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Introduction

These modules for staff developers and literacy coaches provide suggestions for a series of professional development or study sessions on the Fountas & Pinnell Prompting Guide Part 2 for Comprehension: Thinking, Talking, and Writing (2012). The modules vary in length and may be combined in all-day seminars or presented over a series of shorter periods.

In Prompting Guide Part 1 for Oral Reading and Early Writing, you find language for teaching, prompting, and reinforcing effective reading behaviors during oral reading and in early writing. Refer to this tool to support your students’ effective problem solving for accurate, fluent oral reading, and efficient early writing skills.

In Prompting Guide, Part 2, language is provided for teaching readers how to focus or expand their thinking through talk and writing before, during, and after reading. The prompts in this guide are designed to help you demonstrate, prompt for, and reinforce effective reading behaviors related to comprehension in three categories: thinking within, beyond, and about the text. These behaviors include, self-monitoring and self-correcting meaning; searching for and using meaning; and summarizing, predicting, inferring, making connections, synthesizing, analyzing, and critiquing. The prompts can be used in any instructional context that involves students in thinking, talking, and writing about reading. Some of the questions may be useful for assigned writing to a prompt, or short writes before or after reading, and provide excellent practice for responding to test prompts.

This study guide is directed at both classroom teachers and literacy intervention teachers. The modules explore ways to use the language in a variety of teaching settings during reading and writing workshops and small-group interventions. It is important for both classroom and intervention teachers to understand that the use of common language and expectations will benefit their struggling readers.

Participants should have access to students’ work as they will be expected to bring examples to work with during some sessions. Staff developers may want to collect representative samples of students’ work for each module.

This guide also makes frequent reference to Fountas & Pinnell’s The Continuum of Literacy Learning, and Fountas & Pinnell’s Teaching for Comprehending and Fluency so it would be helpful to have copies of both books on hand.
Orientation Module

Estimated Time: Approximately 2 hours

Goal

The goal of this overview is to introduce participants to Prompting Guide, Part 2 so they understand that the language has been organized according to purpose; they can focus on different sections during teaching as needed. The goal is to give the participants an understanding of how the guide works—its purpose, organization, and contents.

This overview follows the general framework used in the professional-learning modules that follow. Goals and materials are listed first, followed by concepts to teach and opportunities to use the Prompting Guide, Part 2 with the participants for their classroom work.

MATERIALS

- Prompting Guide Part 2 for Comprehension: Thinking, Talking, and Writing
- Chart paper and markers
- Reflection journals

OPTIONAL MATERIALS

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

Using Prompting Guide, Part 2 (Section I)

Participants need to understand the reading process and how to observe students in order to use the Prompting Guide, Part 2 effectively. Go to the Introduction on page 1 in Prompting Guide, Part 2 and ask participants to read and discuss the section labeled Readers and the Reading Process. You might also consult Chapters 2 and 3 in Teaching for Comprehending and Fluency.

Ask participants to look at the Systems of Strategic Actions “wheel” on the back cover of the Prompting Guide, Part 2. Discuss how readers access and develop the strategic actions that support their ability to build a processing system for reading increasingly challenging texts.

All readers bring diverse strengths and needs to their reading, so each reader engages in a reading process that is unique to him or her. Explain the shifts in comprehending within, beyond, and about the text. Have participants look at the chart on page 3 to better understand the distinctions between thinking within, beyond, and about the text, and the particular focus of
Prompting Guide, Part 2. Then ask participants to turn to page 2 and read the section, Observable Behaviors that Indicate Reading Competencies. Then turn to page 3 and read the section, Language for Teaching for Systems of Strategic Actions. Divide the sections Thinking Within the Text (p. 3), Thinking Beyond the Text (p. 4), and Thinking About the Text (p. 4) between three groups of participants. Have them read their sections and share their findings.

Turn to page 5 and summarize the information in the section Using Prompting Guide, Part 2 to Teach for Comprehension.

Using Prompting Guide, Part 2 (Section II)

Take participants to Section II, Prompts for Systems of Strategic Actions (p. 7). Using the prompts for Self-Monitoring and Self-Correcting Meaning as a model, walk through the organizational layout of the section. Point out the definition for the strategic action at the top of the page. Then, assign the other seven strategic actions to pairs for further exploration. Have them consider:

- What does the strategic action demand of the reader?
- How might you use the prompts in teaching? In what contexts?
- How does the organizational layout help support different reading contexts?

Have pairs share their findings with the whole group.

TRY IT OUT

Read Using the Language Prompts, on page 6, then go to page 7 and look in the upper right corner of the page for examples of how you might adjust your language to teach, prompt, and reinforce. Have groups make a three-column chart with the headings Teach, Prompt, and Reinforce, and identify three-to-four prompts from the section they studied in the prompt column. Together, write the language for the other two columns. For example:

<table>
<thead>
<tr>
<th>Teach</th>
<th>Prompt</th>
<th>Reinforce</th>
</tr>
</thead>
<tbody>
<tr>
<td>“When that happened, it really surprised me. I wonder if the author is showing how strong the character is.”</td>
<td>“What events happened that surprised you?” “What is that making you think about the character?”</td>
<td>“You noticed that when X happened, it helped you understand the character better.”</td>
</tr>
</tbody>
</table>

Have participants share their thinking about what this process made them consider. Ask the participants to answer:

- How would you know when to use language to teach, prompt, or reinforce?

