

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

Fountas & Pinnell  
**Classroom™**

A LOOK INSIDE  
THE READING MINILESSONS

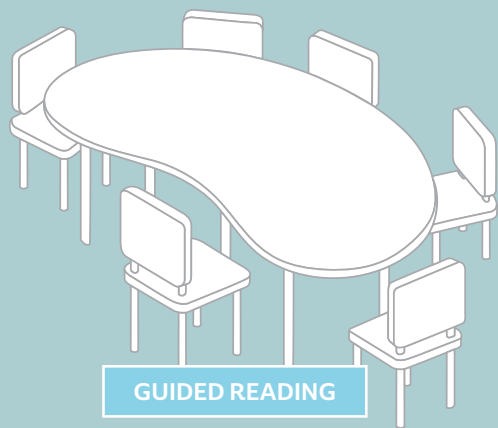
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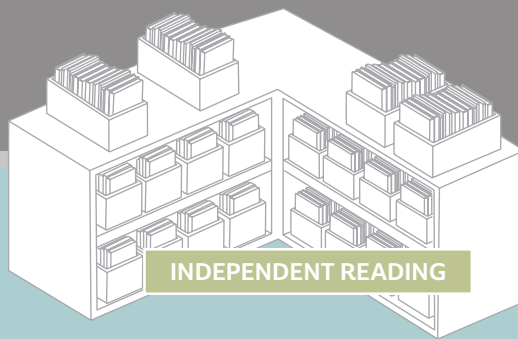




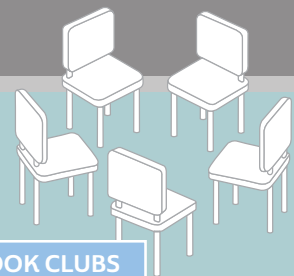
Fountas & Pinnell  
Classroom™



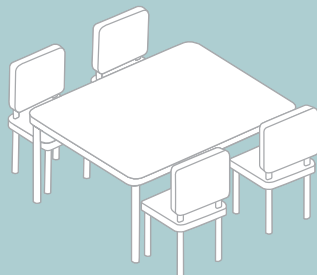
GUIDED READING



INDEPENDENT READING



BOOK CLUBS



INTERACTIVE READ-ALOUD

PHONICS/WORD STUDY

SHARED READING

WRITING MINILESSONS

# IGNITE LITERACY

## with *Fountas & Pinnell Classroom™* *Reading Minilessons*

Reading Minilessons is but one context of *Fountas & Pinnell Classroom™* (FPC), a first-of-its-kind classroom-based literacy system. FPC is a coherent literacy system for prekindergarten through grade 6 that is based on responsive teaching using an inquiry-rich, multi-text approach across multiple instructional contexts.



READING MINILESSONS

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## Instruction in *Fountas & Pinnell Classroom™*

*Comprehensive resources  
for a systematic approach  
to literacy learning*

Your classroom is a place where students learn how to read, write, and expand all of their language skills, but it is much more. It is a place where they learn how to be confident, self-determined, curious, kind, and literate members of a community. Fountas & Pinnell Classroom™ provides the opportunity for students to:

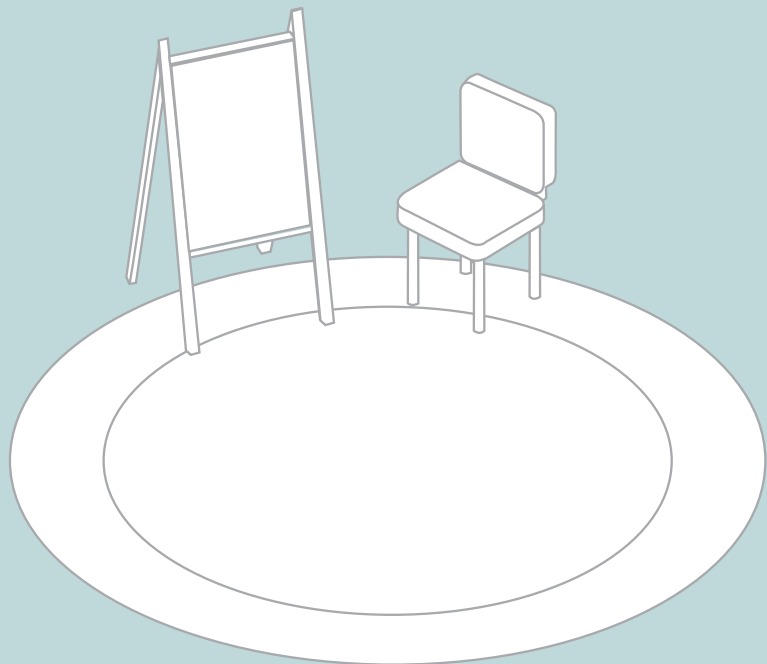
- see themselves reflected in the books they read and write about
- grow as thoughtful users of literacy
- engage in real reading, writing, and thinking

### **EACH GRADE LEVEL INCLUDES:**

- Essential Questions and Inquiry-Based Learning Opportunities
- Professional Learning Tools
- Writing About Reading
- Interactive Writing
- Shared Writing
- Assessment
- Digital Resources

## ONE CONTEXT OF A COHESIVE LITERACY SYSTEM

Effective literacy instruction involves a combination of powerful instructional settings. This sampler focuses on *Reading Minilessons*, which takes approximately 10 important minutes of a student's day. Reading minilessons foster a classroom community through the development of shared language and students' deep knowledge of literacy concepts. Students make connections by linking to previous learning in *Fountas & Pinnell Classroom™* and reinforce effective processing systems, which will lead to the enjoyment of the written text every day.



### **READING MINILESSONS**

*The Reading Minilessons Book* provides brief, focused and practical whole-class lessons on the topics of Management, Literary Analysis, Strategies and Skills, and Writing About Reading.

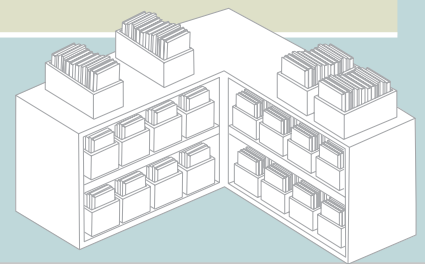
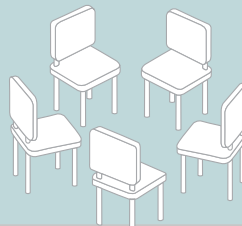
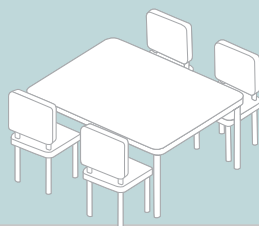
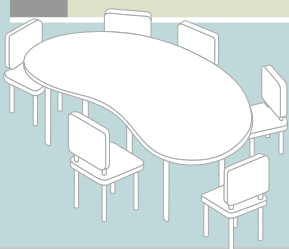
- One book of minilessons per grade K-6





EXPLORE THE OTHER FPC INSTRUCTIONAL CONTEXTS AT [FOUNTASANDPINNELL.COM/FPC](http://FOUNTASANDPINNELL.COM/FPC)

WHOLE GROUP	<b>IRA</b>	<b>INTERACTIVE READ-ALoud</b> A collection of the very best age-appropriate, grade-appropriate trade books to promote the joy of reading, expand vocabulary, and nurture the ability to think, talk, and write about texts that fully engage students' interest.	<ul style="list-style-type: none"> <li>• 120 titles, organized into text sets, per grade PreK-6</li> <li>• Lesson folder per title</li> <li>• Inquiry Overview Card per text set</li> </ul>
	<b>SR</b>	<b>SHARED READING</b> An exquisite collection of original texts (enlarged, accompanying small versions, and audiobooks) that nurture students' abilities to construct meaning in a supported context so they can enjoy reading and learn critical concepts of how texts work. Available in English and Spanish.	<ul style="list-style-type: none"> <li>• Shared Reading Collection: 220 titles with lesson folder and audiobook per title spanning grades PreK-3</li> <li>• Colección de Lectura compartida: 190 titles with lesson folder and audiobook per title spanning grades PreK-2</li> <li>• Specific enlarged text opportunities for shared and performance reading in IRA, GR, and BC lessons per grade 4-6</li> </ul>
	<b>PWS</b>	<b>PHONICS, SPELLING, AND WORD STUDY</b> Explicit lessons for whole-group instruction and small-group application that help students explore, attend to, learn about, and efficiently use sounds, letters, and words.	<ul style="list-style-type: none"> <li>• 100 lessons per grade PreK-3</li> <li>• 105 lessons per grade 4-6</li> <li>• Lesson folder per lesson K-6</li> </ul>
	<b>WML</b>	<b>WRITING MINILESSONS</b> Writing minilessons are brief, focused, explicit lessons that help children understand and apply the characteristics of effective writing and nurture their ability to write with purpose, imagination, and voice.	<ul style="list-style-type: none"> <li>• One book of minilessons per grade PreK-6</li> </ul>
SMALL GROUP	<b>GR</b>	<b>GUIDED READING</b> The most powerful and engaging authentic, original, leveled books to build each student's ability to process increasingly challenging texts with fluency and comprehension	<ul style="list-style-type: none"> <li>• 1,300 titles spanning grades K-6</li> <li>• Lesson folder per title</li> </ul>
	<b>BC</b>	<b>BOOK CLUBS/LITERATURE DISCUSSION</b> An authentic opportunity to bring students together for in-depth discussion of a captivating trade book they have read in order to extend thinking and learn about themselves as readers.	<ul style="list-style-type: none"> <li>• 32 titles per grade K-3</li> <li>• 48 titles per grade 4-6</li> <li>• Discussion Card per title</li> <li>• Inquiry Overview Card per text set</li> </ul>
INDEPENDENT	<b>IR</b>	<b>INDEPENDENT READING</b> A carefully curated collection of authentic children's literature that provides the opportunity for students to develop tastes as readers and to read a large number of self-selected books independently. With accompanying conferring cards, you can make specific teaching points in brief conferences that lead the individual reader forward.	<ul style="list-style-type: none"> <li>• 150 titles per grade K-2</li> <li>• 200 titles per grade 3-6</li> <li>• Conferring Card per title</li> </ul>



