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STUDY GUIDE

for ***Guiding Readers and Writers:*** *Teaching Comprehension, Genre, and Content Literacy* ©2011

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DEDICATED TO TEACHERS™

STUDY GUIDE OVERVIEW

for ***Guiding Readers and Writers:*** *Teaching Comprehension, Genre, and Content Literacy*

This Study Guide for *Guiding Readers and Writers: Teaching Comprehension, Genre, and Content Literacy* is a comprehensive guide consisting of fifteen modules covering the most important aspects of the book, intended for use with groups of teachers in a professional development setting. The modules can be used flexibly and in any order. The overview below includes a summary of prerequisite readings, materials, and key understandings from each module.

Module Title & Length	Chapter Readings *(in advance of session)*	Materials and Optional Resources	Key Understandings
ORIENTATION Overview of *Guiding Readers and Writers* Time: 1–2 hours	**Introduction and Chapter 1**		
MODULE 1 The Language and Literacy Framework Time: 2 hours	**Chapters 1, 2, 6**		• The physical and social environment provides time and access for students to become readers and writers. • A range of literacy opportunities promotes students' construction of shared meaning and knowledge about texts. • Students need different levels of support (whole group/small group/individual) as they engage with a text.
MODULE 2 Exploring the Three-Block Framework Time: 6 hours	**Chapters 3, 4, 5, 8**	• Interactive read-aloud book • "A Network of Processing Systems for Reading" (Appendix A of this document) **Optional:** • *Word Study Lessons Grade 3* pp. 135, 177, 367 (Fountas & Pinnell, Heinemann 2003) • *Teaching for Comprehending and Fluency DVD* (Fountas & Pinnell, Heinemann 2006)	**Language and Word Study:** • Oral language shows evidence of thinking and supports the construction of meaning. • Explicit teaching about words, phrases, and sentences creates opportunities for student to construct an understanding of how words work and can be used in reading and writing. • The strategic word solver accesses many sources of information simultaneously in a process similar to inquiry. **Workshop Structure:** • A teacher's understanding of the reading/writing process and ongoing assessment provides the specific support students need to extend their learning. • Minilessons follow a structure that ensures student engagement by applying principles in many different contexts. • A variety of minilessons help the reader/writer build effective processing of strategic actions while reading and writing independently, and talking about continuous text.
MODULE 3 Independent Reading Time: 3 hours	**Chapters 7, 8, 9, Appendix 46**	**Optional:** • *Teaching for Comprehending and Fluency DVD* (Fountas & Pinnell, Heinemann 2006) • *Teaching for Comprehending and Fluency*, Chapter 22 (Fountas & Pinnell, Heinemann 2006)	**Independent Reading:** • Reading with fluency and understanding builds when students spend extended time processing text at their independent reading level. • A variety of text stretches readers' powers of comprehension so that they apply systems of strategic actions in different ways and learn to adjust their reading. • With genuine choice, students experience the role of an authentic reader. • The reading process is enhanced when it is surrounded by talk and writing. **Conferring:** • The reading conference enables a teacher to understand each student's reading process. • Providing powerful, customized instruction based on what is learned during conferring, will help students refine and extend their reading competencies.

Module Title & Length	Chapter Readings *(in advance of session)*	Materials and Optional Resources	Key Understandings
MODULE 4 **Independent Writing** *Time: 6 hours*	**Chapters 5, 25, Appendix 12**	• A personal story or a read aloud to share with group • Video recordings of writing conferences • Samples of student writing • School or district writing curriculum	**Independent Writing:** • Independent writing provides students with time to work on their writing, confer with their teacher, and share work or new understandings with the entire class. • Students need exposure to many aspects of writing in order to understand the array of writing choices and the purpose of each. • The writer's notebook is a tool that can be used in a variety of ways to explore ideas and gather seeds for further writing. • Regular reading and reviewing of student writing assists teachers in planning minilessons. **Conferring:** • Noticing the writing strategies writers use, focuses a teacher's teaching during a writing conference. • The goal of a writing conference is to teach the writer, not to refine a particular piece of writing. **Guided Writing:** • Guided writing is an efficient way for teachers to explicitly teach small groups of students with similar writing needs.
MODULE 5 **Helping Students Build a System for Processing Texts** *Time: 3 hours*	**Chapters 18, 19**	• Strategic actions chart • "A Network of Processing Systems for Reading" (Appendix A of this study guide) • Picture books **Optional:** • *Teaching for Comprehending and Fluency*, Chapters 2–5 (Fountas & Pinnell, Heinemann 2006) • *When Readers Struggle: Teaching That Works*, Chapter 17 (Pinnell and Fountas, Heinemann 2009)	• The reading process is the way in which readers construct meaning from print by engaging a variety of complex strategic actions simultaneously. • Students' language before, during, and after reading shows evidence of their thinking within, beyond, and about the text. • Students' attention is on the text and what it means to them. • A variety of texts stretches readers' powers of comprehension so they apply systems of strategic actions in different ways and learn to adjust their reading. • Instruction that keeps students actively thinking about a text supports and expands student processing.
MODULE 6 **Making Teaching Decisions Using Continuous Assessment** *Time: 3 hours*	**Chapter 28**	• Sample student reading/running records • "Guide for Observing and Noting Reading Behaviors" (Appendix B of this study guide) **Optional:** • *Benchmark Assessment System 2 Tutorial DVD* (Fountas & Pinnell, Heinemann 2011, 2008) • *Benchmark Assessment System 2 Professional Development DVD* (Fountas & Pinnell, Heinemann 2011, 2008) • *Teaching for Comprehending and Fluency*, Chapter 9, page 120 (Fountas & Pinnell, Heinemann 2006) • *Word Matters*, Chapter 10 (Pinnell & Fountas, Heinemann 1998)	• Assessments provide information about students' strengths and needs as readers and writers. • Ongoing observations of student learning must be collected, analyzed, and used for instruction and evaluation. • Analysis of running records and student writing over time helps a teacher determine the patterns students are using to process text.

Module Title & Length	Chapter Readings (in advance of session)	Materials and Optional Resources	Key Understandings
MODULE 7 Guided Reading Part I: Matching Books to Readers *Time: 3 hours*	**Chapters 11, 14**	• Audio recordings of student reading • "Guide for Observing and Noting Reading Behaviors" (Appendix B of this study guide) • "A Network of Processing Systems for Reading" (Appendix A of this study guide) • Guided reading books • "Guided Reading Plan Sheet" (Appendix C of this study guide) **Optional:** • *The Continuum of Literacy Learning* (Fountas & Pinnell, Heinemann 2011, 2008) • *Teaching for Comprehending and Fluency DVD* (Fountas & Pinnell, Heinemann 2006) • Videotaped guided reading lesson	• Guided reading instruction is driven by students' needs which are matched to the supports and challenges of a text. • Planning for guided reading includes knowing students' strengths and needs to ensure that each student reads the text successfully. • Whenever reading, students use strategic actions that support thinking.
MODULE 8 Guided Reading Part II: The Lesson *Time: 3 hours*	**Chapters 11, 12, 13, 14, 20, 21**	• Videotaped guided reading lesson • Guided reading books • "Guided Reading Plan Sheet" (Appendix C of this study guide) **Optional:** • *The Continuum of Literacy Learning* (Fountas & Pinnell, Heinemann 2011, 2008)	• Components of a guided reading lesson provide a scaffold for successful reading of the text. • In order to comprehend text, students need to sustain and expand the meaning of the text. • Prompting during guided reading uses language that calls for the reader to take an action. • Guided reading group membership is temporary and dynamic.
MODULE 9 Teaching for Strategic Actions During Guided Reading *Time: 3 hours*	**Chapters 14, 18, 20, 21**	• Strategic actions chart from Module 5 **Optional:** • Two videotaped guided reading lessons (one low/one high) • *Teaching for Comprehending and Fluency DVD* (Fountas & Pinnell, Heinemann 2006)	• The strategic actions that readers use are essentially the same across text levels. • Readers meet greater demands at every level because the texts are increasingly challenging. • The teacher's role in guided reading is to mediate the reading so students notice more and think analytically about their reading without compromising the enjoyment of the text.
MODULE 10 Teaching for Word Solving *Time: 3 hours*	**Chapter 22**	• Student writing samples **Optional:** • *Word Matters* (Pinnell & Fountas, Heinemann 1998) • *The Continuum of Literacy Learning* (Fountas & Pinnell, Heinemann 2011, 2008)	• Word study provides students with an active way to learn the principles of phonics, spelling, and vocabulary. • In word study, the combination of inquiry and direct teaching makes learning efficient—the teaching prompts discovery. • A strategic word solver accesses many sources of information simultaneously in a process similar to inquiry. • Effective word study supports a self-extending system —connecting new words to known words and principles. • Prompting for word-solving strategies helps students build a process for reading and writing words.
MODULE 11 Literature Study *Time: 3 hours*	**Chapters 15, 16, 17**	• Books for interactive read aloud	• Literature study fosters reflection, analysis, and critique of literature. • Readers apply the thinking skills they have acquired from effective interactive read-aloud conversations to small-group interactions. • Readers achieve deeper insight and shifts in thinking when several people share their understandings and perspectives around literature.

