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GUIDE FOR PROFESSIONAL DEVELOPMENT

using ***When Readers Struggle: Teaching That Works***

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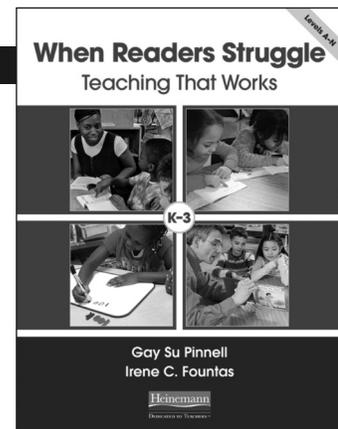
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INTRODUCTION



This guide for instructors, staff developers, literacy coaches, and study groups provides suggestions for a series of professional development or other study sessions based on *When Readers Struggle: Teaching That Works* (2009). The modules vary from one to two and a half hours in length and may be combined in several all-day seminars or presented over a series of shorter periods. You may want to select only those topics of interest and/or change the order of the modules.

When Readers Struggle (WRS) provides detailed information about instructional practices you can use to help struggling readers become successful. The book focuses on grades K through 3, but it will also be helpful to teachers who are working with older students who are reading well below grade level.

When Readers Struggle is directed to both classroom and literacy intervention teachers. Many sections explore a concept and then discuss ways that it can be addressed in the classroom or in supplementary intervention lessons. If you have a group of classroom teachers only or literacy intervention teachers only, you may want to focus discussion on the appropriate sections. If you have a mixed group, you can divide the material accordingly. Both classroom and intervention teachers need to know that it is the *combination* of their efforts that will help struggling readers. It is also important to build *coherence* across classroom and intervention instruction (see *WRS*, pages 437–38, as well as the last chapter).

If you are teaching a course for university credit, a formal syllabus following standard academic style is included in Appendix E. (You can modify it to meet the requirements of your particular institution.) This syllabus assumes that participants will have access to children in either a classroom or a clinic setting. If that is impossible for some participants, you may want to provide simulated materials. Some resources are suggested under Materials.

This guide assumes that participants have previously learned how to observe and record reading behavior and can analyze and interpret these records. If this is not the case, you may want to use your first session to teach these skills. There is an excellent tutorial in *Fountas and Pinnell Benchmark Assessment Systems 1 and 2* and also in the professional development materials for *Leveled Literacy Intervention Orange, Green, and Blue Systems*.

RESOURCES



This guide makes extensive use of the following documents (if you don't have copies, modify the sessions as appropriate):

Pinnell, G. S., & I. C. Fountas. 2007. *The Continuum of Literacy Learning, Grades K–8* [white]. Portsmouth, NH: Heinemann. Also available in divided volumes: *The Continuum of Literacy Learning, Grades K–2* [green] and *The Continuum of Literacy Learning, Grades 3–8* [blue]. The white volume contains all the material included in the green and blue volumes.

Fountas, I. C., & G. S. Pinnell. 2009. *The Fountas and Pinnell Prompting Guide 1: A Tool for Literacy Teachers*. Portsmouth, NH: Heinemann. (Much of the language in this guide is incorporated into the examples included in *WRS*.)

In addition, the following books and materials offer further in-depth reading and support (and are referred to where appropriate):

Fountas, I. C., & G. S. Pinnell. 2006. *Teaching for Comprehending and Fluency: Thinking, Talking, and Writing About Reading, K–8*. Portsmouth, NH: Heinemann.

Fountas, I. C., & G. S. Pinnell. 2006. *Leveled Books (K–8): Matching Texts to Readers for Effective Teaching*. Portsmouth, NH: Heinemann.

Fountas, I. C., & G. S. Pinnell. 2009. *Leveled Literacy Intervention, Orange, Green, and Blue Systems*. Portsmouth, NH: Heinemann.

Fountas, I. C., & G. S. Pinnell. 2010. *The Fountas and Pinnell Leveled Book List, K–8*. 2009–2011 Edition. Portsmouth, NH: Heinemann.

Pinnell, G. S., & I. C. Fountas. 2003. *Phonics Lessons, Grade K: Letters, Words, and How They Work (Grades K, 1, and 2)*. Portsmouth, NH: Heinemann.

Fountas, I. C. & G. S. Pinnell. 2004. *Word Study Lessons: Phonics, Spelling, and Vocabulary (Grade 3)*. Portsmouth, NH: Heinemann.

Pinnell, G. S., & I. C. Fountas. 2002. *Word Study: Phonics & Spelling Minilessons; Buddy Study System*. The Primary Literacy Video Collection. Portsmouth, NH: Heinemann.

Fountas, I. C., & G. S. Pinnell. 2001. *Guiding Readers and Writers: Teaching Comprehension, Genre, and Content Literacy*. Portsmouth, NH: Heinemann.

MATERIALS



You will want to gather materials that will support active inquiry. There are many examples of classroom and intervention interactions, along with samples of students' writing and reading behaviors, in *WRS*. The following websites also offer materials and suggestions:

www.FountasandPinnellLeveledBooks.com

www.FountasandPinnellLeveledLiteracyIntervention.com

www.FountasandPinnellBenchmarkAssessmentSystem.com

www.phonicsminilessons.com

The following kinds of supporting materials will be very beneficial:

1. Samples of running records or reading records. Gather some examples of running records or reading records from a class of children at the grade level of interest. A running record is used to document observations of reading behavior using a blank form. A reading record is essentially the same as a running record except that the observer uses a typed copy of the text. You can ask teachers to bring their records from assessment or regular ongoing observation, but it is often good to have the entire group look at the same examples. You will find preprinted assessment forms for taking reading records in *Fountas and Pinnell Benchmark Assessment Systems 1 and 2*, or you may use other assessments. If you know the system for coding running records, you can use them to capture reading behavior of a student reading any text. You can also find examples of analyzed records on *fountasandpinnellleveledbooks.com*. For your work with *WRS*, you will want records of the behavior of students who are having reading difficulties. But it will also be useful to have records of students making satisfactory and excellent progress, because participants will want to be able to recognize evidence of effective processing.

2. Video examples of individual students reading. It's a good idea to assemble a collection of DVDs showing individual students reading—fluent, proficient, less proficient, and dysfluent. If possible, have a teacher engage the reader in a short conversation after reading to provide insight into comprehension. These short videos can really get conversation going. You can film some of your own students as part of benchmark assessment or just take some leveled books and have individuals read them. There are many examples on the professional development DVD for *Fountas and Pinnell Benchmark Assessment Systems 1 and 2*. Individual readers are also captured on the DVD that accompanies *Teaching for Comprehending and Fluency* (Fountas and Pinnell 2006).

3. Samples of students' writing about reading. All writing samples provide insight into students' ability to represent sounds in words and spell words, but writing about reading will also reveal the quality of students' thinking about the books they are reading. It is easy to ask students to write in different genres as a part of guided reading or after an interactive read-aloud. They can also write dialogue letters about their reading (see *Guiding Readers and Writers*, Chapter 10). Gathering samples of student writing about reading from the beginning, middle, and end of the year for each grade level will provide very good material for analysis.

4. Video examples of small-group lessons. As participants learn more about working with struggling readers, you may want to record some lessons using the lesson framework explained in *WRS*, Chapter 21. You can also record classroom activities such as interactive read-aloud and guided reading for participants to examine through the lens of helping struggling readers. If you have access to one or more of the *Leveled Literacy Intervention Systems* (Fountas and Pinnell, 2009), a DVD is included with each:

Orange System (Levels A–C)

Green System (Levels A–J)

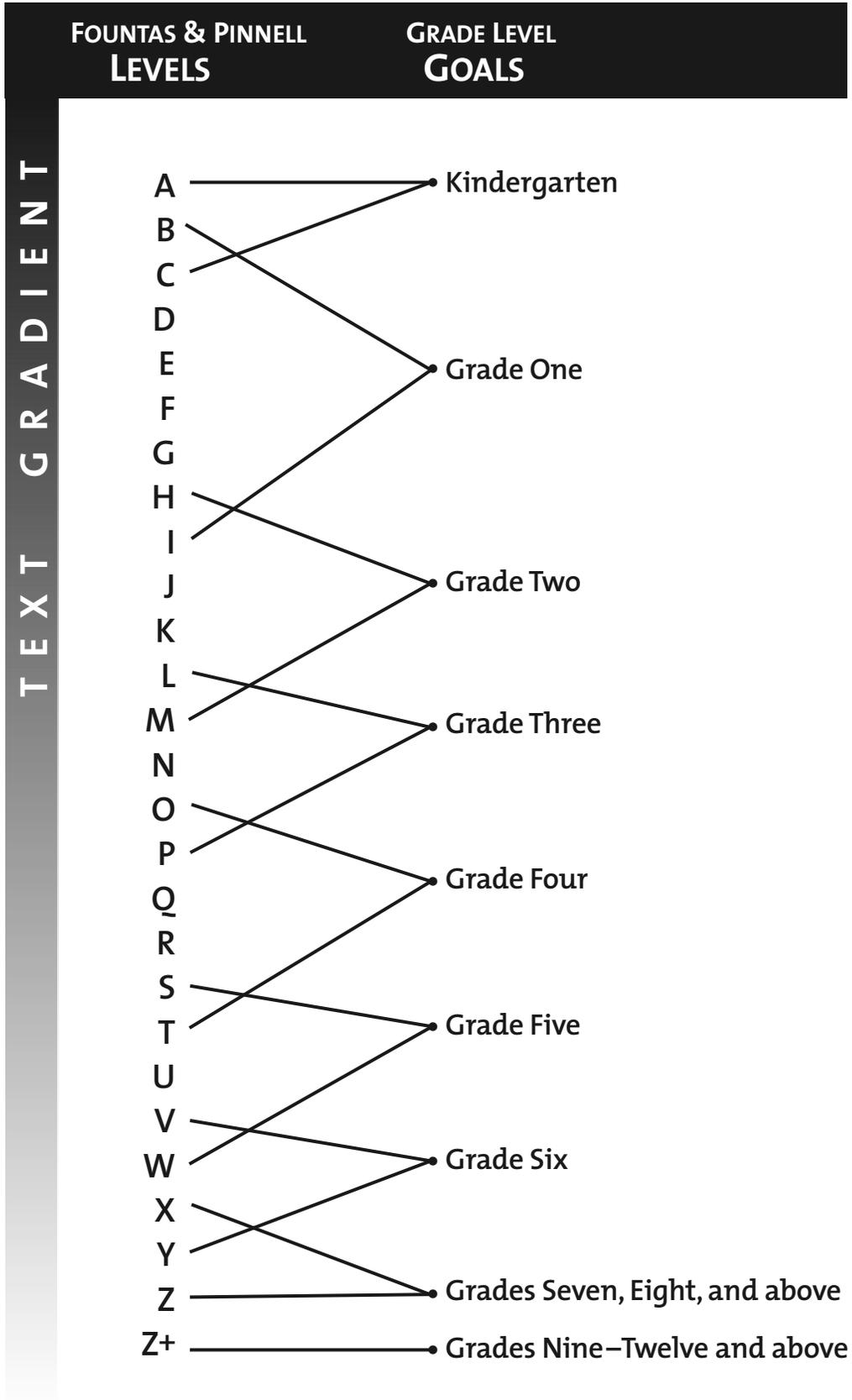
Blue System (Levels C–N)

These DVDs include sample lessons and routines. They will be useful for grades K through 3 (or for teachers who are working with students who read below level N).

5. Children's literature examples that engage children with features of language. Select some picture books that have the potential to extend students' thinking, and organize them by grade level. The CD that accompanies *Teaching for Comprehending and Fluency* includes a comprehensive list of suggested "text sets" for each month of every grade, K through 8. *Teaching for Comprehending and Fluency* also offers many suggestions for using interactive read-aloud and literature discussion to help students extend their thinking about texts. It is important for students to experience, talk, and write about texts that are appropriate for their age. Although struggling readers will need individual or small-group intervention, interactive read-aloud and literature discussion are essential facets of their classroom instruction as well.

6. Leveled books that will engage readers. Gather a set of leveled books that covers the levels your participants are helping students to read. (The gradient on the following page is a guide to text and grade levels.) Find as many engaging books as you can for each level. It is important for struggling readers to have appropriate, high-quality books (see *WRS*, pages 473–94, Factors Related to Engagement). Organize titles by level for easy access during your sessions. Try to include:

- Good stories.
- Interesting nonfiction.
- A variety of topics of interest to the appropriate age levels.
- Series books.
- Books with wonderful characters.
- Books that will get students talking.



Orientation to **When Readers Struggle: Teaching That Works**

Estimated Time: Approximately 2 hours

Introduce participants to the volume with a fast “walkthrough” so they understand how to find information. *WRS*, at 600 pages, can be daunting; they will probably be searching the volume for information rather than reading all chapters, in order, in their entirety. You needn’t visit every chapter. The goal is to give readers an overall feel for the book—its goals and purposes, its organization, and the information it contains. (Alternatively, you might provide a very short introduction and move right into module 1.)

This overview follows the general organizing framework used in the professional development modules that follow, although the elements are not always in the same order. Many of the text-based activities mentioned here are also included in the modules themselves. If you have already used an activity, you can skip it in the module (after reminding participants they’ve already done it). Alternatively, you can leave an activity out of the introduction if you know you will use it later.

Roadmap to *WRS*

Go to the table of contents and point out that the book has four sections. Ask participants to discuss their expectations. (The authors’ thinking about the organization of the book is stated in the introduction.) The first section focuses on the reading process and how it changes over time. The second section focuses on language systems and includes the phonological base for learning to read and write; language learning is described as a constructive process. The third section focuses on learning written language—vocabulary and phonics. The fourth section presents specific information about teaching the reading process. The final chapter provides a context for implementing effective literacy intervention systems. The appendices are specific tools that teachers can use.

Looking at the Big Picture

Have participants turn to Chapter 21, *Keys to Effective Intervention: Success for All Children*. Using Figure 21–1 (page 498), have them jigsaw-read the fifteen keys to designing a successful intervention.

Turn to Figure 21–3, *Systems for Intervening to Help Readers* (page 503), and lead a discussion about the comprehensive classroom instruction and layers of intervention that are needed.

Explain that this chapter provides several frameworks for lessons that will be examined later. Point out Figure 21–13 (page 517), which cross-references topics, chapters in *WRS*, and other publications.

A Coherent Curriculum

It is important not only to have good classroom instruction and layers of intervention but also to design programs with *coherence*. Ask participants to scan the section headed Designing Programs with Coherence: Getting on the Same Page (pages 6–7) and talk about how the language they use can spur their students' progress. Then have them look at Figure 1–2 (page 7) as a conceptual framework for the concept of coherence. Finally, look at Figure 1–3 (page 9) and talk about how these components can help struggling readers. (The underlying message here is that no intervention can be successful unless it operates within a sound instructional program.) Point out Figure 1–4 (page 12), which restates the fifteen keys.

What Do Good Readers Do and Struggling Readers Find Difficult?

Explore the material in Chapters 2 and 3 related to proficient reading. Begin by having participants list the kinds of behaviors they observe in their struggling readers. Ask them to identify what the readers they are concerned about find difficult.

Now have them identify what proficient readers do. Have them jigsaw-read the material (starting on page 17) about systems of strategic actions. Then have them, in pairs, examine Chad and Brian as readers, looking through the lens of strategic actions.

Point out the diagram that is inside the front cover of *WRS*.

Have participants compare the lists of behaviors they created to the bullets on pages 30 and 31 of Chapter 3.

Finally have them scan or jigsaw-read Figure 3–1, Areas of Reading Difficulty (page 33), and then discuss it as a group. Point out that the chapters of *WRS* are organized to address these factors. The goal of teachers' work with struggling readers is to build a *literacy processing system*. Pages 41–43 describe each of the systems of strategic actions in the diagram on the inside front cover of *WRS*.

Finish by looking at the citation on pages 261–62 of a study of proficient second-grade readers by Kaye (2007).

Text Matters

"All texts make demands on readers in terms of how they are written, illustrated, or designed. Text demands encompass all aspects of language as well as the unique demands of print. The proficient reader deals competently with all these demands. As you think about the demands of any text, ask, 'What must the reader be able to do to process this text with accuracy, fluency, and understanding?'" (*WRS*, page 96).

Have participants read the above quote and invite them to talk about its importance in relation to working with struggling readers. The central idea is that struggling readers must have text that they can process competently—that is, meet its demands.

If you have time, turn to page 126 and clarify the meaning of instructional and independent reading levels. Have participants discuss the importance of each. Then ask them to scan pages 405–8. Both levels are very important in designing intervention lessons.

Language Matters

Turn to page 134 and look at the information on language systems.

To emphasize the importance of language structure, turn to page 361, Self-Monitoring and Self-Correcting Using Language Structure. Have participants scan the list of some ways struggling readers can have difficulty using language structure. Ask them to look at the introduction to *Pictures of Hugs* (level F) on page 362 and identify ways the teacher is supporting readers' use of language structure. Working with English language learners will probably come up during this discussion. Point out that Chapter 18, *Working Successfully with English Language Learners*, offers many specific suggestions for supporting students' language learning.

If there is time, look at Figure 8–1 (page 154) and examine the role of vocabulary in reading. Ask participants to look at tier 1, tier 2, and tier 3 words in relation to the texts their students read. Then look at Figure 8–6 (page 157) and examine what readers do to derive the meaning of words.

Often, when people think of language, they focus mainly on vocabulary, and vocabulary is important; however, *WRS* takes a broader view. Every element of language is important—meaning, structure, and vocabulary. Some important points:

- Vocabulary refers to oral language.
- Vocabulary is not just the accumulation of words; it involves different kinds of words.
- Vocabulary is an important factor in text difficulty.
- In reading, it is important to *derive* the meaning of words, which is more than simple recall.

Teaching Matters

Pages 291 to 496 focus on teaching. This very large section covers problem solving, working for independence, teaching for fluency, teaching for comprehending, using writing to extend reading power, teaching English language learners, attention and memory, and emotion and motivation.

WRS suggests three frameworks for intervention lessons. Talk about each briefly, mentioning that they will be studied in depth in the course.

1. **Getting-started lessons** are designed to help children who are learning how print works (grades K and 1). Look at the framework on page 507, Figure 21–6. How does it support beginning readers who are just learning how print works?

2. **Alternating framework 1** is designed for children who have an orientation to print and need to learn to read from levels A to N. Look at the framework as depicted in Figure 21–10 (page 510). How does this framework help readers expand systems of strategic actions? Why is an instructional level text used?
3. **Alternating framework 2** is also designed for children who have an orientation to print and need to learn to read from levels A to N. Look at the framework as depicted in Figure 21–10 (page 510). How does this framework help readers extend thinking about the instructional level text? Why is an independent level text used as the new book?

Recall the information from Kaye’s 2007 study, examined earlier. The goal of reading instruction is independence, not just in solving words but in using all sources of information—meaning, language structure, and visual information—in strategic ways. Overview the information in Chapters 14, 15, and 16. Look briefly at Chapters 14 and 15 to see the coordination between these chapters and *Prompting Guide 1*. Help participants understand the structure of *Prompting Guide 1* by looking briefly at Figure 15–3 (page 347). Point out that you:

Teach when the behavior is unfamiliar to the reader.

Prompt when the behavior is new and not well-established; the prompt reminds the reader.

Reinforce when the new behavior is being used without prompting.

Do not talk when the behavior is consistent and well established. Wait for students to initiate problem-solving behavior if needed.

Chapter 17 focuses on teaching for comprehending. We often say *comprehending* rather than *comprehension* because we want to emphasize that it is a *process* rather than only a *product*.

Look at the first sentence of the chapter: “Understanding reading comprehension is a journey in understanding the human mind” (page 397). Point out that reading is thinking that is based on a text.

Have participants explore how comprehending is supported before, during, and after reading. The examples in the chapter include an introduction, discussion, and teaching points for a given text. They can choose either the level M or level N example. Have them work in groups of three, each person exploring one area—(1) *before reading* (the introduction); (2) *after reading* (discussion); and (3) *after reading* (teaching points)—and then sharing their observations with the other members of their group.

To explore teaching during reading, look at Figure 17–23, Prompting for Successful Comprehending (pages 426–30). The first column states the system of strategic action, the second column states specific goals for students’ understanding, and the third column lists sample prompts related to comprehending. These prompts may be used before, during, or after reading. Have participants follow this process:

Notice that word solving, monitoring and correcting, searching for and using information, and maintaining fluency are supported in *Prompting Guide 1*, which includes behaviors observable in oral reading and early writing.

Look at the other areas: summarizing, adjusting, predicting, making connections, synthesizing, inferring, analyzing, and critiquing.

Select a goal and language that will be important in supporting the readers you are teaching.

Chapter 16 focuses on teaching for fluency. Have participants briefly examine the six dimensions of fluency and compare them with the language in *Prompting Guide 1*. The main ideas here are that reading fluency does not mean *fast* reading and that it is not a single concept. Look at Figure 16–2 (page 375) and briefly discuss the dimensions of fluency. Then look at *Prompting Guide 1*, pages 17–20.

Two other chapters explain concepts that are very important to understand in working with struggling readers:

Chapter 19, *Engaging Readers’ Attention and Memory in Successful Learning*. This chapter provides a brief explanation of the functions of attention and memory in the brain. Look at Figure 19–5 (page 464), which presents fifteen principles for engaging attention and memory.

Chapter 20, *Engaging Readers’ Emotion and Motivation in Successful Learning*. Look at Figure 20–2 (page 473), Factors Related to Motivation. This chapter is organized so that each factor is discussed in relation to classroom instruction and intervention instruction.

MODULE 1

An Effective Processing System

(Chapters 2 and 3)

Estimated Time: Approximately 2 hours

This module assumes that participants understand how to observe, code, analyze, and interpret reading behaviors. They may need to refresh their memory of the coding system and what it means. If they do not have these understandings, you may want to teach participants how to take a running record or use a benchmark assessment system before using this module.

Teachers who are concerned about struggling readers spend a great deal of time thinking about what their students cannot do. It is sometimes helpful for them to pause and think about what happens when an effective reader processes a text with fluency and comprehension. You want to bring this complex processing to conscious awareness because the purpose of instruction for struggling readers is to help them begin to sound and look like competent readers. A chart labeled Coding and Scoring Errors at a Glance (page 525) is helpful in interpreting all the reading records in *WRS*.

What Do Effective Readers Do?

Survey the group to discover the grade or text level of the effective readers they know. Divide the participants into groups interested in the same level and have them generate a list of what they have noticed about the behaviors of effective readers at that level.

Have the groups look at several running records of proficient reading at instructional or independent levels, discuss each reader, and add these behaviors to their list.

Then ask them to watch short videos of proficient readers at a couple of different levels. Ask them to discuss what they see and add these behaviors to their descriptions of proficient readers.

Have the group members, in pairs, examine the reading behaviors of Chad (pages 19–24) and Brian (pages 24–28). (The charts on pages 25 and 28 pinpoint how even these young readers are taking on the systems of strategic actions.) Have the groups add any additional behaviors to their list.

Have each person read about one of the three categories of thinking about texts (page 17)—thinking within the text, thinking beyond the text, and thinking about the text—and then discuss these categories with their group. Then have the groups code the behaviors on their list as W (within), B (beyond), and A (about) thinking. Ask:

What kind of thinking dominates your list?

Is there anything you would like to add?

Point out that the systems of strategic actions are displayed on a chart on the inside cover of *WRS*. This chart is a handy reference, because all teaching described in the book will be directed toward one or more of these systems.

What Do Struggling Readers Find Difficult?

Have participants, in the same groups, discuss what their struggling readers find difficult to do. Have them make a new list or use their list of proficient behaviors and check or highlight those things that struggling readers find difficult. (They will probably check almost all of them.)

Point out the bulleted list on pages 30–31 of problems experienced by struggling readers, especially beginning readers. Have the groups compare the list to the one they made. Discuss why groups who were thinking about older readers might be thrown “off-track” when considering younger readers.

Look at Figure 3–1, Areas of Reading Difficulty (page 33). Pages 33–41 contain brief descriptions of each of these areas. Have participants jigsaw-read or scan those they find most interesting and discuss them with their group.

Provide groups with running records or reading records of readers who are struggling to read a text. Ask them to analyze and discuss the records and add difficulties to their list.

View a video of a reader who is having difficulty reading a text proficiently and have groups add to their list. When the text is several levels too hard, *any* reader (even a proficient one for the grade level) can look like a struggling reader. The definition of a struggling reader is one who cannot read grade-level text. That student continues to read ineffectively day after day and in the process develops more confusions.

Challenges for English Language Learners

Invite a discussion of the areas of reading difficulty that might be particularly problematic for English language learners. Make a list of things getting in the way that might be related to *language difficulty* rather than *reading difficulty*. Take a look at the sections on grammar and pragmatics in Chapter 18, pages 436–37. Begin a list of ways to support English language learners that you can post online or on a chart in the room. Continue to build this list throughout the course.

Assignment

Ask participants to analyze a running record of a proficient grade-level reader and a running record of a reader who is having difficulty. Schedule a meeting to share the results (or share quickly at the beginning of the next session).

MODULE 2

Observing Reading Behavior

(Chapters 4 and 5)

Estimated Time: Approximately 2 hours

If participants are already familiar with using a benchmark assessment system, have them share their experiences and discuss what they have learned about their students. What do the numbers say about students' accuracy and reading level? Point out Figure 4-5 (page 47) and discuss why the demands for accuracy increase for level L. (Ten percent error is too great for more complicated texts. Students miss many key words and content words if they read below 95%.)

Now go beyond the numbers and ask participants to discuss what they learn from looking at students' errors and self-corrections. What actions do they initiate?

Have them examine and discuss the partial records shown for Kara, Clive, Rachel, Steven, Howard, and Alisha. They may work in groups of six, each member looking closely at one record and then sharing his or her interpretation with the group. Invite them to discuss any evidence of confusion they detected.

Have participants share and discuss the running records they have brought to the session. Ask them to compare proficient and struggling readers, noting areas of strength in both. If books have been matched to readers, the only difference may be the level; in that case, they should discuss what the less proficient readers need to learn to do to move to more advanced levels. On the other hand, if the readers are trying to process texts that are too hard, they may notice areas the readers are neglecting and areas of confusion.

It is important for participants to understand that the processing system develops over time. Chapter 5 profiles three readers: Jerome (pages 61-72 and Figure 5-11); Rosa (pages 72-78 and Figure 5-16); and Tia (pages 78-83 and Figure 5-21). Several complex concepts are being delineated here: (1) the reader's current processing system; (2) the texts and instruction the reader is provided; and (3) the way the reader changes over time. Point out that these readers are moving in the same general direction (the building of a processing system) but there are differences in the strengths and needs they show along the way.

Have participants work in groups of three to examine change over time:

How do readers' strengths change over time?

How do readers' teaching needs change over time?

If participants have *Prompting Guide 1*, examine it briefly, noticing language that might be appropriate for helping these readers. (Periodic quick references to the *Prompting Guide* as appropriate will help them use it knowledgeably.)

Foreshadow the work on texts in the next session by examining the three running records in Chapter 6:

1. Kulsum's reading of *Anna's New Glasses* (pages 90–91).
2. Her reading of *Bubbles* (pages 92–93).
3. Her reading of *The Sleepover Party* (pages 94–96).
[You may want to show only a little of this reading.]

The major point is that Kulsum is struggling only in relation to the hardest text she is asked to read. Ask:

What are some examples of behaviors that show Kulsum is a competent reader?

When does Kulsum begin to look like a struggling reader?

Where will instruction be best placed (which book) for this reader?

Having a reader like Kulsum read texts that are too hard every day is not an option. On the other hand, she does need some challenges and supportive teaching.

Point out that although Kulsum is fluent in English, she is not a native English speaker. Discuss how this factor affects children in benchmark reading assessment. Turn to page 441 and read the section under the heading Accept Variety in Pronunciation and Intonation. If there is time, view a video of a student who is clearly an English language learner and have participants make informal observations and add these actions to their list of ways to support English language learners.

Assignment

Read: Chapter 6.

Pages 442–45, Analyze Texts to Detect and Clarify Difficult Concepts.

Pages 445–48, Analyze Texts for Tricky Language and Rehearse Children in Using It.

Pages 448–49, Teach Text Structure.

MODULE 3

How a Gradient of Text Can Support Struggling Readers

(Chapters 6, 18, and 20)

Estimated Time: Approximately 2 hours

Read this quote, from page 96:

All texts make demands on readers in terms of how they are written, illustrated, or designed. Text demands encompass all aspects of language as well as the unique demands of print. The proficient reader deals competently with all these demands. As you think about the demands of any text, ask, "What must the reader be able to do to process this text with accuracy, fluency, and understanding?"

Invite participants to talk about what this means for their work with struggling readers. The central idea is that they must have texts that their readers can competently process—that is, readers must be able to meet the demands of a particular text.

Referring back to the discussion of Kulsum during the previous session, clarify the role of independent level text (page 408) and instructional level text (page 405). (The same concepts are explored on page 126.)

Learning to analyze text means much more than putting a "level" on it. Ten factors are used to analyze the demands of a text.

Thinking aloud, demonstrate how to analyze a text. Be sure to use verbs. Then have participants, in pairs, choose an early level text from the texts you've assembled and analyze the ten factors. Ask them to use verbs. Then give each pair another text that is two or three levels higher and ask them to analyze it using verbs. *What does the reader need to do to read this text with accuracy, understanding, and fluency?*

Have the participants jigsaw-read the WRS section on the ten text factors (pages 96–112), everyone choosing one factor. Ask them to find a leveled book that contains an example of the factor and share the example with the group.

End the session by looking at some children's books that you would read aloud to students. Read one book and demonstrate thinking about the same text factors in relation to comprehending the text. If there is time, have each table group look at another book and discuss it in relation to the ten text factors.

Working with English Language Learners

It is even more important to expertly match texts to readers who are English language learners. Lead a discussion of text factors that offer particular challenges for these students. Look at the section headed Analyze Texts to Detect and Clarify Difficult Concepts (pages 442, 443, and 445). Role-play one or two of the language interactions.

Add these interactions to the list of ways to support English language learners.

Assignment

Read Chapter 21.

Try analyzing the texts that you are using either for interactive read-aloud or guided reading. How does your analysis support the conversation you have with students? Be prepared to informally report your experience.

MODULE 4

Alternating Frameworks for Intervention Lessons

(Chapter 21)

Estimated Time: Approximately 2 hours

This module is presented early in the sequence so that participants will be able to start using the frameworks for intervention teaching. If they are working in a classroom, they can apply the concepts to their small-group reading instruction (guided reading), although the work will not be as structured or intensive and the lessons will not be as long. If they teach intervention groups, they can use the thirty-minute frameworks on page 510 to design more intensive lessons for struggling readers.

Reflect briefly on the fifteen keys to effective intervention introduced in module 1 (Chapter 21, pages 498–501). Point out that struggling readers need the *combination* of good classroom teaching and supplementary help—see Figure 21–3 (page 503). Have participants scan the second column on page 497 and the rest of the section on page 498 and discuss ideas that they think are important.

Have the group, in pairs, examine the two frameworks on page 510 and share what they notice. Be sure to emphasize the inclusion of writing about reading and the use of two different levels of new texts. Point out that intervention teachers alternate the frameworks over a two-day period.

Introduce the alternating frameworks by viewing a lesson video. You may want to have participants read and briefly comment on each subheading starting on page 509 (the section headed Alternating Frameworks for Intervention Lessons) and then view that segment of the video. (Keep this process moving along briskly, or it will take too much time. Tell participants they are getting the “big picture,” or overall sense of the frameworks; each part will be revisited in greater depth later.) For each segment, follow the outline noted below. You may have them refer to Figure 21–10 (page 510) to see how the segment fits into the overall structure (including suggested times). Most of these sections refer to both frameworks. The exception is writing about reading, which appears only in framework 2 (unless it is used for classroom or home connections).

Text Selection [*select an instructional level text for framework 1 and an independent level text for framework 2*]

1. Read the section.
2. Provide the texts for both lessons and ask participants to read and analyze them using what they learned in module 3. If possible, have enough copies of each title for them to work in pairs.
3. Have participants share what they see as the important characteristics of each text.
4. Have them briefly compare the instructional and independent levels.

Rereading Books [*The first activity in both frameworks. In framework 2, the teacher takes an observational record of the reading of one student.*]

1. Read the section.
2. Ask participants to comment on the value of rereading.
3. Watch this segment of the framework 1 lesson. Have participants take notes on the language they hear the teacher use.

Phonics/Letter/Word Work [*used in both frameworks*]

1. Read the section.
2. Have participants briefly share what they noticed about change over time and variety.
3. Watch this segment of the framework 1 lesson.

Reading New Texts [*A new text is read in both frameworks, alternating the level of difficulty.*]

1. Read the section.
2. Ask participants to comment on the way instructional and independent level texts are used in the alternating frameworks.
3. Watch this segment of the framework 1 lesson.
4. Have participants discuss what the teacher did before and after the children read the book. (They can also talk about what she did during the reading of the book.)
5. If there is time, watch the phonics/word work segment that follows the reading of a new text.

[*Participants will now have watched the four parts of the framework 1 lesson.*]

Classroom and Home Connections [*explained at the end of each framework*]

1. Read the section on page 513. [For the moment, you have skipped writing about reading.]
2. Have participants quickly list the values of these connections.

Writing About Reading [*used in framework 2*]

1. Go back to Figure 2–10 and locate writing about reading as component 3. (Each lesson has 4 components.)
2. Have participants, in groups of three, read about each kind of writing and share the process and benefits with their group.
3. If there is time, play the whole framework 2 lesson from beginning to end without stopping so participants can see writing about reading in context and notice the quicker reading of the new independent level book.

Two complete lesson plans are featured on pages 514–16 (they can be downloaded and printed at fountasandpinnelleveledliteracyintervention.com). The plans are very detailed, but participants can adjust the detail they use in their own lessons. If you need to clarify the difference between these frameworks when applied to guided reading and to intervention lessons, there is a comparison chart in Appendix A of this guide.

Working with English Language Learners

It will help English language learners to participate in lessons that have predictable structures and routines. Go to page 442 and look at the Provide Lessons with Predictable Routines section. Emphasize how important it is to teach the routines. Add these actions to your list of ways to help English language learners.

Assignment

Ask participants to plan and teach two lessons to specific students. Walk them through the process:

1. Select a group and determine an appropriate instructional level.
2. Select one independent level book and one instructional level book from any leveled collection.
3. Consult *Phonics Lessons* (if available) in planning phonics/word work. (The grade-level phonics continuum in *The Continuum of Literacy Learning* suggests the relevant principles as well.)
4. Come back to the next session prepared to share experiences.

MODULE 5

Early Reading Behaviors: Learning About Print

(Chapters 10 and 21)

Estimated Time: Approximately 2 hours

This module will be of greatest interest to teachers who are working with children in grades K and 1, but it may also be useful for grade 2 teachers who are working with struggling readers, who may have had early confusions about the nature of print.

Start by looking at change over time in early reading and writing behaviors. Collect these materials:

1. Samples of children's writing. (A rich resource is *What Did I Write?* by Marie Clay. There are also examples in *WRS*.)
2. Audio or video recordings of children's early book experiences. (One source is the DVD included with *Teaching for Comprehending and Fluency*.)
3. A class set of kindergarten (or early first grade) writing papers (real attempts rather than copying or worksheets). If possible have participants bring in the work of their own students.
4. Some level A books.
5. A getting-started lesson.
6. Letter identification, concepts about print, and word writing assessments. (Use your own examples or the ones on pages 207, 209, and 210).

Have participants read the introductory paragraph on page 201. Ask them to share the kinds of assessments they use to find out how much young children know about print when they enter school.

A View of Emergent Literacy Learning

Have participants look at Figure 10–1, Environmental Print (page 202), and discuss the role print plays in children's lives even before they enter school. Spark discussion by asking:

What print do even toddlers sometimes notice in the environment?

What print do children encounter at home?

What have you noticed about the way children play with print?

Look at the writing examples on page 203 (or other samples you have brought). Have participants, in small groups, discuss each sample: what do these children know about written language?

Scan the last two paragraphs on page 203 and clarify the difference between a “readiness” view of school and an “emergent” view of literacy.

Point out the twenty-five significant behaviors listed in Figure 10–5 (page 205) and the bulleted “danger signs” on the same page. Have participants discuss whether they have seen danger signs like this in the children they are teaching. (These behaviors do not signal learning disability and are normal in preschool and early kindergarten children; however, by mid-kindergarten, children should be more knowledgeable about the way print works.)

Using Assessment to Find Out What Children Know About Print

Briefly discuss the role of systematic assessment. Have participants look at the assessments used in your district, or discuss these examples, again noticing what children know about written language:

1. Letter recognition (pages 206–7).
2. Early literacy behaviors (page 207 and Figures 10–8 and 10–9).
3. Word writing (pages 207 and 209–10.).

If you are using *The Continuum of Literacy Learning*, take a look at:

1. The early reading behaviors section of the phonics and word study continuum for grades K and 1.
2. The kindergarten section of the writing continuum.
3. The kindergarten section of the shared and performance reading continuum.
4. The level A section of the guided reading continuum.

If you are using *Prompting Guide 1*, look at pages 5–7 and 23 for some language that will help students.

These significant early literacy understandings are an active part of the curriculum for kindergarten and grade 1. Many children need clear, explicit teaching to help them learn how print “works.”

Letter Learning

Jigsaw-read the ten points summarized in Figure 10–11 (page 211). (Divide the points equally among the group or within a small group.) Share insights in an open discussion.

If you are using *Prompting Guide 1*, pages 25 and 26 suggest language that will help students learn to write letters efficiently. The verbal path for the formation of letters is also provided on page 526 of *WRS*.

An alphabet linking chart and consonant cluster linking chart are provided on pages 541 and 542 of *WRS*. Have participants, in groups of three or four, briefly try out two or three of the ways to use the charts shown in Figure 10–12 (page 212). Discuss the charts’ benefits. Then look at the suggestions for introducing the charts on page 213.

If you have magnetic letters, give a set to each group of participants and ask them to sort the letters in as many ways as they can. Then talk about what they noticed about the shapes of letters. Point out that children need to learn to notice the *distinctive features* of a letter that make it different from every other letter.

Point out the letter minibooks discussion on page 215. (These letter minibooks are provided in reproducible form at the back of *Guided Reading*. They may also be printed from the Lesson Resources CDs for *Phonics Lessons* and the *Leveled Literacy Intervention Systems*.)

Early Word Learning and Using Word Cards

The concept of a word in print (as defined by space) is difficult for some children. Learning a new word is not easy. Have participants, in groups of four, read:

1. Early Word Learning and Figure 10–19, pages 215–16.
2. Using High Frequency Word Cards, pages 216–17.

Have one of the group members demonstrate helping children (the other three) learn a new word. Then another group member can use index cards or pieces of paper to demonstrate two or three of the games listed.

Connecting Letters and Sounds

Quickly demonstrate using Elkonin boxes to help children hear sounds in words. You will be returning to this concept in later modules.

Learning How Print Works

If you are using *Prompting Guide 1*, keep pages 5 and 6 handy as a resource. Your goal is for participants to begin to acquire a repertoire of teaching actions that will specifically support early reading and writing behaviors.

Have participants read through the example of shared reading on page 222 and quickly list what the teacher helped children do. (This is the beginning of a general list of what teachers can do to support young readers and writers.)

Ask participants to look at Figure 10–25 (page 224), Ardis’s independent reading of *Mom* with teacher support, and add what the teacher helped Ardis do to the general list.

Ask participants to look at the Mr. K example (page 227) and add more actions to the list.

An Intervention Lesson That Focuses on Developing Early Reading and Writing Behaviors

Go back to Chapter 21, Figure 21–6 (page 507), which suggests a “getting started” framework for providing high support in an intervention lesson.

If available, view the getting started lesson for the *Leveled Literacy Intervention Orange* or *Green System*. Afterward, have participants use the list they have created and the knowledge they have gained from this chapter to discuss what the teacher in the video was helping children pay attention to and learn. Questions to prompt discussion include:

What did the teacher do to help children understand the meaning of the story?

What did the teacher do to help children understand the language structure?

What did the teacher do to help children attend to print features (letters and words)?

If the *LLI* DVDs are not available, use any video of a teacher working skillfully with one young child or with a group.

Working with English Language Learners

Point out that English language learners vary greatly. Some are literate in their first language, but others must learn literacy at the same time that they are learning English. In addition to the simple vocabulary used in texts, they must learn the “language of school.” Go to the section headed Teach Academic Language (pages 440–41). Add these actions to the list of ways to help English language learners.

Assignment

Ask participants to either:

Use one or two assessments to determine what a young child knows about print.

Use one of the teaching techniques described in the chapter to work with a young child or group.

Schedule a follow-up meeting to discuss the results (or share quickly at the beginning of the next session).

MODULE 6

Teaching for Problem-Solving While Processing Texts

(Chapters 7 and 14)

Estimated Time: Approximately 2 hours

These are important teaching concepts, and you can return to these chapters for several follow-up sessions. Collect a number of texts at the reading levels of the students participants are working with, for which participants can analyze and plan book introductions. Book introductions are used in both intervention lessons and guided reading lessons.

If teachers are presenting intervention lessons or teaching guided reading groups, begin with a discussion of how the work is going.

Have some reading records that you have taken in participants' classrooms or ask each participant to come with one record of a reader—a typical student.

Language as a Foundation for Reading

Make the following points:

- Reading and writing are *language processes*.
- Oral language is a powerful resource for readers and writers.
- It is especially important to know about language when teaching English language learners.
- Teacher language is key to students' progress in learning to read and write.

Have participants look at Figure 7–2 (starting on page 134) and discuss the language systems that make up oral language. Ask:

How is oral language related to written language?

How are oral and written language different?

Have participants, in groups of three, jigsaw-read the material on sounds, letters, and words (starting on page 135); syntax (starting on page 136); and meaning (starting on page 139). Ask them to:

1. Read the section.
2. Share what they have learned with the other group members.
3. Talk about:
 - What teachers can do to support children who find it difficult to learn.
 - How teachers can help English language learners.

Ask participants to look at Figure 7–11 (page 142) and think about the benefits of the three classroom instructional contexts and how they can benefit struggling readers.

Change the focus to small-group instruction (either guided reading or intervention lessons). Have participants review the ten text characteristics using the example in Figure 7–17 (page 144), Figure 7–20 (page 146), or Figure 7–22 (page 148). Then have them take one text at a level most interesting to the group and analyze it. (You may want to divide the group into grade-level groups.)

Have groups select one of the text introductions (at the level of interest) from those shown in Figures 7–18, 7–21, or 7–24, examine it, and discuss what the teacher did to support the readers prior to reading the text. Then ask each group to take the text they analyzed and plan a book introduction.

Teaching for Problem Solving

The information on language forms a basis for understanding the teaching moves in Chapter 14. This chapter is closely related to pages 5–9 of *Prompting Guide 1*.

Have participants read and discuss the introductory paragraph on page 323. Make the point that the teacher’s language can support problem solving.

Select parts of this chapter to examine and discuss based on the interest of your group.

Teaching for Early Reading Behaviors

This section is a follow-up to module 5 and could be included in a longer inservice session that includes that module.

Have participants, in groups of four, jigsaw-read the section headed Teaching for Early Reading Behaviors (pages 324–29), sharing information about and examples of:

1. Left-to-right directionality.
2. Return sweep.
3. Voice-print match.
4. Monitoring voice-print match.

They can consult *Prompting Guide 1* for specific teacher language.

Teaching Children to Search For and Use Information

The foundation for understanding this section is in Chapter 7. Understanding language systems will help participants realize the importance of searching for and using different kinds of information. The examples here are fairly clear; use them one at a time to illustrate how teachers demonstrate and prompt students to search for different kinds of information.

Have participants look at the two bullets on page 329 and discuss visible and invisible information (a concept introduced in Clay 2001). While visual information is very important, much processing requires readers to use additional information present in their own mind. Emphasize that with regard to observing and analyzing reading behaviors, visual information refers to the print. Even though readers see the pictures, they use them to search for and use *meaning*.

Meaning

Use Darcy's reading of *Bubbles* (page 330) to look for examples of searching for and using meaning. Then divide participants into pairs and ask them to role-play several of the interactions on page 330 and 331, so that they get a feeling for the teacher's language. Invite them to discuss how this language can support active problem solving on the part of the child.

Language Structure

Remind participants that language structure refers to our internalized understanding of the "rules" of syntax. Examine the bulleted list on page 332 and use it as a basis for discussing how syntax may be difficult for some students.

Then ask participants to examine the record of Allen reading *Flap, Flap, Fly* (page 334). They can either analyze it or find examples of the reader searching for and using language structure.

Read through the teaching interactions on page 332 and explain that these are examples of *teaching* students to use language structure.

Examine the introduction to *A Trip to the Laundromutt* (pages 333–34) (a page spread from the book is shown on page 335). Discuss ways to use text introductions to support the use of language structure.

Visual Information

Have participants work in groups of six. Each pair reads a section—Thinking About the Sounds, Thinking About How the Word Looks, and Looking More Closely at the Visual Information in Words—and selects an interaction to role-play for the whole group. The group then discusses how these actions support readers.

Move to the section headed Using Multiple Sources of Information and look at the examples of interactions.

Using Prompting Guide 1

Examine the concepts of *teach*, *prompt*, and *reinforce* by looking at Figure 15–3 (page 347), which highlights the differences and gives a few examples for each. Ask participants how one would know when each is appropriate.

Go to *Prompting Guide 1*. If there is interest in early reading behaviors, take a look at pages 5 and 6. Then ask participants to look at pages 7–9 and find examples that teach, prompt, and reinforce.

Working with English Language Learners

Lead a discussion about how to support English language learners through interactions. Ask participants to go to page 453, examine the section headed Individual Interactions During Reading, and add to the list of ways to help English language learners.

Assignment

Have participants look at a reading record for a student they are teaching and select examples of language that might be appropriate either to teach, prompt, or reinforce searching for and using different kinds of information. Ask them to share whether they are providing more or less help with the examples they have selected.

Ask them to try out the prompting language with several students and be prepared to discuss the results at the next session, which will go deeper into supporting strategic processing.

Also have them bring to the next session three or four reading records for the same student, taken at different points in time.

MODULE 7

Teaching for Independence in Processing Texts

(Chapter 15)

Estimated Time: Approximately 2 hours

Chapters 14 and 15 provide specific examples to help participants teach and prompt for effective reading behaviors. Participants should bring with them to the meeting three or four reading records for the same student taken at different points in time. As an alternative, use those for Jerome, Rosa, or Tia in Chapter 5, or copy some records you have taken on the same student over time.

Start by reminding participants of Kaye's study of proficient second graders (see the orientation module):

Kaye (2007) analyzed proficient second graders' reading behaviors across a school year. In her examination of more than 2,500 text-reading behaviors, the twenty-one proficient readers demonstrated more than sixty ways (both one-step and multistep actions) to solve words (and these were only the problem-solving behaviors they displayed overtly). All words read correctly by students demonstrated their ability to recognize words instantly or engage in quick "covert" problem solving. These proficient second graders usually worked with large sub-word units. They *never* articulated words phoneme by phoneme. Presumably, they *could* "sound out" words when needed, because they had excellent knowledge of letter-sound relationships. But they appeared to take more efficient or "economical" approaches, as described by Clay (2001). These readers were also extremely active in their problem solving; they *never* appealed to the teacher without first initiating an attempt. These proficient word solvers had learned many words; more important, they had developed powerful systems for learning words. (*WRS*, pages 261–62)

Have participants read the first three sentences of the introductory paragraph and generate a quick list in response to the question, *What do independent readers look like when they read?*

Point out that all the chapters in *WRS* are designed to help readers process texts efficiently and independently. Some chapters focus on building the tools that readers need (for example, a repertoire of words or phonics skills), but Chapters 14 and 15 show examples of how teachers are helping students actively use the tools while they are reading continuous text.

If you are using *Prompting Guide 1*, point out that Chapter 15 roughly parallels the prompting guide. The prompts used in the chapter examples are summarized and expanded in the guide.

Analyzing Changes in Self-Regulating Behavior Over Time

Have participants, in pairs or groups of three or four, using the Guide for Observing and Noting Reading Behaviors shown on page 371 and included full size in Appendix B (pages 523–24 of *WRS*), take three or four reading records for one reader and make a chart with the appropriate number of columns showing the points in time and noting significant behaviors. (Alternatively, they could use the one-page sheet below, included full size in Appendix B of this guide.)

Reading Record 1 (Date)	Reading Record 2 (Date)	Reading Record 3 (Date)
Early Reading Behaviors	Early Reading Behaviors	Early Reading Behaviors
Searching for and Using Information <i>Meaning</i> <i>Language Structure</i> <i>Visual Information</i>	Searching for and Using Information <i>Meaning</i> <i>Language Structure</i> <i>Visual Information</i>	Searching for and Using Information <i>Meaning</i> <i>Language Structure</i> <i>Visual Information</i>
Solving Words	Solving Words	Solving Words
Self-Monitoring	Self-Monitoring	Self-Monitoring
Self-Correcting	Self-Correcting	Self-Correcting
Maintaining Fluency	Maintaining Fluency	Maintaining Fluency
Other	Other	Other

Instead of looking at one reader over time, participants can look at three readers at the same point in time. (Again, reading records for Jerome, Tia, and Rosa can be used.) See the chart below, which is also included full size in Appendix B of this guide.

READER 1	READER 2	READER 3
Early Reading Behaviors	Early Reading Behaviors	Early Reading Behaviors
Searching for and Using Information <i>Meaning</i> <i>Language Structure</i> <i>Visual Information</i>	Searching for and Using Information <i>Meaning</i> <i>Language Structure</i> <i>Visual Information</i>	Searching for and Using Information <i>Meaning</i> <i>Language Structure</i> <i>Visual Information</i>
Solving Words	Solving Words	Solving Words
Self-Monitoring	Self-Monitoring	Self-Monitoring
Self-Correcting	Self-Correcting	Self-Correcting
Maintaining Fluency	Maintaining Fluency	Maintaining Fluency
Other	Other	Other

Have participants share and compare their charts.

Then have the pairs or groups select an area of interest and peruse Chapter 15 of *WRS*. Ask them to:

1. Look for examples of behaviors that the reader is using without prompting and construct reinforcing language.
2. Look for examples of behaviors that should be prompted and construct prompting language.
3. Look for examples of behaviors that should be taught and choose teaching language.

(They can also use *Prompting Guide 1* as a resource.)

Working with English Language Learners

Ask participants to share experiences they have had supporting the effective processing of English language learners. ELLs may need a richer introduction to the language of the text in order to use language structure to self-monitor, self-correct, solve words, etc. Have participants read the section headed *Analyze Texts for Tricky Language and Rehearse Children in Using It* (pages 445–48) and role-play a few of the interactions. Add these actions to the list of ways to help English language learners.

Assignment

Ask participants to select one reader who is having difficulty, take a reading record each week for four weeks, and bring these reading records to the next session.

Have participants use teaching, prompting, and reinforcing language when they work with this reader in a small groups or individually. Schedule a meeting to share results of the case study.

MODULE 8

Using Phonics to Help Struggling Readers

(Chapters 9 and 11)

Estimated Time: Approximately 2 hours

This module explores phonemic awareness and phonics. Phonics is frequently cited as the reason readers have difficulty as well as the solution to the problem. In *WRS*, phonics is presented not as the only solution but as one essential and important component of classroom reading instruction and intervention lessons.

Introduce some inquiry into this session by administering the writing-picture-names assessment (*Fountas and Pinnell Benchmark Assessment System 1*, Heinemann, 2008) to a class of kindergarten or early grade 1 children at two points in time. (Alternatively, you could administer the task to two groups of children, one group being more advanced than the other.) Figure 9–7 (page 182) is an example of the assessment.

You can find some DVDs of phonics lessons in Heinemann’s *Primary Literacy Video Collection*. You can also watch the phonics components of lessons provided on the DVDs that come with *Leveled Literacy Intervention Systems* if they are available. Routines for using Elkonin boxes are also provided on those DVDs. Alternatively, you can video-record teachers providing phonics lessons in the areas you want to highlight.

Reflecting on Your Proficient Word Solving Strategies

Ask participants to read a difficult piece of written language that includes very hard words. Then have them reflect on the strategies they used. (You may use the William Makepiece Thackeray passage on page 233, but if you do, have them cover the analysis with sticky notes.)

The Role of Phonemic Awareness

Educators have heard a great deal about phonemic awareness and phonics. It may be necessary to clarify the difference between several terms. Look at page 175 and be sure that participants know that a *phoneme* is the smallest category of speech sounds. Then look at the definitions on page 177. The idea here is to understand *phonemes, syllables, and words* as they function in spoken language. Phonemic awareness refers to what the child *hears*. Phonemes are connected with letters when reading written language.

Examine Figure 9–2 (page 177). Have participants jigsaw-read the bulleted material on pages 175–76 that explains the concepts.

Phonemic awareness training means teaching children to hear the sounds in words. Chapter 9 offers several teaching suggestions. Put phonemic awareness training into perspective by referring to recommendations from the National Reading Panel's *Report of the Subgroups* (see page 178 of *WRS*):

The panel found that “characteristics of PA training found to be most effective . . . included explicitly and systematically teaching children to manipulate phonemes [in connection] with letters, focusing the instruction on one or two types of phoneme manipulations rather than multiple types, and teaching children in small groups” (*National Reading Panel Report*, 8).

“Perhaps PA instruction is valuable mainly in helping children achieve basic alphabetic insight. Going beyond this by adding further nuances or complexities may . . . produce confusion or boredom” (*National Reading Panel Report*, 2–310). “More is not necessarily better” (2–7).

Present the two assessments you have administered and have participants list what the children in each group know about sounds and their relationship to letters. (Point out that children who have very good scores will probably need instruction in both hearing sounds *and* connecting them to letters.) Ask:

What does each child know about sounds and letters?

What are the differences between the two groups?

What instruction do children in each group need?

Which students seem to need phonemic awareness instruction?

Chapter 9 recommends some activities *in the absence of letters* to raise children's awareness of sounds (pages 184–92). Demonstrate several of these activities or have participants explore them in groups of four. Either way, invite participants to talk about what children are learning.

We also recommend instruction that connects letters and sounds. Divide the group into thirds and have each third investigate the use of one of the following areas and share with the whole group:

How can poetry be used to support growth in phonemic awareness?

How can writing be used to support growth in phonemic awareness?

How can games be used to help children practice hearing and identifying sounds?

Working with English Language Learners

The phonology of English language learners may be different from native speakers. (Phonology also varies from region to region in English-speaking countries.) It helps if ELLs hear sounds in connection with seeing letters, so they can use the support of how the letter looks. Lead a brief discussion about the phonology differences participants notice in the children they teach.

Teaching Phonics Effectively and Intensively

When we teach phonics, our goal is to help students become effective and efficient *word solvers*. Word solving grows over time as students learn more and more about words. The real test of word solving is whether students can perform it while reading continuous text.

Have participants, in small groups, look at Figure 11–3, Aiden as a Word Solver at Nine Points in Time (pages 237–40), up to the point where Aiden has reached the end of grade 2 or 3. (Have them cover the analysis column with sticky notes.) Ask them to:

- Look at the behavior indicated by the coded reading record.
- Describe and note what they see Aiden doing as a word solver.
- Share the changes they observe across time.
- Compare their analysis with that provided in Figure 11–3 and note things they may have missed.

Word solving is built across nine areas of learning as shown in Figure 11–1 (pages 234–35). Work through each of these areas, or have participants jigsaw-read the nine areas and share their understandings. Look at the material on pages 242–43 related to providing whole-class and small-group lessons in phonics. Point out that short phonics “lessons” are also included in intervention lessons (see Chapter 21).

If you have *The Continuum of Literacy Learning* or *Phonics Lessons*, look at the explicitly stated principles and notice how they change and build on each other over time.

View any lessons you have available related to each word-solving area. For each lesson observed, ask:

What was the principle on which the lesson is based? Was it explicitly, clearly, and concisely stated?

How was the principle demonstrated to the students? What did the teacher say and what did students see?

How did the student participate in the lesson? Was there evidence of understanding?

Routines

There are six valuable routines that help students deepen their understanding of and gain speed and ease in using the phonics principles in Figure 11–7 (pages 244–45). Have participants, in groups of six, jigsaw-read about these routines and demonstrate them for one another. (This activity will be most successful if you have magnetic letters, picture cards, and word cards available.)

You may want to spend some extra time practicing the routines for using Elkonin boxes—see Figure 11–11 (page 247). A demonstration is included on the DVD packaged with *Leveled Literacy Intervention Systems*.

Using Phonics While Reading Continuous Text

If you are using *Prompting Guide 1*, quickly visit page 33, Revisiting the Text for Word Study. Have participants discuss how they could revisit any written text—poems, shared reading texts, interactive writing, or independent writing. The key is quickly noticing characteristics of words. (If you do not have the prompting guide, Figure 11–27 [page 254] provides many prompts for the same activity.)

Ask participants to recall the work they did on Chapters 14 and 15 (modules 6 and 7), when they looked at examples of how teachers can help students solve words “on the run” while reading continuous text. Also have them look at the material on pages 252–59.

Working with English Language Learners

Teaching phonics to English language learners will be ineffective if they do not understand the examples or the principle we are trying to teach. Go to page 441 and read the short section headed *Make Lessons Clear and Explicit*. Then go to pages 451–52 and read the section headed *Be Explicit in Teaching About Letters, Sounds, and Words*. Add these actions to the list of ways of helping English language learners.

Assignment

Ask participants to take the reading records they have collected, identify at least one phonics principle they want to teach in a whole-class or small-group minilesson, and plan and teach the lesson. Schedule a follow-up meeting to share the results.

MODULE 9

Building and Using a Repertoire of Words

(Chapter 12)

Estimated Time: Approximately 1 hour

Participants may again use the reading records that they have been collecting on students. Alternatively, you may provide a class set or a few examples at different levels. Examples of analyzed reading records are available at fountasandpinnell leveledbooks.com.

Also collect (or ask participants to bring) a set of student writing samples.

You may also want to have available a sequence of leveled books (levels A through about D) that you can use to examine the requirements for learning high frequency words across texts. Alternatively, participants can bring in a book that they are planning to use with a guided reading group.

The Importance of Word Learning

Look at the last paragraph on page 262 (carrying over to page 263) and the subsequent paragraph to set the purpose for the session. Invite participants to brainstorm a list of how a body of known words benefits readers.

If you are working with kindergarten or grade 1 teachers, examine pages 263–65 and discuss the power of the child’s name in word learning.

High Frequency Words in Texts

Talk about the importance of high frequency words and have participants look at Figure 12–6 (page 266), which charts the high frequency words in ten books. Ask:

What words appear with high frequency?

How will it help readers to know these words? (It will free attention for other word solving.)

Why is important for readers to recognize high frequency words as they read continuous print?

How will locating known and unknown words help readers? (See page 269.)

Have participants, in pairs or small groups, using the set of leveled books from their school (or the one you provide), discuss the demands on readers for knowing words. Ask them how they would support word learning using these same books. Have them:

1. Choose a text that is the right level for a group they are teaching.
2. Look at the section headed Helping Children Learn Words Through Book Introductions (pages 272–73), identify words that should be a focus during the introduction, and role-play presenting the introduction.
3. Look at the “weak” prompts in the section headed Supporting Children While They Are Reading (page 273) and plan some actions to teach, prompt, or reinforce word learning.
4. Look at the section headed Attending to Words After Reading (page 275) and, using a student’s reading record, plan how to use this behavior to revisit the text to attend to words after reading.

Supporting Word Learning Outside the Text

In module 8, participants examined many ways to help students solve words. Here they look at suggestions for teaching words. There will be some overlap.

Have participants examine Figure 12–14, Ten Suggestions for Teaching Words (page 276). Invite them to talk about the methods they have used, as well as those they haven’t.

Have them, in groups of six, jigsaw-read and share the material on Making and Writing Words (pages 276–78), Working with Word Cards (pages 278–81), Word Sorting (page 281), Writing Words (pages 281–83), Changing Words to Make New Words (pages 284–85), and Overlearning through Games (pages 285–87).

Point out that directions for games are included in *WRS*’s appendices.

Analyzing Student Needs and Planning Lessons

Have participants take out their reading records and writing samples and:

1. Examine them, noticing:
 - What kinds of errors are frequent?
 - What easy high frequency words are being missed?
 - What are the connections across reading and writing samples?
2. Identify a group of students who need intervention to increase their repertoire of known words.
3. Plan a word study intervention that includes whole-class and/or small-group minilessons designed to help students acquire a core of high frequency words.

Alternatively, participants can administer one of the lists of high frequency words from the *Fountas and Pinnell Benchmark Assessment System 1* (Heinemann, 2008), also included in Appendix H of *WRS*, choosing the one most appropriate for their age and level of reading. From this assessment, they can identify a group of students who need support and plan an intervention that includes teaching of high frequency words.

Working with English Language Learners

Learning words will be meaningless for English language learners unless the words they are acquiring are in their oral vocabularies. Lead a discussion of how to help English language learners expand their vocabulary. Go to pages 439–40 and read the sections headed Provide a Rich Language Environment and Read Stories Aloud. Have a conversation about how to support students as they talk. Add these actions to the list of ways to help English language learners.

Assignment

Ask participants to try out two ways of teaching words with their students. Schedule a follow-up meeting to discuss the results.

MODULE 10

Extending Reading Power Through Writing

(Chapter 13)

Estimated Time: Approximately 2 hours

Chapter 13 is long and contains a great deal of information, but some material has already been touched on in other chapters (for example, early writing behaviors and revisiting a text for word study).

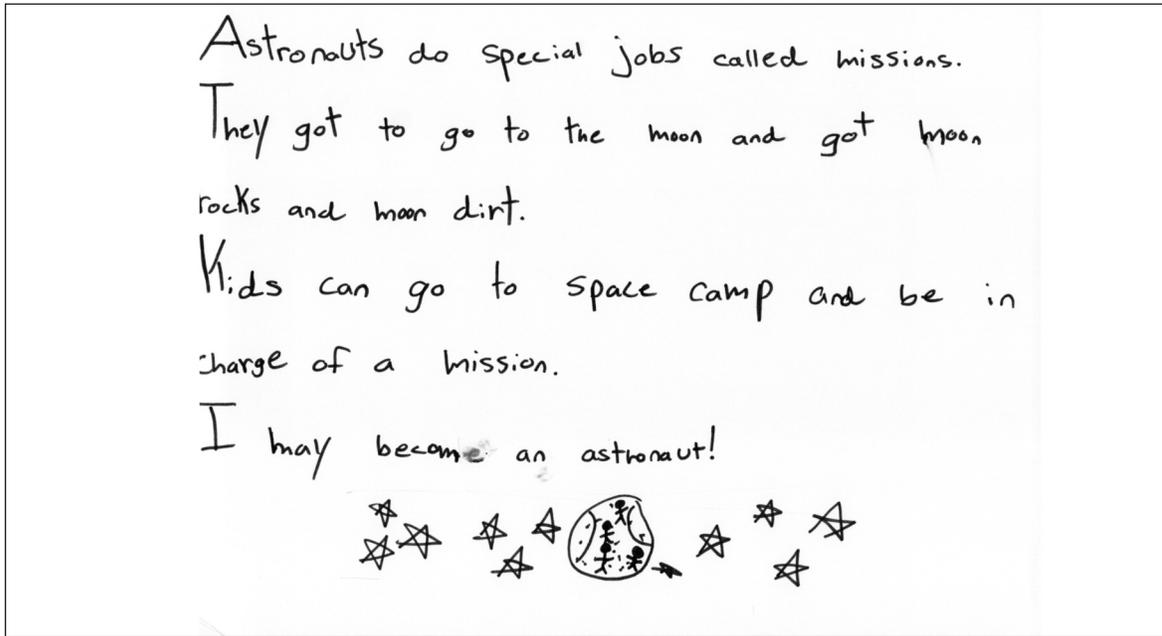
If you have *The Continuum of Literacy Learning*, you can refer to the section that details genres and forms as well as specific curriculum goals for each grade level.

Ask participants to bring a couple of texts they are going to use for guided reading during the next week. Alternatively, they can bring a read-aloud text they plan to use.

There are many examples of writing about reading in Chapter 13, but you may want to have your own collection, which you can use in many ways. Placing pieces of interactive writing with illustrations around the walls creates a great learning atmosphere. If possible, have a copy of the book(s) on which the writing is based. As you add to the collection, note the genre and the related book, as well as how the writing was produced. See the examples below.



Interactive narrative writing about *The Very Busy Hen*, level D



Independent functional writing about *All About Astronauts*, level N Writing

Genres for Writing

Brainstorm a list of what writing and reading have in common and compare the list with Figure 13–1 (page 295).

Have participants read the chapter’s introductory paragraph. Make a distinction between *writing about reading* (which involves some response to a text) and the writing students compose and construct during *writing workshop*. In *WRS*, the focus is on using writing to help struggling readers.

Writing contributes to reading in many ways. Have each participant, referring to pages 314–21, address one or two of the questions below:

1. How can writing about reading help students remember what they have read?
2. How can writing about reading help readers understand how texts are organized (text structure)?
3. How does writing about reading provide opportunities for learning words and developing phonics skills?
4. How does writing about reading provide opportunities for learning about print conventions?
5. How does writing about reading support expansion of vocabulary and language syntax?
6. How does writing about reading help students notice literary features of texts?
7. How does writing about reading support early readers and writers?

Briefly overview the process and benefits of three kinds of writing: (1) interactive and shared; (2) dictated; and (3) independent. Invite participants to talk about when they might choose each.

Have participants, in small groups, examine samples of writing about reading. (Alternatively, use the examples in this chapter.) For each, have them note grade level, genre, and how the writing was produced. (They can write this information on a sticky note placed on the sample or make notes on a chart.) Ask participants to consider:

- How is the writing related to comprehension of the book?
- How does the writing extend students' thinking within, beyond, or about the text? (For example, analyzing text structure such as sequence or compare and contrast, summarizing, making predictions, noticing dialogue or other language, reporting information, making connections among texts, or noticing character traits.)
- What are the opportunities for solving words?
- How could the text be revisited for word study? (See Figure 11–27 [page 254] or *Prompting Guide 1*.)

Then have the participants, in groups of three, jigsaw-read the material on:

1. Functional writing (pages 300–301).
2. Narrative writing (pages 301–3).
3. Informational writing (pages 303–6).

Point out that interactive/shared, dictated, and independent writing can be used to produce any of the above genres

Using Writing as a Resource

Writing about reading, when collected on a chart or in a notebook, can serve as a resource for further learning, specifically in the activities below.

Reassembling cut-up sentences. Quickly demonstrate using a cut-up sentence. (This action is presented on the routines section of the *Leveled Literacy Intervention Systems* DVD). Ask participants to list what the student is required to do. For example:

- Remember the order in which to place the words.
- Search for a word while thinking about visual features.
- Notice word parts.
- Notice and use letters in order.
- Reread to check.
- Notice punctuation.

Rereading. Ask participants to talk about the specific benefits students gain from rereading texts they have written.

Revisiting for the purposes of word study. Remind participants of the work they have done earlier in this regard.

Working with English Language Learners

Writing has great benefit for English language learners, especially when it is accompanied by drawing. Read the section headed *Extend Understanding Through Writing* (pages 450–51). Add these actions to the list of ways to help English language learners. Then go to the section headed *Individual Interactions During Writing* (page 454). Point out that these actions will support vocabulary, language structure, word, and phonics learning. Add these actions to the list as well.

Assignment

Have participants use the texts they brought to plan writing about reading. Ask them to:

1. Create a writing prompt that will expand students' thinking in some way.
2. Decide the genre.
3. Decide whether to use shared/interactive, dictated, or independent writing.

Schedule a follow-up meeting to share writing samples, discuss the process, talk about word and phonics learning that took place, and plan how to revisit the writing.

MODULE 11

Teaching for Comprehending

(Chapter 17)

Estimated Time: Approximately 2 hours

In many ways you have been talking about comprehending in every module. Here participants examine factors related to comprehension as well as the teacher's role in supporting the process.

Bring with you a collection of appealing leveled books appropriate to the grade levels the participants teach, at least three books for each level. Alternatively, ask teachers to bring four or five of their students' favorite books that they plan to use in small-group or intervention instruction.

You may also want to have some videos of teachers introducing texts, interacting with individual students to support strategic actions, discussing meaning, and making a teaching point. There are examples on the *Leveled Literacy Intervention* DVDs and several other Heinemann sources (DVDs, website, etc.). You may also videotape your own examples. (Teacher-child interactions are easier to hear if the teacher is working with just one student.)

Instead of video examples, you can select examples from *WRS* at the level of most interest (or have participants work in grade-level groups). There are several introductions in the chapter, some of them followed by discussion and teaching points:

1. *Down the River*, level C—introduction (page 410).
2. *Eggs*, level C—introduction (page 412); teaching interaction (page 328).
3. *The Great Big Enormous Turnip*, level H—introduction (page 413).
4. *All About Sled Dogs*, level L—introduction (page 414).
5. *A Dragon's Lullaby*, level N—introduction (page 415); discussion (page 419); teaching point (page 421).
6. *All About Volcanoes*, level N—introduction (page 417); discussion (page 418); teaching point (page 420).

You may want to duplicate one or two of these scripts, covering over the last column. Participants can then discuss what the teacher is doing to support comprehension in the introduction, discussion, and teaching points.

Start with this quote on page 398:

Reading continuous text is a sequential solving process involving a network of interacting systems. Working on texts, in either reading or writing, provides opportunities to develop this network. (Clay 2005, 89)

Ask participants discuss what this means in terms of working with struggling readers and in relation to the dimensions of attention in Figure 17–1 (page 399).

Have participants read the third, fourth, and final paragraphs on page 398 (below the quote, carrying over to page 399).

The Role of Text Choice in Teaching for Comprehending

Have participants look at the collection of books from the reader’s perspective. Ask them to select four books at the same level (or at successive levels) appropriate for their grade level of interest. For each book, tell them to answer some questions either on a chart or on the form below (see the reproducible version in Appendix C). (If you are short of time, just have them look at one text.)

Looking at Books that Support Comprehension				
	TITLE:	TITLE:	TITLE:	TITLE:
What appeals to the readers?				
How does it offer support for constructing meaning (e.g., predicting, making inferences)?				
What print features support comprehension?				
How accessible is the language?				
How easy is it to understand the text structure (sequence, cause/effect, etc.)				
How do the illustrations help the reader comprehend?				

Start off the discussion by asking participants to think and talk about the meaning of this statement: “Choosing a good text is necessary but not sufficient for teaching students to comprehend.”

Contexts for Reading

Revisit the intervention lesson frameworks on page 510 and point out that students do three kinds of reading:

1. Rereading previously read texts.
2. Reading a new text at an instructional level.
3. Reading a new text at an independent level.

Ask them to brainstorm what the reading would be like in each of these circumstances. The material on pages 405–8 can be used as a resource. (Alternatively, divide the group into three subgroups. Ask each subgroup to talk about *one* of the three circumstances.) Capture the participants’ ideas on a chart like the one below (Appendix D is a reproducible version).

Comparing Contexts for Reading	
CONTEXT	DESCRIBE THE READING
Rereading Texts	
Reading a New Instructional Text	
Reading a New Independent Text	

Teaching for Comprehending

Explain that we need to teach for comprehending before, during, and after the reading of a text. Tell participants they’ll be looking at *before* and *after* reading first; then they’ll look at specific kinds of interactions that will support comprehending before, *during*, or after reading.

Participants will have had previous opportunities to learn about text introductions, discussion, and teaching points. Here they look at introductions through the lens of supporting comprehension. Make these exercises quick and lively.

Before the Reading

View several introductions, or use the scripted introductions in this chapter. Have participants, in table groups, discuss:

- How is the teacher supporting comprehension in the introduction?
- What are students learning in this introduction that will support their use of meaning?

After the Reading—Discussion of Meaning

Discussions after reading are based on key understandings of the text. Teachers have thought through the evidence of understanding that is needed but do not necessarily ask a series of questions. Instead, they engage the students in conversation designed to support students' ability to express and explore these key understandings.

View several book discussions, or use the scripted discussions in this chapter. Have participants, in table groups, discuss:

- How is the teacher supporting comprehension in the discussion?
- How does the teacher invite students to discuss the text?
- Is the teacher modeling thinking?
- What evidence is there of students' thinking?
- To what degree do you see evidence of students' understanding the text?

After the Reading—Teaching Points

Teaching points are based on teachers' close observation of reading behavior (in combination with their understanding of systems of strategic actions). View several examples of teaching points, or use the scripted discussions in this chapter. You may also want to demonstrate or act out a few teaching points. Have participants, in table groups, discuss:

- How is the teacher supporting comprehension in the teaching point?
- Is the teaching point clear, brief, and specific?
- Is the teaching point based on students' behavior?
- What evidence is there of students' thinking?

Have participants, in pairs, choose one of the books they examined earlier and make notes for the introduction, list key understandings that they want to bring out in discussion, and think of potential teaching points.

Teaching for Strategic Actions

Participants will have looked at prompting for strategic actions in module 6 (Chapters 7 and 14) and module 7 (Chapter 15). Revisit the diagram on the inside front cover of *WRS* and explain that when we teach struggling readers, we are always teaching for these actions. In small-group and intervention lessons, we teach for them in every part of the lesson—before reading, prompting and reinforcing during reading, and after reading.

Assign one or two of the areas to individual participants and ask them to quickly find information about the area(s) on pages 421–25 and find some specific language to share. (They can also check Chapter 15 or Figure 17–23 [pages 426–30]). Have them make a chart or “wheel” with one example of specific language for each.

Working with English Language Learners

One of the most effective things you can do to help English language learners comprehend is to teach them how the text “works.” Go to the section headed Teach Text Structure (pages 448–49). Lead a discussion of the kind of support ELLs need to construct meaning across the text. Add these actions to the list of ways to help English language learners.

Assignment

Point out Figure 17–23 (pages 426–30). Invite participants to talk about how they can use the information in the chart. Ask them to identify some of their own students’ areas of need and create and use some appropriate prompting language. Schedule a follow-up session to discuss results.

MODULE 12

Teaching for Fluency

(Chapter 16)

Estimated Time: Approximately 2 hours

For this session, you will want videos of a variety of readers. Individual readers are included on the DVD that accompanies *Teaching for Comprehending and Fluency* as well as on the professional development DVD that is part of the *Fountas and Pinnell Benchmark Assessment System*. Alternatively, you may want to quickly record several individual readers at the grade levels of interest or ask each participant to bring in one video recording (of good sound quality) of a student in his or her classroom.

What Does Fluent Reading Sound Like? What Do Fluent Readers Do?

Start by viewing a video of a fluent, phrased reader. (Or read something aloud yourself.) Ask participants to observe closely and list things the reader is doing.

Then have participants compare their lists with column two, Observable Behaviors, of Figure 16–1 (page 373). Stress the importance of detailed descriptions. Then ask them to look at Underlying Strategic Actions in the same figure and discuss the link between fluency, comprehension, language structure, and word solving.

Change in Fluency Over Time

Remind participants that in Chapter 10 they read about early reading behaviors and learned that young children need to slow down and point precisely under the words. Have them look at Figure 16–6 (page 378) to see how expectations for fluency change over time, from pointing at levels A and B to eventual phrased, fluent oral reading.

The Role of Fast Processing

Have participants read the two paragraphs in the second column (right above Working for Fluency with English Language Learners) (pages 379–80) to get an idea about the efficiency and economy fluent readers use. Recall Kaye’s study (pages 261–62), which showed proficient readers’ efficient word solving.

Six Dimensions of Fluency

A key to understanding reading fluency is to realize that it has many dimensions *other than speed*. In fact, many students read too fast and fail to demonstrate the other dimensions. Have participants examine Figure 16–2 (page 375) and walk through the six definitions. Demonstrate them yourself and have participants demonstrate them for one another if needed.

Remind participants that they are rating the reader reading *a single text at a particular point in time*. Fluency may vary with the difficulty of the text.

View examples of several readers, varying the ways participants respond. For example:

1. Have participants listen *only* for a single dimension at a time, each time with a different reader.
2. Have participants work in groups of five. Assign one person to each of the first five dimensions. As they observe the reader, each person listens *only* for evidence in the assigned area. Then the group shares their observations and decides together about integration.
3. View a longer reading. Ask participants to judge all dimensions. They may listen for one dimension for a few moments and then for another, but ultimately they must put it all together.
4. View a longer reading and ask participants to rate each dimension from 1 (low fluency) to 4 (high fluency). Then ask them to reach consensus as a group.

Factors in Fluency

Invite participants to discuss what they think might affect a student’s fluency at any point in time. (They will probably mention appropriateness of the text, difficulty of the text, and teaching support.) Ask them to scan the material on pages 381–84 for additional factors.

Teaching for Fluency

Have each member of a group of six take one of the dimensions of fluency and read the appropriate material on pages 384–93. Then ask them to role-play a teaching interaction for each of the dimensions.

If you are using *Prompting Guide 1*, turn to pages 17–20 and look for examples of language to teach, prompt for, and reinforce the dimensions of fluency.

Working with English Language Learners

Invite participants to look at the six dimensions of fluency and discuss what challenges they might create for English language learners. Discuss how teachers can support ELLs in meeting these challenges.

Shared and Performance Reading

Discuss shared and performance reading. If there is time, have each group quickly perform a short readers theater section from any text with dialogue. Talk about how readers theater can support fluency.

Assignment

Ask participants to interact individually with at least one student, assessing his/her fluency and making some teaching moves to improve it. Schedule a follow-up meeting to discuss the results.

MODULE 13

Working Successfully with English Language Learners

(Chapter 18)

Estimated Time: Approximately 1 hour

If you included the Teaching English Language Learners activities suggested in modules 2 through 12, you have already visited many of the sections of Chapter 18, but this session brings it all together in one place. Start by asking participants to list the English language learners in their school or classroom, along with the first language of each.

Lead a discussion of the adjustments participants have made in teaching to support English language learners. (Refer to the list of actions useful in teaching English language learners that has been constructed throughout the previous sessions.) Discussion points might include:

- Do all the English language learners speak the same first language, or are many languages represented?
- What is the variety of learners in terms of how long they have been speaking English, exposure to written English, presence of siblings who speak English, etc.?
- What materials have been provided to teachers to help them work with English language learners?
- What extra services are available in the school?

Read the section headed Speaking Two or More Languages—A Gift, Not a Deficit (page 455). Ask participants to highlight and discuss meaningful concepts or language in the section.

Look at the bulleted material defining English language learners (page 434). Then scan pages 434 and 435. Have participants, in small groups, pull out one big idea they think is important for their work and share these big ideas as a whole group.

Aspects of Language

There are three aspects of language that are challenging to English language learners. Have participants, in groups of three, jigsaw-read about these factors and then share their understandings. With the whole group, address the question, How does understanding grammar influence the effective processing of texts? You may want to emphasize the use of structure by looking at *Prompting Guide 1* or the section headed Self-Monitoring and Self-Correcting Using Language Structure (pages 360–65).

Contextual Factors

Supporting English language learners requires a broad approach. Figure 18–1 (page 437) summarizes critical factors in creating classrooms that support English language learners. Discuss these principles and talk about their meaning for classroom planning.

Figure 18–2 (page 439) summarizes contextual factors that underlie effective instruction for English language learners. Have participants divide the principles among themselves, search for information in the chapter related to each, and share the information they uncover.

Small-Group Reading Instruction and Intervention Lessons

Revisit the frameworks for small-group intervention lessons (page 510). Talk about how to support English language learners within each lesson component. Then use the material on page 442 to enrich the discussion of three lesson components:

1. Introducing the text

- Look at the interactions on page 443 and discuss how to explain concepts.
- Look at the interactions on pages 446–48 and discuss how to rehearse children on tricky language.
- Look at the interactions on pages 448–49 and discuss how to help children understand the text structure.

2. Reading text interactively

Look at the interactions on pages 453–54 and discuss how to support reading interactions with English language learners.

3. Writing about reading

Look at the language examples on page 454 and discuss how each supports English language learners.

Assignment

Ask participants to identify an English language learner (in their own or another teacher's classroom) and interact with the student while reading a text and writing about it. Schedule a follow-up session to discuss their experiences (or share them quickly at the beginning of the next session).

MODULE 14

Vocabulary

(Chapter 8)

Estimated Time: Approximately 1 hour

Vocabulary is one of the critical areas in reading instruction, but it is important to remember that vocabulary instruction will help students in talking, writing, and reading across the instructional framework. Developing vocabulary is not just learning definitions for words. It is much more complex.

Bring a video recording of a teacher introducing a text (or use the introduction to *All About Chimps*, reproducing it without the comments in the third column). Have participants note the interactions and talk about what the teacher did to support readers' ability to derive vocabulary.

Have participants look at and discuss the multiple definitions for *home* on page 152. Then give them a few minutes, in small groups, to think of another word that has multiple meanings and discuss them. They can then present the word to the whole group.

Tier 1, 2, and 3 Words

Explore the idea of tier 1, 2, and 3 words presented in Figure 8–1 (page 154). Divide the group into three subgroups, each subgroup first reading the material relating to tier 1, 2, or 3 words, respectively, and then generating examples. (The tier 3 group will probably have the most difficulty.) Alternatively, provide a set of words on cards and ask participants to sort them into tiers 1, 2, and 3. During the discussion, they will no doubt discover that many words that were originally tier 3 (*Teflon*, for example) have become tier 2 words as their meaning has broadened. The following sample list could lead to some interesting discussions:

breed	dedicate	refine	irreverence
brougham	decongestant	regal	military
jaborandi	dysgraphia	sign	miff
jade	miasma	sidewinder	oratory
jog	microfiche	siderosis	orcein
opacity	mezuzah	favor	recede
panegyric	microfiber	faultfinder	succeed
panhandle	parade	federal	secede
thorn	paradichlorobenzene	fuigurous	sapor
thorough	paradigm	hatchback	sartorial
thoracic	paradox	isoantibody	Teflon

Deriving the Meaning of Words

Proficient readers acquire new vocabulary words constantly, not because they study a dictionary but because they are able to derive the meaning of words within the context of the texts they read.

Invite participants to think of examples of new words they have learned in the last year or two, perhaps as a result of reading or watching television (which often involves someone reading aloud *to* you). Ask:

Where/when did you learn the word?

What made you notice the word?

What made you remember the word?

Deriving the meaning of words from context is complex. Look at Figure 8–6 (page 157) and have participants jigsaw-read the description of these eight operations and report them in order. Then go to Figure 8–15 (page 169) and invite them to discuss the ten steps in word learning.

Vocabulary can be taught directly, but it is also very effective to develop vocabulary intentionally during guided reading. Have participants examine the introduction to *All About Chimps* and discuss:

- How does the teacher explain vocabulary words?
- How does the teacher prompt children to notice multiple meanings of words?
- How does the teacher help readers use background information to understand words?
- How does the teacher demonstrate the process of figuring out the meaning of words?

Effective and intentional vocabulary instruction takes place across several areas of the curriculum. Examine Figure 8–16 (pages 170–72) as a tool for planning vocabulary instruction. Ask participants, in grade-level groups or with a partner, to plan for intentional vocabulary teaching through interactive read-aloud and literature discussion, small-group reading instruction, and/or writing. Have participants share their plans with the whole group.

Deriving Words from Context

One of the most powerful things a reader can do is derive word meaning from context. This action requires complex cognitive processing, which is explained on pages 157–61. Have participants divide the understandings, read the related material, and then discuss each concept.

Ask them to look at Figure 8–6 (page 157) and connect these actions with what they have learned in other chapters about monitoring.

Building Vocabulary Instruction into Small-Group Reading Instruction

Vocabulary is often taught in direct lessons; however, it is even more powerful when teachers intentionally develop vocabulary through small-group instruction that involves reading continuous text. Small-group reading instruction is an ideal context for developing readers' ability to derive meaning of words.

Have participants look at the introduction to *All About Chimps* and at the writing on page 166. Ask them to list what the teacher has done to support vocabulary acquisition in small-group reading instruction.

Assignment

Ask participants to create two instructional plans to increase vocabulary and use them with their students. Schedule a follow-up session to discuss the results.

MODULE 15

Attention and Memory

(Chapter 19)

Estimated Time: Approximately 1 hour

Invite participants to read the introductory paragraph beginning “attention and memory are both critical to learning” and talk about what it means relative to the readers they are teaching. This should lead to a discussion of some of the characteristics of struggling readers that teachers find challenging. They can compare their ideas with the bulleted list on page 457.

Examine the factor of attention using Figure 19–1 (page 458). Invite participants to discuss what captures their attention and sustains it as adults. Have them read paragraph four on page 459 to gain perspective on attention. Invite a discussion of Figure 19–2 (page 459). How does this information apply to their work with readers?

Point out the role of *divided attention* as discussed on pages 459–60. Have participants scan paragraph 2 on page 460 and talk about how readers “change gears” with efficiency.

Look at Figure 19–3 (page 461) and discuss the three memory systems. Then have participants, in groups of four, jigsaw-read the four points under “long-term memory.” As each person reports what he or she has learned, the other members of the group can give examples of their own procedural, episodic, semantic, and emotional memories.

Invite participants to brainstorm everything they can think of that would make reading instruction a positive experience for struggling readers. Ask them to think about the “ideal world” and not to contradict (or dismiss as impossible) any ideas. Record suggestions on a chart. Then compare the chart with the fifteen principles for engaging attention and memory in working with struggling readers included in Figure 19–5 (page 464). Have participants jigsaw-read this list and compare it with the list they have just made. Give particular attention to point 14—*make children active*.

Have each participant think of one thing they could do to make students active in their learning. The Suggestions for Professional Development on page 468 may help.

Assignment

Ask participants to plan one way to make students more active and attentive in their learning and use it in the classroom.

Schedule a follow-up meeting to discuss the results.

MODULE 16

The Roles of Emotion and Motivation in Learning to Read

(Chapter 20)

Estimated Time: Approximately 1 hour

Ask participants to bring to the session a book they love—a children’s book, a novel, a cookbook, a gardening book, even a magazine.

Provide a variety of high-quality, interesting books for read-aloud, literature discussion, and guided reading at appropriate grade levels.

Emotion

Learning is highly influenced by emotion and motivation. Begin by asking participants to recall a vivid memory from their past. Then ask them to try to articulate a reason for this strong memory. (Some may volunteer to share.) Chances are the remembered event was full of emotion.

Have participants scan column one on page 472 and note language that has strong implications for our work as literacy teachers.

Motivation

Ask participants to list things that motivate people. Then sort the list into things that exist *within* the learner and things that exist *outside* the learner (intrinsic and extrinsic). Sometimes it is hard to tell the difference—something may begin as extrinsic motivation and become so satisfying that the act becomes intrinsically motivated.

Have participants scan column two on page 472 and column three on page 473 and note language that has implications for our work as literacy teachers.

Engaging Texts

Ask participants to share the texts they brought and tell why they are so engaging. There will no doubt be great variety. Keep a running list of the reasons these texts engaged readers.

Then have participants work in two groups. Ask group 1 to look at the collection of leveled books for guided reading. Ask group 2 to look at the books for interactive read-aloud and literature discussion.

(If you have a large number of participants, a third group could look at books from the classroom or school library that are very popular.) Have each group list the text characteristics that will engage students. As a whole group, compare these lists with the one previously made.

Look at Figure 20–1, Instructional Contexts for Engaging Students with Texts (page 471), and discuss the role of each context in increasing student motivation.

Factors Related to Emotion and Motivation

The rest of this chapter addresses factors related to emotion and motivation—see Figure 20–2 (page 473).

If you have a mixture of classroom and intervention teachers, have them divide the six factors between them, classroom teachers reading the sections pertaining to their work, intervention (Title 1) teachers doing the same. Later have them share what they learned and discuss ways of collaborating.

If you have a less varied group (all classroom or all intervention teachers), have participants jigsaw-read the material related to the six factors and then share what they learned.

The Role of Talk

Many people are more motivated to read a book if they know they will be talking with others about it. Invite participants to share any experiences they have had as members of a book club.

Figure 20–35 (page 493) shows excerpts from parts of an intervention lesson, but it will also be helpful to teachers working with guided reading groups. Have participants read through the conversation and then comment on how the talk motivates the readers.

Assignment

Have each participant identify an “unmotivated” student, observe this student closely over several weeks, and note any situations that seem to engage the student (discussion groups, particular texts, etc.).

Schedule a follow-up meeting in which participants share observational notes and create an action plan to help their student become more engaged. The goal should be true motivation, not “points” or “pizzas,” and should avoid anything public (such as names on the wall). Ask participants to put their plan in action over a period of several months.

MODULE 17

Comprehensive and Coherent Systems

(Chapter 21)

Estimated Time: Approximately 1 hour

If you used module 4, participants have already worked with this chapter. They know the intervention lesson frameworks and have probably been using them or components of them.

This module is best used if you are working with a school team, but participants from different schools can also share with one another. A good time to present this module is at the end of the school year when school leadership teams are planning for next year. It can also be used just prior to the start of school.

Start with Figures 21–2 (page 502) and 21-3 (page 503). Discuss the components that are in place within your school. (Each team can make their own diagram or chart to show the support structures that are in place in the classroom and in the intervention system.)

Have participants identify places where more support is needed and brainstorm ways to fill the gap. (For example, there may be many children at a grade level who need intervention.)

Go back to page 438 and reread point 2, Coherence. This material was written relative to English language learners; however, it applies to all children who may have reading or writing difficulties. Ask participants to look at the charts or diagrams they created earlier and ask:

How coherent is our system for serving all learners?

What messages are we sending to our most vulnerable learners?

What messages do we want to send to all learners?

How can we increase coherence?

You may have tools such as *The Continuum of Literacy Learning*, *Prompting Guide 1*, or similar documents that are designed to be used by all teachers in the school. Invite participants to discuss the role of these tools in increasing coherence.

Assignment

Schedule a time to create plans to put into action at the start of the next school year.

APPENDIX A

Comparing Guided Reading and Leveled Literacy Intervention: Different Instructional Contexts for Different Purposes																
GUIDED READING		LEVELED LITERACY INTERVENTION														
<p><i>Guided reading</i> is one component of a comprehensive language and literacy framework for instruction. Across many contexts, students receive instruction in reading comprehension, phonics/word study, and writing. Guided reading specifically helps students develop proficient systems for strategic actions for reading.</p>	<p>GENERAL CONTEXT <i>Instruction with emphasis on language learning</i></p>	<p><i>Leveled Literacy Intervention</i> is a systematically designed, sequenced, short supplementary lesson that builds on high-quality classroom instruction. It includes reading, phonics, and writing about reading. LLI offers intensive instruction to help struggling readers develop proficient systems of strategic actions for reading.</p>														
Differentiated classroom instruction.	PURPOSE	Supplementary literacy intervention.														
All students.	SERVES	Readers who are having difficulty and are reading below grade level.														
<p>Small-group instruction—usually 4 to 8.</p> <p>Students are placed in groups because they have similar instructional levels.</p>	GROUPING	<p>Small-group instruction—3 (moving to a maximum of 4 for upper grades).</p> <p>Students are placed in groups because they have similar instructional levels.</p>														
Ongoing across elementary school.	DURATION	Temporary short-term intervention (10 to 20 weeks, more if needed)).														
Leveled books selected by the teacher for the group.	MATERIALS	Leveled books that are designed for LLI and placed in a preplanned sequence.														
<p>Benchmark assessment to determine instructional level for each student.</p> <p>Beginning-of-year, interval, and end-of-year data recorded.</p> <p>Interval assessment varies (more frequent for low achievers than for higher achievers).</p>	ASSESSMENT	<p>Benchmark assessment to determine instructional level for each student.</p> <p>Entry, interval assessments, and exit data recorded.</p> <p>Interval assessment data collected every other day (one reading record every six days for each student).</p>														
15 to 25 minutes, 3 to 5 times a week (more for students who are having difficulty).	TIME	30 minutes daily (stretching to 45 minutes for upper elementary grades).														
<p>GUIDED READING LESSONS</p> <ul style="list-style-type: none"> • Text Selection • Text Introduction • Reading with Teacher Support and Interaction • Discussion of the Meaning • Teaching Point • (Optional) Word Work • (Optional) Extending the Meaning 	INSTRUCTIONAL FRAMEWORK	<p>INTERVENTION LESSONS</p> <table border="1"> <thead> <tr> <th>ODD-NUMBERED LESSONS</th> <th>EVEN-NUMBERED LESSONS</th> </tr> </thead> <tbody> <tr> <td>Preparation (Text Analysis; Goals)</td> <td>Preparation (Text Analysis; Goals)</td> </tr> <tr> <td>Rereading Text</td> <td>Rereading and Assessment</td> </tr> <tr> <td>Phonics/Word Work</td> <td>Phonics/Word Work</td> </tr> <tr> <td>Reading a New Text (Instructional Level) (Introduction, Reading, Discussion, Teaching Point)</td> <td>Writing about Reading (Instructional Text from yesterday)</td> </tr> <tr> <td>Word Work</td> <td>Reading a New Text (Independent Level)</td> </tr> <tr> <td>Classroom and Home Connection</td> <td>Classroom and Home Connection</td> </tr> </tbody> </table>	ODD-NUMBERED LESSONS	EVEN-NUMBERED LESSONS	Preparation (Text Analysis; Goals)	Preparation (Text Analysis; Goals)	Rereading Text	Rereading and Assessment	Phonics/Word Work	Phonics/Word Work	Reading a New Text (Instructional Level) (Introduction, Reading, Discussion, Teaching Point)	Writing about Reading (Instructional Text from yesterday)	Word Work	Reading a New Text (Independent Level)	Classroom and Home Connection	Classroom and Home Connection
ODD-NUMBERED LESSONS	EVEN-NUMBERED LESSONS															
Preparation (Text Analysis; Goals)	Preparation (Text Analysis; Goals)															
Rereading Text	Rereading and Assessment															
Phonics/Word Work	Phonics/Word Work															
Reading a New Text (Instructional Level) (Introduction, Reading, Discussion, Teaching Point)	Writing about Reading (Instructional Text from yesterday)															
Word Work	Reading a New Text (Independent Level)															
Classroom and Home Connection	Classroom and Home Connection															

APPENDIX A, CONTINUED

Comparing Guided Reading and Leveled Literacy Intervention: Different Instructional Contexts for Different Purposes		
GUIDED READING		LEVELED LITERACY INTERVENTION
<ul style="list-style-type: none"> • Books matched to readers to support efficient processing and good comprehension. • Comprehension supported by introduction, discussion, and specific teaching. • Fluency explicitly taught and prompted. • Writing about reading used as an option to extend comprehending. • Phonics/word study demonstrated, taught, and reinforced during reading and taught in specific teaching points after reading. Word work at the end of the lesson is an option. • Vocabulary built through encountering new words in texts. • Motivation fostered by selecting engaging texts and matching books to students' current reading levels. 	INSTRUCTIONAL ELEMENTS	<ul style="list-style-type: none"> • Books matched to readers and carefully sequenced to support efficient processing and good comprehension. • Comprehension supported by introduction, discussion, and specific teaching. • Fluency explicitly taught and prompted. Rereading assists fluency. Reading a new book at independent level also supports fluency. • Writing about reading used every other day to extend comprehending. • Phonics/word study is preplanned, sequenced, and explicitly taught twice in every 30-minute lesson. • Vocabulary built through encountering new words in texts. • Motivation fostered by selecting engaging texts and matching books to students' current reading levels. Series books (fiction and nonfiction) build engagement. Books not in classroom use.
Professional books (see Fountas and Pinnell at Heinemann.com) <i>Fountas and Pinnell Prompting Guide 1</i>	TEACHER MATERIALS	<i>When Readers Struggle</i> <i>Fountas and Pinnell Prompting Guide 1</i> <i>Lesson Guides</i>
Professional books Professional development sessions Literacy coaching in classrooms where available	PROFESSIONAL DEVELOPMENT	Specific 6-day training (at OSU and Lesley University) Built-in professional development in lessons and guides DVDs demonstrating lessons and routines Tutorial on reading records
Classroom teacher	TEACHER	Intervention or classroom teacher

APPENDIX B

Noting Significant Reading Behaviors		
READING RECORD 1 (DATE)	READING RECORD 2 (DATE)	READING RECORD 3 (DATE)
Early Reading Behaviors	Early Reading Behaviors	Early Reading Behaviors
Searching For and Using Information <i>Meaning</i> <i>Language Structure</i> <i>Visual Information</i>	Searching For and Using Information <i>Meaning</i> <i>Language Structure</i> <i>Visual Information</i>	Searching For and Using Information <i>Meaning</i> <i>Language Structure</i> <i>Visual Information</i>
Solving Words	Solving Words	Solving Words
Self-Monitoring	Self-Monitoring	Self-Monitoring
Self-Correcting	Self-Correcting	Self-Correcting
Maintaining Fluency	Maintaining Fluency	Maintaining Fluency
Other	Other	Other

APPENDIX B, CONTINUED

Noting Significant Reading Behaviors		
READER 1	READER 2	READER 3
Early Reading Behaviors	Early Reading Behaviors	Early Reading Behaviors
Searching For and Using Information <i>Meaning</i> <i>Language Structure</i> <i>Visual Information</i>	Searching For and Using Information <i>Meaning</i> <i>Language Structure</i> <i>Visual Information</i>	Searching For and Using Information <i>Meaning</i> <i>Language Structure</i> <i>Visual Information</i>
Solving Words	Solving Words	Solving Words
Self-Monitoring	Self-Monitoring	Self-Monitoring
Self-Correcting	Self-Correcting	Self-Correcting
Maintaining Fluency	Maintaining Fluency	Maintaining Fluency
Other	Other	Other

APPENDIX C

Looking at How Texts Support Comprehension				
	TITLE:	TITLE:	TITLE:	TITLE:
What appeals to the readers?				
How does it offer support for constructing meaning (e.g., predicting, making inferences)?				
What print features support comprehension? Do any print features make comprehension more difficult?				
How accessible is the language? Is there any tricky language?				
How easy is it to understand the text structure (sequence, cause/effect, etc.)				
How do the illustrations help the reader comprehend?				