## BENEFITS OF READING MINILESSONS

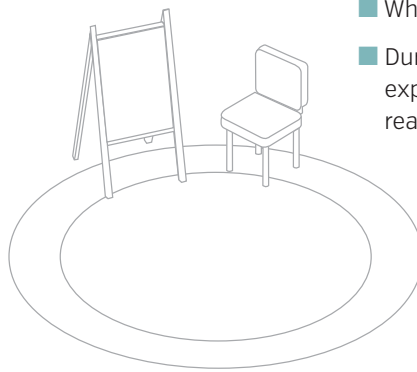
1. *Foster community through the development of shared language.*
2. *Focus learning on a single idea or principle.*
3. *Make connections using mentor texts from interactive read-aloud and shared reading.*
4. *Create relevance by linking to previous learning experiences.*
5. *Reinforce effective processing systems.*
6. *Nurture independence with application activities to extend learning.*



## Develop children’s deep knowledge of literacy concepts through minilessons

Reading Minilessons are short, concise, explicit, inquiry-based lessons about a principle that students can apply to their own independent reading. Growing out of the interactive read-aloud experience and linked to independent reading, teachers use many of these texts as examples from which they generalize the understanding.

### Reading Minilessons At A Glance



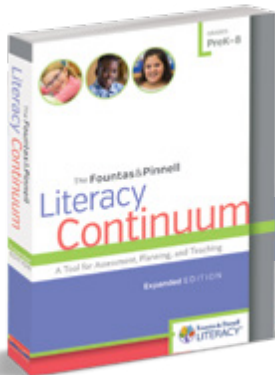
- Whole-group instruction
- During reading minilessons, the teacher presents specific, explicit instruction to help children become independent readers for life
- Four types: Management; Literary Analysis; Strategies and Skills; and Writing About Reading
- Interactive Read-Aloud and Shared Reading texts serve as mentor texts and as examples for generalizing the principle
- Children practice and apply the principle during independent reading.

## Instructional Framework for Reading Minilessons

*The Reading Minilessons Book* includes minilessons organized into four types:

- 1 Management:** Teach routines that are essential to the smooth functioning of the other instructional contexts. [Most minilessons at the beginning of the school year will focus on management.]
- 2 Literary Analysis:** Build students’ awareness of the characteristics of various genres and of the elements of fiction and nonfiction texts. [The books read during interactive read-aloud and shared reading serve as mentor texts when applying the principles of literary analysis.]
- 3 Strategies and Skills:** Reinforce broad principles that every reader in the class needs to learn. [Most teaching related to processing texts will take place in guided reading.]
- 4 Writing About Reading:** Introduce and help students use the *Reader’s Notebook* to respond to what they read and promote independent literacy learning.

# RESOURCES



Look for the “Continuum Connection” link to the goals from The Literacy Continuum throughout the reading minilessons.

Continuum Connection



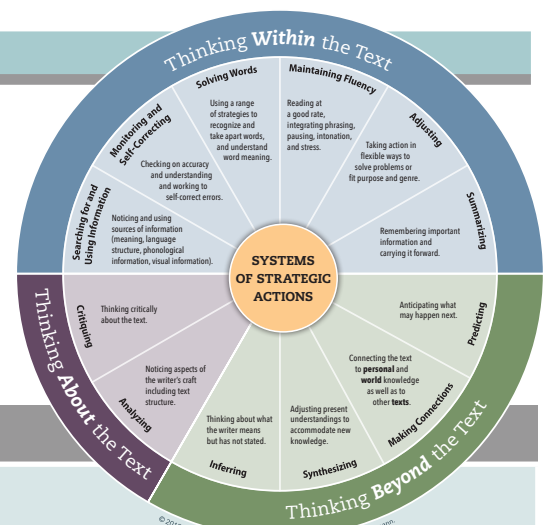
## TARGETED TEACHING

The Literacy Continuum is the foundation for all the minilessons. The minilesson principles come largely from the behaviors and understandings in the interactive read-aloud continuum, but some are selected from the shared reading, oral and visual communication, and writing about reading continua. In addition, *The Reading Minilessons Book* includes minilessons related to working together in a classroom community to assure that effective literacy instruction can take place.

### Characteristics of Effective Minilessons

The goal of all minilessons is to help children to think and act like readers and to build effective processing systems of strategic actions while reading continuous text independently. Whether you are teaching management lessons, literary analysis lessons, strategies and skills lessons, or writing about reading lessons, these characteristics of effective minilessons apply.

*Teaching is grounded in support of each reader’s development of the systems of strategic actions.*



### EFFECTIVE MINILESSONS:

- have a clear rationale and a goal to focus meaningful teaching
- are relevant to the specific needs of readers so that your teaching connects with the learners
- are brief, concise, and to the point for immediate application
- use clear and specific language to avoid talk that clutters learning
- stay focused on a single idea so students can apply the learning and build on it day after day
- build one understanding on another across several days instead of single isolated lessons
- use an inquiry approach whenever possible to support constructive learning
- often include shared, high-quality mentor texts that can be used as examples
- are well paced to engage and hold students’ interest
- are grouped into umbrellas to provide depth and coherence
- provide time for children to “try out” the new concept before independent application
- engage students in summarizing the new learning and thinking about its application to their own work
- build academic vocabulary appropriate to the grade level
- help students become better readers and writers
- foster community through the development of shared language
- can be assessed as you observe students in authentic literacy activities to provide feedback on your teaching
- help students understand what they are learning how to do and how it helps them as readers

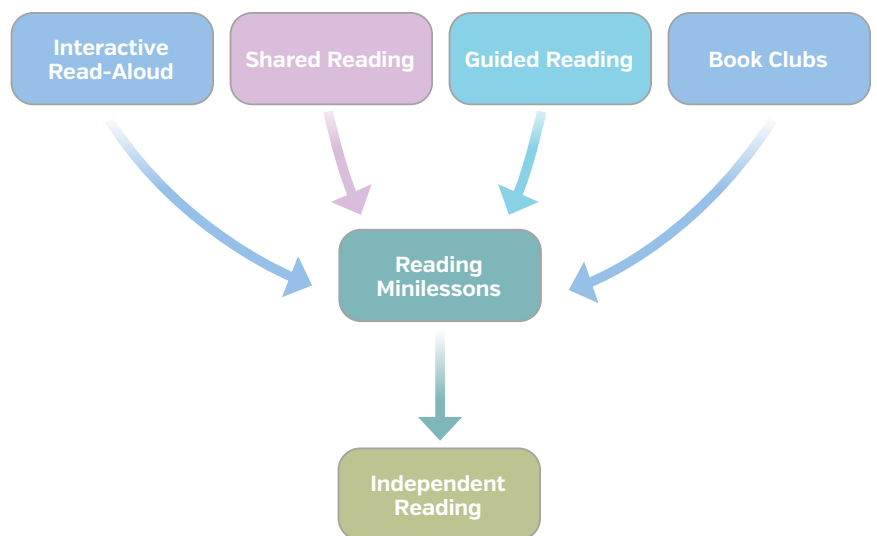


## The Role of Reading Minilessons in Literacy Learning

In a literacy-rich classroom, students have a variety of reading experiences throughout the day. They hear written texts read aloud through interactive read-aloud, they participate with their classmates in shared reading, and they experience tailored instruction in guided reading groups. But it is through the reading minilesson that you build on those experiences by making one important understanding visible. Engage students in an inquiry process that leads to the discovery and understanding of a general principle. These minilessons form “the glue” that connects literacy learning, makes it explicit, and turns it over to students to apply independently.