Module Title & Length	Chapter Readings (in advance of session)	Materials and Optional Resources	Key Understandings
MODULE 12 **Responding to Reading** *Time: 2 hours*	**Chapters 10, 17, 26**	• Sample reader response letters	• Teachers should demonstrate how to write about reading by providing examples before students are expected to produce it on their own. • Reading response letters represent a genuine dialogue between a student and a teacher. • Assessing student-reading response letters for thinking within, beyond, and about the text should guide a teacher's response.
MODULE 13 **Poetry Workshop** *Time: 3 hours*	**Chapter 24**	• Poems to be read aloud • Poetry books and anthologies • Copies of poem **Optional:** • Student-made poems and poetry anthologies • *The Continuum of Literacy Learning* (Fountas & Pinnell, Heinemann 2011, 2008)	• When you immerse students in rich, lively poetry, you introduce them to intense, precise, skillfully-crafted language. • Through a continuous exploration of poetry, students understand how poets use language to evoke imagery and emotion. They begin to notice and use those techniques in their own writing. • The four phases of the Poetry Workshop allow students to connect, respond, write, and share poetry with gradual release. • Students learn about reading and writing from the precise, concise language of poetry.
MODULE 14 **Understanding the Testing Genre** *Time: 2 hours*	**Chapter 27**	• Sample tests from your school/district	**Test Taking** • Competence in reading and writing are key to performance on tests. • Understanding the characteristics and requirements of tests benefits students' test-taking ability and performance. • Preparing for a test is embedded throughout the learning in the language and literacy framework.
MODULE 15 **Teaching Reading in the Content Areas** *Time: 2 hours*	**Chapters 23, 26**	• Content area textbooks (science, math, social studies) • Unit of study in content area from intermediate grade curriculum **Optional:** • *Teaching for Comprehending and Fluency*, Chapter 13, pages 173, 192 (Fountas & Pinnell, Heinemann 2006)	• Students use their knowledge about the qualities of good reading in all content areas. • Authentic purposes for talking, reading, and writing about specific topics provide a purpose for reading. • Nonfiction texts make content demands on readers. • Texts need to be at an accessible reading level in order for students to synthesize knowledge. • Knowledge about text organization and text formats need to be taught.

ORIENTATION MODULE

Introduction

Chapter 1 • Estimated Time: 1–2 hours

Introduce participants to the text by looking at the foldout on the inside front cover to identify the components of a language and literacy framework. Explain how the components that comprise a reading workshop, writing workshop, and language/word-study block will be explored throughout the text/course. Ask: *What do you notice about the diagram?*

Table of Contents

Ask participants to look at the table of contents and its six sections. Assign one or two sections for each group to quickly scan. Then share the main focus with the rest of the group.

A Classroom View

Turn to pages viii–ix. Ask: *What does this picture say about the teacher's belief about how students learn?*

Jigsaw the sections listed below. Have participants read and chart how this topic supports a student's independence and responsibility, and a teacher's planning and instruction.

- "The Classroom" (pages viii–xii)
- "Arrival and Writing Workshop" (pages xiii–xv)
- "Reading Workshop" (pages xvi–xvii)
- "Language and Word Study Block" (pages xviii–xix)

Review pages xxii–xxiii. Ask: *What can be added to the chart?*

Change Over Time

Have participants read pages 2–4 and look at the charts on pages 7–8. Ask:

- *What do you notice about these charts?*
- *How can these charts help you in your work of assessing students?*
- *What new understandings do you have after looking at Figure 1.4 on page 11?*

Ask participants to list a few students in their class and note where they think they fall on this continuum as writers and readers.

Lifting the Learning

Ask: *What might you say to a parent in explaining how reading and writing complement each other?*

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MODULE **1**

The Language and Literacy Framework

Chapters 1, 2, 6 • Estimated Time: 2 hours

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This module introduces the three blocks of instruction and how they establish a predictable structure for classroom instruction, building a community and opportunities for the teacher to meet the needs of the diverse learners in her classroom. This session overlaps somewhat with the orientation module, so the two can be combined if needed.

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Key Understandings

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- The physical and social environment provides time and access for students to become readers and writers.

- A range of literacy opportunities promotes students' construction of shared meaning and knowledge about texts.

- Students need different levels of support (whole group/small group/ individual) as they engage with a text.

Opening

Have participants share some of the decisions they made in setting up their classrooms. *How does the layout of your classroom support students taking on an independent stance as a learner? How does the layout support your needs for instruction? Thinking back to "Erica's Day," what parts of her day helped to build that community in the classroom?*

Building a Community in the Classroom

Ask participants to reread "Building a Community in the Classroom" on pages 88–89. Then have each group jigsaw these sections of the chapter on pages 89–97: "Physical Environment," "Books," and "Social Environment." Discuss: *What can you add to the earlier discussion about room set-up?*

Thinking About Change over Time

Ask each group to discuss changes over time in broadening writing abilities (pages 3–6) or changes over time in broadening reading abilities (pages 6–10). Then have members from each group join to share highlights of their discussions. Pull the whole group together to discuss: *How might this information help to guide our instructional decisions?*

A Three-Block Framework
Language and Word Study, Reading Workshop, and Writing Workshop

Share with teachers that the three-block framework is a structure for managing instruction. What teachers teach varies, but the essential elements of the instruction include:

• providing opportunities for student talk,

• connecting reading and writing,

• interacting with a variety of literature, and

• linking to content study

The framework is flexible to meet the needs of students and teachers.

• With all teachers and students immersed in this framework, it helps to build a common set of practices over the school year and from grade to grade. Ask: *How might this assist students from grade to grade?*

• The framework allows for students to be immersed as readers, writers, and word solvers every day. This is an efficient use of time and integration of learning.

• The predictable structure allows students to become more independent—they build expectations as to how their day will flow and what their responsibilities are as readers and writers.

Have participants read these three sections on pages 15–20: "Language and Word Study," "Reading Workshop," and "Writing Workshop." In groups, ask them to circulate among three charts: Language and Word Study, Reading Workshop, and Writing Workshop; listing information from their reading. Once all groups have added to the charts, share the results.

Designing a Daily Schedule

Invite participants to create a workable schedule for the three-block framework. Working in pairs and using pages 97–101, consider how the schedule might look in your classroom. Sketch out a plan.

Getting Started with the Language and Literacy Framework

Now that you have a schedule for your teaching, turn to pages 106–107. Look over the suggestions for the first week of school. In your groups, discuss what types of procedures and routines students are learning. *How might you characterize this first week of school? How can these two pages support your work?*

Lifting the Learning

Ask: *What is one thing you have learned about each of the three parts of the Language and Literacy Framework? What's one question that still lingers?*

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MODULE 2

Exploring the Three-Block Framework

Chapters 3, 4, 5, 8 • Estimated Time: 6 hours

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This module expands the understanding of the teaching that is incorporated within each block of the language and literacy framework.

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Key Understandings

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Language and Word Study

- Oral language shows evidence of thinking and supports the construction of meaning.

- Explicit teaching about words, phrases, and sentences creates opportunities for student to construct an understanding of how words work and can be used in reading and writing.

- The strategic word solver accesses many sources of information simultaneously in a process similar to inquiry.

Workshop Structure:

- A teacher's understanding of the reading/writing process and ongoing assessment provide the specific support students need to extend their learning.

- Minilessons follow a structure that ensures student engagement by applying principles in many different contexts.

- A variety of minilessons help the reader/writer build effective processing of strategic actions while reading and writing independently, and talking about continuous text.

Opening

Interactive Read Aloud provides an opportunity for students to have intentional conversations about books. It "levels the playing field" by allowing students to engage with texts that are interesting and age/grade appropriate.

Begin the session with an interactive read aloud. Select a book that is engaging to adults as well as students such as *Freedom Summer* by Deborah Wiles;

Thank You, Sarah, The Woman Who Saved Thanksgiving by Laurie Halse Anderson and Matt Faulkner; or *Listen to the Wind* by Greg Mortenson and Susan Roth. Have teachers respond as readers.

After the reading, ask participants what they noticed about the interactive read aloud. Talk about the stopping points and the types of questions/comments that were made. *How did these stopping points stimulate thinking and talking?*

Share "A Network of Processing Systems for Reading," which can be found in Appendix A of this study guide. Match the interactive read-aloud questions/ comments to the wheel of thinking within, beyond, and about the text. Discuss: *Why might it be important to support thinking within, beyond and about the text? If we want to promote strategic thinking, what must we think about when planning an effective interactive read aloud?*

Interactive Read Aloud

Using one of the picture books, have participants plan their own interactive read aloud. Consider using the bullets on pages 29 and 30 to support the planning. Have the teachers read the story and decide on a few good stopping points to help students understand the story more deeply. For help with this, refer to pages 292–297; 312–313; and 317–318. In pairs, share the planned introduction and the rationale behind each stopping point. Discuss: *How do interactive read alouds build a richer meaning of the book for your students?*

Language and Word Study Block

Interactive read aloud is one component of the Language and Word Study block. Direct participants to Figure 3.1 on page 27. Ask: *What do you notice about these components?* (They range from being quite broad to explicit.) Figure 3.2 offers some guidance on how to include some of the components during the week. The extent to which one uses these activities depends on the needs of the students and the amount of time available each week. All of these activities are done outside of the reading and writing workshop.

