

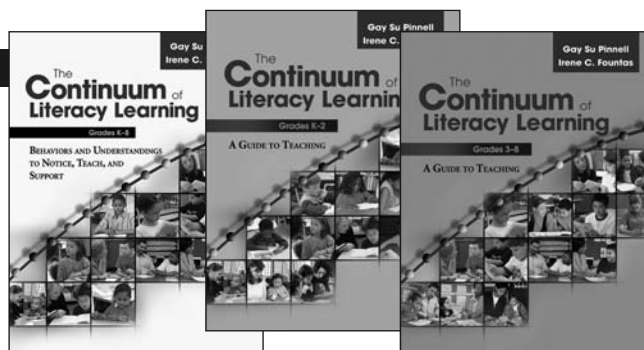
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STUDY GUIDE

for ***The Continuum of Literacy Learning: A Tool for Teaching***

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STUDY GUIDE



Introduction

This guide outlines a professional development plan to help you understand and use *The Continuum of Literacy Learning: A Tool for Teaching*. The guide is designed for school-based staff developers to use with teachers, but it can also be used by a study group of colleagues, by literacy coaches, by district leaders of professional development, or by administrators. Of course, the guide may also be used by individual teachers to familiarize themselves with the continuum as they plan for teaching and assessing learning.

Purpose of *The Continuum of Literacy Learning*

Irene Fountas and Gay Su Pinnell created the continuum to help teachers construct a common vision for student achievement across grade levels K–8. With this shared vision, teachers can work together to provide the powerful teaching of a specific body of behaviors and understandings that students in kindergarten through grade 8 must acquire to become highly effective users of oral and written language. The continuum is a foundation for setting clear learning goals and planning specific lessons for students based on those goals. The continuum also makes possible a close articulation of the literacy curriculum within and across grade levels.

Versions

Three versions of the continuum are available:

1. *The Continuum of Literacy Learning, Grades K–2* [green]
2. *The Continuum of Literacy Learning, Grades 3–8* [blue]
3. *The Continuum of Literacy Learning, Grades K–8* [white].

The third volume contains all of the material included in volumes 1 and 2.

In addition, the following books and materials offer further in-depth reading and support:

- Fountas, I. C., & G. S. Pinnell. 2006. *Teaching for Comprehending and Fluency: Thinking, Talking, and Writing About Reading, K–8*. Portsmouth, NH: Heinemann.
- Fountas, I. C., & G. S. Pinnell. 2006. *Leveled Books (K–8): Matching Texts to Readers for Effective Teaching*. Portsmouth, NH: Heinemann.
- Fountas, I. C., & G. S. Pinnell. 2009. *Leveled Literacy Intervention, Orange, Green, and Blue Systems*. Portsmouth, NH: Heinemann.

- Fountas, I. C., & G. S. Pinnell. 2010. *The Fountas and Pinnell Leveled Book List, K–8*. 2009–2011 Edition. Portsmouth, NH: Heinemann.
- Fountas, I. C., & G. S. Pinnell. 2009. *The Fountas and Pinnell Prompting Guide 1: A Tool for Literacy Teachers*. Portsmouth, NH: Heinemann.
- Pinnell, G. S., & I. C. Fountas. 2003. *Phonics Lessons, Grade K: Letters, Words, and How They Work*. Portsmouth, NH: Heinemann.
- Pinnell, G. S., & I. C. Fountas. 2003. *Phonics Lessons, Grade 1: Letters, Words, and How They Work*. Portsmouth, NH: Heinemann.
- Pinnell, G. S., & I. C. Fountas. 2003. *Phonics Lessons, Grade 2: Letters, Words, and How They Work*. Portsmouth, NH: Heinemann.
- Pinnell, G. S., & I. C. Fountas. 2009. *When Readers Struggle: Teaching That Works, K-3*. Portsmouth, NH: Heinemann.
- Fountas, I. C., & G. S. Pinnell. 2004. *Word Study Lessons, Grade 3: Phonics, Spelling, and Vocabulary*. Portsmouth, NH: Heinemann.
- Fountas, I. C., & G. S. Pinnell. 2001. *Guiding Readers and Writers: Teaching Comprehension, Genre, and Content Literacy*. Portsmouth, NH: Heinemann.
- McCarrier, A. M., G. S. Pinnell & I. C. Fountas. 2000. *Interactive Writing: How Language and Literacy Come Together, K–2*. Portsmouth, NH: Heinemann.
- Pinnell, G. S., & I. C. Fountas. 1998. *Word Matters: Teaching Phonics and Spelling in the Reading/Writing Classroom*. Portsmouth, NH: Heinemann.
- Fountas, I. C., & G. S. Pinnell. 1996. *Guided Reading: Good First Teaching for All Children*. Portsmouth, NH: Heinemann.

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

www.FountasandPinnellLeveledBooks.com

www.FountasandPinnellLeveledLiteracyIntervention.com

www.FountasandPinnellBenchmarkAssessment.com

Materials for Sessions

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

Sessions will go more smoothly if all participants have the same edition of the continuum. Using the same edition makes it easier, for example, to refer to specific page numbers. If primary teachers have the green book and intermediate teachers have the blue, you could work with two separate groups. But, more often, you will want to engage the entire elementary and/or middle school staff in considering the full range of development across many years. Once all teachers begin to think of each new kindergarten class or every graduating fifth, sixth, or eighth grade class as “our students,” a great deal can be accomplished, but only if they work together.

You can work across grade levels K–8 by providing the K–8 continuum for every participant. Or you can assure that each person has *either* the K–2 or the 3–8 continuum and is sitting close enough to someone with the other continuum to share. To facilitate the process, we have included a chart with cross-referenced page numbers on pages 11–12 of this guide so that you can quickly find the correct page for sections in all three volumes.

In all of these sessions, you will find a box with “directions” that you can use as you work independently or in a small group. If you are leading a small group in an informal way, you can guide participants through the process. If you are leading a larger group, you could print direction sheets for tables or display the directions as PowerPoint slides. Of course, you can modify these activities to fit your group.

Sessions

Time estimates are listed for the sessions outlined in this guide, but the amount of time you spend will always depend on how much interaction you have in your group. You may want to break the sessions up to make them shorter or combine them to continue over a number of days. You can select particular activities from the sessions or use them in any order.

Orientation to the Continuum

Estimated Time: Approximately 1½ hours

Introduce participants to the continuum by providing a fast “walk-through” so that they understand how to find information. The idea is not to spend a great deal of time on any one continuum, but to learn how the whole volume works. You will want to use the page number cross-reference chart on pages 11–12 of this guide.

Another way to use this session is to read the short introduction to the organization of the whole book. Then take the introductory activities and move them to the beginning of a more in-depth session on each of the continua.

Introduction to the Whole Continuum

(approximately 20 minutes)

- a. Begin by having participants explore the introduction in “jigsaw” fashion. Have them work in groups of four, with each person assigned to read a short section and then share the information from it. See Figure 1.
- b. If you are using the K–8 continuum [white], you can also have participants read and discuss the section entitled *Ways Administrators or Staff Developers Can Use the Continuum*.

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

1. Interactive Read-Aloud and Literature Discussion Continuum

- a. It is important for participants to realize that this continuum covers both interactive read-aloud (which always includes partner, small group, or whole-group discussion) and literature discussion (book clubs). In both instructional contexts, talk supports learning and provides evidence of learning.

FIGURE 1: Directions for Exploring the Introduction

Work in groups of four. Have each person in the group take one of the sections listed below. Read for five minutes. Then share the important ideas you gleaned from the section that you read.

1. Reading Process
2. Oral and Written Communication
3. Organization of the Continuum
4. Ways Teachers Can Use the Continuum

- b. Working in small groups, have the participants look at the general framework for the continuum. See Figure 2.
- c. You may want to have the whole group share some of the most important text factors they noticed and how the two grade levels differed in terms of curriculum goals.

2. Shared and Performance Reading Continuum

- a. Help participants understand that there are several forms of shared/performance reading, but all of them involve using the voice to interpret the meaning of a text. Have them look at the definitions of the three forms (shared reading, choral reading, readers' theater) on the first page of the introduction.
- b. Point out that the same text characteristics are also considered when selecting texts for shared/

performance reading, but, compared with interactive read-aloud, the factors are applied in a different way.

- c. Point out that this continuum is organized in the same way as interactive read-aloud. Have them choose a grade level of interest and look at it, pulling out important ideas. See Figure 3 on page 7.

3. Writing About Reading Continuum

- a. Writing about reading may be independent, dictated, or shared. For kindergarten and first grade children, it may also include reading the interactive writing they have completed.
- b. Writing about reading may take place in response to books read independently, books read for interactive read-aloud/literature discussion, or books read in guided reading.

FIGURE 2: Directions for Introducing the Interactive Read-Aloud/Literature Discussion Continuum

Remember that the goals for literature discussion refer to the talk that surrounds an interactive read-aloud as well as literature circles and book clubs.

1. Work in groups of four. First, scan and briefly share your thinking about the general framework for the continuum:
 - Characteristics of texts (see the next two pages in the continuum for a description of each of the ten characteristics). *What do you think are some key factors?*
 - Curriculum goals (descriptions of behaviors and understandings to notice, teach for, and support to help readers think within, beyond, and about the text you have selected).
2. Select two grade levels of interest (at least two levels apart) and look at the lower level first. Discuss:
 - The characteristics of texts that would be appropriate for the level.
 - The behaviors and understandings to notice, teach for, and support
3. Go to the higher level and look for changes in the demands of texts and the expectations for competencies.
4. Go back to the introduction to the interactive read-aloud/literature discussion continuum and read the section on using the continuum.
5. Think about your students and work with a grade-level partner. *What do your students know how to do? What do they need to learn how to do?*

- c. Writing about reading is closely aligned to the curriculum goals for interactive read-aloud and guided reading. Students' written responses to texts provide evidence of their thinking within, beyond, and about texts.
- d. As a foundation for understanding the continuum, read the definitions for the twelve systems of strategic actions (inside back cover of the K–8 continuum or the inside front cover of *Teaching for Comprehending and Fluency: Thinking, Talking, and Writing About Reading, K–8*). Since these definitions are key to understanding the continua related to reading, they should always be kept in mind.
- e. After review, have participants jigsaw the various genres for writing about reading at a particular grade level and then look at some of the examples in the book. See Figure 4.

FIGURE 3: Directions for Introducing the Shared/Performance Reading Continuum

In groups of four, have each person select a grade level of interest. As a group, look at the chosen levels, starting with the lowest level. Discuss:

- The characteristics of texts that would be appropriate for the level.
- The curriculum goals (Behaviors and Understandings to Notice, Teach, and Support)

Talk about how you could use this continuum for planning. ***What specific goals do you think are important?***

FIGURE 4: Directions for Introducing the Writing About Reading Continuum

Writing about reading is appropriate at all grade levels. It is a tool for exploring and sharing one's thinking about what has been read. Younger children will profit from shared or interactive writing; older students will benefit from modeled (shared) writing as demonstration. Consider that writing about reading means more than making an assignment. Thinking and talking are most important. Through observation of talk and writing, you gain evidence of your students' thinking.

Work in groups of four.

1. Review the twelve systems of strategic actions for thinking within, beyond, and about the text. ***What aspects of thinking are easier for students as they talk and write about reading? What aspects of thinking are more difficult for them?***
2. Divide the genres for writing about reading among the four people in your group and scan them quickly. Share the definitions of the genres.
3. Walk through all pages of the continuum, just looking at the examples in the boxes. ***How is each one more demanding than the last? How do they stretch students' thinking? When in your day could you use writing about reading?***

4. Writing Continuum

- a. Here, writing refers to all of the independent writing children do as part of a writing workshop. For young children, it may include shared and interactive writing as well.
- b. Writing about reading is important but it does not take the place of independent writing in the writing workshop every day. The writing continuum is organized differently from others in the book.
- c. Participants work in groups of three.
- d. They look quickly at the various genres included in the continuum introduction.
- e. Then they select three grade levels of interest.
- f. Each person takes one section of the continuum that relates to a particular type of writing about reading and reads about it across three grade levels. Then the participants share changes they have noticed. They may note that some types of writing drop out as new ones are added. See Figure 5.

5. Oral, Visual, and Technological Communication Continuum

- a. Effective oral language skills are essential for success in today's world. Furthermore, advances in technology increasingly require the integration of

reading, writing, and expressive competencies.

- b. As they explore this continuum, participants should keep in mind that even young children are becoming increasingly familiar with different kinds of technology. See Figure 6 on page 9.
- c. Technology creates a greater need than ever for clear oral and written communication.

6. Phonics, Spelling, and Word Study Continuum

- a. The Phonics, Spelling, and Word Study continuum is consistent with the Phonics/Word Study continuum that is provided in each of these volumes:
 - *Phonics Lessons: Letters, Words, and How They Work, Grade K.*
 - *Phonics Lessons: Letters, Words, and How They Work, Grade 1.*
 - *Phonics Lessons: Letters, Words, and How They Work, Grade 2.*
 - *Word Study Lessons: Phonics, Spelling, and Vocabulary, Grade 3.*
- b. The continua in all four volumes of lessons are very detailed because each offers a full year's instructional program. In this continuum, a grade-level summary has been created for quick reference.

