Organizing Your Fountas & Pinnell Classroom™

an INTERACTIVE *IMPLEMENTATION* PLAN

Heinemann
Dedicated to Teachers

Fountas & Pinnell LITERACY™

Fountas & Pinnell Classroom™

Welcome to Fountas & Pinnell Classroom™

Congratulations on the journey ahead—a journey that will transform your classroom, your teaching, and the literacy lives of your students. As you prepare to implement a new literacy system, we at Heinemann are honored to partner with you to ensure an efficient and effective implementation of *Fountas & Pinnell Classroom™* (*FPC*) in your school/district.

A strong and collaborative implementation plan, coupled with intentional organization, helps align your literacy vision with your instructional goals, and ensures that everyone is teaching in the same direction with coherence at the forefront. Prior to unpacking your *FPC* shipment, think about your goals and unpack with intention—meaning unpack the context(s) you plan to start with and/or unpack based on where your materials will be used and stored within your classroom.

From Vision to Action

Turning a vision into action requires thoughtful planning and organizing. *Fountas & Pinnell Classroom™* is a literacy system that allows you to operationalize your vision. You may be asking yourself, "Where do I start?" Start here, in this implementation plan, thinking together with colleagues. The three steps in this implementation plan are designed to put you, your students, and your school on the path to literacy success.

LET'S GET STARTED . . .

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Implement Your *Fountas & Pinnell Classroom*™

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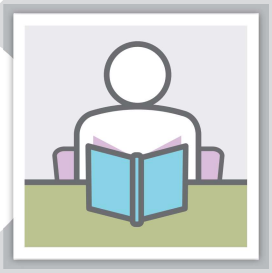


The Singing
The Big, Green,
Fountas & Pinnell Classroom
Guided Reading
Home Sweet Home
Booper's Checkup
Literacy Continuum
Guided Reading
Alphabet Linking Chart

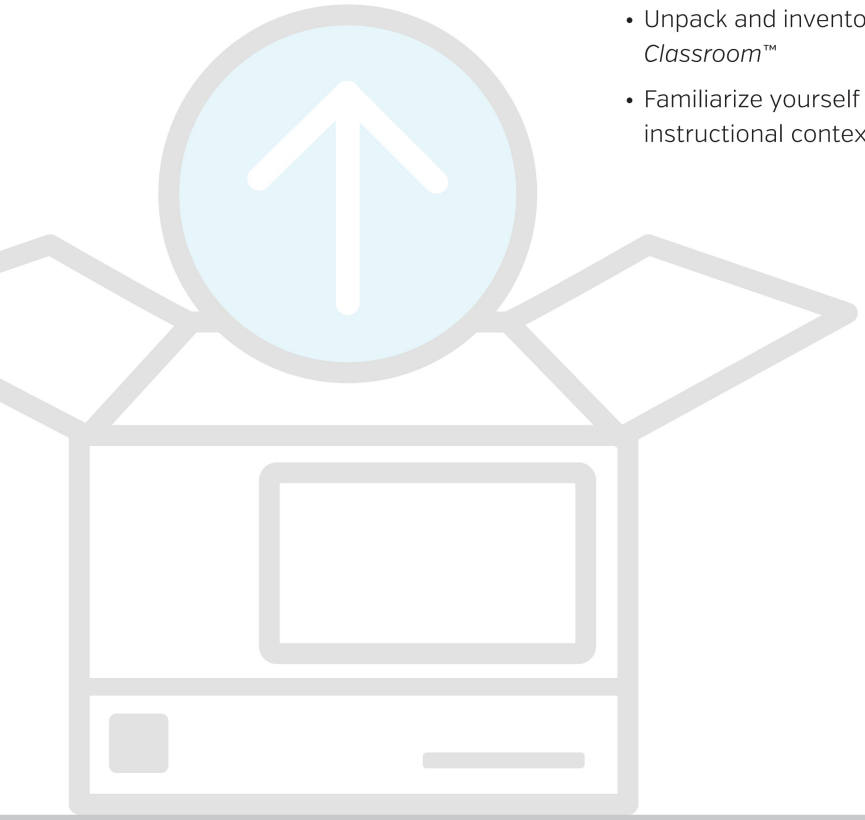
1

Unpack Your System

Using this visual, step-by-step guide—together with your implementation goals—unpack, inventory, and get to know your *Fountas & Pinnell Classroom™* (*FPC*) books and resources. Thoughtful and intentional unpacking will help you prepare for efficient organization and implementation.

IN STEP 1, YOU WILL HAVE THE OPPORTUNITY TO:

- Unpack and inventory your *Fountas & Pinnell Classroom™*
- Familiarize yourself with the resources in each instructional context.



Inventory by Grade Level

You may be asking yourself, "What boxes should I unpack and organize first? Where am I going to store all these books and teaching materials?" Start by taking an inventory of your *Fountas & Pinnell Classroom*™ by using the following charts that show the number of boxes per grade by instructional context.

PREKINDERGARTEN		
INSTRUCTIONAL CONTEXT	# of Boxes	Confirm Receipt ✓
IRA Interactive Read-Aloud	3	☐
SR Shared Reading	5	☐
Complete Grade Level System*	**8**	☐

KINDERGARTEN		
INSTRUCTIONAL CONTEXT	# of Boxes	Confirm Receipt ✓
IRA Interactive Read-Aloud	3	☐
SR Shared Reading	9	☐
PWS Phonics, Spelling, and Word Study	2	☐
GR Guided Reading	15	☐
IR Independent Reading	4	☐
RML Reading Minilessons	1	☐
BC Book Clubs	4	☐
Complete Grade Level System*	**38**	☐

GRADE 1		
INSTRUCTIONAL CONTEXT	# of Boxes	Confirm Receipt ✓
IRA Interactive Read-Aloud	3	☐
SR Shared Reading	9	☐
PWS Phonics, Spelling, and Word Study	2	☐
GR Guided Reading	15	☐
IR Independent Reading	4	☐
RML Reading Minilessons	1	☐
BC Book Clubs	4	☐
Complete Grade Level System*	**38**	☐

GRADE 2		
INSTRUCTIONAL CONTEXT	# of Boxes	Confirm Receipt ✓
IRA Interactive Read-Aloud	3	☐
SR Shared Reading	5	☐
PWS Phonics, Spelling, and Word Study	2	☐
GR Guided Reading	15	☐
IR Independent Reading	4	☐
RML Reading Minilessons	1	☐
BC Book Clubs	4	☐
Complete Grade Level System*	**34**	☐

GRADE 3		
INSTRUCTIONAL CONTEXT	# of Boxes	Confirm Receipt ✓
IRA Interactive Read-Aloud	3	☐
SR Shared Reading	3	☐
PWS Phonics, Spelling, and Word Study	2	☐
GR Guided Reading	14	☐
IR Independent Reading	4	☐
RML Reading Minilessons	1	☐
BC Book Clubs	4	☐
Complete Grade Level System*	**31**	☐

* Each full grade level purchase of *Fountas & Pinnell Classroom*™ includes a copy of the *Fountas & Pinnell Classroom*™ *System Guide* for that grade.

GRADE 4		
INSTRUCTIONAL CONTEXT	# of Boxes	Confirm Receipt ✓
IRA Interactive Read-Aloud	4	☐
PWS Phonics, Spelling, and Word Study	2	☐
GR Guided Reading	13	☐
IR Independent Reading	4	☐
RML Reading Minilessons	1	☐
BC Book Clubs	6	☐

GRADE 5		
INSTRUCTIONAL CONTEXT	# of Boxes	Confirm Receipt ✓
IRA Interactive Read-Aloud	4	☐
PWS Phonics, Spelling, and Word Study (in development)	2	☐
GR Guided Reading	13	☐
IR Independent Reading	5	☐
RML Reading Minilessons	1	☐
BC Book Clubs	6	☐

GRADE 6		
INSTRUCTIONAL CONTEXT	# of Boxes	Confirm Receipt ✓
IRA Interactive Read-Aloud	4	☐
PWS Phonics, Spelling, and Word Study (in development)	2	☐
GR Guided Reading	11	☐
IR Independent Reading	5	☐
RML Reading Minilessons	1	☐
BC Book Clubs	6	☐

Inventory by Instructional Context

Use the checklist below in conjunction with the visual guide on pages 14–17 to orient yourself to the *FPC Interactive Read-Aloud Collection*.

IRA INTERACTIVE READ-ALOUD COLLECTIONS									
INSTRUCTIONAL RESOURCES (per grade)	**Qty.**	**Confirm Receipt ✓**							
		PreK	**Gr. K**	**Gr. 1**	**Gr. 2**	**Gr. 3**	**Gr. 4**	**Gr. 5**	**Gr. 6**
IRA Books	120	☐	☐	☐	☐	☐	☐	☐	☐
IRA Book Boxes	2	☐	☐	☐	☐	☐	☐	☐	☐
The components below are included in your Teacher Box:									
IRA Collection Guide (contains Online Resources access code)	1	☐	☐	☐	☐	☐	☐	☐	☐
IRA Lesson Folders	120	☐	☐	☐	☐	☐	☐	☐	☐
IRA Text Set Cards	25	☐	☐	☐	☐	☐	☐	☐	☐
IRA Unpacking Sheet	1	☐	☐	☐	☐	☐	☐	☐	☐
IRA Sticker Sheets	10	☐	☐	☐	☐	☐	☐	☐	☐

Use the checklist below in conjunction with the visual guide on pages 18–21 to orient yourself to the *FPC Shared Reading Collection*.

SR SHARED READING COLLECTIONS					
INSTRUCTIONAL RESOURCES (per grade)	**Qty. / Confirm Receipt ✓**				
	PreK	**Gr. K**	**Gr. 1**	**Gr. 2**	**Gr. 3**
SR Big Books	30 ☐	65 ☐	65 ☐	30 ☐	10 ☐
SR Little Books • PreK & Gr. 2 (30 titles x 6 copies each) • Gr. K & Gr. 1 (65 titles x 6 copies each) • Gr. 3 (10 titles x 6 copies each)	180 ☐	390 ☐	390 ☐	180 ☐	60 ☐
SR Big Book Rolling Cart	1 ☐	2 ☐	2 ☐	1 ☐	—
SR Big Book Bag (Gr. 3 only)	—	—	—	—	1 ☐
SR Little Book Storage Trays	2 ☐	4 ☐	4 ☐	2 ☐	1 ☐
The components below are included in your Teacher Box:					
SR Collection Guide (contains Online Resources access code)	1 ☐	1 ☐	1 ☐	1 ☐	1 ☐
SR Lesson Folders	30 ☐	65 ☐	65 ☐	30 ☐	10 ☐
Alphabet Linking Chart	1 ☐	1 ☐	1 ☐	1 ☐	—
Consonant Cluster Poster Pack (Initial and Final)	—	—	1 ☐	1 ☐	1 ☐
SR Unpacking Sheet	1 ☐	1 ☐	1 ☐	1 ☐	1 ☐
SR Organizational Sticker Sheets	2 ☐	3 ☐	3 ☐	2 ☐	2 ☐

Use the checklist below in conjunction with the visual guide on pages 22–25 to orient yourself to the *FPC Guided Reading Collection*.