### Make learning visible through minilessons

Independent reading involves choice based on interests and tastes. Competent, independent readers are eager to talk and write about the books they have read themselves. They are gaining awareness of themselves as readers with favorite authors, illustrators, genres, and topics; their capacity for self-regulation is growing. The key to this kind of independent reading is making an explicit connection between all other instructional contexts—interactive read-aloud, shared reading, guided reading, and book clubs—and the reader’s own independent work. All teaching, support, and confirmation lead to the individual’s successful, independent reading.

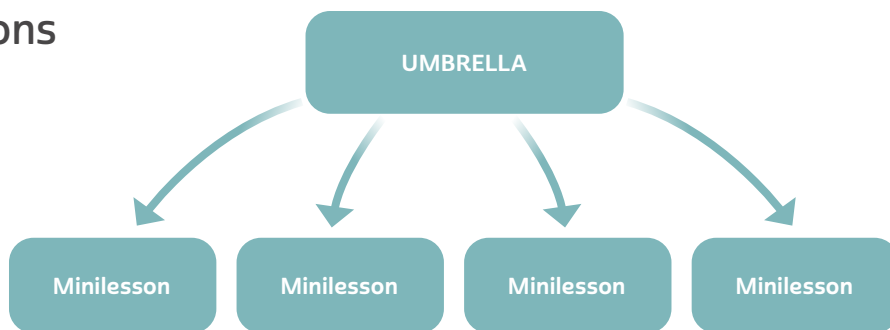


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## Using Reading Minilessons

To help children connect ideas and develop deep knowledge and broad application of principles, related reading minilessons are grouped under “umbrella” concepts. An umbrella is the broad category in which there are several lessons that are linked to and build on each other, and all of which contribute to the understanding of the umbrella concept.



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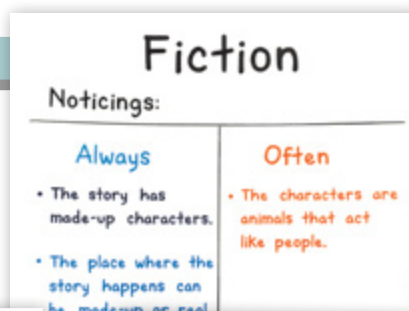
### Constructing anchor charts together

During each minilesson, teachers create an anchor chart with children—a visual representation that states the principle and serves as a reference tool for children as they apply the principle in their own independent reading.

Provide verbal and visual support for all learners with anchor charts that are:

- Simple, clear, and organized
- Visually appealing and useful
- Colorful

*An example chart is shown with each lesson for you to use as a model, or vary as you see fit.*



Teacher \_\_\_\_\_ Grade \_\_\_\_\_ Year \_\_\_\_\_

**Planning a Minilesson**

Umbrella: \_\_\_\_\_

Minilesson Principle: \_\_\_\_\_

Continuum Goal(s): \_\_\_\_\_

Minilesson	Examples

Have a Try

Summarize and Apply

Share

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Teacher \_\_\_\_\_ Grade \_\_\_\_\_ Year \_\_\_\_\_

**Curriculum Plan: Reading Minilessons**

Month	Continuum Goal	Umbrella	Minilessons

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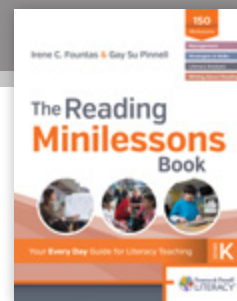
### Access to Fountas & Pinnell Online Resources

Downloadable forms, icons, and other resources for planning, teaching, record-keeping, and assessing your reading minilessons are available through Fountas & Pinnell Online Resources with purchase of *The Reading Minilessons Book*.

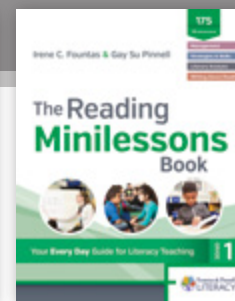
[resources.fountasandpinnell.com](http://resources.fountasandpinnell.com)

## MINILESSON UMBRELLAS

Develop students' deep knowledge of literacy concepts with these must-have reading minilessons—concise, explicit, whole-group lessons with a purposeful application in building students' literacy power. This two-for-one resource provides the practical [a how-to handbook on reading minilessons] and the tactical [minilessons for today's classrooms].

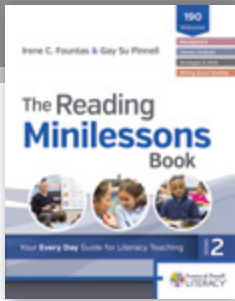


Grade K: 150 Lessons

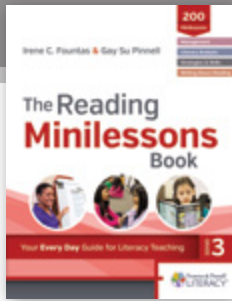


Grade 1: 175 Lessons

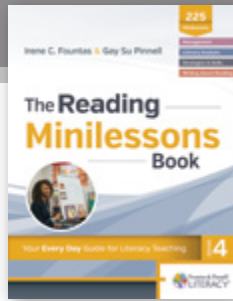
MINILESSON TYPE	KINDERGARTEN UMBRELLAS	GRADE 1 UMBRELLAS
<p><b>1</b> Management</p>	<ul style="list-style-type: none"> <li>Working Together in the Classroom</li> <li>Using the Classroom Library for Independent Reading</li> <li>Engaging in Classroom Literacy Work</li> </ul>	<ul style="list-style-type: none"> <li>Working Together in the Classroom</li> <li>Using the Classroom Library for Independent Reading</li> <li>Engaging in Classroom Literacy Work</li> </ul>
<p><b>2</b> Literary Analysis</p>	<ul style="list-style-type: none"> <li>Thinking and Talking About Books</li> <li>Noticing How Authors Tell Their Stories</li> <li>Studying Authors and Illustrators</li> <li>Giving a Book Talk</li> <li>Getting Started with Book Clubs</li> <li>Studying Fiction and Nonfiction</li> <li>Studying Animal Tales</li> <li>Thinking About the Author's Message</li> <li>Learning About Nonfiction Books</li> <li>Learning Information from Illustrations/Graphics</li> <li>Using Text Features to Gain Information</li> <li>Thinking About Where Stories Happen</li> <li>Understanding How Stories Work</li> <li>Understanding Characters in Stories</li> <li>Getting to Know the Characters in Stories</li> <li>Understanding Character Change</li> <li>Using Pictures in a Book to Tell the Story</li> <li>Looking Closely at Illustrations</li> </ul>	<ul style="list-style-type: none"> <li>Thinking and Talking About Books</li> <li>Studying Authors and Illustrators</li> <li>Giving a Book Talk</li> <li>Getting Started with Book Clubs</li> <li>Studying Fiction and Nonfiction</li> <li>Thinking About the Author's Message</li> <li>Thinking About the Author's Purpose</li> <li>Analyzing the Writer's Craft</li> <li>Looking Closely at Print</li> <li>Noticing Text Resources</li> <li>Studying Nonfiction</li> <li>Noticing How Authors Organize Nonfiction</li> <li>Learning Information from Illustrations/Graphics</li> <li>Using Text Features to Gain Information</li> <li>Understanding Realistic Fiction vs. Fantasy</li> <li>Studying Folktales</li> <li>Thinking About Where Stories Take Place</li> <li>Understanding Simple Plot: Problem and Solution</li> <li>Understanding Characters and Their Feelings in Stories</li> <li>Knowing Characters Inside and Out</li> <li>Understanding That Characters Can Change</li> <li>Analyzing the Way Writers Play with Language</li> <li>Looking Closely at Illustrations</li> </ul>
<p><b>3</b> Strategies and Skills</p>	<ul style="list-style-type: none"> <li>Searching for and Using Meaning, Language, and Visual Information</li> <li>Monitoring and Self-Correcting</li> <li>Maintaining Fluency</li> </ul>	<ul style="list-style-type: none"> <li>Monitoring, Searching, and Self-Correcting</li> <li>Solving Words</li> <li>Maintaining Fluency</li> </ul>
<p><b>4</b> Writing About Reading</p>	<ul style="list-style-type: none"> <li>Introducing a Reader's Notebook</li> <li>Using a Reader's Notebook</li> <li>Introducing Writing About Reading in a Reader's Notebook</li> <li>Writing About Fiction Books in a Reader's Notebook</li> <li>Writing About Nonfiction Books in a Reader's Notebook</li> <li>Writing Opinions About Books</li> </ul>	<ul style="list-style-type: none"> <li>Introducing a Reader's Notebook</li> <li>Using a Reader's Notebook</li> <li>Writing About Fiction Books in a Reader's Notebook</li> <li>Writing About Nonfiction Books in a Reader's Notebook</li> <li>Writing Opinions About Books</li> </ul>



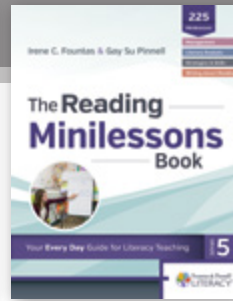
Grade 2: 190 Lessons



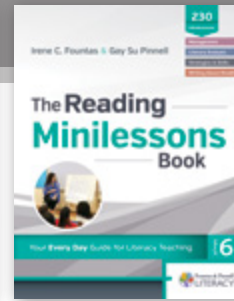
Grade 3: 200 Lessons



Grade 4: 225 Lessons



Grade 5: 225 Lessons



Grade 6: 230 Lessons

MINILESSON TYPE	GRADE 2 UMBRELLAS	GRADE 3 UMBRELLAS
<p><b>1</b> Management</p>	<ul style="list-style-type: none"> <li>Working Together in the Classroom</li> <li>Using the Classroom Library for Independent Reading</li> <li>Engaging in Classroom Literacy Work</li> </ul>	<ul style="list-style-type: none"> <li>Working Together in the Classroom</li> <li>Exploring the Classroom Library</li> <li>Getting Started with Independent Reading</li> </ul>
<p><b>2</b> Literary Analysis</p>	<ul style="list-style-type: none"> <li>Thinking and Talking About Books</li> <li>Expressing Opinions About Books</li> <li>Studying Authors and Illustrators</li> <li>Giving a Book Talk</li> <li>Getting Started with Book Clubs</li> <li>Understanding Fiction and Nonfiction Genres</li> <li>Thinking About the Author's Message</li> <li>Thinking About the Author's Purpose</li> <li>Analyzing the Writer's Craft</li> <li>Looking Closely at Print</li> <li>Noticing Text Resources</li> <li>Studying Narrative Nonfiction</li> <li>Understanding Simple Biography</li> <li>Noticing How Authors Organize Nonfiction</li> <li>Thinking About the Topic in Nonfiction Books</li> <li>Learning Information from Illustrations/Graphics</li> <li>Using Text Features to Gain Information</li> <li>Studying Realistic Fiction</li> <li>Studying Trickster Tales</li> <li>Understanding Fantasy</li> <li>Thinking About Where Stories Take Place</li> <li>Understanding Plot</li> <li>Understanding Characters' Feelings, Motivations, and Intentions</li> <li>Understanding Character Traits</li> <li>Thinking About Character Change</li> <li>Studying Illustrations in Fiction Books</li> </ul>	<ul style="list-style-type: none"> <li>Thinking and Talking About Books</li> <li>Studying Authors and Illustrators (Author Study)</li> <li>Giving a Book Talk</li> <li>Getting Started with Book Clubs</li> <li>Understanding Fiction and Nonfiction Genres</li> <li>Studying Poetry</li> <li>Thinking About the Author's Message</li> <li>Thinking About the Author's Purpose</li> <li>Analyzing Writer's Craft</li> <li>Noticing Text Resources</li> <li>Studying Information Books</li> <li>Studying Biographies</li> <li>Exploring How Authors Choose to Organize Nonfiction</li> <li>Thinking About the Topic in Nonfiction books</li> <li>Learning Information from Illustrations/Graphics</li> <li>Using Text Features to Gain Information</li> <li>Studying Realistic Fiction</li> <li>Studying Fables</li> <li>Studying Folktales</li> <li>Understanding Pourquoi Tales</li> <li>Understanding Fantasy</li> <li>Thinking About the Setting in Fiction Books</li> <li>Understanding Plot</li> <li>Understanding Characters' Feelings, Motivations, and Intentions</li> <li>Understanding Character Traits</li> <li>Thinking about Character Change</li> <li>Studying Illustrations in Fiction Books</li> </ul>
<p><b>3</b> Strategies and Skills</p>	<ul style="list-style-type: none"> <li>Monitoring, Searching, and Self-Correcting</li> <li>Solving Words</li> <li>Maintaining Fluency</li> <li>Summarizing</li> </ul>	<ul style="list-style-type: none"> <li>Monitoring, Searching, and Self-Correcting</li> <li>Solving Words</li> <li>Maintaining Fluency</li> <li>Summarizing</li> </ul>
<p><b>4</b> Writing About Reading</p>	<ul style="list-style-type: none"> <li>Introducing a Reader's Notebook</li> <li>Using a Reader's Notebook</li> <li>Writing Letters About Reading</li> <li>Writing About Fiction Books in a Reader's Notebook</li> <li>Writing About Nonfiction Books in a Reader's Notebook</li> </ul>	<ul style="list-style-type: none"> <li>Introducing a Reader's Notebook</li> <li>Using a Reader's Notebook</li> <li>Writing Letters About Reading</li> <li>Writing About Fiction Books in a Reader's Notebook</li> <li>Writing About Nonfiction Books in a Reader's Notebook</li> </ul>



MINILESSON TYPE	GRADE 4 UMBRELLAS	GRADE 5 UMBRELLAS
<b>1</b> <b>Management</b>	<ul style="list-style-type: none"> <li>• Being a Respectful Member of the Classroom Community</li> <li>• Getting Started with Independent Reading</li> <li>• Living a Reading Life</li> </ul>	<ul style="list-style-type: none"> <li>• Being a Respectful Member of the Classroom Community</li> <li>• Getting Started with Independent Reading</li> <li>• Living a Reading Life</li> </ul>
<b>2</b> <b>Literary Analysis</b>	<ul style="list-style-type: none"> <li>• Studying Authors and Their Process</li> <li>• Getting Started with Book Clubs</li> <li>• Learning Conversational Moves in Book Club</li> <li>• Reading Graphic Texts</li> <li>• Understanding Fiction and Nonfiction Genres</li> <li>• Studying Poetry</li> <li>• Exploring Different Kinds of Poetry</li> <li>• Thinking About the Author's Purpose and Message</li> <li>• Thinking About Themes</li> <li>• Reading Like a Writer: Analyzing Writer's Craft</li> <li>• Studying Illustrators and Analyzing Illustrator's Craft</li> <li>• Noticing Book and Print Features</li> <li>• Studying Memoir</li> <li>• Exploring Persuasive Texts</li> <li>• Studying Biography</li> <li>• Noticing How Authors Choose to Organize Information</li> <li>• Reading Informational Text Like a Scientist</li> <li>• Learning Information from Illustrations/Graphics</li> <li>• Using Text Features to Gain Information</li> <li>• Understanding Realistic Fiction</li> <li>• Studying Fantasy</li> <li>• Studying Fairy Tales</li> <li>• Studying Historical Fiction</li> <li>• Thinking About the Setting in Fiction Books</li> <li>• Understanding Plot</li> <li>• Understanding Characters' Feelings, Motivations, and Intentions</li> <li>• Understanding a Character's Traits and Development</li> <li>• Analyzing Writer's Craft in Fiction Books</li> </ul>	<ul style="list-style-type: none"> <li>• Studying Authors and Their Process</li> <li>• Getting Started with Book Clubs</li> <li>• Learning Conversational Moves in Book Club</li> <li>• Reading Graphic Texts</li> <li>• Thinking Critically About the Way People Are Represented in Texts</li> <li>• Understanding Fiction and Nonfiction Genres</li> <li>• Exploring Different Kinds of Poetry</li> <li>• Thinking About the Author's Message</li> <li>• Thinking About Themes</li> <li>• Reading Like a Writer: Analyzing Writer's Craft</li> <li>• Understanding the Craft of Poetry</li> <li>• Studying Illustrators and Analyzing Illustrator's Craft</li> <li>• Noticing Book and Print Features</li> <li>• Studying Expository Nonfiction</li> <li>• Exploring Persuasive Texts</li> <li>• Studying Biographies</li> <li>• Noticing How Nonfiction Authors Choose to Organize Information</li> <li>• Reading and Evaluating Multiple Sources</li> <li>• Learning Information from Illustrations and Graphics</li> <li>• Using Text Features to Gain Information</li> <li>• Understanding Realistic Fiction</li> <li>• Understanding Fantasy</li> <li>• Studying Legends</li> <li>• Studying Tall Tales</li> <li>• Studying Historical Fiction</li> <li>• Thinking About the Setting in Fiction Books</li> <li>• Understanding Plot</li> <li>• Understanding Characters' Feelings, Motivations, and Intentions</li> <li>• Understanding a Character's Traits and Development</li> <li>• Thinking Critically About Characters</li> <li>• Analyzing Perspective and Point of View</li> </ul>
<b>3</b> <b>Strategies and Skills</b>	<ul style="list-style-type: none"> <li>• Solving Multisyllable Words</li> <li>• Using Context to Understand Vocabulary</li> <li>• Understanding Connectives</li> <li>• Maintaining Fluency</li> <li>• Summarizing</li> <li>• Reading in Digital Environments</li> <li>• Monitoring Comprehension with Difficult Texts</li> </ul>	<ul style="list-style-type: none"> <li>• Solving Multisyllable Words</li> <li>• Using Context to Understand Vocabulary</li> <li>• Understanding Connectives</li> <li>• Maintaining Fluency</li> <li>• Summarizing</li> <li>• Reading in Digital Environments</li> <li>• Monitoring Comprehension with Difficult Texts</li> </ul>
<b>4</b> <b>Writing About Reading</b>	<ul style="list-style-type: none"> <li>• Introducing a Reader's Notebook</li> <li>• Using a Reader's Notebook</li> <li>• Writing Letters to Share Thinking About Books</li> <li>• Using Graphic Organizers to Share Thinking About Books</li> <li>• Introducing Different Genres and Forms for Responding to Reading</li> </ul>	<ul style="list-style-type: none"> <li>• Introducing a Reader's Notebook</li> <li>• Using a Reader's Notebook</li> <li>• Writing Letters to Share Thinking About Books</li> <li>• Using Graphic Organizers to Share Thinking About Books</li> <li>• Introducing Different Genres and Forms for Responding to Reading</li> <li>• Writing About Reading to Persuade</li> <li>• Responding Creatively to Reading</li> </ul>

MINILESSON TYPE	GRADE 6 UMBRELLAS
<b>1</b> <b>Management</b>	<ul style="list-style-type: none"> <li>• Being a Respectful Member of the Classroom Community</li> <li>• Getting Started with Independent Reading</li> <li>• Living a Reading Life</li> </ul>
<b>2</b> <b>Literary Analysis</b>	<ul style="list-style-type: none"> <li>• Studying Authors and Their Process</li> <li>• Getting Started with Book Clubs</li> <li>• Learning Conversational Moves in Book Club</li> <li>• Reading Graphic Texts</li> <li>• Thinking Critically About Texts</li> <li>• Understanding Fiction and Nonfiction Genres</li> <li>• Exploring Different Kinds of Poetry</li> <li>• Thinking About Themes and the Author's Message</li> <li>• Reading Like a Writer: Analyzing Writer's Craft</li> <li>• Understanding the Craft of Poetry</li> <li>• Studying Illustrators and Analyzing Illustrator's Craft</li> <li>• Noticing Book and Print Features</li> <li>• Understanding Memoir</li> <li>• Exploring Persuasive Texts</li> <li>• Studying Biographies</li> <li>• Noticing How Authors Choose to Organize Information</li> <li>• Thinking about the Topic of Expository Nonfiction</li> <li>• Reading and Evaluating Multiple Sources</li> <li>• Learning Information from Illustrations and Graphics</li> <li>• Using Text Features to Gain Information</li> <li>• Understanding Realistic Fiction</li> <li>• Exploring Historical Fiction</li> <li>• Studying Modern Fantasy</li> <li>• Studying Epic Tales</li> <li>• Understanding Myths</li> <li>• Thinking About the Setting in Fiction Books</li> <li>• Exploring Conflict in Fiction Texts</li> <li>• Understanding Characters' Feelings, Motivations, and Intentions</li> <li>• Understanding Round and Flat Characters</li> <li>• Thinking Critically About Characters</li> <li>• Analyzing Perspective and Point of View</li> </ul>
<b>3</b> <b>Strategies and Skills</b>	<ul style="list-style-type: none"> <li>• Solving Multisyllable Words</li> <li>• Using Context to Understand Vocabulary</li> <li>• Understanding Connectives</li> <li>• Maintaining Fluency</li> <li>• Summarizing</li> <li>• Reading in Digital Environments</li> <li>• Monitoring Comprehension with Difficult Texts</li> </ul>
<b>4</b> <b>Writing About Reading</b>	<ul style="list-style-type: none"> <li>• Introducing a Reader's Notebook</li> <li>• Using a Reader's Notebook</li> <li>• Writing Letters to Share Thinking About Texts</li> <li>• Use Graphic Organizers to Show How Nonfiction Books are Organized</li> <li>• Using Graphic Organizers to Show Fiction Text Structures</li> <li>• Introducing Different Genres and Forms for Responding to Reading</li> <li>• Writing about Reading to Persuade</li> <li>• Responding Creatively to Reading</li> </ul>



## Nurture a Community of Literacy Learners



Engaging trade books



Words That Sing Poetry Charts



1 Big Book, 6 small books, and an audiobook of each title. Also available in Spanish PreK-2.

### IRA INTERACTIVE READ-ALoud

Support children in making connections across a related group of texts and in engaging them in deeper thinking about texts with the *Fountas & Pinnell Classroom™ Interactive Read-Aloud Collection*. This shared collection of familiar texts and the shared vocabulary developed through talk provides essential background knowledge that all students will be able to apply during reading minilessons.

### SR SHARED READING

Like the texts in interactive read-aloud, the enlarged texts in the *Fountas & Pinnell Classroom™ Shared Reading Collection* and the *Words That Sing Poetry Charts for Shared Reading* offer students the opportunity to understand and discuss characters, events, concepts, and ideas. Many of the lessons in *The Reading Minilessons Books* refer to the shared reading books and poetry charts as mentor texts.

### WML WRITING MINILESSONS

Expand literacy learning with Writing Minilessons—brief, focused, explicit lessons that engage children in inquiry that leads to the discovery of a general principle from *The Literacy Continuum*.



Available in ebook format, PreK-1

### RML THE READING MINILESSONS eBooks

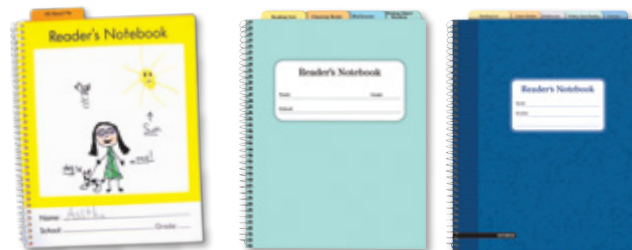
Now available in eBook format! With page-by-page navigation features, this digital edition is designed to duplicate the layout and pagination of the print edition, allowing you to easily switch back and forth between the print and digital versions using the same page references.



Available in ebook format, K-6

### READER'S NOTEBOOKS

A reader's notebook is an important tool to support student independence and response to books. It becomes a rich collection of thinking across the years. Reading minilessons help children use the *Reader's Notebook* as a vessel for their thinking in independent literacy learning.



Versions for grades K-2, 2-4, and 4-8  
Also available in Spanish





## PUT READING MINILESSONS INTO ACTION

The minilessons can be used in the recommended order, or may be selected as a specific need is observed within the classroom.

The type of minilesson you are teaching will determine *when* during the day you teach it. Minilessons are most powerful when taught in response to an observed authentic need. Present a minilesson as soon as possible after identifying a need.



Understanding Characters in Stories

Umbrella 14

A list of minilessons organized under the umbrella.

Use these suggested **mentor texts** as examples in the minilessons in this umbrella or use books that have similar characteristics.

Prepare to present the minilessons under this umbrella with these **Before Teaching Minilessons** suggestions.

Minilessons in This Umbrella

- RML1** Stories have important characters.
- RML2** Sometimes the animals act like people in stories.
- RML3** The words and pictures help you understand how a character feels.
- RML4** Sometimes you feel like a character in a book.

Before Teaching Umbrella 14 Minilessons

Read and discuss books that have simple plots with one or two important characters whose feelings can be easily inferred from the pictures and words. Use the following books from the *Fountas & Pinnell Classroom™ Interactive Read-Aloud Collection* text sets, or choose other books that have one or two important characters.

Learning and Playing Together: School

*Look Out Kindergarten, Here I Come!* by Nancy Carlson

The Importance of Friendship

*A Visitor for Bear* by Bonny Becker

*I Love You All Day Long* by Francesca Rusackas

*Yo! Yes?* by Chris Raschka

*Big Al and Shrimpy* by Andrew Clements

As you read aloud and enjoy these texts together, help children

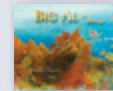
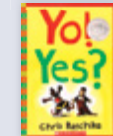
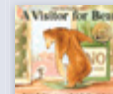
- notice and name important characters,
- notice when animals act like people,
- think about how the characters feel throughout the story, and
- think about a time they felt the way the characters feel.

**Each Umbrella** has an introductory page to provide an overview of how the umbrella is organized.

School



Friendship



Section 2: Literary Analysis

## Umbrella 14

## Understanding Characters in Stories

Gain important information by **assessing** children as they apply and share their learning of a minilesson principle. Observe and then follow up with individuals or small groups who need more intensive support in learning a particular principle.

Specific behaviors and understandings to observe as you **assess** children's learning after presenting the minilesson.

Engage children in **response to reading** activities in order to link the new learning to their own writing or drawing.

### Assessment

After you have taught the minilessons in this umbrella, observe children as they talk and write about their reading across instructional contexts: interactive read-aloud, independent reading and literacy work, guided reading, shared reading, and book club. Use *The Literacy Continuum* (Fountas and Pinnell 2017) to observe children's reading and writing behaviors across instructional contexts.

- ▶ What evidence do you have of new understandings related to characters?
  - Can children identify the most important characters in a story?
  - Can children identify when animal characters are acting like people?
  - Are children using the pictures and words in a story to understand the way the characters feel?
  - Are children making connections between their own feelings and the feelings of characters in a story?
  - Do they know and use academic words, such as *character*, *illustration*, *illustrator*, and *writer* when they talk about stories?
- ▶ In what other ways, beyond the scope of this umbrella, are the children talking about characters?
  - Have they begun to express opinions about characters?
  - Do they talk about characters' motivations?
  - Can they identify character traits?
  - Do they notice problems that characters face?

Use your observations to determine the next umbrella you will teach. You may also consult *Minilessons Across the Year* (p. XX) for guidance.

### Link to Writing

After teaching the minilessons in this umbrella, help children link the new learning to their own writing or drawing:

- ▶ Help children talk about the characters in their stories and how the characters feel. Have them draw facial expressions that show emotion and label their pictures with feeling words (e.g., *happy*, *sad*, *mad*).



Quickly identify the minilesson with this handy code – this example is the second reading minilesson [RML2] in the fourteenth umbrella [U14] in the Literary Analysis [LA] section.

The Reading Minilesson Principle is a brief statement that describes the understanding children will need to learn and apply.

**RML2**  
LA.U14.RML2

**Reading Minilesson Principle**  
Sometimes the animals act like people in stories.

**Understanding Characters in Stories**

**You Will Need**

- ▶ three or four familiar books that have animal characters, such as the following:
  - *Look Out Kindergarten, Here I Come!* by Nancy Carlson, from Text Set: School
  - *I Love You All Day Long* by Francesca Rusackas, from Text Set: School
  - *A Visitor for Bear* by Bonny Becker, from Text Set: Friendship
- ▶ chart paper and markers

**Academic Language / Important Vocabulary**

- ▶ important character



**Continuum Connection**

- ▶ Understand that animals in stories sometimes act like people (p. 28)
- ▶ Recall important details about characters after a story is read (p. 28)

**Goal**

Understand that animal characters in stories can sometimes act like people.

**Rationale**

Children begin to explore the genre of animal fantasy as they consider how animals sometimes act like people in stories. Noticing similarities of the actions of animal characters and human characters helps children begin to make authentic personal connections to the characters in animal fantasies.

**Assess Learning**

Observe children when they talk about characters in stories they have heard or read. Notice if there is evidence of new learning based on the goal of this minilesson.

- ▶ Are children able to find examples of animals that act like people?
- ▶ Can children explain the similarity of how the animal acts and how people act?
- ▶ Do children use the term *important character*?

**Minilesson**

To help children think about the minilesson principle, choose familiar texts and examples to use in an inquiry-based lesson about animal characters. Here is an example.

- ▶ Show and read page 3 from *Look Out Kindergarten, Here I Come!*
  - Look at what the mouse does to get ready for school. What do you notice about what the mouse does?
  - How does he act like a person?
- ▶ Write and draw children's responses on chart paper.
- ▶ Show and read pages 2–3 from *I Love You All Day Long*.
  - How does Owen feel and act like a person in this part of the story?
  - Can a pig really talk and go to school? In this story, Owen acts just like people do.
- ▶ Write and draw children's responses on the chart.

The Goal (derived from *The Literacy Continuum*) and Rationale of the minilesson is clearly identified.

Note the specific behaviors and understandings to observe as you assess children's learning after presenting the minilesson.

Suggested language to use when teaching the minilesson principle.

Academic Language that children will need to understand in order to access the learning in the minilesson.

Create **anchor charts** as a useful reference tool and reinforcement of the principle for students during independent reading and writing.

**RML2**  
LA.U14.RML2

Section 2: Literary Analysis

Suggestions for children to practice the new thinking from the minilesson (usually with a partner).

As you **Summarize** the minilesson principle, guide students to **Apply** what they have learned to their independent reading.

Provide students an opportunity to **Share** their learning and how they applied the principle during independent literacy work.

Optional suggestions for **Extending the Learning** of the minilesson over time or in other contexts.

### Have a Try

Invite the children to talk to a partner about animal characters that act like people in *A Visitor for Bear*.

- ▶ Read page 2 of *A Visitor for Bear*.  
**Turn and talk to a partner about how Bear and Mouse act like people.**
- ▶ Ask several children to share their thinking and write and draw their responses on the chart.

### Summarize and Apply

Summarize the learning and remind children to think about how animals in stories can act like people.

**What does the chart tell you about the animal characters in stories? Today you learned that sometimes the animal characters in stories act like people.**

- ▶ Write the principle at the top of the chart.  
**If you read a story today, notice if the important character is an animal. Think about how the animal character acts like a person.**

### Share

Following independent work time, gather children together in groups of three in the meeting area to talk about animal characters.






**Talk about a part of your book where an animal character acts like a person.**

### Extend the Lesson (Optional)

After assessing children's understanding, you might decide to extend the learning.

- ▶ Help children think about how stories would be different if the characters were people or other animals.
- ▶ Encourage discussions about why the author chose to make the characters animals instead of people.
- ▶ **Drawing/Writing About Reading** Use interactive writing to draw an animal character from a familiar book and write a sentence telling how the animal behaves like a person.

**Sometimes the animals act like people in stories.**

Book	Animal Characters	How Animal Character Acts Like a Person
	Henry 	He gets ready for kindergarten. He wears clothes and sneakers. He brushes his teeth. He washes behind his ears. 
	Owen 	He feels nervous. He talks. He plays with a toy. He eats breakfast on a plate. 
	Bear and Mouse 	They laugh and talk. They drink tea. They become friends. 

## Thinking About Where Stories Take Place

## Umbrella 17

## Minilessons in This Umbrella

**RML1** The illustrations and the words show where a story happens.

**RML2** Think about why the place is important to the story.

## Before Teaching Umbrella 17 Minilessons

Read and discuss books with children that take place in different locations. Include books with places that are an important part of the story. Use the following books from the *Fountas & Pinnell Classroom™ Interactive Read-Aloud Collection* text sets or choose books from your library in which the setting is important.

## Using Numbers: Books with Counting

*Over on a Mountain: Somewhere in the World* by Marianne Berkes

*Moja Means One: Swahili Counting Book* by Muriel Feelings

## Bob Graham: Exploring Everyday Life

*How to Heal a Broken Wing* by Bob Graham

## Journeys Near and Far

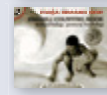
*Bailey Goes Camping* by Kevin Henkes

*Down the Road* by Alice Schertle

As you read aloud and enjoy these texts together, help your children

- notice where a story takes place based on evidence in the book, and
- think about how the location is important to the story.

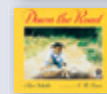
## Using Numbers



## Bob Graham



## Journeys





### Assessment

After you have taught the minilessons in this umbrella, observe children talking and writing about settings in their reading across instructional contexts: interactive read-aloud, independent reading and literacy work, guided reading, shared reading, and book club. Use *The Literacy Continuum* (Fountas and Pinnell 2017) to observe children's reading and writing behaviors across instructional contexts.

- ▶ What evidence do you have of new understandings related to where a story takes place?
  - Can children identify where a story happens?
  - In what ways do children use background knowledge to help them understand where a story takes place?
  - Can children infer why the location where a story takes place is important to the story?
  - Do children recognize that stories take place in different locations?
  - Do children use vocabulary related to setting, such as *place*?
- ▶ In what other ways, beyond the scope of this umbrella, are the children talking about where and when a story takes place?
  - Are children noticing when stories are happening?
  - Do children consider and talk about how the story would be different if the location and time were different?

Use your observations to determine the next umbrella you will teach. You may also consult *Minilessons Across the Year* (p. 51) for guidance.

### Link to Writing

After teaching the minilessons in this umbrella, help children link the new learning to their writing or drawing about reading:

- ▶ Encourage children to use words and pictures to show the setting of the stories when they write.

**RML 2**  
LA.U17.RML2

**Reading Minilesson Principle**  
**Think about why the place is important to the story.**

**Thinking About Where Stories Take Place**

**You Will Need**

- ▶ three or four familiar books with locations easily identified such as the following:
  - *Bailey Goes Camping* by Kevin Henkes, from Text Set: Journeys
  - *Over on a Mountain: Somewhere in the World* by Marianne Berkes, from Text Set: Using Numbers
  - *Down the Road* by Alice Schertle, from Text Set: Journeys
- ▶ chart paper and markers

**Academic Language / Important Vocabulary**

- ▶ place



**Continuum Connection**

- ▶ Understand the setting for a story and infer why it is important [p. 34]

**Goal**

Understand the setting of the story and infer why it is important.

**Rationale**

As children explore the importance setting has on the plot and characters of a story, they learn that where a story happens is an integral part of the story. When children analyze the significance of where a story takes place, they broaden their understanding of the author's and illustrator's craft and the story itself.

**Assess Learning**

Observe children when they talk about why the setting is important in stories. Notice if there is evidence of new learning based on the goal of this minilesson.

- ▶ Are children able to identify the place, or setting?
- ▶ Are they able to describe why the location of a story is important to the story?

**Minilesson**

To help children think about the minilesson principle, engage them in a short discussion of the importance of setting to a story. Here is an example.

- ▶ Show the cover of *Bailey Goes Camping*.

Remember Bailey stays home while his older brother and sister go camping. Where does Bailey go camping?

- ▶ Record responses on the chart paper.

Why is it important to the story that Bailey has a camping adventure at home instead of out in the woods? Why do you think the author, Kevin Henkes, decided to have this story take place at home?

Now think about *Over on a Mountain: Somewhere in the World*. What kinds of places did you read about in this story?

- ▶ Revisit illustrations as needed to prompt the conversation. Record responses on the chart.

I notice a lot of maps. I wonder why the illustrator decided to include so many maps in this story.

- ▶ Show a page with a map.

Why is it important that you know where these different places are?

### Have a Try

Invite the children to apply the new thinking about setting with a partner.

- ▶ Show and reread pages 1-2 of *Down the Road*.  
Where does this story take place? Turn and talk with a partner about why it is important to know where this story happens.
- ▶ Ask several volunteers to share. Record responses on the chart and review the chart.

### Summarize and Apply

Summarize the learning and remind children to think about where the story takes place and what that is important to the story as they read.

- ▶ Review the chart.  
Today you noticed that where a story takes place is important in helping you understand the story.  
When you read today, think about where the story takes place and why that might be important to the story. Bring the book when we meet after independent work time so you can share what you found.

### Share

Following independent work time, gather children together in the meeting area to talk about the importance of the setting to a story.

- ▶ Turn and talk to a partner about where the book you read takes place and why that is important to the story.

### Extend the Lesson (Optional)

After assessing children's understanding, you might decide to extend the learning.

- ▶ Continue to notice and think about the importance of setting in stories during interactive read-aloud and shared reading.
- ▶ Choose stories that have a similar plot but take place in different locations so children can compare, e.g., counting stories that take place in different locations.
- ▶ **Drawing/Writing About Reading** Use interactive writing to record places children read about and why those places are important to the story.

Notice where the story happens and why it is important to the story

Title	Where the Story Happens	Why the Place Is Important
	Bailey's house	Bailey learns that he can have fun camping at home.
	Mountains around the world	Different animals live on different mountains.
	Hetty's house and the dusty road	The story is mostly about when Hetty goes down the dusty road.

Noticing Text Resources

Umbrella 11

Minilessons in This Umbrella

- RML1** The front flap and back cover give information about the book.
- RML2** Authors honor or show they care about someone in the dedication.
- RML3** The author gives information in an author's note.
- RML4** Authors thank the people who helped them with the book in the acknowledgments.
- RML5** Sometimes illustrators use endpapers to show something important about the book.
- RML6** An author page gives information about the person who wrote the book.

Before Teaching Umbrella 11 Minilessons

This umbrella helps children notice, use, and understand some of the text resources outside the body of the text, called peritext (although it is not necessary to use that technical term with children). Read and discuss a variety of engaging fiction and nonfiction picture books that have one or more of the following text resources: dedication, author's note, acknowledgments, endpapers, about the author page. Use the following books from the *Fountas & Pinnell Classroom™ Interactive Read-Aloud Collection* text sets or choose books that have one or more of these text resources from your classroom library.

Exploring Narrative Nonfiction Texts

- Think of an Eel* by Karen Wallace
- A Log's Life* by Wendy Pfeffer

The Pleasure of Giving

- My Rows and Piles of Coins* by Tololwa M. Mollel
- Those Shoes* by Maribeth Boelts
- The Birthday Swap* by Loretta Lopez

Finding Beauty in the World Around You

- Last Stop on Market Street* by Matt de la Peña

*Something Beautiful*

- by Sharon Dennis Wyeth
- The Gardener* by Sarah Stewart
- Jamaica Louise James* by Amy Hest

Seymour Simon: A Scientific Eye

- Frogs*
- Penguins*

Exploring the Natural World: Insects

- Bugs for Lunch* by Margery Facklam
- Jan Brett: Creating Imaginary Worlds**
- Honey... Honey... Lion!* by Jan Brett

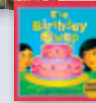
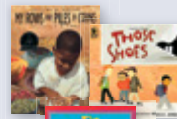
As you read aloud and enjoy these texts together, help children

- notice and talk about the pictures and information on the covers and flaps, and
- notice text resources, such as dedications, acknowledgments, author's notes, about the author pages, and endpapers.

Narrative Nonfiction



Giving



Finding Beauty



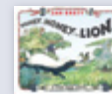
Seymour Simon



Insects



Jan Brett





### Assessment

After you have taught the minilessons in this umbrella, observe children as they talk about their reading across instructional contexts: interactive read-aloud, independent reading and literacy work, guided reading, shared reading, and book club. Use *The Literacy Continuum* (Fountas and Pinnell 2017) to observe children's reading behaviors across instructional contexts.

- ▶ What evidence do you have of new understandings relating to text resources?
  - Do the children use the information on the front flap and/or back cover of a book to help them select books to read?
  - Do the children notice and read authors' acknowledgments and dedications?
  - Do they talk about what they learned about the author and/or the book from the author page and/or author's note?
  - Do they notice endpapers, and can they explain how they relate to the book's content?
- ▶ In what other ways, beyond the scope of this umbrella, are they thinking and talking about books?
  - Do children notice nonfiction text features, such as headings, table of contents, or sidebars?

Use your observations to determine the next umbrella you will teach. You may also consult *Minilessons Across the Year* (p. 60) for guidance.

### Link to Writing

After teaching the minilessons in this umbrella, help children link the new learning to their own writing:

- ▶ Help children create text resources when they write and illustrate their own books.
  - Encourage them to write information about the book on the front flap and/or back cover.
  - Suggest that they include information about how they created the book in an author's note.
  - Help them write a brief autobiography on an author page.
  - Encourage them to include a dedication and/or acknowledgments.
  - Suggest that they create endpapers with a picture of something important in the book.

**RML 3**

LA.U11.RML3

Reading Minilesson Principle

**The author gives information in an author's note.**

Noticing Text Resources

**You Will Need**

- ▶ two or three familiar books that have an author's note, such as the following:
  - *Something Beautiful* by Sharon Dennis Wyeth, from Text Set: Finding Beauty
  - *Frogs* by Seymour Simon, from Text Set: Seymour Simon
  - *My Rows and Piles of Coins* by Tololwa M. Mollel, from Text Set: Giving
- ▶ chart paper and markers

**Academic Language / Important Vocabulary**

- ▶ author
- ▶ author's note



**Continuum Connection**

- ▶ Notice and use and understand the purpose of some text resources outside the body (peritext): e.g., dedication, acknowledgments, author's note, illustrator's note, endpapers, book flap (p. 44)

**Goal**

Notice, use, and understand the purpose of the author's note.

**Rationale**

The author's note may reveal the author's inspiration for writing the book or offer important contextual information about where and when the story is set. When children read and think about the author's note, they gain a deeper understanding of the book.

**Assess Learning**

Observe children when they read and talk about an author's note. Notice if there is evidence of new learning based on the goal of this minilesson.

- ▶ Do the children notice when a book has an author's note?
- ▶ Do they talk about what they learned from the author's note?
- ▶ Do they understand the purpose of an author's note?
- ▶ Do they use the terms *author* and *author's note* correctly?