Word Study

Begin this discussion by having the participants do a word study activity such as a word sort or inquiry into how specific words work. For ideas, you may want to refer to *Word Study Lessons, Grade 3*, pages 135, 177, 367 (Fountas and Pinnell, Heinemann 2003).

Ask: *What did you learn about words from this activity? How does heightening one's awareness around words support reading and writing?*

Have participants read pages 33–35. Discuss: *How does this process for looking at words help students understand not only the words within the focused study, but more about how words work in general?*

Reflection

Discuss: *What are three things you want to remember about interactive read aloud and/or word study?*

Workshop Format

Have participants read pages 43–45. Explain that the workshop format invites students to be more actively involved in their learning. It provides a systematic approach for students to work independently, in small groups and with the entire class. The teacher can observe students and then scaffold support from light to heavy attention.

- It builds an effective reading and writing process.

- It increases the amount students read and write.

- It increases ownership of and commitment to reading and writing.

- It broadens literary experiences.

- It develops responsibility for reading and writing.

- It encourages personal connections.

- It teaches collaboration.

Point out Figure 4.7 on page 48. Explain the parts of the lesson in broad strokes:

- Book Talk and Minilesson

- Independent and/or Small Group Work

• Class Share

Point out Figure 5.5 on page 57. Ask: *How is the writing workshop design similar to the reading workshop? How does this facilitate student work?*

Assign the rereading of these sections from Chapters 4 and 5:

- "Characteristics of the Reading Workshop," page 42 and "Learning How to Be a Writer in the Writing Workshop," page 54

- "How to Use the Workshop Block" and "Three Instructional Contexts," pages 50, 58

- "Managing Time and Activity," page 48 and "Writing and Conferring," page 77

Using a Venn diagram, or another type of graphic organizer, have participants compare the two workshops. Discuss: *What understandings are reflected in each?*

Creating Effective Minilessons

Minilessons are whole-class opportunities to focus on specific aspects of reading and writing that address student needs. Demonstrate a reading or writing minilesson. Or, view one of the reading minilessons on the *Teaching for Comprehending and Fluency DVD* (Fountas and Pinnell, Heinemann 2006). Ask participants to work in groups to observe the teacher's role and language during the minilesson and share. After viewing the lesson, have each group share what was noticed and how the teacher's role impacted the lesson.

Point out the guidelines for minilessons on page 141. As a group, link the demonstrated/viewed lesson to these guidelines. Then brainstorm other ways to introduce a concept, engage student interaction, and provide opportunities to apply the concept during the minilesson.

Divide the group into two. Ask one group to look at

pages 66–73 and the other group pages 128–136. Ask participants to review the three types of minilessons, management, strategies and skills, and craft. In thinking about their students or grade level, select one minilesson from each category. For each lesson, have participants write one clear statement around the instructional focus for their students. For example, "Readers notice the way an author helps us understand a character through the character's actions and dialogue." The minilesson statement states the focus and includes why this is important for the reader or writer. Have each teacher share their statements with a partner.

With that same partner, select two statements and design minilessons for their students. Page 66, "What Minilesson Should I Teach?" and page 137, "Deciding What to Teach" can assist in this development. Ask participants to try these developed minilessons out in their classrooms.

Independent Work

Independent reading and writing will be explored in the next two modules. Review information shared from earlier in this session, or highlight teacher and student roles on page 46 for independent reading and page 55 for independent writing.

Discuss: *Why do you think independent work is the major block of time within a workshop?*

Ending the Workshop with a Share Session

Explain that by the end of a workshop, students have been immersed in reading and writing for a large amount of time. The last component of a workshop, the share, provides students an opportunity to articulate their new learning with each other. Remind participants that the share can take on many formats—students might share as a whole group, small group, or with partners. They can share what they've been reading or writing; they can have focused talk

linking back to the minilesson; and on occasion some student work can be highlighted. After students have had a chance to talk about their work, suggest that teachers ask a question to foster thinking about how the minilesson might help them as they continue to read/write other texts. Generating ideas around the broader impact of the minilesson is important. For example: *What are some ways you can introduce a person in your memoir writing piece?*

Lifting the Learning

Discuss: *What are your next steps for holding reading and writing workshops in your classroom? Why are these separated blocks of time? How do these blocks of time complement each other?*

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MODULE **3**

Independent Reading

Chapters 7, 8, 9; Appendix 4, 6 • Estimated Time: 3 hours

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This module explores independent reading as a strong instructional frame for students to sustain their reading over longer periods of time. To develop competency, readers need to read a wide variety of self-selected books in a fluent manner and have opportunities to talk and write about them.

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Key Understandings

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Independent Reading

- Reading with fluency and understanding builds when students spend extended time processing text at their independent reading level.

- A variety of text stretches readers' powers of comprehension so that they apply systems of strategic actions in different ways and learn to adjust their reading.

- With genuine choice, students experience the role of an authentic reader.

- The reading process is enhanced when it is surrounded by talk and writing.

Conferring

- The reading conference enables a teacher to understand each student's reading process.

- Providing powerful, customized instruction based on what is learned during conferring, will help students refine and extend their reading competencies.

Book Choice

Have a classroom library available and model the minilesson for Day 1 of the "First Twenty Days of Teaching" on pages 143–146. When participants begin reading, confer with several readers to find out why they selected their book, have them read a page and listen for fluency, or ask them what they are learning about the characters/topic, etc. After about fifteen minutes, end the independent reading time and ask teachers to share. Some questions to consider:

- *Who is reading a fiction/nonfiction book?*

- *Who is reading a book by a familiar author?*

- *Is anyone reading about a funny character?*

- *Has anyone learned something from their book?*

There are many questions that could be asked during this share. After giving students an opportunity to talk about their books, extend the thinking by asking: *Why is it important to be able to pick your own books?*

Reflection

Ask: *How has this mock minilesson helped you think about book choice and time to read?*

Independent Reading

Point out pages 116–118. Have participants read about sustained silent reading and independent reading. Discuss: *What stands out about the differences between the two?*

Structure

Have participants examine the structure of a reading workshop in Figure 7.3 on page 120. Read the opening paragraphs. Have each group jigsaw the parts of the reading workshop: "Book Talks," "Minilessons," "Reading and Conferring," "Group Share and Evaluation." Share in groups and think about how each of these components supports independence in reading.

If possible, view the tape of reading conferences on the *Teaching for Comprehending and Fluency DVD* (Pinnell and Fountas, Heinemann 2006). Ask: *What did the teacher find out about this reader?*

Have participants read pages 138–139 and think about conferring with readers. Point out that the questions on page 140 can guide their reading conversations. Remind teachers to use only those questions that keep the conversation genuine and authentic. Conferring should be a conversation about how the reader is thinking about the text.

Regarding anecdotal records, ask: *What kinds of anecdotal information do you keep on your students' reading? What kinds of information would be useful in reflecting on your students' independent reading?* Show some examples of ways to keep anecdotal records organized.

Turn to Figure 7.7 on page 126. Have participants talk with a partner about the bullets under the teacher's role in independent reading.

Discuss: *What are some big ideas you are learning about independent reading? Reading Workshop?*

Point out Appendix 46, the Reading Interview. Ask: *How might this information be useful?*

The Reading Workshop

Chapter 9 is about beginning the reading workshop with its routines and independent reading. Working in small groups, review the first ten days of minilessons on pages 143–151. Have participants plan the minilesson statement, prepare a synopsis about the minilesson/share, and talk about ways the lesson might be adjusted for 3rd graders versus 6th graders; etc. Share with the entire group.

Remind teachers that lessons 11–15 are about writing reading response letters. These are for students who have written letters before. If students have no experience in responding to books, provide lots of opportunity to talk about books by using interactive read alouds. Slowly introduce letter writing by writing many letters together about some of the interactive read-aloud books. Other ways to adjust the lessons for students are found on pages 111–113, 163–165 and 186–187.

Lifting the Learning

Ask: *How does conferring with readers impact the minilesson instruction? How might minilesson instruction impact the conferring?*

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MODULE 4

Independent Writing

Chapters 5, 25; Appendix 12 • Estimated Time: 6 hours

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This module develops the writing workshop and how the framework supports instruction to meet the needs of the whole class along with the diverse needs of small groups of students and individuals. Independent writing provides time for students to work on their own writing.

Key Understandings

Independent Writing

- Independent writing provides students with time to work on their writing, confer with their teacher, and share work or new understandings with the entire class.

- Students need exposure to many aspects of writing in order to understand the array of writing choices and the purpose of each.

- The writer's notebook is a tool that can be used in a variety of ways to explore ideas and gather seeds for further writing.

- Regular reading and reviewing of student writing helps teachers plan minilessons.

Conferring

- Noticing the writing strategies the student uses focuses the teacher's teaching during a writing conference.

