking <i>about</i> the Text</p> <p>Analyzing</p> <ul style="list-style-type: none"> Notice how an author uses words in a connotative way (to imply something beyond the literal meaning) <p>Critiquing</p> <ul style="list-style-type: none"> Evaluate the author's use of characterization and plot Assess whether a text is authentic and consistent with life experience or prior knowledge, including how the text reflects the lives of adolescents |

Figure 1.14 Analyzing Reading Behaviors: Jason, *cont.*

Evidence of Understandings and Instructional Implications

THINKING WITHIN AND BEYOND THE TEXT

Jason is a proficient reader. During oral reading, he problem solves words effectively, maintaining meaning. He summarizes well and infers character's decision-making and feelings using evidence from the text. Next steps for Jason might include helping him expand his vocabulary by highlighting unknown words from the text and having him record them. At this level of reading, texts encompass a rich variety of genres and writing styles. Jason can expand his reading by engaging in thoughtful reflection, either orally or in writing.

THINKING ABOUT THE TEXT

Jason would benefit from being shown different ways to think about text. He could be prompted to discuss how he sees specific characters or events contributing to the story's meaning. In addition, author's craft can be analyzed for impact on the reader. For example, his teacher might want to talk to him about why the author included a particular event or why she formatted the text in a particular manner. Jason could also engage in sophisticated critiquing of text, evaluating the authenticity of a text or whether it is

consistent with his own life experience. His teacher might support this type of thinking through a guided reading lesson, during literature discussion or through interactive read-aloud.

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, 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.



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