FIGURE 5: Directions for Introducing the Writing Continuum

The writing continuum can be used as a foundation for writing workshop minilessons and conferences.

Work in groups of three.

1. Select three grade levels of interest. For each grade level, have one person in your group read a section of the continuum:
 - Selecting Purpose and Genre
 - Selecting Goals: Craft
 - Selecting Goals: Conventions
 - Selecting Goals: Writing Process

2. After taking about five minutes to read (across grade levels), share your findings.

What do our students already know how to do as writers? What do our students need to learn how to do as writers?

- c. If you are working with the K–8 version of the continuum (white), the entire K–8 detailed phonics and word study continuum is included in the appendix along with the language for each minilesson.
- d. The continuum includes the nine areas related to phonics and word learning. Working in the same group of three, have each person take three of the nine areas to read quickly and then discuss the content with the group. See Figure 7.
- e. If your group is using the K–8 version of the continuum, go to the appendix and look at the more detailed phonics and word study continuum. Help the group notice the language for each minilesson.

FIGURE 6: Directions for Introducing the Oral, Visual, and Technological Communication Continuum

Work in groups of three.

1. Select three grade levels of interest. For each grade level, have one person in your group read a section of the continuum:
 - Listening and Speaking
 - Presentation
 - Technology
2. After reading for about five minutes (across grade levels), share your findings. *How can I develop these competencies in several areas of the curriculum?*

FIGURE 7: Directions for Introducing the Phonics, Spelling, and Word Study Continuum

Work in groups of three.

1. Each person selects three of the nine categories:
 - Early Literacy Concepts
 - Phonological Awareness
 - Letter Knowledge
 - Letter/Sound Relationships
 - Spelling Patterns
 - High-Frequency Words
 - Word Meaning/Vocabulary
 - Word Structure
 - Word-Solving Actions

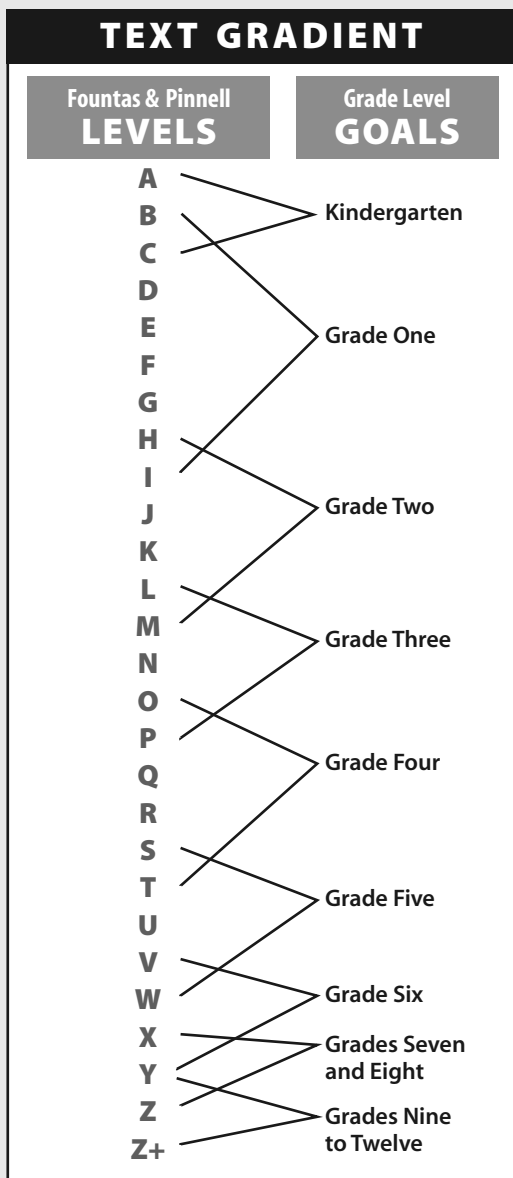
If you are part of a group of grade 2–8 teachers, take only the last six of the categories and divide them up by giving two to each person. The first three categories drop out after grade 1 because students should have strong control of these by this time.

2. Read the definition of the category and then look for examples in one grade level.
3. After taking about five minutes to read and find examples, share your findings. *How can I use this continuum to plan explicit minilessons that reflect the phonics/word analysis skills my students need?*

7. Guided Reading Continuum, Levels A–Z

- a. Remind participants that this continuum is organized like the interactive read-aloud, shared and performance reading, and writing about reading continua. Once again, they will find text characteristics and curriculum goals.
- b. You may want to have participants review the figure Structure of a Guided Reading Lesson (page 224 in white, page 43 in green, and page 44 in blue).
- c. Also, draw attention to point 6 under General Aspects: *The specific descriptions of thinking within, beyond, and about text do not change dramatically from level to level.* The gradient represents a gradual increase in the demands of texts on readers. See Figure 8.
- d. Point out the glossary of terms at the end of the volume.

FIGURE 8: Directions for Introducing the Guided Reading Continuum



Work in grade-level groups. Use the text gradient to identify beginning and ending levels for your grade.

1. Go through the beginning level considering characteristics of texts, curriculum goals, and suggested word work.
2. Move to the ending level for your grade level and do the same. ***Do these levels define a year's expectations for our students?*** [You can adjust expectations to fit your own school or district.] ***How can I use this document to help me plan for and teach small groups?***

The Continuum of Literacy Learning—Page Number Cross Reference Chart

Section/Item		K–8 WHITE	K–2 GREEN	3–8 BLUE
INTRODUCTORY MATERIAL	Text Gradient Chart	5	-----	-----
	List of Continua	<i>inside front cover; 3</i>	<i>inside front cover; 3</i>	<i>inside front cover; 3</i>
	Systems of Strategic Actions Summary Chart	<i>inside back cover, 231</i>	50	51
	Purpose of the Continuum—Introduction	1	1	1
	Content of the Continuum—7 Underlying Principles	1–2	1–2	1–2
	Reading Process (across contexts)	2–4	2–4	2–4
	Oral and Written Communication	4–5	4	4
	Word Study	6	4–5	4–5
	Some Cautions	6	5	5
	Organization of the Continuum	7	7	7
	Ways Teachers Can Use the Continuum	7–9	5–7	5–6
	Ways Administrators or Staff Developers Can Use the Continuum	9–11	-----	-----
GRADE BY GRADE CONTINUA	INTRODUCTION TO THE INTERACTIVE READ-ALOUD AND LITERATURE DISCUSSION CONTINUUM	14–19	8–9	8–9
	Framework (Characteristics of Texts and Goals)	15–18	9–12	9–12
	10 Text Characteristics for Interactive Read-Aloud	16–17	10–11	10–11
	Curriculum Goals for Interactive Read-Aloud	18	11–12	11–12
	Using the Continuum	18–19	12–13	12–13
	K–8	20–43	<i>See grade level</i>	<i>See grade level</i>
	INTRODUCTION TO THE SHARED AND PERFORMANCE READING CONTINUUM	47–51	14–15	14–15
	Text Characteristics for Shared and Performance Reading	48–49	15–17	15–17
	Curriculum Goals for Shared and Performance Reading	50–51	17–18	17–18
	Using the Continuum	51	18	18
	K–8	52–67	<i>See grade level</i>	<i>See grade level</i>
	INTRODUCTION TO THE WRITING ABOUT READING CONTINUUM	70	19–21	19–22
	Genres for Writing About Reading	71–72	20–21	20–22
	Curriculum Goals for Writing About Reading	75 (ex.)	-----	-----
	Using the Continuum	72–73	21	22
	K–8	74–95	<i>See grade level</i>	<i>See grade level</i>
	INTRODUCTION TO THE WRITING CONTINUUM	99–101	22–32	23–33
	Purpose and Genres for Writing	101–104	24–27	25–28
	Writing—Craft	105	27–28	28–29
	Writing Conventions	105–106	28–29	29–30
	Writing Process	106–109	29–32	30–33
	K–8	110–173	<i>See grade level</i>	<i>See grade level</i>
	INTRODUCTION TO THE ORAL, VISUAL, AND TECHNOLOGICAL COMMUNICATION CONTINUUM	176–179	33–36	34–37
	Listening and Speaking	176–177	33–34	34–35
	Presentation	177–178	34–35	35–36

The Continuum of Literacy Learning—Page Number Cross Reference Chart *(continued from previous page)*

	Section/Item	K–8 WHITE	K–2 GREEN	3–8 BLUE
GRADE BY GRADE CONTINUUM	Technology	178–179	35–36	36–37
	K–8	180–195	<i>See grade level</i>	<i>See grade level</i>
	INTRODUCTION TO THE PHONICS, SPELLING, AND WORD STUDY CONTINUUM	198–203	37–41	38–42
	Grade by Grade Continuum Description	198	37	38
	Detailed Continuum with Principles and Language	358–392	-----	-----
	Word Work for Guided Reading Description	198–199	37	38
	Nine Areas of Learning [Six Areas for BLUE]	199–202	37–41	38–42
	The Phonics and Word Study Continuum & Reading	203	41	42
K–8	204–219	<i>See grade level</i>		
LEVEL BY LEVEL CONTINUUM (Guided Reading)	INTRODUCTION TO THE GUIDED READING CONTINUUM	223–233	42–52	48–52
	General Aspects—Points to Keep in Mind while Using	223–229	42–47	43–48
	Framework of Guided Reading Lesson Chart	224	43	44
	Using the Continuum	228–229	47–48	48–49
	Selecting Texts—Ten Text Factors for Guided Reading	229–230	48–49	48–50
	Planning for Word Work in Guided Reading	232–233	50–52	51–52
	A–Z	234–343	108–159	174–243
	GLOSSARY	347–353	161–167	245–250

MODULE 1

Interactive Read-Aloud/Literature Discussion Continuum

Estimated Time: 2 hours

Participants will have already received a general introduction to the continuum. If they haven't, use the exercise suggested in Orientation to the Continuum, page 5.

Materials

1. Picture book to read aloud and discuss. Begin by selecting and reading a children's picture book. Choose one that will prompt adult discussion. We have provided a long list of picture books for grades K–8 for interactive read-aloud on the DVD that accompanies *Teaching for Comprehending and Fluency: Thinking, Talking, and Writing About Reading, K–8* (Fountas and Pinnell 2006). At this point, you are not reading a book that you would necessarily recommend for participants to read to their own students. Rather, you are helping them think about the intentional conversation that surrounds interactive read-aloud.

You can also find many suggestions for books to read aloud at the website *fountasandpinnelleveled-books.com*. New recommendations are added each month. For each book, you will find a description, text analysis, and suggestions for teaching.

2. Picture books to place on tables. Also select and place on each table three picture books that might be read aloud. Each table should have a range of books appropriate for different grade levels so that participants can place them at three different grade levels. (There are no specific prescriptions for a book at a grade level, but we do consider the ten text characteristics as we choose books that will be engaging and appropriate for children at different ages.) Interactive read-aloud provides an

opportunity to offer age-appropriate material to every child in the class. Each person in the group should apply the ten text characteristics to order the books from earlier to more sophisticated levels.

Session Outline

- 1. Experience a text with the whole group** (approximately 10 minutes)
 - a. Read a picture book to the group and invite them to discuss it.
 - b. Go to the interactive read-aloud/literature discussion continuum and suggest to the group a grade level for which the text might be appropriate.
 - c. Have them look at the characteristics of texts and compare them to their common experience.
 - d. Then have them look at the curriculum goals (behaviors and understandings to notice, teach, and support) and compare them with the thinking they do as adults. See Figure 9 on page 14.
- 2. Have small groups work with a variety of texts** (approximately 25 minutes)
 - a. Each group takes about thirty minutes to read and discuss the three books on the table. Participants can either take turns reading them aloud (which will take more time) or they can pass them around the table.

- b. They discuss each book’s demands for comprehension.
- c. Then they put the books in order from easiest to most demanding.
- d. They select a potential grade level for each of the texts (or a limited range of grade levels).
- e. They choose one book for deeper analysis. (If your groups are large, have them divide into three smaller groups, with each group looking at one of the three books.)
- f. Then have them go to the interactive read-aloud continuum for the grade level they selected, read the text characteristics, and compare them with their own analysis.
- g. Have them use the curriculum goals to generate three understandings they would intentionally teach in an interactive read-aloud session at the grade level.
- h. Have the groups share their teaching points in a large-group discussion. See Figure 10.

FIGURE 9: The Interactive Read-Aloud/Literature Discussion Continuum

- | | |
|---|---|
| <ul style="list-style-type: none"> 1. Discuss the text in your group. 2. Then, go to the appropriate grade level on the continuum. 3. Look at the characteristics of texts and compare them to the book you just heard. Share some of your experiences in reading aloud to students. | <ul style="list-style-type: none"> 4. Now look at the curriculum goals and compare them to the thinking you shared as adults. You will want your students to be able to do the same kind of deep thinking, except that they bring less life experience to the process. |
|---|---|

FIGURE 10: Planning for Interactive Read-Aloud

- | | |
|---|---|
| <ul style="list-style-type: none"> 1. Read and discuss the books on your table (take turns reading each aloud to your small group). 2. <i>What does each text demand in terms of comprehension?</i> 3. Then, put the books in order from easiest to most challenging. 4. Select a potential grade level for each of the texts. 5. Choose one book for deeper analysis. | <ul style="list-style-type: none"> 6. Then, go to the continuum for interactive read-aloud for that grade level. Read the text characteristics for the grade level and compare them to the text you have selected. 7. Use the curriculum goals to generate three key ideas that are critical for students to understand. 8. <i>During the discussion, what will you be looking for as evidence of understanding?</i> 9. <i>How will you support students in expanding their thinking?</i> |
|---|---|

- 3. Review the systems of strategic actions** (approximately 15 minutes)
- Have participants look at the definitions for the twelve systems of strategic actions (inside back cover of *The Continuum of Literacy Learning, K–8* or inside front cover of *Teaching for Comprehending and Fluency, K–8*).
 - Lead a quick general discussion about how these systems of thinking underlie all interactive read-aloud and literature discussions. See Figure 11.
- 4. Analyze lessons using the continuum** (approximately 20 minutes) [*you may want to use lessons you have recorded in your own school; you can also find some clips of read-aloud lessons on the website*]
- Use the read-aloud lessons on the DVD that comes with *Teaching for Comprehending and Fluency: Thinking, Talking, and Writing About Reading, K–8*.
- The Shortcut*—Grade 1 (the entire read-aloud is shown, with some cuts in the “turn and talk” discussions).
 - A Day’s Work*—Grade 5 (the beginning and end of the read-aloud session are shown).
- b.** For each lesson, follow a general sequence:
- Describe or read part of the book to participants and invite them to discuss the challenges.
 - Have them look at the continuum text characteristics for the grade level.
 - Have them look at the curriculum goals (behaviors and understandings to notice, teach for, and support) for the grade level.
 - Show the DVD. Have them look for evidence of thinking consistent with the curriculum goals and note what the teacher is doing to foster that thinking. See Figure 12 on page 17.

FIGURE 11: Reflection: Systems of Strategic Actions

- Look at the definitions of the twelve systems of strategic actions for thinking within, beyond, and about a text.
- As a group discuss the implications of each of these systems for your students’ progress.
- How will the discussion of the text you analyzed contribute to their learning?

FIGURE 12: Analyzing Teaching During Interactive Read-Aloud

- Look at the continuum text characteristics for the grade level indicated. Then, look at the curriculum goals. *What would be some potential goals for a lesson using [text]?*
- After watching the lesson, discuss: *How did the teacher support students’ thinking before, during, and after reading the text?*

- 5. Use the continuum in connection with a book club (small-group literature discussions)** (approximately 10 minutes)
- If participants are unfamiliar with book clubs, briefly define them. You will find the Structure for Book Clubs on page 298 of *Teaching for Comprehending and Fluency: Thinking, Talking, and Writing About Reading, K–8*. In that volume, you will also find thirty-five minilessons for getting started with book clubs.
 - Invite participants to generate ways they can make age-appropriate material available to all the students in their classes, whatever the reading level.
- 6. Use the continuum to analyze book club discussions** (approximately 20 minutes) You may want to select from the following:
- Use the book club discussions on the DVD that comes with *Teaching for Comprehending and Fluency: Thinking, Talking, and Writing About Reading, K–8*.
 - Show the discussion of *When She Was Good*, by Norma Fox Mazer, and have participants look for evidence of thinking. This discussion involves middle school students. The teacher is present but only as an observer. The book is highly sophisticated in its themes of alcoholism, abuse, and mental illness. Teachers will be amazed at the ability of these students. It gives even teachers of younger children a good idea of their ultimate goal.
- Show the discussion of *Private Captain*, by Mart Crisp. This all-boy discussion by fifth-graders shows careful thought. Participants look for evidence of thinking. At one point, the teacher intervenes to repeat a point one of the students made in his reader's notebook.
 - Show the discussion of *Rechenka's Eggs*, by Patricia Polacco. This is the first literature discussion that this group of third-graders has had. Thus, the teacher plays a strong role. See Figure 13.
- 7. Finish the session by having teachers do some planning for intentional conversation during interactive read-aloud** (approximately 20–40 minutes)
- Have an extra selection of books available for browsing.
 - A good plan would be for a grade-level group to choose a selection that all will read within a two-week period. They place four or five stick-on notes in places where they plan to make a comment, invite thinking, or ask a question.
 - They can then meet for lunch to talk about how the sessions went. Or, you can have a follow up session to share results. See Figure 14 on page 17.

FIGURE 13: Analyzing Book Club Discussions

- Look at the continuum text characteristics for the grade level indicated. Then, look at the curriculum goals. ***What would you like to hear in a book club discussion of [text]?***
- After watching the lesson, discuss: ***What evidence was there of students' thinking within, beyond, and about the text?***

8. Further sessions

a. Opening moves. Go back to the DVD clips for *The Shortcut* and *A Day's Work*. Look again at the way each teacher opens the interactive read-aloud session. Discuss how the “opening moves” influence and elicit student thinking. Go to the continuum at the appropriate grade levels and look for examples of the kind of thinking the teachers were supporting. [You can read more about “opening moves” on pages 230–31 of *Teaching for Comprehending and Fluency: Thinking, Talking, and Writing About Reading, K–8*, and you can print 100 examples from the DVD that comes with the volume.] Teachers can look at the examples for their grade levels and connect them with the continuum curriculum goals. Then, they can look at more examples of children’s literature texts and plan their own openings. Taking a few notes will help participants recall their opening moves later so that they can try them out with students.

b. Shared language. Have a session to examine the development of shared language for talking about texts. You can use the charts for fiction and nonfiction (Figures 16–5, 6, and 7 in *Teaching for Comprehending and Fluency: Thinking, Talking, and Writing About Reading, K–8*) as a basis for discussing fiction, biography, and factual texts. Then participants can read pages 239–51 of the same text. Finally, they can look at Figure 16–8 and discuss a shared literary vocabulary for talking about books. They can use the shaded columns to iden-

tify potential vocabulary to use at their grade levels. They can also look at the continuum goals under *Thinking About the Text*. Here, they will find a quick way to identify vocabulary they could be using with their students all year long. In *The Continuum of Literacy Learning*, this piece of information is always the final bullet in the “about the text” column. They can then take some time to plan for teaching vocabulary through explicit demonstration. They will want to help students first understand *the concept* using everyday language. Then they can introduce the more formal term.

c. Using text sets. [For this session, it would be helpful to have a librarian present.] Have a session to examine the concept of “text sets” and to plan for a year of interactive read-alouds. Participants can work in grade-level groups or across grade levels. They can use Figures 17–1, 2, and 3 from *Teaching for Comprehending and Fluency: Thinking, Talking, and Writing About Reading, K–8* for definitions and examples. [You can print copies of appropriate text sets from the DVD that accompanies that book.] They can use the continuum at appropriate grade levels to find examples of the potential learning that can result from using text sets. They can also work in small groups or with partners to plan the way they will guide the conversation to help students make connections or notice aspects of text. If they have access to a selection of good books, they can put together text sets and try them out.

FIGURE 14: Planning for Interactive Read-Aloud and Literature Discussion

1. Work in grade level groups to plan for interactive read-aloud and literature discussion.
2. Select a text or a sequence of texts that you all will read over the next two weeks.
3. Using the continuum as a guide, for each text, make notes for a brief opening or introduction to the text. Then place sticky notes at several places in the text where you will stop to make a comment or invite a quick discussion.
4. Plan a lunch meeting to share results.

- d. Getting started with book clubs.** If book clubs are new to teachers, you may want to have a session using Figure 20–9, Getting Started: The First 35 Days, in *Teaching for Comprehending and Fluency: Thinking, Talking, and Writing About Reading, K–8*. Participants can select and prepare lessons along the sequence. This would involve writing one of the principles from Figure 20–9 at the top of a chart and then modeling the behavior indicated by the principle. If a text is required, the teacher uses one that students have encountered in an interactive read-aloud.
- e.** You may want to suggest further reading of Chapters 15, 16, 17, 18, 19, and 20 of *Teaching for Comprehending and Fluency: Thinking, Talking, and Writing About Reading, K–8*. In addition to providing Figure 20–9, Getting Started: The First 35 Days [of book clubs], Chapter 20 also contains practical information on scheduling book clubs.

MODULE 2

Shared and Performance Reading Continuum *Working for Fluency*

Estimated Time: 2 hours

You can have a fairly short session to introduce the shared and performance reading continuum to your colleagues. You will find a great deal of background information in Chapter 21 of *Teaching for Comprehending and Fluency: Thinking, Talking, and Writing About Reading, K–8*. In that same book, you can examine Chapter 30, Teaching for Fluency Across Instructional Contexts. You can also find information on this topic on pages 393–94 of *When Readers Struggle: Teaching That Works* and in that book’s Chapter 16, Teaching for Fluency in Processing Texts: Six Dimensions.

This important instructional context is appropriate (with adjustments) for students in grades K through 8. It involves acting in concert with others to reflect the meaning of a text. It provides an authentic reason to read aloud, prompts deeper thinking about meaning, encourages students to use phrase units, and promotes fluency. It includes shared reading, choral reading, poetry reading, and readers’ theater.

This session combines the work in shared and performance reading with work on fluency.

Materials

- 1. Collection of texts.** Have participants suggest a collection of texts that will be good resources for shared/performance reading. Since shared/performance reading can be used in connection with several parts of the instructional framework, these may be leveled texts, poems, or texts that you would read aloud to the students. Choose texts that have interesting dialogue and funny or exciting parts. (You can use a part of the text rather than the entire text.) The script can be drawn directly from the dialogue and narrative of the text or can be based on it. For young children, consider enlarged texts so that they can follow the print. Older students can have their own copies.
- 2. DVD clips of shared reading and of individual readers.** On the DVD that comes with *Teaching for Comprehending and Fluency: Thinking, Talking, and Writing About Reading, K–8*, you will find two examples of young children reading a play:
 - A first grade group reading a script from *Frog and Toad Together*, by Arnold Lobel.
 - A kindergarten group sharing the reading of a part of their own interactive writing.You can select individual readers from the same DVD or from the *Fountas and Pinnell Benchmark Assessment System* DVD. You can also have participants bring short tapes of shared/performance reading or of individual readers from their own classrooms.

3. Rubric for assessing fluency. You may want to have copies of the fluency rubric for each participant. You can print this rubric from the DVD that comes with *Teaching for Comprehending and Fluency: Thinking, Talking, and Writing About Reading, K–8*. You can also print it from the lesson resources CD that comes with either the *Benchmark Assessment Systems 1 and 2* or *Leveled Literacy Intervention*. You will also find it on page 104 of *Teaching for Comprehending and Fluency: Thinking, Talking, and Writing About Reading, K–8*.

4. Fountas and Pinnell Prompting Guide 1. Use the section on teaching, prompting for, and reinforcing fluent reading.

Session Outline

1. Overview and working with scripts (approximately 5 minutes)

- a. Have participants become familiar with the introduction. They can look at the descriptions of texts, pages 48–50, and then examine the text collection from that perspective.
- b. Make sure everyone realizes that shared/performance reading is a quick activity, not an elaborate performance. The central purpose is to reflect the meaning of the text with the voice. It does not require memorization, long rehearsals, or props. It can be used in connection with interactive read-aloud or guided reading.
- c. Have one or two examples of “scripts” that you have prepared yourself. Suggest a grade level for each.

- d. Give participants enough time to assign parts and go over them a couple of times. They can then perform the scripts for one another.
- e. Have participants talk about how their colleagues made the material sound interesting and/or reflected the meaning.
- f. They can go to the grade level for each script and discuss the behaviors to notice, teach, and support. See Figure 15.

2. Viewing shared/performance reading (approximately 10 minutes)

- a. Read a section of text to the group, asking them to think only about your fluency as you read. Consciously use pausing, phrasing, word stress, and intonation. Read at a rate that is not too fast and not too slow. (Alternatively, participants can work in small groups. One participant can read a text with fluency while others mark a copy of the text to show phrasing and make other helpful notes.)
- b. Participants can work as partners or in small groups to describe the reading in as much detail as possible. They write these characteristics on a chart and then share them.
- c. View examples of shared/performance reading. For each example, discuss what evidence of fluency the readers show in their voices. Try to note specific details of fluency. Participants can use the charts as a resource. See Figure 16 on page 21.

FIGURE 15: Readers’ Theater

1. Read the script quickly and assign parts.
2. Then, perform the script for your group.
3. Discuss as a group what performers did with their voices to communicate the meaning of the script.
4. Go to the grade level continuum for your script and discuss the curriculum goals.

3. Analyzing the fluency of readers (approximately 15 minutes)

- a. Each participant has a copy of Rubric for Assessing Fluency. Instructions are printed on the back.
- b. Go over the instructions.
- c. Participants view DVDs of individual readers and independently rate the reading along the dimensions of fluency. It is useful to listen for a brief time, focusing on only one dimension, and then move on to another dimension. If they do this a couple of times, they will have a good feeling for the reading. After the reading, they can reconsider and score all the dimensions.
- d. After independently rating the reader, they share and discuss ratings. If possible, they reach

consensus, but the discussion is more important than agreement.

- e. If participants have brought in audio or video recordings of their own students, they can work in small groups to share and rate them. See Figure 17.

4. Teaching for reading fluency (approximately 10 minutes)

- a. As a whole group, have participants brainstorm ways to support fluency across instructional contexts (for example, interactive read-aloud, shared/performance reading, and guided reading).
- b. Participants go to the *Fountas and Pinnell Prompting Guide 1* and select language that will be helpful to the students examined in activity 3 above. See Figure 18 on page 22.

FIGURE 16: What Is Fluency?

1. Listen to the reading with a focus on fluency. If you have a copy of the text, you may want to mark phrase units.
2. Then, describe the reading in as much detail as possible. Write the descriptive words or phrases on a chart.
3. Share descriptors with the entire group. ***Are there some common categories?***
4. View some examples of students' reading (either fluent individuals or shared/performance reading). ***What are the characteristics of the reading? How are readers using their voices to reflect meaning? What do they still need to learn how to do as readers?***

FIGURE 17: Analyzing the Fluency of Readers

1. Look at the Rubric for Assessing Fluency and compare to the charts you made as a group.
2. Using the instructions, view individual readers on DVD.
3. Working individually without talking, rate the reading along the dimensions of fluency. It may be helpful to listen for one dimension for a brief time and then move on to another dimension. Do this rotation a few times. At the end, reflect on your ratings.
4. Now, share your ratings with your small group and try to achieve consensus.
5. Share your ratings with the whole group.
6. Discuss: ***What is important about each dimension? How do pausing, phrasing, word stress, and intonation contribute to comprehension? To rate?***

- c. Teachers consider the readers in one guided reading group and indicate language they plan to use.

5. Further sessions

- a. Participants can hold a follow-up session to discuss their work in fluency with one group of students.
- b. Participants can select one student who reads with high accuracy but low fluency. They can make a plan to work a few minutes a day with this student, teaching hard for fluency. They can also look across this student’s participation in the instructional contexts related to literacy to

be sure that fluency is supported. After a month of this work, they hold a follow-up meeting to discuss the results.

- c. Extend the session by reading chapters or sections on fluency in *When Readers Struggle: Teaching That Works*; *Teaching for Comprehending and Fluency: Thinking, Talking, and Writing About Reading, K–8*; *Guiding Readers and Writers, Grades 3–6: Teaching Comprehension, Genre, and Content Literacy*; or *Guided Reading: Good First Teaching for All Children*. Participants meet to discuss the content and apply ideas to their own teaching.

FIGURE 18: Teaching for Reading Fluency

1. In a small group, discuss ways you can support reading fluency across instructional contexts—interactive read-aloud, shared/performance reading, and small group reading instruction (guided reading).
2. Share some ideas from your discussion with the entire group.
3. Use the *Prompting Guide 1*, pages 17, 18, and 19 to select language that will help the students examined previously.
4. Work in a small group to identify some readers in your class and select language that will help them. Keep the six dimensions of fluency in mind to make your teaching specific and explicit.

MODULE 3

*Writing About Reading Continuum**Estimated Time: 2 hours*

The writing about reading continuum is separate from the writing continuum because it is so strongly related to reading instruction. It is a tool for thinking about what you have read. It is important to realize that writing about reading can be used in connection with any kind of reading experience. You will want to plan writing about reading that extends students' thinking within, beyond, and about texts.

Materials

1. **Samples of student writing.** Collect about ten samples of student writing at the grade levels of interest for your group. The most interesting samples will be from the students in your school. You can ask several teachers to plan and conduct some student writing sessions based on the introduction to the continuum or Chapters 27 and 28 of *Teaching for Comprehending and Fluency: Thinking, Talking, and Writing About Reading, K–8* and collect the samples. You can also find examples of writing about reading on the website fountasandpinnell leveledbooks.com.
 - b. Divide up the sections. Have each person spend five minutes reading a piece of it.
 - c. Then have them share what they have learned. See Figure 19 on page 24.
2. **Looking at samples of writing about reading** (approximately 20 minutes)
 - a. Have participants look at the writing samples. A grade level is indicated for each of them.
 - b. Have them go to the indicated grade level in the continuum and compare each sample with the Behaviors to Notice, Teach, and Support.
 - c. For each sample, they ask, **What is the evidence of thinking in each sample? What were the opportunities to learn?** See Figure 20 on page 24.
3. **Planning for writing about reading** (approximately 30 minutes)
 - a. Working in grade-level groups of two to four participants, look at the texts for interactive read-aloud (grade levels indicated) and/or guided reading (text levels indicated).
 - b. Have teachers talk about the potential for writing about reading for each text. They should plan for a variety of genres. They may use interactive (grades K–1), shared (all grades), or independent writing.

Session Outline

1. **Overview of the writing about reading continuum and Prompting Guide 1** (approximately 30 minutes)
 - a. Participants review the introduction to the writing about reading continuum by using a “jigsaw” technique.

- c. They select at least one text and plan a lesson using it, including the writing about reading that students will do
- d. Have them share their planned lessons with the larger group. See Figure 21.

4. Further session

- a. Working in grade-level groups, have participants plan one or two lessons (interactive read-aloud or guided reading) that include writing about reading. They use the lessons in their own classrooms

over a one- or two-week period. A lesson may take two or three days because it includes revisiting the text. Participants meet again to share their results.

- b. Extend the session by reading and discussing Chapters 27 and 28 of *Teaching for Comprehending and Fluency: Thinking, Talking, and Writing About Reading, K–8* or Chapter 13, *Extending Reading Power Through Writing*, of *When Readers Struggle: Teaching That Works*.

FIGURE 19: Directions for Getting an Overview of the Writing About Reading Continuum and Prompting Guide 1

- | | |
|--|---|
| <ul style="list-style-type: none"> 1. Work in a group of four. 2. Have each person read (a) the introduction; (b) Functional Writing and Narrative Writing; (c) Informational and Poetic Writing; and (d) Using the Writing About Reading Continuum. | <ul style="list-style-type: none"> 3. Spend up to five minutes reading. 4. Share the information. |
|--|---|

FIGURE 20: Directions for Looking at Samples of Writing About Reading

- | | |
|--|---|
| <ul style="list-style-type: none"> 1. You should have several writing samples with the grade level indicated. 2. Read all the samples. | <ul style="list-style-type: none"> 3. Then, take each sample and compare it with the writing about reading continuum for the appropriate grade level. 4. For each sample ask, <i>What is the evidence of thinking in each sample? What were the opportunities to learn?</i> |
|--|---|

FIGURE 21: Directions for Planning for Writing About Reading

- | | |
|--|---|
| <ul style="list-style-type: none"> 1. Work in grade-level groups of two to four. 2. You have texts for interactive read-aloud (grade levels indicated) and/or guided reading (text levels indicated). 3. Work on interactive read-aloud first. Talk about the potential for writing about reading for each text. Plan for a variety of genres. Use interactive (grades K–1), shared (all grades), or independent writing. | <ul style="list-style-type: none"> 4. Select at least one text and plan a lesson using it, including the writing about reading that students will do 5. Repeat the process using the texts for guided reading. 6. Be prepared to share your planned lessons with the larger group. |
|--|---|

MODULE 4

Writing Continuum

Estimated Time: 1 session

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

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

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

Materials

- 1. Samples of student writing.** Put together a collection of student writing, including a variety of grade levels and genres. Be sure the grade levels and genres are marked on the samples. You will find many examples of student writing in the continuum; in *Teaching for Comprehending and Fluency: Thinking, Talking, and Writing About Reading, K–8*; in *Interactive Writing: How Writing and Reading Come Together*; and in *Guiding Readers and Writers: Teaching Comprehension, Genre, and Content Literacy*. The best writing samples will be ones that you collect in your school, and you can build this collection over the years. You may also have a writing assessment that you use regularly, and those papers can be helpful; however, you will want to have some samples that were produced by student initiative in writing workshop.
- 2. Video clips of teaching.** You can record minilessons and conferences in your own school. You will also find two minilessons on the DVD that comes with *Teaching for Comprehending and Fluency: Thinking, Talking, and Writing About Reading, K–8* (both use mentor texts):
 - Finding the Author’s Message (grade 3).
 - Understanding Character (grade 5).
- 3. A set of mentor texts.** Create sets of texts for interactive read-aloud that will be useful mentor texts to use in minilessons. You will find many suggestions in *Teaching for Comprehending and Fluency: Thinking, Talking, and Writing About Reading, K–8*. Participants can also bring in texts that are favorite read-alouds, but it is important to have high-quality examples, so you may want to base this decision on the experience of your group.
- 4. Fountas and Pinnell Prompting Guide 1** (section on Writing).

Session Outline

1. Explore the Continuum (approximately 40 minutes)

- a. Begin by having participants, in groups of three, “jigsaw” the introduction, one person reading about purpose and genre, another reading about craft and conventions, and a third reading about the writing process. Then have them share their information.
- b. Then, assign four grade levels spaced two levels apart. Select the levels based on the grade levels of participants.
- c. Each group takes four assigned levels. Each member reads a section of the continuum across the levels: craft, convention, or process.
- d. Then follow up by looking at the genres for the same levels. The genres grow both in variety and in complexity.

- e. Have participants share their observations, level by level. See Figure 22.

2. Looking at writing samples (approximately 30 minutes)

- a. Participants have a set of fiction and nonfiction writing samples. They look first at the fiction set.
- b. They will read the samples aloud to the group so that the voice of the writer is easier to hear and they will be less distracted by conventions.
- c. For each sample, they use the continuum (at the appropriate level) to generate statements about what the student is showing he/she knows how to do as a writer. Then they generate statements describing what the writer needs to learn how to do next as a writer.

FIGURE 22: Directions for Exploring the Continuum

1. Work in a group of three.
2. Read the introduction to the writing continuum in a jigsaw way:
 - Person 1 reads about purpose and genre.
 - Person 2 reads about craft and conventions.
 - Person 3 reads about the writing process.
3. Share the information.
4. Look at the writing continuum, levels 1, 3, 5, and 7.
5. Read across these levels, each person focusing on one section:
 - Person 1: craft.
 - Person 2: conventions.
 - Person 3: process.
6. Go back to the continuum and quickly scan the genres that are appropriate for these same levels. Look at their descriptions. *What are the demands on the writer for each genre?*
7. Share your observations about change over time in writing, talking about one level at a time.

- d. They repeat the activity for the nonfiction set.
 - e. For work with younger students, they look at *Prompting Guide 1* to select language that they think would be helpful to younger students in individual writing conferences to support their development of early writing behaviors. See Figure 23.
3. **Observing teaching** (approximately 30 minutes)
 - a. Go to the continuum and look at the appropriate grade level for the lesson that you are going to show. See Figure 24.
 - b. Show the lessons on the DVD (*Teaching for Comprehending and Fluency: Thinking, Talking, and Writing About Reading, K–8*) or other lessons that you have.

FIGURE 23: Directions for Looking at Writing Samples

1. Work in a group of four.
2. You have a set of fiction and nonfiction writing samples. Look first at the fiction set (left side of the pocket folder).
3. Look at the samples one at a time. Have someone in the group read each sample aloud to the group.
4. Then, for each sample, use the continuum (at the appropriate level) to generate one or two statements about what the student is showing he/she knows how to do as a writer. Then generate one or two statements describing what the writer needs to learn how to do as a writer.
5. Repeat the activity for the nonfiction set.
6. Be prepared to share your statements with the whole group.
7. For work with younger students, look at *Prompting Guide 1* to select language you think would be helpful to younger students in individual writing conferences to support their development of early writing behaviors.

FIGURE 24: Directions for Observing Teaching

1. Work in a group of four.
2. Look at the continuum for the appropriate grade level.
3. View the lessons. Afterward, discuss:
 - *What is the teacher helping students learn how to do as writers?*
 - *How is the teacher using mentor texts to help the writers learn from other writers?*
 - *How is writing workshop being linked to interactive read-aloud?*
[How does this link make maximum use of teacher and student time?]
 - *How does the sharing contribute to student learning?*
4. Go back to the continuum and make connections to the minilesson.

c. For each DVD, invite participants to discuss.

- What is the teacher helping students learn how to do as writers?
- How is the teacher using mentor texts to demonstrate what writers do?
- How is writing workshop being linked to interactive read-aloud? [How does this link make maximum use of teacher and student time?]
- How does the sharing contribute to student learning?
- Go back to the continuum to make connections to the minilessons.

4. Planning for using mentor texts in minilessons (approximately 30 minutes)

- a. Have participants work in grade-level groups.
- b. Have them use the continuum at their own grade levels to help them plan minilessons on the craft of writing.
- c. They look at several text sets that are appropriate for their grade level.
- d. They plan for interactive read-aloud sessions (with intentional conversation) and for future use of the same texts in writing workshop. See Figure 25.

5. Further Sessions

- a. Teachers can teach the lessons they planned in activity 4. Schedule a follow-up session for teachers to share their results.
- b. You may want to undertake a more ambitious plan by generating text sets teachers can use at different times in the year across grades. You will find suggestions in the resource material in the DVD for *Teaching for Comprehending and Fluency: Thinking, Talking, and Writing About Reading, K–8*. Once these text sets are organized, you can go to the writing continuum to look for minilessons to teach during the year. Finally, look at the text sets to generate lists of ways they can be used to illustrate the different aspects of effective writing.
- c. Select one aspect of the writing continuum to help teachers think about change in what writers need to be able to do over time. You may want to select one specific aspect of craft, convention, or the writing process. For example, look at revising and what kindergarten children need to learn how to do, grade 1 children, grade 2 children, and so on. Have the teachers discuss what they learned.

FIGURE 25: Directions for Planning for Using Mentor Texts

1. Work with a grade-level partner or group.
2. Go to the continuum for your grade level.
3. You have several texts that are appropriate for interactive read-aloud at your grade level. Look through them and discuss the opportunities for learning in each (both comprehending and writing).
4. Select one or two texts and plan an interactive read-aloud. Think about the “opening” and some intentional conversation in which you would want to engage the students in thinking about the writers’ craft.
5. Then, plan for the future use of the text as a mentor text for writing workshop. You will find that excellent texts can be used to demonstrate more than one aspect of effective writing.
6. Select the principles you want to teach and then discuss the kind of points you will make (or draw from the students) about the writing in the text.

MODULE 5

*Oral, Visual, and Technological Continuum**Estimated Time: 4–6 hours*

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

Materials

1. **DVD clips of interactive read-aloud and literature discussion.** On the DVD that comes with *Teaching for Comprehending and Fluency: Thinking, Talking, and Writing About Reading, K–8*, you will find teaching examples to use in the activities. You can also have participants bring short tapes of interactive read-alouds and literature discussions from their own classrooms. There are more examples on the website foutasandpinnellleveledbooks.com.
2. **Background information.** You can find background information on oral reading in *Teaching for Comprehending and Fluency: Thinking, Talking, and Writing About Reading, K–8*, Chapters 15–20; *When Readers Struggle: Teaching That Works*, Chapter 16; and *Guiding Readers and Writers*, Chapters 3 and 8.
3. **Chart paper and markers.** You will need chart paper and markers for these activities.

Session Outline

1. **Listening and speaking: opportunities across instructional contexts** (approximately 45 minutes)
 - a. Have participants work in grade level groups, or if the group is small, you may want to cluster grade levels (for example K–1, 2–3).
 - b. Begin with the category of listening and speaking. Have grade-level groups create a chart with four rows and two columns. Along the left side, label the rows: listening and understanding, social interaction, extended discussion, and content. Head the two columns opportunities and increasing opportunities, respectively. (See Figure 26 on page 30.)
 - c. Have each grade-level group review the bulleted competencies under each of these categories in the continuum. In the first column of the chart, have participants list the opportunities their students have to apply the competencies during the reading and writing instruction the participants provide in their classrooms.
 - d. Then in the second column, have the group brainstorm ways in which they can increase their students' opportunities to develop these competencies.
 - e. Have the group discuss how to make the teaching of these competencies more intentional and explicit in their teaching.
 - f. Instructions directed to participants are shown in Figure 27 on page 30.

2. Promoting listening and speaking skills (approximately 60 minutes)

a. Interactive read-aloud and literature discussion are strong instructional contexts for developing the necessary behaviors and understandings in all categories of competencies. Using the DVD from *Teaching for Comprehending and Fluency: Thinking, Talking, and Writing About Reading, K–8*, select one or two interactive read-aloud or literature discussion examples in coordination with the continuum at the relevant grade level. You may want to use lessons you have recorded in your own school. You can also find some clips of read-aloud lessons on the website.

b. After each viewing, have the participants look for and identify bulleted behaviors that were evident either in the teaching or in the students’ oral language competencies.

c. Then have the participants discuss what they noticed in terms of any missed opportunities for expanding children’s oral language competencies.

d. Instructions directed to the participants are shown in Figure 28 on page 31.

FIGURE 26: Listening and Speaking Opportunities

	Opportunities	Increasing Opportunities
Listening and Understanding		
Social Interaction		
Extended Discussion		
Content		

FIGURE 27: Listening and Speaking Opportunities

1. Draw a chart with two columns and four rows, as shown.
2. Beginning with the category in the continuum called listening and speaking, review the bulleted competencies and note the opportunities your students have for listening and understanding, social interaction, extended discussion, and exploration of content.
3. Suggest ways of increasing your students’ opportunities to listen and understand, interact with their peers, discuss what they read, and explore the content of what they read in more depth.

- 3. Opportunities to develop social interaction skills in literature discussion groups** (approximately 60 minutes)
- Have participants turn to *Teaching for Comprehending and Fluency: Thinking, Talking, and Writing About Reading, K–8*, Chapter 20, and review pages 307–8.
 - Have them discuss which of the minilessons would support the development of social interaction skills at their grade level.
 - Then have them talk about how they can support the same learning through “turn and talk” segments in their interactive read-aloud lessons.
 - Instructions directed to the participants are shown in Figure 29.
- 4. Developing presentation skills through social studies and science** (approximately 60 minutes)
- Have grade-level groups make a list of all the authentic oral presentation opportunities their students have (for example, poetry recitation, show and tell, group share).
 - Have them review the competencies in each of the six categories: voice, conventions, organization, word choice, ideas and content, and media. Identify which of these are the easiest for their students and which are the most challenging.
 - Next have them discuss how their work in social studies and science might involve the students in preparing to present information on a topic and offer opportunities for the development of many of these behaviors and understandings.

FIGURE 28: Promoting Listening and Speaking Skills

- Watch the DVD from *Teaching for Comprehending and Fluency: Thinking, Talking, and Writing About Reading, K–8*, and select one or two interactive read-alouds or literature discussions.
- Look for and identify behaviors listed in the continuum, (either in the teaching or in students’ oral language competencies) that have to do with listening and speaking skills.
- Discuss any missed opportunities for expanding children’s oral language competencies.

FIGURE 29: Developing Social Interaction Skills in Literature Discussion Groups

- Turn to *Teaching for Comprehending and Fluency: Thinking, Talking, and Writing About Reading, K–8*, Chapter 20, and review pages 307–8.
- Discuss which of the minilessons would support the development of social interaction skills at your grade level of interest.
- Talk about how you can support the same learning through “turn and talk” segments in your interactive read-aloud lessons.

d. Have them discuss the following questions:

- *Which bulleted points would make good minilessons in reading and writing workshop?*
- *Which of the behaviors are directly related to writing?*
- *How would you state the minilesson principle?* (You might want participants to refer to Chapter 20 in *Teaching for Comprehending and Fluency: Thinking, Talking, and Writing About Reading, K–8* for examples of clear minilesson statements.)

e. Instructions directed to the participants are shown in Figure 30.

5. **Change across time** (approximately 45 minutes)

- a. Have participants review a particular category of the six mentioned in the presentation section and then look two grade levels below and two grade levels above the relevant grade level to notice how the competencies build on one another.
- b. Have participants discuss what they have learned about presentations that they want to incorporate into their teaching.
- c. Instructions directed to the participants are shown in Figure 31 on page 33.

FIGURE 30: Developing Presentation Skills Through Social Studies and Science

1. Make a list of all the authentic oral presentation opportunities your students have (for example, poetry recitation, show and tell, group share).
2. Review the competencies in each of the six categories: voice, conventions, organization, word choice, ideas and content, and media. Identify which of these are the easiest for your students and which are the most challenging.
3. Discuss how your work in social studies and science might involve the students in preparing to present information on a topic and offer opportunities for the development of many of these behaviors and understandings.
4. Discuss the following questions:
 - *Which bullets would make good minilessons in reading and writing workshop?*
 - *Which of the behaviors are directly related to writing?*
 - *How would you state the minilesson principle?*
 (You might want to refer to Chapter 20 in *Teaching for Comprehending and Fluency: Thinking, Talking, and Writing About Reading, K–8* for examples of clear minilesson statements.)

6. Technology (approximately one hour)

- a. Have the participants notice the three big subcategories in the technology section: general communication, gathering information/research, and publishing. Form grade-level groups and have the groups conduct a jigsaw discussion of the bulleted competencies, individual members focusing on one of these subcategories.
- b. Have participants suggest how teachers, in their reading, writing, or content area teaching, might support the development of the competencies stated in the first subcategory.
- c. Repeat the process for the second and third subcategories.
- d. Have the groups identify the bulleted competencies that require more expertise and discuss how teachers might seek support from technology experts in the district to learn more about how to support student learning.
- e. Instructions directed to the participants are shown in Figure 32.

FIGURE 31: Change Across Time

1. Review a particular category of the six mentioned in the presentation section.
2. Look at the competencies two grade levels below and two grade levels above the relevant grade level to see how the competencies build on one another.
3. Discuss what you have learned about presentations that you want to incorporate into your teaching.

FIGURE 32: Using Technology to Support Learning

1. Notice the three big subcategories in the technology section: general communication, gathering information/research, and publishing. Form grade-level groups and conduct a jigsaw discussion of the bulleted competencies, individual members focusing on one of the subcategories.
2. One by one, suggest how you, in your reading, writing, or content area teaching, might support the development of the competencies stated in the first subcategory.
3. Repeat the process for the second and third subcategory.
4. In groups, identify the bulleted competencies that require more expertise and discuss how you might seek support from technology experts in the district to learn more about how to support student learning.

MODULE 6

*Phonics, Spelling, and Word Study Continuum**Estimated Time: 4–6 hours*

The phonics, spelling, and word study continuum (see the appendix in *The Continuum of Literacy Learning, K–8*; also see *Phonics Lessons, Grades K, 1, and 2*, and *Word Study Lessons, Grade 3*) was created to support the series of phonics lessons published by Pinnell and Fountas in 2003. The lessons are based on a detailed continuum specifying principles that learners develop an awareness of over time. Nine important areas are described in the continuum, and there are lessons for each area. Many of the lessons are *generative*; that is, they can be used again and again with different examples to help children build a comprehensive set of understandings over time. Two versions of the continuum are available: (1) a grade-by-grade description of behaviors and understandings to notice, teach, and support (principles); and (2) a more detailed, continuous-progress description that provides the principle, the language to explain the principle, and shaded bars showing the estimated time from beginning of awareness to full control of the understanding. The K–2 and 3–8 versions of *The Continuum of Literacy Learning* include the grade-by-grade description; the K–8 version (see the appendix) has both. This continuum is comprehensive in that it will support both phonics (for reading) and spelling (for writing).

Materials

1. The best professional book to use in connection with the phonics, spelling, and word study continuum is *Word Matters: Teaching Phonics and Spelling in the Reading/Writing Classroom*. This book provides the foundation of understandings you need to implement effective phonics and spelling lessons. You will find specific lessons in *Phonics Lessons K, 1, and 2* and *Word Study Lessons 3*, also by Pinnell and Fountas. The CD for these phonics lessons provides many materials that will shorten your preparation time. You may also want to use *The Fountas and Pinnell Prompting Guide 1*, pages 27–33, which focuses on constructing words and revisiting a text for word study.
2. Studying the phonics, spelling, and word study continuum will be most interesting if you have some student materials to examine and analyze. You can make collections yourself or have teachers bring

samples to the sessions. The following collections will be useful in many ways:

- a. **Samples of running records or reading records.** Gather some examples of running records or reading records from a class of children at the grade level of interest. You can have teachers bring their records from assessment or regular ongoing observation, but it is often good to have the entire group look at the same examples. You will find preprinted assessment forms for taking reading records in *Fountas and Pinnell Benchmark Assessment Systems 1 and 2*, or you may use other assessments. If you know how to code running records, you can use this as a tool to capture the reading behavior of a student reading any text. You can also find examples of analyzed records on fountasandpinnell leveledbooks.com.

b. Samples of students' ability to read words in isolation. You will find lists of 25, 50, 100, and 500 high-frequency words in *Word Matters*. You will also find high-frequency-word reading assessments in *Fountas and Pinnell Benchmark Assessments 1* and *2*. You can use these assessments to construct a standard word reading test for your grade level. To gain very specific knowledge of readers' ability to notice and use parts or features of words, you could use the word features test for each grade level that is provided in *Fountas and Pinnell Benchmark Assessment Systems 1* and *2* (Optional Assessments). If you do not have this assessment, you can create your own by looking at features of the kinds of words students are expected to read at their instructional levels. Then, create a list and have students read it, noting words read accurately as well as errors. Even the errors will give you information about the kinds of word features students are noticing and using. Some features to consider are first letters, last letters, vowels, letter clusters (blends, digraphs, and double vowels), phonogram patterns, multisyllable words, words with *r*-controlled vowels, contractions, possessives, suffixes, prefixes, silent consonants, phonogram patterns in multisyllable words, compound words, frequently appearing syllable patterns, Greek or Latin roots (structure), and word endings (from simple to complex). You will find lists of words with specific features in the *Word Matters* appendix.

c. Samples of assessment of phonics knowledge. Have teachers assess fifteen to twenty students on a measure of phonics knowledge that you consider to be reliable. Teachers at a grade level may want to decide on an appropriate assessment; then, each participant could assess five to ten students and bring the results to the session. You will find many examples of phonics/spelling assessments in the following:

- Teacher resources CD for *Phonics Lessons K, 1, and 2* and *Word Study Lessons 3* (Pinnell and Fountas, Heinemann).
- *Fountas and Pinnell Benchmark Assessment Systems 1* and *2* (Optional Assessments).

You can easily create some phonics assessment instruments. For younger children, one quick way we have found is to place pictures on a blank page and ask children to write as much as they can of the word for the picture. You can use any word feature: consonant sounds (*man, bat, pig*); vowel sounds (*fan, leaf, sun*); consonant digraphs (*fish, shell*); consonant blends (*train, blanket, branch*); etc. The examples can be very simple or more difficult. You will learn the sounds that younger children can represent with letters. You will learn the extent to which older students can represent larger word parts to make the word “look right” (beyond simple letter-sound correspondence).

d. Samples of student writing. Gathering samples of student writing from the beginning, middle, and end of year for each grade level will provide very good material for analysis. You will not only get an idea of the words students can spell conventionally and those they attempt to spell, but you will also learn the range of words that they select to write.

e. Samples of assessment of spelling knowledge. Gather spelling tests from each grade level. You may want to have each teacher assess spelling using a common list at the beginning of the year and again at regular intervals during the year. In *Word Matters* you will find lists of 25, 50, 100, and 500 high-frequency words. Many schools use these lists as a part of regular assessment. You will find similar lists in *Fountas and Pinnell Benchmark Assessment Systems 1* and *2* as well as in *Phonics Lessons K, 1, and 2* and *Word Study Lessons 3* (Pinnell and Fountas, Heinemann).

f. Lesson examples on DVD. You can find several phonics lessons on the published DVDs *Word Study: Phonics and Spelling Lessons* and *the Buddy Study System*. These DVDs will be useful for grades K through 3. You can also make your own DVDs by recording teachers in your own school. These are often the best examples, because the teacher can provide background information on the students.

g. Children’s literature examples that engage children with features of language. There are many wonderful books that feature rhyme, rhythm, and language play. Throughout *Phonics Lessons K, 1, and 2* and *Word Study Lessons 3*, you will find suggested titles along with the specific word features that the text supports. The poems in *Sing a Song of Poetry K, 1, and 2* will also be useful in helping children attend to word features, especially when you use *The Fountas and Pinnell Prompting Guide 1*, page 33, “Revisiting a Text for Word Study.”

Session Outline

1. Explore the nine areas of learning: becoming a word solver over time (approximately 2 hours)

- a.** In this exercise you use *Word Matters* and work as a group to understand nine areas that are important for children’s ability to learn how words “work.” These nine areas (see Figure 33 on page 37) encompass a body of interrelated knowledge that supports reading by helping children learn a range of word-solving strategies such as using sounds and letters and understanding the structure and meaning of words. The nine areas are also an important foundation for children’s learning to write. Overall, the nine areas include some very specific knowledge; however, it is the orchestrated way in which readers and writers use this information that is key to becoming literate.
- b.** Within each of the nine areas, children develop simple to complex understandings over time.

Each represents a continuum of learning and, taken together, a larger picture of development. Important understandings (principles) can be taught along the continuum. These understandings build on one another so that learning progresses. The key to effective teaching is understanding the nine areas of learning. In this session, you will be exploring the theoretical base—that is, the reasons for helping children learn the principles along this continuum.

c. Make study assignments:

For a group of six—

- Early Literacy Concepts *and* Phonological Awareness
- Letter Knowledge
- Letter-Sound Relationships
- Spelling Patterns *and* Word Structure
- High-Frequency Words
- Word Meaning/Vocabulary *and* Word-Solving Actions

If there are eight people at a table, one of the additional people can read High-Frequency Words, the other, Word Meaning *and* Word Structure, and then share the presentation with the other person who read the same material. If there are only four people at a table, one person can combine Spelling Patterns, Word Structure, Word Meaning/Vocabulary, and Word-Solving Actions.

d. Start by examining the appropriate section in *The Continuum of Literacy Learning*. Then read the material in *Word Matters* that relates to the nine areas of learning, as shown in the chart on the next page.

e. Have groups complete the process in three separate steps (see Figures 34, 35, and 36 on pages 38–39). When finished, individual groups can share with the whole group.

Nine Areas of Learning and <i>Word Matters</i> Pages	
Area of Learning	<i>Word Matters</i> Pages
Early Literacy Concepts	5–10, 68, 87, 123
Phonological Awareness	5, 8–10, 63–64, 76–77, 95
Letter Knowledge	7–8, 46–47, 69–71, 87, 138–39, 143–47
Letter-Sound Relationships	46–53, 90–95
Spelling Patterns	65, 82, 95, 236
High-Frequency Words	35–41, 44–46, 71–72, 88–90
Word Meaning/Vocabulary	48–49, 60–62
Word Structure	95–98, 151–52
Word-Solving Actions	76–79, 80–82, 124, 149–52

FIGURE 33: Phonics and Spelling: Nine Essential Areas of Learning

ELEMENT	DEFINITION
Early Literacy Concepts	Learning about literacy begins long before children enter school. Through experiences with print, children develop some basic concepts (such as “letter” and “word,” as well as the way print “works”). Some explicit teaching can help children learn much more about these early concepts, understand their importance, and develop ways of using them in reading and writing.
Phonological Awareness	<i>Phonological awareness</i> is a broad term that refers to both explicit and implicit knowledge of the sounds in language. It includes the ability to identify and make rhymes, hear syllables in words, hear the parts of words (onsets and rimes), and hear individual sounds in words. <i>Phonemic awareness</i> is one kind of phonological awareness—the ability to identify, isolate, and manipulate the individual sounds (<i>phonemes</i>) in words.
Letter Knowledge	<i>Letter knowledge</i> refers to the graphic characters that represent the sounds of language. A finite set of twenty-six letters, two forms of each, are related to all the sounds of the language (forty-four phonemes). Children need to learn the names and purposes of letters, as well as the particular features of each.
Letter-Sound Relationships	The sounds of oral language are related in both simple and complex ways to the twenty-six letters of the alphabet. Learning the connections between letters and sounds, as well as letter clusters and sounds, is basic to understanding written language.
Spelling Patterns	Knowing spelling patterns (for example, phonograms and consonant-vowel-consonant patterns) helps children notice and use larger parts of words, thus making word solving faster and more efficient. Patterns are also helpful to children in writing words because they will quickly write down the patterns rather than work laboriously with individual sounds and letters.
High-Frequency Words	A core of known high-frequency words is a valuable resource as children build their reading and writing processes. Young children will begin to notice that these words are powerful examples that help them develop the concept that a word is always written the same way. They can use known high-frequency words to check on the accuracy of their reading and can also use them as resources for solving other words.
	<i>continued on next page</i>

FIGURE 33: Phonics and Spelling: Nine Essential Areas of Learning, *continued*

ELEMENT	DEFINITION
Word Meaning/ Vocabulary	Having core words that children not only can recognize and spell but also know the meaning of is a helpful resource in word solving. In our complex language, meaning and spelling are intricately connected. For children to be able to comprehend texts, they must know the meaning of most of the words they are expected to read. Often you must know the meaning of the word you want to spell or read before you can spell it accurately.
Word Structure	Looking at the structure of words will help children learn how words are related to one another and how they can change words by adding letters, letter clusters, and larger word parts. Being able to recognize syllables, for example, helps children break down words into smaller units that are easier to analyze. Words often have affixes, parts added before or after a word to change its meaning, which often affect spelling.
Word-Solving Actions	Word-solving actions are the strategic moves readers and writers make when they use their knowledge of the language system to solve words. These “in the head” actions are invisible, although we can infer them from some overt behaviors. They represent children’s ability to <i>use</i> the principles in all of the preceding sections of the continuum.

FIGURE 34: Exploring Areas of Learning Step 1: Individual Study (*about 25 minutes*)

Take your assigned area(s) of learning. Read the definition on your copy of the continuum and read through the principles. Then read the assigned pages of *Word Matters*. Make some brief notes of the key points. Address the following questions:

1. *Why is it important to teach children the principles in this area of learning?*
2. *How will they use this knowledge as readers and writers?*
3. *What is one way to help them learn the principles?*
4. *How can you help them actively use the principles not just in phonics lessons but in reading and writing across language/literacy instruction?*

FIGURE 35: Exploring Areas of Learning Step 2: Presentation (*about 90 minutes*)

1. Share what you have learned with others in your group.
2. When you present the material, take people to the page in *Word Matters* that has the information.
3. Don’t tell every detail but do cover important understandings.
4. Let people ask questions or contribute to the presentation.
5. Limit the discussion to ten minutes for each learning area. Ask one person to be the “timer.”
6. Allow the person who studied the material to lead the discussion.

2. Explore using children’s literature and poetry to support language knowledge (approximately 1½ hours)

- a. Use the collection of children’s literature to plan interactive read-aloud sessions that will support phonemic awareness, phonics, and vocabulary. Sort books by appropriate grade-level range and have teachers work in groups appropriate to the age of their students.
- b. Have participants read and enjoy the books, passing them around to different tables. They can use sticky notes to identify the particular features of each text that will draw children’s attention to aspects of words—how they sound and/or look. See Figure 37.
- c. Then, if there is time, give them some copies of poems from *Sing a Song of Poetry K, 1, or 2* or from other poetry books. Have them follow the same process with the poems.
- d. Features they may find include rhyme, onomatopoeic words, assonance, alliteration, figurative language (including idioms or figures of speech), synonyms and antonyms, homonyms, silly names, made-up words, compound words, descriptive words, action words, portmanteau words, shortened words, words with endings, words with Greek or Latin roots.
- e. When they are finished, participants can determine to which of the nine areas of learning each book would contribute. (Some books may contribute to more than one area.) Then, for the grade level, have teachers look at the Behaviors to Notice, Teach, and Support on the continuum and select principles and plan minilessons to support learning. They can also plan how they will use the poems and children’s literature selections during sharing or interactive read-aloud. See Figure 38 on page 40.

FIGURE 36: Exploring Areas of Learning Step 3: Key Understandings (5 minutes)

As a group, come up with:

1. One key understanding about how children learn about letters, sounds, and words.
2. One key understanding about how to teach children about letters, sounds, and words.

FIGURE 37: Examining Children’s Literature and Poetry

1. Read and enjoy the collection of children’s literature, thinking about appropriateness for the age level of the children you teach.
2. Think about how each book provides opportunities to draw children’s attention to some aspect of language.
3. On the cover of the book place a sticky note indicating the potential of the text for supporting children’s language learning; then pass the book to the next person (who may add to the sticky note).
4. After you have read all of the books, have a general discussion of their use in interactive read-aloud. *Remember that the main purpose is to help children enjoy the book. They will learn if they are engaged.* After reading and enjoying the book one or two times, talk about how you can draw children’s attention to aspects of words.
5. Repeat the process with poetry examples.

- 3. Observe effective phonics/word study lessons** (approximately 1½ hours)
- The word study DVD from *The Primary Literacy Video Collection* (Heinemann) is a good resource to use to give participants a clear idea of the structure of word study. It includes a complete phonics lesson, as well as illustrative video clips, for each of the nine areas of learning. You will also find information on assessment and a recording representing the five days of the buddy study system. A detailed guide accompanies the DVD.
 - If you do not have the above materials, try making a video of a teacher's minilesson at each of the grade levels participants teach. If possible, get just a few minutes of the application and sharing activities as well. It is important to have each component. (Sharing after students have been involved in application is very important in helping teachers reinforce the minilesson principle.)
 - If you are using the buddy study system from *Word Matters*, you may want to ask a teacher to videotape herself teaching the procedures over a five-day period. This film will be a valuable asset in your school. These lessons can also be found in the Word Study Activities section of *Phonics Lessons 1 and 2* and *Word Study Lessons 3*.
 - Participants can watch these videos in grade-level groups or as a whole group. Prepare participants for viewing by providing the grade level and looking at the phonics, spelling, and word study continuum at that level. Invite teachers to note behaviors that they think are especially important for their students at the particular time of year.
 - Then view the minilesson, application, and sharing. Identify the principle on the continuum. Ask participants to note the language that the teachers use. Some questions for discussion are listed in Figure 39 on page 41.
- 4. Explore word solving in reading** (approximately 2 hours)
- Use a set of ten or so running records or reading records. (The difference between the two is that running records are taken on a blank sheet of paper, with the teacher making a check mark for every accurately read word in the same format as the printed text a child is reading. Reading records are taken on forms with typed text. There are a few minor coding differences. The typed texts are useful when you are working with older readers, because it is quite difficult to keep up with the reader when you are making checks for accurately read words.) This set can be one you have prepared, or teachers may bring their own.

FIGURE 38: Planning Lessons for Phonics, Spelling, and Word Study

- Align children's literature texts and/or poems with one or more of the nine areas of learning for word study.
- Then, go to the Phonics, Spelling, and Word Study Continuum for your grade level.
- Looking at the specific area identified for a book, select principles that will be appropriate for your students.
- If you have the longer continuum (*The Continuum of Literacy Learning, K–8* or *Phonics Lessons*), you can use it to find specific language for stating the principle. If not, think of clear language that will allow children to understand what the principle means.
- Then, plan the minilesson. Also, plan how you will use the poem or children's literature selection during sharing or interactive read-aloud within the same time period.
- If you have time, plan several lessons and schedule a follow-up conversation with your colleagues to discuss the results.

FIGURE 39: Questions for Discussion: Phonics Word Study Lessons

1. *What did you notice about the teaching during the minilesson? (Notice the clarity of the teacher's language as well as her visual demonstration.)*
2. *How did the application activity help students learn more about the principle? (Notice management aspects of the activity. Discuss how the teacher must have taught students the routines. Notice children's use of the teacher's clear language.)*
3. *What did you notice about the teaching during sharing? (Notice how the teacher reinforces students' understanding. Notice how the teacher uses clear language to reinforce the principle.)*
4. *What are the important components of a word study program and how does each contribute in a different way to children's learning?*
5. *Extend understanding by looking at the continuum again and generating three or four clear statements that will help students understand the principle.*

If your colleagues are new to the process or have not set aside time for taking records in their schedules, you may want to prepare them ahead of time.

- b. Participants use readers' errors and self-corrections to analyze what students know and need to know relative to word solving. For example, a student might *know* how to use initial consonant sounds and letters but *need to learn* to go beyond the first letter. The goals on the phonics, spelling, and word study continuum (at appropriate grade level) can be used as a resource. The word-solving actions section will be especially helpful.
 - c. After they have analyzed the individual records, participants can look for patterns across the group. (They may see different patterns for students who read at different levels, and they may see some overall patterns.)
 - d. They can use the overall patterns to plan whole-class minilessons on phonics or word study. Have them state the principle, plan a visual display, and then plan for application and sharing.
- (See Figure 40.) You will find many examples of minilessons with application activities and sharing ideas in *Phonics Lessons K, 1, and 2* and *Word Study Lessons 3*.
- e. Participants can use the small-group patterns to plan for word work during guided reading (see Guided Reading Continuum for suggestions). See Figure 41.
- f. Session follow-up:**
- Repeat this whole process, this time using the **samples of students' ability to read words in isolation**. You can use **high-frequency word lists** or **the word features assessments**. Here, teachers may want to make some predictions of what students already know before administering the word lists you choose.
 - Repeat the process again using **samples of assessment of phonics knowledge**. Since teachers are testing for particular concepts, they may already have some potential minilessons in mind. The assessments will refine their decisions.

FIGURE 40: Using Observational Records to Plan for Phonics/Word Study

1. Work with grade-level colleagues. You have a set of records that provide a detailed analysis of reading behaviors.
2. For each student, look at the errors and self-corrections.
3. Using the form (Figure 42), list what each student knows in column 2 and what the student needs to know in column 3. You will find the phonics, spelling, and word study continuum helpful as a resource.
4. Now look for patterns across the group. Are some patterns common to most of the group? Highlight them as a basis for minilessons. Are there some patterns common to small reading groups? Note them as a basis for planning word work during guided reading.

FIGURE 41: Planning Minilessons and Word Work Based on Reading Assessment

1. Take the patterns you previously identified from the reading assessment.
2. Plan some whole-class minilessons. Use the following structure:
 - State the principle.
 - Write some clear language that will communicate the principle to the students.
 - Plan a way to display (demonstrate) the principle visually with examples on a chart, in the pocket chart, on a whiteboard, or with magnetic letters.
 - Plan an active way that students can independently or with a partner explore the principle (using examples from your demonstration and additional examples).
 - Plan for sharing at the end of the morning or word study session.
3. Look at the reading behavior from one of your reading groups. Find patterns across the group. You may also want to look at the characteristics of the texts at the level at which the group is reading (see the guided reading continuum).
4. Plan word work for the group (2–3 minutes at the end of guided reading). The guided reading continuum will be helpful as a resource. Plan a week of word work.

FIGURE 42: What Students Know and Need to Know		
Reader	Knows	Needs to Know
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

5. Plan spelling and phonics lessons using students' writing

(approximately 2 hours)

a. For this session, you can use the samples of student writing you have gathered or you can use your spelling assessment samples:

- **Writing samples.** Remember that in looking at writing samples, teachers will have rich information on the words students have attempted. The advantage of writing samples is that they are easily collected as part of writing workshop.

- **High-frequency word assessment** (words in isolation). Word writing assessments will provide information about the number of high-frequency words children know as well as errors and attempts. This will inform minilessons on high-frequency words. Results will also help in choosing words for the buddy study system (see *Word Matters*, Chapter 14, pages 168–87). Older readers can keep an account of the words they can spell, highlighting the words they know and selecting words for buddy study from those they want to learn to spell next.

- **Spelling tests.** Spelling tests will also provide information about the particular words children can spell. Errors can be analyzed for particular word features (see Figure 43 on page 45 for an example of a filled-in form and Figure 3 in the appendix for a blank version), which then become the topics of minilessons.

b. Teachers can work in grade-level groups to create a list of the kinds of understandings that children need to develop at that grade level. They can use the phonics, spelling, and word study continuum as a resource. They should try not to make the list too long but predict what their students will need to know *next*. They can use the blank analysis form in the appendix of this study guide and select understandings to

place at the tops of columns. They may want to leave one or two columns blank, because they will make discoveries as they analyze the spelling assessment materials.

c. Then, using the set of spelling assessments, teachers record error behaviors in the first column. They analyze each error. (Several teachers can work together to do an entire class, or they can work individually with a small group of students.)

d. After completing the form for each learner, teachers look for patterns across the group. They then use these patterns to plan spelling minilessons. See Figures 44 and 45 on pages 45–46.

e. If you used spelling assessments of words in isolation for the initial work you have done, plan a follow-up session to work with student writing samples. After teachers have used the form a couple of times, they will not need to go into such detail.

6. Additional Sessions

a. **Examining the buddy study system.** Convene a session to examine the buddy study system and work together to create materials and learn the routines to get started. (View again the DVD from Heinemann, if available.)

b. **Selecting an assessment.** Select a reading or writing assessment to administer again after about six weeks of daily minilessons and word work during guided reading. Meet to share the results.

FIGURE 43: Error Analysis Chart of My Guinea Pig

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

FIGURE 44: Using Writing Analysis or Spelling Assessments to Plan for Phonics/Word Study

- Working with grade-level colleagues, use the blank form to identify goals for analysis. (Copy the form so you will have one for each student.)
- Using the Phonics, Spelling, and Word Study Continuum, select goals that you think are essential for helping students *spell* words in their writing.
- From those goals you have identified, select several and write them at the top of each column on your form (leaving the first column for error behavior). Leave some blank columns to account for what you may find as you analyze student work.
- Now take the student writing papers and/or a set of spelling assessments.
- For each student, note on the form errors and self-corrections. (You may want to divide the papers or assessments among yourselves so you can proceed more quickly.)
- Analyze the errors. Think about what each error is showing you that the student needs to know.
- Now look for patterns across the group. Are there some patterns across most of the group? Highlight them as a basis for minilessons.

FIGURE 45: Planning Minilessons and Word Work Based on Reading Assessment

1. Take the patterns you previously identified from the spelling assessment.
2. Plan some whole-class minilessons. Use the following structure:
 - State the principle.
 - Write some clear language that will communicate the principle to the students.
 - Plan a way to display (demonstrate) the principle visually with examples on a chart, in the pocket chart, on a whiteboard, or with magnetic letters.
 - Plan an active way that students can independently or with a partner explore the principle (using examples from your demonstration and additional examples).
 - Plan for sharing at the end of the morning or word study session.
3. Look at the reading behavior from one of your reading groups. Find patterns across the group. You may also want to look at the characteristics of the texts at the level at which the group is reading (see the guided reading continuum).
4. Plan word work for the group (2–3 minutes at the end of guided reading). The guided reading continuum will be helpful as a resource. Plan a week of word work.

MODULE 7

*Guided Reading Continuum, Levels A–Z**Estimated Time: 4 hours*

Your exploration of the guided reading continuum will vary according to the interest levels of the participants. Always remember that teachers will have a wide range of students within any grade level. Therefore, it is always advisable to look at books that are a couple of levels below the students' levels and a couple of levels above the range. Look at the grade levels of interest and the text gradient chart. Select the range of levels that will best suit your group.

In this session, you help participants look at texts, at readers, and at examples of teaching. You will also examine specific language that teachers can use to teach, prompt for, and reinforce strategic actions.

Session Preview

- 1. Analyzing texts.** Participants use their own background knowledge to analyze several texts at a level. The number of levels they analyze depends on how much time you have available. The general goal is to help them recognize the increasing demands of texts as they move up the gradient. These kinds of analytic thinking will build a foundation for understanding the continuum.
- 2. Observing and analyzing reading behavior.** The first step in using the continuum is to learn to assess students' reading abilities. Systematic observation during reading tasks will provide the information teachers need in order to use the continuum effectively. [This session would ideally follow the professional development needed to implement a benchmark assessment system.]
- 3. Observing and analyzing teaching in guided reading lessons.** The next step is to look at teaching using the continuum as a tool. Participants learn to use the continuum as a resource in planning text introductions, guiding discussion of texts, and making teaching points after reading.

- 4. Using the *Fountas and Pinnell Prompting Guide 1*.** The *Fountas and Pinnell Prompting Guide 1* is an organized, comprehensive list of teacher language that can be used to teach, prompt for, and reinforce effective reading behaviors.

Materials**1. Sets of leveled texts**

- You will need to select at least four text levels that are sufficiently spread on the gradient to provide a clear contrast. We suggest a spread of two to three levels.
- For each of the text levels, gather three or four examples of leveled books. You will want one set of books for every four to five people.
- You will use these sets of books to help you talk about and understand the levels of the continuum.

2. Running records or reading records of students' behavior while reading texts

- A running record is a representation of students' reading, coded according to certain conventions

(see the Coding and Scoring at a Glance chart in the *Benchmark Assessment System* and in *When Readers Struggle: Teaching That Works*). The teacher can use the running record to make check marks for each word read accurately by a child reading orally; there is no need to type the text the child is reading. After the reading, the teacher looks at the actual page the student has read and uses the corresponding coding to interpret behavior. The teacher can use the running record to determine accuracy as well as to find the students' instructional and independent reading levels.

- The reading record is very similar to the running record, the only difference being that on the reading record, the teacher uses a typed text to record the child's reading behaviors.
- You can read more about these records in *Teaching for Comprehending and Fluency: Thinking, Talking, and Writing About Reading, K–8* and in *When Readers Struggle: Teaching That Works*.
- Collect several records at your text levels of interest. It is very helpful to have records for several readers at the same text level. Teachers can bring in their own records from a group of students. But it is also helpful to have everyone look at the same set of records. You will find many good examples of records at a variety of levels on fountasandpinnell leveledbooks.com.

3. Lesson examples on DVD

- You will find three examples on the DVD that comes with *Teaching for Comprehending and Fluency: Thinking, Talking, and Writing About Reading, K–8*:
 - A first grade group reading *Sally and the Sparrows*, by Jenny Giles.
 - A second grade group reading *Elephants*, by Beverly Randell.
 - A fifth grade group reading *Seedfolks*, by Paul Fleischman.

- Another resource is the DVD for *Guided Reading*, which includes:
 - Essential Elements, featuring a first grade lesson.
 - The Skillful Teacher, which shows a second grade group reading *Cam Jansen and the Mystery of the Circus Clown*.
- You can also find video clips of guided reading on fountasandpinnell leveledbooks.com.

4. Fountas and Pinnell Prompting Guide 1

- If you include this activity, it will be helpful for every person to have a copy of *Prompting Guide 1*.
- Alternatively, you will find many examples of prompting language in *Teaching for Comprehending and Fluency: Thinking, Talking, and Writing About Reading, K–8* and in *When Readers Struggle: Teaching That Works*.

Session Outline

1. Analyzing texts (approximately 30 minutes)

- a. Review the ten categories of text characteristics related to levels. You can find this information on page 229–30 of *The Continuum of Literacy Learning, K–8*. You can also find detailed information about the gradient of texts in *Teaching for Comprehending and Fluency: Thinking, Talking, and Writing About Reading, K–8* (Chapters 12, 13, and 14) and *When Readers Struggle: Teaching That Works* (Chapter 6). You will find the latter particularly helpful if teachers are working with struggling readers.
- b. Look at the books on the table. Place them in groups by level and then order the levels from easiest to hardest. [If several tables are involved, it will help to have the same books at each so that teachers can talk with teachers at other tables.]

- c. Participants take the easiest level first and answer the question, **what do readers have to know how to do to read this level with understanding and accuracy?** They read and think about all of the texts from the level. Then they make a list, using *verbs* as the first word in each. This means they are thinking not just about what the text is like but about what the reader is doing in his head. On chart paper that all can see, they make a list, working quickly so that this activity takes about ten minutes. The lists will not be exhaustive; the idea is to begin to think about the demands of texts and how they change across the gradient.
- d. Then participants take the next harder level and answer the same question; this time, they list only the *additional* demands of the text. Remember to use verbs.
- e. Repeat for the final two levels. When finished, they should have four columns, with the last three listing additional demands. See Figure 46.

FIGURE 46: Directions for Analyzing Texts (first assessment period)

1. You have a set of leveled books. Place them in groups by level and then order the levels from easiest to hardest.
2. Take a running or reading record on the easiest level first and answer the question, ***what do readers have to be able to do to read this level with understanding and accuracy?*** Try to use verbs to describe the reader's actions.
3. Take a large piece of chart paper and fold it to make four columns. Write the question at the top of the chart.
4. Read and think about all of the texts from the easiest level. Then make a list, using *verbs*.
5. Then take the next hardest level and answer the same question; this time, list only the additional demands of the text. Remember to use verbs.
6. Repeat for the final two levels. When finished, you will have four columns, with the last three listing additional demands, like this:

What do readers have to be able do to read this level with understanding and accuracy?

LEVEL C	LEVEL G	LEVEL K	LEVEL O
<ul style="list-style-type: none"> ■ Read dialogue ■ Read sentences with prepositional phrases ■ Solve one-syllable and some two-syllable words <i>etc.</i> 			

7. Be prepared to share your lists with the whole group.
8. Compare your chart to the text characteristics for each level on the continuum. You may want to look at the grade level correlations using the chart on page 5 of the K–8 continuum (white).
9. Finally, scan the Behaviors and Understandings to Notice, Teach, and Support for each level. Select one of your sample texts and talk about which behaviors are particularly applicable to it.
10. Think about the kind of teaching students will need to read on this level of difficulty.

- f. After a discussion across the groups, they compare their charts to the text characteristics for each level on the continuum. You can point out the grade level correlations using the chart on page 5 of the K–8 continuum (white).
- g. Then they scan the Behaviors to Notice, Teach, and Support for each level. They can select one of their sample texts and talk about which behaviors are particularly applicable to this text.

2. Observing and analyzing reading behaviors (approximately 30 minutes)

First, take into account the kind of assessment your school or district already uses. Most schools have some kind of systematic assessment in place. If you are using the *Fountas and Pinnell Benchmark Assessment System 1 or 2*, a DVD contains a tutorial for taking reading records and finding instructional and independent reading levels. You will also find detailed directions for scoring and analyzing the reading behaviors of students. If you are using another system, you can use a conversion chart to determine the appropriate levels, A through Z. In *Leveled Literacy Intervention* (Orange, Green, or Blue), you will find three different tutorials that will engage your participants in the same process. Both tutorials provide a great deal of practice.

For this session, participants will be looking at run-

ning records or reading records that have already been taken. In this way, they will see clear examples. You will find a chart called Coding and Scoring Errors at a Glance on page 525 of *When Readers Struggle: Teaching That Works*. On page 523, you will find a form called Guide for Observing and Noting Reading Behaviors that will be helpful in focusing your observations. You may also wish to use the form *Ways of Thinking About Text Reading: Observing for Evidence* on page 522.

- a. Participants work in small groups to examine reading records. Records may be at any levels you choose. In the example below, see Figure 47, we used an instructional and an independent level for each of three readers. These records were taken during the first assessment period. We repeated the exercise with reading records from the same three students taken during the second assessment period. Some other options are:
- One small group of children who have been placed together for instruction.
 - One or two students at two or three points in time.
 - The same student reading at independent and instructional level.
 - Individual children at several grade or text levels.

FIGURE 47: Directions for Analyzing Texts (second assessment period)

1. You have two reading records (independent level and instructional level) for the same three readers. These records are from the second assessment period.
2. Look at each reader and note (a) what the reader knows how to do and (b) what the reader needs to learn how to do or do more consistently.
3. Look at the continuum for the instructional level text. Examine and discuss the Behaviors to Notice, Teach, and Support for the level.
4. Select some teaching points that you would use to help this reader, either in individual conferences or in a small reading group.
5. Consult the continuum at the instructional level to select teaching points and plan for guided reading

- b. They look at each individual reader to determine what the reader can do and what the reader needs to learn how to do next.
 - c. Then they look at the continuum, using the level of the text the students read. They can examine and discuss the Behaviors and Understandings to Notice, Teach, and Support for the level and select some appropriate teaching points that would help this student.
 - d. They study the reading records from the second assessment period and notice what readers can now do that they could not do before. Then they repeat the process, using the continuum to plan teaching points for guided reading.
- 3. Observing and analyzing teaching in guided reading lessons** (approximately 30 minutes)
- In this activity participants view guided reading lessons to analyze teaching. See the materials description for suggestions on accessing DVD clips. For each clip, use the following process:
- a. Look at the text the students in the film will be reading. Think about the demands of the text and compare it to the continuum for the level. **What are the demands of the text? What are the opportunities for learning? How will the teacher support students in the introduction?**
 - b. If available, share information about the students in the group. You may have previous reading records or other assessment data.
 - c. Have participants view the DVD clip of the lesson. Keep the descriptions of thinking (from the continuum) in mind. **What evidence is there that the teacher is supporting various kinds of thinking?**
 - d. Participants discuss the lesson, keeping in mind the behaviors and understandings to notice, teach, and support. See Figure 48.
- 4. Using *The Fountas and Pinnell Prompting Guide 1*** (approximately 30 minutes)

- a. For this session, you'll emphasize the reading part of the prompting guide, but you may want to begin by having participants read the introduction in a "jigsaw" manner and then visit each part of the guide.
- b. Have a discussion of the differences between TEACH, PROMPT, and REINFORCE.
- c. Go back to the same reading records you used for item 2 (Observing and Analyzing Reading Behaviors).
- d. Have teachers work in pairs to select some prompts and teaching points that would be helpful when interacting individually with each student.

FIGURE 48: Directions for Observing and Analyzing Teaching

- | | |
|---|--|
| <ol style="list-style-type: none"> 1. Look at the text the students in the film will be reading. Think about the demands of the text and compare it with the continuum for the level. <i>What are the demands of the text? What are the opportunities for learning? How will the teacher support students in the introduction?</i> 2. If available, share information about the students in the group. You may have previous reading records or other assessment data. | <ol style="list-style-type: none"> 3. View the DVD clip of the lesson. Keep the descriptions of thinking (from the continuum) in mind. <i>What evidence is there that the teacher is supporting various kinds of thinking?</i> 4. Discuss the lesson, keeping in mind the Behaviors and Understandings to Notice, Teach, and Support. |
|---|--|

- e. As a group, determine some language that a teacher might use in the text introduction or in teaching points for the group. See Figure 49.

5. Further sessions

- a. Have participants view DVD clips of individual readers and the conversations that they have after reading. Teachers can take either a running record or reading record or they can just observe, making notes using the form Guide for Observing and Noting Reading Behaviors, pages 523–24 in *When Readers Struggle: Teaching That Works*. (You can easily film these readers in your own school, which will greatly increase teachers' interest. Or you can find clips of individual readers on the DVD that accompanies *Teaching for Comprehending and Fluency: Thinking, Talking, and Writing About Reading, K–8*.) Watching a series of students and thinking analytically about their reading can lead to a rich conversation about the systems of strategic actions. Participants can then take this form and use it as they listen to and talk with individual readers

in their own classrooms. Hold a follow-up session to discuss their findings.

- b. Have participants come to a session with records on their students and potential texts for one guided reading group. They can work in grade-level groups or as partners. Using the continuum (at the appropriate level) and *Prompting Guide 1*, they make notes to plan for one or two weeks of guided reading instruction (always aware that they can change plans in response to student behavior). They:
- Select potential teaching points.
 - Use sticky notes or highlighter tape to identify language they plan to use.
 - Plan two to three minutes of word work for each lesson.
 - Then hold a follow-up session to discuss their results.

FIGURE 49: Using *The Fountas and Pinnell Prompting Guide 1*

1. Start in a group of three. Read the introduction in a "jigsaw" way, assigning a page to each person.
2. Share the information in your group of three.
3. Discuss the differences between Teach, Prompt, and Reinforce problem solving actions.
4. Look at the reading records that you previously examined.
5. Work in threes or pairs to select some prompts and teaching points that would be helpful when interacting individually with each students.
6. Determine some language that you might use in a text introduction to the student (as one of a group).
7. Determine some language that you might use in teaching points to the student after reading.

Appendix

FIGURE 1: <i>The Continuum of Literacy Learning</i>—Page Number Cross Reference Chart . .	54
FIGURE 2: What Students Know and Need to Know	56
FIGURE 3: Error Analysis Chart	57

FIGURE 1: *The Continuum of Literacy Learning*—Page Number Cross Reference Chart

Section/Item	K–8 WHITE	K–2 GREEN	3–8 BLUE
Text Gradient Chart	5	-----	-----
List of Continua	<i>inside front cover; 3</i>	<i>inside front cover; 3</i>	<i>inside front cover; 3</i>
Systems of Strategic Actions Summary Chart	<i>inside back cover, 231</i>	50	51
Purpose of the Continuum—Introduction	1	1	1
Content of the Continuum—7 Underlying Principles	1–2	1–2	1–2
Reading Process (across contexts)	2–4	2–4	2–4
Oral and Written Communication	4–5	4	4
Word Study	6	4–5	4–5
Some Cautions	6	5	5
Organization of the Continuum	7	7	7
Ways Teachers Can Use the Continuum	7–9	5–7	5–6
Ways Administrators or Staff Developers Can Use the Continuum	9–11	-----	-----
INTRODUCTION TO THE INTERACTIVE READ-ALOUD AND LITERATURE DISCUSSION CONTINUUM	14–19	8–9	8–9
Framework (Characteristics of Texts and Goals)	15–18	9–12	9–12
10 Text Characteristics for Interactive Read-Aloud	16–17	10–11	10–11
Curriculum Goals for Interactive Read-Aloud	18	11–12	11–12
Using the Continuum	18–19	12–13	12–13
K–8	20–43	<i>See grade level</i>	<i>See grade level</i>
INTRODUCTION TO THE SHARED AND PERFORMANCE READING CONTINUUM	47–51	14–15	14–15
Text Characteristics for Shared and Performance Reading	48–49	15–17	15–17
Curriculum Goals for Shared and Performance Reading	50–51	17–18	17–18
Using the Continuum	51	18	18
K–8	52–67	<i>See grade level</i>	<i>See grade level</i>
INTRODUCTION TO THE WRITING ABOUT READING CONTINUUM	70	19–21	19–22
Genres for Writing About Reading	71–72	20–21	20–22
Curriculum Goals for Writing About Reading	75 (ex.)	-----	-----
Using the Continuum	72–73	21	22
K–8	74–95	<i>See grade level</i>	<i>See grade level</i>
INTRODUCTION TO THE WRITING CONTINUUM	99–101	22–32	23–33
Purpose and Genres for Writing	101–104	24–27	25–28
Writing—Craft	105	27–28	28–29
Writing Conventions	105–106	28–29	29–30
Writing Process	106–109	29–32	30–33
K–8	110–173	<i>See grade level</i>	<i>See grade level</i>
INTRODUCTION TO THE ORAL, VISUAL, AND TECHNOLOGICAL COMMUNICATION CONTINUUM	176–179	33–36	34–37
Listening and Speaking	176–177	33–34	34–35
Presentation	177–178	34–35	35–36

FIGURE 1: *The Continuum of Literacy Learning*—Page Number Cross Reference Chart (continued from previous page)

Section/Item	K–8 WHITE	K–2 GREEN	3–8 BLUE
Technology	178–179	35–36	36–37
K–8	180–195	<i>See grade level</i>	<i>See grade level</i>
INTRODUCTION TO THE PHONICS, SPELLING, AND WORD STUDY CONTINUUM	198–203	37–41	38–42
Grade by Grade Continuum Description	198	37	38
Detailed Continuum with Principles and Language	358–392	-----	-----
Word Work for Guided Reading Description	198–199	37	38
Nine Areas of Learning [Six Areas for BLUE]	199–202	37–41	38–42
The Phonics and Word Study Continuum & Reading	203	41	42
K–8	204–219	<i>See grade level</i>	
INTRODUCTION TO THE GUIDED READING CONTINUUM	223–233	42–52	48–52
General Aspects—Points to Keep in Mind while Using	223–229	42–47	43–48
Framework of Guided Reading Lesson Chart	224	43	44
Using the Continuum	228–229	47–48	48–49
Selecting Texts—Ten Text Factors for Guided Reading	229–230	48–49	48–50
Planning for Word Work in Guided Reading	232–233	50–52	51–52
A–Z	234–343	108–159	174–243
GLOSSARY	347–353	161–167	245–250

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