- The goal of a conference is to teach the writer, not refine a particular piece of writing.

Guided Writing

- Guided writing is an efficient way for teachers to explicitly teach small groups of students with similar writing needs.

Writer's Notebook

Explain that a writer's notebook is a depository of writing ideas that you don't want to forget. Writers collect stories, language, ideas, observations, and illustrations. These may become starting points for independent writing pieces.

Tell a personal story or read a favorite story to the par-ticipants. Ask: *Did this story remind you of something that happened in your own life?* Ask participants to pair up and share stories with their partner. Then mix and have participants tell the story again to another part-ner. Once everyone has told their story a couple of times, ask them to write it in their writer's notebook. *What made your story easy to write? How did telling it several times enhance your story?*

Have participants read pages 424–428 and talk in groups about the many uses of a writer's notebook. Then point out a suggested sequence of minilessons on pages 82–86 that might help to encourage the use of a writer's notebook. Ask: *What do you notice about this list?*

Independent Writing

Have participants reread the section about independent writing on page 51. Ask: *How does it build student writers?*

Divide into groups and have each group review and report on the main ideas in these sections: **"**The Writing Process" (pages 52–54); "Learning How to Be a Writer in Writing Workshop" (pages 54–55); "The Writing Workshop Block and How to Use It" (pages 56–59); "Creating an Environment to Support Good Writing" (pages 59–63); and "Inviting Students into the Writing Process" (pages 63–66).

Writing and Conferring

A writing conference is a conversation between a teacher and a student in which the student learns something to apply to future writing. Tape several of your own conferences with a flip camera or ask for volunteers to videotape two or three of their conferences to share.

Ask each participant to view the conferences through one of these lenses:

• *How did the teacher support the student's talk around his/her writing?*

• *What did the teacher learn about this student as a writer?*

• *Did the teacher teach anything to this writer?*

• *Is the instruction around a generative aspect of writing so the student can use it with other writing?*

Point out the list of language to use when conferring on page 81. Ask: *What is the tone of this language?* Try it out by breaking into three groups. Have one group member be the writer and share her writing from earlier in this session. Have a second group member be the teacher and hold a conference with her. Have the third person in the group be an observer who notes the teacher's language. At the end of the conference, talk about which comments helped the writer construct a better understanding about writing. If time permits, rotate roles so everyone has experience being the teacher.

Point out ways to manage student progress and take anecdotal records on pages 78–80 and the Conference Record Form in Appendix 12. Discuss: *What is important to record about student writers?*

Guided Writing

Small-group guided writing instruction gives students the opportunity to meet in temporary groups so that the teacher can tailor instruction to students' specific needs.

Ask teachers to read some sample student writing pieces. On a sticky note, list the student's writing strengths and next steps. Once the class papers have all been assessed, sort the needs. Make a master list of writing needs: craft, strategy, skill and list student names under the appropriate need. If there is one category with many names that focus would make a good minilesson. Other smaller categories can be addressed through individual conferences or guided-reading groups.

Review the steps in a guided writing lesson:

• Introduce the focus for this lesson using the mini-lesson format.

• Ask each student to try out the focus on their own writing. (Have them use the writing piece that you read while forming this group.)

• Students share the revision work they did.

• Students respond in their writing folder, "What I Learned about Being a Writer," (Appendix 6) and share with the small group.

Deciding What to Teach

The school/district curriculum along with student writing assessments can guide the development of a map of writing projects over the course of a year. Have participants read pages 74–76 with a grade-level teacher and their school/district writing curriculum, then design a map for the year's writing instruction in your class. Share the plans with the larger group.

Lifting the Learning

Ask: *What does "teach the writer and not the piece of writing" mean to you?*

MODULE 5

Helping Students Build a System for Processing Texts

Chapters 18–19 • Estimated Time: 3 hours

This module examines the complexity of processing written texts with understanding and fluency. As readers we think about the text without being aware of what is happening in the brain. This processing, or problem solving, takes place automatically as we read for meaning.

Key Understandings

- The reading process is the way in which readers construct meaning from print by engaging a variety of complex strategic actions simultaneously.

- Students' language before, during, and after reading shows evidence of their thinking within, beyond, and about the text.

- Students' attention is on the text and what it means to them.

- A variety of texts stretches readers' powers of comprehension so they apply systems of strategic actions in different ways and learn to adjust their reading.

- Instruction that keeps students actively thinking about a text supports and expands student processing.

Understanding the Reading Process

Ask participants to read the short story "Shells" by Cynthia Rylant on pages 325–326. Ask: *From your familiarity with this author's work, what do you anticipate this story will be like? When you are done reading, write what you are thinking about the story or the author now.* After everyone has finished reading and making some notes about the text, have each group share their comments.

Ask: *What were some of things you noticed about responding to reading and then sharing with your colleagues?*

Have participants reread the first paragraph and look at Figure 18.1 on page 302. Ask them to share their thinking.

Have participants quickly read the section "Complex Systems of Strategic Actions for Processing Texts" on page 309. Share some big ideas. Talk about the distinction between strategic actions for sustaining processing and expanding thinking.

Divide into groups and assign one or two strategic actions to each group. Ask teachers to chart by defining the action and bulleting the important aspects of it. Share results. Ask: *What are you taking away from this work around strategic actions?*

Teaching for Comprehending Across the Language and Literacy Framework

Have participants read the introduction to the chapter on page 322. Discuss: *What's one idea you are thinking about after reading this section?* Then have them review the section "The Centrality of Comprehension" on pages 323–324. Ask: *What points does it make about teaching reading?*

Finally, have them review the section "Paying Conscious Attention to Reading," on pages 327–332 and after each subsection, talk with a partner about what they learned.

With the entire group, ask: *What's important for us to understand about processing?* Add notes to the strategic actions chart started earlier in this module.

Pulling It All Together

Share "A Network of Processing Systems for Reading," found in Appendix A of this document. Have teachers talk about the layout for within, beyond, and about the text. Ask: *How does this layout help you in thinking about a system of integrated strategic actions?* Add any new thinking to the strategic actions chart.

The Language and Literacy Framework

Teaching for strategic actions is done throughout the reading workshop. Our main goal is to teach for processing in all we do and say. It is how we assess students and focus their attention.

Have participants review "Teaching for Strategic Actions across the Literacy Framework" on pages 332–338. Talk about how these parts of the framework provide opportunities to teach for processing.

Practice

Have small groups examine a picture book for examples of a range of comprehending strategies and consider these questions:

• *Where are some stopping places where you can get students to think as readers in ways they can bring to their own reading?*

• *What literary aspects in this book are important to notice?*

• *What can students learn about gaining information from the text features?*

• *Is there information that will help students consider the author's purpose for writing the book?*

• *Are writing techniques used that students can bring to their own writing?*

• *Are there other aspects of the book that support deeper thinking about reading?*

Ask: *What is a big idea from looking at a book in this way?*

Lifting the Learning

Ask: *Look at the list of key understandings for this session and write about one of them.*

(**NOTE:** Save the strategic action chart from this module for later use in Module 9**.)**

MODULE **6**

Making Teaching Decisions Using Continuous Assessment

Chapter 28 • Estimated Time: 3 hours

This module supports teachers in analyzing assessments and using the information to plan for teaching. The module assumes that teachers are familiar with reading records, or running records. If not, the *Fountas & Pinnell Benchmark Assessment System* (Heinemann, 2011, 2008) includes a tutorial DVD that trains teachers on the conventions of taking and analyzing reading records.

Key Understandings

- Assessments provide information about students' strengths and needs as readers and writers.

- Ongoing observations of student learning must be collected, analyzed, and used for instruction and evaluation.

- Analysis of reading records and student writing over time helps a teacher determine the patterns students are using to process text.

Foundations of Assessment

Ask: *If we want to have a broad understanding of our students as learners, what are some of the assessments you use to gather that data?*

Working in groups, have participants make a chart showing those assessments as whole class, small group, and individually. Next to each assessment, list what information can be gleaned from each.

Assessment vs. Evaluation

Have participants work in pairs to read pages 483–485. Have one person read about assessment, and the other about evaluation and share what they learned. Discuss: *Why is it important to delineate between assessment and evaluation?*

Split into two groups. Make one group responsible for presenting the information in the section "Assessment and Evaluation of Reading" on pages 483–487. Have the other group share the information from "Assessment and Evaluation in Writing" on pages 496-502. Share findings as a large group.

Reading Records

Have participants turn to "Sources of Information Available to the Reader" on page 304, and jigsaw the three parts: meaning, language structure, and phonological and visual information.

Note that reading records are useful for the more competent reader in that they read orally more quickly than lower-leveled students.

Hand out a reading record from one of your students or print a copy of Elliot's reading record of *Too Cold for a Polar Bear* from the *Fountas & Pinnell Benchmark Assessment System 2 DVD* (Heinemann 2010, 2008). Review the analysis of the sources of information. What can this reader do well? What might be some next steps for him?

In pairs, have participants review another student's reading record or print Madeline's reading record of *Not Too Cold for a Polar Bear* from the *Fountas & Pinnell Benchmark Assessment System 2 DVD* and decide on her strengths and needs as a reader.