REFLECTION

Have each participant write in their reflection journals the impressions they have about the Prompting Guide, Part 2.
MODULE 1

Using Assessment to Inform Teaching

Estimated Time: Approximately 2 hours

OVERVIEW

One important aspect of assessing students’ reading competencies is learning what they understand and what they almost understand about the process of reading. Teachers gain evidence of a reader’s understanding through observing talk and writing about reading. They also gain evidence from coding the actual reading of the text. This data can be used to guide instructional decisions.

This module will take you through a process for looking at readers’ behaviors in reading records to determine students’ strengths and next steps for teaching. The Prompting Guide, Part 2 will assist you in selecting instructional language to scaffold the reader’s processing of text.

MATERIALS

- Prompting Guide, Part 2
- Teaching for Comprehending and Fluency: Thinking, Talking, Writing About Reading (accompanying DVD). Select Nyazia reading The Stories Huey Tells, level N, and reading record form, or a recording of a student reading orally about 200 words from a book and a corresponding reading record of that selection.
- The Continuum of Literacy Learning, PreK–8
- An analyzed reading record from one student taken from the Fountas & Pinnell Benchmark Assessment System 2 Professional Development DVD (Randi’s Benchmark Assessment System reading record of Bubbles, level G, or Gabriel’s Benchmark Assessment System reading record of Earthquakes, level U) or an analyzed reading record taken with one of your students.
- Chart paper and markers

OPTIONAL MATERIALS

- The Continuum of Literacy Learning Teaching Library DVDs (Grades PreK–2 or 3–8)
- Benchmark Assessment System 1 or 2
  - Professional Development DVD
INTRODUCTION

Explain that a reading record provides information about a reader’s processing of text. Distribute one of the reading records (described above) that has been analyzed. Together, walk through the analysis of sources of information (MSV) used and neglected in the errors and self-corrections for the first page. Then, in pairs, have the participants look through the entire reading record noticing patterns that run throughout the assessment related to oral reading, fluency, and comprehending. Create a chart that lists strengths and next steps for that student. Then, look at that level in the Guided Reading section of The Continuum of Literacy Learning, PreK–8 and find bullets that can be added to the chart of strengths and next steps. The final step is to show the participants how to use the Prompting Guide, Part 2 to find language that might be appropriate to use with the student. Write the teaching language from the Prompting Guide, Part 2 next to the comment in the next-steps column. Specify whether it should be teaching, prompting, or reinforcing language.

TRY IT OUT

Using the DVD from Teaching for Comprehending and Fluency, have the participants listen to Nyasia read. (You may also use any other oral reading from the Benchmark Assessment System 1 or 2 Professional Development DVD, Teaching for Comprehending and Fluency DVD, The Continuum of Literacy Learning Teaching Library DVDs, or any other source, including a recording of a student from your school). List the errors and self-corrections together so everyone is on the same page for analysis.

- In pairs, have the participants analyze the oral reading behaviors, fluency, and comprehending evidence shown on the reading record.

- At tables, have them create a chart showing strengths and next steps for this student using The Continuum of Literacy Learning, PreK–8

- Have them look through the Prompting Guide, Part 2 to find language that can be used for the next steps.

- Have them present their findings, explaining whether the language is teaching, prompting, or reinforcing the concept.

REFLECTION

Ask participants to think about the language and determine where in the reading block (interactive read-aloud, shared reading, minilesson, guided reading, share) the teacher might expose the student to this thinking. Talk at tables and share out loud.
MODULE 2

Teaching During Interactive Read-Aloud

Estimated Time: Approximately 2 hours

Overview

Interactive read-aloud provides listeners with the opportunity to reflect deeply about story and craft. A teacher selects stopping points within the text to provide intentional conversations for thoughtful reflection.

“Interactive read-aloud promotes whole group talk oriented toward helping children learn how to discuss texts with others and, ultimately, think on their own in deeper ways. As a teacher, you play a key role in demonstrating, prompting, reinforcing, and observing effective talk about texts.”

—Teaching for Comprehending and Fluency (Fountas and Pinnell, 2006, p. 269)

To effectively process a text, the teacher needs to understand the story completely, including the inferred author’s message(s) and the universal messages or “big ideas” of a text. The teacher needs to know the students’ strengths as readers, where to take them next in their thinking, and anticipate how stopping to ask a question or make a comment ignites thoughtful responses from students.

MATERIALS

■ Prompting Guide, Part 2
■ A picture book to be used for interactive read-aloud
■ Participants bring a picture book that is appropriate for their grade level and one they have not read to their class.
■ The Continuum of Literacy Learning, PreK–8
■ Reflection journals
■ Sticky notes

INTRODUCTION

Select a picture book that will engage the thinking of the participants. Using this book, model an authentic interactive read-aloud for participants (use chapters 15-17 in Teaching for Comprehending and Fluency to provide background information and teaching guidance for interactive read-aloud). Ask them to talk about the experience and how the stopping points impacted their response to the text and their thinking. Discuss how interactive read-aloud supports readers.
After discussing the experience, look through the *Prompting Guide, Part 2* to match the questions and/or comments made by the teacher during the read-aloud with the type of thinking (systems of strategic action) it elicited. Ask participants what they notice.

Have participants look in *The Continuum of Literacy Learning, PreK–8* under the Interactive Read-Aloud tab for their grade level to see what kinds of thinking should be supported. In small groups, look through the *Prompting Guide, Part 2* to find language that matches some of the thinking within, beyond, and about the text appropriate for the grade level.

**TRY IT OUT (PART I)**

Have teachers carefully read the picture book they brought to the session and think about the big ideas or universal messages of each book. Have them identify three or four places within the book to stop and reflect in order to better understand the author’s message and the theme.

Using the *Prompting Guide, Part 2* ask teachers to find the language they might use at each stopping point. Have them write the language on a sticky note and place it on that particular page in the book. In groups of four, share the rationales behind the stopping points they selected and the language they chose. Discuss the planning process for an interactive read-aloud.

**TRY IT OUT (PART II—Focused Thinking)**

Help the participants learn how to use the *Prompting Guide, Part 2* to focus the interactive read-aloud conversation on developing systems of strategic action with the following options:

Tell the participants that they are going to learn how to use the *Prompting Guide, Part 2* in a very focused way. For example, looking at the systems of strategic actions (synthesizing), participants might select questions from the general collection of prompts (p. 35) and also from the nonfiction (p. 36) or fiction (pp. 37–38) sections depending on the genre. (Remember to also include other types of strategic actions questions in the read-aloud, not just one.)

You can also have the participants focus on one literary element and review the related prompts in several categories of strategic actions. For example, if you wanted to elicit thinking and talking related to theme in a fiction text, you could search for a prompt in the Inferring section for fiction under “Theme” (p. 24), or you might search under “Theme” in the Analyzing section for fiction.

Have participants use the interactive read-aloud books they brought to try out searching for prompts by strategic actions, and by literary elements. Have them write out their focus and the prompt(s) they come up with. Ask them to discuss their answers to the following:

- When might you use the first plan described above (search for prompts by strategic action), and when might it be appropriate to use the second option (search for prompts by literary element)?
REFLECTION

Have participants reflect on the session in the following way:

■ How do the different sections of the Prompting Guide, Part 2 help you to plan a more effective interactive read-aloud lesson?

■ How does using prompts from a variety of literary elements help to make for a more effective interactive read-aloud lesson?

■ Why is it important to use a variety of genres for interactive read-aloud lessons?
OVERVIEW

Helping students communicate with others about their thinking about reading enhances their understanding of a text.

“Oral language as the primary support for thinking leads naturally to written communication, which, in turn, helps readers expand their thinking and use oral language with greater skill. It is a way for readers to construct knowledge, generate new thinking, clarify their own thinking, and rehearse thoughts for writing.”

—Teaching for Comprehending and Fluency (Fountas and Pinnell, 2006, p. 438)

Talking and writing about reading provide opportunities to reflect more deeply about a text. Each supports focused reflection through utilizing one’s own vocabulary to express ideas and providing evidence for those ideas. Even new thinking can emerge when students respond to reading through talking, writing, and drawing.

MATERIALS

- Prompting Guide, Part 2
- Teaching for Comprehending and Fluency
- Student assessment from Module 1
- Each participant brings independent reading books that two of their students are reading. Be sure the students have marked where they left off reading
- Each participant brings two reader’s notebooks from two other students
- Chart paper and markers

OPTIONAL MATERIALS

- The Continuum of Literacy Learning Teaching Library DVD, Grades 3–8

Conferring Around Reading

Ask participants how they assess their students’ thinking about reading. Then have the participants look at Mrs. S.’s Reading Conference with Carl; Mrs. D.’s Reading Conference with Morgan;
Mrs. D.’s Reading Conference with Temple; and Mrs. T.’s Reading Conference with Tony from Appendix A of this study guide. Have participants read aloud the dialogue (in parts) between the teacher and student and talk about what is learned about the reader. Together create a T-chart of the teacher’s language in each conference and how it helped deepen the student’s responses.

Using the independent reading books participants have brought, have them read 3-5 pages beyond where their students finished reading. Look through the Prompting Guide, Part 2 to find language that might be used in a conference to deepen thinking for this particular student around this text. Have participants discuss with the group the prompts that they chose and why they are a good choice for that particular text.

If possible, view several conferences from The Continuum of Literacy Learning Teaching Library DVD, Grades 3–8 (grade 3, The Secret Santa; grade 4, Squids Will Be Squids; or grade 7, Every Soul a Star or Anastasia’s Secret). Have the participants record the teacher’s language. In pairs, decide if the teacher helped the student think within, beyond, and/or about the text. Now look at the prompts on page 59 in the Prompting Guide, Part 2. Ask, Which prompts require students to think within, beyond, or about the text? How can this be a resource for you?

Go to Section III of the Prompting Guide, Part 2 (Prompts for Reading Conferences, p. 57) and look at the Reading List prompts. Then look at the prompts for Making Book Choices (p. 58). Ask participants to talk about when and why they might use these questions with students.

**Writing About Reading**

Look at the Analysis of Maddie’s Letters in Appendix B of this guide. In pairs, have participants notice how Mrs. Won’s responses to Maddie’s writing impacted Maddie’s thinking over time. Analyze how the teacher created that shift. Share with the whole group.

**TRY IT OUT**

Ask teachers to complete the chart in Appendix C of this guide using the letter samples from the reader’s notebooks they brought to the session. In order to complete the chart, read a letter from one student’s reader’s notebook. Place a checkmark in the within, beyond, and about boxes when finding a comment in the letter that reflects thinking. Read the teacher’s response and put a checkmark in the appropriate box to analyze the teacher’s comments. Read two more letters from this same student and the corresponding responses from the teacher. (This works well if the samples used come from different times over the school year.)

Now have the teachers look at the checkmarks in the boxes and synthesize their responses. Ask:

- What was the change over time in the students’ thinking and the teacher’s responses?
  What are you learning?