APPENDIX D

Comparing Contexts for Reading	
CONTEXT	DESCRIBE THE READING
Rereading Texts	
Reading a New Instructional Text	
Reading a New Independent Text	

APPENDIX E

Syllabus and Instructor's Guide for a
15-Week University Graduate Course Based On
When Readers Struggle: Teaching That Works
by Gay Su Pinnell & Irene C. Fountas

The syllabus is suitable for distributing to class members; each week, assignments are specified for *the next week* (for example, if it says, "Read Chapter X," students need to prepare by reading that chapter).

It can be adapted to meet the requirements of your institution and assumes that you will select those sessions that are most appropriate for your students. *When Readers Struggle: Teaching That Works* is a long book with many examples, and students will probably not have time to read it in its entirety. The goal of the course is to help your students acquire the essential knowledge and skills to be able to use the book to support their work with children who are reading and writing below expected grade levels.

The instructor's guide is a more detailed plan for your use. Each class session is keyed to a module of the *Guide for Professional Development Using When Readers Struggle* and should take about 2½ hours. However, you may find that more or less time is required, depending on how your particular classes unfold.

The course assumes that participants will be able to work with children, either in a clinical setting or in a school classroom. They are also asked to tutor one child as a case study. If your participants' access to children is limited, you may want to adjust the "in practice" expectations or limit them to observations of reading behavior over time. Viewing videos of readers is an option, but the experience of working personally with a child is much more effective.

The course also assumes that participants have access to leveled texts and some kind of benchmark assessment system. *Fountas and Pinnell Benchmark Assessment Systems 1 and 2* work well, but you can also use other systems. (A conversion chart is provided in Appendix G.)

Alternatively, you can use leveled books and simple running records. Participants will need to learn to determine the *instructional* and *independent* levels of the children before beginning to tutor them. The instructional level is the highest level the child can read before he or she does not meet the criteria on page 47 of *WRS*; therefore, participants will also have to determine the "hard" level. Much valuable information can be gained even from a very short reading of a hard text. Your students need to realize that struggling daily will not be helpful to a child.

A *running record* is a coded observation of reading behavior taken on a blank form (without the typed text). The teacher records the reading using checks for accurate reading in the same layout as the print in the book. It must be interpreted with the text at hand. A *reading record* is essentially the same as a running record; however, the teacher uses a form on which the text is typed. She or he makes checks above the word for accurate reading and uses other coding. This becomes important at higher levels when it is very difficult to make checks fast enough. Usually reading record forms are included in a benchmark assessment system or with intervention systems like Fountas and Pinnell's *Leveled Literacy Intervention*, which features built-in assessment using presequenced texts. Either running records or reading records will be helpful to participants in this course.

SAMPLE SYLLABUS

15-Week (One-Semester) Course

(adapt to meet your own institution's requirements)

Course Title: Teaching Students with Reading Difficulties

Course Number:

Instructor:

E-mail:

Telephone:

Office Hours:

Course Description: The purpose of this course is to help teachers and tutors understand reading difficulties in children ages five to nine and learn ways to detect and help these children overcome their literacy learning problems.

We will study areas of reading difficulty and ways of assessing students to determine their strengths and instructional needs. Close observation of children's talk, reading, and writing provides an essential foundation for teaching vulnerable learners. For the most part, the course will focus on teaching small groups of students or tutoring individuals; however, we will also examine some important and helpful aspects of whole-class teaching. We will look at some specific teaching moves that help children build a processing system and become independent readers; we will also discuss how text reading, phonics, and writing work together to support them.

Course Objectives: Participants will:

- Assess and analyze children's reading behaviors in order to hypothesize about their reading abilities and difficulties.
- Become familiar with twelve systems of integrated strategic actions for processing texts effectively.
- Understand the role of phonological awareness, letter learning, and phonics in preventing and overcoming reading problems.
- Learn how to use specific and clear language to help readers learn and use effective reading strategies.
- Analyze texts in relation to readers' current abilities in order to support readers' use of effective strategies.
- Use a gradient of text to match books to readers along a developmental continuum.
- Understand and use frameworks for intervention lessons that support learners through reading continuous text, phonics principles, and writing.
- Learn how to support struggling readers' vocabulary development.
- Meet the needs of English language learners who have problems learning to read.
- Examine the roles of attention, emotion, and motivation in learning to read

Required Texts: *When Readers Struggle: Teaching That Works*, by G. S. Pinnell and I. C. Fountas (Portsmouth, NH: Heinemann, 2009).

Fountas and Pinnell Prompting Guide 1 (Portsmouth, NH: Heinemann, 2009).

Suggested Texts: *The Continuum of Literacy Learning, Grades K–8: Behaviors and Understandings to Notice, Teach, and Support*, by I. C. Fountas and G. S. Pinnell (Portsmouth, NH: Heinemann, 2009).

or

The Continuum of Literacy Learning: A Guide to Teaching (Grades K–2/Grades 3–8), by G. S. Pinnell and I. C. Fountas (Portsmouth, NH: Heinemann, 2007).

Course Readings: Course readings include selections from *When Readers Struggle*, as well as some additional handouts. Many of these course readings will be discussed in class, so come prepared.

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

REQUIREMENTS

Case Study

Follow the progress of one reader over the duration of the course. (This child may be a student in your classroom or a classroom in which you are observing; alternatively, you may work with this child in a clinical setting.) Specifically, you will use assessment techniques to study the behaviors of one child and prepare a written case study describing:

1. *The reader's strengths and needs at initial assessment.* This description should include: (a) running records or reading records of the child reading a hard text, an instructional level text, and an independent level text (see pages 47 and 126–27 of *WRS*). Write a summary of your observations that specifically discusses the reader's strengths (what he or she currently knows and can do) and what the reader needs to learn next. (Chapters 4 and 5 of *WRS* provide some examples that will help you write this summary.) Attach these records to your case study.
2. *Evidence of progress each week.* You will be working with the child [number] times per week. Each time, take observational notes. Every other time [or every third or fourth time], take another reading record on the new text the student read in the previous session. Write a short summary of the new learning and provide evidence.
3. *The reader's strengths and needs at final assessment.* This description should include: (a) running records or reading records of the child reading a hard text, an instructional level text, and an independent level text (see pages 47 and 126–27 of *WRS*). Write a summary of your observations that specifically discusses the reader's strengths (what he or she now knows and can do) and what the reader needs to learn next. (Chapters 4 and 5 of *WRS* provide some examples that will help you write this summary.) Attach these records to your case study.
4. *A summary of the evidence of new learning that you observed during the period of the case study.* Include in this summary a discussion of changes in reading or writing behavior, as well as any attitudinal changes you noticed as you worked with the child.

Tutoring or Small-Group Intervention Instruction

1. As noted above, you will conduct a case study of one child as part of this course. You can tutor this child individually for thirty minutes each day, or you may work with the child daily as a member of a small group of children who need intervention instruction.
2. Select texts based on your initial assessment. Many chapters of *WRS* will be helpful. You can use the frameworks suggested in Chapter 21 to help you design lessons, but adjust them to meet the needs of the child or children you are helping.
3. Include in your lessons: (1) reading a new text at either the instructional or independent level; (2) writing about reading (daily or every other day); and (3) excellent phonics instruction.
4. Preplan lessons for each session. You may use the attached lesson plan form or create your own. You will be handing in these lesson plans.
5. At the end of the course, write a reflection on your tutoring. Attach lesson plans and observational notes.
 - Discuss and provide a rationale for each teaching practice you used.
 - Identify two teaching practices/moves that you think were especially effective (and tell why you think so).

EVALUATION *(Adjust to fit your institution's requirements for preservice or graduate courses)*

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

- 25% Class attendance and participation
- 25% Lesson plans
- 50% Case study

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 a school classroom or reading clinic (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 a school 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 a school 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 school 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)	ASSIGNMENT FOR THE FOLLOWING WEEK
WEEK 1	<ul style="list-style-type: none"> • Introduction to the Course and Requirements • Observing Reading Behaviors: What Do Effective Readers Do? • Systems of Strategic Actions • Introduction to Reading Difficulties • Assessing Reading Behaviors 	<p>Read Chapters 1, 2, and 3 of <i>WRS</i>.</p> <p>Select a student for tutoring (<i>or work with the student assigned to you</i>).</p> <p>Take a reading record by observing and coding behavior. Find a text that is at the student's instructional level, one at the independent level, and one that is too hard. (Only a short reading of the hard text is needed. When the student has made too many errors, stop; but code the behavior you have observed.) Bring the records to class.</p> <p>Read the Guide for Observing and Noting Reading Behaviors (page 523 of <i>WRS</i>).</p>
WEEK 2	<ul style="list-style-type: none"> • Scoring and Analyzing Reading Behaviors • Understanding the Demands of Text • Selecting Texts to Support Readers • Introducing and Discussing Texts 	<p>Begin tutoring by introducing selected instructional level texts, having the student read, and then discussing the meaning of the text. Take observational notes.</p> <p>Plan the text introduction and discussion using the two-page lesson plan form (alternating framework 1, page 510, of <i>WRS</i>).</p> <p>Read Chapters 6 and 21 of <i>WRS</i>.</p>
WEEK 3	<ul style="list-style-type: none"> • Discussion of Tutoring • Using a Structural Framework to Plan Intervention Lessons <ul style="list-style-type: none"> <i>Text Selection</i> <i>Rereading Books</i> <i>Phonics/Letter/Word Work</i> <i>Reading New Texts</i> <i>Writing about Reading</i> <i>Classroom and Home Connections</i> • The Phonological Base for Learning to Read and Write • Lesson Planning (using the two-page lesson plan) 	<p>Use alternating framework 1 (page 210 of <i>WRS</i>) to plan lessons and tutor your case study student.</p> <p>Take at least one reading record.</p> <p>Read Chapters 4 and 9 of <i>WRS</i>.</p>
WEEK 4	<ul style="list-style-type: none"> • Discussion of Tutoring • Early Reading Behaviors • The Role of Phonemic Awareness, Phonics, and Word Study in Helping Struggling Readers • Assessing Phonics and Word Knowledge • Lesson Planning (using the two-page lesson plan) 	<p>Select an assessment of letter, sound, or word knowledge that is appropriate for the age and level of your case study student. Administer the assessment and bring it to class.</p> <p>Continue tutoring.</p> <p>Read Chapters 10, 11, and 12 of <i>WRS</i>.</p>

COURSE SCHEDULE, *continued*

WEEK	TOPIC(S)	ASSIGNMENT FOR THE FOLLOWING WEEK
WEEK 5	<ul style="list-style-type: none"> • Discussion of Phonics/Word Knowledge Assessment • Effective and Efficient Phonics • Building and Using a Repertoire of Words 	<p>Continue tutoring. Plan lessons using the two-page lesson form (alternating framework 1).</p> <p>Take at least one reading record.</p> <p>Read Chapter 13 of <i>WRS</i>.</p>
WEEK 6	<ul style="list-style-type: none"> • Discussion of Tutoring: Evidence of Progress in Reading • Using Writing to Help Struggling Readers 	<p>Continue tutoring: use alternating frameworks 1 and 2 (add writing).</p> <p>Review section of <i>Prompting Guide 1</i> related to writing.</p> <p>Read Chapter 14 of <i>WRS</i>.</p>
WEEK 7	<ul style="list-style-type: none"> • Teaching for Early Reading Behaviors • Searching for and Using Information: Language Structure, Meaning, and Visual Information • Connecting Word Solving to Writing • Using Multiple Sources of Information 	<p>Continue tutoring: use alternating frameworks 1 and 2.</p> <p>Take at least one reading record.</p> <p>Take notes on the Guide for Observing and Noting Reading Behaviors and bring to the next class.</p> <p>Review sections of <i>Prompting Guide 1</i> related to early reading behaviors and searching for and using information.</p> <p>Read Chapter 15 of <i>WRS</i>.</p>
WEEK 8	<ul style="list-style-type: none"> • Discussion of Reading Records • Review of Systems of Strategic Actions • Helping Reader Take Words Apart • Self-Monitoring and Self-Correcting: Visual Information, Language Structure, Meaning, and Multiple Sources 	<p>Continue tutoring: use alternating frameworks 1 and 2.</p> <p>Read Chapter 16 of <i>WRS</i>.</p> <p>Review sections of <i>Prompting Guide 1</i> related to self-monitoring and self-correcting and general problem solving.</p>
WEEK 9	<ul style="list-style-type: none"> • Discussion of Teaching, Prompting, and Reinforcing Reading Behaviors • Reading Fluency: Six Dimensions • Assessing Reading Fluency • Change in Fluency Over Time • Teaching for Fluency—Demonstrate, Prompt, and Reinforce Fluency: Pausing, Phrasing, Stress, Intonation, and Rate 	<p>Continue tutoring: use alternating frameworks 1 and 2. Audio record about two minutes of your student's oral reading. Bring it to the next class.</p> <p>Review section of <i>Prompting Guide 1</i> related to reading fluency.</p> <p>Take at least one reading record.</p> <p>Read Chapter 17 of <i>WRS</i>.</p>

COURSE SCHEDULE, *continued*

WEEK	TOPIC(S)	ASSIGNMENT FOR THE FOLLOWING WEEK
WEEK 10	<ul style="list-style-type: none"> • Discussion of Audio Recorded Readings • Teaching for Comprehending: Thinking Before, During, and After Reading • Systems of Strategic Actions: Teacher Language That Makes a Difference 	<p>Continue tutoring; use alternating frameworks 1 and 2. Use the charts on pages 426–30 to select language that will help your student while reading and/or after reading.</p> <p>Read Chapters 18, 7, and 8 of <i>WRS</i>.</p>
WEEK 11	<ul style="list-style-type: none"> • Discussion of Case Study Students' Progress • Working with English Language Learners • Expanding Vocabulary 	<p>Continue tutoring; use alternating frameworks 1 and 2. Use the charts on pages 426–30 to select language that will help your student while reading and/or after reading.</p> <p>Bring all student records to the next class.</p> <p>Read Chapter 5 of <i>WRS</i>.</p>
WEEK 12	<ul style="list-style-type: none"> • Discussion of Teaching Actions for Learning Vocabulary in Context • Change in Processing Systems Over Time 	<p>Continue tutoring; use alternating frameworks 1 and 2. Use the charts on pages 426–30 to select language that will help your student while reading and/or after reading.</p> <p>Read Chapter 19 of <i>WRS</i>.</p>
WEEK 13	<ul style="list-style-type: none"> • Case Study Questions • Attention and Memory: Factors in Successful Learning 	<p>Gather final information for case study.</p> <p>Read Chapter 20 of <i>WRS</i>.</p>
WEEK 14	<ul style="list-style-type: none"> • Case Study and Teaching Description Questions • Emotion and Motivation: Factors in Successful Learning 	<p>Gather final information for case study and conclude tutoring.</p> <p>Prepare case study and tutoring report for final class session.</p>
WEEK 15	<ul style="list-style-type: none"> • Course Summary • Case Presentations 	<p>Hand in case study and descriptions of teaching.</p>

INSTRUCTOR'S GUIDE

Adjust these activities for the time available as well as the participants' level of expertise.

Each class session is linked to one or more modules in the guide for professional development that describe the activities and materials in more detail. (Lesson plan forms are provided in Appendix F of the guide.)

WEEK 1 Class Description

Topics

Introduction to the Course and Requirements

Depending on the context, assign a child to each participant or advise participants on how to select a case study student. This course will work better if participants are tutoring children who are reading on levels A to N (see *WRS*, page 45; also see Chapter 6 for a discussion of the text gradient; also see *Leveled Books, K–8: Matching Texts to Readers for Effective Teaching*, by Fountas and Pinnell, and fountasandpinnellleveledbooks.com).

Explain course requirements.

Observing Reading Behaviors

If participants are completely new to the observation and analysis of reading behavior, take them through several running records or reading records and explain what the coding, scoring, and analysis mean. You can use the examples in Chapters 2, 3, and 4. You will find several examples on fountasandpinnellleveledbooks.com that you can download and print, along with a narrative analysis of the reading.

Teach participants to code reading behavior and score the reading for accuracy so they can find an independent, instructional, and hard level for their student. Any of the *Leveled Literacy Intervention Systems* (Fountas and Pinnell, 2009) or *Fountas and Pinnell Benchmark Assessment System 1 or 2* (2008) include an easy-to-use tutorial that covers every aspect of reading records. These tutorials are also available separately from Heinemann. (See the professional development DVDs for the *Leveled Literacy Intervention Orange, Green, or Blue System*.)

Systems of Strategic Actions

Look at the six reading samples presented on pages 55–58 of *WRS*. Use these records as a base for thinking about the twelve systems of strategic actions (inside front cover of *WRS*).

Introduction of Reading Difficulties

Read the list of problems on pages 30–31 of *WRS*; discuss participants' experiences with children who have one or more of these difficulties. Then jigsaw-read Figure 3–1, Areas of Reading Difficulty, and the material that explains each in Chapter 3.

Modules 1 and 2 of the PD guide include additional suggestions.

Next Week

Participants select one child for case study and tutoring (or teaching as part of a small group). They take a reading record by observing and coding reading behavior. [Give them blank forms that you have prepared.]

They code the reading and calculate the accuracy, using the criteria listed in Figure 4–5 (page 47) of *WRS*. If you have not had time to go over the format of a comprehension conversation, just advise them to ask a few questions or have a conversation with the student after reading in order to make a judgment about comprehension. They bring the records to the next class.

You can also point out the Guide for Observing and Noting Reading Behaviors, page 523 of *WRS*, as a tool to help them think about the reader.

They read Chapters 1, 2, and 3 of *WRS*.

WEEK 2 Class Description

Follow-Up

Teach participants how to analyze reading behaviors. You can use the tutorial mentioned earlier or use a reading record that is coded and scored but not analyzed. Their student may not have completed the reading of a hard text, but they should analyze as much of this hard reading as they have documented.

Participants work with a partner to analyze the reading records they have brought. [Have copies of six (three for each reader) coded but unanalyzed records in case some participants have not been able to complete the assignment.]

Topics

Understanding the Demands of Texts

Jigsaw-read portions of Chapter 5 to help participants understand the text levels.

Distribute several texts at different levels and have participants discuss the way demands increase as the levels increase.

Module 3 of the PD guide includes additional suggestions.

Assessing Readers' Comprehension of Texts

Have participants, in small groups, analyze the “key understandings” of a book and plan a “comprehension conversation” that will provide insights as to the readers’ understanding.

Alternatively, use one of the tutorials mentioned earlier.

Selecting Texts to Support Readers

Have participants determine the level of text and/or select a text appropriate for working with their student. They can select both an independent and an instructional text.

Have them talk about the key understandings for each selected text.

Introducing and Discussing Texts

Either demonstrate or view a video of the introduction of a text and the discussion. (Videos as well as some transcriptions are available on *fountasandpinnell leveledbooks.com*. You can also use the examples transcribed in Chapter 21.)

Have participants plan the introduction to the text as well as some of the points they want to come up in conversation after reading.

Module 4 of the PD guide includes additional suggestions.

Next Week

Participants complete their assessments if they have not done so.

They plan a text introduction and discussion using the two-page lesson plan form (alternating framework 1, page 510 of *WRS*). They should just work on introducing, reading, and discussing texts rather than try a whole lesson. They bring their plans and notes to the next class.

They read chapters 6 and 21 of *WRS*.

WEEK 3 Class Description

Follow-Up

Have participants share their tutoring experiences with a small group or the whole class.

Topics

Using a Structured Framework to Plan Intervention Lessons

Go over each component of alternating frameworks 1 and 2 in Chapter 21. (Explain that participants will use framework 1 when they begin tutoring.)

View a video demonstration of framework 1.

Module 4 of the PD guide includes additional suggestions.

The Phonological Base for learning to Read and Write

Using Chapter 9, give a short presentation on the phonological base for learning to read and write. Use examples in the chapter.

If there is time, participants can plan their tutoring.

Module 8 of the PD guide provides additional suggestions.

Next Week

Participants continue tutoring. They reread previously introduced texts, introduce new books, and discuss them with children.

They read Chapters 4 and 9 of *WRS*.

WEEK 4 Class Description

Follow-Up

Participants share insights gained from tutoring.

Topics

Early Reading Behaviors

Using examples in Chapter 10, discuss what and how children need to learn about print.

Module 5 of the PD guide includes additional suggestions.

The Role of Phonemic Awareness, Phonics, and Word Study in Helping Struggling Readers.

Using examples in Chapters 11 and 12, discuss the roles of letter, sound, and word knowledge. Figure 10–5 (page 205) of *WRS* contains a summary.

Demonstrate or have students read and then demonstrate some ways to use magnetic letters for letter learning.

Demonstrate ways to help children learn a new word.

Discuss the role of writing in helping children learn about print.

Modules 8 and 9 of the PD guide includes additional suggestions.

Assessing Phonics and Word Knowledge

Present several ways to assess students' letter and sound knowledge. (Participants may already have made some of these assessments as part of their clinic work, or you may find assessments in the *Fountas and Pinnell Benchmark Assessment System 1—Optional Assessments*.) There are also some assessment procedures at the beginning of Chapter 10.

Next Week

Participants continue tutoring, rereading texts and introducing new texts.

They complete a phonics assessment on their case study student and bring the results to class.

They read Chapters 10, 11, and 12 of *WRS*.

WEEK 5 Class Description

Follow-Up

Share information gained from phonics assessments.

Topics

Effective and Efficient Phonics

Using examples from Chapters 11 and 12, discuss the role of phonics.

Have participants look at and jigsaw-read the nine areas of learning—see Figure 11–1 (pages 234–35) of *WRS*.

Building and Using a Repertoire of Words

Using the examples in Chapter 12, discuss word learning.

Module 9 of the PD guide includes additional suggestions.

Planning for Tutoring

Students can use Chapters 11 and 12 and their phonics assessments to help them add phonics and word study to alternating framework 1. Helpful tools include:

1. *Phonics Lessons (K, 1, and 2)* and *Word Study Lessons (Grade 3)*, by G. S. Pinnell and I. C. Fountas (Heinemann). These lesson collections have a comprehensive phonics continuum that can be used to plan lessons.
2. *The Continuum of Literacy Learning (K–2, 3–6, or K–8)*. These volumes include grade-level expectations for phonics and word learning. The guided reading continuum contains word study suggestions to accompany each text level.
3. The phonics curriculum recommended by the school district or the clinic.

Next Week

Participants continue tutoring using alternating framework 1. They add phonics and word work.

They bring several books that they have used or plan to use in tutoring.

They read Chapter 13 of *WRS*.

WEEK 6 Class Description

Follow-Up

Invite participants to discuss their tutoring and talk about any evidence of progress they see in their students.

Topics

Using Writing to Help Struggling Readers

Use the examples in Chapter 13 to discuss the role of writing in learning to read.

Module 10 of the PD guide includes additional suggestions.

Planning for Tutoring

Have participants review alternating framework 2 (page 510).

Have them use Chapters 13 and 21 to plan how they will add writing about reading to their tutoring.

Next Week

Participants continue tutoring, alternating frameworks 1 and 2 (adding writing).

They bring student writing examples to the next class.

They read Chapter 14 of *WRS*.

WEEK 7 Class Description

Follow-Up

Participants share and discuss writing samples from lessons.

Topics

There are four general topics related to problem solving while reading texts:

1. Teaching for Early Reading Behaviors
2. Searching For and Using Information: Language Structure, Meaning, and Visual Information
3. Connecting Word Solving to Writing
4. Using Multiple Sources of Information

Review the examples of teaching for each of these areas in Chapter 14.

Show participants that the information in their reading/running records is related to the information in this chapter.

Look at examples of teacher language in the appropriate sections of *Prompting Guide 1*. Help participants understand the difference between teaching, prompting, and reinforcing strategic actions. Look for examples in *WRS*. Participants may want to record on sticky notes particularly helpful language to use when they are presenting lessons.

Module 6 of the PD guide includes additional suggestions.

Next Week

Participants continue tutoring, alternating frameworks 1 and 2.

They take a running record and bring it to the next class.

They observe one reader, take notes on the Guide for Observing and Noting Reading Behaviors form, and bring the form to the next class.

They read chapter 15 of *WRS*.

WEEK 8 Class Description

Follow-Up

Participants share and discuss running records in the light of information in Chapters 14 and 15.

Topics

Review of Systems of Strategic Actions (inside front cover of WRS)

Emphasize that they are all happening simultaneously.

Using Figure 15–3 (page 347), clarify “teaching, prompting, and reinforcing.”

There are two interrelated topics related to teaching independent processing:

1. Helping Readers Take Words Apart
2. Self-Monitoring and Self-Correcting: Visual Information, Language Structure, Meaning, and Multiple Sources.

Review the examples of teaching each of these areas in Chapter 14.

Look at examples of teacher language in the appropriate sections of *Prompting Guide 1*. Help participants understand the difference between teaching, prompting, and reinforcing strategic actions. Look for examples in *WRS*. Participants may want to record on sticky notes particularly helpful language to use when they are presenting lessons.

Module 7 of the PD guide includes additional suggestions.

Next Week

Participants continue tutoring, alternating frameworks 1 and 2. They try using some of the prompting language as appropriate.

They read Chapter 16 of *WRS*.

WEEK 9 Class Description

Follow-Up

Invite participants to share successes they had in teaching, prompting for, or reinforcing effective reading behaviors.

Topics

Reading Fluency: Six Dimensions

Jigsaw-read the section of Chapter 16 that describes the six dimensions of reading fluency—see Figure 16–2 (page 375) and the material on the following pages.

Discuss change in fluency over time—see Figure 16–6 (page 378).

Assessing Reading Fluency

View videos of several individual readers and ask participants to rate the readings. Emphasize that they are not rating the *reader*. Any reader—especially a developing reader—can sound more or less fluent related to the level of text difficulty.

Videos of several individual readers are included on the DVD that accompanies *Teaching for Comprehending and Fluency, K–8* and on the professional development DVD for *Fountas and Pinnell Benchmark Assessment Systems 1 and 2*.

Look at examples of teacher language in the fluency section of *Prompting Guide 1*. Also look for examples in *WRS*. Participants may want to record on sticky notes particularly helpful language to use when they are presenting lessons.

Module 12 of the PD guide includes additional suggestions.

Next Week

Participants continue tutoring, alternating frameworks 1 and 2.

They take a running record and audiotape about two minutes of the child's reading.

They read Chapter 17 of *WRS*.

WEEK 10 Class Description

Follow-Up

Participants, in pairs or small groups, share their audio recordings of student readings and assess the readings using the six-dimension fluency rubric.

Topics

Teaching for Comprehending: Thinking Before, During, and After Reading

Use the examples in Chapter 17 to discuss how teachers can support active thinking in the introduction, during reading, and after reading.

Module 11 of the PD guide includes additional suggestions.

Systems of Strategic Actions: Teacher Language That Makes a Difference

Review the systems of strategic actions by looking closely at Figure 17–23 (pages 426–30).

Ask participants to talk about the teacher language and when and how they might use it in intervention lessons

Modules 1 and 11 of the PD guide includes additional suggestions.

Next Week

Participants continue tutoring, alternating frameworks 1 and 2. They use Figure 17–23 (pages 426–30) to help them use precise teaching language.

They bring all student records to the next class.

They read Chapters 18, 17, and 8 of *WRS*.

WEEK 11 Class Description

Follow-Up

Have participants use their case study records to share evidence of progress.

Topics

Working with English Language Learners

If some participants are tutoring English language learners, form small groups each of which includes one of these persons.

Clarify the definition of English language learners at the beginning of Chapter 18.

Look at the language facets English learners must acquire (much more than vocabulary)—see pages 436–37.

Look at the critical factors in creating classrooms to support English language learners— Figure 18–1 (page 427).

Go back to Chapter 16 and briefly examine the section headed Working for Fluency with English Language Learners (pages 380–81).

Using the examples in Chapter 18, discuss ways to support English language learners.

Module 13 of the PD guide includes additional suggestions.

Expanding Vocabulary

Vocabulary acquisition is language learning and it is important not only for English language learners but for all student.

Using Chapter 8, discuss ways to expand students' vocabulary.

Give special attention to the section headed Using Context to Derive Meaning (page 159).

Demonstrate how teachers can check on a students' ability to derive meaning by asking a student to locate a particular word and tell what it means in the story or nonfiction book.

Module 14 of the PD guide includes additional suggestions.

Next Week

Participants continue tutoring, alternating frameworks 1 and 2 and checking their case study subject's ability to derive meaning from context (if appropriate).

They bring all case study records to the next class.

They read Chapter 5 of *WRS*.

WEEK 12 Class Description

Follow-Up

Participants report what they learned from checking vocabulary in context abilities.

Topics

Change in Processing Systems Over Time

Divide the class into three small groups. Have each group study one of the children spotlighted in Chapter 5 (Jerome, Rosa, or Tia), take notes on the major changes they see, and share the information with the whole class.

Have participants, in pairs, share the change over time documented in their records.

Remind them that they can use Chapter 5 as a model for writing their case study. (They should also include an overall summary.)

Module 2 of the PD guide includes additional suggestions.

Next Week

Participants gather final information for their case study.

They take a reading record.

They read Chapter 19 of *WRS*.

WEEK 13 Class Description

Follow-Up

Answer questions about the case study.

Topics

Attention and Memory: Factors in Successful Learning

Use Chapter 19 to clarify *alertness*, *selectivity*, and *divided attention*.

Have participants discuss the "cycle of attention"—see Figure 19–2 (page 459). Invite them to discuss what they have noticed about their own attention in relation to this cycle.

Ask them to talk about what they have noticed about attention in their case study students.

Jigsaw-read Fifteen Principles for Working with Struggling Readers.

Module 15 of the PD guide includes additional suggestions.

Next Week

Participants conclude their tutoring and work on their case study and description of teaching.

They read Chapter 20 of *WRS*.

WEEK 14 Class Description

Follow-Up

Answer questions about case studies and descriptions of teaching.

Topics

Emotion and Motivation: Factors in Successful Learning

Look at the factors related to motivation—see Figure 20–2 (page 473).

Have participants read about and discuss how each factor can be achieved in small-group classroom teaching and small-group or individual intervention teaching.

Module 16 of the PD guide includes additional suggestions.

Next Week

Participants complete their case study and description of teaching.

They come to class prepared to present a summary of the case study.

WEEK 15 Class Description

Ask class members to summarize important understandings they have learned from the class sessions and from their tutoring, or return to a topic you feel needs more discussion.

Have participants present their case study summary in small groups or to the entire group.

APPENDIX F

Intervention Lesson Plan Forms

FRAMEWORK 1: LEVEL _____	STUDENT/GROUP _____
Materials Needed:	Goals/Assessment:

Notes on the New Book: _____ Instructional _____ Independent	
<i>Genre/Form</i> <i>Text Structure</i> <i>Content</i> <i>Themes and Ideas</i> <i>Language and Literary Features</i> <i>Sentence Complexity</i> <i>Vocabulary</i> <i>Words</i> <i>Illustrations</i> <i>Book and Print Features</i>	

1. Rereading	
Title:	

APPENDIX F, CONTINUED

Classroom Options	
Home Options	

FRAMEWORK 2: LEVEL _____	STUDENT/GROUP _____
Materials Needed:	Goals/Assessment:

Notes on the New Book: _____ Instructional _____ Independent	
<i>Genre/Form</i>	
<i>Text Structure</i>	
<i>Content</i>	
<i>Themes and Ideas</i>	
<i>Language and Literary Features</i>	
<i>Sentence Complexity</i>	
<i>Vocabulary</i>	
<i>Words</i>	
<i>Illustrations</i>	
<i>Book and Print Features</i>	

APPENDIX F, CONTINUED

1. Rereading

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2. Phonics/Word Work

Principle to Teach

Language:

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3. Writing About Reading

Instructional Text
Read Yesterday

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APPENDIX G

Conversion Chart *The following are approximate conversions of other assessment materials to Fountas & Pinnell levels.*

GRADE	FOUNTAS & PINNELL LEVEL	BASAL LEVEL	READING RECOVERY LEVEL	RIGBY LEVEL	DRA LEVEL
Kindergarten	A	Readiness	1	1–2	A, 1, 2
Kindergarten	B		2	3–4	
Kindergarten	C	PP1	3, 4	5	3
Grade 1	D	PP2	5, 6	6	4
Grade 1	E	PP3	7, 8	7	6, 7, 8
Grade 1	F	Primer	9, 10	8	10
Grade 1	G		11, 12	9	12
Grade 1	H	Grade 1	13, 14	10	14
Grade 1	I		15, 16	11	16
Grade 2	J	Grade 2	17, 18	12	18, 20
Grade 2	K		19, 20	13–14	
Grade 2	L			15	24–28
Grade 2	M			16–17	
Grade 3	N	Grade 3		18	30
Grade 3	O			19	
Grade 3	P			20	34–38
Grade 4	Q	Grade 4			40
Grade 4	R				
Grade 4	S				44
Grade 5	T	Grade 5			
Grade 5	U				
Grade 5	V				
Grade 6	W	Grade 6			
Grade 6	X				
Grade 7, 8	Y	Grade 7, 8			
Grade 7, 8 and Above	Z				