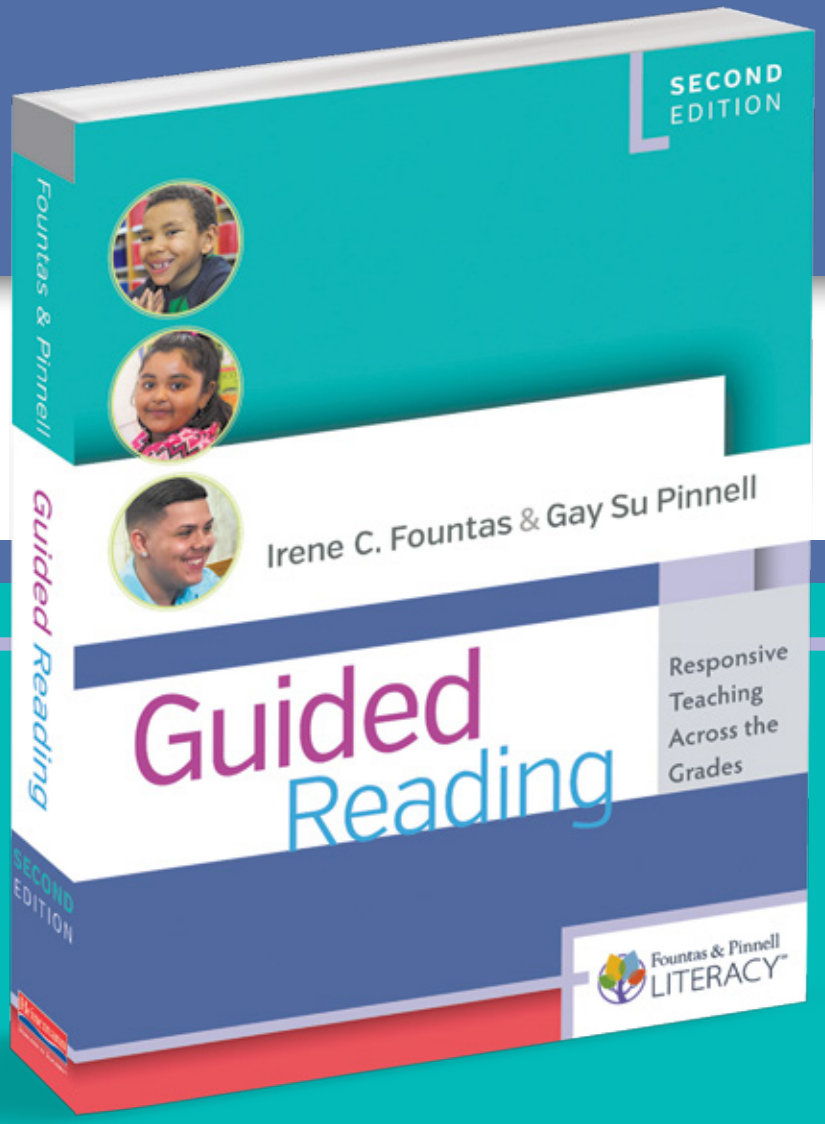
FROM THE CREATORS OF THE F&P TEXT LEVEL GRADIENT™



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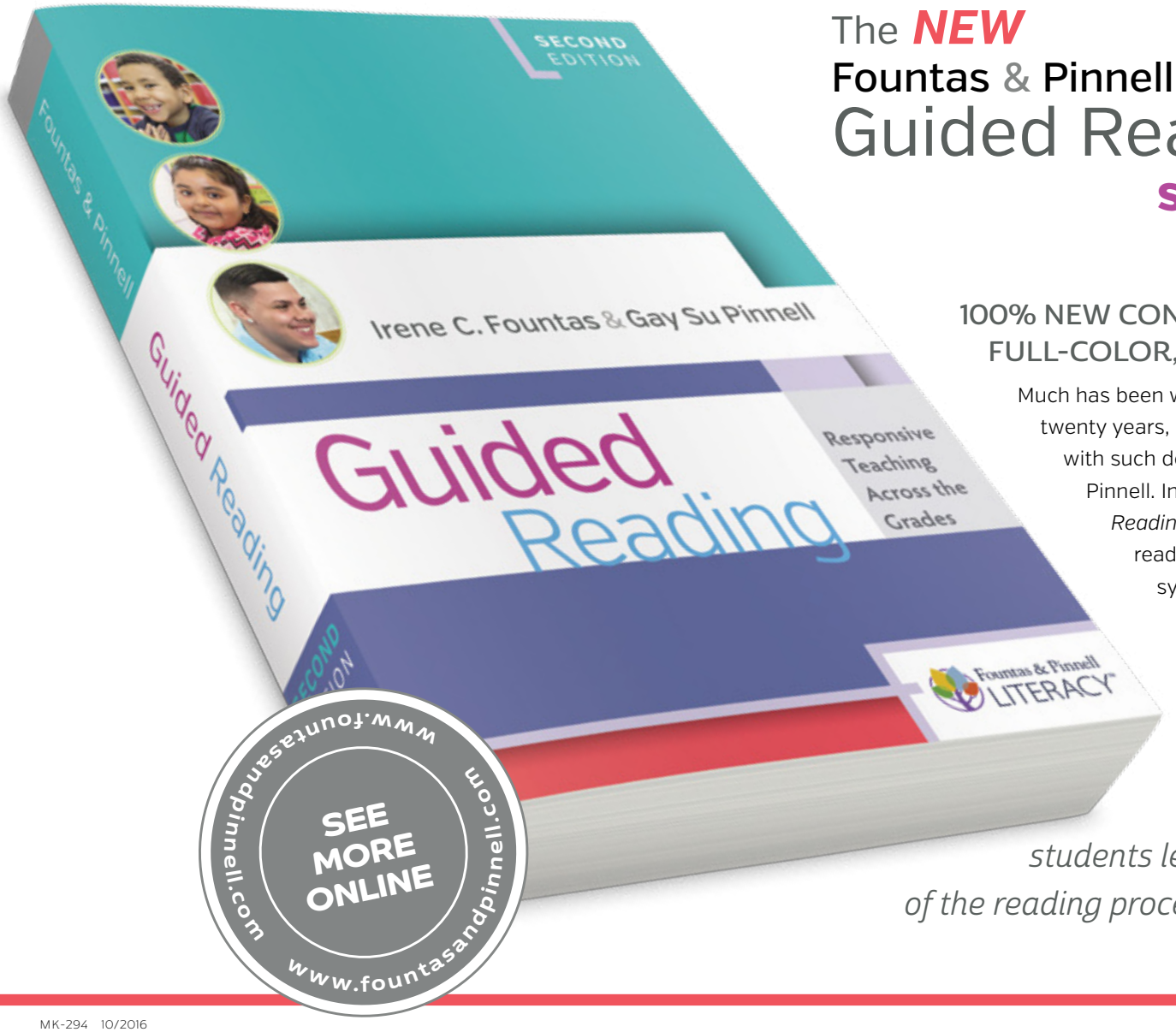


The *NEW* Fountas & Pinnell Guided Reading **SECOND** EDITION

100% NEW CONTENT IN A FRESH, FULL-COLOR, ENGAGING EDITION

Much has been written on the topic of guided reading over the last twenty years, but no literacy leaders have championed the topic with such depth and breadth as Irene Fountas and Gay Su Pinnell. In the highly anticipated second edition of *Guided Reading*, Fountas and Pinnell remind us of guided reading's critical role within a comprehensive literacy system, and the reflective, responsive teaching required to realize its full potential.

"Through guided reading students learn how to engage in every facet of the reading process and apply their reading power to all literacy contexts."

Guided Reading has been REENVISIONED

REDISCOVER THE ESSENTIAL ELEMENTS OF GUIDED READING

In this new edition, teachers can continue to hone their expertise on the "nuts and bolts" of guided reading but with a wider, more comprehensive look at its critical role within a coherent literacy system. The foundation laid down in the first edition is still there, but this is a completely new text with many new ideas to explore.

REVIEW MORE ONLINE

View the table of contents, a sample chapter, professional learning opportunities, and more at **fountasandpinnell.com/guidedreading/**

WHAT'S NEW IN GUIDED READING, SECOND EDITION?

MORE EMPHASIS ON RESPONSIVE TEACHING	Fountas and Pinnell stress the importance of responsive teaching—the moment-to-moment decisions teachers make as they observe and analyze students' literacy behaviors.
A MULTI-TEXT APPROACH TO TEACHING	The Second Edition reflects guided reading's critical role within a multitext approach to literacy learning. It should be embedded in a comprehensive literacy system with varying levels of teacher support.
A FOCUS ON CREATING A COMMUNITY OF LEARNERS	One of the goals of this new edition is to get teachers to not only treat the classroom as a place to learn to read, write, and expand language skills, but to also create a community of learners.
SUPPORT FOR TEACHING IN A DIVERSE CLASSROOM	The Second Edition takes a wider view of the population served by guided reading including English language learners, and emphasizes the importance of preparing all students to become global citizens.
EXAMPLES OF STUDENT-TEACHER INTERACTIONS	There are many helpful examples of student-teacher interactions within guided reading groups in a clearly laid-out, full-color chart form.

Contents

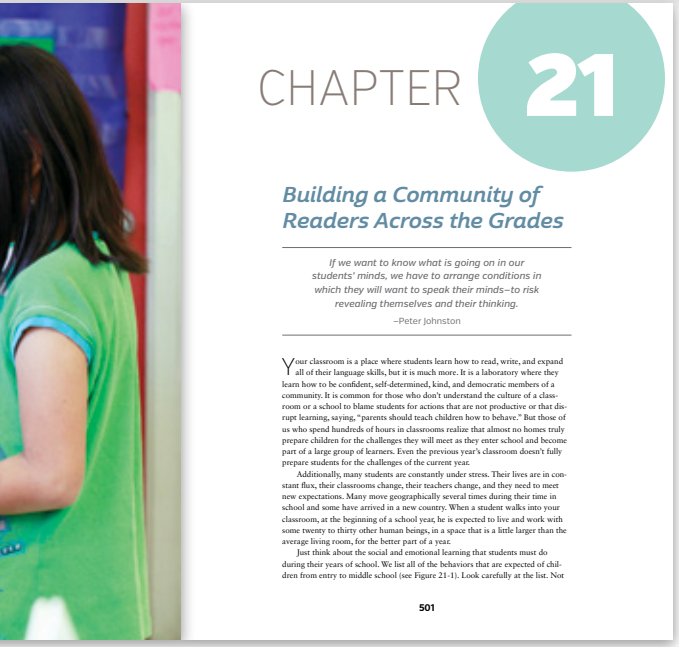
REVITALIZE your teaching with the new edition of the book that **changed** the landscape of literacy instruction

GUIDED READING REEXAMINED...

The highly anticipated new edition of Fountas and Pinnell's foundational text reflects 20 years of refined, deeper understandings of guided reading and its place within a comprehensive literacy system.

AND REDESIGNED

Hundreds of full-color spreads of guided reading books, charts, classroom photos, and more punctuate the teachings throughout this important new edition.



CHAPTER 21

Building a Community of Readers Across the Grades

If we want to know what is going on in our students' minds, we have to arrange conditions in which they will want to speak their minds–to risk revealing themselves and their thinking.

–Peter Johnston

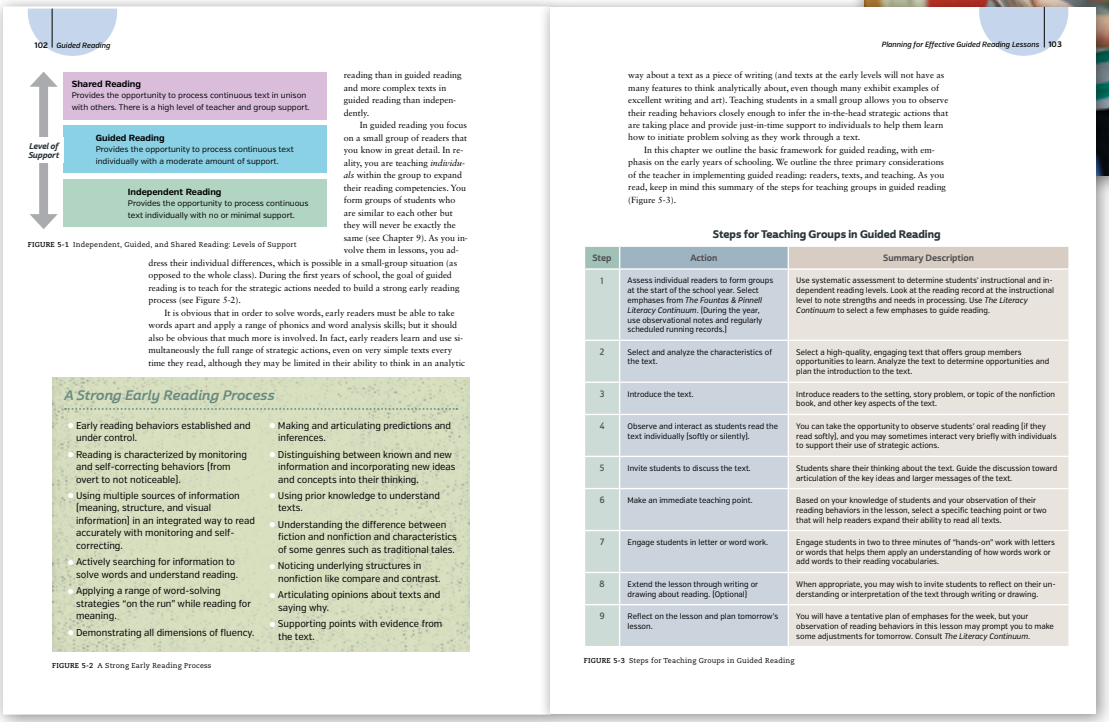
Your classroom is a place where students learn how to read, write, and expand all of their language skills, but it is much more. It is a laboratory where they learn how to be confident, self-determined, kind, and democratic members of a community. It is common for those who don't understand the culture of a classroom or a school to blame students for actions that are not productive or that disrupt learning, saying, "parents should teach children how to behave." But those of us who spend hundreds of hours in classrooms realize that almost no homes truly prepare children for the challenges they will meet as they enter school and become part of a large group of learners. Even the previous year's classroom doesn't fully prepare students for the challenges of the current year.

Additionally, many students are constantly under stress. Their lives are in constant flux, their classrooms change, their teachers change, and they need to meet new expectations. Many move geographically several times during their time in school and some have arrived in a new country. When a student walks into your classroom, at the beginning of a school year, he is expected to live and work with some twenty to thirty other human beings, in a space that is a little larger than the average living room, for the better part of a year.

Just think about the social and emotional learning that students must do during their years of school. We list all of the behaviors that are expected of children from entry to middle school (see Figure 21-1). Look carefully at the list. Not

501

- Focus on creating a community of learners



102 *Guided Reading*

Shared Reading
Provides the opportunity to process continuous text in unison with others. There is a high level of teacher and group support.

Guided Reading
Provides the opportunity to process continuous text individually with a moderate amount of support.

Independent Reading
Provides the opportunity to process continuous text individually with no or minimal support.

Level of Support

FIGURE 5-1 Independent, Guided, and Shared Reading: Levels of Support

reading than in guided reading and more complex texts in guided reading than independently.

In guided reading you focus on a small group of readers that you know in great detail. In reality, you are teaching *individuals* within the group to expand their reading competencies. You form groups of students who are similar to each other but they will never be exactly the same (see Chapter 9). As you involve them in lessons, you address their individual differences, which is possible in a small-group situation (as opposed to the whole class). During the first years of school, the goal of guided reading is to teach for the strategic actions needed to build a strong early reading process (see Figure 5-2).

It is obvious that in order to solve words, early readers must be able to take words apart and apply a range of phonics and word analysis skills; but it should also be obvious that much more is involved. In fact, early readers learn and use simultaneously the full range of strategic actions, even on very simple texts every time they read, although they may be limited in their ability to think in an analytic

A Strong Early Reading Process

- Early reading behaviors established and under control.
- Reading is characterized by monitoring and self-correcting behaviors (from overt to not noticeable).
- Using multiple sources of information (meaning, structure, and visual information) in an integrated way to read accurately with monitoring and self-correcting.
- Actively searching for information to solve words and understand reading.
- Applying a range of word-solving strategies "on the run" while reading for meaning.
- Demonstrating all dimensions of fluency.
- Making and articulating predictions and inferences.
- Distinguishing between known and new information and incorporating new ideas and concepts into their thinking.
- Using prior knowledge to understand texts.
- Understanding the difference between fiction and nonfiction and characteristics of some genres such as traditional tales.
- Noticing underlying structures in nonfiction like compare and contrast.
- Articulating opinions about texts and saying why.
- Supporting points with evidence from the text.

FIGURE 5-2 A Strong Early Reading Process

Planning for Effective Guided Reading Lessons 103

way about a text as a piece of writing (and texts at the early levels will not have as many features to think analytically about, even though many exhibit examples of excellent writing and art). Teaching students in a small group allows you to observe their reading behaviors closely enough to infer the in-the-head strategic actions that are taking place and provide just-in-time support to individuals to help them learn how to initiate problem solving as they work through a text.

In this chapter we outline the basic framework for guided reading, with emphasis on the early years of schooling. We outline the three primary considerations of the teacher in implementing guided reading: readers, texts, and teaching. As you read, keep in mind this summary of the steps for teaching groups in guided reading (Figure 5-3).

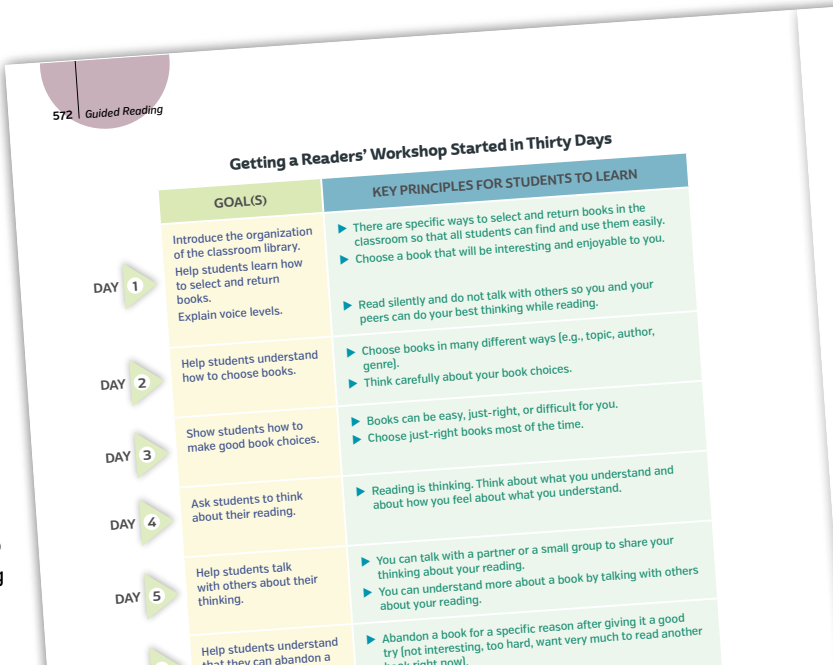
Steps for Teaching Groups in Guided Reading

Step	Action	Summary Description
1	Assess individual readers to form groups at the start of the school year. Select emphases from *The Fountas & Pinnell Literacy Continuum*. [During the year, use observational notes and regularly scheduled running records.]	Use systematic assessment to determine students' instructional and independent reading levels. Look at the reading record at the instructional level to note strengths and needs in processing. Use *The Literacy Continuum* to select a few emphases to guide reading.
2	Select and analyze the characteristics of the text.	Select a high-quality, engaging text that offers group members opportunities to learn. Analyze the text to determine opportunities and plan the introduction to the text.
3	Introduce the text.	Introduce readers to the setting, story problem, or topic of the nonfiction book, and other key aspects of the text.
4	Observe and interact as students read the text individually [softly or silently].	You can take the opportunity to observe students' oral reading [if they read softly], and you may sometimes interact very briefly with individuals to support their use of strategic actions.
5	Invite students to discuss the text.	Students share their thinking about the text. Guide the discussion toward articulation of the key ideas and larger messages of the text.
6	Make an immediate teaching point.	Based on your knowledge of students and your observation of their reading behaviors in the lesson, select a specific teaching point or two that will help readers expand their ability to read all texts.
7	Engage students in letter or word work.	Engage students in two to three minutes of "hands-on" work with letters or words that helps them apply an understanding of how words work or add words to their reading vocabularies.
8	Extend the lesson through writing or drawing about reading. [Optional]	When appropriate, you may wish to invite students to reflect on their understanding or interpretation of the text through writing or drawing.
9	Reflect on the lesson and plan tomorrow's lesson.	You will have a tentative plan of emphases for the week, but your observation of reading behaviors in this lesson may prompt you to make some adjustments for tomorrow. Consult *The Literacy Continuum*.

FIGURE 5-3 Steps for Teaching Groups in Guided Reading

- An examination of the reemerging role of shared reading

- The latest thinking on the steps to implement guided reading



572 *Guided Reading*

Getting a Readers' Workshop Started in Thirty Days

	GOAL(S)	KEY PRINCIPLES FOR STUDENTS TO LEARN
DAY 1	Introduce the organization of the classroom library. Help students learn how to select and return books. Explain voice levels.	▶ There are specific ways to select and return books in the classroom so that all students can find and use them easily. ▶ Choose a book that will be interesting and enjoyable to you. ▶ Read silently and do not talk with others so you and your peers can do your best thinking while reading.
DAY 2	Help students understand how to choose books.	▶ Choose books in many different ways (e.g., topic, author, genre). ▶ Think carefully about your book choices.
DAY 3	Show students how to make good book choices.	▶ Books can be easy, just-right, or difficult for you. ▶ Choose just-right books most of the time.
DAY 4	Ask students to think about their reading.	▶ Reading is thinking. Think about what you understand and about how you feel about what you understand.
DAY 5	Help students talk with others about their thinking.	▶ You can talk with a partner or a small group to share your thinking about your reading. ▶ You can understand more about a book by talking with others about your reading.
	Help students understand that they can abandon a	▶ Abandon a book for a specific reason after giving it a good try (not interesting, too hard, want very much to read another

nested within a variety of instructional contexts with varying levels of support. In this chapter, we explore the broader literacy-learning context in which guided reading resides. All play an essential role; they contribute in different ways to each student's development as readers, writers, and language users. Let's think together about how you can vary the level of support depending on the demands of the text and the level of control by readers at any point in time.

Four Levels of Support and Five Kinds of Reading

Within the instructional design, we describe four levels of support for reading within five instructional contexts. (see Figure 2-1).

You vary from high to low teacher support depending on the level of control students demonstrate in relation to a text. This design fits with the "gradual release of responsibility" model of teaching and learning (Pearson and Gallagher 1983). As a teacher, you move from demonstration to sharing the task to turning it over to the students. If the text is too difficult for most of the students to read for themselves, you read it *to* them (read aloud or have them listen to an audio recording). If it is too difficult but within reach with strong support, you read it *with* them and share the task (shared reading). If it is challenging, but within reach with some support or little or no support, they read it *themselves* (guided or independent reading). Independent reading has the support of a strong set of routines, book talks, minilessons, teacher conferences, a rich classroom library, and group share as well as a rich classroom library. You are always demonstrating something harder, but students gradually take it on and engage successfully.

Relationship Between Teacher Support and Student Control in Reading

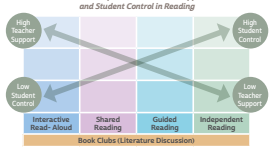


FIGURE 2-1 The Relationship Between Teacher Support and Student Control in Reading

Five Instructional Contexts for Reading

In the reading and writing classroom, we recommend five kinds of reading opportunities using a variety of texts across genres. Four contexts are shown in Figure 2-2. We discuss the fifth kind of reading, book clubs, later in this chapter. Book clubs include a variety of support levels for students to access the text.

Instructional Contexts for Reading

Read-Aloud	Shared Reading	Guided Reading	Independent Reading
Whole Class	Whole Class	Small Group	Individual
One individual print copy (though there are a few large-print picture books that children in the class can read)	Enlarged text/ illustrations (big book, charts, computer enlarged, or small copies for each student)	Individual teacher-selected book for each child (the same for every child)	Individual self-selected book
Students are listening and can see illustrations	All eyes on the same text	Each reader in the group has a copy of the same text in hand	Reader has individual copy
Text level is beyond the level most or some could read independently	Text level beyond many students' instructional level	Text at reader's instructional level	Text at reader's independent level (though occasionally may not be)
Teacher reads aloud, occasionally pausing for conversation	Teacher reads aloud first time, with readers joining on rereading	Students read aloud softly or silently the complete text or unified part	Student reads silently the complete text
The text is usually new but occasionally some, or parts of some, are reread	The text is sometimes new and may be one that has been read before	The text is new. [Rereading of previously read texts may also happen before or after the lesson with early readers]	Text is new
Texts may be a variety of genres and formats	Texts may be a variety of genres and formats	Texts may be a variety of genres and formats	Texts are a variety of genres and formats
The focus is on constructing meaning using language	The focus is on constructing meaning using language and print	The focus is on constructing meaning using language and print	The focus is on constructing meaning using language and print

FIGURE 2-2 Instructional Contexts for Reading

- Guided reading within a multi-text approach to teaching

Critiquing

Readers think critically about a text. Reading a text also involves forming opinions about it. We do not expect readers to accept what a writer says without evaluation. Early readers may simply think about whether a text is enjoyable, funny, or interesting and why; but as readers grow, they need to think about more complex criteria such as accuracy and authenticity. They need to learn to detect bias. Are characters believable? Is the argument soundly based on fact? Does the plot hang together logically? Is the writing of high quality? Sophisticated readers are also critics. They make judgments as to whether the characters seem real or the plot is believable. They evaluate the authenticity of a nonfiction text.

Systems of Strategic Actions

The strategic actions described briefly above are represented graphically in Figure 8-5 and on the inside front cover of this book. Readers use all of these actions simultaneously in a smoothly orchestrated way. They cannot be used or learned sep-

FIGURE 8-5 Systems of Strategic Actions

arately, but sometimes readers revisit or look back at a text after reading once to apply them in a more intense or focused way. Over time, we have called this revisiting "reading closely," "close analysis," or "close reading," to mean contemplating the meaning of a text or aspects of the writer's craft.

The strategic actions represent twelve categories within which we have clustered what are probably thousands of simultaneous actions that the brain engages in while reading. These categories represent the reading behaviors of proficient readers and provide a way to organize your thinking about teaching in guided reading, and they also give you a way to talk with colleagues about it. Strategic actions represent the teaching goals in guided reading. It may seem like a tall order, but by exposing students to texts that gradually increase in complexity, and providing skilled and supportive teaching, they can build these in-the-head actions over time. You are always "upping the ante" but assuring enough teaching that students can read with proficiency, and climb the ladder of success.

The Relationship Between Visible and Invisible Information

Clay's theory reveals an important concept—the relationship between visible and invisible information (see Figure 8-6 and also Figure 8-3). Some information is visible—you can see it in the text. Some is invisible—it exists in the reader's brain. Visible information includes what the reader sees as her eyes move across text or access information from graphics. It includes letters, words, word layout, punctuation, text tools, and text features such as captions, headings, sidebars, maps, graphics, and illustrations. Invisible information includes the reader's knowledge of language, content knowledge, personal experience, and understandings about texts. As readers process a text, they mix visible and invisible information to construct the author's intended meaning.

The reader notices the visible information in a text (print, punctuation, layout, text features, graphics, illustrations) and simultaneously brings to the process a wealth of knowledge that is invisible. Readers have opportunity to build experience with mixing visible and invisible information when processing continuous text. The reader searches for and uses both visible and invisible information in reading a text and the text itself, constructed by the author, provides both kinds of information.

The Relationship Between Visible and Invisible Information

Visible Information	Invisible Information
• Printed letters, clusters of letters, and words • Punctuation and layout • Graphics; illustrations	• Phonological information [associated with visible information in ways that vary by language] • Syntactic or structural information [rules for stringing words together] • Semantic [meaning] information [shown by the word and the placement in the sentence]

FIGURE 8-6 The Relationship Between Visible and Invisible Information

- Teaching for Systems of Strategic Actions

to learn. That said, we want to state from the beginning that the gradient is for teacher use only. In this chapter, we describe a gradient as a "ladder of difficulty" and explore ten text characteristics that are used to analyze and "level" texts. We also discuss when and how it is appropriate to use a text gradient (and when it is not) as well as the text gradient in terms of grade-level expectations.

What Is a Text Gradient?

A *leveled set* is a collection of books in which processing demands have been categorized along a continuum from easiest to hardest. This continuum is based on a combination of variables that support and confirm readers' strategic actions and offer the problem-solving opportunities that build the reading process. The "level" of a text has everything to do with an expansion of readers' systems of strategic actions.

It is impossible for a teacher to provide a high-quality guided reading program for students without carefully considering what makes texts difficult or easy for individuals. A gradient of text reflects a defined continuum of characteristics against which you can evaluate texts. It becomes invaluable in the selection process, and also offers guidance in designing lessons. *The Fountas & Pinnell Literacy Continuum* lists detailed text characteristics and goals (behaviors and understandings to notice, teach for, and support) for each level of the gradient, levels A through Z. The twenty-six levels encompass progress from kindergarten through high school. There are ten levels across kindergarten and grade one and three levels each for grades two through six, with one level for middle and high school. Within each level, fiction and nonfiction texts are grouped using a combination of characteristics. The gradient is represented in Figure 13-1.

To create the continuum of text levels, we analyzed the supports and challenges integral to each text (based on a large number of examples), and considered how individual readers need to respond to these supports and challenges. Each text has specific features that support a reader's use of strategic actions and offer new opportunities. This analysis includes the difficulty of the words but goes far beyond that. For example, some early books (levels B to about E) support the use of phrasing by a text layout that keeps phrases together. Each new sentence starts on the left margin. These details can make a big difference for the beginning reader. As you go up the gradient, sentences are longer and more complex, concepts are harder to understand, and the layout is denser. Each category along the continuum presents new or more complex challenges.

A gradient of text is not a precise sequence of texts through which all readers pass. Books are leveled in approximate groups

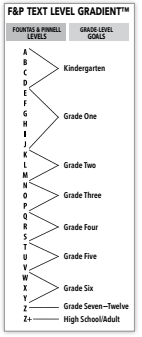


FIGURE 13-1 The Fountas & Pinnell Text Level Gradient™

from which teachers choose for instruction. The teacher who recognizes the convenience of the gradient yet reminds herself of its limitations will be able to make good choices and test her decisions against students' behaviors while reading and talking about texts. Figure 13-2 sums up what a text gradient *is* and *is not*.

The Uses of a Text Gradient

The gradient provides a basis for analyzing texts and organizing them for instruction. Books for instruction in guided reading are organized by level for teachers' convenience in selecting and using books. The books may be shared in a school book room or in a place in the classroom so that they are not noticed or accessed by students (see Chapter 12). Single copies of selected leveled books can be placed in the classroom library, but they are not leveled or organized by level.

You can compare students' current levels to grade-level expectations in your school or district. That will help you set goals and know which students need intervention. In general, you will want to assure that students who are reading below expectation have guided reading every possible day. In addition, you may need to recommend the student for intervention. The student's reading level represents the range of behaviors and understandings needed to successfully process texts at that level. These very specific behaviors and understandings are listed in *The Literacy Continuum*, and they become goals for instruction. You can select areas of the text for close reading, help students apply strategic actions, and even plan some precise language that will support learners.

The level of difficulty can be a resource for you as you guide student choices for independent reading, but it should not be a limitation or a requirement. Since you are an expert at analyzing and determining the difficulty level of a text, you can predict whether a student will experience frustration in reading it. The level

What Is a Text Gradient?

A text gradient is:	A text gradient is not:
• A tool for teachers to use in analyzing texts. • A tool for selecting books for small-group reading instruction. • A tool for recording progress over time in reading. • A reference for teachers in designing lessons and planning teaching moves. • A support for teachers in guiding readers to make good choices for independent reading [when necessary]. • A guide to determining whether readers are meeting grade-level expectations. • A signal that a reader may need intensive intervention in reading.	• A tool for students to use in choosing books for independent reading. • A tool for students to use in tracking their own progress. • A label that students attach to themselves as readers. • A label for book baskets in a classroom library. • An incentive for students to practice reading. • A way for students to compare themselves with others. • A grade on a report card. • A label to be communicated to parents.

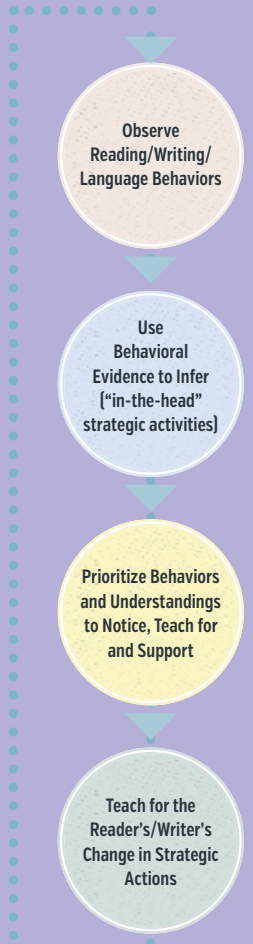
FIGURE 13-2 What Is a Text Gradient?

DAY 10	Introduce the reader's notebook to the students.	▶ Record thinking about reading notebook.
DAY 11	Ask students to write a letter to you in the readers' notebook. [Provide a model letter that you have written about your reading.]	▶ Share thinking about reading notebook. ▶ You can use the your teacher's letter.
DAY 12	Invite students to talk about their letters and your response.	▶ Letters should express your t ▶ Your teacher will respond to
DAY 13	Teach students to keep a record of their reading in a reader's notebook.	▶ You can keep a list of books evaluate the quantity and q
DAY 14	Teach students the guidelines for readers' workshop.	▶ In the classroom, there are can work together and help
DAY 15	Teach students to write one thoughtful letter (or other writing form) a week on the assigned day: Monday, Tuesday, Wednesday, Thursday	▶ In the classroom, you need reading in a letter once a v ▶ Your teacher will respond
DAY 16	Teach students to proofread their letters before putting them in the basket.	▶ The letters you write in your notebook need to show your best work. ▶ Proofread the letter using guidelines.
	Help students understand	▶ There are many different kinds of thinking that you can write in your reader's notebook (what the book is about,

- An in-depth look at the F&P Text Level Gradient™

"Guided reading is a way to help readers work on the 'cutting edge' of their learning."

REIMAGINE responsive literacy teaching for **all** students



RESPONSIVE TEACHING: FROM ASSESSMENT TO INSTRUCTION

MEET STUDENTS WHERE THEY ARE...

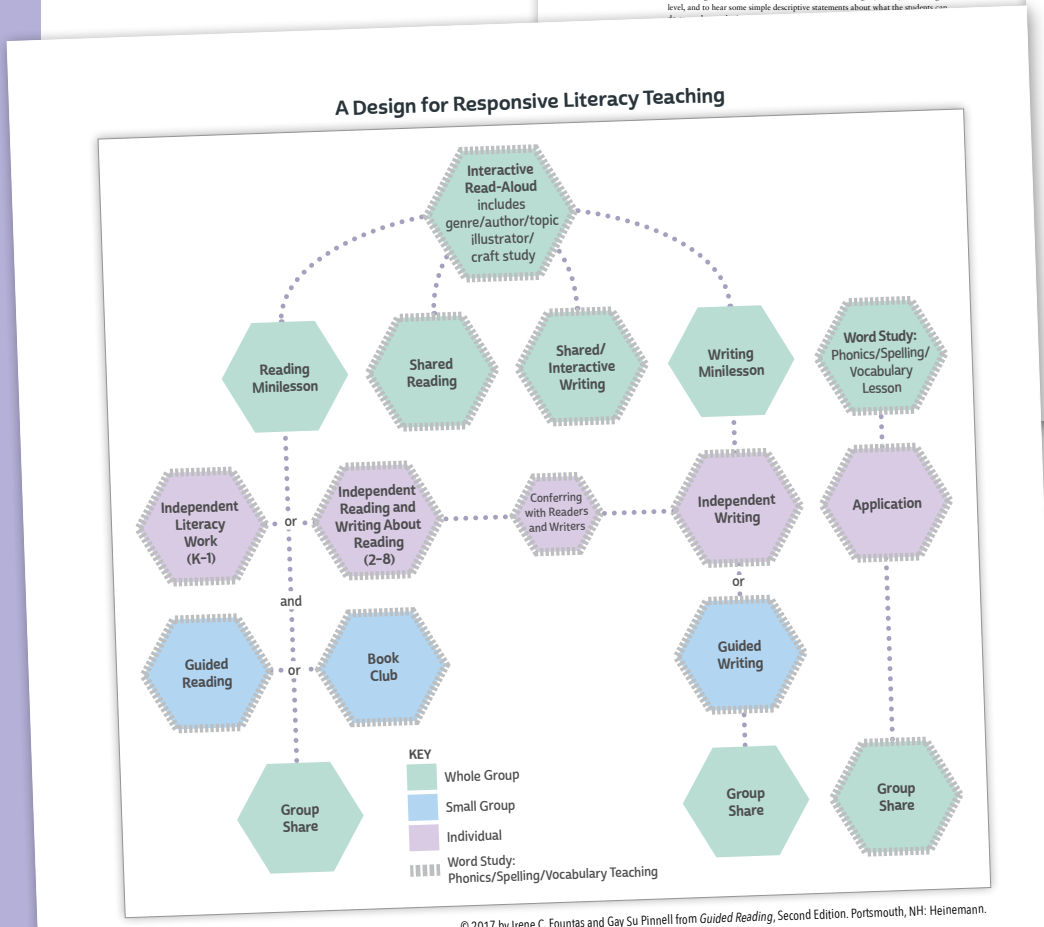
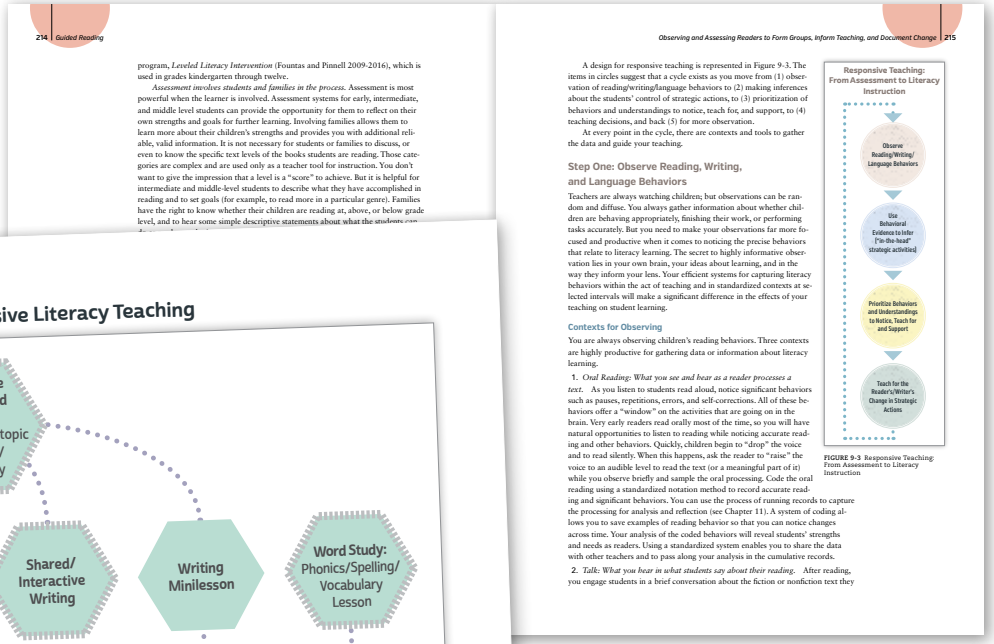


FIGURE 24-2 A Design for Responsive Literacy Teaching



214 | *Guided Reading*

program, *Leveled Literacy Intervention* (Fountas and Pinnell 2009-2016), which is used in grades kindergarten through twelve.

Assessment involves students and families in the process. Assessment is most powerful when the learner is involved. Assessment systems for early, intermediate, and middle level students can provide the opportunity for them to reflect on their own strengths and goals for further learning. Involving families allows them to learn more about their children's strengths and provides you with additional reliable, valid information. It is not necessary for students or families to discuss, or even to know the specific text levels of the books students are reading. Those categories are complex and are used only as a teacher tool for instruction. You don't want to give the impression that a level is a "score" to achieve. But it is helpful for intermediate and middle-level students to describe what they have accomplished in reading and to set goals (for example, to read more in a particular genre). Families have the right to know whether their children are reading at, above, or below grade level, and to hear some simple descriptive statements about what the students can

Observing and Assessing Readers to Form Groups, Inform Teaching, and Document Change | 215

A design for responsive teaching is represented in Figure 9-3. The items in circles suggest that a cycle exists as you move from (1) observation of reading/writing/language behaviors to (2) making inferences about the students' control of strategic actions, to (3) prioritization of behaviors and understandings to notice, teach for, and support, to (4) teaching decisions, and back (5) for more observation.

At every point in the cycle, there are contexts and tools to gather the data and guide your teaching.

Step One: Observe Reading, Writing, and Language Behaviors

Teachers are always watching children; but observations can be random and diffuse. You always gather information about whether children are behaving appropriately, finishing their work, or performing tasks accurately. But you need to make your observations far more focused and productive when it comes to noticing the precise behaviors that relate to literacy learning. The secret to highly informative observation lies in your own brain, your ideas about learning, and in the way they inform your lens. Your efficient systems for capturing literacy behaviors within the act of teaching and in standardized contexts at selected intervals will make a significant difference in the effects of your teaching on student learning.

Contexts for Observing

You are always observing children's reading behaviors. Three contexts are highly productive for gathering data or information about literacy learning.

1. *Oral Reading: What you see and hear as a reader processes a text.* As you listen to students read aloud, notice significant behaviors such as pauses, repetitions, errors, and self-corrections. All of these behaviors offer a "window" on the activities that are going on in the brain. Very early readers read orally most of the time, so you will have natural opportunities to listen to reading while noticing accurate reading and other behaviors. Quickly, children begin to "drop" the voice and to read silently. When this happens, ask the reader to "raise" the voice to an audible level to read the text (or a meaningful part of it) while you observe briefly and sample the oral processing. Code the oral reading using a standardized notation method to record accurate reading and significant behaviors. You can use the process of running records to capture the processing for analysis and reflection (see Chapter 11). A system of coding allows you to save examples of reading behavior so that you can notice changes across time. Your analysis of the coded behaviors will reveal students' strengths and needs as readers. Using a standardized system enables you to share the data with other teachers and to pass along your analysis in the cumulative records.
2. *Talk: What you hear in what students say about their reading.* After reading, you engage students in a brief conversation about the fiction or nonfiction text they

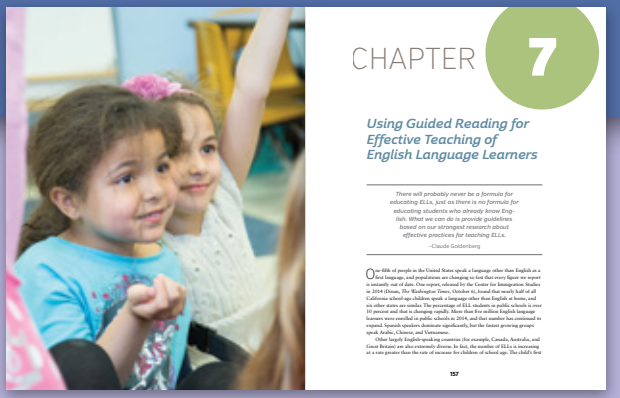
FIGURE 9-3 Responsive Teaching: From Assessment to Literacy Instruction

- In-depth exploration of responsive teaching

AND LEAD THEM FORWARD WITH INTENTION AND PRECISION

RESPONDING TO THE NEEDS OF ALL LEARNERS

- Support for teaching in a diverse classroom
- Suggestions for how to support English language learners by adjusting teacing
- A rich text base that can support and extend student learning
- Creation of a learning environment where language and literacy can flourish



CHAPTER 7

Using Guided Reading for Effective Teaching of English Language Learners

There will probably never be a formula for educating ELLs, just as there is no formula for educating students who already know English. What we can do is provide guidelines based on our strongest research about effective practices for teaching ELLs.

–Claude Goldenberg

One-fifth of people in the United States speak a language other than English as a first language, and populations are changing so fast that every figure we report is instantly out of date. One report, released by the Center for Immigration Studies in 2014 (Dinan, *The Washington Times*, October 6), found that nearly half of all California school-age children speak a language other than English at home, and six other states are similar. The percentage of ELL students in public schools is over 10 percent and that is changing rapidly. More than five million English language learners were enrolled in public schools in 2014, and that number has continued to expand. Spanish speakers dominate significantly, but the fastest growing groups speak Arabic, Chinese, and Vietnamese.

Other largely English-speaking countries (for example, Canada, Australia, and Great Britain) are also extremely diverse. In fact, the number of ELLs is increasing at a rate greater than the rate of increase for children of school age. The child's first

157

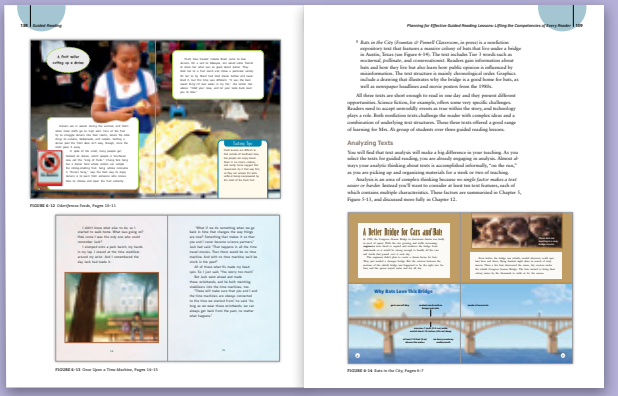
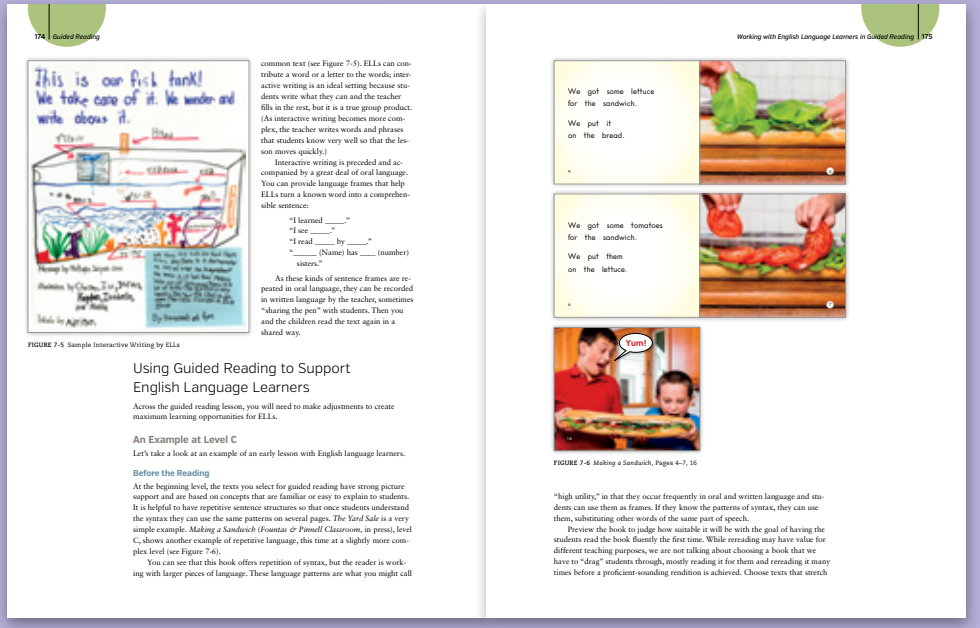


FIGURE 6-12 *Odeyfrenus Funds*, Pages 10–11

FIGURE 6-13 *Once Upon a Time Machine*, Pages 14–15

FIGURE 6-14 *Rats in the City*, Pages 6–7



174 *Guided Reading*

FIGURE 7-5 Sample Interactive Writing by ELLs

common text (see Figure 7-5). ELLs can contribute a word or a letter to the words; interactive writing is an ideal setting because students write what they can and the teacher fills in the rest, but it is a true group product. (As interactive writing becomes more complex, the teacher writes words and phrases that students know very well so that the lesson moves quickly.)

Interactive writing is preceded and accompanied by a great deal of oral language. You can provide language frames that help ELLs turn a known word into a comprehensible sentence:

"I learned _____."
"I see _____."
"I read _____ by _____."
"_____ (Name) has ____ (number) sisters."

As these kinds of sentence frames are repeated in oral language, they can be recorded in written language by the teacher, sometimes "sharing the pen" with students. Then you and the children read the text again in a shared way.

Using Guided Reading to Support English Language Learners

Across the guided reading lesson, you will need to make adjustments to create maximum learning opportunities for ELLs.

An Example at Level C

Let's take a look at an example of an early lesson with English language learners.

Before the Reading

At the beginning level, the texts you select for guided reading have strong picture support and are based on concepts that are familiar or easy to explain to students. It is helpful to have repetitive sentence structures so that once students understand the syntax they can use the same patterns on several pages. *The Yard Sale* is a very simple example. *Making a Sandwich (Fountas & Pinnell Classroom*, in press), level C, shows another example of repetitive language, this time at a slightly more complex level (see Figure 7-6).

You can see that this book offers repetition of syntax, but the reader is working with larger pieces of language. These language patterns are what you might call

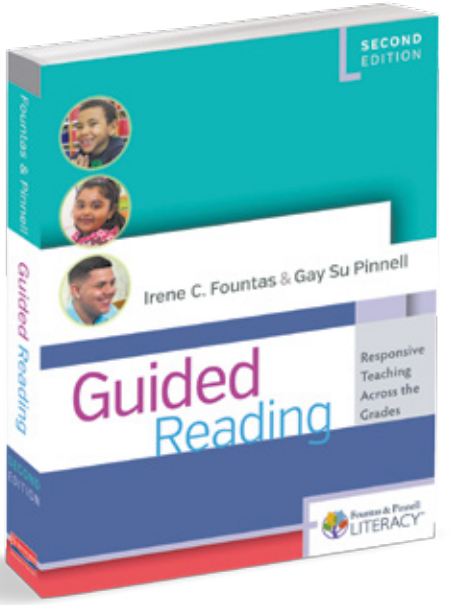
Working with English Language Learners in Guided Reading 175

FIGURE 7-6 *Making a Sandwich*, Pages 4–7, 16

"high utility," in that they occur frequently in oral and written language and students can use them as frames. If they know the patterns of syntax, they can use them, substituting other words of the same part of speech.

Preview the book to judge how suitable it will be with the goal of having the students read the book fluently the first time. While rereading may have value for different teaching purposes, we are not talking about choosing a book that we have to "drag" students through, mostly reading it for them and rereading it many times before a proficient-sounding rendition is achieved. Choose texts that stretch

"Effective teaching is responsive to the learners. Instead of expecting them to be where you are, you have to bring the teaching to where they are."



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REVERSE TO READ ABOUT ANOTHER GREAT RESOURCE