Use the prompts in Section II of the Prompting Guide, Part 2 (Prompts for Systems of Strategic Actions) to find language to use within, beyond, and about the text that might facilitate deeper thinking on the part of the students.
REFLECTION

Have participants consider the following:

- What do you need to consider when responding to your students in writing?
- How did the Prompting Guide, Part 2 help you scaffold the students’ thinking?
MODULE 4

Teaching, Prompting, and Reinforcing During Guided Reading Lessons

Estimated Time: Approximately 2 hours

OVERVIEW

The success of guided reading depends on the teacher’s knowledge of her students’ individual reading strengths and needs, and also knowing how to use select an appropriate instructional level text to support her teaching. Prompting Guide, Part 2 provides language for the introduction, during student reading, and for the discussion parts of the lesson. It can also frame up the focus for the teaching points following the discussion. Teachers may also use sections of the Prompting Guide, Part 2 for support during a guided reading lesson to support interactions.

MATERIALS

- Prompting Guide, Part 2
- Leveled books—enough books at students’ individual guided reading levels for pairs to share

OPTIONAL MATERIALS

- Video of a guided reading lesson from either the DVD from Teaching for Comprehension and Fluency or The Continuum of Literacy Learning Teaching Library DVDs, Grades PreK–2 or 3–8

Share with teachers the structure of a guided reading lesson shown in Appendix D of this guide. Then read the introduction to Cam Jansen and the Mystery of the Circus Clown and/or Seedfolks in Appendix E of this guide, or view these lessons on the DVD for Teaching for Comprehending and Fluency. You can also view lessons on the DVD for The Continuum of Literacy Learning Teaching Library DVDs, Grades PreK–2 and/or 3–8. (How Animals Move, level G; Frog and Toad Are Friends, level K; Twisting Up a Storm, level S; or No Guitar Blues, level U).

TRY IT OUT

Distribute the guided reading books to grade level teaching pairs (include several different books, but have at least two sets of pairs using the same text). Have the participants read the books with big ideas or messages in mind. With the big ideas as their focus, use the Prompting Guide, Part 2 to plan the introduction; list possible prompts that will support the discussion; and select one important possible teaching point.
Have the participants share with other pairs using the same text and talk about the rationales behind their teaching decisions.

**REFLECTION**

Have the participants reflect on the following:

- How does the *Prompting Guide, Part 2* make your planning for guided reading more effective?
MODULE 5

Literature Discussion

Estimated Time: Approximately 2 hours

OVERVIEW

Literature Discussion is a component of readers’ workshop. It is a natural progression from whole-group interactive read-aloud to small-group literature study. It enables students to continue to engage in thinking about the text, but also build on their interactive read-aloud experiences and share their independent thinking with classmates. Section IV of the Prompting Guide, Part 2 (Prompts for Book Discussions, p. 61) illustrates the depth of this thinking. In this module we will explore how to use it to help students engage in dialogue that builds a greater understanding than any one reader could gain from independent reading.

MATERIALS

■ Prompting Guide, Part 2
■ A read-aloud book that is of interest to adults; multiple copies, if possible

OPTIONAL MATERIALS

■ The Continuum of Literacy Learning Teaching Library DVDs (PreK–2: First Grade Literature Discussion, Julius, Baby of the World or 3–8: Grade 4, Bridge to Terabithia)

INTRODUCTION

Section IV, Prompts for Book Discussions (pp. 61-78), shows prompts grouped according to purpose. These prompts can be used in group discussion with students, or in an individual reading conference. The prompts represent many aspects of how to talk about books and thinking for a variety of purposes. If possible, show the participants one of the literature discussions listed above from the The Continuum of Literacy Learning Teaching Library DVDs. Have them share what they noticed about how the students talked about their thinking and how the teacher kept expanding the talk. If you do not have access to these videos, move directly to the Try It Out section that follows here.

TRY IT OUT

Choose a read-aloud book that will be of interest to adults and will foster rich discussion, and read it to the group. If you have multiple copies of the book, you may want to use them so that participants
will have access to the book as they talk. Do not stop for discussion after the reading. Instead, take about 10 minutes to have participants write down their thinking about the book. Then have them look over some selected subsets of the Book Discussion section to expand their thinking.

Sitting in a circle, or several small circles, begin a discussion of the book using a prompt from the Get the Discussion Started/Focus Thinking section (p. 69) of the Prompting Guide, Part 2. Have participants engage in a conversation about the book and share their thinking. Ask participants to reflect on how the conversation helped them think more deeply about the book.

**TRY IT OUT**

Get into groups of three. Assign one sub-section from Section IV of the Prompting Guide, Part 2 to each group. Have the groups talk about how to help students understand this type of thinking. Show them your plan for selecting one idea and then creating a series of minilessons that might help students begin thinking about their reading in this way. For example, in the sub-section Ask for Thinking a prompt asks, “What surprised you?” To help students talk about story surprises, you may want to do the following minilessons (readers statements are provided, not the whole minilesson):

- Readers think about what surprising things happened in the story and why the writer included them.
- Readers anticipate what might happen in the story; and, when the writer does something unexpected it makes you more thoughtful about the story.
- Readers anticipate the way characters might act; and, when they don’t act as expected, the reader reevaluates who the character is.

Working in small groups, have participants select one sub-section from Section IV and one prompt from that sub-section, and create a series of minilessons statements to help students understand the type of thinking. Chart their statements. Share the planned minilesson statements.

If necessary, share the minilesson format found in Appendix F of this guide.