For more practice, have participants take a reading record from a tape recording of one student's reading or of Nyazia reading *The Stories Huey Tells* from the *Teaching for Comprehending and Fluency DVD* (Fountas and Pinnell, Heinemann 2006.)

Use any of the reading records to talk more about student processing. Discuss: *What is there evidence of in the student's reading assessment?* Use the "Guide for Observing and Noting Reading Behaviors" in Appendix B of this study guide for help with this task.

Discuss: *How does thinking about what a student can do inform what we teach next?*

Assessing Throughout the Reading Workshop

If possible, share page 120 from *Teaching for Comprehending and Fluency* (Pinnell and Fountas, Heinemann 2006). Throughout all of this assessment, teachers need to be attending to the reading process. Make a T-chart of what might you hear in student talk (interactive read aloud, reading conference, book talk) that reflects processing. How might student's written response show us the use of strategic actions?

Grades and Reporting

Review the section on grading on pages 502–503. Ask: *What stance is held on how to determine grades from the work done in a workshop?*

Summary of Principles for Establishing a High-Quality Assessment System

Have participants reread a part of the eleven principles described on pages 505–506. Share with the entire group. Ask the entire group to reflect in writing on these questions: *What parts are already established in your school/classroom? What are some areas of assessment you want to refine in your teaching?*

Lifting the Learning

Ask: *How can continuous assessment inform teaching throughout the language and literacy framework?*

MODULE 7

Guided Reading Part I: Planning to Teach

Chapters 11, 14 • Estimated Time: 3 hours

This module introduces guided reading. It is a small group instructional format for all students. Understanding the reading process and analyzing the characteristics of the text are keys to successful teaching.

Key Understandings

- Guided reading instruction is driven by students' needs, which are matched to the supports and challenges of a text.

- Planning for guided reading includes knowing students' strengths and needs to ensure that each student reads the text successfully.

- Whenever reading, students use strategic actions that support thinking.

Review of Reading Records—Coding and Analysis

Using an audio recording of a student reading a text, have participants take a reading record. In pairs, have them analyze the text for sources of information (MSV), accuracy, and self-correction rate. Discuss observable behaviors using "A Network of Processing Systems for Reading" or "Guide for Observing and Noting Reading Behaviors," found in Appendices A and B of this study guide.

If possible, have participants refer to *The Continuum of Literacy Learning* (Fountas and Pinnell, Heinemann 2011, 2008) and locate guided reading section that corresponds with the level of the text the student read. Look over the behaviors for Reading Within the Text under Selecting Goals. *Which behaviors do you think this student already controls? Which behaviors might be next steps for this student?*

Explain that knowing readers' strengths and needs is a way to plan for your instruction in guided reading. Using a recording of another student at another level, have participants practice coding and interpreting a second reading record. Share and discuss with the whole group.

Text Analysis

Distribute a packet of about five children's books appropriate for guided reading to each group and ask participants to order them from easiest to most challenging. Then discuss how the groups decided to rank the books.

Ask participants to read "Determining a Gradient of Text" on pages 225–228, then examine page 227 as a group. Using one book from the packet, have each person in the group take one of the characteristics and talks about how it applies to the selected book. (If pos-

sible, have the analyzed text be the same level as the student whose reading record was analyzed earlier.)

Ask participants to make a T-chart of the supports and demands of the book. (For help with this task, see the "Analyzing Text Factors" form on the *Teaching for Comprehending and Fluency DVD* or refer to the Guided Reading section of *The Continuum of Literacy Learning* and see the "Selecting Texts" section.)

Point out Figure 14.3 on page 228. Talk about the rationale for a gradient of text—reading develops along many dimensions, so readers cannot be categorized by level, but a gradient of text makes it easier for you to select books for readers that meet their needs and allow them to rely on their strengths as readers.

Ask participants to review "The Demands of the Text on Readers" on pages 229–230. In pairs, have them analyze another text (fiction or nonfiction) at another level.

Have them make a second T-chart of the supports and demands of the text and encourage them to consider the following questions:

• *What information do readers need to bring to the text in order to read it with understanding?*

• *What new information will they gain?*

• *Are there confusing places in the text?*

• *What strategies (strategic actions) will readers need to resolve the confusions?*

• *What word solving challenges will this text offer?*

• *Are there new language structures?*

• *Are there challenges in the way the text is organized or its format?*

View a Guided Reading Lesson

With the knowledge the participants have about this text, demonstrate a live lesson, or show a previously taped guided reading lesson. The *Teaching for Comprehending and Fluency DVD* (Fountas and Pinnell, Heinemann 2006) also contains a good guided reading lesson for the book *Seedfolks*, level S. Have participants observe how the teacher introduces the book and teaches for meaning throughout the lesson. Share what was affirming and what are some questions you have.

Have participants reflect on selecting texts for guided reading.

Lifting the Learning

Ask: *What is important to remember when matching books to readers?*

MODULE 8

Guided Reading Part II: The Lesson

Chapters 11, 12, 13, 14, 20, 21 • Estimated Time: 3 hours

This module introduces the guided reading lesson structure and helps participants understand the teacher's role in scaffolding students reading of a text at their instructional level.

Key Understandings

- Components of a guided reading lesson provide a scaffold for successful reading of the text.
- In order to comprehend text, students need to sustain and expand the meaning of the text.
- Prompting during guided reading uses language that calls for the reader to take an action.
- Guided reading group membership is temporary and dynamic.

The Guided Reading Lesson

"It is possible to have good management and ineffective teaching, but it is not possible to have poor management and effective teaching." (page 208)

Ask groups to discuss the following then share as a large group: *In order to hold small group instruction, what management structures need to be in place in your classroom? How do the "First Twenty Days" help to establish that?*

Have participants review pages 206-208 and think about how to prepare for guided reading.

As a whole group, look at Figure 12.2 on page 208. Quickly introduce each element of a guided reading lesson and then jigsaw the in-depth explanations for each on pages 209–213. Have each group chart the big ideas from their section(s) and share with the whole group. Then review the section "Seeing the Lesson as a Whole" on page 214.

Ask participants to look at Figure 12.5 on page 215 to understand the roles of the teacher and students before, during, and after the reading of the text. Then view a guided reading lesson. Have one group note how the teacher's language/actions helped the students comprehend this text, and another group record how the students' actions during the lesson helped to extend their comprehension of the text. Have groups share findings.

Ask: *Is there anything else we need to add to our charts of the elements of a guided reading lesson?*

If time allows, have participants look at the fiction and nonfiction lessons on pages 194–204; again adding to the charts. Discuss: *What strategic actions are supported in these lessons?*

Planning a Guided Reading Lesson

If participants completed Module 7 of this Study Guide, revisit the T-chart of the strengths and challenges of the books they looked at. If not, have groups examine children's books and complete T-charts listing strengths and challenges, with the help of the "Guided Reading" section in *The Continuum of Literacy Learning* (Pinnell and Fountas, Heinemann 2011, 2008).

Next, have participants role play two of the text introductions on pages 233–247.

Discuss:

• *How did the teacher create a framework of meaning for the text?*

• *How did the teacher engage the readers?*

• *Did the teacher provide the overall meaning of the text, or what the story was really about?*

• *Did the teacher address specific language structure?*

• *Were there particular works the students were asked to notice?*

• *Were there aspects of the format or print that required attention?*

• *How else did the teacher make the text accessible to the readers?*

• *What did the readers learn how to do that will help them read this text and other texts?*

Introduction

Have participants review and discuss pages 231–232.

Using the books the participants brought, have each of them plan a guided reading lesson referring to pages 209–214 and the "Guided Reading Plan" in Appendix C of this study guide. Have a small group share the introductions of the text. Offer feedback using the questions listed above.

Reflection: *What are you now thinking about preparing for a guided reading lesson?*

Lifting the Learning

Ask: *How might the suggestions in "Struggling Readers and Writers: Teaching That Makes a Difference," on pages 249–250 impact your design of guided reading lessons?*

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MODULE 9

Teaching for Strategic Actions During Guided Reading

Chapters 20, 21 • Estimated Time: 3 hours

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As a prerequisite for this module, participants should be familiar with the topic of strategic actions for sustaining reading and expanding meaning from Chapter 18; factors contributing to a text gradient from Chapter 14; and should have read Chapters 20–21.

Key Understandings

- The strategic actions that readers use are essentially the same across text levels.

- Readers meet greater demands at every level because the texts are increasingly challenging.

- The teacher's role in guided reading is to mediate the reading so students notice more and think analytically about their reading without compromising the enjoyment of the text.

Teaching Within a Guided Reading Lesson

Role-play the introduction by Rebecca of *Morning Girl* from pages 341–345. Have a narrator read the sidebar tags after each character speaks and the paragraphs between the "live" rendition parts.

Discuss: *This lesson has a clear focus—to notice aspects of the writer's craft and to think deeply about the meaning. How did Rebecca keep students thinking more analytically about the text without interfering with their personal response to it?*

Have participants reread the first part of "Teaching for Strategies Using an Accessible Text" on page 345.

Ask: *What is it saying? How does Figure 20.1 on page 346 help us think about that?*

Show, Support, Prompt, Reinforce, or Observe

Review the "Mediating the Text" section on page 347.

Ask: *What are the strengths in mediating the text? What are the cautions?*

Review Figure 20.2 "Level of Mediation" on page 347 and remind participants that they should think about teaching *for* active use of strategic actions rather than *teaching* strategies. They cannot teach students to understand, only help them *engage in a range of options* that help readers comprehend.

Ask participants to read the five options for mediating text on page 348.

Ask: *When might you use each of these?*

Strategic Actions

Post the strategic actions chart made during Module 5. Divide participants into groups. Assign each group one or two of the strategic actions described on pages 349–366. Have them list any new understandings on the on the charts. Discuss: *How does this new information help in teaching for processing? What do you notice about the questions under each heading in Figure 20.3 on page 253? How might you use them in your work?*

Viewing Lessons

Reread the two examples of teaching on pages 366-367. Alternatively, show two previously taped guided reading lessons, ideally one of low-performing and one of a high-performing group. The *Teaching for Comprehending and Fluency DVD* (Pinnell and Fountas, Heinemann 2006) lessons for *Sally and the Sparrows* and *Seed Folks* are also good examples.

Ask participants to think about these questions while they watch or read about the lessons:

• *What evidence is there of teaching for processing?*

• *Did the teacher show, support, prompt, reinforce or observe in any part of the lesson?*

• *Hypothesize why particular approaches were used.*

• *What evidence is there of student reading process?*

Lifting the Learning

Look *at bullets in Figure 18.1 on page 303. Then read the first paragraph about reading process on page 302. How do the characteristics of an effective reader and the ideas expressed in this paragraph form the foundation of teaching during guided reading?*

MODULE 10

Teaching for Word Solving

Chapter 22 • Estimated Time: 3 hours

This module takes a close look at how students problem solve words while reading and writing and how our instruction needs to be explicit in offering experiences over a wide spectrum of phonics, spelling, and vocabulary strategies.

Key Understandings

- Word study provides students with an active way to learn the principles of phonics, spelling and vocabulary.

- In word study, the combination of inquiry and direct teaching makes learning efficient—the teaching prompts discovery.

- A strategic word solver accesses many sources of information simultaneously in a process similar to inquiry.

- Effective word study supports a self-extending system—connecting new words to known words and principles.

- Prompting for word solving strategies helps students build a process for reading and writing words.

Discuss the section about the word "inveigle" on page 369 and all the thought processes tapped to understand the word. Then discuss the following quotes from this page:

> "Word study is not so much about learning individual words, as it is about learning how written language is organized—how written language 'works'."

> "The goal in phonics, vocabulary, and spelling instruction is to help upper-elementary students expand the categories by making connections among words and drawing out important principles that they know in a deep way."

Ask: *What does this mean for the instruction we do around word study?*

Point out Figure 22.1 on page 370, which lists the broad strategies for word solving.

Divide into groups and have them review these sections and report on a description of the strategy, why it's important, and some examples of what students might do in each area of study: "Phonemic Strategies" (page 370); "Visual Strategies" page 371; "Morphemic Strategies" page 371; "Linking Strategies" (page 371); "Research Strategies" (pages 371–372).

Share and then ask: *How would focusing on these five strategies impact your word study instruction?*

Deciding What to Teach

Have participants select a sample of student writing and make notes in three columns about these three things:

• attempts at words not correctly written

• strategies the child used to write the words

• what the student needs to learn next about how words work

(Alternatively, use the suggestions for professional development on page 385 and help participants understand how to use student written work to support instructional decisions: suggestions 1–3 to decide what to teach based on the types of errors found in students' writing and suggestions 4–9 to decide what to teach based on the levels of text and genres students read.)

If available, discuss Figure 10.9 on pages 123–124 in *Word Matters* (Pinnell and Fountas, Heinemann 1998) and notice the change over time. Ask: *Where are your students on this continuum?* Or, have participants look at their grade level section of *The Continuum of Literacy Learning* (Pinnell and Fountas, Heinemann 2011, 2008) and ask: *Are there any suggested understandings that might be helpful for students in your class to study?*

Learning About Words During Reading Workshop

Point out Figure 22.9 on page 383. Ask participants to look at one group of prompts and consider what the differences are. Discuss opportunities when you might use teach, prompt, or reinforce the use of strategic actions for word solving.

Lifting the Learning

Review *the bullets about word study in the right column on page 387. Select one or two of them and write about how you would put that idea into practice in your word study instruction.*

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MODULE II

Literature Study

Chapters 15, 16, 17 • Estimated Time: 3 hours

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The intentional discussions held during interactive read aloud sessions establish a foundation for students to talk about books. Literature discussion extends this talk. This module explores how literature study contributes to students comprehending text on a deeper level through shared inquiry, developing oral language, and building a literate community.

Key Understandings

- Literature study fosters reflection, analysis, and critique of literature.
- Readers apply the thinking skills they have acquired from effective interactive read aloud conversations to small-group interactions.
- Readers achieve deeper insight and shifts in thinking when several people share their understandings and perspectives around literature.

Opening

Open the session with an interactive read aloud. Select a book that is engaging to adults as well as to students in grades 3-8. Some suggestions are: *Pink and Say* by Patricia Polacco; *Baseball Saved Us* by Ken Mochizuki and Dom Lee; or *The Mary Celeste: A Mystery from History* by Jane Yolen and Heidi Stemple.

Discuss the ways students gain insight into thinking and talking about books from participation in interactive read aloud sessions. Ask: *What are the shifts in talk that you have noticed in your students during interactive read aloud because of their exposure to different books and thinking? How has this talk carried over into your reading conferences or guided reading discussions?*

Literature Study

Have participants turn to page 252 and read about literature study. Then refer them to page 48 to understand how literature study fits into the reading workshop.

Have participants reread "How Literature Study Contributes to Student Learning" on page 253. Divide into five groups and have each group read and discuss one of the five areas described and think about what students need to know in order to be successful in each. Ask groups to report their findings to the large group.

Fishbowl Activity

Follow these steps for a fishbowl literature discussion based on the interactive read aloud used at the begin-

ning of the session. (Review "Multiple Paths to Meaning," on pages 279–282 if needed.)

Ask a small group to flag 2–3 places in the book that they would like to discuss then place their chairs into a tight circle.

Have the other participants bring paper and pencils and place their chairs in a circle around the smaller circle. Invite them to take notes on a T-chart of things they see and hear the inner group doing that invites conversation about the book.

Ask the inner circle to discuss the flagged sections of the book. The facilitator should make sure everyone has a chance to talk and invite members to expand on or clarify ideas. Limit the discussion to 20 minutes.

Ask members of the outer circle to share the observations they recorded on the T-charts. The facilitator should chart the results.

Conclude by having the inner circle comment on the information on the chart and talk about their experience. Ask: *How did our conversation today help you in thinking about the book? How does interactive read aloud, and other talk in the language and literacy framework prepare students to discuss books independently?*

As a follow up, divide into three groups and assign each of these sections to a group: "Forming Groups for Literature Study" (pages 266–267); "Establishing Routines for Literature Study" (pages 267–269); and "Facilitating Discussion" (pages 269–271). Have participants share their information orally and reflect on what they need to do to prepare their students for literature study groups.

Theoretical Underpinnings of Literature Study

Place four charts in different areas of the room and write one of these titles on each: "Response to Literature" (pages 258–259); "Learning and Development" (page 259); "The Social Construct of Meaning" (pages 259–260); and "The Construction of Meaning through Inquiry" (page 260). Divide into four groups, ask them to read the section for their group and record one or two big ideas from it. After five minutes have groups switch to read and add to another chart. If time permits, continue switching until all participants have read each section. Conclude by sharing results with the whole group.

Lifting the Learning

Discuss: *Given that our goal is to have students talking effectively about books, how can our talk scaffold that outcome?*

MODULE 12

Responding to Reading

Chapters 10, 17, 26 • Estimated Time: 2 hours

Written responses to what students have read provide evidence of their thinking. This module helps teachers understand how writing deepens reflection around texts, and explores ways to expand students' thinking about their reading.

Key Understandings

- Teachers should demonstrate how to write about reading by providing examples before students are expected to produce it on their own.

- Reading response letters represent a genuine dialogue between a student and a teacher.

- Assessing student reading response letters for thinking within, beyond, and about the text, should guide a teacher response.

Writing about Reading

As an introductory activity, share this quote and ask participants to discuss it:

> "Our understanding is enhanced when we communicate with others about our thinking. Oral language as the primary support for thinking leads naturally to written communication, which in turn, helps readers expand their thinking."

Have participants write a letter about one of the shared interactive read alouds from an earlier session, or about a book they've read recently. Ask them to exchange their letter with a partner and invite responses to each others' letters. Using a T-chart, list the characteristics of the letters and the responses. Some questions to consider:

- *What information was shared?*

- *What type of thinking—within, beyond, or about—was displayed?*

- *What was the tone of both letters?*

- *How was the letter insightful?*

- *How did the response push the reader's thinking?*

Introducing Letter Writing to Students

Divide participants into groups of four and assign each group one of these sections from Chapter 10 to read, discuss, and share with the large group: introductory paragraphs (page 163); "Response Theory" (pages 163–164); "Talking about Reading" (pages 164–165); and "Sketching or Drawing about Reading" and "Writing about Reading" (page 165). Ask: *How might this information impact the way you introduce writing about reading to students? What plan of action can you take to teach your students to respond to reading through writing?*

Responding to Student Letters

Have participants work with partners and read the letters written between Mrs. Won and Emily on pages 166–168. Ask them to discuss: *What were the shifts in Emily's thinking and how did Mrs. Won's responses impact those changes over time?*

As a whole group, discuss: *What can we take away from this discussion that might influence our work in assessing student letters and responding to them?*

Pass out sample student letters. In groups, discuss: *Does the letter reflect thinking within, beyond, or about the text? How might you stretch this student's thinking about his/her reading?*

Lifting the Learning

Ask: *What are some other ways, besides using the letter format, by which students can respond in writing to the texts they read?* (Review Chapter 26 for ideas if needed.)

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MODULE 13

Poetry Workshop

Chapter 24 • Estimated Time: 3 hours

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This module introduces the poetry workshop to students in a four-stage approach. Poetry is taught throughout the year, first as a component of the language and word study block and later as a workshop format.

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Key Understandings

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- When you immerse students in rich lively poetry, you introduce them to intense, precise, skillfully-crafted language.

- Through a continuous exploration of poetry, students understand how poets use language to evoke imagery and emotion, and they begin to notice and use those techniques in their own writing.

- The four phases of the Poetry Workshop allow students to connect, respond, write and share poetry with gradual release.

- Students learn about reading and writing from the precise concise language of poetry.

"To appreciate poetry is to appreciate the art of language." (page 410)

Begin by reading a poem to the group. Share the reasons why you selected that particular poem. Discuss: *What does poetry offer to students as readers and writers?* Chart the responses.

Have participants look through a collection of poetry books and anthologies to find several poems that reflect who they are. Share these poems. Ask: *What impact does sharing these poems have for you, this group, and your class? How might it build interest in poetry?* (Practice with oral reading and fluency, community building, learning about new anthologies and poets, enjoyment.)

Ask participants to turn to page 417 and discuss the statement: "The purpose (of spending 20 minutes a day on poetry) is to make poetry an integral, enjoyable part of literacy from the start by launching personal poetry anthologies."

Present the four phases of poetry below, sharing rationale and materials. If possible, augment with student examples of each phase. (Alternatively, ask participants to read about each phase of poetry on page 417, then chart its purpose and the materials needed for each phase.)

Phase One: Self-Portrait Poetry

Open this session by reading two or three of your favorite poems, poems that reflect who you are, your

dreams, interests, personality. Have listeners respond to what they are learning about you from the poem you picked. Invite participants look through a collection of poetry anthologies to find poems about themselves and their lives. Have each person select one poem to read to the whole group, and explain they chose it.

Ask participants to read about self-portrait poetry on page 417. If possible, show examples of student-made anthologies. Discuss: *How might you prepare to introduce this phase?*

Phase 2: Responding to Poems

Have each participant select a poem and ask them to share the reasons the poem connected with them. Then, chart responses to questions like the ones on the chart below. Discuss how they might return to this type of chart when their students start writing their own poetry.

Ask: *What do you think students are learning about poetry/language from this activity?*

Phase 3: Connect to Your Own Poem

Suggest that participants introduce phase 3 after a few weeks of collecting, illustrating, and writing about poems with their students.

Show some mirror poems written by students. Then read a poem to the group that lends itself to mirroring. (Some suggestions include: "Where I'm From," by George Ella Lyon; "What is Red?" by Mary O'Neil; "Under the Bed," by Jon Scieszka; or "My Best Friend" by Dara Emily Sobisch.)

Distribute copies of the poem you just read and ask one person to reread it to the group. Have participants highlight parts of the poem that resonate with them (e.g., topic, title, phrase, word, form). If time permits, encourage participants to write and share poems that have some tie to the poem read.

Phase Four: Finding the Poetry in Your Life

In this fourth phase, students write their own poetry. Suggest they have their students use topics from their writing notebooks to help them with ideas. Review suggestions for a heart map described on page 417. Explain that once students understand how to write poetry they should move into a poetry workshop.

The Poetry Workshop

Have participants work in groups. Jigsaw read the poetry workshop section on pages 414–416. Chart the important ideas from each part of the workshop model.

Phase 2: Responding to Poems chart

What is the poet doing? (give example)	Why is the poet doing this?	Craft Name	How might I use this technique?

Developing a Minilesson

Have participants choose a topic for their students from page 415 and design a minilesson around it, thinking about these questions: *What is the minilesson statement? What poems might I use? How can my students practice their learning during the minilesson? How will my students share their work?*

Alternatively, have participants locate the **"Shared and Performance Reading"** section for their grade in *The Continuum of Literacy Learning* (Pinnell and Fountas, Heinemann 2011, 2008).

Ask them to identify the goals for thinking within, beyond, and about the text that can be supported through the study of poetry, then create a poetry minilesson around one of the behaviors or understandings.

Lifting the Learning

Ask: *How does working with poetry impact student knowledge about words and how they work?*

What are the next steps you need to take to implement a poetry workshop within your classroom?

MODULE 14

Understanding the Testing Genre

Chapter 27 • Estimated Time: 2 hours

Testing has become a way of life for students and teachers in all schools. This module explores ways to prepare students for the demands of testing while continuing to develop readers and writers who enjoy and engage in authentic literacy experiences.

Key Understandings

- Competence in reading and writing are key to performance on tests.
- Understanding the characteristics and requirements of tests benefit students' test-taking abilities and performance.
- Preparing for a test is embedded throughout the learning in the language and literacy framework..

The Demands of Tests

Gather samples of tests from various grade levels in your school/district. Divide participants into groups to analyze the demands the tests. Discuss and chart answers to this question: *What does a student have to know as a reader and writer in order to perform well on this test?* Share results with the whole group. Discuss: *How can this information be embedded into your literacy instruction, through reading aloud, shared reading and writing, guided reading, and guided writing?*

Ongoing Good Instruction

Divide participants into two groups. Have one group focus on reading and the other on writing. Ask each group to brainstorm the characteristics strong readers/writers bring to a testing situation. (Suggest that the reading group review pages 463–474, and the writing group pages 463, 474–482.)

Ask both groups to design and share three sample minilessons to help students understand the reading/writing testing genre.

Lifting the Learning

Discuss three understandings you have about how literacy instruction supports test taking; two new test-taking ideas to incorporate into your literacy block; and one surprising finding you learned today.

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MODULE 15

Teaching Reading in the Content Areas

Chapter 23, 26 • Estimated Time: 2 hours

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This module looks at the use of content material in the classroom and how the teacher can support student understanding of these concepts through the use of the language and literacy framework.

<div align="center">

Key Understandings

</div>

- Students use their knowledge about the qualities of good reading in all content areas.
- Authentic purposes for talking, reading and writing about specific topics provide a purpose for reading.
- Nonfiction texts make content demands on readers.
- Texts need to be at an accessible reading level in order for students to synthesize knowledge.
- Knowledge about text organization and text formats need to be taught.

Exploring Nonfiction Texts

Provide a collection of content textbooks that are used with your students. Ask the participants to look through them and come up with three summary observations about the texts. After sharing these with the whole group, ask: *If students are expected to know the information in these textbooks, what do we need to do to support them?*

Review pages 399–404. Distribute content area textbooks to groups and have each group review a chapter, charting all the supports and demands on the reader. If possible, show the "General Demands of All Nonfiction Texts" and "Questions to Ask About Factual Texts" charts from *Teaching for Comprehending and Fluency* pages 173, 192 (Pinnell and Fountas, Heinemann 2006).

Within each group, have participants form pairs. Take one of the demands of the text and determine what a reader might need to know in order to comprehend the chapter. Discuss: *What are some ways the teacher could support the student around this demand?*

Using Literacy Components as a Scaffolds

Select one unit of study that might be used in an intermediate grade level classroom. Provide nonfiction books for small groups to use in designing interactive read aloud sessions, minilessons, or guided reading introductions around it. Suggest participants refer to Chapter 26 for support with this activity.

■ *Interactive Read Aloud Lesson*

Discuss: *What stopping points might give students opportunity to talk about their growing knowledge of the topic? How can a textbook be used as an interactive read aloud?*

■ *Minilesson*

Discuss: *Will the lesson be about content or format?*

■ *Guided Reading Introduction*

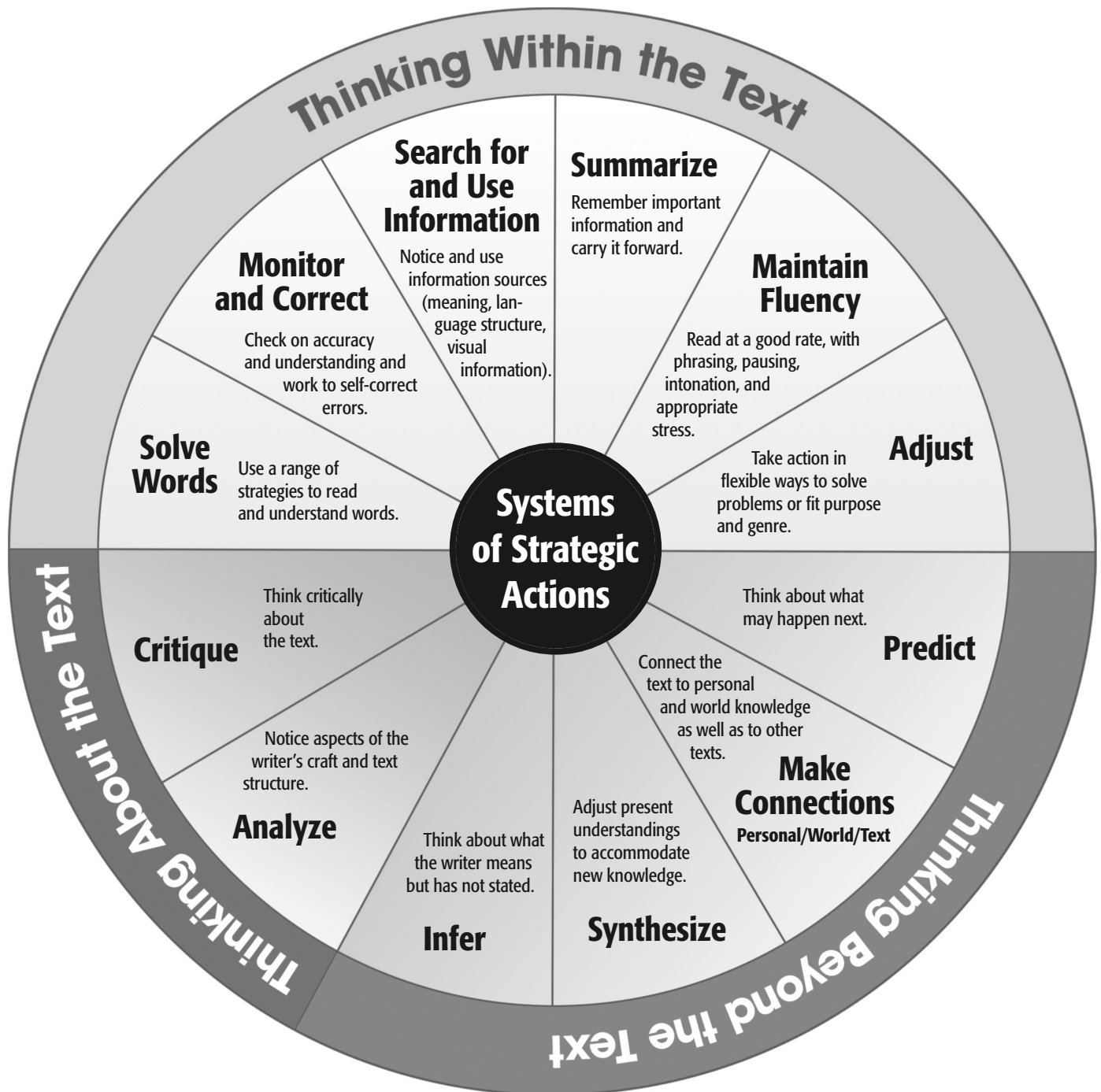**Analyze** the selected book and plan a guided reading lesson introduction.

Have groups present their lessons to the entire group. Ask: *How do these learning opportunities scaffold students understanding of the topic?*

Lifting the Learning

Write what you have learned about using these instructional contexts for reading content texts. Share with your group.

APPENDIX A

A Network of Processing Systems for Reading

Thinking Within the Text

Summarize
Remember important information and carry it forward.

Search for and Use Information
Notice and use information sources (meaning, language structure, visual information).

Monitor and Correct
Check on accuracy and understanding and work to self-correct errors.

Maintain Fluency
Read at a good rate, with phrasing, pausing, intonation, and appropriate stress.

Solve Words
Use a range of strategies to read and understand words.

Adjust
Take action in flexible ways to solve problems or fit purpose and genre.

Systems of Strategic Actions

Critique
Think critically about the text.

Predict
Think about what may happen next.

Make Connections
Personal/World/Text
Connect the text to personal and world knowledge as well as to other texts.

Analyze
Notice aspects of the writer's craft and text structure.

Synthesize
Adjust present understandings to accommodate new knowledge.

Infer
Think about what the writer means but has not stated.

Thinking About the Text

Thinking Beyond the Text

APPENDIX B

Guide for Observing and Noting Reading Behaviors

The Guide for Observing and Noting Reading Behaviors on the following two pages contains questions teachers should ask themselves about the ways a student is processing or problem solving text. A key is provided for rating student behaviors.

Resources

Name: _____ Date: _____

Key: C=Consistent
P=Partial
N=Not evident

Guide for Observing and Noting Reading Behaviors	C P N	Notes
1. Early Reading Behaviors *Does the reader:* • Move left to right across a line of print? • Return to the left for a new line? • Match voice to print while reading a line or more of print? • Recognize a few easy high-frequency words?		
2. Searching for and Using Information **Meaning** *Does the reader:* • Make meaningful attempts at unknown words? • Use the meaning of the story or text to predict unknown words? • Reread to gather more information to solve a word? • Reread and use the meaning of the sentence? • Reread to search for more details—information, characters, plot? • Reread to gather information to clarify confusions? • Use headings and titles to think about the meaning of a section of text? • Use information in the pictures to help in understanding a text? • Use knowledge of the genre (and its characteristics) to help in understanding a text? • Use knowledge of the genre (and its characteristics) to help in finding information? • Use readers' tools to help in finding information (glossary, index)? **Structure** *Does the reader:* • Use knowledge of oral language to solve unknown words? • Reread to see if a word "sounds right" in a sentence? • Reread to correct using language structure? **Visual Information** *Does the reader:* • Use the visual information to solve words? • Use the sound of the first letter(s) to attempt or solve a word? • Use some, most, or all of the visual information to solve words? • Use sound analysis to solve a word? • Make attempts that are visually similar? • Use knowledge of a high-frequency word to problem solve? • Search for more visual information within a word to solve it? • Use analogy to solve unknown words? • Use syllables to solve words? • Use prefixes and suffixes to take apart and recognize words? • Use inflectional endings to problem solve words? • Recognize words quickly and easily? • Reread and use the sound of the first letter to solve a word? • Problem solve unknown words quickly and efficiently? • Work actively to solve words? • Use multiple sources of information together in attempts at words? • Use all sources of information flexibly to solve words? • Use all sources of information in an orchestrated way?		
3. Solving Words *Does the reader:* • Recognize a core of high-frequency words quickly? • Recognize words quickly and easily? • Use a variety of flexible ways to take words apart? • Use the meaning of the sentences to solve words? • Use the structure of the sentence to solve words? • Use some of the visual information to solve words? • Use known word parts to solve words?		

Key: C=Consistent
P=Partial
N=Not evident

Guide for Observing . . . (cont.)	C P N	Notes
3. Solving Words *(cont.)* *Does the reader:* • Use sound analysis (sounding out)? • Use analogy to solve words? • Make attempts that are visually similar? • Use the sound of the first letter to solve words? • Work actively to solve words? • Use known words or parts to solve unknown words? • Use syllables to problem solve? • Use prefixes and suffixes to take words apart? • Use inflectional endings to take words apart? • Use sentence context to derive the meaning of words? • Use base words and root words to derive the meaning of words? • Make connections among words to understand their meaning?		
4. Self-Monitoring *Does the reader:* • Hesitate at an unknown word? • Stop at an unknown word? • Stop at an unknown word and appeal for help? • Stop after an error? • Notice mismatches? • Notice when an attempt does not look right? • Notice when an attempt does not sound right? • Notice when an attempt does not make sense? • Reread to confirm reading? • Use knowledge of some high-frequency words to check on reading? • Check one source of information with another? • Check an attempt that makes sense with language? • Check an attempt that makes sense with the letters (visual information)? • Use language structure to check on reading? • Request help after making several attempts?		
5. Self-Correcting *Does the reader:* • Reread and try again until accurate? • Stop after an error and make another attempt? • Stop after an error and make multiple attempts until accurate? • Reread to self-correct? • Work actively to solve mismatches? • Self-correct errors?		
6. Maintaining Fluency *Does the reader:* • Read without pointing? • Read word groups (phrases)? • Put words together? • Read smoothly? • Read the punctuation? • Make the voice go down at periods? • Make the voice go up at question marks? • Pause briefly at commas, dashes, and hyphens? • Read dialogue with intonation or expression? • Stress the appropriate words to convey accurate meaning? • Read at a good rate—not too fast and not too slow?		
7. Other Behaviors		

APPENDIX C

Guided Reading Plan Sheet

Guided Reading Plan Sheet   Date: _____

Level: _____

Title: _____

Group: _____

Introduction:

Discussion Questions/Topic:

Teaching for Processing:

Extension/Response in RRJ (optional):

Word Work: