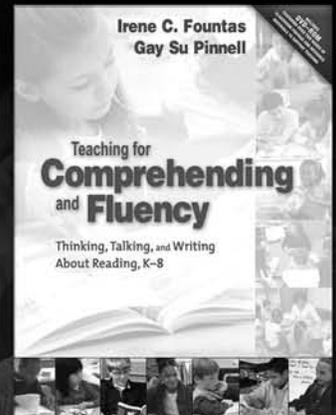


GRADUATE STUDENTS

ONE QUARTER COURSE

(11-Week College/ University Course)



Irene C. Fountas
Gay Su Pinnell

TEACHING GUIDE

for *Teaching for Comprehending and Fluency: Thinking, Talking, and Writing About Reading, K-8*

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TEACHING GUIDES

for *Teaching for Comprehending and Fluency*

Teaching for Comprehending and Fluency: Thinking, Talking, and Writing About Reading, K-8 is an excellent basis for a college or university course or a professional development program. We have created detailed teaching guides for:

1. A **one-semester** college or university course for **preservice teachers**.
2. A **one-quarter** college or university course for **preservice teachers**.
3. A **one-semester graduate-level** course in a **master's degree program**.
4. A **one-quarter graduate-level** course in a **master's degree program**.
5. A **district-based professional development program** or **study group**.

Copies of the teaching guides and resource section may be downloaded by clicking on the appropriate link.

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TEACHING GUIDE

INTRODUCTION AND CONCEPTUAL FRAMEWORK

We wrote *Teaching for Comprehending and Fluency (TCF)* to help teachers and prospective teachers recognize language and literacy learning along a continuum of development from the time children enter kindergarten until they finish elementary/middle school. The book describes a process of continual change and expansion as students engage with texts and benefit from instruction year after year and as teachers support students by engaging them in *thinking, talking, and writing* about reading.

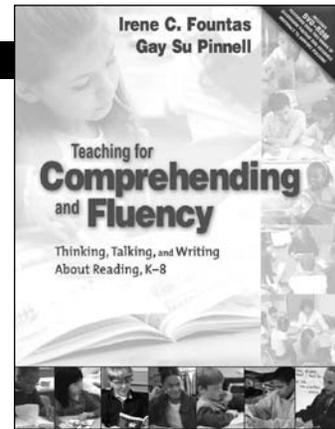
The book's title emphasizes *comprehending*, an active process, and *fluency*, the ease that is essential if one is to understand and enjoy what one reads. Since readers are always actively working to construct meaning, comprehending is an ongoing *process* rather than the *product* of reading. Readers apply many complex and interrelated systems of strategic actions in order to comprehend written language—not as single, disparate cognitive actions but simultaneously, as thinking. Throughout the text, we emphasize how we can support students' active processing as we work with them before, during, and after reading as well as in other instructional contexts. As teachers, we need deep understandings of readers, texts, and teaching. Graduate and undergraduate students begin to identify and understand these complex processes as they observe children's reading behaviors in detail and look for evidence of thinking.

TCF begins with three portraits of readers, one in kindergarten, one in grade four, and one in grade eight. These portraits illustrate the continuum of

learning about which elementary/middle school teachers must be knowledgeable, always remembering that within each grade level there is a range of achievement levels that spans several years of literacy development.

Section I explores the dynamics of the reading process. The goal is to help teachers learn to analyze student reading behaviors using their knowledge of the systems of strategic actions that readers develop over time. Integral to achieving this goal is learning to closely observe and assess student reading performance. Section II examines texts. Effective teachers know how to analyze texts to determine the specific challenges and opportunities to learn they present for the students who read them. Fiction and nonfiction texts make very specific demands on readers, requiring them to use processing strategies. In order to provide effective reading instruction, teachers must be able to match books to readers so that they are not too easy or too difficult but offer just enough challenge to help readers learn more. Teachers also need to understand the variety, quality, and quantity of texts necessary to effectively implement a comprehensive literacy program that includes daily interactive read-aloud, literature discussion, guided reading, independent reading, and writing about reading.

Section III, the longest section, focuses on instruction. The goal is to help teachers understand the very specific instructional procedures that will support children from kindergarten through grade eight. Effective teachers work to demonstrate and support systems of strategic actions, as well as fluency and vocabulary, *across many instructional contexts*; within each setting, we are always describing how to



help students understand and efficiently process texts. When reading and discussing each of the chapters in Section III, it is useful to refer back to material in Sections I and II, so that the practical teaching procedures have a foundation in theory. In other words, another of our goals for the readers of *TCF* is that they will know the “whys” of what they are doing in classrooms to help children. Another specific goal is to help teachers understand effective ways of working with English language learners.

WORKING WITH ADULT LEARNERS

In whatever instructional context you use *TCF* as a text, some general principles apply:

1. ***Learners need to engage in literacy processes in order to understand them.*** Adults have a big advantage in teaching children to read—they have years of experience as proficient readers. Teachers who are learning about ways of working with students will find it helpful to read, discuss, and write about a variety of interesting texts. Reflecting on their own processing will help them build their understanding of the complex systems of strategic actions that children must build over time.
2. ***Learners need to analyze examples to understand theoretical principles.*** Nothing is as helpful to teachers as habitually observing and analyzing their students’ reading behaviors. In effective classrooms, assessment is an integral part of instruction; teachers are constantly recording and making decisions based on children’s behavior. Through close observation, they can gather behavioral evidence of processing; analysis can help them think deeply about specific processes and make decisions about instruction. Providing many opportunities to observe and analyze creates “noticing” teachers who can make informed teaching decisions “on the run.”
3. ***Learners need to understand a continuum of development across time.*** Literacy learning is dynamic and depends on instruction and on opportunities to process increasingly complex texts. It is essential

that teachers understand a continuum of development, not only because they may teach at various grade levels but also because within any one classroom there will be a range of reading levels. Teachers who understand characteristics of readers along a continuum of development can more accurately assess children’s current strengths, determine what they need to know next, and recognize behavioral evidence of progress. For each of the instructional contexts within a comprehensive literacy program, teachers must adjust their instruction based on their students’ experience and reading ability at that point.

4. ***Learners need to develop a lens for teaching systems of strategic actions across instructional contexts.*** Teaching for comprehending and fluency is not accomplished in a single series of lessons or in isolated instructional contexts. Reading involves complex thinking about texts, which can be fostered in almost every instructional activity in the classroom. Effective teachers are always working to help their students develop these complex systems of strategic actions across contexts because they always have them in mind—when discussing books during interactive read-aloud or literature discussion, in guided reading, and in explicit reading minilessons.

COMPONENTS OF A COURSE FOR TEACHERS

Preservice teachers may be more accustomed to lectures, class discussion, and testing than they are to engaging in real inquiry. It will be important to find ways to help them understand the importance of closely observing and analyzing children’s reading and writing behaviors. Practicing teachers will be highly engaged when they bring in examples from their own classrooms, and this practice will help them deepen their knowledge of theoretical ideas. For any group of adult learners, you will want to use a variety of the approaches shown on the following page to keep the course interesting, make learning active, and deepen understanding.

Approaches to Use in Courses for Adult Learners

PRACTICE	DESCRIPTION	VALUE AND USE
Present and discuss	Formal/informal presentation of information with an invitation to ask questions, make comments, and discuss	<ul style="list-style-type: none"> ▫ Is an efficient way to provide important information to participants ▫ Gives participants a chance to ask specific questions ▫ Prompts discussion of important concepts
Demonstrate (live or on video) and discuss	A live or videotaped lesson that illustrates how a teacher would implement a particular practice	<ul style="list-style-type: none"> ▫ Offers participants a concrete example of teaching practice ▫ Usually provides several examples of a teaching practice so that participants can generalize routines across lessons ▫ Enables analysis of how teacher behavior supports learning
Analyze and discuss children's behaviors based on artifacts or on taped or live observation	Small-group or individual analysis of children's reading and writing behaviors that has been observed live, captured on videotape, or presented in the form of artifacts (pieces of writing, running records, reading observations)	<ul style="list-style-type: none"> ▫ Engages participants in the inquiry process ▫ Makes theoretical ideas come alive ▫ Helps participants become good observers ▫ Helps participants build the concept of a continuum of development ▫ Builds a habit of close observation to inform teaching
Engage in literacy processes, reflect, and discuss	Engaging in reading and writing not as "teachers" but as learners and then reflecting on the process with others	<ul style="list-style-type: none"> ▫ Engages participants in the inquiry process ▫ Helps participants deeply understand literacy processes ▫ Helps participants draw on their implicit understanding of reading and writing ▫ Puts individuals in a situation to learn from others
Simulate, reflect, and discuss	"Acting out" or role playing specific teaching practices in pairs or small groups	<ul style="list-style-type: none"> ▫ Offers a way to enact teacher practices before trying them with children ▫ Gives teachers a way to "get inside" the teacher's practices and the thinking behind them ▫ Gives participants a chance to give one another support, advice, and feedback
Co-study text and discuss	Studying and discussing specifically assigned sections of a text in pairs or small groups	<ul style="list-style-type: none"> ▫ Makes "covering" written material more enjoyable ▫ Makes the material easier to understand ▫ Puts individuals in a situation where they can learn from others ▫ Helps participants develop a deeper understanding of concepts in the text

SAMPLE SYLLABUS

(adapt to meet your own institution's requirements)

You will notice that for each week, we have specified assignments for *the next week*. Sometimes the assignment will say: “Work with Chapter X in class.” This alerts the students that they will be examining that chapter, but they do not necessarily need to read it before class.

These are detailed plans; it may be impossible to use all the suggestions during the weekly three-hour class session. Depending on the objectives of your course, you will want to select only those activities that meet your students' needs. Also, you may want to approach the topics in a different order.

Teaching for Comprehending and Fluency: Thinking, Talking, and Writing About Reading, K–8 has 540 double-column pages. You probably won't be able to ask your students to read every chapter. Instead, teach them to use the book as a reference that they can consult over time when they are working on a particular approach to literacy teaching. This syllabus uses the text as reference points during class sessions. Some chapters are assigned as readings. We draw students' attention to charts or summaries and examples in others. You may want to reduce some of the reading assignments.

A Microsoft Word version of this syllabus (shown on the following pages) that you can edit and adapt to your needs is available at <http://books.heinemann.com/comprehendingGuides>

Course Syllabus

Course Number and Title

Instructor

Contact Information: (email, telephone, office hours)

Course Description

This course focuses on the reading process and on ways teachers can help elementary-age children acquire, expand, and deepen their ability to process texts effectively. The overarching goal is to help teachers understand the complex processing systems related to effective reading and develop a repertoire of instructional approaches that support the development of these processing systems.

We will study important talking, reading, and writing behavior that serves as evidence of processing. We will assess individual readers and examine reading behavior as it changes over time. In addition, we will take an in-depth look at texts, learning how to analyze them as a foundation for teaching.

We will examine teaching for a range of reading strategies in whole-group, small-group, and individual settings. We will learn how to develop comprehending strategies through interactive read-aloud (with discussion) and through shared and performance reading.

We will learn how to implement a reading workshop in grades three to eight, which includes providing minilessons, conferring with individual readers during independent reading, conducting whole-group share sessions, and providing small-group instruction in the form of guided reading and literature discussion. We will learn how to implement a reading period for primary grades (K–2) that includes small-group instruction in the form of guided reading as well as independent literacy work.

In all these contexts, we will emphasize developing fluency in reading, expanding vocabulary, and learning to talk and write about reading.

Course Objectives

- Assess and analyze children’s reading behavior in order to hypothesize about their reading abilities
- Make instructional decisions based on reading behavior
- Analyze texts for challenges and opportunities to learn
- Use a gradient of text to match books to readers along a continuum of development
- Understand twelve systems of integrated strategic actions for effectively processing texts
- Identify the strong connections between reading, writing, and oral language in all instructional contexts
- Implement interactive read-alouds with intentional conversation to help students extend their thinking about texts

- Understand and use the power of written response to help students expand their understanding of texts
- Understand the components of reading workshop (minilesson, independent reading, and sharing) as ways to teach comprehending
- Understand small-group guided reading instruction as a way to develop reading comprehension and fluency
- Understand the potential of literature discussion for expanding comprehension
- Identify and use a variety of methods for teaching reading fluency
- Meet the needs of English language learners in various language/literacy contexts
- Create a classroom community that fosters an interest in learning, collaboration among learners, and an understanding of social justice

Required Text

Teaching for Comprehending and Fluency: Thinking, Talking, and Writing About Reading, K–8, by Irene C. Fountas and Gay Su Pinnell, Portsmouth, NH: Heinemann, 2006.

Suggested Texts

Leveled Books, K–8: Matching Texts to Readers for Effective Teaching, by Irene C. Fountas and Gay Su Pinnell, Portsmouth, NH: Heinemann, 2005; *Guided Reading: Good First Teaching for All Children*, by Gay Su Pinnell and Irene C. Fountas, Portsmouth, NH: Heinemann, 1996; *Guiding Readers and Writers: Teaching Comprehension, Genre, and Content Literacy*, by Irene C. Fountas and Gay Su Pinnell, Portsmouth, NH: Heinemann, 2000.

Analysis of Teaching and Reflection

Plan and implement four classroom lessons on comprehending and fluency, each in a different context:

- (1) Interactive read-aloud with intentional conversation or a book club
- (2) Reading workshop minilesson and reading conferences with two students
- (3) Guided reading
- (4) Writing about reading (as an extension of either interactive read-aloud or guided reading)

Audiotape or videotape each lesson in order to reflect on it. For each lesson provide a written plan as well as a written reflection. At the end of the course, prepare a paper that includes:

Narrative: A description of teaching for comprehending strategies across instructional contexts. Relate your teaching to the systems of strategic actions. Provide specific examples of language that you used.

Evidence of Learning: Provide specific examples of student behavior that serve as evidence that students are using systems of strategic actions.

Attachments: Plans and reflections for all four lessons.

Analysis of One Reader

Using either a running record or a reading record, assess the behavior and fluency of one reader. Write a one-page paper describing this reader and the implications the reader's behavior has for instruction, including reading conferences and guided reading.

Course Readings

Course readings include selections from the textbook. Many of these course readings will be discussed in class, so come prepared.

Preparation for Class

Effective class discussion depends on you and your fellow students being fully prepared to participate. Prepare for each class by reading the materials and completing the observations (supported by your notes) and assignments indicated on the course schedule.

Final Exam

There will be a final exam focusing on required readings and class content. **You will be given one question on the reading process and one question on reading instruction.** Your answers will be assessed for depth of understanding of readings, application of readings to practice, quality of expression, and mechanics.

Evaluation

Your final grade for the course will be based on these percentages:

15% Class attendance and participation

10% Analysis of one reader

50% Paper

25% Final Exam

What the letter grades mean:

- A** All work is excellent, is presented on the due date, and is of high quality (to include being well organized and proofread). Written papers include (and skillfully integrate) information gained from your work in your field classroom (observing and teaching), the class readings, and your interactions with your fellow students during class sessions. Far exceeds minimum expectations.
- A-** All work exceeds minimum expectations, is complete, is presented on time, and is of high quality. Written papers include examples from work in your field classroom (observing and teaching), class readings, and class sessions.
- B+** Work meets expectations, is of high quality, is complete, and is presented on time. Written papers include examples from work in your field classroom (observing and teaching), class readings, and class sessions.
- B** Work meets expectations, is complete, and is presented either on time or late with the instructor's approval. Written papers connect field-classroom experiences with understandings gained either from readings or from class sessions.
- B-** Work meets minimum expectations.
- Lower than B-** Work does not meet expectations.

COURSE SCHEDULE

WEEK	TOPIC(S)	ASSIGNMENTS FOR THE FOLLOWING WEEK
Week 1	<ul style="list-style-type: none"> ▫ Introducing the course ▫ Introducing systems of strategic actions ▫ Introducing a comprehensive reading program ▫ Observing readers (K–8) ▫ Using running records and reading records to assess behavior 	<ul style="list-style-type: none"> ▫ Read Chapters 3, 4, 5, and 8 ▫ Assess and analyze the reading behavior of one child; preserve the reading of this child on audio or video tape; bring written analysis to class; also bring this assessment to week 9
Week 2	<ul style="list-style-type: none"> ▫ Observing readers (K–8) (continued) ▫ Introducing interactive read-aloud ▫ Texts for interactive read-aloud—demands on comprehension ▫ Observing interactive read-aloud ▫ Developing a shared language to talk about texts 	<ul style="list-style-type: none"> ▫ Read Chapters 11 and 15 ▫ Work with Chapter 10 in class ▫ Read the assigned children’s book ▫ Come to class with two or three places marked for discussion
Week 3	<ul style="list-style-type: none"> ▫ Moving from interactive read-aloud to literature discussion ▫ Using book clubs to help children think and talk about texts ▫ Introducing the structure of reading workshop ▫ Analyzing language for evidence of thinking ▫ Promoting independent reading ▫ Reading conferences 	<ul style="list-style-type: none"> ▫ Read Chapters 17, 18, 19, and 20 ▫ Work with Chapters 22 and 23 in class ▫ Implement an interactive read aloud session or book clubs in a school classroom; bring a written description to class
Week 4	<ul style="list-style-type: none"> ▫ Book talks ▫ Effective minilessons in a reading workshop ▫ Letter writing in a reader’s notebook 	<ul style="list-style-type: none"> ▫ Work with Chapter 12 in class ▫ Work with Chapter 29 in class ▫ Implement a reading workshop minilesson and reading conferences. (For grades K and 1, substitute another interactive read-aloud session and confer with children during independent work time.) ▫ Bring your written description to class
Week 5	<ul style="list-style-type: none"> ▫ Using a gradient of text to match books to readers ▫ Leveling guided reading texts 	<ul style="list-style-type: none"> ▫ Read Chapters 13 and 14
Week 6	<ul style="list-style-type: none"> ▫ Reviewing the structure of reading workshop ▫ How does each component contribute to comprehending and fluency? ▫ Guided reading text selection ▫ Introducing guided reading texts ▫ Word work and extending understanding in guided reading ▫ Teaching for strategies in guided reading 	<ul style="list-style-type: none"> ▫ Read Chapters 24 and 25
Week 7	<ul style="list-style-type: none"> ▫ Guided reading—working with fiction texts ▫ Guided reading—working with nonfiction texts ▫ Teaching for strategies in guided reading (continued) 	<ul style="list-style-type: none"> ▫ Read Chapter 26 ▫ Implement a guided reading lesson ▫ Bring your written description to class ▫ Work with Chapter 29 in class

WEEK	TOPIC(S)	ASSIGNMENTS FOR THE FOLLOWING WEEK
Week 8	<ul style="list-style-type: none"> ▫ Teaching for strategies across instructional contexts ▫ Writing about reading ▫ Writing letters in a reader's notebook ▫ Categories of writing about reading ▫ Working with English language learners 	<ul style="list-style-type: none"> ▫ Read Chapter 27 ▫ Work with Chapters 20 and 28 in class ▫ Implement one form of writing about reading in a school classroom [for kindergartners and beginning first graders, use shared/interactive writing]; provide a written description and a reflection; bring it to class along with children's products
Week 9	<ul style="list-style-type: none"> ▫ Understanding and assessing fluent processing ▫ Change in reading fluency over time ▫ Shared and performance reading 	<ul style="list-style-type: none"> ▫ Read Chapters 6 and 7 ▫ Work with Chapter 8 in class ▫ Bring an analysis of one reader to class along with an audio or video recording of the child's reading
Week 10	<ul style="list-style-type: none"> ▫ Developing vocabulary 	<ul style="list-style-type: none"> ▫ Read Chapters 9, 21, and 30 ▫ Work with Chapter 31 in class
Week 11	<ul style="list-style-type: none"> ▫ Final Exam ▫ Wrap-up 	<ul style="list-style-type: none"> ▫ NA

DESCRIPTION OF CLASS SESSIONS

WEEK 1

Notes

Introduction and Reflection

- Introduce the course syllabus and answer questions on requirements.

Systems of Strategic Actions

- Present the twelve systems of strategic actions. You may want to refer to page 42 of *TCF*.
- Ask students to find examples from their own thinking that are evidence of strategic actions.
- Ask students to look at Fig. 2-5 (p. 18) and think about all the visible and invisible information they use as readers.
- Go to Fig. 3-1 (p. 33) and introduce the idea of thinking within, beyond, and about a text.
- Then, look at Fig. 3-4 (p. 42) as a summary of the systems of strategic actions.

A Comprehensive Reading Program

- Provide an overview of a comprehensive reading program.
- You may want to “jigsaw” read and discuss *Opening 2: Creating a Classroom Community of Readers and Writers* (pp. xxvi–xli of *TCF*). (Do this by placing students in groups of three or four. First have each person read a very short portion of the text. Then, at a signal, the members of the group tell one another what they’ve learned.)
- If there is time, students can read or jigsaw read the three portraits of children in *TCF Opening 1: Living a Literate Life: The Right of Childhood* (pp. xi–xxv). If not, suggest that they read these portraits over the next week.

Assessment

- Introduce the concept of *dynamic assessment* through observing reading and writing behavior.
- Give students a copy of Jackie’s letter (provided here and in *TCF* Fig. 8-2, pp. 89–90). They should work with just the handwritten letter, not the analysis. Ask them to work in small groups or pairs to examine the letter for evidence of thinking. They can use the table in Fig. 3-4 (p. 42) for reference.
- Then, have students go to pp. 89–90 and compare their analyses with ours.
- Bring the discussion back to the whole group for final comments.
- Survey students about their knowledge of running records and the assessment systems they use.
- Go over the basic coding system for running and reading records (pp. 96–100 of *TCF*).

Running Records

- View James’s reading of *Lucky Goes to Dog School* on the *TCF* DVD and have students follow on the running record. Ask them to read the analysis of James’s reading.
- View Sheila’s reading of *Catch That Frog*.
- Have participants take a running record of the reading and discuss Sheila’s processing. Have them compare their running record and analysis with the one included at the end of this teaching guide.
- Discuss Sheila’s reading in relation to the twelve systems for strategic actions.

Reading Records

- Walk through the purposes and steps of taking a reading record for more advanced students (pp. 99–103).
- Look at the analysis of Jocelyn’s reading record (pp. 100–101). Discuss this information in relation to the twelve systems of strategic actions.

Notes

- Have students view Nyazia's reading on the DVD while looking at the running record of her reading.
- Ask them, in pairs, to discuss and analyze Nyazia's reading.
- Discuss Nyazia's reading in relation to the twelve systems for strategic actions.
- Give students a copy of the analysis from the DVD and have them compare it with their own.

NEXT WEEK

- Remind students to assess and analyze the reading of one child in a school classroom.
- Remind them to preserve this student's reading on an audio or video tape because they will need it again in week 9.

WEEK 2**FOLLOW-UP**

- Have students, in small groups, share their reading analyses and discuss them in relation to the twelve systems of strategic actions.

Introducing Interactive Read Aloud

- Direct students to pages 216–18 of *TCF*.
- Emphasize the foundational nature of interactive read-aloud and discuss how it contributes to comprehending and fluent processing.
- Read aloud a book to demonstrate routines such as “opening” and “turn and talk.” (See “text talk” recommendations on the DVD for a list of excellent texts.)
- Have students quickly make charts describing what you demonstrated in the read-aloud session. (Have them refer to pp. 278–79 for a concise description of routines.)

Texts for Interactive Read-Aloud

- Have students examine a collection of books appropriate for reading aloud at several grade levels. (You may want to put together a “text set” appropriate for each grade range of K–2, 3–4, and 5–6. Try to be sure that each set includes several fiction and nonfiction texts.)
- Have students, in rotation, examine each set and generate important characteristics of learning at each of the three levels.
- Then, you may want to revisit the texts as “sets,” explaining the concept. Look at pages 252–59 in *TCF* for further information.
- Talk students through one or two of the text sets to ground the concept.
- Present the concept of genre and the various types of texts using Figure 11-1 (page 141).
- Have students look again at the texts in the sets you’ve prepared. Have them identify the genre of at least three texts. For each, have them look at Fig. 11-6 (pp. 147–48) as they discuss the kind of thinking required of readers, the various genres and the kinds of thinking they demand.

Observing Interactive Read-Aloud

- View the two examples of interactive read-aloud on the DVD (*Short Cut* and *A Day’s Work*).
- Ask students to discuss what the teacher did to: (1) make the text interesting and understandable, and (2) make the session interactive.

Developing a Shared Language to Talk About Texts

- Remind students that the specialized vocabulary needed to talk about texts is not developed overnight, nor should we teach young children very technical terms. In general, effective teaching means developing the concept and gradually taking on the labels through many years of discussion.
- Lead students in looking at the series of charts in Chapter 16.
- Begin with Fig. 16-4 (p. 242). Make this activity interactive by writing the terms of this chart on index cards and having your students, in small groups, sort them into those appropriate for “younger” and “older” children. They can then compare them to the chart.
- Have them look at Figs. 16-5, 16-6, and 16-7 (pp. 243–45) to examine language for various teaching points related to literary concepts in fiction, biography, and factual texts. Have them, in pairs, select one of the example texts and talk about how they would use intentional conversation to draw attention to these concepts. (Make the point that a good text can be used in many ways.)
- Have them examine the continuum in Fig. 16-8 (pp. 246–49). Ask them to take a particular grade level and examine the terms they might demonstrate and begin to use in conversation.

NEXT WEEK

- Remind students to read the children’s book (select a paperback picture book or a short chapter book) for next week’s book club discussion and to come to class with two or three sections marked that they want to discuss. (You may want to have the whole class read the same book or choose several, each to be read by a group of five or six students.)

WEEK 3**Notes*****Literature Discussion in Book Clubs***

- Have the groups jigsaw read and discuss the structure of book club (pages 297–301).
- Then, have them look at Figure 20-6 (page 304) as preparation for holding a good book club discussion on the assigned children's book.
- Ask them to use the hand signals described on page 299 and demonstrate.
- Remind them to discuss the text as readers—not as if they were going to use the book in teaching children.
- Let the groups discuss their books for thirty minutes. If there is silence, they should just pause and continue when someone has something to say. After twenty-five minutes, ask them to stop and evaluate their own book club discussion.
- Have each group make a list of the topics covered in their discussion (what people talked about). Then, have them make a brief list describing their processes (how they behaved as members of the club). Place the charts on the wall and have students comment on them.

Connection to Systems of Strategic Actions

- Walk through the Systems of Strategic Actions (inside front cover of *TCF*).
- Point out how the content of their discussions represented thinking.

Structure of Literature Discussion

- Have students review the structure for book clubs (Fig. 20-3, p. 298) and the two teacher-made book club assessment charts (Fig. 20-4, p. 300).
- Discuss how teachers work with children to teach the structure and self-evaluation.
- Have students look at the chart on scheduling books clubs (Figure 20-2, page 297) to see different possibilities.
- Finally, go to pages 289–92. Explain the “literary analysis” categories. Have students use the blank forms on the DVD, as appropriate, to analyze the text that they used for book club.
- Point out the list of thirty-five minilessons for getting started, on pages 307–8.

Introducing the Structure of Reading Workshop

- Have students look at Figure 22-1 (page 331) to explore the elements of independent reading in a reading workshop.

Analyzing Book Club Discussions

- View the book club discussion of *Rechenka's Eggs* on the *TCF* DVD and analyze it as a first experience for younger students.
- Then, view the book club discussion of *When She Was Good* and talk about what these older readers were able to do with this challenging text.
- Finally, view the book club discussion of *Private Captain*. (A transcript of part of the discussion is presented on page 285.) Have students use the form in Figure 8-4 (page 92) as a guide for analyzing this discussion and looking for evidence of thinking. (A blank form is included on the DVD.)

Promoting Independent Reading

- Review the structure of reading workshop. Then, talk about differences across the grades (pp. 329–36).
- Point out the management system: That while the teacher is having individual conferences or working with groups, the rest of the students are reading silently or writing in their reader's notebook. Point out that the teacher is helping them by teaching step-by-step minilessons (these are available in *Guiding Readers and Writers: Teaching Comprehension, Genre, and Content Literacy*, Heinemann, 2001).

- Have students, in small groups of three, jigsaw read and discuss the following sections: (1) helping readers choose books; (2) using book talks to help readers make good choices; (3) reflecting on independent reading through writing (pp. 336-339).

Using a Reader's Notebook

- Have students look at the sections of the reader's notebook on pages 340–41 and explain the different parts.
- Have them, in pairs, read the letters on pages 346–48 and (using chart paper) list the changes they see taking place in Maddie. Ask them to talk about what Carol, the teacher, did to support change. Keep these charts for use in week 8.

Reading Conferences

- Have students read through the transcript of Ms. W.'s conference with Jason (Figure 22-15, pages 342–44). What information is Ms. W. getting about Jason as a reader? What does Jason think about himself as a reader? How is the reader's notebook supporting his thinking? What is Ms. W. doing to create a real conversation?
- Have students look at the Effective Conferences section on pages 350–51 and discuss how Ms. W.'s conference with Jason relates to these characteristics.
- View the conferences on *Junie B. Jones* and *A Picture Book of Rosa Parks* included on the DVD and discuss them in the context of the characteristics (pp. 350–51).

NEXT WEEK

- Remind students that they are to implement and reflect on either an interactive read-aloud session or a book club discussion and ask them to bring a written description to class. [Participants who want to implement book clubs may need more time in order to follow the “getting started” sequence.]
- Ask students to bring a book to class that children in their classroom can read independently (or, for kindergartners and beginning first graders, that the children might choose to look at). [An alternative is to provide a collection of books yourself.]

WEEK 4**FOLLOW-UP**

- Have students, in small groups, share experiences in implementing their interactive read-aloud or book club discussion.

Book Talks

- Have students look at the examples of book talks on pages 338–39.
- Then, give them a few minutes to prepare a brief talk on the book they’ve brought in (or one from the collection you’ve provided).
- In groups of three, each person gives a book talk no longer than two minutes.
- Then, have students look at the summary bullets on page 339 to reflect on the process.

Effective Minilessons in a Reading Workshop

- Have students, in groups of three, jigsaw read and discuss pages 353–54, each taking two of the six points. Then, ask them to spend about five minutes scanning the variety of minilessons (pp. 355–59).
- View the minilesson “Finding the Author’s Message” on the DVD. Have students, in groups, list characteristics of the lesson (concise principle written on chart, clear language, shared text examples, turning it over to the children to apply).
- View the minilesson “Understanding Character” on the DVD. Point out that this excellent lesson would be even clearer if the teacher had written the principle on a chart as reference.
- Have students, in pairs, select a minilesson and write out the principle. Then, have them find examples in children’s literature that have potential for helping children understand the principle.

Letter Writing in a Reader’s Notebook

- Ask students to examine Figure 27-17 (pp. 452–56).
- Have them discuss the instructional contexts mentioned and how they contribute to the quality of children’s letters.
- Then, ask them to look at Figure 9-7, Assessment of Letters in Readers’ Notebooks (page 112).
- If there is time, have them apply these assessments to Haylea’s letter on page 8.
- Point out the two charts that will help them improve their students’ letters: Figure 27-17 (page 452) and Figure 27-18 (page 453–56).

NEXT WEEK

- Remind students to implement a reading workshop minilesson and confer with two children and to bring written descriptions to class.

WEEK 5

Notes

FOLLOW-UP

- Have students share their experiences presenting minilessons and conferring with students.

A Gradient of Text

- Introduce the concept of a *gradient of texts* and the ways it can be used. Draw attention to the charts on pages 153, 154, and 155, clarifying how a gradient is used in the different contexts.
- Present a book and then talk through the ten factors related to text difficulty listed in Figure 12-6 (p. 160). There are sample analyses on pages 175, 176, 196, 197, 200, 202, and 203. You can also find examples at fountasandpinnelleveledbooks.com.
- Have students jigsaw read and discuss pages 152–60 (Chapter 12). Give special attention to the chart on page 157 which shows grade-level equivalents. Then, have students look in more detail at the text features using Figure 10-12 (pp. 165–67).

Working with Texts

- Create a set of four books, each at a different level. (You may want to create a sequence of books two levels apart to make the process easier. Also, be sure levels are not indicated on the books. You want students to bring their own thinking to the leveling process.) It's best to have the same four titles on each table.
- Have students use the blank form Analyzing Text Characteristics (included on the *TCF* DVD) to place the books in order of difficulty.
- Have groups share their results, which should be very similar. If you have time, give them one more book at an “in between” level and ask them to place it along the gradient.
- Have students list the demands of the lowest-level book. What do readers have to do to read this book? Then, have them list the additional demands of the next-harder book. What else do readers have to do to read this more challenging book? When they have finished, they will have a picture of reading development over the four levels.

Matching Books to Readers

- Present a running record of a student reading a text proficiently. (Several running records with commentary are provided at the end of this guide. You may also access additional assessments on fountasandpinnelleveledbooks.com.)
- Have students discuss the information in the running record.
- Show a book that might be appropriate for this student.

NEXT WEEK

- NA

WEEK 6***The Structure of Guided Reading***

- Introduce the structure of guided reading and have students look at Figure 24-1 (pp. 375–76). Read Chapters 24 and 25 for next week and to watch the lessons on the DVD again.
- View the guided reading lesson *Sally and the Sparrows* (grade 1), on the *TCF DVD*. Have students talk about the parts of the lesson.
- What did the teacher do to help the children read the text effectively? What evidence was there that children understood what they were supposed to do?

Text Selection

- Call attention to the bullets under *Selecting the Text*, on page 374.
- Invite students to talk about *Sally and the Sparrows* as a selection for the group of first graders on the DVD.

Introducing Texts in Guided Reading Lessons

- Focus the discussion on book introductions.
- Have students form grade-level small groups and select an introduction from pp. 385–97. (There are more introductions to fiction texts on pp. 405–16.)
- First, ask them to read the brief description of the introduction in the body of the text. These paragraphs have some information about the text and illustrate teacher preparation.
- Then, have them take “roles” in the scripted introduction and read it aloud to get a feel for how an introduction goes.
- Finally, give each pair of students a fiction book appropriate for guided reading at their grade level. Ask them to prepare an introduction and present it to the other students at their table.
- End by having students list what they have learned about book introductions for texts in guided reading lessons.

Reviewing the Structure of Guided Reading

- Work through Figure 25-1 (pp. 400–402).
- Place a visual representation of the structure of guided reading on a chart.
- Point out that interactions throughout the lesson— during the introduction, while the children are reading, during the discussion after reading, and while teaching points are being made—give the teacher a chance to expand children’s ability to think within, beyond, and about a text.
- View the *Elephants* lesson on the DVD, and have students discuss how the teacher supported children’s thinking.

Optional Components of Guided Reading

- Go to Figure 24-1 (p. 375–76) and review the structure of guided reading.
- Help students attend to the optional components, *Working with Words* and *Extending the Understanding of the Text*.
- Jigsaw read and discuss the four sections in the text that describe what happens after students read the text or a section of it: *Discussing the Meaning and Revisiting the Text* (p. 378), *Teaching for Processing Strategies* (p. 378), *Working with Words* (pp. 378, 381), and *Extending Understanding of the Text* (pp. 381–82). Point out that word work is related to what students need to know to process words at this level, not to particular words in this text.

Teaching for Strategies in Guided Reading

- Have students go back to the text they used in their classroom, or give each pair a book of your choosing. (Using multiple copies of the same book offers students a shared experience.)
- Have students, in pairs, select one strategy appropriate for that book from each section of Figure 25-1 (within, beyond, and about a text).
- Ask them to practice the language they would use to demonstrate or probe for this kind of thinking about the book they're working with.

NEXT WEEK

- Remind students that they are to teach a guided reading lesson, taking notes on the children's reading (see the example on p. 94).
- Tell them to bring the children's book they used in the lesson to class.

Notes

WEEK 7**FOLLOW-UP**

- Have students share their experiences conducting a guided reading lesson.

The Demands of Fiction Texts

- Elicit some reflections on their own reading of fiction. What do they enjoy (or not enjoy) about it? What do they learn from it?
- Review the fiction genres (Figure 11-6, pp. 147–48) and emphasize their demands on readers' thinking.
- Go to page 193 and have students jigsaw read and discuss Figure 14-1 in order to focus their talk on thinking within, beyond, and about the text. Do the same with the charts on pages 198, 201, and 205.
- Discuss the implications of text demands for working with students in guided reading.
- Have students, in pairs, analyze a fiction text using the ten text factors.

The Demands of Nonfiction Texts

- Ask the students to look at Figure 13-1 (p. 173) and consider the general demands of all nonfiction texts.
- Then, have them look at and think about the specific demands of biographical texts (Figure 13-8, p. 180) and factual texts (Figure 13-11, p. 183).
- Point out the role of prior knowledge (Figure 13-12, p. 183) and the design features of informational texts (Figure 13-13, p. 184).
- Have student pairs, using the books they have brought in (or biographies and factual texts you provide) and the form Analyzing Text Characteristics, prepare and practice an introduction.
- Then, have them use the chart on biography (Figure 26-1, pp. 419–21) or on informational texts (Figure 26-10, pp. 430–32) to identify one strategic action each for within, beyond and about the text.
- Using the text, have them practice the language they would use to demonstrate or probe for thinking based on their chosen strategic actions.

Teaching for Strategies in Guided Reading

- View the guided reading lesson on *Seedfolks* on the TCF DVD. Afterward, have students use the form on page 379 (Figure 24-3) to make notes on each category: What did the teacher do to help the students engage in strategic actions? What evidence was there of thinking within, beyond, and about the text?

NEXT WEEK

- NA

WEEK 8

Notes

Teaching for Strategies Across Instructional Contexts

- Review the comprehensive language and literacy framework so that students are thinking across contexts for literacy instruction.
- You can also direct their attention to the inside back cover as you discuss whole-class, individual, and small-group contexts.
- Point out that children can draw and write about reading in many different contexts.

Writing About Reading

- Have students, in pairs, look at shared/interactive writing (and the examples) and guided and independent writing (and the examples) on pages 439–43.
- Lead a discussion of the types of writing about reading genres that are appropriate for children in grades K–1. Look at pages 457–60, paying particular attention to Figure 27-20, Change Over Time in Responding to Texts Through Writing (pp. 458–59).

Writing Letters in a Reader's Notebook

- Point out that keeping a reader's notebook (which children should begin to do about grade three) formalizes written dialogue about texts. It is important to begin the reader's notebook with letters and continue them over time.
- Review the advantages of letters exchanged in a reader's notebook (pp. 444–45). Remind students of the letters between Maddie and her teacher (pp. 346–48), and show the lists of changes in Maddie they made in week 3.
- Have students look for evidence of thinking in the example in Figure 27-11 (*The Carrot Seed*, p. 445). Then, have them review the analysis of Maddie's letters over time in Figure 27-12 (pp. 446–48), looking for evidence of thinking within, beyond, and about a text.
- If there is time, ask them to look for evidence of thinking in Figs. 27-13, 27-14, 27-15, and 27-16 (pp. 449–51), and where appropriate, talk about how teacher support was a factor.
- Point out the section on helping students improve in their letter writing (pp. 452–456).

Categories of Writing About Reading

- In groups of four have each student examine one category of the chart in Figure 28-46 (pp. 489–94): (1) functional, (2) narrative, (3) informational, and (4) poetic.
- Then, ask each student to find an example of writing in that category and prepare to present the example and discuss the category with the other members of the group.

Working with English Language Learners

- Discuss ways to work effectively with English language learners.
- Present and invite students to discuss the principles on pages 502–4. Include the practical suggestions for managing lessons.
- By now students are familiar with the components of the language/literacy framework. Have them jigsaw read and discuss the following sections (pp. 504–14): (1) Oral Language Development, (2) Interactive Read-Aloud and Literature Discussion, (3) Shared and Performed Reading, (4) Guided Reading, (5) Independent Reading, and (6) Shared/Interactive Writing.
- Let students report back to each other. (This process will also serve as a review of the components of the framework.)
- Invite questions to sum up the discussion.

NEXT WEEK

- Remind students to bring in the sample reading and written analysis they shared in week 3.

WEEK 9**FOLLOW-UP**

- Have students revisit their sample readings and discuss reading fluency.

Reading Fluency

- Define fluency as multidimensional and discuss its importance.
- Have students look at the chart in Figure 6-1 (p. 63), which contrasts fluent and nonfluent readers. Have them, in pairs, read aloud *The Twa Corbies* (p. 64) as an example of a text that even proficient readers might not read fluently.
- Present the six dimensions of fluency (Figure 6-6, p. 69). After discussing phrasing, pausing, and stress, have students work in threes. Using text excerpts from *The Stories Julian Tells* and *Harry Potter* (available on the DVD), have each member of the group read both texts aloud. (Each person in the class will need a copy of each text for this exercise.)
- Remind the readers to read naturally. Have the listeners place slashes on their print copy where the reader pauses and also note the words the readers stress.
- Then, have the group discuss the readings: How were the three readers similar and how did they differ? Where did readers pause and why? How did word stress contribute to the reading? Why did readers stress certain words?
- Discuss intonation and rate. Have students examine Figure 6-8 (p. 71). Discuss the role of accuracy as it interacts with fluency.
- View the readings on the DVD by Francesca, Forrest, Nyazia, and James P.
- Have students use the rubric in Figure 8-14 (p. 104) as they reflect on the readings individually.
- Have students discuss each reader.

Change in Reading Fluency Over Time

- Use the readings by Jennifer, Sheila, and Nyazia on the DVD to illustrate change in fluency over time.
- Have students look at the chart in Fig. 7-3 (p. 77) as you explain how reading “slows down” as children learn word-by-word matching, then becomes smooth again as they gain proficiency.
- Have them look at the chart in Figure 7-4 (page 82) to examine how text factors may affect fluency.

Shared and Performance Reading

- Define shared and performance reading and have students look at the roles as charted in Figure 21-3 (p. 314).
- View the “Dear Bear” lesson on the TCF DVD as a short example of children rereading a piece of interactive writing. Help students notice the children’s use of punctuation and the teaching points after the lesson.
- Have students work in grade-level groups. Give each group a text that would be an appropriate foundation for developing a readers’ theater script. Have them look at the chart in Figure 21-6 (p. 319) and the examples in Figure 21-8 (p. 321) and Figure 21-9 (p. 322).
- Then, have students use the book they on which they based their writing-about-reading lesson to create a script and rehearse a readers’ theater presentation.
- Ask each group to perform their readers’ theater scripts for the whole class and then reflect on what the process required in terms of the six dimensions of fluent reading.

NEXT WEEK

- Remind students to prepare to turn in their papers.

WEEK 10

Notes

Developing Vocabulary

- Ask students to figure out the meaning of the four words on pages 524–25: *concatenation*, *eponymous*, *eschewed*, and *homiletic*. (Chances are, at least two of these words will be unfamiliar or at least not known well. If you think students have already read this material, just select several other extremely difficult words from the dictionary.)
- Afterward, have them list the strategies they used to derive the meaning of the words. You may want to use the graphic organizer Figuring Out What Words Mean provided on the TCF DVD. (You can write the words in the first column and duplicate copies.)
- Draw students' attention to Figure 31–2, Shades of Knowing a Word (p. 527).
- Browse the examples of charts from vocabulary lessons on pages 533–40 and draw students' attention to the thirty-five ways to integrate vocabulary instruction across the framework (p. 541).
- Show students the graphic organizers for vocabulary that are provided on the DVD.

Wrap-Up

- Have students, in groups of four, present their final papers to one another.
- Ask them to reflect, in writing, for ten minutes on their teaching for comprehending and fluency experiences. Tell them to be specific about what they learned.
- Complete any other wrap-up activities.

WEEK 11***Final Exam***

- Give the final exam if appropriate.

POSSIBLE EXAM QUESTIONS

1. Attached is an excerpt from a reading record of Brian's reading of *The Ladybug and the Cricket* (Level J). Analyze Brian's reading and provide a written description of what you see as evidence of processing. What does your analysis of Brian's reading suggest regarding how you would work with him in small-group reading instruction?
2. You have a children's book suitable for reading aloud. Prepare a plan for using this book: include an opening, places in the text and questions/directions to guide discussion, and an extension through drawing or writing.
3. You have a children's book that is suitable for use in guided reading at level _____. Analyze the text. What are the supports for readers and what are the potential opportunities for learning?
4. Describe two days of literacy instruction in which you are teaching for strategies across contexts.

ALTERNATIVE ASSIGNMENTS FOR STUDENTS WHO DON'T HAVE ACCESS TO A CLASSROOM

Some of your graduate students may not have access to a school classroom. If so, substitute these Assignments for the Following Week.

Week 1

NA

Week 2

- View Sheila reading *Catch That Frog*; take a running record and analyze it in writing.
- View Francesca reading *The Biggest Fish*; take a running record and analyze it in writing.

Week 3

- Go to a children's library and put together a "text set" of three or four books. Estimate a grade level in which you would use the text set.
- Prepare a written plan for using the text sets that includes the way the books are connected, the order in which you would use them, "openings" for each text, designated places to stop to "turn and talk," and ideas for discussion. Be sure your plan reflects the way texts are linked.
- Bring the text set and your plan to class.

Week 4

- Go to a children's library and select one fiction and one nonfiction text that would be appropriate to read aloud.
- Analyze the value each text has for being read aloud.
- Prepare a written plan for using the texts (following the model of week 3).

Week 5

- Use the gradient, the ten characteristics, and the information in Chapter 14, Understanding the Demands of Fiction and Poetry, to select two fiction books.
- Use the form on the DVD to provide a written analysis of these fiction books.

Week 6

- Use the gradient, the ten characteristics, and the information in Ch. 13 (Understanding the Demands of Nonfiction Text) to select one biography and one factual book.
- Use the form on the DVD to provide a written analysis of the two books.

Week 7

- Go back to the two fiction books analyzed in week 5.
- Using your analysis, prepare a one-page plan for the introduction, including opening remarks, pages you will call attention to, and language (comments and questions) you will use.

Week 8

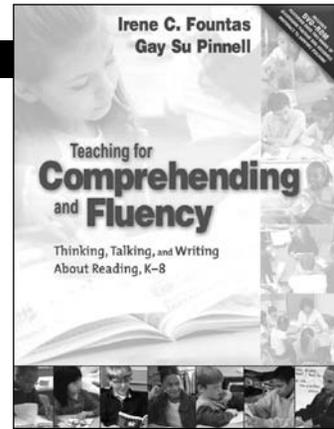
- Go back to the biographical and factual books that you analyzed in week 6.
- Using your analysis, prepare a one-page plan for the introduction, including opening remarks, pages you will call attention to, and language (comments and questions) you will use.

Week 9

- Go back to the books that you selected as text sets and planned for interactive read-aloud.
- For two of these books, plan an activity for writing or drawing about reading. Provide a one-page written plan that includes the text, a brief description, a description of the writing or drawing task, and an assessment of what students will learn from it.

Week 10

NA



RESOURCE MATERIALS

You will find that *Teaching for Comprehending and Fluency (TCF)* and the DVD that accompanies it is rich with examples of reading and writing at every grade level. Since numerous opportunities to think about, analyze, and support readers help teachers build an understanding of the reading process, how texts support learning, and how teachers can use the information for good decision making and planning, we have provided the following additional resource materials for your use.

Dear Mrs. Seeley,

Just to let you know, I've been writing any descriptive language that I come across in my new writer's notebook. Most of it is from *A Year Down Yonder*. Here's some of the descriptive language.

"Grandma, who didn't know how to drive an automobile, aimed at the tree and hit it dead on, ramming it with the tire over the radiator. The tree reeled in shock, and pecans rained. Behind us the town was like a little island of sighing trees and rising chimney smoke. Before us the countryside unfolded, sliced by frost and moon light. "We parted the party like the red sea." "That there is the skinniest girl I ever saw. She could rest in the shade of a clothesline." This language is so descriptive and it's so funny, too.

My favorite character so far, and most probably will be at the end, is Grandma Dowdell. She is the funniest character I've ever come across in my reading. All the funny language comes from grandma talking.

She sets things up for reasons, and if you don't know the reason she seems crazy?

But she's like Robin Hood, in some ways, when she raised the prices for the soup for the people who can afford it, and res the money back with the soup for those who can barely afford it. And at the end of her palm, the money goes to a woman whose husband died, doesn't work, and son is paralyzed from war and can't work.

Grandma is tough and rough on the outside, but soft and caring on the inside.

I do think it's fascinating the way you can use other writer's language and sometimes become a better writer using it! And it is fascinating to learn from real authors that way!

I just love to read and find language worthy enough to put in my writer's notebook and use in later publishings!

Well, better get back to my reading now!

Oh, and *A Year Down Yonder* is a must, must, must read book!
Happy reading,
Jackie

Excerpt from Brian's Reading of <i>The Ladybug and the Cricket</i>	
<p>2</p> <p>Once there were two friends. <u>onee-SC</u> One was a very <u>be-✓</u> beautiful ladybug.</p> <p>The other was a cricket.</p> <p>The cricket made beautiful music by rubbing his wings together.</p> <p>They lived in a green, <u>E-YR</u> grassy field.</p>	<p>6</p> <p>"You are my best friend, but I am a little jealous,"</p> <p>said the cricket to the ladybug.</p> <p>"I wish I looked as beautiful <u>lo-love ✓</u> as you do. You're as lovely as any flower!"</p>
<p>3</p> <p>The two friends <u>loved</u> liked each other very much. but they were just a little bit jealous of each other.</p>	<p>7</p> <p>It was true. the ladybug's coat was shiny and red with <u>glowed</u> deep black dots. It gleamed <u>r-l A joo- A T</u> in the sun like a rare jewel.</p> <p>The cricket's coat was a dull, plain brown.</p>
<p>4</p> <p>"You are my <u>very</u> best friend, but I am a little bit jealous,"</p> <p>said the ladybug to the cricket.</p> <p>"I wish I could make beautiful music like you do. You make the most wonderful music!"</p>	<p>8</p> <p><u>sig/sig A</u> The ladybug sighed <u>T</u> sadly because she was not a cricket.</p> <p>The cricket sighed sadly because he was not a ladybug.</p> <p>Then, suddenly, each of them had an idea.</p>
<p>5</p> <p>It was true. On <u>war-✓ sum-✓</u> warm summer evenings, the cricket rubbed his two front wings together</p> <p>Out came a sweet <u>ch-cher ✓</u> chirping sound that filled the night with joy.</p> <p>The ladybug had wings, but they made no music at all.</p>	<p><i>Brian continued reading with high accuracy to the end of the text.</i></p> <p><u>Brian's comments:</u> This story was kind of like the Lion and the Mouse because they really helped each other not to be jealous. And they didn't mind that they weren't really as pretty or sing as good as each other. They were just happy that they were good friends and they thought enough of each other to try to make each other happy, but I think it was kind of dumb to paint the beetle like that. They should just be happy the way they are and like each other because not everybody had to be alike.</p> <p><u>Teacher's comments:</u></p> <ul style="list-style-type: none"> Reading was fluent with appropriate phrasing and stress except in places where problem-solving required. Evidence of ability to take words apart and of looking beyond the first letter. Had some difficulty with unfamiliar concepts (rare jewel). <p>9 errors; 2 self corrections; 96% accuracy.</p>

BRIAN, *THE LADYBUG AND THE CRICKET*

BRIAN: *THE LADYBUG AND THE CRICKET,* LEVEL A

In this example you see Brian's second reading of *The Ladybug and the Cricket*, which the teacher has coded. This text is a simple story reminiscent of a folktale. The two characters have parallel problems; while they are friends, each is jealous of the other for a different reason. The ladybug is jealous of the cricket's ability to make beautiful music, and in turn, the cricket is jealous of the ladybug's beautiful colors. Each does the other a favor. The cricket makes the ladybug a stringed instrument, and the ladybug paints the cricket in bright colors. But in the end they decide they are friends who should not be jealous.

The reader needs to infer characters' motivations and see the end of the story as a true sign of friendship. Some vocabulary (for example *beautiful*, *jealous*, *chirping*, *gleamed*, *jewel*, and *sighed*) will be challenging for many readers, both to decode and comprehend. Most of these words, however, are repeated several times, so the reader should be able to gain momentum as the text proceeds. The text also has some literary language that is demanding (for example, "It gleamed in the sun like a rare jewel"). The use of comparison places additional demands on young readers.

Brian had read the text once before in small-group reading. During the second reading of the text, the teacher observed and coded Brian's reading behavior. Brian processed the text with 96 percent accuracy. He consistently monitored his reading, slowing down to problem solve and resuming a good rate. He showed the ability to take words apart (for

example, *sum-*, *summer*), and he was consistently looking beyond the first letter and using word parts. His word-solving techniques did not work well on *sighed*, *rare*, or *jewel*, all words that perhaps were not likely to be in Brian's oral vocabulary. He did work actively, however, to make attempts at the words before appealing. His comments after reading indicate good understanding of the theme of the story. He connected the text to another story he knew and to the genre. Although he did not use the label *genre*, his comments serve as evidence that he had noticed something about the text structure, the significant characteristics. He also made inferences about the feelings of the characters. We have only about half of the record of reading here, but it offers significant evidence that Brian was solving words and searching for, using, and remembering important information as he read the text. He gained momentum across the text as he learned about the vocabulary and writing style. He was thinking beyond the text when he connected the story to another and inferred characters' feelings. He even offered a bit of criticism for the characters (which could be interpreted as criticism of the text).

Brian needs to continue reading texts at this level or a little higher and to vary his reading in order to develop flexibility. He needs to read a wide variety of genres and continue to build a repertoire of texts that he has read and enjoyed. His word-solving strategies are excellent and he is ready to extend his knowledge of and ability to read multisyllabic words.

RUNNING RECORD SHEET

Name: Luke Date: _____ D. of B.: _____ Age: _____ yrs _____ mths

School: _____ Recorder: _____

Text Titles	Errors Running Words	Error Ratio	Accuracy Rate	Self-correction Ratio
Easy _____	_____	1: _____	_____ %	1: _____
Instructional _____	<u>2/27</u>	1: <u>12:15</u>	<u>93</u> %	1: <u>3</u>
Hard _____	_____	1: _____	_____ %	1: _____

Directional movement _____

Analysis of Errors and Self-corrections

Information used or neglected [Meaning (M), Structure or Syntax (S), Visual (V)]

Easy _____

Instructional using (M), (S), (V) to self-correct

Hard _____

Cross-checking on information (Note that this behaviour changes over time)

Page	Title	Count		Analysis of Errors and Self-corrections	
		E	SC	Information used	
				E MSV	SC MSV
	<u>Look at me (A) 27w</u>				
<u>2</u>	<u>✓ ✓ ✓ ✓</u>				
<u>3</u>	<u>✓ ✓ ✓ ✓</u>				
<u>4</u>	<u>✓ ✓ ✓ <u>shirt</u> <u>sweater</u></u>	<u>1</u>		<u>(M)(S)(V)</u>	
<u>5</u>	<u>✓ ✓ ✓ <u>raincoat</u> <u>coat</u></u>	<u>1</u>		<u>(M)(S)(V)</u>	
<u>6</u>	<u>✓ ✓ ✓ <u>pink</u> <u>sc</u> <u>hat</u> </u>		<u>1</u>	<u>(M)(S)(V)</u>	<u>ms(V)</u>
<u>7</u>	<u>✓ ✓ ✓ ✓</u>				
<u>8</u>	<u>✓ ✓ ✓</u>				
	<u>Careful pointing, word by word</u>				
				<u>3 3 2</u>	<u>0 0 1</u>

LUKE: ***LOOK AT ME*, LEVEL A**

Look at Me (level A) is one of the easiest texts you can provide for a beginning reader (see analysis in the "Introducing Texts" section of *fountasandpinnell leveledbooks.com*). Luke read *Look at Me*, which has 27 words, at an accuracy rate of 93 percent. He made three errors and self-corrected one of them. As noted on the record, he used careful pointing and read word by word. Luke appeared to have control of word-by-word matching, at least on one line of print in a simple, repetitive text. Notice, though, that he had to pay close attention to his pointing, working carefully through the text. Soon, his pointing will become more automatic and take less attention.

This text was a good one for Luke because the subject matter is very familiar, there are only three or four words to a line, and the text is repetitive. These characteristics made it very easy for him to simultaneously attend to pointing, think about the meaning, notice the pictures, and check on his reading.

On page 4, Luke substituted *shirt* for *sweater*, indicating that he can use meaning as a resource. The two garments are in the same category and might be mistaken for each other. He was also probably using visual information, noticing the *s* at the beginning of the word; and his substitution was consistent with the syntax of English. This substitution shows simultaneous use of several sources of information, but

Luke is not yet checking on himself by noticing more visual features of a word than the first letter.

On page 5, he substituted *raincoat* for *coat*, again evidence that he can use meaning, language structure, and some visual information. On page 6, we see Luke's self-correction of *pink* to the correct word *hat*. Here we find evidence that Luke probably was attending to the bright pink color of the hat but also noticed the mismatch. Two sources of information might have prompted this self-correction: (1) he could have noticed the *h* at the beginning of *hat* and thought again about what the word could be, or (2) he could have noticed that he "ran out of words" when he tried to make his reading make sense by saying *hat* after *pink*. In either case, this behavior is evidence that Luke is learning to monitor his own reading.

Luke could benefit from more work on level A, but he will soon move to level B, where he will be required to process two lines of text on a page. He needs work with magnetic letters to help him notice more about print. His teacher can consistently encourage him to check on himself using the first letter of a word as well as the meaning and the structure. He needs to achieve full control of word-by-word matching so that it becomes automatic.

RUNNING RECORD SHEET

Name: Liz Simpson Date: _____ D. of B.: _____ Age: _____ yrs _____ mths
 School: Memorial School Recorder: _____

Text Titles	Errors Running Words	Error Ratio	Accuracy Rate	Self-correction Ratio
Easy _____	_____	1: _____	_____ %	1: _____
Instructional _____	_____	1: _____	_____ %	1: _____
Hard _____	$\frac{17}{68}$	1: <u>4</u>	<u>75</u> %	1: <u>0</u>

Directional movement _____

Analysis of Errors and Self-corrections
 Information used or neglected [Meaning (M), Structure or Syntax (S), Visual (V)]

Easy _____
 Instructional _____
 Hard consistently uses all sources of information, neglects last part of word, no evidence of self-monitoring using visual information, repeated error - high frequency words (has, have)
 Cross-checking on information (Note that this behaviour changes over time)
no evidence of x✓

Page	Title	Level	Words	Count		Information used	
				E	SC	E MSV	SC MSV
2	My New Truck	Level B	68W	1		M S V	
				1		M S V	
4				1		M S V	
				1		M S V	
6				1		M S V	
				1		M S V	
8				1		M S V	
				1		M S V	
10				1		M S V	
				1		M S V	
12				2		M S V M S V	
				1		M S V	
14				2		M S V M S V	
				1		M S V	
16				1		M S V	

Crisp pointing 17 16-16-16

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LIZ'S READING OF *MY NEW TRUCK* (LEVEL B)

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LIZ SIMPSON: *My New Truck*, LEVEL B

Liz read *My New Truck* with only 75 percent accuracy; it was a hard book for her. As a beginning reader, she does demonstrate strengths. For example, she is consistently using all sources of information—meaning, language structure, and visual information. Her errors make sense and produce an acceptable English sentence. A repeated error, *had* for *has* (both high-frequency words), makes sense to her both in terms of meaning and language syntax, so she does not correct it throughout the text. This substitution accounts for fifteen of the seventeen errors, which puts her low accuracy score into perspective but also indicates her failure to monitor her reading. Liz read left to right with crisp pointing on two lines of text, indicating that she understands word boundaries and is on her way to automatic control of word-by-word matching.

It is evident, though, that Liz is not monitoring visual information closely enough. The record shows no evidence of self-correction or of attempts at unknown words using the first letter. As a reader, she needs to acquire a core of high-frequency words that she knows in great detail and can use to monitor her reading. She needs to look more closely at the visual information in words.

Some prompts like these might be helpful:

- “Is it *had* or *has*? How can you check?”
- “It could be *had*, but look at this [pointing to the *s*].”
- “Try that again and make sure it looks right.”

Liz should probably receive instruction on level B or C books, with strong teaching to help her self-monitor.

RUNNING RECORD SHEET

Name: Michael Ciblone Date: _____ D. of B.: _____ Age: _____ yrs _____ mths
 School: Lexington Recorder: _____

Text Titles	Errors Running Words	Error Ratio	Accuracy Rate	Self-correction Ratio
Easy _____	_____	1: _____	_____ %	1: _____
Instructional _____	_____	1: _____	_____ %	1: _____
Hard _____	<u>9 68</u>	1: <u>8</u>	<u>87</u> %	1: <u>0</u>

Directional movement _____

Analysis of Errors and Self-corrections

Information used or neglected [Meaning (M), Structure or Syntax (S), Visual (V)]

Easy _____
 Instructional _____

Hard using (M)(S)(V) in several errors, not using (V) consistently, repeated error shows use of structure but not self-monitoring using (V)

Cross-checking on information (Note that this behaviour changes over time)

no evidence of x✓

Page	Title	Count	Analysis of Errors and Self-corrections	
			Information used	
			E	SC
	<u>The Lazy Pig Level C 68w</u>			
<u>2</u>	<u>✓ ✓</u>			
<u>3</u>	<u>✓ ✓ ✓ ✓</u>			
<u>5</u>	<u>✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓</u>			
<u>7</u>	<u>I'm - ✓ ✓ a ✓ I am ✓ the ✓ I'm - ✓ I am ✓</u>	<u>3</u>		<u>(MSV) msv (MSV) (MSV) msv</u>
<u>9</u>	<u>✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓</u>			

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Page	The lazy Pig Level C (cont.)	Count		Analysis of Errors and Self-corrections	
		E	SC	Information used	
				E MSV	SC MSV
11	✓ ✓ sleeping ✓ ✓ ✓ asleep ✓ ✓ ✓	1		(MSV)	
13	✓ ✓ ✓ ✓ ✓ the ✓	1		(MSV)	
15	✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓				
16	I'm I am ✓ I	2		(MSV) MSV	
Crisp pointing, some phrasing though inconsistent stressing words to show meaning		9		6-6-4	

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MICHAEL CIBLONE: *THE LAZY PIG*, LEVEL C

The Lazy Pig, by Beverly Randell, is an engaging story about a pig who just won't wake up until he is hungry and smells breakfast. This level C book represents a "step up" from level B. The number of lines per page varies from one to four, and the text is less repetitive than at levels A and B. The story is carefully constructed, beginning with "Wake up," on page 1, and unfolding as first the rooster and then other animals wake up. The reader is supported by many high-frequency words (*I, am, up, the, said*) that are repeated on almost every page. However, readers must pay close attention to the print because words are used in different sentence structures. The text contains dialogue on almost every page, as well as two words in bold, signaling to the reader to stress the word.

This text was slightly difficult for Michael. He made nine errors, with an 87 percent accuracy rate. However, six of those errors were accounted for by his substitution of the contraction *I'm* for *I am*, which happened three times, and a substitution of *a* for *the*, which did not change meaning. His crisp pointing indicates good control of word-by-word matching on as many as four lines of print. He read with some phrasing, although he was not consistent.

He noticed the words in bold and stressed them appropriately, indicating both that he understands this print convention and that he is attending to meaning. His intonation patterns provide evidence of comprehension as indicated by phrasing and by the way he stressed or emphasized some words.

The substitution *sleeping* for *asleep* resulted in an acceptable English sentence, indicating that Michael is using his sense of language structure. The error is meaningful and even visually close to the correct word, but Michael has not noticed the first-letter mismatch. On page 16, he substituted the contraction *I'm* for *I am*, a meaningful error that was not self-corrected. This behavior shows strength in that the reader is using all sources of information but indicates a need for closer monitoring using visual information. He had three opportunities to self-correct this error but gave it little attention.

Michael's errors indicate that he is using all sources of information but is not consistently cross-checking using visual information. As a reader, he needs to continue to work on phrasing and fluent reading but pay closer attention to visual information so that he can monitor his own reading.

RUNNING RECORD SHEET

Name: Sheila Date: _____ D. of B.: _____ Age: _____ yrs _____ mths

School: _____ Recorder: _____

Text Titles	Errors Running Words	Error Ratio	Accuracy Rate	Self-correction Ratio
Easy _____	_____	1: _____	_____ %	1: _____
Instructional <u>Catch That Frog (E)</u>	<u>8/131</u>	1: <u>16</u>	<u>94</u> %	1: <u>2.6</u>
Hard _____	_____	1: _____	_____ %	1: _____

Directional movement _____

Analysis of Errors and Self-corrections
Information used or neglected [Meaning (M), Structure or Syntax (S), Visual (V)]

Easy _____

Instructional Using MSV in orchestrated way.
Consistently NO using visual information

Hard _____

Cross-checking on information (Note that this behaviour changes over time)

Page	Title	Count		Analysis of Errors and Self-corrections	
		E	SC	Information used	
		E	SC	E MSV	SC MSV
2	<u>Catch That Frog (E)</u> ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓				
3	✓ ✓ ✓ <u>carrots</u> <u>SC</u> <u>carrot</u> <u>a</u> <u>cart</u>	1	1	(MSV) (MSV)	(MSV)
4	<u>Carl</u> <u>picked</u> ✓ ✓ ✓ ✓ <u>Carol</u> <u>put</u>	2		(MSV) (MSV)	
5	✓ ✓ ✓ ✓ ✓ ✓ ✓				
6	✓ ✓ ✓ ✓ ✓ <u>Carl's</u> <u>peeked</u> <u>Carol's</u> <u>pocket</u> ✓ ✓ ✓ <u>Carl's</u> ✓ <u>Carol's</u>	1		(MSV)	
7	✓ ✓ ✓ ✓ ✓ ✓ <u>st-</u> ✓ <u>store</u> <u>Carl</u> ✓ ✓ ✓ <u>Carol</u>				
8	✓ ✓ ✓ ✓ ✓ ✓ ✓				

Page		Count		Analysis of Errors and Self-corrections	
		E	SC	Information used	
				E MSV	SC MSV
9	At sc ✓ <u>o-</u> sc ✓ ✓ It ✓ under ✓ ✓		1 1	M SV M SV	M SV M SV
10	Carl ✓ <u>it</u> R sc ✓ Carol ✓ R the ✓		1	M SV	M SV
11	✓ ✓ ✓ ✓				
12	✓ ✓ ✓ <u>be-</u> ✓ ✓ ✓ behind ✓ ✓				
13	✓ R ✓ ✓ ✓ ✓ ✓ ✓ ✓				
14	✓ ✓ ✓ ✓ <u>the</u> a ✓		1	M SV	
15	✓ ✓ * <u>over</u> off ✓ ✓		1	M SV	
16	✓ ✓ ✓ ✓ ✓ ✓ ✓				
18	Carl ✓ <u>after</u> sc ✓ Carol ✓ around ✓ R ✓ ✓ ✓ ✓		1	M SV	M SV
20	✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓				
22	✓ ✓ ✓ ✓ ✓ <u>carriage</u> cart		1	M SV	
23	Carl <u>carried</u> ✓ ✓ Carol <u>caught</u> ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓		1	M SV	
<p>Mostly slow reading A little evidence of phrasing at some points.</p>			8	5	8-11-9 1-1-4

SHEILA BROWN: *CATCH THAT FROG*, LEVEL E

Sheila read *Catch That Frog*, a level E book, with 94 percent accuracy and some evidence of phrasing at points where she was more sure of herself. She picked up momentum toward the end of the text. For example, *Catch That Frog* has some challenges in terms of vocabulary (the directional words *over*, *under*, *out of*, *across*, *after*, *away*, *behind*, *in front of*, *on*, *off of*, and *around*). The illustrations provide high support for solving these words, but close attention to print is essential, and the reader is also required to check syntactic patterns. Since the text was within Sheila's control, it offered excellent opportunities for learning more about reading.

You will notice from the record that Sheila mispronounced the name 'Carol' throughout the text. It may be that this name was unfamiliar to her so she simply used letter-sound connections to produce an approximation. This error counts only once in the record—the first time it is made. It did not detract from comprehension or fluency. Probably all readers occasionally run across names that they only approximate.

There is ample evidence in this record that Sheila was monitoring her own reading. She produced some longer stretches of accurate reading, which indicates monitoring, and also self-corrected about one out of every two mistakes. Her errors indicate that she was using visual information connected to sounds. Almost all errors show that she was using the first one or two letters of words. She handled the directional vocabulary very well, making only one actual error on those words. A couple of times she reread to self-correct, again indicating monitoring as well as the use of several sources of information, including meaning, language structure, and visual information (letter-sound), in combination.

The word *cart* presented a challenge on page 3. Sheila's substitution (*carrot*) starts with *c*, and it made sense and sounded right the way she read it. This substitution and the one on page 22 (*carriage*) were logical and show her strengths as a reader. Noticing the middle of the word would have enabled her to self-correct, and she could have checked her attempt with the picture. On pages 4 and 5 she read the word *cart* correctly, but on page 22, she substituted the word *carriage* for *cart*.

Sheila needs to maintain her self-monitoring and continue using different sources of information while increasing her ability to look beyond the first letter of words to solve them and check on herself. She also needs to use more phrasing as she reads.

These data indicate *Catch That Frog* is about the right instructional level for Sheila; if she reads more texts at this level, her phrasing and fluency should increase, especially with teaching. Level E should provide books with enough challenge that she can learn more.

Since this running record was taken for assessment, with almost no introduction, we can think about how an introduction might have helped Sheila process it even more effectively. For example, she would have profited from using words related to the setting in conversation, such as *store* and *cart*, although she would not need to go over all content words. Her teacher could also have had her say a few of the phrases in a way that would have moved the reading along, for example, *into the cart*, *on a boy*, and *off the boy*. Just a brief introduction to *Catch That Frog*, without even looking at every page, would have made a significant difference in this reading, and that principle can be applied to future work with Sheila in guided reading.

RUNNING RECORD SHEET

Name: James Date: _____ D. of B.: _____ Age: _____ yrs _____ mths

School: _____ Recorder: _____

Text Titles	Errors Running Words	Error Ratio	Accuracy Rate	Self-correction Ratio
Easy _____		1: _____	_____ %	1: _____
Instructional _____		1: _____	_____ %	1: _____
Hard <u>Lucky Goes to Dog School 14/127</u>		1: <u>9</u>	<u>89</u> %	1: <u>8</u>

Directional movement _____

Analysis of Errors and Self-corrections

Information used or neglected [Meaning (M), Structure or Syntax (S), Visual (V)]

Easy _____

Instructional _____

Hard Using V to MO. Losing structure at times when the text is difficult.

Cross-checking on information (Note that this behaviour changes over time)

Page	Title	Count		Analysis of Errors and Self-corrections	
		E	SC	Information used	
		E	SC	E MSV	SC MSV
3	<u>Lucky Goes to Dog School</u> (E)				
	"let's see" ✓ ✓ ✓ R ✓ ✓ ✓ ✓ "uh oh" Walking/walk/walking ✓ street went store ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓	/	/	MSV MSV MSV MSV	
5	✓ ✓ ✓ <u>sh- shoot shouted shouting</u> Rach shouted Dad ✓ ✓ ✓ ✓ ✓ Dog Down R Naughty ✓ ✓ ✓ ✓ ✓	/	/	MSV MSV MSV MSV MSV MSV	

Page		Count		Analysis of Errors and Self-corrections	
		E	SC	Information used	
				E MSV	SC MSV
7	✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ "that's weird" <u>Dad and Rachel and Lucky</u> <u>walk</u> <u>walked</u> ✓ went ✓ ✓ ✓ ✓	4	1		MSV MSV
8	✓ ✓ ✓ ✓				
9	✓ ✓ ✓ ✓ ✓ ✓ ✓				
11	✓ ✓ <u>ca-</u> <u>comed</u> <u>sc</u> ✓ ✓ came ✓ <u>Lucky</u> ✓ like ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓	1	1	MSV MSV	MSV
13	✓ ✓ ✓ ✓ "let's see" ✓ ✓ R ✓ R <u>naughty</u> <u>dog</u> <u>stop</u> <u>walk/watch</u> R ✓ ✓ ✓ ✓ <u>stay</u> <u>with</u>	1	1	MSV MSV MSV MSV	MSV
15	✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ Read slowly, word by word. Gained momentum on last				
16	✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ 2 pages.				
		14	2	13-4-16	0-1-1

JAMES MCQUILTY: *LUCKY GOES TO DOG SCHOOL*, LEVEL E

James read *Lucky Goes to Dog School* with 89 percent accuracy. This level E book provides many opportunities to read dialogue, which helps young readers develop fluency. Dialogue does make the sentence structure more complex, however. *Lucky Goes to Dog School* has been designed to support phrasing. The sentences are laid out in a way that suggests to the reader how to group words together. For example:

The teacher came to help.

“Sit like this,”

he said to Lucky.

“Sit. **Sit!**” (p. 11)

Notice also that the third *sit* is in bold, suggesting to the reader that the word should be stressed, another helpful text feature for young readers.

Lucky Goes to Dog School was difficult for James, but this running record shows he worked very hard to read this challenging text. Although he was successful at self-correction only twice (out of sixteen total errors, two were corrected), he made multiple attempts at many words. Also, four of his errors may be accounted for by his skipping one entire line (page 7). While this indicates that his process was breaking down at that point, he quickly got back on track and read with accuracy on the last line and on pages 8 and 9.

Most of the time, he was using visual information, as indicated by his substitutions: *street/store*, *shoot/shouted*, *nuke* and *now/naughty*. He worked hard to check on his errors and correct them by using visual information, but he did not have enough knowledge of word structure to fully decode the new words and could not use much more than the first letter. Occasionally—for example, on page 13—he appeared to lose his sense of the meaning and language structure and was just saying words. An interesting error was the series *sh*, *shoot*, *shouted*, *shouting* for *shouted* on page 5. At one point he said the correct word, but he could not retrieve enough of the

sentence pattern to help him, and he could not effectively use the visual information at the end of the word. Nevertheless, he was showing strength as a reader as he worked at the word. Simply knowing to go back to the beginning of the sentence and start again, this time knowing more about the words, would have helped him put this sentence together.

He read slowly, word by word, with very little fluency; however, he seemed to gain momentum on the last two pages, which he read with 100 percent accuracy and some phrasing. He also noticed and used the bold print to help him stress words at least once. He needs to process text with greater ease so that he can make all sources of information fit and give more attention to the meaning and to phrasing. Some of his side comments are noted by the teacher and provide further insight. His comment “that’s weird” may indicate that he was wondering what a dog school was. “Let’s see” indicates that he knew he was working to solve words.

James could probably read a level D book more easily than *Lucky Goes to Dog School* and still have some learning opportunities, but you would want to observe carefully to be sure that he was still being challenged. Remember that he exhibited many strengths and showed remarkable persistence as he worked at words.

James read *Lucky Goes to Dog School* as part of routine assessment and did not have an introduction to the text before reading it for the first time. He needed the opportunity to hear and use in conversation the word *naughty* as a backdrop for solving it while reading. He also could have used a more complete knowledge of the story meaning and the kind of dialogue he could expect to encounter in the book.

As a reader, James needs to achieve smoother processing either by moving to a lower level or staying at E. In either case, he will need to be given an introduction to the text and prompted to reread and put words together in phrases. This record shows that he knows quite a few high-frequency words and has no trouble reading dialogue. It would also help him to work with magnetic letters as a way to notice word endings.

RUNNING RECORD SHEET

Name: Tessie Date: _____ D. of B.: _____ Age: _____ yrs _____ mths
 School: Davis Recorder: _____

Text Titles	Errors Running Words	Error Ratio	Accuracy Rate	Self-correction Ratio
Easy <u>Chicken Pox</u>	<u>4/220</u>	1: <u>55</u>	<u>98</u> %	1: <u>3</u>
Instructional _____	_____	1: _____	_____ %	1: _____
Hard _____	_____	1: _____	_____ %	1: _____

Directional movement _____

Analysis of Errors and Self-corrections
 Information used or neglected [Meaning (M), Structure or Syntax (S), Visual (V)]

Easy Uses (M), (S), (V), often adding (V) to SC, word-solving often starts with (V)

Instructional _____

Hard _____

Cross-checking on information (Note that this behaviour changes over time)
p 4 +V (M), p 8 (M) + (S) w/ (V)

Page	Title	Count		Analysis of Errors and Self-corrections	
		E	SC	Information used	
	<u>Chicken Pox (H) 220 rw</u>				
1	<u>all IT</u> <u>o-v</u> <u>over</u>	1		E MSV	ms (V)
2	<u>want</u> <u>wanted</u>				
3	<u>all</u>				
4	<u>but</u> <u>bet</u> <u>television</u> <u>tv</u>	1	1	E MSV	ms (V) (S) V (MSV)
5					
6	<u>After</u> <u>the</u> <u>her</u> <u>never</u>	1		E MSV	(MSV)

TESSIE: *CHICKEN POX*, LEVEL H

Although *Chicken Pox* (level H) appears to be an easy text for Tessie, we would want to look carefully at her problem-solving behavior to determine whether a higher level would be appropriate for her in reading instruction. We note that while her accuracy level was 98 percent, she read slowly, with some rereading to phrase, and her word recognition was also slow. The way she works to check on her accuracy and to phrase reading is good evidence that she is self-monitoring. For example, on page 2, she solved the word *wanted* with some hesitation but then went back to the beginning of the line to read it more smoothly. We can observe the same type of behavior on page 4.

There is evidence that Tessie is using all three sources of information—meaning, visual features of words (letter–sound relationships), and language structure. She frequently starts solving a word by using visual information and then either appeals or

uses other sources of information to solve the word.

Tessie needs to read with more phrasing and to gain greater ease in solving words. It will be important for her to continue cross-referencing all three sources of information, which is a real strength. By engaging in a great deal of independent reading at levels G and H, she can increase her fluency and speed of word recognition.

Further instructional reading for a short period of time at level G, with some precise teaching for phrasing and fluency, will also help her. We would recommend rich book introductions that help her keep the meaning of the text in mind, along with some specific concepts in vocabulary. Texts with dialogue will be helpful. In guided reading, the teacher can use prompts such as:

- “Put your words together like this [demonstration.]”
- “Make it sound like talking.”

RUNNING RECORD SHEET

Name: Charles Date: _____ D. of B.: _____ Age: _____ yrs _____ mths
 School: Peters Recorder: _____

Text Titles	Errors Running Words	Error Ratio	Accuracy Rate	Self-correction Ratio
Easy _____	_____	1: _____	_____ %	1: _____
Instructional _____	_____	1: <u>37</u>	<u>97</u> %	1: <u>1.0</u>
Hard _____	_____	1: _____	_____ %	1: _____

Directional movement _____

Analysis of Errors and Self-corrections

Information used or neglected [Meaning (M), Structure or Syntax (S), Visual (V)]

Easy uses (M), (S), and (V), not consistently monitoring using (V) or (S)

Instructional _____

Hard _____

Cross-checking on information (Note that this behaviour changes over time)

Page	Title	Count		Analysis of Errors and Self-corrections	
		E	SC	Information used E MSV	SC MSV
2	Florence Griffith Joyner 184 rw				
3	<u>could</u> <u>would</u>	1		(MSV)	
4					
5	<u>Spr-in</u> <u>sprints</u>				
6					
7	<u>th-</u> <u>thought</u>	1		MSV	

Page		Count		Analysis of Errors and Self-corrections	
		E	SC	Information used	
				E MSV	SC MSV
8	✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓				
9	✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓				
10	✓ ✓ <u>running</u> ✓ ✓ ✓ <u>training</u> ✓	1		(MSV)	
11	✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓				
12	✓ ✓ ✓ ✓ ✓ ✓ <u>fi</u> <u>A</u> <u>finally</u> <u>T</u> ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ <u>became</u> ✓ ✓ <u>become</u> ✓ ✓ ✓	1 1		msv (MSV)	
	Many stretches of phrased reading, good rate, reading punctuation				
		5			314

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CHARLES'S READING OF FLORENCE GRIFFITH JOYNER (LEVEL K)

CHARLES: **FLORENCE GRIFFITH JOYNER,** LEVEL K

Charles read this informational text with high accuracy (97 percent), at a good rate, and with many stretches of phrased reading. He was consistently noticing the punctuation and using it to identify phrase units. He made few errors, one indication that this text was easy for him. At one point in the text (page 7), he appealed and was told the word *thought*. He did, however, first try the *th* at the beginning of the word. Two substitutions (*could* for *would* on page 3 and *running* for *training* on page 10) were consistent with correct syntax. Charles ignored these errors, but they probably made very little difference in comprehension. On page 12, Charles again started a new word but needed help to solve it. Also on page 12, he read *became* for *become*, a substitution that did not fit with the structure of language but which might have sounded right to his ear.

Overall, this running record provides evidence that Charles was processing the text effectively. He seemed to be solving words quickly; many of the

high-frequency words in the text were known to him and required little effort. When he approached unfamiliar words, he used visual information; however, he was not able to go beyond the first two letters and did not seem to employ a range of strategies for taking words apart or trying viable substitutions that could be checked with meaning. His fluent, phrased reading indicates that he comprehended what he read, which could be examined further through conversation about the text.

Charles would probably benefit from reading slightly more challenging texts that offer opportunities for learning more about word solving. At the same time, he could use some work with magnetic letters or the whiteboard to help him make connections between words or make new words by changing first or last parts. He needs to notice more word parts so that he can learn to analyze them while reading.

TITLE: **New Clues About Dinosaurs**AUTHOR: **Holly Hartman**PUBLISHER: **Rigby/Harcourt Achieve, 2000**

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2	If you want to learn about an elephant, you can go to a zoo and study it. If you want to learn about a dinosaur, you have to be a better detective. You can only study the clues in the fossils that dinosaurs left behind.
3	<p>Three Steps to Studying Fossils</p> <p>Discovery: finding the fossils</p> <p>Observation: gathering and sorting information</p> <p>Theory: making a guess about what the fossils tell us about dinosaur life</p> <p>Scientists have been studying dinosaur fossils for more than 175 years. In that time, new discoveries and new technology have led to new theories, or ideas, about dinosaurs.</p>
4	Then, in the 1800s, scientists began to discover many dinosaur fossils. ...
10	<p>Looking at Tails: 1877 USA</p> <p>Discovery: Skeleton of Apatosaurus is discovered.</p> <p>Observation: The neck and tail both measure more than 40 feet.</p> <p>Old Theory: The tail was dragged on the ground to balance the weight of the neck and head. It might have been used as a whip.</p>
11	<p>1993 USA</p> <p>Discovery: Apatosaurus skeleton is copied as a computer model.</p> <p>Observation: Computer animation shows the tail was carried higher and did have a structure like a whip.</p> <p>New Theory: Apatosaurus could have cracked its tail like a whip making a loud, cannon-like boom.</p>
12	<p>Looking at Necks: 1877 USA</p> <p>Discovery: Parts of a Diplodocus skeleton are discovered.</p> <p>Observation: The long neck of this herbivore could have reached the tops of the trees.</p> <p>Old Theory: Diplodocus reached up to the tops of trees to eat leaves.</p>
13	<p>1995 USA</p> <p>Discovery: Diplodocus skeleton is copied as a computer model.</p> <p>Observation: Computer animation shows the neck bones could raise the head only to shoulder height.</p> <p>New Theory: Diplodocus only ate low-growing plants.</p>

Lesson Plan for Interactive Read-Aloud

	GRADE:	DATE:
Name:		
Title of text:		
Author:		
Illustrator:		
Genre:		
Summary (1–2 sentences):		
Demands of this text on listeners (summarize):		
Opening:		
Stopping places (pages) and directions for “turn and talk”:		
Notes for discussion after reading:		
Reflection:		

Lesson Plan for Writing About Reading

	GRADE: DATE:	CONTEXT:
Name:		
Title of text (for IRA or GR):		
Author:		
Illustrator:		
Genre:		
Summary (1–2 sentences):		
Description of writing about reading:		
What children will learn from this task:		
Reflection:		

Plan for Reading Workshop Minilesson

NAME: _____

GRADE LEVEL: _____

Principle:

Teaching Plan:

Directions for
Independent Reading:

Plan for Sharing:

Evidence of Learning:

Self-evaluation: