Peer-to-Peer Tutoring Instructional Practices Manual for Tutors

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PURPOSE OF MANUAL

The READ USA Peer-to-Peer Tutoring Instructional Practices Manual for Tutors contains established procedures of the peer-to-peer tutoring program. It is intended to serve in defining, understanding, and communicating policies and lesson procedures, identifying responsibilities, and providing guidelines in the performance of specific tasks. The content of this manual should address broad policies that impact various aspects of the lesson framework provided and is not intended as a substitute for the expertise of the site teacher, lead teacher, or staff of READ USA. This manual provides written guidelines, acts as a companion to live or hybrid training modules, and should be used for reference prior to, and once work at the school site begins. The policies and procedures contained in the manual are those policies and procedures of READ USA peer-to-peer tutoring which are unique to the organization, or which appropriately expand upon applicable processes.

Organization of this Manual

This manual is comprised of nine sections: Curriculum, Framework, Lesson Folders, Lessons Up-close, Watching a Full Lesson, Note Taking, Reading Records, Tutorials and Practice, and Resources

- ❖ Curriculum provides a brief description of the materials and products used for the peer-to-peer tutoring program.
- ❖ Framework outlines the flow of a daily lesson.
- ❖ Lesson Folders provides a look at what a full 4-page lesson looks like.
- ❖ Lessons Up-close shows a breakdown of the full lesson piece by piece.
- ❖ Watching a Full Lesson directs the trainee to watch and annotate parts of a lesson through the curriculum website.
- ❖ Note Taking describes and shows an example of the note taking portion of the peer-to-peer program.
- ❖ Reading Records teaches what a reading record is, and how to code a reading record.
- ❖ Tutorials and Practice includes practice sections to accompany online tutorials for the purpose of application of new learning.
- ❖ Resources indicates where the training pieces were appropriated from.

PROGRAM DESCRIPTION

The power of research-backed peer-to-peer tutoring, achieving reading gain goals, the ripple effects of tutors choosing to work in the field of education, to choose to impact the community population they served as a career path, applying the skills they learned to impact their own families and friends,

and breaking the cycle of generational poverty were all stories that resulted from this one game-changing program that happened in one summer. And, now we are expanding for more impact!

Beginning late 2021, READ USA will train, supervise, and lead the largest number of interns from the Mayor's Youth at Work Program, providing intense one-to-one reading tutoring to over 750 struggling elementary student readers during the summer. The teen tutors from under-resourced communities will gain valuable professional experience as they participate in an interview process, training, customer service, and development of workforce skills that transfer to any career path they choose. Further, the literacy impact on teen tutors is immeasurable!

The elementary students will receive daily, intensive one-to-one tutoring focusing on print concepts, phonological awareness, phonics, vocabulary, fluency, comprehension, and writing skills to prevent the summer slide and to set them up for success when the school year starts again. The elementary students will complete pre- and post-assessments to measure literacy growth.

At the end of the program, we will host a free book fair where all students will choose several books to own for an influx of books in the homes of the young students!

READ USA CONTACTS

Chief Executive Officer	Tia Leathers	tia@readusainc.com
Chief Academic Officer	Robert H. Kelly, Ph.D.	rob@readusainc.com
Director of Tutoring	Tabetha Cox, M. Ed.	tabetha@readusainc.com

COLLABORATIONS

READ USA, Inc. works in collaboration with community organizations to provide literacy tutoring for children in elementary school. These collaborations include Mayor's Youth at Work Program, Communities in Schools, Duval County Public Schools, Boys and Girls Club, TEAM UP and Kid's Hope Alliance.

INSTRUCTIONAL GUIDELINES

Lesson Framework

Day 1	Day 2
Familiar Reading (start with this both days) *2 minutes*	
Book Introduction/Reading the Text	Reading Record
Discussing and Revisiting the Text and Comprehension Connections (Within, Beyond, About the Text), and Messages	Book Introduction/Reading the Text
Teaching Point	Discussing and Revisiting the Text and Comprehension Connections (Within, Beyond, About the Text), and Messages
Phonics/Letter and Word Work	Teaching Point
Writing about Reading	Phonics/Letter and Word Work (abbreviated)
	Writing about Reading

43 mins. (Day 1) / 43 mins. (Day 2)

Lesson Materials

- The tutor is responsible for the organization of materials. The teacher is responsible for monitoring organization by tutors.
- Magnetic letters are provided for each tutor. These materials should not be mixed with other sets and the magnetic letters will need to be turned in for inventory at program completion.
- Book has pre-planned lesson the tutors will access from the Amazon Fire Tablet.
- Use provided tutor binder for organization of materials.
- Use provided student journal for phonics and word work, as well as student writing.
- Date all pages of the student journal.

Lesson Materials- Do	Lesson Materials- Don't
Complete all sections of the lesson plan to include writing about reading and note taking in tutor journal	The lesson should be spent engaged in reading books, word work, and writing using the provided curriculum and materials. The tutor may NOT use worksheets or invented activities during tutoring.
Keep students active and engaged in learning during the full 45-minute lesson allotment.	The tutor may NOT help the child complete homework or prepare for tests during the tutoring session.

CURRICULUM

What is Guided Reading?

The *Fountas & Pinnell Classroom™ (FPC) Guided Reading Collection* is a small-group instructional context in which you support each reader's processing of new challenging texts with hundreds of original titles that span text levels A through Z, with an accompanying lesson folder for each title. By guiding students to process a text that is leveled on a gradient of difficulty, you can provide an incremental amount of challenge at each reader's edge of ability to process text.

Who is it for?
The *Fountas & Pinnell Classroom™ Guided Reading Collection* is for our tutors who work to expand and refine children's reading and writing powers in grades K–5. This context is intended for a small group setting for teachers to support each reader's development of their systems of strategic actions for processing new texts at increasingly challenging levels of difficulty. Tutors working for READ USA will not take the place of the classroom teacher but will be able to follow an easy-to-use lesson plan format to deliver challenging reading instruction in a one-to-one setting. The tutor will always have the support and coaching of the Teacher Lead and/or Teacher for guidance and clarification of goals.

What's inside?
Guided Reading Books
1300 original titles that span levels A–Z on the F&P Text Level Gradient™. At the heart of *FPC* are the highest-quality leveled books that captivate and engage the hearts and minds of all students in the classroom.

Guided Reading Lesson Folders
A lesson folder per guided reading title to support teachers in providing high-quality, cutting-edge instruction that engages and extends students' reading, writing, and language skills.

How is it implemented?

Children read a tutor-selected text while the tutor provides teaching and support for reading increasingly challenging texts. These texts are at the children's instructional reading level and the children read the whole text. In guided reading teaching is responsive to individual student strengths and needs.

Grade Level	F&P Book Level Correspondence
Kindergarten	A and B
1st	C-I
2nd	J-M
3rd	N-P
4th	Q-S
5th	T-V

You Will Need

- *The Forever Tree*, Level M

Visit **resources.fountasandpinnell.com** to download online resources to support this lesson, including:
- Recording Form

Book	*The Forever Tree*
Level	M
Author	Marthe Jocelyn
Genre	Nonfiction/Narrative
Series	Old Made New Series

GR | Guided Reading

Goals

Think about the readers and the behaviors and understandings to notice, teach for, and support at Level M in *The Fountas & Pinnell Literacy Continuum*. Select goals that match the needs of your students. The following may be appropriate.

Reading
- Search for and use information in texts with variety in placement of the body of a text, sidebars, and graphics.
- Take apart new words.
- Read with phrasing at a good rate.
- Use a glossary to learn or check the meaning of words (*maple, poem*).
- Notice how a writer uses common connectives to clarify relationships between ideas.
- Understand that photographs add to the ideas and information in a text.
- Infer the larger message, that it's important to honor and remember things that were of value in the past.

Phonics/Letter and Word Work
- Take apart words with the suffix *-er*.

Writing About Reading
- Make connections between the ideas in a text and students' own life experiences.

Analysis of Book Characteristics *The Forever Tree*, Level M

How The Book Works This narrative nonfiction text describes how a famous maple tree in Canada lives on after being toppled during a storm. Photographs, sidebars, and other features support the writer's account of various ways the country chose to honor the fallen tree.

Genre/Form
- Nonfiction
- Narrative
- Series book

Text Structure
- Divided into sections
- Underlying structural patterns (narrative, description, chronological sequence, problem and solution)

Content
- Continued presence of familiar content with more content that goes beyond students' immediate experience (trees, storms, the Forever Tree in Canada)

Themes and Ideas
- Concrete themes close to students' experience (community, creativity)
- Ideas close to students' experience (problem solving)

Language and Literary Features
- Language used to show chronological order (But before anything could be made, the tree had to be cut into smaller pieces.)
- Descriptive language (Thunder boomed, lightning lit up the sky, and the wind blew and blew.)

Sentence Complexity
- Some longer sentences with more than fifteen words and many clauses and phrases (Once the wood was ready, artists and craftspeople had many ideas for how to use it.)

Vocabulary
- Some words that appear in the vocabulary of mature language users (Tier 2) (objects, handmade)

Words
- Many multisyllable words (ordinary, Canadians, beautiful, different)

Illustrations
- Illustrations of the important content and ideas in the text

Book and Print Features
- Table of contents, headings, photos, captions, sidebars, pronunciation guide, map, labels, glossary
- Periods, commas, question marks, and exclamation marks

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Fountas & Pinnell LITERACY
FOUNTAS & PINNELL CLASSROOM

Introducing the Text

Consider the strengths and needs of your readers and the demands of the text as you craft the introduction. The following bulleted items provide an example of one way to introduce the book. The introduction should be interactive and should allow time for students to respond (indicated by ●).

■ *Do you think a tree can last forever? Turn to a partner and share your thoughts.* ● *Today's book is titled* The Forever Tree. *It was written by Marthe Jocelyn. Look at the picture on the front cover. That's the Forever Tree. Does it look like a tree that can last forever?* ● *Talk about your thoughts on that.* ● *This book is part of the Old Made New Series. If students have read other books in the series, have them share what they learned.*

■ *Turn to pages 2 and 3. This section of the book is called "A Stormy Night." What are you thinking?* ● Point out the italics and all-capital letters used to represent sounds on page 2. *Talk about why the writer included the italic words "Rumble. Rumble. Boom!"* ● *How about the word CRASH on page 2?* ● *Who wants to demonstrate how to read that word?* ● *Take a good look at the photograph that runs across the bottom of these pages. Talk about what you notice.* ● *The Forever Tree grew in front of an ordinary home in Toronto, Canada. Find Toronto on the map and put your finger on it.*

■ *Now, turn to pages 4 and 5. The writer says that the tree became famous "because of a song." The man shown in the picture on page 4 wrote a poem about the tree and then turned the poem into a song that became famous in Canada. How do you think people in Canada felt when they learned that the tree had been knocked over in a storm?* ● *Find the two words in bold on page 4. The meanings of words in bold are in the glossary at the back of the book. If you need to look up the meaning of these words or others, you can.*

■ *Now turn to page 7. What's in the pile at the bottom of the pages?* ● *It's sawdust. What's sawdust?* ● *It's the wood chips and shavings that are left after a tree is cut with a saw. You can see even more sawdust page 9. What does the sawdust tell you about what was done with the famous tree?* ● *Do you think the tree was cut into pieces and that was the end of it?* ● *Why do you say that?*

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■ *Return to the beginning of the book and read to find out how a famous tree became the Forever Tree.*

Reading the Text

Students will be reading silently, but you may want to sample the oral reading of a particular student or students.

■ To promote reading with phrasing at a good rate, slide a strip of card left to right across a line of text. *Watch me move my eyes.* Prompt with *Read this smoothly with your eyes.*

■ If a student needs help reading new words, show him how to use a pointer finger or strip of card to look at word parts. Prompt with *Look for a part that can help.*

Supporting English Learners
Support students' understanding of vocabulary and concepts.

● Make sure students understand text features, such as section headings, table of contents, and glossary.
● Support students' understanding of unfamiliar vocabulary, such as *handmade, history, museum,* and *craftspeople.*
● Make sure students understand the concept of a historic tree and the concept of forever.

Prompting Guide, Part 1
Refer to pages 11, 12, 17, and 18 as needed

Supporting English Learners
Help students read fluently.

● Demonstrate how to read a sentence with proper phrasing and rate.
● Have students echo-read the same sentence.
● Prompt students to read the sentence at the proper rate on their own.
● Provide opportunities for students to hear themselves read.

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Introducing the Text

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■ *Do you think a tree can last forever? Turn to a partner and share your thoughts.* ● *Today's book is titled* The Forever Tree. *It was written by Marthe Jocelyn. Look at the picture on the front cover. That's the Forever Tree. Does it look like a tree that can last forever?* ● *Talk about your thoughts on that.* ● *This book is part of the Old Made New Series. If students have read other books in the series, have them share what they learned.*

■ *Turn to pages 2 and 3. This section of the book is called "A Stormy Night." What are you thinking?* ● Point out the italics and all-capital letters used to represent sounds on page 2. *Talk about why the writer included the italic words "Rumble. Rumble. Boom!"* ● *How about the word CRASH on page 2?* ● *Who wants to demonstrate how to read that word?* ● *Take a good look at the photograph that runs across the bottom of these pages. Talk about what you notice.* ● *The Forever Tree grew in front of an ordinary home in Toronto, Canada. Find Toronto on the map and put your finger on it.*

■ *Now, turn to pages 4 and 5. The writer says that the tree became famous "because of a song." The man shown in the picture on page 4 wrote a poem about the tree and then turned the poem into a song that became famous in Canada. How do you think people in Canada felt when they learned that the tree had been knocked over in a storm?* ● *Find the two words in bold on page 4. The meanings of words in bold are in the glossary at the back of the book. If you need to look up the meaning of these words or others, you can.*

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Discussing and Revisiting the Text

Engage all group members in sharing their responses to the book. Encourage them to listen and respond to each other's thinking during the discussion.

■ Invite students to share their thinking about *The Forever Tree*.

■ To encourage discussion, you may want to select from the following questions/prompts or refer to *Prompting Guide, Part 2*:

  • *In this book, the writer tells about an old tree that was special to people in Canada. How did the maple tree come to be called "the Forever Tree"?*

  • *What are two ways that the Forever Tree continues to be useful?*

  • *Talk about the pictures in this book and how they add to the information in it. How did the pictures help you understand what happened to the tree after it fell? Choose a favorite picture in the book. Tell why you like it and what it adds to the story.*

  • *What facts in the book were surprising to you? What else would you like to know about the Forever Tree?*

  • *What is the big idea in this book? Find parts of the book that help support this idea.*

  • *What kind of book is this? How do you know that this book is nonfiction, rather than fiction?*

■ Continue the discussion, guiding students toward the key understandings and the main messages of the text. Some key understandings students may express:

Supporting English Learners

Support students' discussion of the book.

• Provide oral sentence frames for students (e.g., *The tree is known as the Forever Tree because ___. The Forever Tree is still useful because ___ and ___.*).

Thinking *Within* the Text

● The Forever Tree in Toronto, Canada, was the famous subject of a poem and song.

● The old tree was blown down during a storm.

● People in Toronto asked artists to create beautiful objects from the wood of the Forever Tree.

● Artists made the trunk of the tree into a sculpture that depicts Canadian history.

● The wood shavings from the tree became bedding for zoo animals.

Thinking *Beyond* the Text

◆ The storm that knocked down the Forever Tree was very powerful.

◆ The tree was distinctive enough to inspire a poem and then a song.

◆ Only selected artists received wood from the tree.

◆ The artists created both useful and artistic objects from the Forever Tree.

Thinking *About* the Text

■ The book is organized chronologically and has a beginning, a middle, and an end.

■ The title has more than one meaning.

■ The writer uses common connectives to clarify relationships between ideas.

■ The photographs add to the ideas and information in the text.

■ The captions and sidebars complement the body of the text.

MESSAGES A tree can be put to good use after it is no longer alive. A community can unite to find clever solutions to a problem. Visual artists can help communities honor and remember things of value.

Teaching Point

Select a teaching point that will be most helpful to your group of readers. If it's appropriate, use the suggestion below, which supports thinking about the text.

Analyzing: Related Ideas

■ *A writer can present many facts in a nonfiction narrative, but they all relate to a "big idea" that the writer thinks is important. Talk with students about the big idea, or main message, in this book.*

■ *As you look closely at each section of the book, you will notice that the writer uses certain words to connect one idea to the next idea. Words such as before, then, after, because, and so are like stepping stones on a path. They connect ideas and help lead you to the big idea.*

■ *Reread page 7. Find words that the writer used to connect ideas in this section. The words so, but before, and at last help connect the ideas on this page. These words help you understand the steps people took to honor and remember the Forever Tree.*

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Phonics/Letter and Word Work

Help the readers become more flexible with base words and suffixes.

Take Apart Words with the Ending -er

- Write the following words on the whiteboard: *learner, painter, speaker, reader. What do you notice about all these words?* ● They all have the same ending.

- Point to the word *learner. What part in this word do you know?* ● Cover up the ending -er as students identify the base word *learn.* Then, cover *learn* as students identify the ending -er. *How does the -er change the meaning of the word?* ● The ending -er means "a person who does something." Model using *learn* and *learner* in sentences.

- Repeat the process, using guiding questions to help students take apart the remaining words. Invite volunteers to use each word in a sentence.

learner
painter
speaker
reader

📖 Writing About Reading (Optional)

If you choose to have the students write about what they have read, the following is an option.

Independent Writing: Short Write

- Talk with students about the kinds of things that the artists made from the wood from the Forever Tree. *Let's look at pages 10 and 11. Which of these things is your favorite? Why?*

- Turn to page 13. *What do you think about the sculpture made from the tree trunk?*

- Talk with students about other things artists might have made from the Forever Tree. *What would you make with a piece of wood from the Forever Tree?*

- In the Reader's Notebook, *write a few sentences about something you might make with wood from the Forever Tree and why.*

I would make a flute from the Forever Tree. Then, people could play music with the flute. The music would make people happy, like the Forever Tree did.

📚 Assessment

Refer to the goals stated on page 1 of this lesson guide and make notes of behavioral evidence, demonstrating that these goals were achieved.

- Refer to Level M in *The Fountas & Pinnell Literacy Continuum* and note the behaviors and understandings the readers in the group control or need to control. Make notes about what the readers learned how to do and what they need to learn how to do next.

- Use the Recording Form to take a reading record and assess an individual's processing on yesterday's new book. You may want to select a student before or after the lesson, or at some other point in the day, to code the record. After coding the reading, select an immediate teaching point that will be helpful to the particular reader.

Sidebar (left column)

Supporting English Learners
Support students' word work.

- Read aloud the words after writing them. Have students repeat after you.
- Make sure students understand the meaning of each word in the activity.

Supporting English Learners
Support students' independent writing.

- Have students discuss the important ideas in pairs before sharing with the group.
- Provide oral sentence frames for students [e.g., *My favorite part of the story is ___ because ___. I would make a[n] ___ from the tree because ___. I think the sculpture made from the tree trunk is ___ because ___.*].
- Encourage students to use their oral sentence frames for their writing.

Prompting Guide, Part 1
Refer to pages 11, 12, 17, and 18 as needed

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Page 1

- **You Will Need section**- lists the book title, as well as any other materials needed for the instruction part of the lesson. This does not include program specific requirements such as magnetic letters, journals, pens, and materials deemed necessary for implementation of the Tutoring Plan.
- Top Right shows a picture of the book which accompanies the lesson, as well as book title, book level, author, genre, and series (books in a series usually follow a theme or topic.)

- **Goals section**- This section of the lesson plan outlines what the objective of the lesson should focus on. The first part is general language about the text level and needs of the student. Next, each part of the lesson is outlined with bulleted information to review the most effective strategies for teaching this lesson. I like to think, "What is most important in this lesson?"

Analysis of Book Characteristics *The Forever Tree*, Level M

How The Book Works This narrative nonfiction text describes how a famous maple tree in Canada lives on after being toppled during a storm. Photographs, sidebars, and other features support the writer's account of various ways the country chose to honor the fallen tree.

Genre/Form
- Nonfiction
- Narrative
- Series book

Text Structure
- Divided into sections
- Underlying structural patterns (narrative, description, chronological sequence, problem and solution)

Content
- Continued presence of familiar content with more content that goes beyond students' immediate experience (trees, storms, the Forever Tree in Canada)

Themes and Ideas
- Concrete themes close to students' experience (community, creativity)
- Ideas close to students' experience (problem solving)

Language and Literary Features
- Language used to show chronological order (But before anything could be made, the tree had to be cut into smaller pieces.)
- Descriptive language (Thunder boomed, lightning lit up the sky, and the wind blew and blew.)

Sentence Complexity
- Some longer sentences with more than fifteen words and many clauses and phrases (Once the wood was ready, artists and craftspeople had many ideas for how to use it.)

Vocabulary
- Some words that appear in the vocabulary of mature language users (Tier 2) (objects, handmade)

Words
- Many multisyllable words (ordinary, Canadians, beautiful, different)

Illustrations
- Illustrations of the important content and ideas in the text

Book and Print Features
- Table of contents, headings, photos, captions, sidebars, pronunciation guide, map, labels, glossary
- Periods, commas, question marks, and exclamation marks

- **Analysis of Book Characteristics section**- is accessible to tutors for the purpose of previewing how the book works. This section is divided into categories that are helpful for discussing important words to the main ideas and key concepts throughout the text. In the beginning, we will provide you with assessment data and your site teachers will help you decide what section to focus on, should you need guidance. As the program progresses, Tutors and Teachers will work together to determine which sections should be continued, and which sections should be added to the focus of the lesson.

Introducing the Text

Consider the strengths and needs of your readers and the demands of the text as you craft the introduction. The following bulleted items provide an example of one way to introduce the book. The introduction should be interactive and should allow time for students to respond (indicated by ●).

■ *Do you think a tree can last forever? Turn to a partner and share your thoughts.* ● *Today's book is titled* The Forever Tree. *It was written by Marthe Jocelyn. Look at the picture on the front cover. That's the Forever Tree. Does it look like a tree that can last forever?* ● *Talk about your thoughts on that.* ● *This book is part of the Old Made New Series. If students have read other books in the series, have them share what they learned.*

■ *Turn to pages 2 and 3. This section of the book is called "A Stormy Night." What are you thinking?* ● *Point out the italics and all-capital letters used to represent sounds on page 2. Talk about why the writer included the italic words "Rumble. Rumble. Boom!"* ● *How about the word CRASH on page 2?* ● *Who wants to demonstrate how to read that word?* ● *Take a good look at the photograph that runs across the bottom of these pages. Talk about what you notice.* ● *The Forever Tree grew in front of an ordinary home in Toronto, Canada. Find Toronto on the map and put your finger on it.*

■ *Now, turn to pages 4 and 5. The writer says that the tree became famous "because of a song." The man shown in the picture on page 4 wrote a poem about the tree and then turned the poem into a song that became famous in Canada. How do you think people in Canada felt when they learned that the tree had been knocked over in a storm?* ● *Find the two words in bold on page 4. The meanings of words in bold are in the glossary at the back of the book. If you need to look up the meaning of these words or others, you can.*

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■ *Take a look at page 8. The girl is helping her father carry a piece of wood from the Forever Tree. Does that change your thinking about what was done with the tree after it was cut into pieces?* ● *Talk about what the girl's father might do with that piece of the tree.*

■ *Return to the beginning of the book and read to find out how a famous tree became the Forever Tree.*

Supporting English Learners

Support students' understanding of vocabulary and concepts.

● Make sure students understand text features, such as section headings, table of contents, and glossary.

● Support students' understanding of unfamiliar vocabulary, such as *handmade, history, museum,* and *craftspeople.*

● Make sure students understand the concept of a historic tree and the concept of forever.

- **Introducing the Text section**- is vitally important to the reading process. The tutor words appear in italics. It is best to adhere to the discussion questions and genuinely listen to the student responses. In this section, the tutor introduces parts of the text. The student participates in a book walk discussing text features, vocabulary, pictures, predictions, and noticing special areas of the book. The student and tutor interaction with the book should spark interest and encourage anticipation. At the end of the book introduction, the student is given a job to do while they read. Educators call this "reading for it". The statement may be something like, "Return to the beginning of the book and read to find out...." This is the student's job during reading. After stating what the student should do, see if they are able to repeat your direction about their job. This might sound like, "what will you need to look for during reading?"

Reading the Text

Students will be reading silently, but you may want to sample the oral reading of a particular student or students.

- To promote reading with phrasing at a good rate, slide a strip of card left to right across a line of text. *Watch me move my eyes.* Prompt with *Read this smoothly with your eyes.*

- If a student needs help reading new words, show him how to use a pointer finger or strip of card to look at word parts. Prompt with *Look for a part that can help.*

Supporting English Learners
Help students read fluently.

- Demonstrate how to read a sentence with proper phrasing and rate.
- Have students echo-read the same sentence.
- Prompt students to read the sentence at the proper rate on their own.
- Provide opportunities for students to hear themselves read.

- **Reading the Text section**- will give the tutor a look at what the student will be doing during the reading time. Students should read aloud during one-to-one tutoring. Tutors may use strategies included in this section to listen to and assist with the reading process.

Discussing and Revisiting the Text

Engage all group members in sharing their responses to the book. Encourage them to listen and respond to each other's thinking during the discussion.

- Invite students to share their thinking about *The Forever Tree.*

- To encourage discussion, you may want to select from the following questions/prompts or refer to *Prompting Guide, Part 2:*

  - *In this book, the writer tells about an old tree that was special to people in Canada. How did the maple tree come to be called "the Forever Tree"?*

  - *What are two ways that the Forever Tree continues to be useful?*

  - *Talk about the pictures in this book and how they add to the information in it. How did the pictures help you understand what happened to the tree after it fell? Choose a favorite picture in the book. Tell why you like it and what it adds to the story.*

  - *What facts in the book were surprising to you? What else would you like to know about the Forever Tree?*

  - *What is the big idea in this book? Find parts of the book that help support this idea.*

  - *What kind of book is this? How do you know that this book is nonfiction, rather than fiction?*

- Continue the discussion, guiding students toward the key understandings and the main messages of the text. Some key understandings students may express:

Supporting English Learners
Support students' discussion of the book.

- Provide oral sentence frames for students [e.g., *The tree is known as the Forever Tree because ___. The Forever Tree is still useful because ___ and ___.*].

Thinking **Within** the Text	Thinking **Beyond** the Text	Thinking **About** the Text
• The Forever Tree in Toronto, Canada, was the famous subject of a poem and song.	• The storm that knocked down the Forever Tree was very powerful.	■ The book is organized chronologically and has a beginning, a middle, and an end.
• The old tree was blown down during a storm.	• The tree was distinctive enough to inspire a poem and then a song.	■ The title has more than one meaning.
• People in Toronto asked artists to create beautiful objects from the wood of the Forever Tree.	• Only selected artists received wood from the tree.	■ The writer uses common connectives to clarify relationships between ideas.
• Artists made the trunk of the tree into a sculpture that depicts Canadian history.	• The artists created both useful and artistic objects from the Forever Tree.	■ The photographs add to the ideas and information in the text.
• The wood shavings from the tree became bedding for zoo animals.		■ The captions and sidebars complement the body of the text.

MESSAGES A tree can be put to good use after it is no longer alive. A community can unite to find clever solutions to a problem. Visual artists can help communities honor and remember things of value.
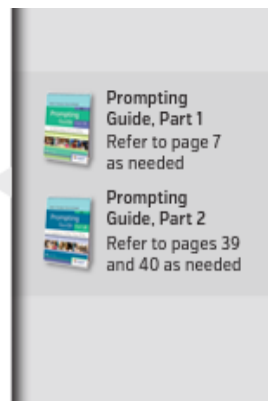
- **Discussing and Revisiting the Text section**- is approached after the first full read of the text. The bulk of the lesson time is spent digging deep into the text with the questions posed here. The three-section diagram is provided to assist the tutor in focusing the discussion on key elements discovered and explored during the reading part of the lesson. Tutors may notice a deficiency in one or more of the sections. Sometimes, these questions feel difficult for the student. It is ok to feel challenged because this is how the student grows! As reading proficiency increases, the tutor eases off the conversation and encourages the student to lead discussion about the text. The tutor should be looking for key understandings about the text and encouraging students to discuss and expand on their own thinking. The "messages" statement under the diagram is related to the theme of the text. See if the student can express the problem and what they can learn and apply to their own life from what the characters experienced in the book.

Teaching Point

Select a teaching point that will be most helpful to your group of readers. If it's appropriate, use the suggestion below, which supports thinking about the text.

Analyzing: Related Ideas

- A writer can present many facts in a nonfiction narrative, but they all relate to a "big idea" that the writer thinks is important. Talk with students about the big idea, or main message, in this book.

- As you look closely at each section of the book, you will notice that the writer uses certain words to connect one idea to the next idea. Words such as before, then, after, because, and so are like stepping stones on a path. They connect ideas and help lead you to the big idea.

- Reread page 7. Find words that the writer used to connect ideas in this section. The words so, but, before, and at last help connect the ideas on this page. These words help you understand the steps people took to honor and remember the Forever Tree.

Prompting Guide, Part 1
Refer to page 7 as needed

Prompting Guide, Part 2
Refer to pages 39 and 40 as needed

- **Teaching Point**- is included in the lesson plan to help the tutor spotlight an important point associated with the book. This is something the tutor teaches rather than asking the student to give input before teaching. Your teacher will be able to guide and support you.

Phonics/Letter and Word Work

Help the readers become more flexible with base words and suffixes.

Supporting English Learners
Support students' word work.

- Read aloud the words after writing them. Have students repeat after you.
- Make sure students understand the meaning of each word in the activity.

Take Apart Words with the Ending -er

- Write the following words on the whiteboard: learner, painter, speaker, reader. What do you notice about all these words? ● They all have the same ending.

- Point to the word learner. What part in this word do you know? ● Cover up the ending -er as students identify the base word learn. Then, cover learn as students identify the ending -er. How does the -er change the meaning of the word? ● The ending -er means "a person who does something." Model using learn and learner in sentences.

- Repeat the process, using guiding questions to help students take apart the remaining words. Invite volunteers to use each word in a sentence.

learner
painter
speaker
reader

- **Phonics/Letter and Word Work-** This section will concentrate on an interactive activity the students will complete to learn more about how letters, word parts, and words work in language. Students usually enjoy this section because they get to write in their journals, interact with letters or cards, and discover word functions. It is important to stay on pace since interactive activities can be lengthy. Using a timer may help with this.

Supporting English Learners

Support students' independent writing.

- Have students discuss the important ideas in pairs before sharing with the group.
- Provide oral sentence frames for students (e.g., *My favorite part of the story is ___ because ___. I would make a[n] ___ from the tree because ___. I think the sculpture made from the tree trunk is ___ because ___.*).
- Encourage students to use their oral sentence frames for their writing.

Writing About Reading (Optional)

If you choose to have the students write about what they have read, the following is an option.

Independent Writing: Short Write

- Talk with students about the kinds of things that the artists made from the wood from the Forever Tree. *Let's look at pages 10 and 11. Which of these things is your favorite? Why?*
- *Turn to page 13. What do you think about the sculpture made from the tree trunk?*
- Talk with students about other things artists might have made from the Forever Tree. *What would you make with a piece of wood from the Forever Tree?*
- In the *Reader's Notebook*, write a few sentences about something you might make with wood from the Forever Tree and why.

> I would make a flute from the Forever Tree. Then, people could play music with the flute. The music would make people happy, like the Forever Tree did.

- **Writing About Reading-** This section gives the student the opportunity to extend their understanding by writing about what they have read in the book. Please encourage students to use complete sentences with proper grammar, punctuation, capitalization, usage, and spelling. Although this section says (Optional), <u>the writing portion of the lesson is not optional for this tutoring program.</u> Students may struggle to provide enough details or write in complete thoughts. Encourage the student to reread what they wrote when they finish. Does their response answer the question(s) posed? Does the writing look right (left to right from line to line), sound right (the writing should sound complete and conversational when reading), and does it make sense (did the student use the correct words and sentence structure)? The writing about reading section allows the student to apply and synthesize the concepts from the text using comprehension. To accomplish this, here are some writing strategies for reference.

Composing a Written Message-

Composing a written message encourages the student to have ideas, formulate a message from the reading, search for ways to record their message, monitor the production of their message (self-checking and correcting) and reading the recording of their ideas on paper.

Teaching a writer to compose "stories" (sentences) allows them to bring together ideas, a message of their own about the text they've read, search for ways to record their message, monitor the production of the message, and read what they recorded.

Composing a written message must be taught and does not come naturally to the reader. The process includes teaching them to think about the ideas in their head, speak the ideas as words, and finally, print and reread the message to make sure it sounds right and makes sense.

It is ok to create opportunities where you write about the things that interest the child at first. This method is called 'Roaming around the known'. Acting as a scribe who writes down your student's ideas and interests, and then encouraging the student to write allows the child to feel more in control of the writing process. Once the child writes, reread the story so they can connect that from their own ideas, stories can be created and messages can be written and read.

After about a week or two, the responsibility of composing and constructing a sentence or two shifts to the student.

Moving into instruction: shift the responsibility for writing to the student-

Support the student by extending language knowledge-

- Speak and listen to the student's responses
- Writing down phrases, stories, or messages you hear from the student
- Read what someone else has written and talk about what you see and what the student notices about the writing.

The best way to encourage a child to compose a message is through conversation about the topic. Through this conversation, the tutor can encourage the child to put thoughts into words, answer questions, notice, and construct a sentence based on those words.

Simple to complex sentences- the tutor will encourage the student to say more through their writing. When we ask the student, "what else can you add to that?" or "how can you say more about that detail?" the student is prompted to expand on their thoughts in the form of writing. In the beginning, a student's written response might look like the sentence from Lesson 1. After some time and practice, students will be able to expand and explain with even more detail.

Lesson number	Student's writing	Student's writing after some discussion
Lesson 1	I love my family	I love my family.
Lesson 15	I played outside with Jo.	I played outside with Jo and did a trick.
Lesson 32	Grandpa took us to the fire station.	When Grandpa took us to the fire station, we had a ride on the fire truck.

| Lesson 65 | I got a bee sting on my foot. | Three days ago, I got a bee sting on my foot when I was playing outside. |

Teaching how to Compose Writing-

Invite the child to compose a story following the prompts in the lesson plan.

First, talk with the child. Start a brief, genuine conversation about the topic/text. The child should take the initiative with their thoughts, ideas, and noticings about the text. The tutor can guide this with open-ended questions.

1. What did you notice from the book?
2. Elaborate a little on the child's ideas. (Say a little more about it, or clarify their thinking)
3. Make only minimal changes through discussion.
4. Ask- What could you write about that?
5. Before writing begins, encourage the student to tell you what he wants to write.

This is not a time to correct grammar. The tutor should use the correct grammar with modeled input so the appropriate model for the student is always provided. The tutor may annotate or take note of what bothersome writing behaviors so that can be a teaching point later.

Over time you will notice the child becoming more competent with their composition skills. This will be evident as the child moves from composing words in simple sentences then more complex sentences. You will also notice a student writing faster with less help and constructing a more interesting story. As this change occurs, the tutor will gradually provide less support to the writer.

Constructing a "story" during writing about reading

In early lessons, teacher contribution is high. The tutor or teacher will lead discussion, ask questions, and even clarify. As time continues, the learner should begin to ask the questions, make reflections, and lead discussions about the text. As this evolution occurs, the tutor judges whether the student needs to try out a word before writing it. The tutor can encourage the writer to try it, or even give the writer a challenging word to copy and include in their writing. The tutor should lift the challenge for the student daily. This is where modeling of grammar, usage, punctuation, and capitalization are expected to be practiced. Using some more complex vocabulary as part of the written response is highly encouraged.

To reference Marie M. Clay, towards the end of a lesson series the child

- needs less teacher help on new words he must work out and incorporate for himself.
- Can write an increasing proportion of words independently

- Is gaining more control of the spelling combinations of English vowels from both reading and writing experiences, and
- Writes increasingly long and complex sentences, as if this were a challenge.

Finally, as instruction and practice continue, the child should have fluent control of these practical aspects of story production and will be ready to blossom into producing stories of greater length and quality.
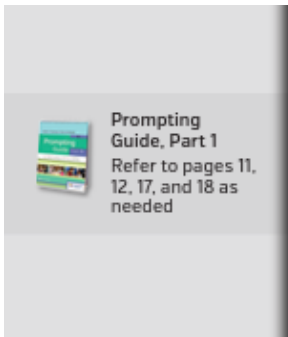
Prompting Guide, Part 1 Refer to pages 11, 12, 17, and 18 as needed	**Assessment** Refer to the goals stated on page 1 of this lesson guide and make notes of behavioral evidence, demonstrating that these goals were achieved. ■ Refer to Level M in *The Fountas & Pinnell Literacy Continuum* and note the behaviors and understandings the readers in the group control or need to control. Make notes about what the readers learned how to do and what they need to learn how to do next. ■ Use the Recording Form to take a reading record and assess an individual's processing on yesterday's new book. You may want to select a student before or after the lesson, or at some other point in the day, to code the record. After coding the reading, select an immediate teaching point that will be helpful to the particular reader.

Assessment- suggests reference to *The Fountas and Pinnell Continuum*. The teacher at your school site will help you with this section.

WATCH A FULL LESSON

Now we will watch a full lesson called, "Life in the Redwood Forest" Level P. During this 25-minute video, we will stop and discuss, as well as answer lingering questions about the guided reading process. A note taking section is provided for you, as well as the full lesson plan following the note taking section.

Note taking page

You Will Need

• *Life in the Redwood Forest*, Level P

Visit **resources.fountasandpinnell.com** to download online resources to support this lesson, including:
• Recording Form

Book	*Life in the Redwood Forest*
Level	P
Author	Joanna Solins
Genre	Nonfiction/Expository
Series	From Leaves to Trees Series
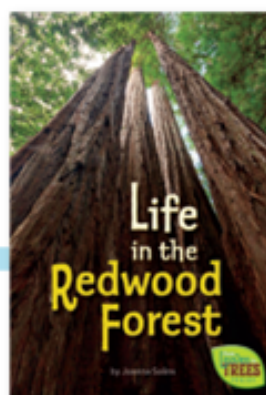
Goals

Think about the readers and the behaviors and understandings to notice, teach for, and support at Level P in *The Fountas & Pinnell Literacy Continuum*. Select goals that match the needs of your students. The following may be appropriate.

Reading
- Search for information in graphics.
- Use organizational tools and text resources to search for information.
- Take apart new words.
- Notice punctuation and reflect it with the voice.

- Understand content-specific words using a glossary (*habitat, canopy, decompose*).
- Talk about book features (table of contents, headings, illustrations, sidebars, map).
- Infer the message in the text, that all living things need water, food, and a place to live.

Word Work
- Recognize and use the prefix *un-*.

Writing About Reading
- Select and include appropriate details when summarizing a section of the text.

Analysis of Book Characteristics *Life in the Redwood Forest*, Level P

How The Book Works This expository text explains how and why the redwood forest trees are important to the survival of diverse life forms. The book is organized into five categories and includes headings, sidebars, full-page photographs with captions, small photographs with labels, a map, bold vocabulary words, and a glossary.

Genre/Form
- Nonfiction
- Expository
- Series book

Text Structure
- Book divided into sections
- Underlying structural patterns (categorical, description, cause and effect, problem and solution, question and answer)

Content
- Content that goes beyond students' immediate experience (redwood forest)

Themes and Ideas
- Deeper meaning applicable to important human problems and social issues (environment, habitats)

Language and Literary Features
- Language used to show temporal sequence (during, then)

- Descriptive language that is important to understanding place (The damp fog gets caught in their branches as it passes through the forest.)

Sentence Complexity
- Variation in sentence length and structure
- Some sentences beginning with phrases or subordinate clauses (When the leaves decompose, they turn into soil.)

Vocabulary
- Some words particular to a discipline (habitat, climate, canopy)
- New vocabulary that requires strategic action to understand (climate, fungus, groves)

Words
- Verbs with inflectional endings (takes, passes, rotting)

- Adjectives with comparative endings (taller, smaller)
- Wide range of contractions

Illustrations
- A range of graphics that add information and support the readers' interpretation of the text (photographs with captions and labels, map, diagrams).

Book and Print Features
- Captions that provide important information
- Print placed in sidebars and graphics that provide important information
- Title, table of contents, sidebar
- Glossary
- Periods, commas, question marks, exclamation marks, quotation marks, and ellipses

1

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Introducing the Text

Consider the strengths and needs of your readers and the demands of the text as you craft the introduction. The following bulleted items provide an example of one way to introduce the book. The introduction should be interactive and should allow time for students to respond (indicated by ●).

■ *This nonfiction book is titled* Life in the Redwood Forest. *It was written by Joanna Solins. The redwoods are very tall trees. Have you ever seen trees this tall?* ● *What are you thinking about those trees? This book is part of the Leaves to Trees Series. If students have read other books in the series, have them share what they learned.*

■ *Read aloud "Awesome Redwoods" on the back cover of the book. How do you think Joanna Solins feels about redwood trees?* ● *What lets you know that?*

■ *Turn to pages 2 and 3. The first section is called "The Tallest Trees." On page 2, the writer calls these trees "giant." The same page includes the bold word* habitat. *Say the word* habitat *and clap it.* ● *Put your finger under it. You can look up bold words in the glossary. Look for* habitat *in the glossary on page 16. What does* habitat *mean?*

■ *As in many nonfiction books, illustrations, photographs, and sidebars appear in this text. Look at the illustration on page 2. What idea does it show?* ● *Now, read the sidebar on page 3. In sidebars, writers often provide extra information that relates to the text. Here, you can learn about trees that are relatives of Coast Redwoods.*

■ *Turn to pages 4 and 5. What does the map on page 4 show?* ● *What do you notice in the big photo on page 5?* ● *The writer tells us redwood trees use moisture from fog. What letter would you expect to see first in the word* moisture? ● *Find and read the word* moisture *on page 4.*

■ *On pages 8 and 9, you'll read about the homes in the sky provided by redwoods. Look at the photograph on page 8. Notice the photos in the circles. Use the labels to tell what plants these pictures show.* ● *These plants grow on redwood trees!*

■ *Look over page 9 and find the words in bold print. The first word is* canopy. *Say* canopy. ● *The second word is* decompose. *Say and clap* decompose. ● *The writer defines these words on the page, so pay careful attention as you read the words and sentences around them. Where else could you find definitions of these words?*

■ *Now, return to the beginning and read* Life in the Redwood Forest. *As you read, think about the importance of the redwood forests to other forms of life.*

Reading the Text

Students will be reading silently, but you may want to sample the oral reading of a particular student or students.

■ Tell students that they need to read the punctuation as they read. *Change your voice when you see the marks on the page.* Model reading aloud a page of the text. Then, prompt for reflecting punctuation with the voice with *Make your voice read the punctuation.*

■ Prompt for taking apart new words to solve them. For example: *Look for a part that can help. Where can you break it?* Reinforce with language such as *You looked at the parts.*

Discussing and Revisiting the Text

Engage all group members in sharing their responses to the book. Encourage them to listen and respond to each other's thinking during the discussion.

- Invite students to share their thinking about *Life in the Redwood Forest*.

- To encourage discussion, you may want to select from the following questions/prompts or refer to *Prompting Guide, Part 2*:

  - *Talk about any new or surprising information you found in this book.*

  - *Reread pages 12 and 13. Do you think the title of this section fits? Talk about that.*

  - *The writer uses words that show how she feels about redwood trees. What clues in the text on page 14 tell you how she feels? What does the author want her readers to know?*

  - *The writer says that the largest remaining groves of ancient redwoods are protected in special parks. Talk about why these trees should be protected.*

  - *We've said this book is nonfiction. What makes it nonfiction?*

- Continue the discussion, guiding students toward the key understandings and the main messages of the text. Some key understandings students may express:

Supporting English Learners

Support students' discussion of text.

- Help students by providing an oral sentence frame to tell new information, such as *I was surprised to learn that ___.*

- Have students use illustrations or photos to support their ideas.

Thinking *Within* the Text

- Redwoods are giant trees that are found naturally along the west coast of the United States and are now planted in other countries.
- Redwoods provide moisture, food, and shelter for animals and other plants.
- Even in death, redwood trees provide homes and food for living redwoods and other plants and animals.
- Redwood forests are protected in special parks, such as Redwood National Park.

Thinking *Beyond* the Text

- Redwood forests form the basis of a complex habitat.
- All living things need food, water, and a place to live.
- Redwood forests are interesting and amazing places.
- Living things depend on other living things for survival.

Thinking *About* the Text

- The writer organizes this text categorically, using headings and supporting details.
- The photographs and other text features support and extend meaning.
- The writer uses text features such as sidebars and diagrams to make information easily accessible.
- The glossary clarifies the meaning of scientific terms.

MESSAGES Some living things can become habitats that help other forms of life survive. Just like humans, other living things need water, food, and a place to live.

Teaching Point

Select a teaching point that will be most helpful to your group of readers. If it's appropriate, use the suggestion below, which supports thinking within the text.

Searching for and Using Information: Use Text Features and Graphics

- *Nonfiction books often have special features to make information easy to find and understand. Life in the Redwood Forest begins with a table of contents that helps readers find information quickly and easily. Look at the table of contents. Where would you look in the book if you wanted to learn about animals that make their homes in redwood trees?*

- *Some other features add information and make ideas clear. Look at the map on page 4. What idea does this explain?*

- *The glossary also supports understanding. Have students select a bold word and guide them in using the glossary to clarify meaning.*

- Have students identify other text features, such as captions and labels, and their purposes.

Word Work

Help the readers become more flexible with the prefix *un-*.

Recognize and Take Apart Words with the Prefix *un-*

- Write the following words on the whiteboard: *unkind, unpack, unhappy, unwrap.* *What do you notice about all these words?* ● *They all have the prefix un- before the base word. A prefix, or beginning word part, can change the meaning of a word. What does the prefix un- mean?* ● *The prefix un- means "not."*

- Let's read the first word. Run your finger under the word *unkind* and read it with students. Then, cover the prefix *un-. What is the base word?* ● *What does kind mean?* ● *Uncover un-. What does unkind mean?*

- Look at the next word and read it with me. Repeat the procedure with the remaining words.

📓 Writing About Reading (Optional)

If you choose to have the students write about what they have read, the following is an option.

Independent Writing: Summarizing

- To help the students practice summarizing the main idea in a nonfiction book, start by having them choose a section to write about.

- *After you've chosen a section, write the heading on a new page in the* Reader's Notebook. *Below the heading, write the important information from the section. Then summarize the information in a sentence or two.*

- Have volunteers read their summary sentences aloud.

Rain Makers

Redwoods can make rain.
They help smaller plants.
They help animals.
Redwood trees help other plants
and animals survive.

📖 Assessment

Refer to the goals stated on page 1 of this lesson guide and make notes of behavioral evidence, demonstrating that these goals were achieved.

- Refer to Level P in *The Fountas & Pinnell Literacy Continuum* and note the behaviors and understandings the readers in the group control or need to control. Make notes about what the readers learned how to do and what they need to learn how to do next.

- Use the Recording Form to take a reading record and assess an individual's processing on yesterday's new book. You may want to select a student before or after the lesson, or at some other point in the day, to code the record. After coding the reading, select an immediate teaching point that would be helpful to the particular reader.

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Assessment

- A team of educators will conduct pre-assessments of the child's strengths and needs in literacy learning with phonological awareness, phonics, vocabulary, comprehension, and fluency.

- Using the information gathered from the assessments, the tutor will plan individual literacy tutoring for the child using the materials provided.

- A team of educators will conduct post-assessments of the child's progress in literacy learning with phonological awareness, phonics, vocabulary, comprehension, and fluency.

READING RECORDS

What is a reading record?

A *reading record,* sometimes called a *running record*, is an assessment that provides a measure of continual reading progress. It provides information about reading behaviors, comprehension, and words in isolation.

Purpose

The purpose of a reading record is to collect information that will inform you of the next steps in tutoring a student. When the information taken from a reading record is used to determine the child's need, the tutor can advance the effectiveness of the reading time.

For this program, reading records are taken 2 times weekly (every other day) to capture the progress of the reader and inform the tutor.

Process and Coding of a Reading Record

A reading record is intended to be given after the child has read through the text at least once. The student should be familiar with the words, phrases, elements, and concepts of the lesson. "This seen text will provide evidence of how the reader is bringing different processes and knowledge together." (Clay, 2019). When sitting down with your student for a reading record assessment, the tutor will code the text in the following way.

Accurate reading	✓ ✓ ✓ ✓ ✓ ✓ One morning, Bertha heard strange sounds. ✓ ✓ ✓ ✓ ✓ ✓ The sounds were very, very loud.
Error (substitution)	✓ ✓ ✓ ✓ ✓ ✓ One morning, Bertha heard strange sounds. ✓ ✓ are ✓ ✓ ✓ The sounds were very, very loud.
Error (omission)	✓ ✓ ✓ ✓ ✓ ✓ One morning, Bertha heard strange sounds. ✓ ✓ ✓ ✓ ✓ — The sounds were very, very loud.
Error (insertion)	✓ ✓ ✓ ✓ ✓ ✓ One morning, Bertha heard strange sounds. ✓ ✓ ✓ really ✓ ✓ The sounds were ∧ very, very loud.

- A check mark symbol will show that the student can read the word accurately.
- A slash mark placed through the word shows that the student made an error in reading the word.
- If a substitution is made (the reader says a different word than what is written), write the word above.
- **Accurate rereading of a word or phrase IS NOT an error. If the student reads with an error, then goes back on their own to read it again and read the word or phrase accurately, this is not counted as an error.**

The Lead Teacher will assist tutors with interpreting the reading record and determining next steps (goals) for the student. Teachers can refer to _The Fountas and Pinnell Literacy Continuum_ section titled, "Guided Reading" in the parts called, "Readers at level _____".

Below is an example of what the reading record will look like after you mark on it based on the student's reading. Notice the tutor had time to write the word "tornado" over the word "Toronto". There are 2 other errors from page 3. The tutor either did not have time to write the word error, or the student did not attempt a word.

Now that you are more familiar with the purpose and process of a reading record, we will look at reading record analysis. To analyze a student's reading behaviors on a reading record, you will first score the record based on number of errors.

Accuracy Rate- When analyzing the student reading from the reading record, the tutor will concentrate on two areas. First, mark accuracy (number of errors in top row, percentage of accurate words read in bottom row). As you see here, the student's accuracy was 98% since they read between 4 and 6 errors in all. The text would prove too difficult if the accuracy was 95% or below. This would

mean that the student had too many errors for this text level. If a student reads below 95% accuracy, this text is too difficult and will affect comprehension (a student's understanding about what they read).

Fluency Score- When analyzing the fluency score, read the descriptions provided on the reading record. To help, we can analyze fluency like this:

0	The student is not able to read the text. The student may have to decode or guess words one at a time.
1	The student needs a lot of help with this text. The student may sound robotic and may pause a lot to figure out words. Reading is not smooth.
2	The student needs a little bit of help with a few words and is expressive. The reading is generally smooth.
3	The student needs no help and sounds great during reading.

Accuracy Rate	Errors	14 or more	11–13	9–10	7–8	4–6	2–3	0–1
	%	below 95%	95%	96%	97%	98%	99%	100%

Self-Corrections

8
_____

Fluency Score

0 1 ② 3

Fluency Scoring Key

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.

Reading Rate (optional)

End Time _____ min. _____ sec.

Start Time _____ min. _____ sec.

Total Time _____ min. _____ sec.

Total Seconds _____

(14,460) ÷ Total Seconds = Words Per Minute (WPM)

_____ WPM

Watch the video "Accurate Reading". Use the printed script on the next 2 pages to code the reading.

Page	Start Time ____ min. ____ sec. *The Noisy Neighbors* Level K, RW: 253	E	SC	E			SC		
				M	S	V	M	S	V
2	One morning, Bertha heard strange sounds. The sounds were very, very loud. RAT-A-TAT-TAT! RAT-A-TAT-TAT! A woodpecker swooped down to Bertha's nest. "Hi, I'm Louise. I'm your new neighbor," the woodpecker said.									
3	"Hello," said Bertha. "Must you tap so loudly?" "I'm getting my breakfast," Louise said. "That's how I do it." "It's just that this neighborhood has always been so quiet," said Bertha.									
	Subtotal									

Sources of Information Used

Page	Text	E	SC	E			SC		
				M	S	V	M	S	V
4	JAY-JAY! JAY-JAY! A blue jay flew over to Bertha's nest. "My name is Stan. I'm your new neighbor," the blue jay said. Bertha said, "Hello. Why are you calling out so loudly?" "I'm just letting my friends know about my new home," Stan said.								

Now, watch the video "Substitutions". Use the printed script on the next 2 pages to code the reading.

Page	Text	E	SC	E			SC		
6	"My neighborhood is so noisy now," Bertha said to herself. "I like a nice, quiet neighborhood." Bertha flew away from her nest. She wanted to think some more. She did some of her best thinking in the air.								
8	Suddenly Bertha heard a loud tapping sound. Oh no! Was that Louise the woodpecker tapping again? Bertha looked down and saw a man tapping a nail into a tree. Then the man hung something on the nail. It was a birdhouse!								
	Subtotal								

Page	Text	E	SC	E			SC		
				M	S	V	M	S	V
9	Bertha flew down for a closer look. The birdhouse had walls and a roof to keep out the rain. It had a large, round door and a twig out front where Bertha could perch. Best of all, there were no noisy neighbors.								
10	"I'll move right in," thought Bertha. And she did. Bertha liked everything about her new home. But best of all, she liked that it was quiet.								
	Subtotal								
	End Time ____ min. ____ sec. Total								

Watch the video, "Omissions and Insertions". Use the printed script on the next 2 pages to code the reading.

Page	Start Time ____ min. ____ sec. *The Noisy Neighbors* Level K, RW: 253	E	SC	E			SC		
				M	S	V	M	S	V
2	One morning, Bertha heard strange sounds. The sounds were very, very loud. RAT-A-TAT-TAT! RAT-A-TAT-TAT! A woodpecker swooped down to Bertha's nest. "Hi, I'm Louise. I'm your new neighbor," the woodpecker said.								
3	"Hello," said Bertha. "Must you tap so loudly?" "I'm getting my breakfast," Louise said. "That's how I do it." "It's just that this neighborhood has always been so quiet," said Bertha.								
	Subtotal								

Page	Start Time ____ min. ____ sec. *The Noisy Neighbors* Level K, RW: 253	E	SC	E			SC		
				M	S	V	M	S	V
2	One morning, Bertha heard strange sounds. The sounds were very, very loud. RAT-A-TAT-TAT! RAT-A-TAT-TAT! A woodpecker swooped down to Bertha's nest. "Hi, I'm Louise. I'm your new neighbor," the woodpecker said.									
3	"Hello," said Bertha. "Must you tap so loudly?" "I'm getting my breakfast," Louise said. "That's how I do it." "It's just that this neighborhood has always been so quiet," said Bertha.									
	Subtotal								

Sources of Information Used

Page	Text	E	SC	E			SC		
				M	S	V	M	S	V
4	JAY-JAY! JAY-JAY! A blue jay flew over to Bertha's nest. "My name is Stan. I'm your new neighbor," the blue jay said. Bertha said, "Hello. Why are you calling out so loudly?" "I'm just letting my friends know about my new home," Stan said.								

In the tutoring program, you will mark errors (substitutions), and accurate reading. All other problems that may arise during the reading process will not be counted as errors. Tutors can refer to *Coding and Scoring Errors At-A-Glance* as a reference.

- Any time a student goes back to a word or phrase and successfully corrects it, the word or phrase is not an error. (Self-Correction)
- Repetition of a word or phrase is not considered an error. (Repetition)
- Leaving a word out or adding a word that is not in the reading (teachers call this addition) **IS** considered an error unless the student corrects their omission without being asked to. (Omission or insertion)
- Saying the wrong word without self-correcting the word **IS** considered an error.
- If a reader skips a whole line or page of words, the words are not counted as an error. Instead, subtract the number of words skipped from the total number of words the reader is expected to read, and calculate your accuracy rate. Your site teacher can help with this process.

Index:

Coding and Scoring Errors At-A-Glance

Behavior	What Reader Does	How to Code	Example	How to Score	
Accurate Reading	Reads words correctly	Do not mark *or* place check (✓) above word	✓ ✓ ✓ I'll show you		No error
Substitution	Gives an incorrect response	Write the substituted word above the word	one own	Substitution, not corrected	1 error
Multiple Substitutions	Makes several attempts at a word	Write each substitution in sequence above the word	throw | through thought	Multiple substitutions of the same word, not corrected	1 error for each incorrect word in text
			play | place | sc plan	Multiple substitutions, self-corrected (SC)	No error; 1 SC
			fish | wolf fox	Multiple misreadings of names and proper nouns	1 error first time missed; no errors after that
			I will I'll I'll I will	Misreading contractions (reads contraction as two words or two words as contraction)	1 error each time
Self-correction	Corrects a previous error	Write the error over the word, followed by SC	our | SC and |		No error; 1 SC
Insertion	Adds a word that is not in the text	Write in the inserted word using a caret	big ∧		1 error per word inserted
Omission	Gives no response to a word	Place a dash (–) above the word	– fishing	Skipping a word	1 error per word
				Skipping a line	1 error per word
Repetition	Reads same word again	Write R after the word	✓ R all		No error
Repeated Repetitions	Reads the same word more than once	Writes R for fist repetition, then write a number for additional repetitions	✓ R3 so		No error
Told	Child doesn't attempt a word even after "You try it"	Write T after the word or the Y	| A | | more | | Y | T		1 error

How to Measure Comprehension Conversations from The Running Record Levels A-K

Score	Within the Text	Beyond and About the Text

3
Proficient
	For Fiction
	• Levels A-D: Communicates all the important events in the story.
	  Levels E-K: Communicates most of the important events in the story, including the problem, solution, and characters.
	For Nonfiction
	• Levels A-D: Communicates all the important ideas and information explicitly stated in the text.
	  Levels E-K: Communicates most of the important ideas and information explicitly stated in the text, including steps in a process or events in order when appropriate.
	
	No teaching is needed to help the student think within the text at this level.
		For Fiction and Nonfiction
		• Levels A-D: Consistently makes inferences about meaning based on the illustrations and/or text and provides evidence.
		  Levels E-K: Consistently makes inferences about meaning based on the text and illustrations (including setting and characters for fiction) and provides evidence.
		• Consistently makes connections between the content and personal experiences or other texts.
		
		No teaching is needed to help the student think beyond and about the text at this level.

2
Approaching Proficiency
	For Fiction
	• Levels A-D: Communicates many of the important events in the story.
	  Levels E-K: Communicates many of the important events in the story, including the problem, solution, and characters.
	For Nonfiction
	• Levels A-D: Communicates many of the important ideas and much of the information explicitly stated in the text.
	  Levels E-K: Communicates many of the important ideas and much of the information explicitly stated in the text, including steps in a process or events in order when appropriate.
	
	Some teaching is needed to help the student think within the text at this level.
		For Fiction and Nonfiction
		• Levels A-D: Makes some inferences about meaning based on the illustrations and/or text and provides evidence.
		  Levels E-K: Makes some inferences about meaning based on the text and illustrations (including setting and characters for fiction) and provides evidence.
		• Makes some connections between the content and personal experiences or other texts.
		
		Some teaching is needed to help the student think beyond and about the text at this level.

1
Limited Proficiency
	For Fiction
	• Levels A-D: Communicates a few of the important events in the story.
	  Levels E-K: Communicates a few of the important events in the story, including the problem, solution, and characters.
	For Nonfiction
	• Levels A-D: Communicates a few of the important ideas and information explicitly stated in the text.
	  Levels E-K: Communicates a few of the important ideas and information explicitly stated in the text, including steps in a process or events in order when appropriate.
	
	Intensive teaching is needed to help the student think within the text at this level. Teaching will be successful only if accuracy meets the criterion and the score for thinking beyond and about the text is at least a 2.
		For Fiction and Nonfiction
		• Levels A-D: Makes a few inferences about meaning based on the illustrations and/or text and provides some evidence.
		  Levels E-K: Makes a few inferences about meaning based on the text and illustrations (including setting and characters for fiction) and provides some evidence.
		• Makes a few connections between the content and personal experiences or other texts.
		
		Intensive teaching is needed to help the student think beyond and about the text at this level. Teaching will be successful only if accuracy meets the criterion and the score for thinking within the text is at least a 2.

0 **Not Proficient**	**For Fiction** • Does not communicate the important events in the story. **For Nonfiction** • Does not communicate the important ideas and information explicitly stated in the text. *Teaching will be successful only if accuracy meets the criterion and the score for thinking beyond and about the text is a 3.*	**For Fiction and Nonfiction** • Levels A-D: Does not make inferences about meaning based on the illustrations and/or text. Levels E-K: Does not make inferences about meaning based on the text and illustrations. • Does not make connections between the content and personal experiences or other texts. *Teaching will be successful only if accuracy meets the criterion and the score for thinking within the text is a 3.*

Rubric for Scoring the Comprehension Conversation in Levels L–Z

Benchmark Assessment System 1 THIRD EDITION

Use this rubric in conjunction with the recording form for each book in order to determine a student's comprehension score.
For further details regarding the behaviors in this rubric, see The Fountas & Pinnell Literacy Continuum (Fountas & Pinnell, Heinemann 2017).

Score	Within the Text	Beyond the Text	About the Text
3 Proficient	**For Fiction** • Levels L-N: Communicates most of the important events in the story, including the problem, solution, and characters. • Levels O-Z: Communicates the important ideas and events in the form of a well-organized summary that includes the key story elements (setting, characters, problem, resolution). **For Nonfiction** • Levels L-N: Communicates most of the important ideas and information explicitly stated in the text, including steps in a process or events in order when appropriate. • Levels O-Z: Communicates the important ideas and information explicitly stated in the text in the form of a well-organized summary. *No teaching is needed to help the student think within the text at this level.*	**For Fiction and Nonfiction** • Consistently makes inferences about meaning based on the text and illustrations (including setting, characters, themes, writer's purpose), and provides evidence. • Demonstrates clear understanding of the deeper messages of the text. • Consistently makes connections between the content and personal experiences or other texts. *No teaching is needed to help the student think beyond the text at this level.*	**For Fiction and Nonfiction** • Identifies the genre of the text by noting many of the characteristics of the genre as they appear in the book. • Demonstrates the ability to think analytically about the text by using academic language to describe many of its significant features (structure or organization, craft elements as appropriate, graphics). • States an opinion about aspects of the text (e.g., writer's craft) and justifies it with evidence from the text. *No teaching is needed to help the student think about the text at this level.*
2 Approaching Proficiency	**For Fiction** • Levels L-N: Communicates many of the important events in the story, including the problem, solution, and characters. • Levels O-Z: Communicates most of the important ideas and events in the form of a well-organized summary that includes most of the key story elements (setting, characters, problem, resolution). **For Nonfiction** • Levels L-N: Communicates many of the important ideas and information explicitly stated in the text, including steps in a process or events in order when appropriate. • Levels O-Z: Communicates most of the important ideas and information explicitly stated in the text in the form of a well-organized summary. *Some teaching is needed to help the student think within the text at this level.*	**For Fiction and Nonfiction** • Often makes inferences about meaning based on the text and illustrations (including setting, characters, themes, writer's purpose), and provides evidence. • Demonstrates satisfactory understanding of most of the deeper messages of the text. • Makes some connections between the content and personal experiences or other texts. *Some teaching is needed to help the student think beyond the text at this level.*	**For Fiction and Nonfiction** • Identifies the genre of the text by noting some of the characteristics of the genre as they appear in the book. • Demonstrates the ability to think analytically about the text by using academic language to describe some of its significant features (structure or organization, craft elements as appropriate, graphics). • States an opinion about aspects of the text (e.g., writer's craft) that is partially justified with evidence from the text. *Some teaching is needed to help the student think about the text at this level.*
1 Limited Proficiency	**For Fiction** • Levels L-N: Communicates a few of the important events in the story, including the problem, solution, and characters. • Levels O-Z: Communicates some of the important ideas and events including some of the key story elements (setting, characters, problem, resolution), but does not provide a well-organized summary. **For Nonfiction** • Levels L-N: Communicates a few of the important ideas and information explicitly stated in the text, including steps in a process or events in order when appropriate. • Levels O-Z: Communicates some of the important ideas and information explicitly stated in the text, but does not provide a well-organized summary (or provides a list of information, mentioning some essential facts but leaving out others). *Intensive teaching is needed to help the student think within the text at this level. Teaching will be successful only if accuracy meets the criterion and the scores for thinking beyond and about the text total at least 3.*	**For Fiction and Nonfiction** • Makes some inferences about meaning based on the text and illustrations (including setting, characters, themes, writer's purpose), and provides some evidence. • Demonstrates limited understanding of some of the deeper messages of the text. • Makes a few connections between the content and personal experiences or other texts. *Intensive teaching is needed to help the student think beyond the text at this level. Teaching will be successful only if accuracy meets the criterion and the scores for thinking within and about the text total at least 3.*	**For Fiction and Nonfiction** • Identifies the genre of the text, but does not note any of the characteristics of the genre as they appear in the book. • Demonstrates the ability to think analytically about the text by using academic language to describe one of its significant features (structure or organization, craft elements as appropriate, graphics). • States an opinion about aspects of the text (e.g., writer's craft) but does not justify it with evidence from the text. *Intensive teaching is needed to help the student think about the text at this level. Teaching will be successful only if accuracy meets the criterion and the scores for thinking within and beyond the text total at least 3.*
0 Not Proficient	**For Fiction** • Levels L-N: Does not communicate the important events in the story. • Levels O-Z: Does not communicate the important ideas or events in an organized way (or provides a retelling with many unimportant details) leaving out most of the key story elements (setting, characters, problem, resolution). **For Nonfiction** • Levels L-N: Does not communicate the important ideas and information explicitly stated in the text. • Levels O-Z: Does not communicate the important ideas or information explicitly stated in the text in an organized way. (There may be a lot of talk and repetition.) *Teaching will be successful only if accuracy meets the criterion and the scores for thinking beyond and about the text total at least 4.*	**For Fiction and Nonfiction** • Does not make inferences about meaning based on the text and illustrations. • Unable to demonstrate understanding of the deeper messages of the text. • Does not make connections between the content and personal experiences or other texts. *Teaching will be successful only if accuracy meets the criterion and the scores for thinking within and about the text total at least 4.*	**For Fiction and Nonfiction** • Does not identify the genre of the text or note any of the characteristics of the genre as they appear in the book. • Does not demonstrate the ability to think analytically about the text. • Does not state an opinion about aspects of the text (e.g., writer's craft). *Teaching will be successful only if accuracy meets the criterion and the scores for thinking within and beyond the text total at least 4.*

Fountas & Pinnell Benchmark Assessment System 1, Third Edition

RESOURCES

Fountas, I. C., & Pinnell, G. S. (2016). *Fountas and Pinnell Benchmark Assessment System 1: Grades K-3* (2nd ed.). Portsmouth, NH: Heinemann.

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Clay, M.M. (2019). An Observation Survey of Early Literacy Achievement (4th ed.). Auckland, New Zealand: Global Education Systems, [GES] Ltd.

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