GR GUIDED READING COLLECTIONS							
INSTRUCTIONAL RESOURCES (per grade)	**Qty. / Confirm Receipt ✓**						
	Gr. K	**Gr. 1**	**Gr. 2**	**Gr. 3**	**Gr. 4**	**Gr. 5**	**Gr. 6**
GR Books	1200 ☐ (200 titles x 6 copies each)	1200 ☐ (200 titles x 6 copies each)	1200 ☐ (200 titles x 6 copies each)	1200 ☐ (200 titles x 6 copies each)	1080 ☐ (180 titles x 6 copies each)	1020 ☐ (170 titles x 6 copies each)	900 ☐ (150 titles x 6 copies each)
GR Book Storage Trays	14 ☐	14 ☐	14 ☐	13 ☐	12 ☐	12 ☐	10 ☐
The components below are included in your Teacher Box:							
GR Collection Guide (contains Online Resources access code)	1 ☐	1 ☐	1 ☐	1 ☐	1 ☐	1 ☐	1 ☐
GR Lesson Folders	200 ☐	200 ☐	202* ☐	210* ☐	188* ☐	186* ☐	165* ☐
F&P Stopwatch/Calculator	1 ☐	1 ☐	1 ☐	1 ☐	1 ☐	1 ☐	1 ☐
Alphabet Linking Chart	1 ☐	1 ☐	1 ☐	—	—	—	—
Consonant Cluster Poster Pack (Initial and Final)	—	1 ☐	1 ☐	1 ☐	—	—	—
GR Unpacking Sheet	1 ☐	1 ☐	1 ☐	1 ☐	1 ☐	1 ☐	1 ☐
GR Sticker Sheets	6 ☐	6 ☐	6 ☐	5 ☐	5 ☐	5 ☐	4 ☐

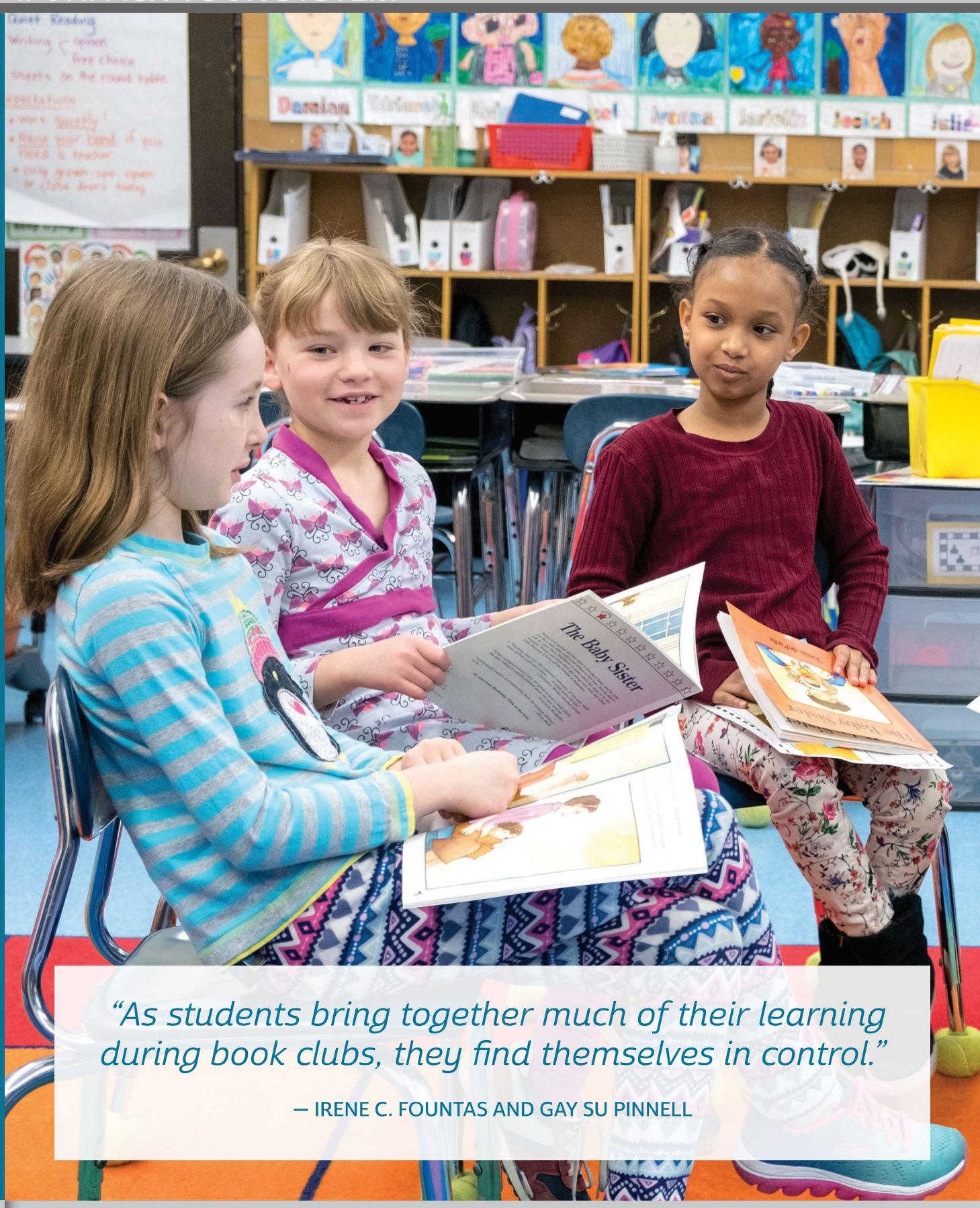
*These *FPC Guided Reading Collections* contain two-way books which accounts for the additional lesson folders.

Use the checklist below in conjunction with the visual guide on pages 26–28 to orient yourself to the *FPC Independent Reading Collection*.

IR INDEPENDENT READING COLLECTIONS							
INSTRUCTIONAL RESOURCES (per grade)	**Qty. / Confirm Receipt ✓**						
	Gr. K	**Gr. 1**	**Gr. 2**	**Gr. 3**	**Gr. 4**	**Gr. 5**	**Gr. 6**
IR Books	150 ☐	150 ☐	150 ☐	200 ☐	200 ☐	200 ☐	200 ☐
IR Book Bins	2 ☐	2 ☐	2 ☐	3 ☐	3 ☐	4 ☐	4 ☐
The components below are included in your Teacher Box:							
IR Collection Guide (contains Online Resources access code)	1 ☐	1 ☐	1 ☐	1 ☐	1 ☐	1 ☐	1 ☐
IR Conferring Cards	150 ☐	150 ☐	150 ☐	200 ☐	200 ☐	200 ☐	200 ☐
IR Genre-Based Conferring Cards	4 ☐	4 ☐	5 ☐	5 ☐	5 ☐	8 ☐	8 ☐
IR Unpacking Sheet	1 ☐	1 ☐	1 ☐	1 ☐	1 ☐	1 ☐	1 ☐
IR Grade-Level Sticker Sheet	5 ☐	5 ☐	5 ☐	7 ☐	7 ☐	7 ☐	7 ☐
IR Alphabetical Dividers	26 ☐	26 ☐	26 ☐	26 ☐	26 ☐	26 ☐	26 ☐

Use the checklist below in conjunction with the visual guide on pages 32–37 to orient yourself to the *FPC Phonics, Spelling, and Word Study System*.

PWS PHONICS, SPELLING, AND WORD STUDY SYSTEM							
INSTRUCTIONAL RESOURCES (per grade)	**Qty. / Confirm Receipt ✓**						
	Gr. K	**Gr. 1**	**Gr. 2**	**Gr. 3**	**Gr. 4**	**Gr. 5**	**Gr. 6**
Phonics, Spelling, and Word Study Lessons (contains Online Resources access code)	1 ☐	1 ☐	1 ☐	1 ☐	1 ☐		
Fountas & Pinnell Comprehensive Phonics, Spelling, and Word Study Guide	1 ☐	1 ☐	1 ☐	1 ☐	1 ☐		
Sing a Song of Poetry	1 ☐	1 ☐	1 ☐	—	—		
Lesson Folders	100 ☐	100 ☐	100 ☐	100 ☐	105 ☐	Grades 5 and 6 PWS are still in development.	
Hanging Folders (Areas of Learning)	9 ☐	9 ☐	6 ☐	6 ☐	6 ☐		
Hanging Folders (Months)	12 ☐	12 ☐	12 ☐	12 ☐	12 ☐		
PWS Unpacking Sheet	1 ☐	1 ☐	1 ☐	1 ☐	1 ☐		
Ready Resources Box: (Includes classroom posters, misc. classroom materials, lesson-specific ready resources, and general ready resources)	1 ☐	1 ☐	1 ☐	1 ☐	1 ☐		



"As students bring together much of their learning during book clubs, they find themselves in control."

— IRENE C. FOUNTAS AND GAY SU PINNELL

Use the checklist below in conjunction with the visual guide on pages 38–41 to orient yourself to the *FPC Book Clubs Collection*.

BC BOOK CLUBS COLLECTIONS							
INSTRUCTIONAL RESOURCES (per grade)	**Qty. / Confirm Receipt ✓**						
	Gr. K	**Gr. 1**	**Gr. 2**	**Gr. 3**	**Gr. 4**	**Gr. 5**	**Gr. 6**
BC Books	192 ☐ (32 titles x 6 copies each)	192 ☐ (32 titles x 6 copies each)	192 ☐ (32 titles x 6 copies each)	192 ☐ (32 titles x 6 copies each)	288 ☐ (48 titles x 6 copies each)	288 ☐ (48 titles x 6 copies each)	288 ☐ (48 titles x 6 copies each)
BC Book Bins	3 ☐	3 ☐	3 ☐	3 ☐	5 ☐	5 ☐	5 ☐
The components below are included in your Teacher Box:							
BC Collection Guide (contains Online Resources access code)	1 ☐	1 ☐	1 ☐	1 ☐	1 ☐	1 ☐	1 ☐
BC Inquiry Overview Cards	8 ☐	8 ☐	8 ☐	8 ☐	12 ☐	12 ☐	12 ☐
BC Discussion Cards	32 ☐	32 ☐	32 ☐	32 ☐	48 ☐	48 ☐	48 ☐
BC Unpacking Sheet	1 ☐	1 ☐	1 ☐	1 ☐	1 ☐	1 ☐	1 ☐
BC Sticker Sheets	10 ☐	10 ☐	10 ☐	10 ☐	13 ☐	13 ☐	13 ☐

PLEASE NOTE

As you unpack your *FPC* instructional contexts, find and start with the Teacher Box. Here you will find an unpacking sheet that outlines the contents of that particular context.

CONNECTIONS

FPC System Guide & The Literacy Continuum

READ the "Instructional Contexts" chapter on Interactive Read-Aloud in your *FPC System Guide* or consult your *FPC IRA Collection Guide*.
READ pages 11–100 on Interactive Read-Aloud in *The Literacy Continuum*.

FPC Online Resources

VIEW the *FPC IRA Collection* Getting Started video (14.34 minutes)

The FPC Instructional Contexts: A Deeper Dive into Interactive Read-Aloud

FOUNTAS & PINNELL CLASSROOM™ INTERACTIVE READ-ALOUD COLLECTION, GRADE 1

A Teacher Box
B Interactive Read-Aloud books and bins

1 SEPARATE OUT BOXES FOR INTERACTIVE READ-ALOUD

This chart indicates the number of shipper boxes per grade level.

IRA INTERACTIVE READ-ALOUD	
GRADE LEVEL	# of Boxes
Prekindergarten	3
Kindergarten	3
Grade 1	3
Grade 2	3
Grade 3	3
Grade 4	4
Grade 5	4
Grade 6	4

2 UNPACK YOUR TEACHER BOX

The *Fountas & Pinnell Classroom™ Interactive Read-Aloud Collection* Teacher Box **A** includes a range of resources designed to help you expand students' thinking across the year with books that spark discussion and inquiry.

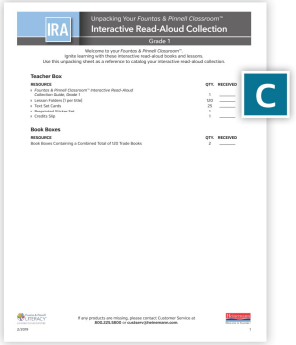
Teacher Box Contents

- **C** *FPC Interactive Read-Aloud Collection* unpacking sheet
- **D** *FPC Interactive Read-Aloud Collection Guide*
- **E** *FPC Interactive Read-Aloud Collection* Lesson Folders
- **F** *FPC Interactive Read-Aloud Collection* Text Set Cards
- **G** *FPC Interactive Read-Aloud Collection* Text Set Stickers and instruction sheet
- **H** *FPC Interactive Read-Aloud Collection* Book Stickers and instruction sheet

3 TAKE INVENTORY

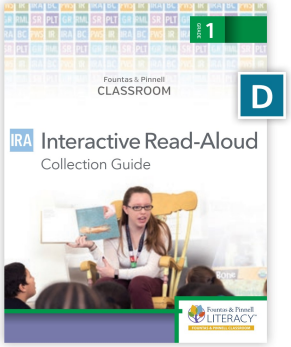
Use the *FPC Interactive Read-Aloud Collection* unpacking sheet **C** in your Teacher Box to take an inventory of your *FPC IRA Collection* materials.

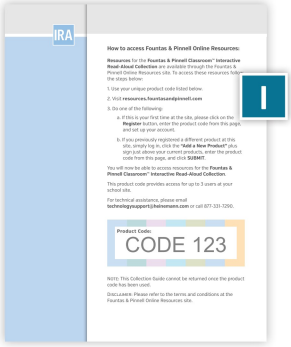
NOTE: The *FPC IRA Collection* title list (organized by text set) can be found in your *FPC System Guide* or *FPC IRA Collection Guide*.



4 ACCESS ONLINE RESOURCES

Next, find the *FPC IRA Collection Guide* **D**, which will help you become familiar with this context. Use the code **I** and the instructions on the inside front cover of the *FPC IRA Collection Guide* to access your Online Resources. There you will find resources and videos to support your teaching and to get started with interactive read-aloud.





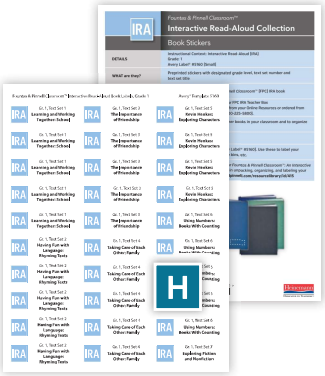
5 UNPACK AND ORGANIZE BOOKS

Find and unpack your interactive read-aloud book collection B. You will notice the lid of the book bin acts as an extra bin J to organize additional books if you wish.

Labeling Your Books

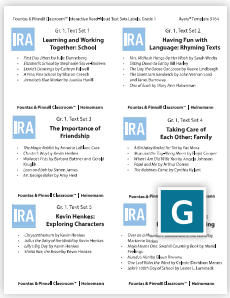
The IRA books are shrink-wrapped K and labeled L by text set.

Before you remove the shrink-wrap, you may want to sticker the back of the books in each text set with the book stickers H. An instruction sheet is provided in each sticker pack.



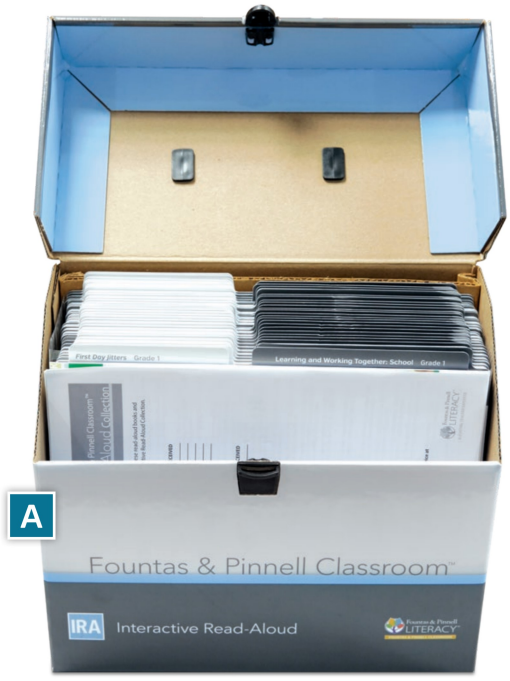
Also available are text set labels G you can use to label baggies or folders* in which to store the books from that text set. This will help you easily locate books within a text set. Extra labels can be printed from your Online Resources.

*Folders/baggies not included.



6 UNPACK AND ORGANIZE LESSON FOLDERS AND TEXT SET CARDS

Use the 25 Text Set Cards to organize your lesson folders by text set in your Teacher Box A.



HELPFUL TIP

You could organize the books within your *FPC IRA Collection* bins by creating text set dividers*. Label card stock/blank folders M with the text set title and collate books by text set.

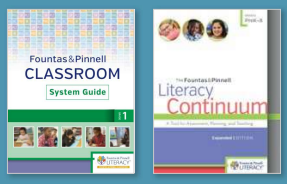
*Dividers not included.

PLEASE NOTE

As you unpack your *FPC* instructional contexts, find and start with the Teacher Box. Here you will find an unpacking sheet that outlines the contents of that particular context.

CONNECTIONS

FPC System Guide & The Literacy Continuum



READ the "Instructional Contexts" chapter on Shared Reading in your *FPC System Guide* or consult your *FPC SR Collection Guide*.

READ pages 101–160 on Shared Reading in *The Literacy Continuum*.

FPC Online Resources

VIEW the *FPC SR Collection* Getting Started video (9.12 minutes)

The FPC Instructional Contexts: A Deeper Dive into Shared Reading

FOUNTAS & PINNELL CLASSROOM™ SHARED READING COLLECTION, GRADE 1

1 SEPARATE OUT BOXES FOR SHARED READING

This chart indicates the number of shipper boxes per grade level.

SR SHARED READING	
GRADE LEVEL	# of Boxes
Prekindergarten	5
Kindergarten	9
Grade 1	9
Grade 2	5
Grade 3	3

2 UNPACK YOUR TEACHER BOX

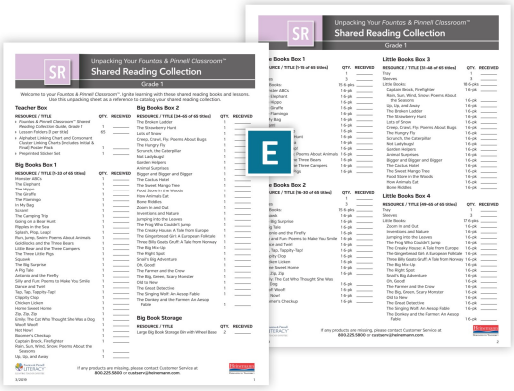
The *Fountas & Pinnell Classroom™ Shared Reading Collection* Teacher Box A includes a range of resources designed to help you build a strong early reading foundation with books that engage and excite.

Teacher Box Contents

- E *FPC Shared Reading Collection* unpacking sheet
- F *FPC Shared Reading Collection Guide*
- G *FPC Shared Reading Collection* Lesson Folders
- H Alphabet Linking Chart (Gr. PreK–2)
- I Consonant Cluster Linking Charts, Initial and Final (Gr. 1–3)
- J *FPC Shared Reading Collection* organizational stickers and instruction sheet

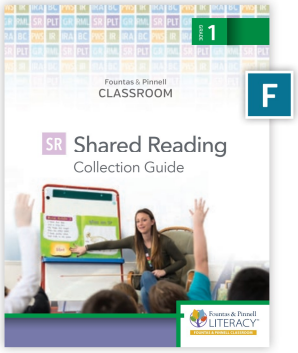
3 TAKE INVENTORY

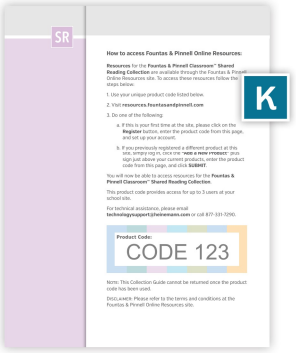
Use the *FPC Shared Reading Collection* unpacking sheet E in your Teacher Box to take an inventory of your *FPC SR Collection* materials.



4 ACCESS ONLINE RESOURCES

Next, find the *FPC SR Collection Guide* F, which will help you become familiar with this context. Use the code K and the instructions on the inside front cover of the *FPC SR Collection Guide* to access your Online Resources. There you will find resources and videos to support your teaching and to get started with shared reading.





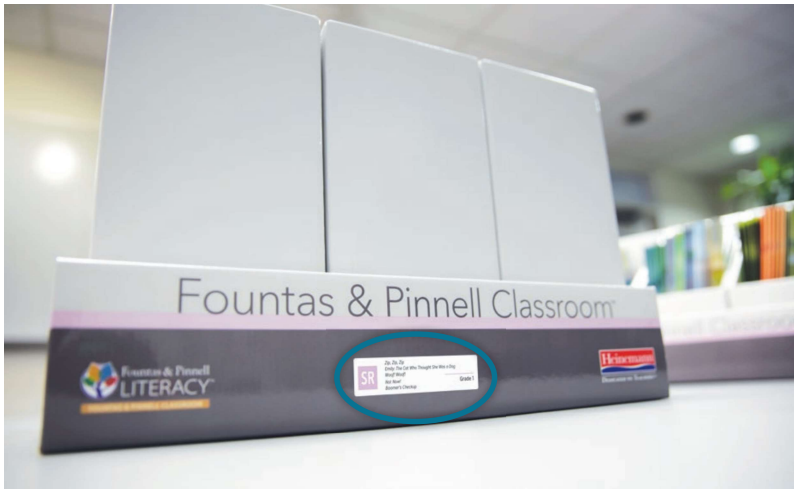
5 UNPACK AND ORGANIZE SMALL BOOKS

Find and unpack your shared reading small book collection. Unpack the trays L which contain 3 sleeves each with 6-copy sets of the small books. Remove the shrink-wrap.

NOTE: Books are organized in a recommended sequence based on book series, genre, and/or connecting topics (available in your *FPC System Guide* or your *FPC SR Collection Guide*).

Labeling Your Books and Trays

Use the handy *FPC Shared Reading Collection* organizational stickers J to label your SR small book trays L, sleeves, or even the back of your big book rolling carts. An instruction sheet is provided in each sticker pack. Extra stickers can be printed from your Online Resources.



6 UNPACK AND ORGANIZE BIG BOOKS AND ROLLING CARTS

Find and unpack your shared reading rolling carts. Unpack the base M and the big book holder N. Place the big book holder on top of the metal base.

Remove the big books from the big book boxes and organize the books into the assembled carts O. We suggest you organize the books by the recommended sequence, splitting the books up between the two carts for weight distribution. You will notice that the back of the carts contain thumbnail images P of all of the *FPC Shared Reading Collection* books (200 total spanning grades PreK–3) so children can build excitement for books to come or remember beloved books they have already read together.

NOTE: The grade 3 *FPC SR Collection* comes with a sturdy canvas big book bag.

HELPFUL TIP

The wheels on the rolling cart lock and unlock for ease of movement and security.

A Review of the Shared Reading Book Collection

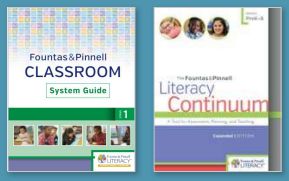
- Q Big Books
- R 6 copies of each Small Book
- S Audio Books (access via your Online Resources—the code can be found on the inside front cover of your *FPC SR Collection Guide*).

PLEASE NOTE

As you unpack your *FPC* instructional contexts, find and start with the Teacher Box. Here you will find an unpacking sheet that outlines the contents of that particular context.

CONNECTIONS

FPC System Guide & The Literacy Continuum



READ the "Instructional Contexts" chapter on Guided Reading in your *FPC System Guide* or consult your *FPC GR Collection Guide*.

READ pages 399–629 on Guided Reading in *The Literacy Continuum*.

FPC Online Resources

VIEW the *FPC GR Collection* Getting Started video (10:55 minutes)

The FPC Instructional Contexts: A Deeper Dive into Guided Reading

FOUNTAS & PINNELL CLASSROOM™ GUIDED READING COLLECTION, GRADE 1

A Teacher Box
B Guided Reading Books in trays and sleeves

SHIPPER BOXES → UNPACKED

1 SEPARATE OUT BOXES FOR GUIDED READING

This chart indicates the number of shipper boxes per grade level.

GR GUIDED READING	
GRADE LEVEL	# of Boxes
Kindergarten	15
Grade 1	15
Grade 2	15
Grade 3	14
Grade 4	13
Grade 5	13
Grade 6	11

2 UNPACK YOUR TEACHER BOX

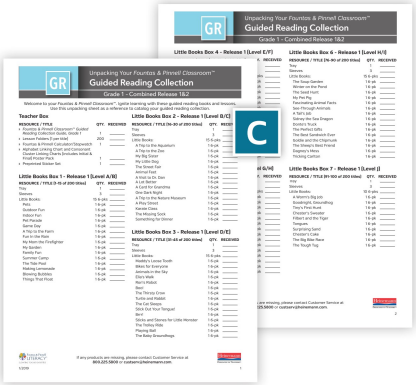
The *Fountas & Pinnell Classroom™ Guided Reading Collection* Teacher Box **A** includes a range of resources designed to help you meet students where they are and lead them forward with intention and precision.

Teacher Box Contents

- **C** *FPC Guided Reading Collection* unpacking sheet
- **D** *FPC Guided Reading Collection Guide*
- **E** *FPC Guided Reading Collection* Lesson Folders
- **F** F&P Calculator/Stopwatch
- **G** Alphabet Linking Chart (Gr. K–2)
- **H** Consonant Cluster Linking Charts, Initial and Final (Gr. 1–3)
- **I** *FPC Guided Reading Collection* organizational stickers and instruction sheet

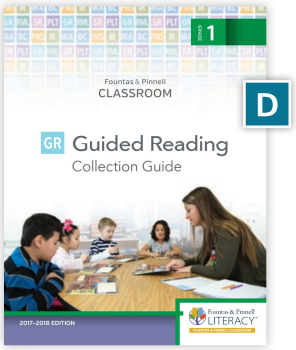
3 TAKE INVENTORY

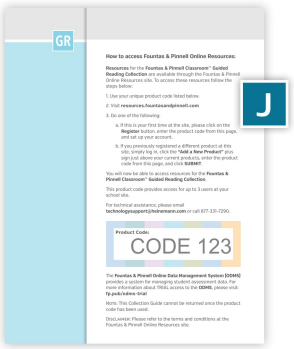
Use the *FPC Guided Reading Collection* unpacking sheet **C** in your Teacher Box to take an inventory of your *FPC GR Collection* materials.



4 ACCESS ONLINE RESOURCES

Next, find the *FPC GR Collection Guide* **D**, which will help you become familiar with this context. Use the code **J** and the instructions on the inside front cover of the *FPC GR Collection Guide* to access your Online Resources. There you will find resources and videos to support your teaching and to get started with guided reading.





5 UNPACK AND ORGANIZE GUIDED READING BOOKS

Find and unpack your guided reading book collection. Unpack the trays **K**, which contain 3 sleeves each with 6-copy sets of each title. Remove the shrink-wrap.

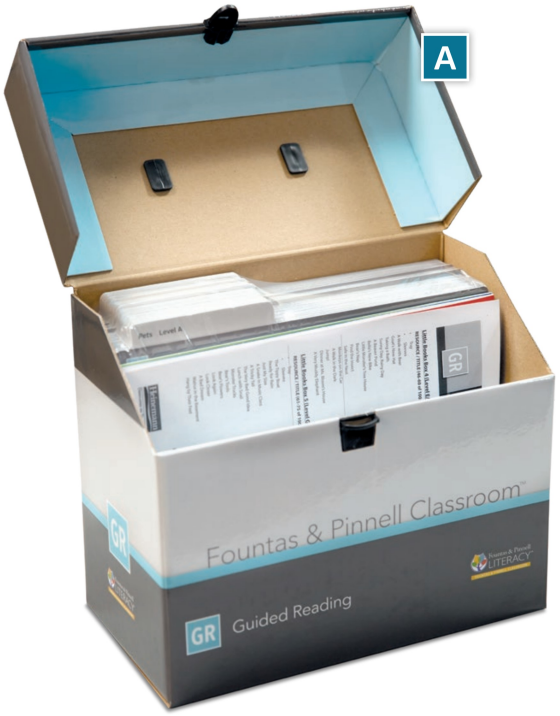
NOTE: Books are organized by text level in the recommended sequence (available in your *FPC System Guide* or your *FPC GR Collection Guide*).

Labeling Your Books and Trays

The back cover of the *FPC Guided Reading Collection* books include the GR context tile identifier, the Fountas & Pinnell text level, genre, and total running words **L**.

Various organizational stickers **I** are available to increase organization of materials in your classroom or school-wide book room. An instruction sheet is provided in each sticker pack. Extra stickers can be printed from your Online Resources.

6 UNPACK AND ORGANIZE LESSON FOLDERS



Consider organizing your guided reading lessons in one of two ways:

1. Organize by Fountas & Pinnell text level in your Teacher Box A.
2. Collate each guided reading lesson folder with the corresponding 6-copy title set in the GR storage trays K. If you are sharing an *FPC GR Collection* with colleagues, and materials are stored in a centralized book room, this may be a great option.

HELPFUL TIP

You may be sharing the guided reading books with a team of teachers. If so, consider the following tips for coordinating:

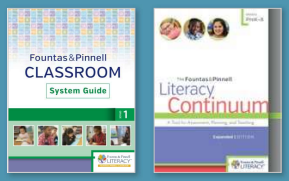
- meet before the school year to create a plan
- store books in an easy-to-access area
- store books and accompanying lessons in bins or bags organized by text level
- create a simple check out system.

PLEASE NOTE

As you unpack your *FPC* instructional contexts, find and start with the Teacher Box. Here you will find an unpacking sheet that outlines the contents of that particular context.

CONNECTIONS

FPC System Guide & The Literacy Continuum



READ the "Instructional Contexts" chapter on Independent Reading in your *FPC System Guide* or consult your *FPC IR Collection Guide*.

REVISIT *The Literacy Continuum* to note behaviors to observe when conferring with individual students.

FPC Online Resources

View the *FPC IR Collection* Getting Started video [9:19 minutes]

The FPC Instructional Contexts: A Deeper Dive into Independent Reading

FOUNTAS & PINNELL CLASSROOM™ INDEPENDENT READING COLLECTION, GRADE 1

SHIPPER BOXES → UNPACKED

- **A** Teacher Box
- **B** Gray storage bins
- **C** Book boxes

1 SEPARATE OUT BOXES FOR INDEPENDENT READING

This chart indicates the number of shipper boxes per grade level.

IR INDEPENDENT READING	
GRADE LEVEL	# of Boxes
Kindergarten	4
Grade 1	4
Grade 2	4
Grade 3	4
Grade 4	4
Grade 5	5
Grade 6	5

2 UNPACK TEACHING MATERIALS

The *Fountas & Pinnell Classroom™ Independent Reading Collection* Teacher Box A includes a range of resources designed to help you establish and nurture student independence and choice.

Teacher Box Contents

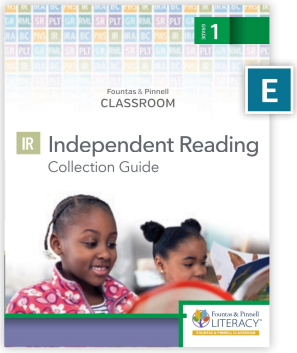
- D *FPC Independent Reading Collection* unpacking sheet
- E *FPC Independent Reading Collection Guide*
- F *FPC Independent Reading Collection* Conferring Cards
- G *FPC Independent Reading Collection* alphabetical dividers
- H *FPC Independent Reading Collection* Book Stickers and instruction sheet

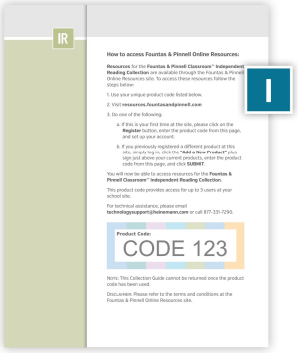
3 TAKE INVENTORY

Use the *FPC Independent Reading Collection* unpacking sheet D in your Teacher Box to take an inventory of your *FPC IR Collection* materials.

4 ACCESS ONLINE RESOURCES

Next, find the *FPC IR Collection Guide* E, which will help you become familiar with this context. Use the code I and the instructions on the inside front cover of the *FPC IR Collection Guide* to access your Online Resources. There you will find resources and videos to support conferring and to get started with independent reading.





5 UNPACK AND ORGANIZE THE CLASSROOM LIBRARY AND CONFERRING CARDS

As you set up your classroom library, use these handy resources to maximize organization:

- The alphabetical dividers G in your Teacher Box can be used to organize your Conferring Cards by title or author. **Do not use the dividers to organize by level.**
- Book stickers H are provided to label the back of each *FPC Independent Reading Collection* book. An instruction sheet is provided in each sticker pack. Extra stickers can be printed from your Online Resources.

HELPFUL TIP

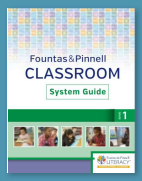
Your *FPC IR Collection* books come with gray bins to store books in your classroom library. Fountas and Pinnell DO NOT recommend labeling libraries by text level, but rather by genre, topic/theme, author, illustrator, etc.

"Choice is at the heart of what it means to become a confident reader. Authentic student choice builds agency."

— IRENE C. FOUNTAS AND GAY SU PINNELL

CONNECTIONS

FPC System Guide



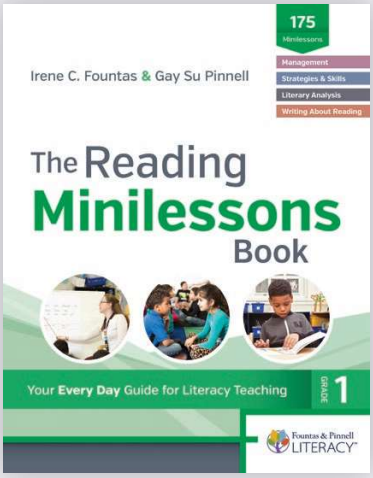
READ the "Instructional Contexts" chapter on Reading Minilessons in your *FPC System Guide* or consult the front matter of your *Reading Minilessons Book*.

FPC Online Resources

VIEW the *FPC RML* Getting Started video [11:09 minutes]

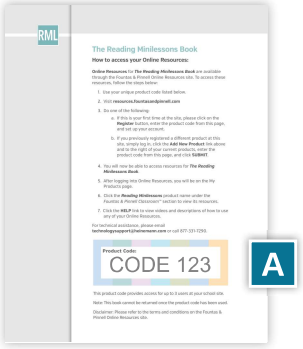
The FPC Instructional Contexts: A Deeper Dive into Reading Minilessons

THE READING MINILESSONS BOOK



RML READING MINILESSONS	
GRADE LEVEL	**# of Lessons**
Kindergarten	150
Grade 1	175
Grade 2	190
Grade 3	200
Grade 4	225
Grade 5	225
Grade 6	230

ACCESS ONLINE RESOURCES



Use the code A and the instructions on the inside front cover of *The Reading Minilessons Book* to access your Online Resources. There you will find downloadable forms, icons, and other resources for planning, teaching, record-keeping, and assessing your reading minilessons.

CONTINUUM CONNECTION

The Literacy Continuum is the foundation for all the minilessons. The minilesson principles come from the behaviors and understandings in each of the Continua.

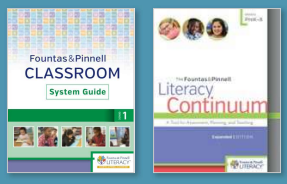
Continua	*Minilesson Type*
ORAL AND VISUAL COMMUNICATION	Management
INTERACTIVE READ-ALOUD AND LITERATURE DISCUSSION	Literary Analysis
SHARED AND PERFORMANCE READING	Strategies & Skills
PHONICS, SPELLING, AND WORD STUDY	Writing About Reading
WRITING ABOUT READING	

PLEASE NOTE

As you unpack your *Phonics, Spelling, and Word Study System*, use the following pages or locate the unpacking sheet [located in the Online Resources] to familiarize yourself with the contents of *PWS*.

CONNECTIONS

FPC System Guide & The Literacy Continuum



READ the "Instructional Contexts" chapter on Phonics, Spelling, and Word Study in your *FPC System Guide*.

READ pages 357–398 on Phonics, Spelling, and Word Study in *The Literacy Continuum*.

FPC Online Resources

VIEW the PWS Getting Started video [8:47 minutes]

The FPC Instructional Contexts: A Deeper Dive into Phonics, Spelling, and Word Study

FOUNTAS & PINNELL PHONICS, SPELLING, AND WORD STUDY SYSTEM

- **A** *Phonics, Spelling, and Word Study Lessons*
- **B** *Fountas & Pinnell Comprehensive Phonics, Spelling, and Word Study Guide*
- **C** *Sing a Song of Poetry*
- **D** Preprinted Lesson Folders
- **E** Alphabet Linking Chart and Consonant Cluster Linking Charts (Initial and Final)
- **F** Miscellaneous classroom materials: laminated sheets, e.g. alphabet linking charts, etc.
- **G** Ready Resources

1 SEPARATE OUT BOXES FOR PHONICS, SPELLING, AND WORD STUDY

This chart indicates the number of shipper boxes per grade level.

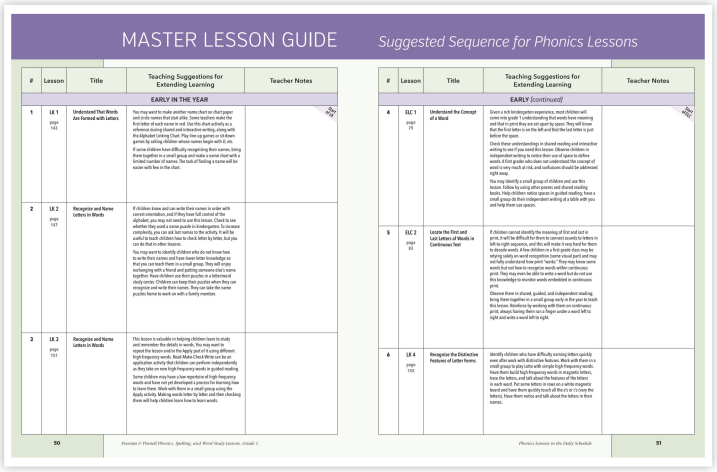
PWS PHONICS, SPELLING, AND WORD STUDY

GRADE LEVEL	# of Boxes
Kindergarten	2
Grade 1	2
Grade 2	2
Grade 3	2
Grade 4	2
Grade 5	2
Grade 6	2

2 USING AND LABELING THE LESSONS FOLDERS

In the *Phonics, Spelling, and Word Study Lessons* book you will find a suggested sequence called MASTER LESSON GUIDE. This is the suggested sequence for the system, but the lessons/lesson folders can be organized in whatever way works best for you. There are two options for organizing the lessons and materials:

1. By the Nine Areas of Learning [H purple folders]
2. By month or in the order you plan to teach them [I blue folders].

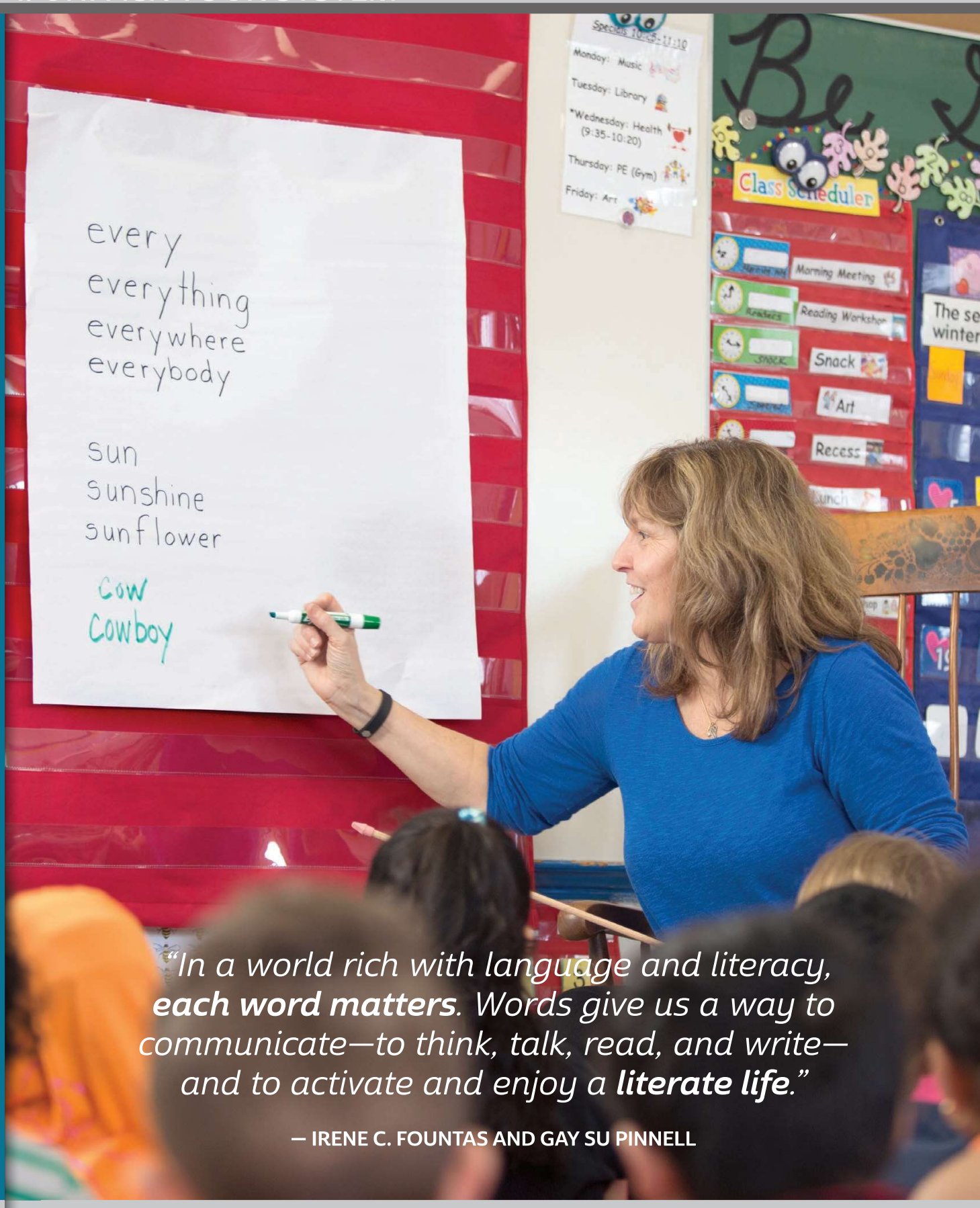

MASTER LESSON GUIDE *Suggested Sequence for Phonics Lessons*

#	Lesson	Title	Teaching Suggestions for Extending Learning	Teacher Notes
		EARLY IN THE YEAR		
1	LK 1 page 142	Understand That Words Are Formed with Letters	You may want to make another name chart on chart paper and have children add their names. Point to and name the first letter of each name in red. Use this shared activity as a reference during shared and interactive writing, along with the Alphabet Linking Chart. Play line-up games or sit-down games by calling children whose names begin with *E*, etc. If some children have difficulty recognizing their names, bring them together in a small group and make a name chart with a limited number of names. The task of finding a name will be easier with few in the chart.	
2	LK 2 page 147	Recognize and Name Letters in Words	If children know and can write their names in order with correct orientation, and if they have full control of the alphabet, you may not need to use this lesson. Check to see whether they used a name puzzle in kindergarten. To increase complexity, you can ask last names to be activity. It will be useful to teach children how to check letter by letter, but you can do that in other lessons. You may want to identify children who do not know how to write their names and bring them together in a small group that you can teach them in a small group. They will enjoy exchanging with a friend and putting someone else's name together. Have children use their puzzles in a letterhead study center. Children can keep their puzzles when they can recognize and write their names. They can take the name puzzles home to work on with a family member.	
3	LK 3 page 151	Recognize and Name Letters in Words	This lesson is valuable in helping children learn to study and remember the details in words. You may want to repeat the lesson and tie the Apply part of it using different high-frequency words. Read-Make-Check-Write can be an application activity that children can perform independently. Use it in a center or as a small-group activity. Some children may have a low experience of high-frequency words and have not yet developed a process for learning how to learn them. Work with them in a small group using the Apply activity. Making words letter by letter and then checking them will help children learn how to learn words.	
		EARLY *(continued)*		
4	ELC 1 page 79	Understand the Concept of a Word	Given a rich kindergarten experience, most children will understand that words are separated by spaces when printing and that a print they are set apart by spaces. They will know that the first letter is on the left and that the last letter is just before the space. Check these understandings in shared reading and interactive writing to see if you need this lesson. Observe children in independent writing to notice their use of space to define words. A first grader who does not understand the concept of word is very much at risk, and confusions should be addressed right away. You may identify a small group of children and use this lesson, or follow by using other poems and shared reading books. Help children notice spaces in guided reading. Have a small group do their independent writing at a table with you and help them use spaces.	
5	ELC 2 page 82	Locate the First and Last Letters of Words in Continuous Text	If children cannot identify the meaning of first and last in print, it will be difficult for them to connect sounds to letters in order to read words. Before they can use this knowledge to help to decode words, a few children in a first grade class may be relying solely on word recognition (some visual part) and may not fully understand how print "works." They may know some words but not how to recognize words within continuous print. They may even be able to write a word but do not use this knowledge to monitor words embedded in continuous print. Observe them in shared, guided, and independent reading. Bring them together in a small group early in the year to teach this lesson. Reinforce by working with them on continuous print, always having them run a finger under a word left to right and write a word left to right.	
6	LK 4 page 155	Recognize the Distinctive Features of Letter Forms	Identify children who have difficulty earning letters quickly even after each with distinctive features. Work with them in a small group to play Lotto with simple high-frequency words. Have them build high-frequency words in magnetic letters, trace the letters, and talk about the features of the letters and words. Put the name letters in a pocket chart or magnetic board and have them quickly touch all the *a*s or *s*, using the letters). Have them notice and talk about the letters in their names.	

50 *Fountas & Pinnell Phonics, Spelling, and Word Study Lessons, Grade 1* *Phonics Lessons in the Daily Schedule* 51

HELPFUL TIP

Fountas and Pinnell recommend that you begin by placing all the lesson material in the corresponding folder for the Nine Areas of Learning. Then, as you use the lessons throughout the year, you can move them into the month in which the lesson was used. This will mean that the lessons will be organized chronologically for the following year, and would only need to be revised, not recreated. In order to keep the materials organized, the resources for each lesson should be stored in the lesson folder.



*"In a world rich with language and literacy, **each word matters**. Words give us a way to communicate—to think, talk, read, and write—and to activate and enjoy a **literate life**."*

— IRENE C. FOUNTAS AND GAY SU PINNELL

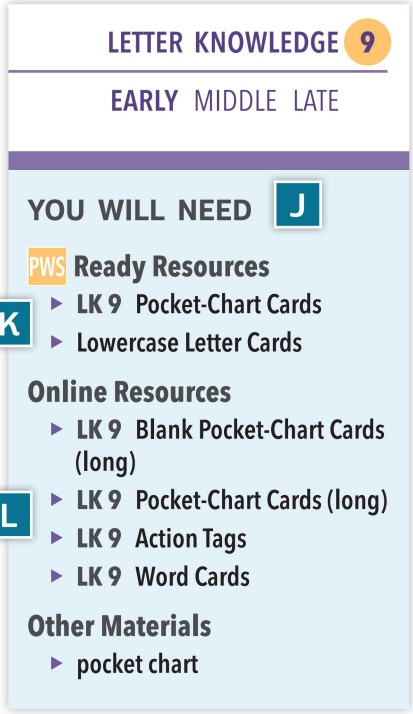
PWS

3 GETTING TO KNOW THE "YOU WILL NEED" SECTION OF THE LESSONS

Each lesson has a section on the first page called J "YOU WILL NEED." You will find it on the top right side of the page. Go to your Online Resources, find the lesson number, print out the materials that are listed there, and place them in the corresponding lesson folder. Then, go to your Ready Resources and put the materials listed into the folder for that corresponding lesson. A PDF of your Ready Resources is also provided in the Online Resources if you need to print additional copies.

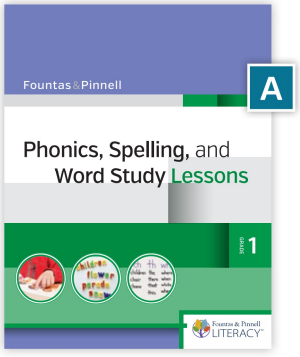
NOTE:

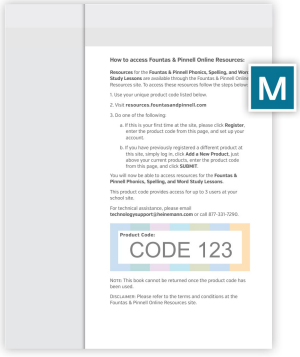
- K Use the Ready Resources during the "Teach" portion of the lesson.
- L Use the Online Resources during the "Apply" portion of the lesson.

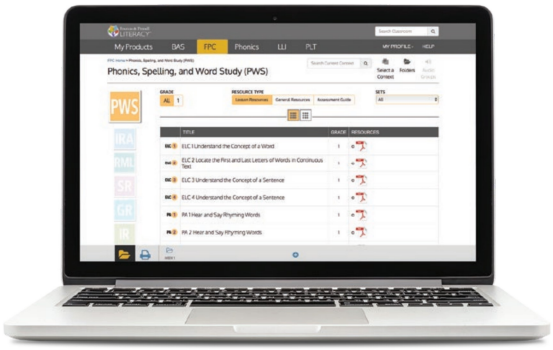


4 ACCESS ONLINE RESOURCES

On the inside front cover of your *Phonics, Spelling, and Word Study Lessons* book A you will find the code M and instructions to access your Online Resources. The materials that you print should fit in their corresponding lesson folders.





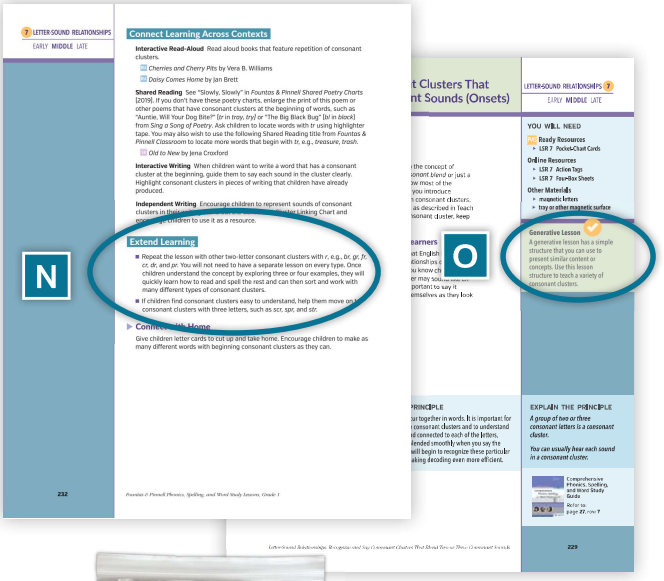


5 GETTING TO KNOW YOUR READY RESOURCES

There are general resources and lesson-specific resources in the Ready Resources box. You can identify the general resources by the fact that there are no lesson numbers on the back of the cards. All general Ready Resources are shrink-wrapped separately from the lesson-specific resources. The lesson-specific materials will have the corresponding lesson number on the back of each card.

General Ready Resources

General Ready Resources can be used during Extend Learning, found on the last page of each lesson N. General Resources can also provide variations on the lessons that are labeled "generative." Generative lessons are identified on the first page, in the right column of the lesson O.



To organize these materials, punch out and store in baggies P or boxes by type of content (i.e., uppercase letter cards, ending consonant sounds, onset and rime words, color words, etc.). For example, look at the footer on each sheet of perforated cards Q to determine what resources you're looking at and organize them by one of the following categories:

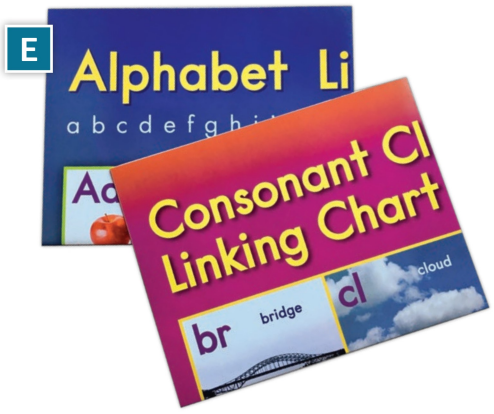
- Uppercase Letter Cards
- Lowercase Letter Cards
- General Pocket-Chart Cards categories: alphabet cards R, month words, number words, numerals, color words, day-of-week words, 25 high-frequency words, 50 high-frequency words, one-syllable words, two-syllable words, three-syllable words, CVC words, beginning consonant sounds, consonant digraphs, ending consonant sounds, long vowel sounds, short vowel sounds, rhyming words, onset and rime words, uppercase and lowercase letters S, uppercase letters, and lowercase letters.

General Classroom Instruction

Use these materials for general classroom instruction:

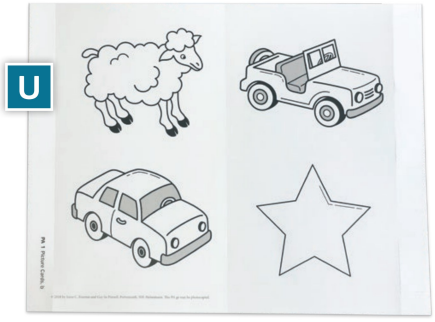
- Miscellaneous classroom materials F: Laminated sheets for classroom instruction, e.g., alphabet linking charts.

- Three Posters E for classroom instruction: Alphabet Linking Chart and the Consonant Cluster Linking Charts (Initial and Final).



Lesson-Specific Ready Resources

There are two shrink-wrapped sets of lesson-specific cards (pocket-chart cards and pocket-chart cards [long]). These should be punched out and stored in their corresponding lesson folders. The lesson numbers are on the backs of each card T as well as on the footer of the sheet U.



Other Ready Resources

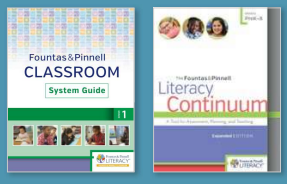
Use these write-on/wipe-off, reusable cards (such as blank cards, pocket-chart cards, and word cards V) in generative lessons or as you best see fit. Refer to the MASTER LESSON GUIDE to learn how to extend learning on generative lessons.

PLEASE NOTE

As you unpack your *FPC* instructional contexts, find and start with the Teacher Box. Here you will find an unpacking sheet that outlines the contents of that particular context.

CONNECTIONS

FPC System Guide & The Literacy Continuum



READ the "Instructional Contexts" chapter on Book Clubs in your *FPC System Guide* or consult your *FPC BC Collection Guide*.
READ pages 11–100 on Literature Discussion in *The Literacy Continuum*.

FPC Online Resources

VIEW the *FPC BC Collection* Getting Started video (12:00 minutes)

The FPC Instructional Contexts: A Deeper Dive into Book Clubs

FOUNTAS & PINNELL CLASSROOM™ BOOK CLUBS COLLECTION, GRADE 1

A Teacher Box
B Blue storage bins
C Book Club books

1 SEPARATE OUT BOXES FOR BOOK CLUBS

This chart indicates the number of shipper boxes per grade level.

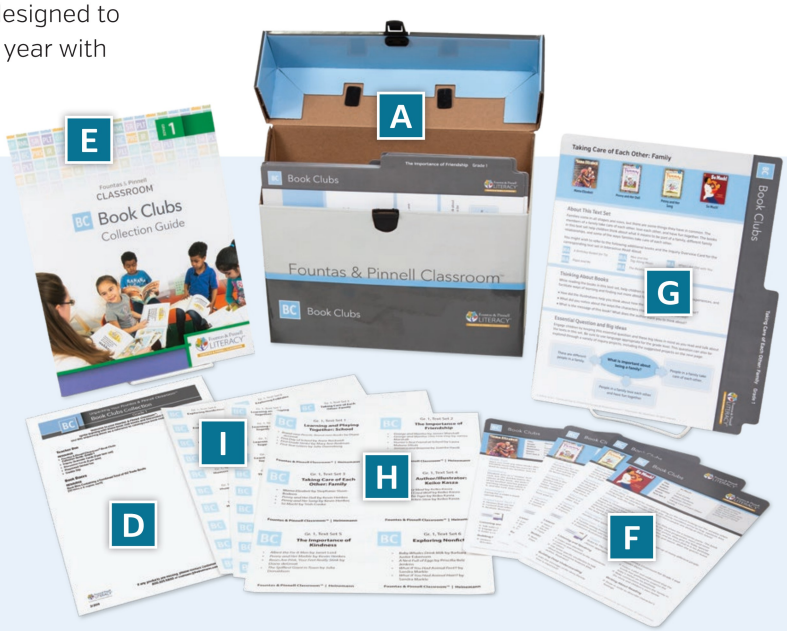
BC BOOK CLUBS	
GRADE LEVEL	# of Boxes
Kindergarten	4
Grade 1	4
Grade 2	4
Grade 3	4
Grade 4	6
Grade 5	6
Grade 6	6

2 UNPACK YOUR TEACHER BOX

The *Fountas & Pinnell Classroom™ Book Clubs Collection* Teacher Box **A** includes a range of resources designed to help you expand students' thinking across the year with books that spark discussion and inquiry.

Teacher Box Contents

- **D** *FPC Book Clubs Collection* unpacking sheet
- **E** *FPC Book Clubs Collection Guide*
- **F** *FPC Book Clubs Collection* Discussion Cards
- **G** *FPC Book Clubs Collection* Inquiry Overview Cards
- **H** *FPC Book Clubs Collection* Text Set Stickers and instruction sheet
- **I** *FPC Book Clubs Collection* Book Stickers and instruction sheet



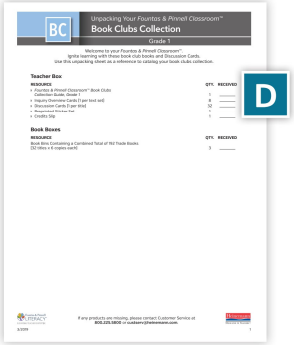
3 TAKE INVENTORY

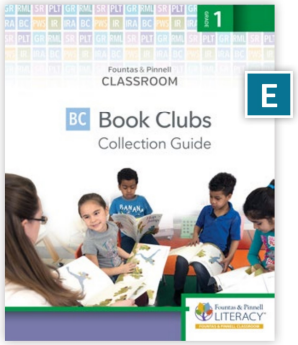
Use the *FPC Book Clubs Collection* unpacking sheet **D** in your Teacher Box to take an inventory of your *FPC BC Collection* materials.

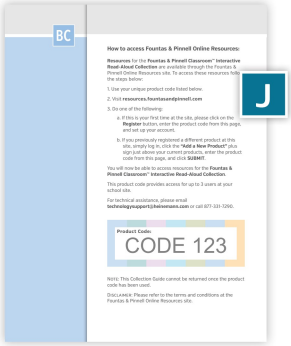
NOTE: The *FPC BC Collection* title list (organized by text set) can be found in your *FPC System Guide* or *FPC BC Collection Guide*.

4 ACCESS ONLINE RESOURCES

Next, find the *FPC BC Collection Guide* **E**, which will help you become familiar with this context. Use the code **J** and the instructions on the inside front cover of the *FPC BC Collection Guide* to access your Online Resources. There you will find resources and videos to support your teaching and to get started with book clubs.







5 UNPACK AND ORGANIZE BOOKS

Labeling Your Books

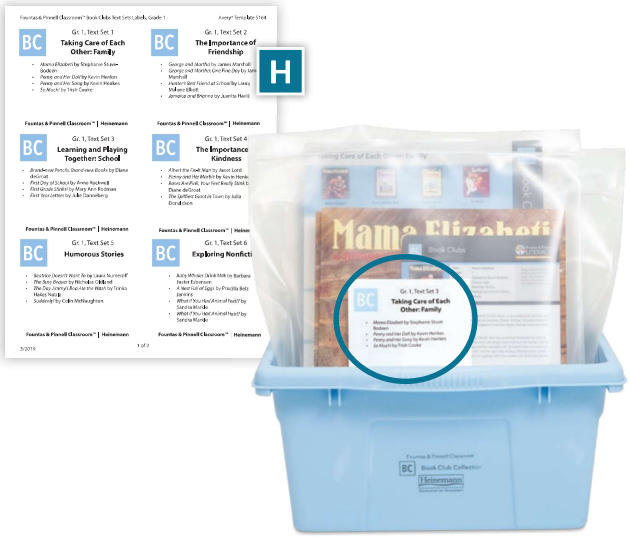
Find and unpack your book club collection.

The BC books are shrink-wrapped by title K and labeled L by text set.

Before you remove the shrink-wrap, you may want to label the back of the books in each text set with the BC book stickers I. An instruction sheet is provided in each sticker pack.

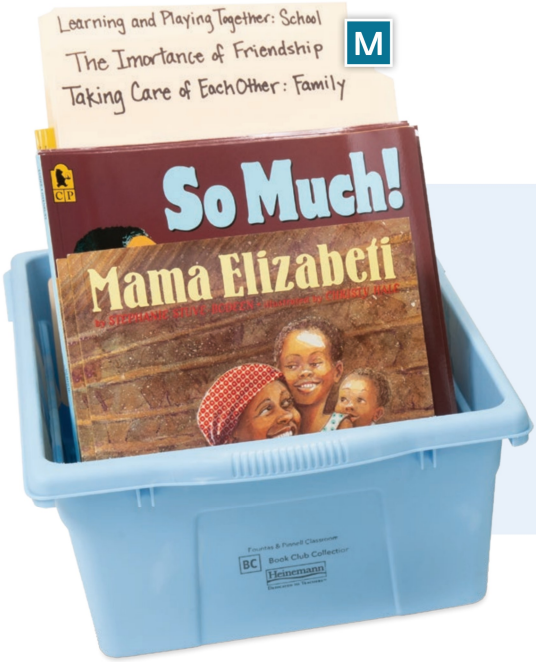
Also available are text set stickers H that you can use to label baggies* in which to store the books from that text set. This will help you stay organized and locate books in a text set easily. Extra stickers can be printed from your Online Resources.

*Folders/baggies not included.



6 UNPACK AND ORGANIZE LESSON FOLDERS AND INQUIRY OVERVIEW CARDS

Use the Inquiry Overview Cards G to organize your Discussion Cards F by text set in your Teacher Box A.



HELPFUL TIP

You could organize the books within your *FPC BC Collection* bins by creating text set dividers*. Label card stock/blank folders M with the text set title and collate books by text set.

*Dividers not included.

TIMELINES
AWESOME AUTHORS
Author's Message
Taking Care of Class Library

Organize Your Classroom

2

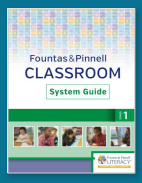
The classroom is a place of joy, activity, and continuous inquiry. In an organized classroom, all tools and resources have a place and are accessible so students can work efficiently and grow in self-regulation. As you plan the layout of your classroom, consider how to incorporate three types of learning spaces: an area for whole-group instruction and gatherings; an area for small-group instruction and discussions; and areas for students to work independently.

IN STEP 2, YOU WILL HAVE THE OPPORTUNITY TO:

- Explore and envision how to plan the layout of your classroom
- Consider suggestions and examples for arranging your classroom
- Organize learning tools to optimize effective teaching and learning.

CONNECTIONS

FPC System Guide



READ the "Organizing Your Classroom" chapter for ideas and tips on arranging your classroom.

REFLECT on the following statement from Fountas and Pinnell: "An organized classroom increases children's independence and sense of agency as active learners."

Plan the Layout of Your Classroom

Your classroom's physical space and organization is a representation of what you value. Revisit your values from your ***Interactive Action Plan*** and design your classroom to reflect what you value, and what will make children at home in the learning space.

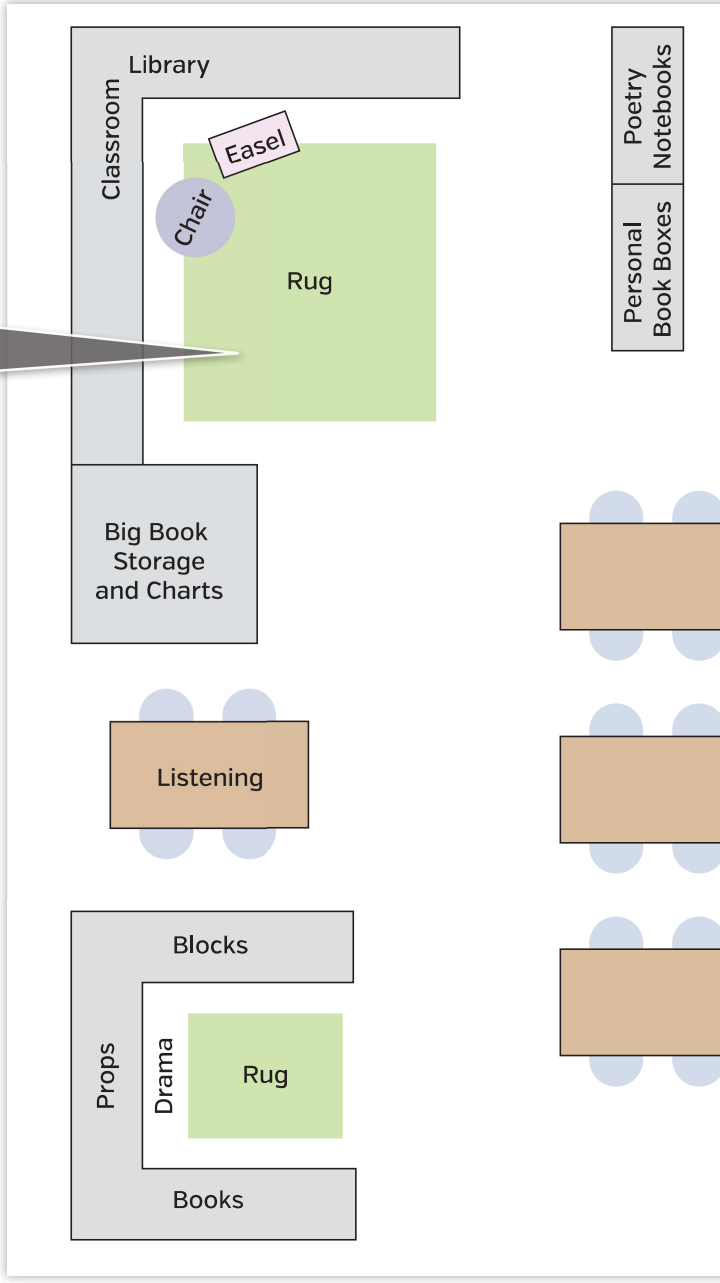
WHOLE-GROUP AREA

DESCRIPTION: An area with enough space for all children to sit comfortably and engage in learning.

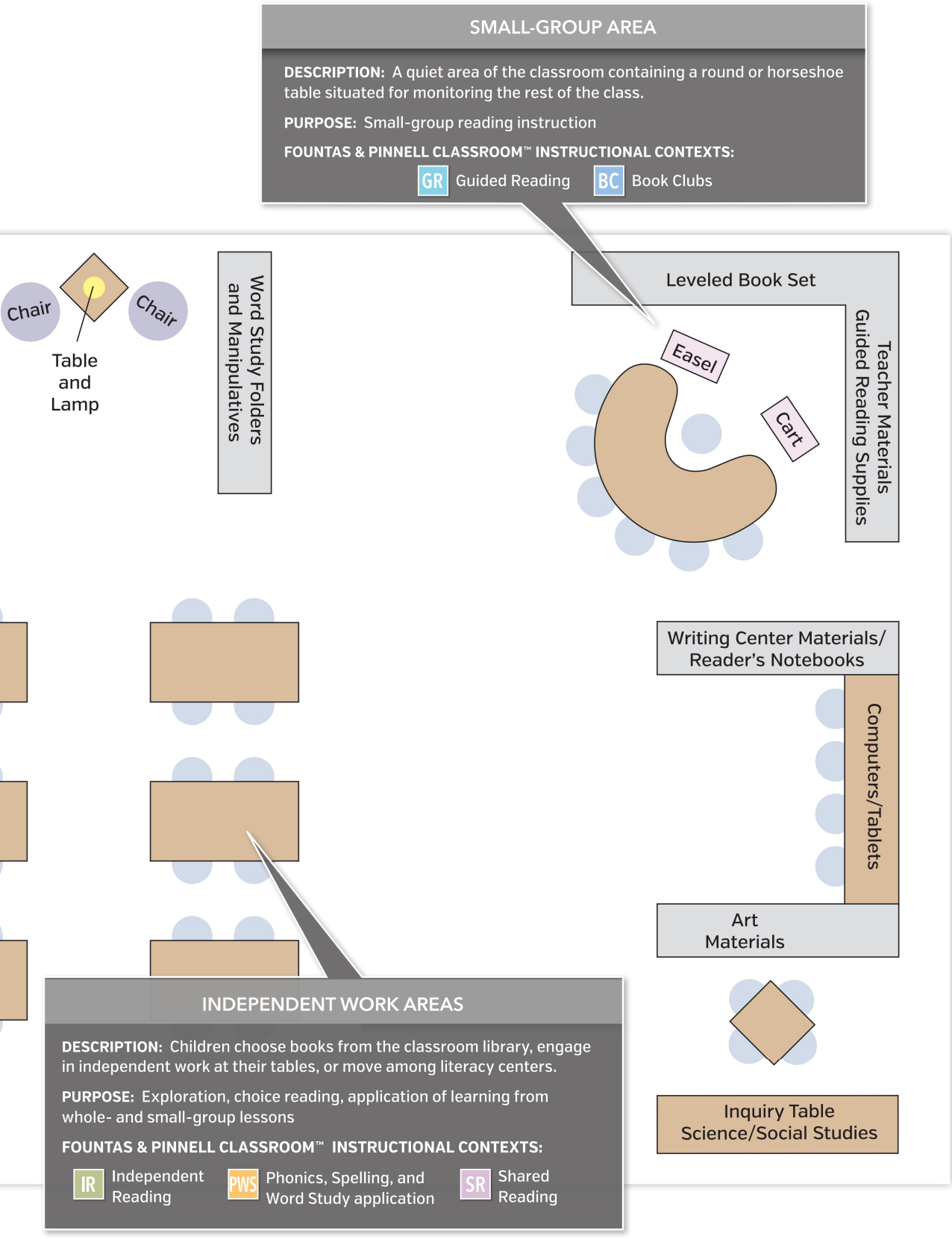
PURPOSE: Whole-group meetings, read-alouds, minilessons

FOUNTAS & PINNELL CLASSROOM™ INSTRUCTIONAL CONTEXTS:

- IRA Interactive Read-Aloud
- SR Shared Reading
- RML Reading Minilessons
- PWS Phonics, Spelling, and Word Study Lessons



*This layout represents a primary classroom.


SMALL-GROUP AREA
DESCRIPTION: A quiet area of the classroom containing a round or horseshoe table situated for monitoring the rest of the class.
PURPOSE: Small-group reading instruction
FOUNTAS & PINNELL CLASSROOM™ INSTRUCTIONAL CONTEXTS:
GR Guided Reading
BC Book Clubs
Chair
Chair
Table and Lamp
Word Study Folders and Manipulatives
Leveled Book Set
Easel
Cart
Teacher Materials Guided Reading Supplies
Writing Center Materials/ Reader's Notebooks
Computers/Tablets
Art Materials
Inquiry Table Science/Social Studies
INDEPENDENT WORK AREAS
DESCRIPTION: Children choose books from the classroom library, engage in independent work at their tables, or move among literacy centers.
PURPOSE: Exploration, choice reading, application of learning from whole- and small-group lessons
FOUNTAS & PINNELL CLASSROOM™ INSTRUCTIONAL CONTEXTS:
IR Independent Reading
PWS Phonics, Spelling, and Word Study application
SR Shared Reading

Design Your Learning Spaces

As you implement *Fountas & Pinnell Classroom*™ it is important to organize your classroom in a way that supports your instructional goals, and that creates a learning environment that efficiently and effectively maximizes space so you can focus on responsive teaching.

As you plan the layout of your classroom, consider how to incorporate the three types of learning spaces:

1. An area for whole-group instruction and class gatherings
2. An area for small-group instruction and discussions
3. Areas for children's independent work including a space for your classroom library.

Use this *Fountas & Pinnell Classroom*™ Learning Spaces chart (taken from the *Fountas & Pinnell Classroom*™ *System Guides*) as a guidepost for organizing your classroom and to engage in conversations with colleagues around creating cohesive learning environments. The instructional contexts of *Fountas & Pinnell Classroom*™ are designed to work within these three learning spaces, as described in the chart.

FOUNTAS & PINNELL CLASSROOM™ LEARNING SPACES

	Whole-Group Area	Small-Group Area	Independent Work Areas
Description	An area with enough space for all children to sit comfortably on the floor without touching each other.	A quiet corner of the room containing a round or horseshoe table situated so that you can easily monitor children in other areas of the room.	Children either choose from a list of literacy options and perform independent work at their tables or rotate to centers to work on various learning tasks.
Purpose	■ Whole-class meetings ■ Read-alouds ■ Minilessons	■ Small-group reading instruction ■ Small-group writing instruction	■ Exploration and play ■ Choice reading ■ Application of learning from whole- and small-group lessons
***Fountas & Pinnell Classroom*™ Instructional Contexts**	■ Interactive Read-Aloud ■ Shared Reading ■ Reading Minilessons ■ Phonics, Spelling, and Word Study (Teach and Share)	■ Guided Reading ■ Book Clubs ■ Phonics, Spelling, and Word Study (Apply)	■ Independent Reading (and Conferring) ■ Phonics, Spelling, and Word Study (Apply)
Essential and Helpful Materials and Resources	■ Large, colorful rug ■ Teacher's chair ■ Two easels, one for group writing and one for enlarged texts ■ Big books, poetry charts, or other enlarged texts ■ Long pointer ■ Chart paper and markers ■ Pocket chart ■ Magnetic letters organized on a magnetic surface ■ Sticky notes ■ Highlighter tape ■ Masking card ■ Name chart ■ Alphabet Linking Chart ■ White correction tape	■ Plastic caddy, basket, or tub ■ Leveled books and lessons ■ Records of children's reading ■ Paper and writing materials ■ Thin markers and pencils ■ Two sets of lower-case and one set of upper-case magnetic letters, organized for student use ■ One set of lower-case and upper-case magnetic letters, organized alphabetically on a magnetic surface for demonstration ■ Easel with chart paper ■ Blank word cards ■ White correction tape	■ Work board for independent work areas or list of independent literacy activities ■ Read a Book: wide variety of books in the classroom library ■ Work on Writing: writing supplies such as a variety of types of paper, a stapler, pencils, markers, and crayons ■ Letter/Word Work: word cards and magnetic letters ■ Listen to a Book: an audio player, such as a tablet, and print books ■ Dramatic play area enriched with functional print (e.g., menus, coupons), environmental print (e.g., signs, container labels), and literacy tools, including pencils, pens, and note pads

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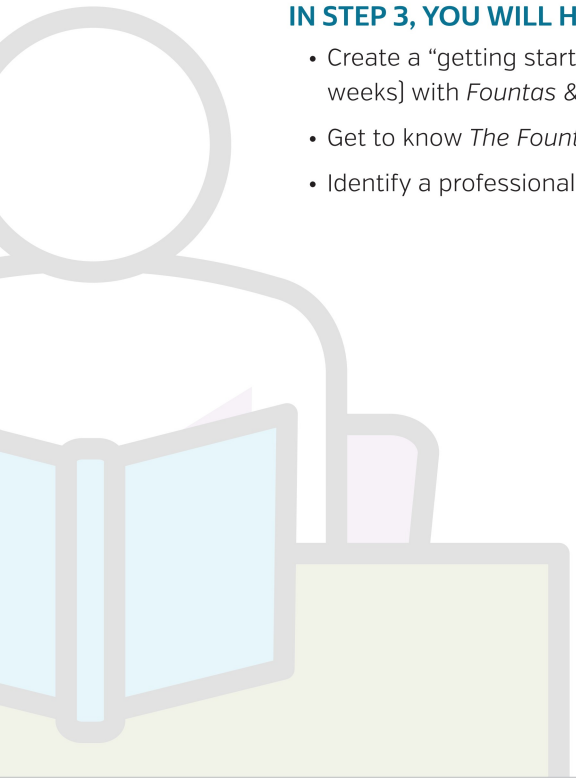
Put First things First
Think Win-Win
Synergize
Sharpen the Saw
January
February
March
April
May
June
July
August
September
2017
Today's Schedule
Leveled Literacy Intervention
Rug Rules
What am I?
Hint
Surprises on a Coral Reef
can
come
did
do
for
go
get
he
here
it
in
is
I
like
look
my
me
to
this
the
up
you

Implement Your *Fountas & Pinnell Classroom*™

3

As you implement *Fountas & Pinnell Classroom*™, you will be creating a warm and inviting, yet functional, space that supports the classroom community. As you organize your classroom and prepare to teach with *FPC*, consider how your space, materials, literacy time and planning work together to enhance learning across the day, and what professional learning will elevate your expertise.

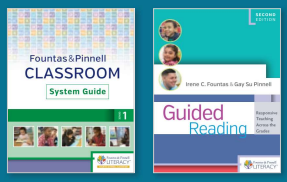


IN STEP 3, YOU WILL HAVE THE OPPORTUNITY TO:

- Create a "getting started" period (perhaps the first eight weeks) with *Fountas & Pinnell Classroom*™
- Get to know *The Fountas & Pinnell Literacy Continuum*
- Identify a professional learning path.

CONNECTIONS

FPC System Guide & Guided Reading, 2nd Ed.



READ the "Planning Your Year" chapter in your *FPC System Guide,* paying particular attention to the sample schedules, ideas for planning, and the *Guided Reading, 2nd Edition* references.

READ and review the "Professional Learning Calendar" in your *FPC System Guide*.

REFLECT on pages 548–551 in *Guided Reading, 2nd Edition* on Getting Started: The First Eight Weeks.

Plan a Week (or Weeks) of Literacy Instruction

The first eight weeks of school is a critical time to get to know your students, introduce the classroom learning spaces, establish routines and expectations, and plan priority instructional actions. Collaborate with your team to plan what a week in *FPC* will look like in your school. Use the below Weekly Planning template to map out literacy learning across the instructional contexts of *FPC*. [A similar, downloadable, "Weekly Lesson Plan" is available for *FPC* users in the Online Resources.]

REFLECT:

- What instructional contexts will you start with?
- How much time each day/week do you have for each context?

PLANNING A WEEK IN YOUR FOUNTAS & PINNELL CLASSROOM™

Fountas & Pinnell Classroom™		MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
IRA	BOOK					
	TIME					
RML	LESSON					
	TIME					
SR	BOOK					
	TIME					
IR	STUDENTS TO CONFER WITH					
	TIME					
PWS	LESSON					
	TIME					
GR	GROUPS					
	TIME					
BC	GROUPS					
	TIME					

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Identify a Professional Learning Path

Now that you have unpacked, inventoried, organized and planned your instructional time, identify a professional learning path with your colleagues to take a deeper dive into all facets of *FPC*. Based on your implementation goals, consider these professional learning opportunities.

Fountas & Pinnell Classroom™ PROFESSIONAL LEARNING OPTIONS: SYSTEM OVERVIEW

FREE NO PURCHASE NECESSARY
UNLIMITED 24/7 ACCESS

VIEW webinars hosted by Fountas and Pinnell at www.fountasandpinnell.com/resourcelibrary

- *FPC* Part One: The Future of Literacy Education is HERE. (60:00 minutes)
- A Blueprint for Language and Literacy Learning (62:35 minutes)
- Assess to Inform Instruction (62:30 minutes)
- Let's Get Practical Series Part 1: Supporting Literacy Learning at Home (62:35 minutes)
- Getting Practical About a Multi-Text Approach to Literacy Instruction (60:17 minutes)
- Building Community Around Around Essential Literacy Experiences (62:00 minutes)

READ the *FPC* grade level and each instructional context sampler www.fountasandpinnell.com/fpc

COMPLIMENTARY SUPPORT
AVAILABLE WITH PURCHASE

READ these chapters in your *FPC System Guide* to get started:

- "Welcome to *Fountas & Pinnell Classroom™*"
- "Your Materials and Resources"
- "Organizing Your Classroom"
- "Planning Your Year"

There are many resources available on the Help page of your Online Resources (fountasandpinnellonlineresources.helpdocsonline.com):

VIEW the Video Tours

BROWSE the resources located under the *Fountas & Pinnell Classroom™* menu item including Using Teacher Folders, Viewing Types of *FPC* Resources, Finding General Resources, etc.

VIEW the *FPC* Online Implementation Course. This complimentary online course will provide the opportunity for self-and team-study with video sessions that enable you to:

- **Review** the fundamental principles that underpin *FPC*
- **Build** familiarity with the professional resources that support the implementation of *FPC*
- **Get** started with each instructional context
- **Fit** it all together–connecting contexts across the day, week and year
- **Plan** ongoing professional learning.

FEE-BASED PROFESSIONAL LEARNING
POST PURCHASE

ON-SITE

- Getting Started Overview of *FPC* for up to 30 participants
- A Year-Long *FPC* Support Partnership: 10 days of coaching/PD

ONLINE

FPC Overview Webinar Series

- For details visit: https://www.heinemann.com/pd/livewebinars/products/wbfpco.aspx
- Cost = $199/person, group discounts available.

OFF-SITE

Create Your Vision: Getting Started with *FPC*–presented by Irene Fountas and Gay Su Pinnell. Check website for date and location.

SEE ADDITIONAL PROFESSIONAL LEARNING OPTIONS BY INSTRUCTIONAL CONTEXT →

IRA SR GR IR PWS RML BC

Professional Learning Options, *continued*

PROFESSIONAL LEARNING OPTIONS BY INSTRUCTIONAL CONTEXT

	FREE* **NO PURCHASE NECESSARY** UNLIMITED 24/7 ACCESS	
IRA	**VIEW** the Put *FPC* Interactive Read-Aloud into Action Webinar (61:09 minutes)	**VIEW** the IRA Getting Started video located in your Online Resources (14:34 minutes)
SR	**VIEW** the Put *FPC* Shared Reading into Action Webinar (60:00 minutes)	**VIEW** the SR Getting Started video located in your Online Resources (9:12 minutes)
GR	**VIEW** the Put *FPC* Guided Reading into Action Webinar (60:00 minutes)	**VIEW** the GR Getting Started video located in your Online Resources (10:55 minutes)
IR	**VIEW** the Put *FPC* Independent Reading into Action Webinar (60:00 minutes)	**VIEW** the IR Getting Started video located in your Online Resources (9:19 minutes)
PWS	**VIEW** the Put *FPC* Phonics, Spelling, and Word Study into Action Webinar (64:13 minutes) **READ** the Unpacking the Phonics, Spelling, and Word Study System document http://www.fountasandpinnell.com/resourcelibrary/id/391	**VIEW** the PWS Getting Started video located in your Online Resources (8:47 minutes)
RML	**VIEW** the Put *FPC* Reading Minilessons into Action Webinar (62:06 minutes)	**VIEW** the RML Getting Started video located in your Online Resources (11:10 minutes)
BC	**VIEW** the Put *FPC* Book Clubs into Action Webinar (56:46 minutes)	**VIEW** the BC Getting Started video located in your Online Resources (12:00 minutes)

*Free webinars are hosted by Fountas and Pinnell and can be viewed at fountasandpinnell.com/resourcelibrary

COMPLIMENTARY SUPPORT AVAILABLE WITH PURCHASE	FEE-BASED PROFESSIONAL LEARNING POST PURCHASE
READ the IRA section in the "Instructional Contexts" chapter of your *FPC System Guide OR* read your *FPC IRA Collection Guide* **REVISIT** the IRA pages of *The Literacy Continuum* [pages 11–100]	**ON-SITE** *FPC*: Interactive Read-Aloud day **ONLINE** *FPC* Webinar Series on Interactive Read-Aloud
READ the SR section in the "Instructional Contexts" chapter of your *FPC System Guide OR* read your *FPC SR Collection Guide* **REVISIT** the SR pages of *The Literacy Continuum* [pages 101–160]	**ON-SITE** *FPC*: Shared Reading day **ONLINE** *FPC* Webinar Series on Shared Reading
READ the GR section in the "Instructional Contexts" chapter of your *FPC System Guide OR* read your *FPC GR Collection Guide* **REVISIT** the GR pages of *The Literacy Continuum* [pages 399–629]	**ON-SITE** *FPC*: Guided Reading day **ONLINE** *FPC* Webinar Series on Guided Reading
READ the IR section in the "Instructional Contexts" chapter of your *FPC System Guide OR* read your *FPC IR Collection Guide* **REVISIT** the Writing About Reading pages of *The Literacy Continuum* [pages 161–222]	**ONLINE** *FPC* Webinar Series on Independent Reading and Conferring
READ the PWS section in the "Instructional Contexts" chapter of your *FPC System Guide AND* consult your *Comprehensive Phonics, Spelling, and Word Study Guide* **REVISIT** the PWS pages of *The Literacy Continuum* [pages 357–397]	**ON-SITE** *FPC*: Phonics, Spelling, and Word Study day **ONLINE** *FPC* Webinar Series on Phonics, Spelling, and Word Study
READ the RML section in the "Instructional Contexts" chapter of your *FPC System Guide*-OR-READ the front matter from your *Reading Minilessons Book*	**ON-SITE** *FPC*: Reading Minilessons day **ONLINE** *FPC* Webinar Series on Reading Minilessons
READ the BC section in the "Instructional Contexts" chapter of your *FPC System Guide*-OR-READ your *FPC BC Collection Guide*	**ON-SITE** *FPC*: Book Clubs day **ONLINE** *FPC* Webinar Series on Book Clubs

Professional Learning Self-Reflection

Wondering where to start your professional learning journey? Take the opportunity to think through and talk with your colleagues about your goals, current literacy model, and instructional priorities to establish next steps. The following four questions can serve as a starting point for your inquiry:

1. *How many teachers will participate in this professional development?*

2. *Does your school/district already have a system in place for on-going professional development such as professional learning communities or regularly scheduled time to meet as groups?*

3. *How familiar with Fountas & Pinnell professional books are the teachers in your school/district?*

4. *What are the most pressing or frequent concerns teachers express about providing literacy instruction in their classrooms?*

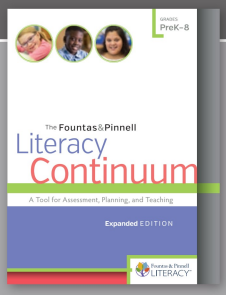
CONTACT ONE OF OUR PROFESSIONAL LEARNING EXPERTS TO BEGIN THE JOURNEY TODAY.

Phone 800.541.2086 ext. 1402 | **Web** heinemann.com/pd | **Fax** 800.354.2004

An Instructional Anchor:
The Fountas & Pinnell Literacy Continuum

The Literacy Continuum is at the center of all Fountas & Pinnell Literacy™ resources. It contains the text demands, competencies, and behaviors on which such valuable resources as *Leveled Literacy Intervention*, *Benchmark Assessment System*, and now *Fountas & Pinnell Classroom™* are built. *The Literacy Continuum* serves as the instructional anchor for every lesson, goal and book in *FPC*.

To help you navigate both *FPC* and *The Literacy Continuum* together, the context colors align.



The Literacy Continuum contains eight continua that are critical components of your literacy design.

CONTINUA	SYSTEMATIC INSTRUCTION
INTERACTIVE READ-ALOUD AND LITERATURE DISCUSSION	Fountas & Pinnell Classroom™
SHARED AND PERFORMANCE READING	*Fountas & Pinnell Classroom™* provides the instructional resources to teach the literacy skills and behaviors outlined in these instructional contexts.
WRITING ABOUT READING	IRA SR PWS RML
WRITING	GR BC IR PLT
ORAL AND VISUAL COMMUNICATION	
TECHNOLOGICAL COMMUNICATION	
PHONICS, SPELLING, AND WORD STUDY	
GUIDED READING	

USING *THE LITERACY CONTINUUM*

Orient yourself to this tool using the following free options:

- **View** webinars hosted by Fountas and Pinnell at fountasandpinnell.com/resourcelibrary
  - A Deeper Dive into *The Literacy Continuum*, Expanded Edition (62:40 minutes)
  - Instructional Coherence: Maximizing the Power of *The Literacy Continuum* (59:00 minutes)
  - Systems of Strategic Actions (49:00)
- **Read** a sample chapter: "The Introduction" at fountasandpinnell.com/continuum
- **Engage** in a professional book study with colleagues using *The Literacy Continuum* study guide at fountasandpinnell.com/resourcelibrary
- **Plan** using *The Literacy Continuum* and the CCSS alignment.

"Achieving substantial school-wide growth is possible if a community of educators is willing to undertake the journey together."

— IRENE C. FOUNTAS AND GAY SU PINNELL

Notes

JOIN THE FOUNTAS & PINNELL LITERACY™ COMMUNITY

Designed for teachers, literacy leaders, and district administrators

We invite you to join the thousands of educators from around the world on one of the fastest-growing online literacy communities and gain exclusive access to tools, resources, conversations, videos, tips, inspiration, and much more.

FREE MEMBERSHIP

- Exclusive Webinars hosted by Irene C. Fountas and Gay Su Pinnell
- Daily Lit Bits
- Consultant-led Discussion Board
- Instructional Tools and Resource Library
- Study Guides

Your daily literacy retreat to reflect, recharge, research, and redefine your literacy instruction.

FOUNTASANDPINNELL.COM

Continue the conversation online:

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#FPLiteracy

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Fountas & Pinnell Literacy™ Learning Group
www.facebook.com/groups/FountasPinnell

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