**REFLECTION**

Ask participants to reflect by writing and then sharing their responses to the following:

- How will these prompts help you in planning your teaching for the other literacy work you do with students?
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Mrs. S.’s Reading Conference with Carl

Mrs. S.: So you are reading the “book talk” book. How is it going? As funny as I said?
CarL: Yeah. The morals in the book—they are very funny. One that I was just reading, it was about a skunk and a musk oxen and a cabbage. Then they smell this very spooky smell. “Whoa,” said the skunk. “Is that you, musk oxen?” And the musk oxen asked the cabbage if it was a cabbage, and the cabbage said, “Uh-uh.” Then they both started looking at the skunk. It said that the skunk got quickly very interested in tying his shoe. And the moral said, “He who smelt it dealt it.”
Mrs. S.: So what are you thinking about his style of writing? What were you noticing?
CarL: I’m thinking he is good at making the funny kind of morals and interesting morals. They are interesting but they are funny . . . they are good morals, but they are funny at the same time.
Mrs. S.: And remember, too, when we were talking about voice and personality in our writing. Can you see his personality coming through so strongly? It’s interesting. I wonder where he got his ideas. Do you remember the part I read aloud to you, where it said he gets a lot of ideas from people he knows? So I’m wondering who some of these people are. What are you thinking about that?
CarL: I’m thinking he probably gets his ideas from seeing things happening. Maybe, like in this one, he’s seen a cat chasing a pigeon. This one is about a pigeon and a lion, I think.
Mrs. S.: And we were talking about that, right? Being really observant because you never know what you are seeing that you will want to write about? Let’s look at your reading list. How has that been going for you? What is your current goal in reading workshop? What have you been working toward?
CarL: To read more at home, more than usual, just thirty minutes—maybe forty-five minutes or an hour. I tried that yesterday and I thought I did pretty good with my book.
Mrs. S.: What made you do well yesterday and not necessarily other times?
CarL: I had nothing to do until I remembered that I needed to read my book, so I just went to read my book, and after a while, I just got stuck in my book and I kept on reading.
Mrs. S.: So, I hear you saying it’s about finding really good books that you want to read.
CarL: Yes, that’s what I’m trying, to read more so I can read longer and get better and so I can read the fourth-grade goal of forty books.
Mrs. S.: I also see that you are reading different genres and that’s good; you are really aware of that. I am seeing a lot of easy books. What do you think about that?
CarL: I should try to read more just-right books instead of easy ones.
Mrs. S.: We sometimes read easy books to take a break, but we shouldn’t have that many, so I’m going to write that goal right here. One other thing I wanted to talk to you about was your letters. Look at this right here: “Right now Meiko was having a hard time. Just two weeks ago an atom bomb dropped. It seemed like it was the end of the world. She was shielding her face when a piece of glass gave her a big gash in her hand. Sounds pretty nasty. Now she thinks she lost the fifth treasure, beauty in the heart, so now she only has four of the treasures.” See how you are retelling what the book is about? But what I wanted to know—because I already read that book—I wanted to know what you were thinking when you wrote that. So what could you have said there? What could you say instead? Think about that part you wrote about.
CarL: Maybe I could say that when the glass hit her and gave her the gash, it must have been bleeding really badly because glass can be very sharp.
Mrs. S.: Okay. If that had happened to you, how might you feel, or if you had seen that happen to someone, how would you feel?
CarL: I would probably feel bad if it was my friend. I would also feel bad if it happened to me, because then I would be in the hospital and I wouldn’t be able to do much. I wouldn’t be able to use my hand, especially if it’s my left hand, because I’m a lefty.
Mrs. S.: What I want to hear about is what you were thinking about that part, not just telling me about that part. So you could say, “When the atom bomb dropped and Meiko got hurt, I was thinking . . .” and just get right into it. So I’m going to be looking to see that and I’m going to be looking to see fewer easy books. Why don’t you write a little stick-on note so you will remember the two things we were thinking about.


Mrs. S.’s Reading Conference with Carl

APPENDIX A
CONFERENCES WITH YOUNGER CHILDREN

CONFERENCES WITH YOUNGER CHILDREN challenge, but they are well worth it. The meaning of the story before listening to Morgan read. Next, the teacher looks at the book and notes that the story is about a pig named Helen. After that, the teacher talks with Morgan, who is rereading the story. Lisa (Mrs. D.) first talks with Morgan, who is rereading the story. Lisa (Mrs. D.) first talks with Morgan, who is rereading the story. Then, Lisa (Mrs. D.) first talks with Morgan, who is rereading the story.

Additionally, sampling oral reading while students are reading can help you gather valuable information. It is important to confer with every student individually to be sure that they know how to choose and are reading a just-right book. These conferences may also involve a benchmark assessment to determine initial reading levels for the guided reading group. After several reading conferences, you will listen to them read on some aspect of that work. If you are meeting with children in guided reading groups, you will listen to them read in independent work and usually consist of a short “check in” conference. TALKING WITH STUDENTS ABOUT READING—INDIVIDUAL

There are no substitutes for individual interactions with students. They both like fall, don’t they? Yes, that wind is blowing so hard, it’s blowing them back. So you said they do things kind of alike but also different. I noticed that you were kind of connecting inside and outside, but you were looking really closely at the words. Does inside out make sense to you? It’s an expression. What does it mean? Like if you pull off your coat and the sleeve turns inside out. And his ears—you can see inside them. Yes, that wind is blowing so hard, it’s blowing them back. So you said they do things kind of alike but also different. Henry’s ears turned red in the wind and Mudge’s ears . . . turned inside out!

Mrs. D.: Hi, Morgan. Are you enjoying the books from the browsing box?
Morgan: Yes. I’m reading Peaches again.
Mrs. D.: I love that book Peaches the Pig. What was an interesting part?
Morgan: Where they wallow in the mud.
Mrs. D.: That was important wasn’t it? Are you thinking why?
Morgan: Because she’s a pig and that’s what pigs can do and she couldn’t do the other kinds of things, like kittens.
Mrs. D.: She was happy when she found those other pigs. Read a little bit to me. Remember to make it sound like talking when she meets those animals.

Mrs. D.’s Reading Conference with Morgan: Peaches the Pig

Mrs. D.’s Reading Conference with Temple

Henry and Mudge Under the Yellow Moon

Mrs. D.: Hi, Temple. I see you are reading another Henry and Mudge book. Do you like it as well as the others you’ve read?
Temple: I’m just in the first chapter, but it’s kind of funny that they do the same things but not really the same.
Mrs. D.: What’s an example?
Temple: Well, like they both like leaves but Mudge eats them.
Mrs. D.: I’m glad Henry doesn’t eat leaves! Read a little just right where you are.
Temple: [Reads] “Henry put on a coat and Mudge grew one. And when the fall wind blew, Henry’s ears turned red and Mudge’s ears turned outside, in, inside, outside [repeat] Mudge’s ears turned inside out. [Continues reading to the end of the chapter]
Mrs. D.: That was a good chapter. Let’s go back to something you found tricky.
Temple: It was on this page [turns back to the page where he made the self-correction].
Mrs. D.: Read it again.
Temple: [Reads the page accurately.]
Mrs. D.: I noticed that you were kind of connecting inside and outside, but you were looking really closely at the words. Does inside out make sense to you? It’s an expression. What does it mean?
Temple: Like if you pull off your coat and the sleeve turns inside out. And his ears—you can see inside them.
Mrs. D.: Yes, that wind is blowing so hard, it’s blowing them back. So you said they do things kind of alike but also different. Henry’s ears turned red in the wind and Mudge’s ears . . .
Temple: . . . turned inside out!
Mrs. D.: They both like fall, don’t they?

Mrs. D.’s Reading Conference with Temple: Henry and Mudge Under the Yellow Moon


Mrs. D.’s Reading Conference with Morgan: Peaches the Pig

Mrs. D.’s Reading Conference with Temple

Henry and Mudge Under the Yellow Moon

Appendix A (Continued)

APPENDIX A (CONTINUED)

Mrs. T.’s Reading Conference with Tony

Mrs. T.: Hi, Tony, how’s your reading work going?
Tony: Okay.
Mrs. T.: What are you reading?
Tony: Herbie Jones and the Class Gift.
Mrs. T.: And who’s that by?
Tony: Suzy Klein.
Mrs. T.: Have you read anything else by Suzy Klein?
Tony: Mm-hm. Horrible Harry books.
Mrs. T.: Horrible Harry books. And what are you thinking about this book? Is it easy or just right for you? How is it for a match?
Tony: Just right.
Mrs. T.: So talk to me a little bit about what is happening
Tony: I’m up to where Herbie and Ray, . . . they got two dollars to add to the gift that they are giving their teacher and then they get to sign a card, but then Ray spent it on food because he was hungry. And now they got another two dollars and they gave it to her, to Annabel, but she says she already bought the gift.
Mrs. T.: So you are talking about the problem in the story. So what do they want to do? They want to buy a gift?
Tony: Yes.
Mrs. T.: For who?
Tony: For their teacher. It is the end of the year, and they wanted to buy her something really nice like a fancy gift. And she likes owls so they are getting her a ceramic owl.
Mrs. T.: Do you ever go shopping for gifts for teachers?
Tony: Yes.
Mrs. T.: Does it make you think about that a little bit? How do you think it’s going to end up?
Tony: I think that they’re gonna pay for it. They’re gonna get the money and give it to her. And, then they might buy something else with the money to add to the owl—like candy or something.
Mrs. T.: Okay. Have you noticed anything about the author’s use of language?
Tony: It’s pretty just like regular.
Mrs. T.: So it’s pretty clear. We talked in the minilesson today about why you think characters do things and what their actions make you think about them. So what does one of the characters do in your book?
Tony: Ray spends the money on food.
Mrs. T.: So why is he doing that?
Tony: Because he was hungry.
Mrs. T.: All right, what does that make you think about him as a character?
Tony: He was selfish, like he only thinks for himself. So, when Herbie told him not to spend the money, he did, on himself.
Mrs. T.: So now you’re talking about character traits like he’s selfish. That’s what readers do. They think about how different characters react to others in a book and it helps you really get to know the character a little bit better. Well, you enjoy your reading. I’ll be listening to you in group share.

<table>
<thead>
<tr>
<th>Date of Letter/Description</th>
<th>. . . Within the Text</th>
<th>. . . Beyond the Text</th>
<th>. . . About the Text</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>October 4—</strong> Maddie to Ms. Won</td>
<td>Mostly retells the story.</td>
<td>“I'm going to tell you what has happened so far. Well... right now Ramona is talking with her big sister Beezus. Beezus thinks their mother is going to have a baby because she hasn't been eating dessert and when their aunt was at their house, she kept asking how she was feeling.”</td>
<td>“I don't think she's going to have a baby. I don't know why, I just don't think she is.”</td>
</tr>
<tr>
<td><strong>October 5—</strong> Ms. Won to Maddie</td>
<td>Demonstrates making personal connections; prompts thinking about texts.</td>
<td>“Oh, I remember loving Ramona when I was growing up.”</td>
<td>“I still like her a lot. I just remember feeling like I was a lot like her character and that if we could be friends, we would really understand each other.”</td>
</tr>
<tr>
<td><strong>October 20—</strong> Maddie to Ms. Won</td>
<td>Provides details about new book, imitates the teacher in inferring character traits; doesn’t respond to prompt about other texts; expresses preference for sticking to the same books.</td>
<td>“I started a new book called Ramona Quimby, Age 8. It’s great. So far there’s nothing I really have to tell you about, but when I do...I’ll let you know.”</td>
<td>“Well... you asked me how I feel about her and what I think about her, I sort of feel the way you do. I like her and sometimes I picture myself in her shoes. I also think she has a very creative imagination and it would be cool to be her.”</td>
</tr>
</tbody>
</table>
ANALYZING READING RESPONSE LETTERS

APPENDIX C

<table>
<thead>
<tr>
<th>Analyzing Reading Response Letters</th>
<th>Analyzing Reading Response Letters</th>
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</thead>
<tbody>
<tr>
<td>Student: ________________________</td>
<td>Student: ________________________</td>
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<tr>
<td>Letter #1 Response from teacher</td>
<td>Letter #1 Response from teacher</td>
</tr>
<tr>
<td>Letter #2 Response from teacher</td>
<td>Letter #2 Response from teacher</td>
</tr>
<tr>
<td>Letter #3 Response from teacher</td>
<td>Letter #3 Response from teacher</td>
</tr>
<tr>
<td>Beyond the Text</td>
<td>Beyond the Text</td>
</tr>
<tr>
<td>Within the Text</td>
<td>Within the Text</td>
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</tbody>
</table>

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## Teaching for Comprehending and Fluency Across a Guided Reading Lesson

<table>
<thead>
<tr>
<th>LESSON ELEMENT</th>
<th>TEACHING MOVES TO SUPPORT COMPREHENDING AND FLUENCY</th>
</tr>
</thead>
</table>
| **Introducing the Text** | - Explore important concepts and ideas.  
- Guide the readers to think about important aspects of the text.  
- Help readers understand how the text works.  
- Activate the content and literary knowledge readers bring to the reading experience.  
- Encourage personal connections and help readers make them.  
- Help readers make connections.  
- Provide essential new information that readers need to understand the text.  
- Help the readers understand the organization of the information.  
- Enable readers to hear (and sometimes repeat) new language structures or new words.  
- Point out text or print features and tools that parallel or add to the meaning of the text.  
- Help readers discover information in the art or illustrations or other graphics such as maps, charts, graphic cutaways.  
- Draw attention to accuracy or authenticity of the text, writer’s credentials, references, presentation of evidence as appropriate.  
- Help readers think about ways to solve a few new words if appropriate.  
- Get readers to think about qualities of the writer’s craft.  |
| **Reading the Text** | - Prompt readers to initiate problem-solving actions.  
- Demonstrate effective ways to search for and use the information in the text.  
- Demonstrate effective reading.  
- Reinforce effective problem solving of words using the meaning, language, and print.  
- Confirm the reader’s attempts at problem solving on their own.  
- Demonstrate, reinforce, or prompt using self-monitoring or checking strategies to ensure meaning making.  
- Demonstrate, reinforce, or prompt self-correcting errors that interfere with meaning making.  
- Observe effective reading behaviors.  
- Interact with individual readers very briefly around the text meaning.  
- Demonstrate, reinforce, or prompt using punctuation to aid meaning, reading with phrasing, pausing appropriately, stressing the correct words, or using expression.  |


**TEACHING FOR COMPREHENDING AND FLUENCY ACROSS A GUIDED READING LESSON**
A GUIDED READING LESSON: An Introduction to Cam Jansen and the Mystery of the Circus Clown

Introducing the text

Mr. B.: [Prompts memory of another text in the series. Checks the group.] Today we are going to read another Cam Jansen book. Have you all read a Cam Jansen book already?

Samantha: I haven’t.

Mr. B.: [Asks students to share background information.] You never have? Who can tell Samantha about Cam Jansen?

Joseph: She’s a detective.

Elvis: Like Nate the Great.

Mr. B.: [Probes to make connections explicit.] Oh, she is a little like Nate the Great. In what way is she like Nate the Great?

Elvis: A detective.

Mr. B.: [Probes for more background information.] And what do detectives do usually?

Elvis: She solves mysteries.

Barbara: Cam Jansen has a mental camera.

Mr. B.: [Asks for clarification.] Ah—what do you mean by a mental camera?

Students: She can remember things by saying “click.”

She can remember a picture . . .

She can just look at your face and go “click,” and she remembers a picture like in ten hours.

Mr. B.: [Summarizes and restates important background information.] So she has what they call a photographic memory. When she says “click,” it’s like she’s taking a picture of whatever is in front of her, and she can always remember it, right?

Joseph: Right!

Mr. B.: [Repeats deduction.] And that’s why they call her Cam. Remember that?

Barbara: Cam Jansen has a mental camera.

Mr. B.: [Reinforces Barbara’s noticing of the front cover and restates important background information.] So, you’re already thinking about the title and what might be happening in this book. So Cam Jansen is a girl who solves a lot of mysteries.

Elvis: With her friend Eric.

Mr. B.: [Reinforces Elvis’s memory of another character in the series and foreshadows what to expect.] Yes, with her friend Eric. And in this book there are going to be some other characters, at least one I think you’ve read about, Aunt Molly.

Joseph: Aunt Molly . . . where there was a flight.

Mr. B.: [Draws attention to the setting.] Yes, Aunt Molly, in The Mystery of Flight 54. And where do you think this story is going to be taking place? I think Barbara already . . .

Several: At the circus.

Mr. B.: [Checks for background information about the setting.] Has anybody ever been to the circus? [Children nod, raise hands.]

Mr. B.: [Checks for background information about the setting.] What’s it like at the circus? What happens at the circus?

Barbara: Oh, I hate the clowns, they’re like [Mimes juggling].

Joseph: They think they’re funny.

Elvis: They go on the trapeze.

Joseph: Juggling things.

Mr. B.: [Provides information about the setting and checks further for background knowledge.] But basically at the circus, it’s very crowded. And people do tricks. Do you know what a trapeze is?

Marcus: They carry things [Mimes walking a tightrope].
Ms. W.: [Introduces title and author.] We’re going to read a new book together today, and I’m actually going to go ahead and give it to you. It’s called Seedfolks, and it’s by Paul Fleischman. [Connects to content area study.] Now, we’ve been studying immigration and moving in social studies, and this book is actually nice because it relates that topic with what we are going to be reading. Look at the cover. [Draws attention to the cover as a basis for prediction.] Look at the pictures on the cover. What are some things you are thinking about this book based on the pictures on the cover?

Maddie: All the pictures on the cover are different races.

Ms. W.: [Confirms prediction.] Okay, so we are going to be seeing that they are from different races.

Jason: Maybe the items, like the binoculars and whatever else is shown in the pictures—maybe they are like their possessions, so I’m thinking that they all have different possessions.

Ms. W.: [Reveals and demonstrates text structure.] Okay. In this book at the beginning of every chapter there is actually a picture of a different person. Turn to page 1. The first chapter is told by one of the characters, and her name is Kim. And there is a picture of her. And as we read this chapter, you can hear Kim’s voice as you are reading it. She’s telling the story. These are her words. So look at the second chapter. Turn to page 4. Who is telling the story now?

Maddie: Anna.

Ms. W.: [Elaborates on text structure and checks for understanding.] Anna. And do you see the picture of Anna? That’s what she looks like. And this chapter is told by Anna. She’s telling this chapter. She is telling the story of her life in this chapter. And what do you think you will find next?

Maddie: Another person.

Ms. W.: [Checks for understanding.] Okay, and who do we find?

Jasmine: Wendell.

Ms. W.: [Elaborates on text structure and summarizes.] And do you see a picture of him? So that’s what he looks like and he’s telling the story in this chapter. Each chapter starts off with a picture and the name of the person who is telling the story in that chapter. [Provides background information.] And what’s really neat about this book is that they are all related in some way. Now, they are not family members, but they are related in some ways. [Provides background information.] They have all come from different places. Some of them are from Puerto Rico. There’s a woman in here from Vietnam. Actually, Kim, the one that started this book is from Vietnam. There’s someone from North Korea. There is someone from Haiti, Mexico—all these different places. [Checks for understanding.] Look at the first chapter and we see the picture of Kim. So what do we know?

Tony: She’s telling the story.

Ms. W.: So let’s look at the first chapter. Who is telling the story? [Checks for understanding.]

Students: Kim.

Ms. W.: [Prompts to listen for voice—attention to the writer’s craft.] Kim. So let’s try to listen for her voice as we read this. Maddie, read the first paragraph for us.

Maddie: [Reading the first paragraph.] “I stood before the family altar. It was dark. . . . I was nine years old and still hoped that perhaps his eyes might move, might notice me.”

Ms. W.: [Checks for understanding of a vocabulary word.] Okay, so that’s Kim speaking. What’s a family altar? What does that mean?

Jasmine: I think it’s where people get married.

Ms. W.: [Prompts readers to figure out meaning from context.] Okay, that’s one kind of altar, a wedding altar where people get married. Now, what do you think this kind of altar is, from the description here? Have you ever heard of this before?
## STRUCTURE OF READERS’ OR WRITERS’ WORKSHOP

<table>
<thead>
<tr>
<th>Connection</th>
<th>Establish Context</th>
<th>Teacher helps students link previous minilesson principles to the new one that will be taught.</th>
<th>Students understand how the learning relates to the big ideas.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minilesson</td>
<td>State the Principle</td>
<td>As an inquiry approach, students think and talk about the examples and co-construct the principle.</td>
<td>Principle stated in clear, explicit, and concise language. Principle tells what readers or writers do and why.</td>
</tr>
<tr>
<td>Refer to Examples (Mentor Texts, Charts, Student or Teacher Writing)</td>
<td>Teacher demonstrates and models with high-quality text examples to help students understand the principle.</td>
<td>Discussion fosters a shared language. Students suggest examples and share noticings. Students know how the examples are helping them as readers/writers.</td>
<td></td>
</tr>
<tr>
<td>Have a Try (When Applicable)</td>
<td>Students quickly try out the principle in the whole-group setting, often with a partner or in threes.</td>
<td>Students actively process the new information with support. Directly related to what readers and writers need to be able to think about independently during the workshop.</td>
<td></td>
</tr>
<tr>
<td>Application</td>
<td>Apply New Learning on Own</td>
<td>Students apply what they have learned in the minilesson to their own reading or writing if applicable.</td>
<td>Teacher holds brief individual conferences to support the students’ reading and writing and make a teaching point. Teacher may reinforce minilesson principle with individuals. Teacher may assess the reading or writing of individuals. Teacher may link principle to guided reading or book club discussions (or guided writing lessons).</td>
</tr>
<tr>
<td>Confer with Teacher</td>
<td>Students share new learning with the whole group. Students extend learning through sharing more examples and insights. Teacher expands learning through building on student examples. Teacher gains feedback on student learning. The group evaluates how today’s workshop went.</td>
<td></td>
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<tr>
<td>Group Share</td>
<td>Extend Learning</td>
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</table>


**APPENDIX F**

**STRUCTURE OF READERS’ OR WRITERS’ WORKSHOP**