

From Irene C. Fountas and Gay Su Pinnell

GRADES
PreK–8

Build a coherent literacy system in your school and improve student outcomes with . . .

The Literacy Quick Guide

A Reference Tool for Responsive
Literacy Teaching



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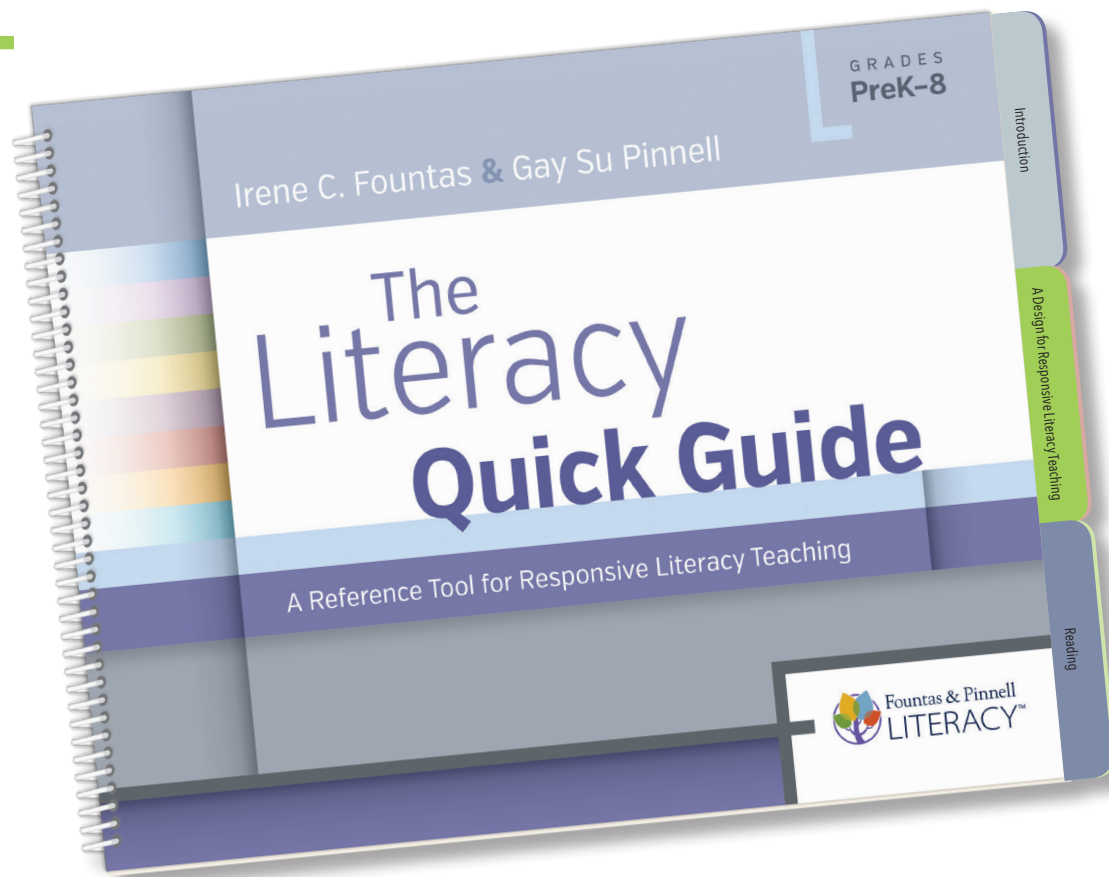


Fountas & Pinnell
LITERACY™

ELEVATING TEACHER EXPERTISE

Energize your CLASSROOM

The Literacy Quick Guide provides a concise description of a coherent literacy system in which all instructional contexts are reciprocally connected to improve student outcomes. This information-packed guide provides an important look at reading, writing, talking, and word study, while succinctly describing research-based instructional practices for high-impact literacy teaching.



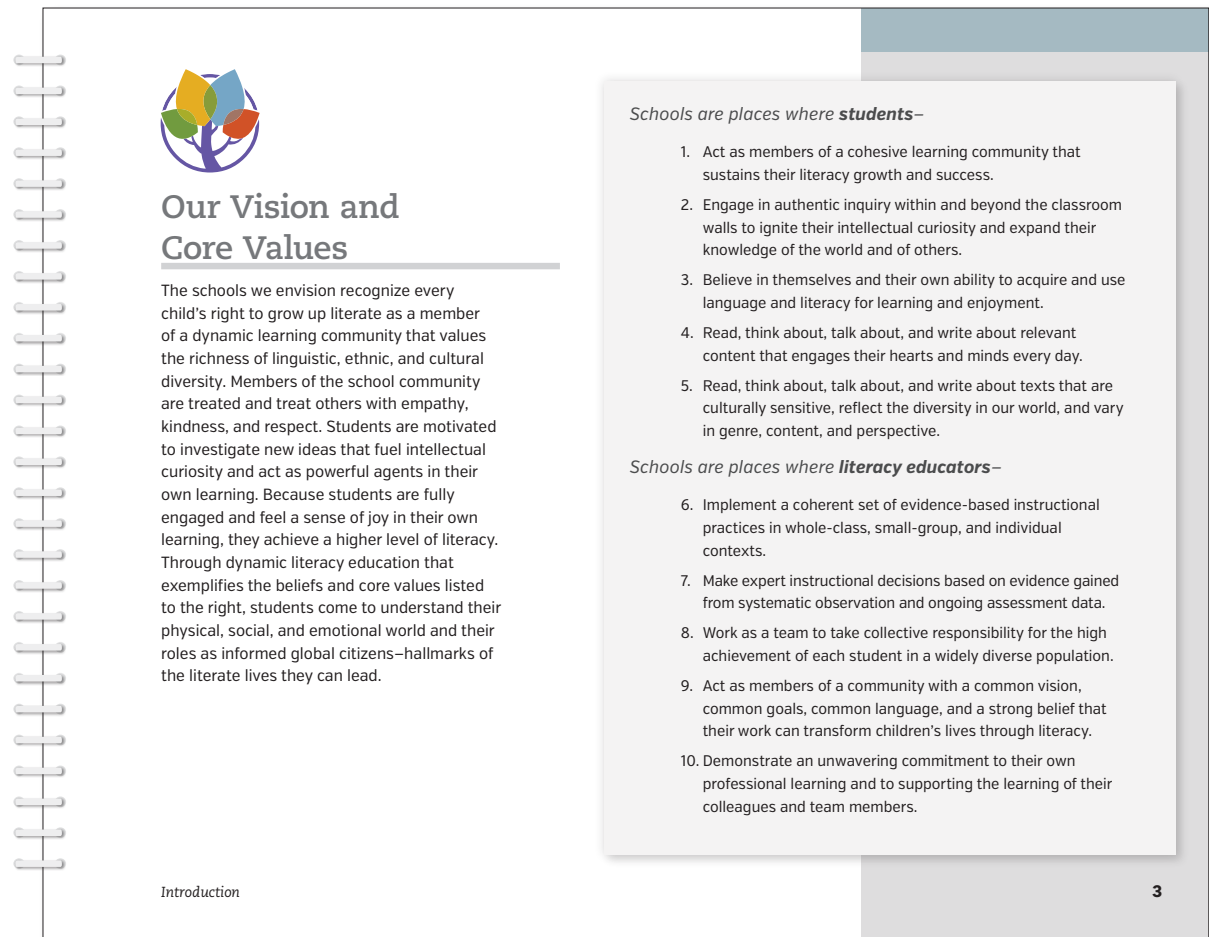
The
MUST-HAVE
literacy tool
for ALL
teachers and
school leaders.

Create a CLEAR vision

The literacy system described in *The Literacy Quick Guide* is based on Fountas and Pinnell's vision for schools and a set of core values that they hold for students and literacy educators. These values reflect a vision that is worthy of the children we teach.



View sample pages online at www.pearsoncanadaschool.com



Spark COLLABORATION

With ***The Literacy Quick Guide*** at your fingertips, teachers and administrators can:

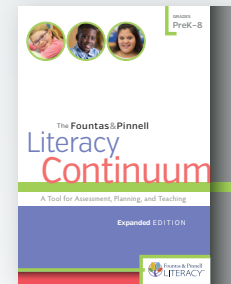
✓	Design effective literacy instruction for today's classroom, school, and districts.
✓	Plan instructional time to support literacy learning in a variety of contexts.
✓	Organize your classroom for effective, efficient literacy teaching.
✓	Provide a rich, coherent instructional design for your teaching.

PERFECT FOR:

- ▶ PreK–8 classroom teachers
- ▶ Literacy coaches
- ▶ Literacy specialists
- ▶ Instructional leaders
- ▶ School administrators
- ▶ District literacy leaders
- ▶ Professional learning communities

Create COHERENCE

The Fountas & Pinnell Literacy Continuum is a tool that helps you think about, plan for, and reflect on the literacy instruction you provide to individuals, small groups, and the whole class. Throughout *The Literacy Quick Guide*, you will find references to pages in *The Literacy Continuum* that will support your planning and teaching of the instructional contexts.



Embrace a COMPREHENSIVE design

The Literacy Quick Guide is your in-the-hand reference tool for responsive literacy teaching.

Whole Group

Small Group

Individual

A Design for Responsive Literacy Teaching

Comprehensive Design
Successful language and literacy learning is built on your understanding of how students develop as readers, writers, and language users. An effective instructional design is represented in each setting of literacy teaching—whole group, small group, and individual—across different instructional contexts, as shown in the graphic on page 5.

Whole-Group Teaching
Some instruction is most efficiently delivered to the entire class at the same time. Whole-group time also builds a sense of community as students meet together to share learning. Whole-group instructional contexts include Interactive Read-Aloud (page 26); Reading Minilessons (page 38); Shared Reading (page 28); Shared/Interactive Writing (page 62–63); Writing Minilessons (page 70); Phonics/Word Study lessons (page 78); and Group Share (pages 39, 70, 79).

Small-Group Teaching
You can bring students together in a small group based on their level of development, needs, or interests. Small-group instructional contexts are Guided Reading (page 30); Book Clubs (page 34); and Guided Writing (page 64).

Individual Teaching
Individual teaching increases your knowledge of each student's progress and the impact of your instruction. Individual contexts include Independent Literacy Work, K-1 or Independent Reading and Writing About Reading, 2-8 (pages 32, 46); Independent Writing (page 66); and Phonics/Word Study Application (page 79).

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The Literacy Quick Guide

Reading | **Writing** | **Phonics/Word Study**

Whole Group: Interactive Read-Aloud, Reading Minilessons, Shared Reading, Shared/Interactive Writing, Writing Minilessons, Phonics/Word Study Lesson, Group Share

Small Group: Guided Reading, Book Clubs, Guided Writing

Individual: Independent Literacy Work (K-1), Independent Reading and Writing About Reading (2-8), Conferencing with students, Conferencing with writers, Independent Writing, Application

● Instructional contexts that feature word study

A Design for Responsive Literacy Teaching

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Support for English Learners

Throughout **The Literacy Quick Guide**, there are suggestions on ways to support English learners in your literacy classroom.

SUSTAINING THE HOME LANGUAGES OF ENGLISH LEARNERS

Language use is at the heart of every child's culture. The ways students learn to use language in the home and extended family will be important to them throughout their lives. As literacy teachers, it's our role to respect the home language (and the customs that surround it) and encourage students to sustain it. School needs to represent an *expansion* of the English learner's language repertoire, not a *correction*.

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GENERAL NORMS OF TALK FOR ENGLISH LEARNERS

When developing goals for talking about reading in your classroom, be sure to include the language and cultures of your English learners. In some cultures, for example, it may be considered inappropriate to look directly at an adult who is speaking. In others, children may have learned different ways of storytelling or of responding to questions. Your overarching goal is to create a community within which students feel safe and respected and can express their thinking in many ways.

Talking About Reading

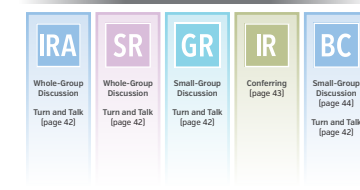
What Is Talking About Reading?

Language grounded in texts is significantly different from conversations in other contexts. Unlike casual sharing, it is purposeful discussion in which students make strong and explicit links between their own experiences and understanding and the larger ideas in a text. As a teacher, you can lift students' comprehension of texts as well as their ability to articulate their thinking by guiding the conversation and helping students learn how to keep it grounded in texts.

Why Talk About Reading?

The primary vehicle for learning is talk. Talk is thinking. When students talk, they communicate and refine their ideas, reveal their understandings and perspectives, and make meaning from texts and experiences. Therefore, text-based, interactive talk structures are an essential component of each instructional context in a coherent literacy system.

TALK STRUCTURES ACROSS THE DAY



Provide CLARITY

Simply laid-out tools, definitions, and teaching opportunities are built into *The Literacy Quick Guide* making your design for effective literacy instruction that much easier.

Visit www.fountasandpinnell.com to view sample pages and start building a vibrant learning community in your school!

Concise explanations & graphics

Clear definitions

Easily accessible teaching tools

Purposeful reminders

Coherence connections

Powerful messaging

THE POWER OF INQUIRY

You can tell students what to notice about books, but learning is much more powerful if they take the stance of an inquirer into literature. They get inside the thinking by constructing the understanding themselves. By combining books in text sets, you make it possible for students to look across several texts and construct deeper understandings than they otherwise would if they simply encounter one text after another in a random way. Often you will sequence books within a text set to support specific teaching goals.



Grade 2 text set focused on earth science (Fountas & Pinnell Classroom, 2018)

Text Sets

What Is a Text Set?

A text set is a collection of two or more books that can be connected because they have common features. Text sets are used for highly intentional teaching through interactive read-aloud, shared reading, book clubs, and reading minilessons. They may also be a helpful way to organize books to support student choice during independent reading.

Why Text Sets Are Important

Text sets connect books in a way that helps students build specific understandings from book to book. Through text sets, students can gain experience with and develop a deep understanding of a topic, author or illustrator, genre, or element of craft. Text sets can help students:

- ▶ Understand how literary elements contribute to a story
- ▶ Get to know the work of specific authors and illustrators
- ▶ Explore content-area topics in depth
- ▶ Experience different aspects of a genre
- ▶ Learn about universal problems
- ▶ Examine history from different perspectives
- ▶ Expand their use of academic language to talk about texts

GROUPING TEXTS BY DIFFERENT CHARACTERISTICS

Characteristic	Description
Author	Conduct an author study by reading several works by a single author.
Illustrator	Conduct an illustrator study by reading several works by a single illustrator.
Topic	Group texts by topics such as family or friends or by science or social studies content (e.g., animals, earth science, space, or a particular culture).
Genre	Text sets in like genres are an ideal way to begin the study of genre characteristics, first, by immersing students in four or five examples that clearly reflect the most common features of the genre and then engaging them in an inquiry process to learn the essential characteristics.
Literary Analysis	Group texts by any aspect of literature, e.g., setting, similar characters, or story problems and resolutions.
Text Structure	Group nonfiction texts by the organization writers use, e.g., categorical structure with headings or narrative structure.
Themes	Group texts by putting together those with similar messages and themes, e.g., overcoming obstacles or appreciating cultural differences.
Award-Winning Books	Organize books that have received critical recognition, such as recipients of the Newbery, Caldecott, or Orbis Pictus awards.

EFFECTIVE PRACTICES FOR TEACHING WITH TEXT SETS

- ▶ Texts are **versatile**. A single text can be part of many different sets. A text set need not be a static collection.
- ▶ After students experience a text set, encourage them to **suggest other titles** that are connected.
- ▶ **Keep lists** of potential text sets rather than assembling them physically to allow more flexibility in how you use individual books. If you have a list and a system for storing books for quick retrieval, text sets can easily be assembled when needed.
- ▶ Keep an eye out for **new titles** to add to your text sets.
- ▶ Pull from text sets **clear examples** of particular characteristics for reading and writing minilessons.

USING TEXT SETS WITH MIDDLE SCHOOL STUDENTS

Text sets are a powerful tool for expanding students' understandings in social studies, science, math, and other content areas. Students in middle school are ready to wrestle with texts that provide opposing arguments and divergent views about a topic. You may wish to have the whole class read one text, sometimes called an anchor text. Partners or small groups can then assemble their own supporting texts based on their exploration of a topic or theme that interests them in the anchor text.

Opportunities to guide teaching in PreK through Middle school

Plan for effective lessons

Clear lesson structures

GR



Small-Group Instruction

Tips for preparation

TOOLS AND TEXTS

- ▶ A range of high-quality, short texts that are leveled (A-Z)
- ▶ Occasional longer texts, such as chapter books, to build stamina
- ▶ *The Fountas & Pinnell Literacy Continuum*
- ▶ Record-keeping form to keep track of observations made during guided reading
- ▶ Reading record forms
- ▶ Reading graphs to document progress

TIME

- ▶ Optimal: 3 guided reading groups each day, approximately 25 minutes each, for a total of 75 minutes (May be shorter for early levels, e.g., 10-15 minutes)
- ▶ Limited Time: Meet daily with the groups of readers at the lowest reading levels; meet with other groups 3 times per week

Guided Reading

What Is Guided Reading?

During guided reading, students in a small-group setting individually read a text that you have selected. You provide teaching across the lesson to support students in building in-the-head networks of strategic actions for processing increasingly challenging texts.

Why Guided Reading Is Important

As an instructional context, guided reading:

- ▶ Supports readers in expanding their processing competencies [in-the-head systems of strategic actions]
- ▶ Provides a context for responsive teaching
- ▶ Allows students to engage with a rich variety of texts
- ▶ Helps students learn to think like proficient readers
- ▶ Enables students to read more challenging texts with support

What Guided Reading Looks Like

A small group of students who are at a similar point in their reading development are seated across from you at a small table. Each student reads, softly or silently, the same text individually. Guide a discussion of the text meaning and make teaching points based on your observations of the students' reading strengths and needs.

Planning for Guided Reading

- ▶ Organize multiple copies of books by level, e.g., behind the small-group table or in a school book room. These books are for teacher choice to use in instruction.
- ▶ Identify each student's instructional level and form [or re-form] groups of readers who are at a similar point in their development of reading processes.
- ▶ Select and analyze a text to determine challenges and learning opportunities.
- ▶ Plan an introduction to the text to set readers up for effective problem solving.

STRUCTURE OF A GUIDED READING LESSON

Introduce the Text	Provide support to enable proficient reading of the new text, while also leaving some problem-solving to do.
Support Students' Reading of the Text	Observe students' reading behaviors. Intervene very briefly if needed to teach for, prompt, or reinforce each reader's problem-solving actions.
Guide Discussion of the Text	Encourage students' expression of thinking with talk grounded in the text. Observe for evidence of students' thinking within, beyond, and about the text.
Engage in Generative Teaching	Provide specific teaching that is appropriate for the group based on your observations of the reading and talk about the text. Direct students' attention to strategic actions they can apply not only to this text but to other texts they read.
Engage Students in Letter and Word Work	Teach to increase rapid word-analysis skills and flexibility in word solving.
Extend Understanding Through Writing [Optional]	Prompt students to draw and/or write about reading. Encourage expression of thinking within, beyond, and about the text.

Assessment and Record Keeping

Begin the year with a benchmark assessment to form groups and to know where to begin teaching. Establish a system for coding, scoring, and analyzing a reading record for each student on a regular basis. Students who are gaining control of effective processing more slowly will need more frequent monitoring through the use of more frequent reading records. Daily observations and the data from your continuous assessments reveal how individual students are responding to your instruction and enable you to form and re-form groups for high-impact instruction. Use the benchmark assessment again as an interval assessment and at the end of the year to document progress.

EFFECTIVE PRACTICES FOR GUIDED READING

- ▶ Use **reading records** in the *Fountas & Pinnell Benchmark Assessment System* or another interval text-level assessment tool to form initial groups and to determine the level at which to start teaching.
- ▶ Groups are **dynamic** because readers take on new learning at different rates.
- ▶ The better you know your students and the more thoroughly you **analyze the text**, the easier it will be to plan your lessons.
- ▶ Using your ongoing reading records, select from *The Literacy Continuum* a few **behaviors and understandings** at the students' instructional level to emphasize in your teaching.
- ▶ Support students in noticing and using **new vocabulary** during their discussion of the text.
- ▶ During or right after a group lesson, jot down **important observations** while they are fresh in your mind.

Continuum Connection

Consult pages 399-629 to expand your knowledge of the text characteristics and goals for each text level, A-Z.



Tips for effective teaching

COMPLETE

your design for literacy instruction with . . .



Increase the impact of your literacy instruction by implementing all of the **Fountas & Pinnell Classroom™** instructional contexts to create a complete, comprehensive, and coherent system of literacy education.



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