

Teach

Prompt

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Reinforce

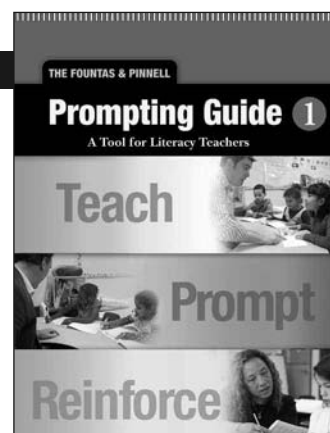
# Study Guide for

## *The Fountas & Pinnell Prompting Guide, Part 1*

### *A Tool for Literacy Teachers*

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# INTRODUCTION



These modules for staff developers and literacy coaches provide suggestions for a series of professional development or study sessions on *The Fountas & Pinnell Prompting Guide, Part 1: A Tool for Literacy Teachers* (2009). The modules vary in length and may be combined in all-day seminars or presented over a series of shorter periods.

*Prompting Guide, Part 1* gives teachers clear, specific language to use during literacy lessons. The guide focuses on strategic actions for working on texts in grades K–2 but will also be useful for teachers who are working with older students reading below grade level.

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

Participants should have access to students as they will be expected to bring examples of children's reading and writing to work with during each session. Staff developers may want to collect representative samples of children's work for each module. Some reading records and writing samples are also provided. The reading records provided have been coded and scored but not analyzed. They will provide you with an opportunity to discuss analysis of errors and self-corrections.

This guide assumes that participants have previously learned how to observe and record reading behavior. It is expected that participants will need more practice analyzing and interpreting these records. If participants have not learned how to code and score reading records, you may want to use your first session to teach these skills. There are tutorials in *Fountas & Pinnell Benchmark Assessment Systems 1* and *2* and also in the *Fountas & Pinnell Leveled Literacy Intervention (LLI) Tutorial DVDs* in the *Orange*, *Green* and *Blue* Systems.

This guide also makes frequent reference to Fountas and Pinnell's *The Continuum of Literacy Learning* and *When Readers Struggle: Teaching that Works* so it may be helpful to have copies of both books on hand. Finally, accompanying this guide are a series of PowerPoint slides which can be utilized in your professional development sessions.

# ORIENTATION TO

## *The Fountas & Pinnell Prompting Guide, Part 1*

### *A Tool for Literacy Teachers*

*Estimated Time: Approximately 2 hours*

### GOAL

Introduce participants to *The Fountas & Pinnell Prompting Guide, Part 1* with a walk-through so they understand how the language has been organized. The goal is to give participants an overall feel for the guide—its goals and purpose, its organization, and the information it contains.

This overview follows the general framework used in the professional development modules that follow. Many of the activities mentioned here are also included in the modules themselves. If you have already used an activity, you can skip it in the module (after reminding participants they've already done it). Alternatively, you can leave an activity out of the introduction if you know you will use it later.

### MATERIALS

- ◆ *The Fountas & Pinnell Prompting Guide, Part 1: A Tool for Literacy Teachers*
- ◆ Copies of the "Guide for Observing and Noting Reading Behaviors"
- ◆ PowerPoint slides for Orientation Module
- ◆ DVD/video of one child reading with either:
  - Copies of completed reading records or
  - Copies of completed reading records and multiple copies of books
  - Copies of one child's writing sample

### OPTIONAL MATERIALS

- ◆ LLI Tutorial DVD, Green System
- ◆ *The Continuum of Literacy Learning*
- ◆ *When Readers Struggle: Teaching that Works*

### The Big Picture

Explain that "reading is a highly complex process that begins with early reading behaviors and becomes a network of strategic activities for reading increasingly challenging texts."

These strategic activities are observable as the reader problem solves.

Readers build their processing systems by working on connected texts in reading and writing. These texts must be easy enough to allow the readers to independently control most of the process independently but offer just enough challenge for the reader to learn something new from the text. These instructional texts provide us with opportunities for powerful teaching.

To understand the goal of this study, go to the Introduction on page 1 in *The Fountas & Pinnell Prompting Guide, Part 1* and ask participants to read and discuss the section labeled "Teaching."

Have participants turn to page 2 of the Introduction and jigsaw read and share the strategic actions in reading and writing described on the page.

Discuss how each of these sections can be taught in reading workshops during shared reading, guided reading and individual reading conferences, and in writing workshops during shared writing, interactive writing, and individual writing conferences.

## Using *The Fountas & Pinnell Prompting Guide, Part 1*

Have participants read page 3 of the Introduction. Discuss the importance of teaching, including telling and demonstrating in a clear and specific manner before prompting or calling for an action. Emphasize the importance of reinforcing newly emerging behavior.

Discuss the difference between gratuitous praise, and language that confirms the reader's independent control over a specific strategic action. For example, "Good job!" as compared to "You ... all by yourself." Talk about the message we convey when we use terms like "I like the way you..." and "...for me." Explain that the language is designed to be specific and succinct so as not to waste the reader's time or interrupt the reader's processing, which will negatively affect the reader's ability to attend to the meaning of the text.

Explain that the gray tabbed sections of the guide are prompts to be used in reading, and the white tabbed sections are to be used in writing instruction. Quickly leaf through all sections, pointing out that some pages are double-sided. Talk about how the guide is constructed for quick reference. It can stand on the teacher's work table and be flipped to the section needed during small-group instruction.

## Trying It Out In Reading

You may want to bring a completed reading record or show a videotaped example of a child reading. Keep in mind if you are using reading records, you will need to bring several copies of the accompanying texts. Alternatively, you may want to use Jenny's reading record of *The Loose Tooth*, which is included with these modules. Another resource is Joey's reading of *The Soccer Game*, a level F book, which can be found on the *LLI Tutorial DVD, Green System*. Have participants view the reading. Analyze the errors and self-corrections together.

Model for participants how to use the "Guide for Observing and Noting Reading Behaviors" to identify what the child controls and what is partially controlled. Model how to use this guide to help select next teaching moves. If participants have *The Continuum of Literacy Learning* you will want to go to the "Behaviors and Understandings to Notice, Teach, and Support" section to select goals for the appropriate level in the Guided Reading section. Next take them to the appropriate section(s) in *Prompting Guide, Part 1*. Model how to select language to teach, prompt and reinforce the desired behavior.

## Trying It Out In Writing

If participants have access to *When Readers Struggle: Teaching That Works*, have them turn to pages 228–229, "Early Writing Strategies." Have them jigsaw read and share the twelve early writing strategies. If they do not have *When Readers Struggle*, use the slide that accompanies this module to explain these writing strategies.

Ask participants to look at the writing sample you have brought to think about which of the twelve writing strategies the child controls or partially controls. Alternatively, you may use one of the writing samples provided with these modules. If the teachers have access to *The Continuum of Literacy Learning* you will want to go to "Behaviors and Understandings to Notice, Teach, and Support" in the writing section and select goals under "Craft" and "Conventions." The writing samples provided with these modules were taken in September of second grade, so you may want to go to the first-grade goals before you look at the second-grade goals.

Model how to use *Prompting Guide, Part 1* to select language to teach, prompt, and reinforce effective writing behaviors. Discuss the different instructional settings where it may be appropriate to use this language.

## MODULE 1

*Early Reading Behaviors**Estimated Time: Approximately 1 to 1.5 hours***GOAL**

Participants will understand the importance of young readers establishing secure early reading behaviors before their attention can be directed to decoding complex words in text.

They will consider both the visible and invisible information that the effective reader searches for and uses to problem solve effectively.

You may want to bring your own videotaped example of a child reading a level A or B text with the completed reading record. Keep in mind if you are using reading records, you will need to bring several copies of the accompanying texts. You may also want to videotape an interactive writing lesson. Alternatively, you can view “Kris’s Getting Started Lesson” on the *LLI Professional Development DVD, Orange System*. This segment features a kindergarten intervention group in which you can observe a teacher reading to, reading with, and sharing the pen in an interactive writing about the reading activity.

**MATERIALS**

- ◆ *The Fountas & Pinnell Prompting Guide, Part 1: A Tool for Literacy Teachers*
- ◆ PowerPoint slides for Module 1
- ◆ Videotape of a child reading a level A or B book
- ◆ Completed reading records (with accompanying texts) for the observation
- ◆ Laura or Ben’s reading record of *Playing*, provided with these modules

**OPTIONAL MATERIALS**

- ◆ *LLI Professional Development DVD, Orange System*
- ◆ *When Readers Struggle: Teaching That Works*
- ◆ *The Continuum of Literacy Learning*

“It is very important for children to understand the connection between oral and written language. Print is laid out left to right, and spaces define word boundaries. As proficient readers, we take this concept for granted, but it is not so easy for beginning readers.”

(*When Readers Struggle*, p. 326)

If participants have access to *When Readers Struggle: Teaching That Works*, ask them to read and discuss “Teaching for Early Reading Behaviors” on page 324. Then ask them to jigsaw read and discuss the four early reading behaviors described in this section.

If they don’t have access to *When Readers Struggle*, use the accompanying slides to guide the discussion.

Early reading behaviors:

1. Left-to-Right Directionality
2. Return Sweep
3. Voice-Print Match
4. Monitoring Voice-Print Match

Talk about the teaching opportunities in the classroom, in large or small groups, and in early intervention lessons where these important behaviors can be taught.

1. **Read to** children from big books, lap books, and charts. The teacher first reads the entire text to the children, helping them think through the meaning. Then she goes back to the beginning to read the text demonstrating reading left to right and pointing crisply under each word.
2. **Read with** the children chorally as you point.
3. Give each of the children a small copy of the text for them to **read alone**. Encourage crisp pointing under each word. Observe carefully for control and evidence of monitoring.

Observe a lesson where the teacher is reading to and reading with children. Talk about the early reading behaviors the children are learning to control. Talk about the language and the non-verbal actions the teacher is using.

Emphasize the importance of not interrupting the reading so much with your teaching that the meaning of the story is affected.

Discuss how shared and interactive writing can support children's control of early reading behaviors. You may want to view a video of a shared or interactive writing session to shape your discussion.

## Try It Out

Have the participants view the video you have chosen and/or analyze the reading record. Talk about the early reading behaviors they were able to see the child control. Now go into *Prompting Guide, Part 1* and look for language to teach a new behavior, prompt for a behavior, and/or reinforce effective processing.

Have the participants examine the reading records they brought to this session. Ask them to look for evidence of the behaviors the child controls, and then look for language in *Prompting Guide, Part 1* to teach, prompt, or reinforce early reading behaviors. Alternatively, you may use Laura or Ben's reading record of *Playing* included with these modules.

## MODULE 2

*Searching For and Using Information**Estimated Time: Approximately 1 to 1.5 hours***GOAL**

*"Readers are problem solvers who match up written signs with language that they process mentally to derive meaning... in a smoothly orchestrated way. They search actively, using both visible and invisible information."*

(*When Readers Struggle*, p. 329)

Visible information includes: pictures, print, and conventions of print, such as punctuation, spacing, layout, and font size, as well as graphics and symbols.

Invisible information, which exists in the reader's head and may be prompted by pictures, includes: background experiences, knowledge of the world, information from books, recognition of items, emotions, and language.

*"Ultimately readers must build ways of searching for and using information in their own heads; but you can teach for, prompt for, and reinforce behaviors in a way that supports the process."* (*When Readers Struggle*, p. 329)

You may want to bring a set of unanalyzed reading records to work with, or ask participants to bring copies from their work with several different children. Keep in mind that if you are working with reading records you must also have the accompanying texts.

**MATERIALS**

- ◆ *The Fountas & Pinnell Prompting Guide, Part 1: A Tool for Literacy Teachers*
- ◆ PowerPoint slides for Module 2
- ◆ Varied collection of little books
- ◆ Coded, scored (but unanalyzed) reading records

**OPTIONAL MATERIALS**

- ◆ *When Readers Struggle: Teaching That Works*
- ◆ *The Continuum of Literacy Learning*

If participants have access to *When Readers Struggle*, have them read the introduction to "Teaching Children to Search For and Use Information" on page 329. Alternatively, use the accompanying slides to discuss the visible and invisible information available to the reader to problem solve.

Discuss what enables the reader to search for meaning:

- ◆ background knowledge
- ◆ the picture
- ◆ other book experiences
- ◆ the context read so far

Explain that for most readers, language structure is a very strong source of information but that it can also pose difficulties.

- ◆ Some young readers have limited language development or they may use non-standard patterns of English (regional dialects). While they speak and are understood, they are not familiar with the more complex language structures of more proficient Standard English language users.
- ◆ Some readers have had few previous experiences hearing books read to them. The formal language structures contained in books may be unfamiliar to them.

- ◆ Readers who have spent a great deal of time reading books that are too difficult may be working so hard at solving words that their reading no longer sounds like language.
- ◆ English language learners may find the patterns of English syntax unfamiliar.

Explain that within the processing system when we talk about searching for and using visual information we are talking about the print. Readers need specific and systematic instruction to learn about letters, sounds and words but they must be able to apply phonics to the processing of continuous texts.

Talk about the introduction in *Prompting Guide, Part 1* and how it can support the reader's use of all three sources of information as they read. If they have access to *When Readers Struggle* you can ask them to role play some of the teaching interactions on pages 330–343.

Talk about how you can teach for, prompt for, and reinforce the reader's ability to search for and use all three sources information as they read. Direct them to pages 7–9 in *Prompting Guide, Part 1* for the language to teach, prompt, and reinforce searching behaviors.

## Try It Out

Ask participants to form grade-level groups. Using the sets of little books that you have brought, ask participants to analyze the texts using the following questions:

- ◆ How does this text support the reader's use of meaning?
- ◆ What might the reader have difficulty understanding?
- ◆ What concepts might be unfamiliar?
- ◆ How does this text support the reader's use of language structure?
- ◆ What language structures might be unfamiliar to the reader?
- ◆ What vocabulary might be unfamiliar?

- ◆ How does this text support the reader's use of visual information?
- ◆ What words, letters, or spelling patterns might be new or unfamiliar?

Now ask each participant to choose one of the texts they have just analyzed and prepare a book introduction that will prepare the readers to search for and use all sources of information. Ask them to role play their introduction with a partner.

Take one of the reading records that you have brought or one provided with these modules. Model how to analyze the sources of information the reader used to make errors and to self-correct. Go into *Prompting Guide, Part 1* and model how to search for appropriate language to teach, prompt for, and/or reinforce the use of cues.

Ask participants, working with a partner, to analyze the next example you have brought (or reading record they have brought with them) and search for teaching, prompting, and reinforcing language. Repeat this activity as time allows.

Alternatively, use Zack's reading record on page 342 in *When Readers Struggle* to discuss his use of information. Then read and discuss the teaching interaction on page 341.



## MODULE 3

*Solving Words**Estimated Time: Approximately 1.5 to 2 hours***GOAL**

Participants will understand that word solving is basic to the complex act of reading. Word solving focuses on the strategic moves readers and writers make when they use their knowledge of the language system while reading continuous text. Their role is to carefully observe each student's precise reading behaviors and provide teaching that supports change in the way the child solves words in reading over time.

**MATERIALS**

- ◆ *The Fountas & Pinnell Prompting Guide, Part 1: A Tool for Literacy Teachers*
- ◆ PowerPoint slides for Module 3
- ◆ Copies of completed reading records
- ◆ "Aiden as a Word Solver" form

**OPTIONAL MATERIALS**

- ◆ *When Readers Struggle: Teaching That Works*
- ◆ *The Continuum of Literacy Learning*
- ◆ LLI Tutorial DVD, Green System
- ◆ Completed reading records for Joey's reading of *The Soccer Game* (included with these modules)

**THE BIG PICTURE**

"Word solving is basic to the complex act of reading. When readers can employ a flexible range of strategies for solving words rapidly and efficiently, attention is freed for comprehension. Word solving is fundamental to fluent, phrased reading."

(*The Continuum of Literacy Learning*, Introduction)

"Nine areas of learning are critical to developing efficient systems for word solving. Reading and writing require proficiency in all of these areas; any of them can create gaps for children who are struggling in becoming literate."

(*When Readers Struggle*, p. 233)

If participants have access to *The Continuum of Literacy Learning*, have them jigsaw read and share the nine areas of learning in the Introduction. These can also be found on pages 234–235 in *When Readers Struggle*. Alternatively, you can explain and give examples of each area of learning, using the slides provided.

Explain that it would be expected that the first eight areas of learning would be addressed systematically by demonstrating and teaching through whole group and small group mini-lessons, working with words in isolation, often providing opportunities for children to actively participate in constructing and taking words apart with magnetic letters, on whiteboards, and with games. However, working with words in isolation does not ensure that children will be able to solve words in continuous text. This teaching for, prompting for, and reinforcing problem solving can only be done while readers are processing continuous text.

If participants have access to *When Readers Struggle*, ask them to read the results of Betsy Kaye's study of proficient second grade readers on pages 261–262.

Alternatively, you can summarize the study using the slide provided.

Proficient second grade readers:

- ◆ demonstrated more than 60 ways to solve words
- ◆ recognized a large number of words instantly or engaged in quick, covert problem solving
- ◆ usually worked with larger sub-word units
- ◆ never articulated words phoneme by phoneme
- ◆ never appealed to the teachers without first initiating an attempt

## Change in Word-Solving Actions Over Time

Explain that teaching should support change in the way children solve words over time. When proficient readers process texts, they are not solving words in isolation. They use all the information available to them in continuous print. Ultimately, they must be able to take words apart, even in isolation, but using all the information from sentence structure and context fuels the process. Readers also derive the meaning of words from context, and over time they add words to their repertoires through the act of reading. (*When Readers Struggle*, pages 239-240)

Here you may create sample reading records that demonstrate the change over time in one child's word-solving behaviors, or you may use the form, "Aiden as a Word Solver." Working in pairs, have participants discuss the shifts they are able to observe in Aiden's word-solving actions and record them in the right-hand column. Share the results.

## Try It Out

Remind participants of the three types of interactions: teaching for, prompting for, and reinforcing. Talk about when they might use this language during and after the reading of connected text. You may want to return to page 3 of *Prompting Guide, Part 1* for this.

Using the slide provided, ask participants to look at the three examples of reading behavior and select language to teach for and prompt for word-solving actions. Have them each role play one interaction.

Caution participants that when teaching and prompting during the reading their interactions should:

- ◆ be brief so as not to interrupt the reader's grasp of meaning
- ◆ assist learners in using what they know
- ◆ draw the reader's attention to the precise information they need to solve the problem
- ◆ be carefully selective—not too many during the reading of any one text
- ◆ promote fast processing

(*When Readers Struggle*, pages 347–348)

Using the next slide, have participants look at the three examples of reading behavior and choose language to reinforce a newly emerging behavior. Have them each role play one reinforcing interaction.

You may want to bring a completed reading record, or show an example of a child reading on a videotape that you have made. Keep in mind if you are using a reading record, you will need copies of the accompanying book the child read.

Another resource you may want to use is Joey's reading of *The Soccer Game*, a level F book, which can be found on the *LLI Tutorial DVD, Green System*. Have participants view the reading then discuss Joey as a word solver. If participants have access to *The Continuum of Literacy Learning*, you may want to look at the goals for level F in the "Guided Reading" section. Go to the "Behaviors to Notice and Support" under "Thinking within the Text" to select next teaching moves. Ask participants to go to pages 11 and 12 in *Prompting Guide, Part 1* to select language to teach, prompt for, and reinforce word solving at this level of text.

If participants have brought their own recent reading records, give them time to analyze the records, go to *The Continuum of Literacy Learning* to identify goals, and then search for word-solving language in *Prompting Guide, Part 1* to use in their next lessons with children. Ask them to share their thinking.

## MODULE 4

*Monitoring, Self-Correcting, and  
General Problem Solving**Estimated Time: Approximately 1 to 1.5 hours***GOAL**

One of the most important actions for young readers to take is to monitor their reading—notice a mismatch between what they anticipate the text will say and their limited knowledge of print. This awareness is a critical first step in becoming problem-solving readers “who match up written signs with language that they process mentally to derive meaning...in a smoothly orchestrated way.” (*When Readers Struggle*, page 329)

You can teach children to monitor their reading using meaning, language structure, and/or visual information. The next step is to for them to independently search for further information to problem solve. Once the reader learns to both monitor and search for further information, self-correction behavior will emerge.

You will want to bring completed, but not analyzed, reading records that show evidence of monitoring and self-correcting behaviors. Jenny’s reading record of *The Loose Tooth*, which accompanies these modules, may also be used. If you are bringing reading records, you should also provide the accompanying texts.

If you have participated in professional development using the modules in sequence you will already have worked with monitoring, searching for information, solving words, and self-correcting behaviors. You might also end this session with an activity using the language in the “General Problem Solving” section on page 15 in *Prompting Guide, Part 1*.

**MATERIALS**

- ◆ *The Fountas & Pinnell Prompting Guide, Part 1: A Tool for Literacy Teachers*
- ◆ PowerPoint slides for Module 4
- ◆ Completed reading records (with accompanying texts) that you have prepared
- ◆ Jenny’s reading record of *The Loose Tooth*
- ◆ Ben’s reading record of *Playing*
- ◆ Completed reading records (with accompanying texts) that participants have brought from their work with children

**OPTIONAL MATERIALS**

- ◆ *When Readers Struggle: Teaching That Works*
- ◆ *The Continuum of Literacy Learning*

Discuss how important it is for a reader to learn to monitor her reading before she can learn to search for more information which can lead to self-correcting behavior. As teachers we often go straight to the error that we want the reader to correct before we call for an awareness that a mismatch has occurred.

Behaviors that show evidence of monitoring are:

- ◆ pausing
- ◆ appeals
- ◆ rereading

Emphasize that these monitoring behaviors need to be reinforced. Take participants to the “Monitoring and Correcting” section on page 13 in *Prompting Guide, Part 1*. Read the introduction at the top of the page. Model some of the language that would teach for, prompt for, and reinforce self-monitoring. Talk about some scenarios where such language might be appropriate.

Remind participants of the three sources of information that readers use to search for information in print (Module 2). If necessary, return to Module 2 to talk about how readers search for and use meaning, language structure, and visual information.

If participants have access to *When Readers Struggle*, you may want to have them jigsaw read and share the three sources of information that readers use to monitor and self-correct described on pages 360–367. Alternatively, you may use the accompany slides to discuss the following topics.

### Self-Monitoring and Self-Correcting Using Language Structure

*“When you ask children to think about whether what they read ‘sounds right,’ you are asking them to think about the syntactic (or grammatical) patterns of the language. Young children begin learning simple language patterns when they are toddlers and they continue to develop more complex language patterns throughout childhood. Syntax, which we call structure when we analyze reading behavior, is important because meaning is communicated not just by the words but by how they are arranged in the sentences.”*

(*When Readers Struggle*, page 360)

Go to page 14 in *Prompting Guide, Part 1* to model language to teach for, prompt for, and/or reinforce self-correcting behavior using language structure.

### Self-Monitoring and Self-Correcting Using Meaning

Explain that the proficient reader is always actively working to make sure that the reading makes sense. Older, proficient readers may not display overt self-cor-

rection behavior because their monitoring and searching behavior has gone underground. It is done almost exclusively “in the head.” The observable behaviors might be:

- ◆ not correcting minor errors that make no difference in meaning
- ◆ reworking the sentences after an error to make the syntax “sound right”
- ◆ correcting an improper word stress or punctuation miscue so the reading will sound right
- ◆ correcting significant errors that change the meaning of the text

Struggling readers often become passive, content to produce reading that does not make sense.

Emphasize that the reader can only be expected to monitor and self-correct when the material is easy enough—90% or better at levels A–K, 95% or better on levels L–Z.

Go to page 14 in *Prompting Guide, Part 1* to model language to teach for, prompt for, and reinforce self-correcting behavior using meaning.

### Self-Monitoring and Self-Correcting Using Visual Information

It is important that young readers begin to use their emerging knowledge of letters, sounds, and words to check against what they anticipate the text will say. As they learn more about all the different ways to take words apart and construct words they will be able to use more visual information to problem solve on more complex texts. We can only prompt for a word-solving action that we have already taught.

Remind participants that proficient readers may not correct minor errors that make no difference in the meaning (e.g., *a/the*). Insisting on 100% accuracy may slow down the reading to the extent that fluency and phrased, expressive reading is compromised.

Remember we are not teaching for accurate word reading, nor are we teaching how to read any particular book. We are teaching, prompting for, and reinforcing the strategic actions that we want readers to internalize, actions that are generative and can be used on any text at any time.

Go to page 14 in *Prompting Guide, Part 1* to model language to teach for, prompt for, and reinforce self-correcting behavior using visual information.

## Try It Out

Using a reading record you have brought that has evidence of monitoring and self-correcting behavior, model how to analyze the reading record (MSV) for evidence of the sources of information the reader used and neglected. You can also use Ben's reading record of *Playing*, or Jenny's reading record of *The Loose Tooth*, both of which are provided with the modules. Talk about how to teach for, prompt for, and/or reinforce monitoring and self-correcting behavior. Take participants to pages 13 and 14 in *Prompting Guide, Part 1* for language you might use.

Ask participants to work in pairs to analyze a second reading record on their own. Then look for language to teach for, prompt for and/or reinforce. Ask them to share their rationales with the group. Repeat this activity as time allows.

## Initiating Problem-Solving Actions

Explain that together we have explored the strategic actions of monitoring, searching, solving words, and self-correcting. We have learned some very specific language to teach for, prompt for, and reinforce these strategic actions in our young readers. There is one more set of strategic language that we may find useful in our work with children.

*"Children who know a lot about words and have some experience using many different ways to solve words have a repertoire that they need to access without being reminded."*  
(*When Readers Struggle*, page 368)

Have participants turn to page 15 in *Prompting Guide, Part 1* and have them read the introduction at the top of the page. Explain that these are calls for independent action and should not be used unless you know that the reader can solve the problem. Have participants scan the language and share how and when they might use some of this language. If they have brought samples of reading records, they might want to think about whether any of these prompts might be appropriate for the children they work with.

## MODULE 5

*Maintaining Fluency**Estimated Time: Approximately 1 hour***GOAL**

Participants will understand the role of fluent, phrased reading in building an effective reading process, and the importance of teaching for fluency for all children, especially struggling readers and English language learners. They will understand that fluency is not a simple matter of speed—it has many dimensions. They will observe and evaluate the six dimensions of fluency and select language to teach for, prompt for, and reinforce fluency during literacy sessions.

**MATERIALS**

- ◆ *The Fountas & Pinnell Prompting Guide, Part 1: A Tool for Literacy Teachers*
- ◆ PowerPoint slides for Module 5
- ◆ Copies of the “Six Dimensions Fluency” rubric
- ◆ Recorded examples of children reading orally
- ◆ Collection of little books

**OPTIONAL MATERIALS**

- ◆ *When Readers Struggle: Teaching That Works*
- ◆ *The Continuum of Literacy Learning*
- ◆ *Benchmark Assessment System 1 or 2 Tutorial DVD*

**THE BIG PICTURE**

Fluency in reading and writing involves:

- performing motor actions rapidly, easily, and without conscious attention (eyes in reading and hand movements and eyes in writing)
- using the conventions of print (left-to-right directionality, spaces between words, etc) with automaticity.
- being able to navigate all levels of language—letter, word, sentence, paragraph, text
- using processing systems with automaticity
- achieving comprehension, expression and voice.

(*When Readers Struggle*, p. 374)

Ask participants to jigsaw read and share the “Six Dimensions Fluency Rubric” included with these modules. Alternatively, you may use the accompanying slides to describe the dimensions.

Talk about the instructional settings that provide the opportunities to teach for fluent, phrased reading.

Give participants a selection of little books. Ask them to read and discuss what characteristics of these texts support teaching for fluency.

*“Be sure to insist on phrased, fluent reading early in the text so the reader processes the whole text with a forward momentum, thinking about the meaning and the language structure while reading the text.”*

(*Prompting Guide, Part 1*, p. 17)

## Try It Out

You may want to create your own tapes for this activity or you may use one of the many examples on the *Benchmark Assessment System 1 or 2 Tutorial DVD*. Using the “Six Dimensions Fluency Rubric,” have each participant select one dimension of fluency to listen for and evaluate. Play about two minutes of a recording of a child reading, which is long enough to get a representative sample. Ask participants to describe and discuss

each dimension. There may be varying opinions, which is fine. The more practice they have with thinking about all aspects of fluency the easier the task will become. Now ask participants to go to *Prompting Guide, Part 1* to select language to teach for, and prompt for one or more aspects fluency.

Have participants select another dimension and listen to another reading. Repeat the sequence as long as time allows.

## MODULE 6

# *Composing Sentences, Early Writing Behaviors, Formation of Letters, Capitalization, and Punctuation*

*Estimated Time: Approximately 1.5 hours*

---

### GOAL

---

Participants will understand that writing is multifaceted in that it orchestrates thinking, language, and mechanics. Even young children can be engaged in this experience through interactive, shared, or modeled writing experiences.

*“Every sentence the writer offers is a new combination of words. (The teacher’s role is to) help the writer put words together to express his ideas.”*

*(Prompting Guide, Part 1, page 21)*

### MATERIALS

---

- ◆ *The Fountas & Pinnell Prompting Guide, Part 1: A Tool for Literacy Teachers*
- ◆ PowerPoint slides for Module 6
- ◆ Recorded example(s) of shared, modeled, and/or interactive writing
- ◆ Writing samples
- ◆ Mentor texts
- ◆ “Early Writing Strategies” form

### OPTIONAL MATERIALS

---

- ◆ *The Continuum of Literacy Learning*
- ◆ LLI Professional Development DVD, Orange System
- ◆ *When Readers Struggle: Teaching That Works*

### THE BIG PICTURE

---

Shared, interactive, and modeled writing are powerful ways to demonstrate early writing behaviors. If participants have access to *When Readers Struggle*, ask them to jigsaw read and discuss the twelve early writing strategies on pages 228-229. Alternatively, you may use the slides to discuss the twelve strategies. Explain that this session will focus on some of these strategies. Module 7 will focus on constructing words, monitoring and correcting words, and confirming word knowledge.

Talk about the important role the teacher plays in supporting the child’s ability to compose language around his ideas. Using mentor texts is a powerful way to draw children’s attention to the way authors use language to express ideas.

Model a mini-lesson on choosing interesting, descriptive language, using a mentor text.

Show an example of shared, interactive, and/or modeled writing. Ask participants to discuss how the teacher demonstrated or supported composition, early writing behaviors, letter formation, capitalization, and punctuation.

If participants have access to *The Continuum of Literacy Learning*, ask them to go to the “Selecting Goals” section for “Craft and Conventions” at the appropriate grade level. Alternatively, use the “Early Writing Strategies” form available with these modules. Use *Prompting Guide, Part 1*, pages 21, 23, 25, and 31 to explore language to demonstrate, prompt for, and/or reinforce their goals.



## Try It Out

Provide participants with writing samples or ask them to bring early writing samples from their work with children. Ask them to work in pairs and use *The Continuum of Literacy Learning* (or the “Early Writing Strategies” form) to determine an instructional focus and find language in the *Prompting Guide, Part 1* that they might use in a writing conference with each child. Save discussion about spelling for Module 7.

## MODULE 7

# *Constructing Words, Monitoring and Correcting Words, and Confirming Word Knowledge*

*Estimated Time: Approximately 1 hour*

### GOAL

Participants will understand that children must develop two general approaches to constructing words in writing: using sound analysis, and using visual analysis. They must also learn to monitor and check one modality against the other, which will sometimes result in self-correcting behavior.

*“The teacher’s role is to . . . support the writer to construct the message. Help her learn a variety of ways to construct words and self-monitor writing.”*

*(Prompting Guide, Part 1, page 23)*

### MATERIALS

- ◆ *The Fountas & Pinnell Prompting Guide, Part 1: A Tool for Literacy Teachers*
- ◆ PowerPoint slides for Module 7
- ◆ Recorded example(s) of shared, modeled, and/or interactive writing
- ◆ Writing samples

### OPTIONAL MATERIALS

- ◆ *The Continuum of Literacy Learning*

### THE BIG PICTURE

In Module 3 participants examined the nine areas of learning for word solving in reading. The ability to solve words is also basic to the act of writing. When writers can employ a flexible range of strategies for constructing words rapidly and efficiently, attention is freed for the message they are composing.

*“Nine areas of learning are critical to developing efficient systems for word solving. Reading and writing require proficiency in all of these areas; any of them can create gaps for children who are struggling in becoming literate.”*

*(When Readers Struggle, page 233)*

If participants have access to *The Continuum of Literacy Learning*, have them jigsaw read and share the nine areas of learning. Alternatively, you can explain and give examples of each area, using the accompanying slides.

Explain that it would be expected that the first eight areas of learning would be addressed systematically by demonstrating and teaching through whole-group and small-group mini-lessons, working with words in isolation, often providing opportunities for children to actively participate in constructing and taking words apart with magnetic letters, on whiteboards, and with games. However, working with words in isolation does not ensure that children will be able to compose words in continuous text. This teaching for, prompting for, and reinforcing problem solving can only be done while readers are constructing messages.

Show an example of shared, interactive, and/or modeled writing. Ask participants to discuss how the teacher demonstrated or supported the children’s ability to construct words.

Provide participants with a writing sample. If they have access to *The Continuum of Literacy Learning*, ask them to scan the grade-level goals for spelling. Go to pages 27–29 in *Prompting Guide, Part 1* to explore language to demonstrate, prompt for, and reinforce each goal. Using the same sample, discuss how you might revisit this writing sample for confirming word knowledge using the language on page 33.

### Try It Out

Provide participants with another writing sample or ask them to bring writing samples from their work with children. Ask them to work in pairs to determine an instructional focus and find language that they might use in a writing conference with each child to:

- ◆ construct words using a sound analysis
- ◆ construct words using a visual analysis
- ◆ monitor and correct words
- ◆ confirm word knowledge

## APPENDIX

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Figure 1: Guide for Observing and Noting Reading Behaviors

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Key: C=Consistent  
P=Partial  
N=Not evident

Guide for Observing and Noting Reading Behaviors	C P N	Notes
<b>1. Early Reading Behaviors</b> <i>Does the reader:</i> <ul style="list-style-type: none"> <li>• Move left to right across a line of print?</li> <li>• Return to the left for a new line?</li> <li>• Match voice to print while reading a line or more of print?</li> <li>• Recognize a few easy high-frequency words?</li> </ul>		
<b>2. Searching for and Using Information</b> <b>Meaning</b> <i>Does the reader:</i> <ul style="list-style-type: none"> <li>• Make meaningful attempts at unknown words?</li> <li>• Use the meaning of the story or text to predict unknown words?</li> <li>• Reread to gather more information to solve a word?</li> <li>• Reread and use the meaning of the sentence?</li> <li>• Reread to search for more details—information, characters, plot?</li> <li>• Reread to gather information to clarify confusions?</li> <li>• Use headings and titles to think about the meaning of a section of text?</li> <li>• Use information in the pictures to help in understanding a text?</li> <li>• Use knowledge of the genre (and its characteristics) to help in understanding a text?</li> <li>• Use knowledge of the genre (and its characteristics) to help in finding information?</li> <li>• Use readers' tools to help in finding information (glossary, index)?</li> </ul> <b>Structure</b> <i>Does the reader:</i> <ul style="list-style-type: none"> <li>• Use knowledge of oral language to solve unknown words?</li> <li>• Reread to see if a word "sounds right" in a sentence?</li> <li>• Reread to correct using language structure?</li> </ul> <b>Visual Information</b> <i>Does the reader:</i> <ul style="list-style-type: none"> <li>• Use the visual information to solve words?</li> <li>• Use the sound of the first letter(s) to attempt or solve a word?</li> <li>• Use some, most, or all of the visual information to solve words?</li> <li>• Use sound analysis to solve a word?</li> <li>• Make attempts that are visually similar?</li> <li>• Use knowledge of a high-frequency word to problem solve?</li> <li>• Search for more visual information within a word to solve it?</li> <li>• Use analogy to solve unknown words?</li> <li>• Use syllables to solve words?</li> <li>• Use prefixes and suffixes to take apart and recognize words?</li> <li>• Use inflectional endings to problem solve words?</li> <li>• Recognize words quickly and easily?</li> <li>• Reread and use the sound of the first letter to solve a word?</li> <li>• Problem solve unknown words quickly and efficiently?</li> <li>• Work actively to solve words?</li> <li>• Use multiple sources of information together in attempts at words?</li> <li>• Use all sources of information flexibly to solve words?</li> <li>• Use all sources of information in an orchestrated way?</li> </ul>		
<b>3. Solving Words</b> <i>Does the reader:</i> <ul style="list-style-type: none"> <li>• Recognize a core of high-frequency words quickly?</li> <li>• Recognize words quickly and easily?</li> <li>• Use a variety of flexible ways to take words apart?</li> <li>• Use the meaning of the sentences to solve words?</li> <li>• Use the structure of the sentence to solve words?</li> <li>• Use some of the visual information to solve words?</li> <li>• Use known word parts to solve words?</li> </ul>		

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Resources

Figure 1: Guide for Observing and Noting Reading Behaviors, *continued*

Key: C=Consistent P=Partial N=Not evident		
Guide for Observing . . . (cont.)	C P N	Notes
<b>3. Solving Words</b> <i>(cont.)</i> <i>Does the reader:</i> <ul style="list-style-type: none"> <li>• Use sound analysis (sounding out)?</li> <li>• Use analogy to solve words?</li> <li>• Make attempts that are visually similar?</li> <li>• Use the sound of the first letter to solve words?</li> <li>• Work actively to solve words?</li> <li>• Use known words or parts to solve unknown words?</li> <li>• Use syllables to problem solve?</li> <li>• Use prefixes and suffixes to take words apart?</li> <li>• Use inflectional endings to take words apart?</li> <li>• Use sentence context to derive the meaning of words?</li> <li>• Use base words and root words to derive the meaning of words?</li> <li>• Make connections among words to understand their meaning?</li> </ul>		
<b>4. Self-Monitoring</b> <i>Does the reader:</i> <ul style="list-style-type: none"> <li>• Hesitate at an unknown word?</li> <li>• Stop at an unknown word?</li> <li>• Stop at an unknown word and appeal for help?</li> <li>• Stop after an error?</li> <li>• Notice mismatches?</li> <li>• Notice when an attempt does not look right?</li> <li>• Notice when an attempt does not sound right?</li> <li>• Notice when an attempt does not make sense?</li> <li>• Reread to confirm reading?</li> <li>• Use knowledge of some high-frequency words to check on reading?</li> <li>• Check one source of information with another?</li> <li>• Check an attempt that makes sense with language?</li> <li>• Check an attempt that makes sense with the letters (visual information)?</li> <li>• Use language structure to check on reading?</li> <li>• Request help after making several attempts?</li> </ul>		
<b>5. Self-Correcting</b> <i>Does the reader:</i> <ul style="list-style-type: none"> <li>• Reread and try again until accurate?</li> <li>• Stop after an error and make another attempt?</li> <li>• Stop after an error and make multiple attempts until accurate?</li> <li>• Reread to self-correct?</li> <li>• Work actively to solve mismatches?</li> <li>• Self-correct errors?</li> </ul>		
<b>6. Maintaining Fluency</b> <i>Does the reader:</i> <ul style="list-style-type: none"> <li>• Read without pointing?</li> <li>• Read word groups (phrases)?</li> <li>• Put words together?</li> <li>• Read smoothly?</li> <li>• Read the punctuation?</li> <li>• Make the voice go down at periods?</li> <li>• Make the voice go up at question marks?</li> <li>• Pause briefly at commas, dashes, and hyphens?</li> <li>• Read dialogue with intonation or expression?</li> <li>• Stress the appropriate words to convey accurate meaning?</li> <li>• Read at a good rate—not too fast and not too slow?</li> </ul>		
<b>7. Other Behaviors</b>		

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Resources

Figure 2: Aiden as a Word Solver

Entry to Kindergarten	<p>✓ <u>am</u> = <u>reading</u> = - I like to read at school.</p> <p>✓ <u>am</u> = <u>writing something</u> = - I like to write at school.</p>	
Early Grade 1	<p>✓ ✓ <u>w.w.v</u> The lion went</p>	
Level B	<p>✓ ✓ <u>road</u> down the path.</p> <p>✓ ✓ ✓ The tiger went</p> <p>✓ ✓ <u>ro/sc</u> down the path.</p> <p><u>the/sc</u> ✓ <u>R</u> ✓ A monkey went</p> <p>✓ ✓ ✓ down the path.</p>	
Mid Grade 1	<p>✓ <u>b.ar.v</u> <u>a.a.v</u> Taco barked again.</p> <p>✓ ✓ ✓ ✓ He barked and barked</p> <p>✓ ✓ ✓ ✓ ✓ at the big red thing.</p> <p>✓ ✓ <u>n.no/nose/A</u> <u>did not/sc</u> <u>st.op v</u> But the noise it didn't stop.</p>	

continues

Figure 2: **Aiden as a Word Solver, *continued***

**End  
Grade 1**

**Level I**

✓ ✓ war. ✓ sunny | sc ✓  
On a warm summer day

✓ ✓ ✓ ✓ s-o-n-g ✓ ✓  
you can hear the sound of bees

✓ ✓ ✓  
in the garden.

✓ ✓ ✓  
Buzz buzz buzz

✓ ✓ ✓  
Little honeybees fly

✓ and | sc ✓ ✓ R  
around the flowers.

✓ ✓ ✓ work. ✓  
These bees are working!

**End  
Grade 2**

**Level N**

✓ th | through | sc ✓ ✓ ✓ ✓  
Chester thought and thought. He needed

✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓  
to put something warm over his ears. A scarf

✓ ✓ ✓ ✓ ✓ ✓ ✓  
was too itchy. What could he use?

✓ ✓ ✓ ✓ ✓ ✓  
Then he had an idea. Socks!

✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓  
He found two socks. Next, he got some

wire | sc ✓ ✓ ✓ throw | sc ✓ ✓ ✓ ✓  
wire and put it through the socks. Then he

tired | sc ✓ ✓ in-ven. ✓ R ✓ ✓ ✓ ✓  
tried on his invention. His ears felt warm.

*continues*



Figure 2: *Aiden as a Word Solver, continued*End  
Grade 3

Level S

✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓  
Jaguars have large heads and powerful jaws that allow them

✓ ✓ fearful/sc/R ✓ ✓ ✓ ✓ ✓  
to be fearsome hunters. They are also skilled

✓ ✓ ✓ ✓ ✓ ✓  
swimmers, able to snatch fish, turtles, and

a/sc ✓ alli-✓/R ✓ ✓ ✓ ✓ ✓  
even small alligators from the water in the

✓ rainy/sc ✓ R ✓ ✓ ✓  
wet rain forests where they live.

End  
Grade 4

Level T

✓ ✓ ✓ ✓ ✓ ✓ ✓ deet-roit/sc ✓  
The year was 1904, and everybody in Detroit had

✓ ✓ ✓ ✓ ✓ ✓ carriage ✓ ✓  
been talking about the horseless carriage that Henry

✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓  
Ford had invented. Ford called it the automobile

✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ received/sc  
because it moved on its own. No horse was required.

✓ ✓ ✓ ✓ ✓ ✓ ✓ require-place/sc  
Ford said that the automobile was going to replace

✓ ✓ ✓ ✓ ✓ ✓ ✓  
the horse and carriage, but most people didn't

✓ ✓  
believe it.

Figure 3: Jenny's Reading Record for *The Loose Tooth**The Loose Tooth* • LEVEL E • FICTION

Recording Form

Student Jenny Grade \_\_\_\_\_ Date \_\_\_\_\_  
 Teacher \_\_\_\_\_ School \_\_\_\_\_

Recording Forms

**Recording Form****Part One: Oral Reading**

Place the book in front of the student. Read the title and introduction.

*Introduction:* Kate had a loose tooth and she tried lots of things to make it come out.  
 Read to find out what happened to Kate's loose tooth.

Sources of Information Used

Page	Text	The Loose Tooth Level E, RW: 198		E			SC		
		E	SC	M	S	V	M	S	V
2	✓ ✓ ✓ ✓ ✓ Kate had a loose tooth. ✓ ✓ ✓ ✓ ✓ Her tooth was <u>very</u> loose.  ✓ ✓ ✓ ✓ ✓ loose Kate played with her tooth. ✓ ✓ ✓ ✓ ✓ But it did not come out.	1							
4	<u>Do not</u> ✓ "Don't play ✓ ✓ ✓ with your tooth," ✓ ✓ ✓ said Kate's mom. ✓ ✓ ✓ "Eat your breakfast."  ✓ ✓ ✓ loose R   SC "I want my tooth ✓ ✓ ✓ to come out," ✓ ✓ ✓ said Kate.	1	1						
Subtotal		2	1						

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Figure 3: Jenny's Reading Record for *The Loose Tooth*, continued

Recording Form		The Loose Tooth • LEVEL E • FICTION							
Part One: Oral Reading <i>continued</i>		Sources of Information Used							
Page	Text	E	SC	E			SC		
				M	S	V	M	S	V
5	<p>✓      ✓</p> <p>"Your tooth</p> <p>✓ <u>come</u> ✓      ✓      ✓</p> <p>will fall out," said Mom.</p> <p>✓      ✓      ✓      ✓</p> <p>Kate wiggled her tooth.</p> <p>✓      ✓      ✓      ✓      ✓      ✓</p> <p>But it did not fall out.</p>	1							
6	<p>✓      ✓      ✓      ✓</p> <p>Kate brushed her teeth</p> <p><u>at 1st</u> after breakfast.</p> <p>✓      ✓      ✓      ✓</p> <p>She wanted her tooth</p> <p>✓      ✓      ✓</p> <p>to come out.</p> <p>✓      ✓      ✓      ✓      ✓</p> <p>She wanted it to come</p> <p>✓      ✓</p> <p>out now.</p>	1							
7	<p>✓      ✓      ✓      ✓</p> <p>She brushed and brushed.</p> <p>✓      ✓      <u>and k/sc</u> ✓</p> <p>She brushed her loose tooth.</p> <p>✓      ✓      ✓      ✓      ✓      ✓</p> <p>But it did not fall out.</p>	1							
Subtotal		2	1						

Figure 3: Jenny's Reading Record for *The Loose Tooth*, continued

Recording Forms

## Recording Form

*The Loose Tooth* • LEVEL E • FICTIONPart One: Oral Reading *continued*

Sources of Information Used

Page	Text	E	SC	E			SC		
				M	S	V	M	S	V
11	<div>✓     ✓     ✓     ✓</div> "Don't wiggle your tooth," <div>✓     ✓</div> said Ben. <div>✓   ✓   ✓   ✓   ✓   ✓</div> "I want to eat my lunch."								
12	<div>✓     ✓     ✓</div> Kate went home. <div>✓     ✓     ✓</div> Her brother played <div>✓   ✓   <u>b</u> ✓</div> with his blocks. <i>looked at picture</i> <div>✓     ✓</div> Kate played <div>✓   ✓   ✓</div> with her tooth.								
13	<div>✓   ✓   ✓   ✓   ✓</div> "It is time to eat," <div>✓     ✓</div> said Mom. <div>✓     ✓     ✓</div> "Come and have <div>✓   <u>S-S</u> ✓</div> some soup."								
Subtotal		0	0						

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APPENDIX

Figure 3: Jenny's Reading Record for *The Loose Tooth*, continued*The Loose Tooth* • LEVEL E • FICTION

Recording Form

Recording Forms

Part One: Oral Reading *continued*

Sources of Information Used

Page	Text	E	SC	E			SC		
				M	S	V	M	S	V
8	✓     ✓     ✓     ✓ Kate   went   to   school. ✓     ✓ She   played ✓     ✓ <u>loose r / sc</u> with   her   tooth ✓     ✓ at   school.		/						
9	✓     ✓     ✓     ✓     ✓ "Don't   play   with   your   tooth," ✓     ✓ <u>t-t</u> ✓ said   Kate's   teacher. <i>looked at picture</i>								
10	✓     ✓ Kate   played ✓     ✓     ✓ with   her   tooth ✓     ✓ at   lunch. ✓     ✓ <u>and r / sc</u> She   wiggled   it ✓     ✓     ✓ and   wiggled   it.		1						
Subtotal		0	2						

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Figure 3: Jenny's Reading Record for *The Loose Tooth*, continued*The Loose Tooth* • LEVEL E • FICTION

Recording Form

Part One: Oral Reading *continued*

Sources of Information Used

Page	Text	E	SC	E			SC		
				M	S	V	M	S	V
14	✓     ✓     ✓     ✓ Kate had some soup. ✓     ✓ She said, ✓     ✓     ✓ <u>AR</u> ✓ "Now I want an apple." ✓     ✓     ✓     ✓     ✓ I want a big, big apple."	1							
15	✓     ✓     ✓     ✓     ✓ Kate took a big, big ✓ <u>R</u> ✓     ✓     ✓ bite of her apple.								
16	✓     ✓ <u>said/sc</u> ✓ "Look, Mom!" Kate said. ✓     ✓     ✓     ✓     ✓ "Look at my tooth now!"	1							
Subtotal		1	1						
Total		5	5						

Recording Forms

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APPENDIX

Figure 4: Ben's Reading Record for *Playing*

## Recording Form

*Playing* • LEVEL B • NONFICTIONStudent Ben Grade \_\_\_\_\_ Date \_\_\_\_\_

Teacher \_\_\_\_\_ School \_\_\_\_\_

## Recording Form

## Part One: Oral Reading

Place the book in front of the student. Read the title and introduction.

*Introduction:* In this book, a girl is playing with lots of different things. Read about all the things she likes to play with. Point under each word as you read.

Sources of Information Used

Page	Text	Playing Level B, RW: 56		E			SC		
		E	SC	M	S	V	M	S	V
2	I like to play with a truck.	✓	✓						
4	I like to play with a car.	✓	✓						
6	I like to play with the ball.	✓	✓						
8	I like to play with my doll.	✓	✓						
Subtotal		1	2						

Figure 4: Ben's Reading Record for *Playing*, continued*Playing* • LEVEL B • NONFICTION

Recording Form

Part One: Oral Reading *continued*

Page	Text	E	SC	Sources of Information Used					
				E			SC		
				M	S	V	M	S	V
10	 I like to play with a train.		1						
12	 I like to play with the airplane plane.		1						
14	 I like to play with a big boat.		1						
16	 I like to play with my dog!								
Subtotal		1	2						
Total		2	4						

points crisply under each word.

Recording Forms

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Figure 5: Laura's Reading Record for *Playing*

## Recording Form

*Playing* • LEVEL B • NONFICTIONStudent Laura Grade \_\_\_\_\_ Date \_\_\_\_\_

Teacher \_\_\_\_\_ School \_\_\_\_\_

## Recording Form

## Part One: Oral Reading

Place the book in front of the student. Read the title and introduction.

*Introduction:* In this book, a girl is playing with lots of different things. Read about all the things she likes to play with. Point under each word as you read.

Sources of Information Used

Page	Text	Playing Level B, RW: 56		E			SC		
		E	SC	M	S	V	M	S	V
2	I like to play with a <u>trucks</u> a truck.	checked picture	2						
4	I like to play with a <u>cars</u> a car.		2						
6	I like to play with the ball.								
8	I like to play with <u>the/sc</u> doll.		1						
Subtotal		4	1						

Figure 5: Laura's Reading Record for *Playing*, continued*Playing* • LEVEL B • NONFICTION

Recording Form

Part One: Oral Reading *continued*

Sources of Information Used

Page	Text	E	SC	E			SC		
				M	S	V	M	S	V
10	✓ ✓ ✓ ✓ I like to play ✓ ✓ <del>to trains</del> with a train.		2						
12	✓ ✓ ✓ ✓ I like to play ✓ ✓ ✓ with the plane.								
14	✓ ✓ ✓ ✓ I like to play ✓ ✓ ✓ with a boat.								
16	✓ ✓ = playing I like to play ✓ ✓ ✓ with my dog!	2							
Subtotal		40							
Total		63							

Recording Forms

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Figure 6: Joey's Reading Record for *The Soccer Game**The Soccer Game* • LEVEL F • FICTION

Student Joey Grade \_\_\_\_\_ Date \_\_\_\_\_

Teacher \_\_\_\_\_ School \_\_\_\_\_

**Recording Form****Part One: Oral Reading**

Place the book in front of the student and read the title.

Sources of Information Used

Page	Text	E	SC	E			SC		
				M	S	V	M	S	V
2	<u>Those</u> ✓ "Let's <u>T</u> play ✓ soccer, <u>Pa</u> ✓ <u>Papa,"</u> <u>T</u> ✓ Sam ✓ said. ✓	2		m	5	v			
3	Sam ✓ was ✓ good ✓ at ✓ soccer. ✓ He ✓ <u>li</u> ✓ liked ✓ to ✓ run ✓ fast. ✓ He ✓ could ✓ jump, ✓ and ✓ <u>he</u> ✓ could ✓ kick ✓ the ✓ ball ✓ into ✓ the ✓ net. ✓	1							
4	✓ <u>went</u> ✓ "I want to play, too," ✓ <u>Jesse</u> <u>T</u> ✓ said. ✓ "You do?" ✓ said ✓ Sam. ✓ Jesse ✓ liked ✓ soccer, ✓ but ✓ he ✓ liked ✓ <u>bugs</u> ✓ more. ✓	1		m	5	v			
Subtotal		5	0	1	3	2	0	0	0

Figure 6: Joey's Reading Record for *The Soccer Game*, continued*The Soccer Game* • LEVEL F • FICTIONPart One: Oral Reading *continued*

Sources of Information Used

Page	Text	E	SC	E			SC		
				M	S	V	M	S	V
5	✓ "Let's      play,      boys," ✓ Papa      said. ✓      ✓      ✓ "See    if    you    can    kick ✓      ✓      ✓      ✓ the    ball    past    me."								
6	✓      ✓      ✓      ✓ Sam    kicked    the    ball, ✓      ✓      ✓      ✓ but    Papa    stopped    it. ✓      ✓      ✓      ✓      ✓ The    ball    didn't    go    in ✓      ✓ the    net.								
7	✓      ✓ Then    Jesse ✓      ✓      ✓ kicked    the    ball, ✓      ✓      ✓      ✓ and    Papa    stopped    it. ✓      ✓      ✓      ✓ "You    have    to    help each    other,    boys," ✓      ✓ Papa    said.	2							
Subtotal		2	0	0	0	1	0	0	0

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Figure 6: Joey's Reading Record for *The Soccer Game*, continued*The Soccer Game* • GREEN SYSTEM LESSON 63 • LEVEL F • FICTIONPart One: Oral Reading *continued*

Sources of Information Used

Page	Text	E	SC	E			SC		
				M	S	V	M	S	V
8	Papa kicked the ball back. Sam had to run to get it. "Come on Jesse." Come and help me," Sam said.	4	3						
9	But Jesse was looking at an ant hill. The ants were red and black. They had six legs.	2		m	s	v	m	s	v
10	Sam yelled, "Get the ball, Jesse!" Jesse looked up.								
Subtotal		7	3	1	3	3	1	0	3

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Figure 6: **Joey's Reading Record for *The Soccer Game*, continued***The Soccer Game* • LEVEL F • FICTIONPart One: Oral Reading *continued*

Sources of Information Used

Page	Text	E	SC	E			SC		
				M	S	V	M	S	V
10 cont.	<u>The</u> <u>ball</u> <u>was</u> <u>coming!</u> <u>At/sc</u> ✓ It was going to roll ✓ over the ants!	4							
11	<u>Jasey</u> ✓ Jesse put his foot out. ✓ He stopped the ball ✓ to save the ants. ✓ Then he kicked the ball ✓ back to Sam.								
12	✓ Sam stopped the ball. ✓ He gave it a <u>hard</u> ✓ kick. ✓ It <u>was</u> ✓ went past Papa. ✓ It went into the net. ✓ "Yes!" <u>said/sc</u> ✓ Sam yelled.	1 1							
Subtotal		6	2	3	3	3	0	0	2

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Figure 6: Joey's Reading Record for *The Soccer Game*, continued*The Soccer Game* • GREEN SYSTEM LESSON 63 • LEVEL F • FICTIONPart One: Oral Reading *continued*

Sources of Information Used

Page	Text	E	SC	E			SC		
				M	S	V	M	S	V
13	✓ "We did it!" ✓ <u>Jasey</u> ✓ <u>Jesse</u> ✓ <u>said</u> .	1							
	✓ "We did it?" ✓ <u>said</u> ✓ <u>sc</u> ✓ Sam said.	1		(M)	(S)	(V)	(M)	(S)	(V)
	✓ <u>it</u> ✓ I kicked	1		(M)	(S)	(V)			
	✓ the ball into the net.								
14	✓ <u>heard</u> ✓ <u>sc</u> ✓ R ✓ You were looking at ants."	1		(M)	(S)	(V)	(M)	(S)	(V)
	✓ "I kicked the ball to you,"								
	✓ <u>Jasey</u> ✓ <u>Jesse</u> ✓ said.								
	✓ <u>were</u> ✓ <u>sc</u> ✓ R ✓ "You just wanted to save your ants," Sam said.	1		(M)	(S)	(V)	(M)	(S)	(V)
15	✓ Papa smiled. ✓ "It was								
	✓ a good kick," ✓ he said.								
	✓ Sam looked at ✓ <u>Jasey</u> ✓ <u>Jesse</u> .								
	✓ "You did help me get								
Subtotal	✓ the ball past Papa,"	2		(M)	(S)	(V)			
	✓ <u>said</u> ✓ <u>Sam</u> ✓ said.			(M)	(S)	(V)			

Figure 6: Joey's Reading Record for *The Soccer Game*, continued*The Soccer Game* • LEVEL F • FICTIONPart One: Oral Reading *continued*

Sources of Information Used									
Page	Text	E	SC	E			SC		
				M	S	V	M	S	V
16	<div>✓    ✓    ✓    ✓    ✓</div> <div>"We    make    a    good    team,"</div> <div>✓    ✓</div> <div>Sam    said.</div> <div>✓    ✓    ✓    <u>Jasey</u>    ✓</div> <div>"Yes    we    do,"    Jesse    said.</div> <div>✓    ✓    ✓    ✓    ✓</div> <div>"You,    me,    and    the    ants!"</div>								
Subtotal		0	0	0	0	0	0	0	0
Totals		25	8	11	15	14	2	1	8

Accuracy Rate	Errors	30 or more	26-29	23-25	20-22	18-19	15-17	12-14	9-11	7-8	4-6	1-3	0
	%	Below 90%	90%	91%	92%	93%	94%	95%	96%	97%	98%	99%	100%

Self-Correction Ratio	$(25 + 8) \div 8$ $(E + SC) \div SC = 1: \underline{4}$
-----------------------	---

Fluency Score	0 ① 2 3
<b>Fluency Scoring Key</b> 0 Reads primarily word-by-word with occasional but infrequent or inappropriate phrasing; no smooth or expressive interpretation, irregular pausing, and no attention to author's meaning or punctuation; no stress or inappropriate stress, and slow rate. ① Reads primarily in two-word phrases with some three- and four-word groups and some word-by-word reading; almost no smooth, expressive interpretation or pausing guided by author's meaning and punctuation; almost no stress or inappropriate stress, with slow rate most of the time. 2 Reads primarily in three- or four-word phrase groups; some smooth, expressive interpretation and pausing guided by author's meaning and punctuation; mostly appropriate stress and rate with some slowdowns. 3 Reads primarily in larger, meaningful phrases or word groups; mostly smooth, expressive interpretation and pausing guided by author's meaning and punctuation; appropriate stress and rate with only a few slowdowns.	



Figure 6: Joey's Reading Record for *The Soccer Game*, continued*The Soccer Game* • GREEN SYSTEM LESSON 63 • LEVEL F • FICTION**Part Two: Comprehension Conversation**

Have a conversation with the student, noting the key understandings the student expresses. Use prompts as needed to stimulate discussion of understandings the student does not express. Score for evidence of all understandings expressed—with or without a prompt. Circle the number in the score column that reflects the level of understanding demonstrated.

Teacher: Talk about what happened in this story.

**Comprehension Scoring Key**

- 0 Reflects **no** understanding of the text. Either does not respond or talks off the topic.
- 1 Reflects **very limited** understanding of the text. Mentions a few facts or ideas but does not express the important information or ideas.
- 2 Reflects **partial** understanding of the text. Includes important information and ideas but neglects other key understandings.
- 3 Reflects **excellent** understanding of the text. Includes almost all important information and main ideas.

Key Understandings	Prompts	Score
<b>Within the Text</b> ✓ Sam and Jesse are playing soccer with their grandpa, whom they call Papa. Sam really likes soccer but Jesse is more interested in bugs than soccer. Scared at first. When they couldn't get the goal - they thought Papa was going to get it Jesse kicks the ball to Sam to save the ants he is looking at, and Sam makes the goal. He (Sam) likes soccer, he (Jesse) likes bugs (points to pictures) Note any additional understandings: they worked as a team	Tell what happens in the story. How do they both feel about soccer? why? What else happens in the story?	0 1 2 (3)
<b>Beyond the Text</b> At first, Sam feels like he made the goal by himself because he says Jesse just kicked the ball to save his ants. No, not at first but then at the end they did He changes his mind because Papa points out that Jesse's kick was a good one. he wasn't helping him, then he helps He says they are a good team because the ants caused Jesse to kick the ball to Sam, and then, Sam scored. Accept any reasonable response such as both boys like to do different things at the park too in A Day at the Park. helping my team in soccer - in gym Note any additional understandings: I'm the goalie; kicked the ball to other players won 4-0	At first, do you think Sam feels like he and Jesse worked together as a team? Why do you think Sam changes his mind? Why does Jesse say that he, Sam and the ants are a good team? Does this remind you of other stories about Sam and Jesse? Talk about how those stories were like this one.	0 1 2 (3)

**Guide to Total Score**

- 6-7 **Excellent** Comprehension
- 5 **Satisfactory** Comprehension
- 4 **Limited** Comprehension
- 0-3 **Unsatisfactory** Comprehension

Subtotal Score: 6 /6Add 1 for any additional understandings: 1 /1Total Score: 7 /7

Figure 7: Six Dimensions Fluency Rubric

Student \_\_\_\_\_ Date \_\_\_\_\_

Six Dimensions Fluency Rubric			
<b>1. Pausing</b> Pausing refers to the way the reader's voice is guided by punctuation (for example, short breath at a comma; full stop with voice going down at periods and up at question marks; full stop at dashes).			
0	1	2	3
Almost no pausing to reflect punctuation or meaning of the text <i>Needs intensive teaching and/or text not appropriate</i>	Some pausing to reflect the punctuation and meaning of the text <i>Needs explicit teaching, prompting, and reinforcing</i>	Most of the reading evidences appropriate pausing to reflect the punctuation and meaning of the text. <i>Needs some prompting and reinforcing</i>	Almost all the reading is characterized by pausing to reflect punctuation and meaning of the text. <i>Teaching not needed</i>
<b>2. Phrasing</b> Phrasing refers to the way readers put words together in groups to represent the meaningful units of language. Sometimes phrases are cued by punctuation such as commas, but often they are not. Phrased reading sounds like oral language, though more formal.			
0	1	2	3
No evidence of appropriate phrasing during the reading <i>Needs intensive teaching and/or text not appropriate</i>	Some evidence of appropriate phrasing during the reading <i>Needs explicit teaching, prompting, and reinforcing</i>	Much of the reading evidences appropriate phrasing. <i>Needs some prompting and reinforcing</i>	Almost all the reading is appropriately phrased. <i>Teaching not needed</i>
<b>3. Stress</b> Stress refers to the emphasis readers place on particular words (louder tone) to reflect the meaning as speakers would do in oral language.			
0	1	2	3
Almost no stress on appropriate words to reflect the meaning of the text <i>Needs intensive teaching and/or text not appropriate</i>	Some stress on appropriate words to reflect the meaning of the text <i>Needs explicit teaching, prompting, and reinforcing</i>	Most of the reading evidences stress on appropriate words to reflect the meaning of the text. <i>Needs some prompting and reinforcing</i>	Almost all of the reading is characterized by stress on appropriate words to reflect the meaning of the text. <i>Teaching not needed</i>
<b>4. Intonation</b> Intonation refers to the way the reader varies the voice in tone, pitch, and volume to reflect the meaning of the text—sometimes called expression.			
0	1	2	3
Almost no variation in voice or tone (pitch) to reflect the meaning of the text <i>Needs intensive teaching and/or text not appropriate</i>	Some evidence of variation in voice or tone (pitch) to reflect the meaning of the text <i>Needs explicit teaching, prompting, and reinforcing</i>	Most of the reading evidences variation in voice or tone (pitch) to reflect the meaning of the text. <i>Needs some prompting and reinforcing</i>	Almost all of the reading evidences variation in voice or tone (pitch) to reflect the meaning of the text. <i>Teaching not needed</i>
<b>5. Rate</b> Rate refers to the pace at which a reader moves through the text—not too fast and not too slow. The reader moves along steadily with few slow-downs, stops, or pauses to solve words. If the reader has only a few short pauses for word solving and picks up the pace again, look at the overall rate.			
0	1	2	3
Almost no evidence of appropriate rate during the reading <i>Needs intensive teaching and/or text not appropriate</i>	Some evidence of appropriate rate during the reading <i>Needs explicit teaching, prompting, and reinforcing</i>	Most of the reading evidences appropriate rate. <i>Needs some prompting and reinforcing</i>	Almost all of the reading evidences appropriate rate. <i>Teaching not needed</i>
<b>6. Integration</b> Integration involves the way a reader consistently and evenly orchestrates rate, phrasing, pausing, intonation, and stress.			
0	1	2	3
Almost none of the reading is fluent. <i>Needs intensive teaching and/or text not appropriate</i>	Some of the reading is fluent. <i>Needs explicit teaching, prompting, and reinforcing</i>	Most of the reading is fluent. <i>Needs some prompting and reinforcing</i>	Almost all of the reading is fluent. <i>Teaching not needed</i>
<b>Guiding Principles for Rating</b> Try to focus on one aspect at a time but give your overall impression.			

Assessing Fluency and Phrasing

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Figure 8: Early Writing Strategies Form

C = Consistent    P = Practicing    N = Not evident		NOTES
1. Writers use language to compose a message.		
2. Writers hear the individual words in a sentence.		
3. Writers use white space to show readers each word in a sentence.		
4. Writers place letters and words on a page to show the kind of writing.		
5. Writers say words slowly to hear each sound.		
6. Writers listen for the order of sounds in each word.		
7. Writers think about the letter or letters that represent each sound.		
8. Writers think about what the letter looks like.		
9. Writers use what they know about how the letter looks to make their forms.		
10. Writers write some words they know quickly to produce the message.		
11. Writers use what they know about words to write new words.		
12. Writers have a variety of ways to construct words.		

Figure 9: Student Writing Samples

Write a letter to someone you know and tell them about something that happened to you. It could be something scary, something funny, something exciting, something sad, or something you learned. Remember to include the following details: who was there, what happened, where and when it happened, and how you felt.

Date Dedrik I had  
 a was night Mar it was  
 I was driving in the site  
 in the hight I saw  
 nighte thay war Followig  
 Me I want om to  
 sleep they nockt my door  
 I told my Dad he lokck  
 how thay went in I was  
 scard thay trap My Brother  
 I trid to hiad that was  
 My drem I hope you have a  
 good day in bosti.

Yves

Figure 9: Student Writing Samples, *continued*

Write a letter to someone you know and tell them about something that happened to you. It could be something scary, something funny, something exciting, something sad, or something you learned. Remember to include the following details: who was there, what happened, where and when it happened, and how you felt.

Dear Ashley, I remember  
our game that we  
played together  
it's fun But I remember  
that the lid fell  
off the toilet  
and it made a big  
noise and we ran  
into the closet  
and Mom screamed.

AJ

Figure 9: Student Writing Samples, *continued*

Write a letter to someone you know and tell them about something that happened to you. It could be something scary, something funny, something exciting, something sad, or something you learned. Remember to include the following details: who was there, what happened, where and when it happened, and how you felt.

Dear Xavier I had And  
 +rOble with my Brotho<sup>l wgs</sup>  
 So dont give me  
 +rOble.  
 Sterling

Dear Abraham, I hoop that  
 you have a good year. I know  
 that you are a large to egg  
 so if you want to go to my  
 brth day party i Well have  
 a salad fore you.

Matthew

Figure 9: Student Writing Samples, *continued*

Write a letter to someone you know and tell them about something that happened to you. It could be something scary, something funny, something exciting, something sad, or something you learned. Remember to include the following details: who was there, what happened, where and when it happened, and how you felt.

Dear Brennan, one time my dog went with my dad to pick up my mom at work. My dad let the dog out first. When they got back from picking up my mom my mom let the dog out. My dog ran to the front gate. There was a skunk by the gate it sprayed her in the eye. She ran back to the back gate with her eye closed. When she came in my mom had to give her a bath. I wanted to laugh but I didn't.

Brandy