**Minilesson**

To help children think about the minilesson principle, guide them to notice and understand the purpose of the author's note. Here is an example.

- ▶ Show the cover of *Something Beautiful*.
  - Remember this story about a girl who learns there is beauty all around and inside her?
  - The author wrote a special page at the end of the book I'd like to read to you. The page is called the author's note.
- ▶ Show and read the author's note.
  - Why do you think the author decided to use the back of the book to tell this story about her childhood? What does it have to do with the book?
- ▶ Guide children to recognize this author's note tells where the author got the idea for the story. On the chart paper write "where the idea for the story came from."
  - Let's look at the author's note in another book you know.
- ▶ Show the cover of *Frogs* and then open to the author's note. Read or paraphrase it.
  - What do you notice about this author's note? What kind of information does the author give you about the book?
- ▶ Record responses on the chart, generalizing if needed.

### Have a Try

Invite the children to talk with a partner about the author's note.

Listen carefully as I read the author's note in *My Rows and Piles of Coins*. Think about what you are learning about the book.

- ▶ Read the author's note on the last page of the book.  
Turn and talk to your partner about the kind of information the author gives in the author's note. What did you learn about the book?
- ▶ Ask a few pairs to share their ideas, and record responses on the chart.

### Summarize and Apply

Summarize the learning and remind children to look for an author's note when they read.

What did you learn about an author's note? Look at the chart to help you remember.

- ▶ Write the principle at the top of the chart.  
Sometimes the author's note is at the beginning of a book, and sometimes it is at the end. When you read today, look to see if your book has an author's note. If it does, be sure to read it and think about what information the author is telling you. Bring your book to share when we come back together.

### Share

Following independent work time, gather children together in the meeting area to share what they learned about author's notes.

- Who read a book with an author's note?
- What did you learn from the author's note?



### Extend the Lesson (Optional)

After assessing children's understanding, you might decide to extend the learning.

- ▶ Read and discuss author's notes as you encounter them during interactive read-aloud. If children discover new types of information in author's notes, add them to the chart.
- ▶ Encourage children to include an author's note when they write a book.

### The author gives information in an author's note.

#### The author's note can tell...

- Where the idea for the story came from 
- Why the author decided to write a book about this topic
- Information about the author 
- What to expect from the book
- Information about the place and time of the story.

Understanding Fiction and Nonfiction Genres

Umbrella 5

Minilessons in This Umbrella

- RML1** There are different kinds of fiction books.
- RML2** There are different kinds of nonfiction books.
- RML3** Hybrid books have fiction and nonfiction parts.

Before Teaching Umbrella 5 Minilessons

Before teaching Umbrella 5, read and discuss fiction and nonfiction books from a range of genre types. Make a Books We've Shared chart (see p. 62) and add to it as you read books together.

The minilessons in this umbrella support students in discussing specific characteristics of fiction and nonfiction texts. You may decide to teach this umbrella early in the year to provide students with a framework for thinking about fiction and nonfiction texts or later in the year when students have a deeper understanding of genre. (RML3, which introduces hybrid texts, requires a more sophisticated understanding of the characteristics of fiction and nonfiction texts. Confirm readiness before teaching this minilesson.) Likewise, as you consider when to teach these minilessons, think about the kinds of fiction and nonfiction your students are ready to explore in more depth (see Master Genre Chart on p. 38).

Use the following suggested books from the *Fountas & Pinnell Classroom™ Interactive Read-Aloud Collection* to enliven the discussion of genres or choose a variety of fiction and nonfiction books from your classroom library.

**Author/Illustrator Study: Janelle Cannon**  
*Stellaluna* by Janel Cannon

**The Importance of Kindness**  
*The Can Man* by Laura E. Williams

**Genre Study: Folktales**  
*Ming Lo Moves the Mountain* by Arnold Lobel

**Genre Study: Expository Nonfiction**  
*Bats! Strange and Wonderful* by Laurence Pringle

**Genre Study: Biography**  
*Nobody Owns the Sky* by Reeve Lindbergh

**Sharing Our World: Animals**  
*Ape* by Martin Jenkins

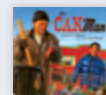
**Hybrid Texts: Fiction and Nonfiction**  
*Flight of the Honey Bee* by Raymond Huber  
*Yucky Worms* by Vivian French

As you read aloud and enjoy these texts together, help students notice defining characteristics of each: realistic fiction, fantasy, folktales, informational (expository) texts, biographies, narrative nonfiction, and hybrid texts.

Janelle Cannon



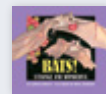
Kindness



Folktales



Expository Nonfiction



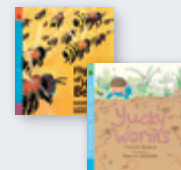
Biography



Animals



Hybrid Texts



Section 2: Literary Analysis



### Assessment

After you have taught the minilessons in this umbrella, observe students as they talk and write about their reading across instructional contexts: interactive read-aloud, independent reading and literacy work, guided reading, shared reading, and book club. Use *The Literacy Continuum* (Fountas and Pinnell 2017) to observe students' reading and writing behaviors across instructional contexts.

- ▶ What evidence do you have of new understandings related to the genres of fiction and nonfiction?
  - Are students able to describe the characteristics of realistic fiction, fantasy, and folktales?
  - Can students describe the characteristics of informational (expository), biographical, and narrative nonfiction texts?
  - Do they understand that hybrid texts have both fiction and nonfiction parts?
  - Do they use academic language, such as *fiction*, *nonfiction*, *folktales*, and *informational*?
- ▶ In what other ways, beyond the scope of this umbrella, are students talking about fiction and nonfiction genres?
  - Are students familiar with characteristics of fables and fairy tales?
  - Are they able to discuss the theme, message, or moral of a fiction text?
  - Can they discuss the topic of informational texts?

Use your observations to determine the next umbrella you will teach. You may also consult *Minilessons Across the Year* (pp. 55-57) for guidance.


### Link to Writing

After teaching the minilessons in this umbrella, help students link the new learning to their own writing:

- ▶ When students write fiction or nonfiction pieces during writers' workshop, encourage them to incorporate the characteristics of a particular genre as they write their own pieces.
- ▶ Use shared writing to demonstrate and try out characteristics of the different genres as students begin to write in that genre.

### Reader's Notebook

When this umbrella is complete, provide a copy of the minilesson principles (see [resources.fountasandpinnell.com](http://resources.fountasandpinnell.com)) for students to glue in the reader's notebook (in the Minilessons section if using *Reader's Notebook: Intermediate* [Fountas and Pinnell 2011]), so they can refer to the information as needed.

<p><b>RML1</b> LA.U5.RML1</p>	<p>Reading Minilesson Principle <b>There are different kinds of fiction books.</b></p>
<p>Understanding Fiction and Nonfiction Genres</p>	
<p><b>You Will Need</b></p>	
<ul style="list-style-type: none"> <li>▶ four or five familiar books that demonstrate the characteristics of fiction texts (e.g., realistic fiction, historical fiction, folktales, fables, fantasy), such as:             <ul style="list-style-type: none"> <li>• <i>Stellaluna</i> by Janell Cannon, from Text Set: Janelle Cannon</li> <li>• <i>The Can Man</i> by Laura E. Williams, from Text Set: Kindness</li> <li>• <i>Ming Lo Moves the Mountain</i> by Arnold Lobel, from Text Set: Folktales</li> </ul> </li> <li>▶ chart paper divided into three columns</li> <li>▶ markers</li> </ul>	<p><b>Goal</b></p> <p>Understand that there are different types of fiction texts (e.g., realistic fiction, historical fiction, folktales, fables, fantasy) and that they have different characteristics.</p>
<p><b>Academic Language / Important Vocabulary</b></p>	<p><b>Rationale</b></p> <p>Studying the characteristics of specific fiction genres—fantasy, realistic fiction, folktale, and historical fiction—helps students know what to expect when reading, and increases comprehension.</p>
<ul style="list-style-type: none"> <li>▶ fiction</li> <li>▶ realistic fiction</li> <li>▶ folktales</li> <li>▶ fantasy</li> </ul>	<p><b>Assess Learning</b></p> <p>Observe students when they talk about fiction books. Notice if there is evidence of new learning based on the goal of this minilesson.</p> <ul style="list-style-type: none"> <li>▶ Can students distinguish between realistic fiction, folktales, and fantasy?</li> <li>▶ Do they use that knowledge to support their understanding of the text?</li> <li>▶ Do they use academic language, such as <i>realistic fiction</i>, <i>folktales</i>, and <i>fantasy</i>?</li> </ul>
<p> <b>Continuum Connection</b></p> <ul style="list-style-type: none"> <li>▶ Notice and understand the characteristics of some specific fiction genres: e.g., realistic fiction, historical fiction, folktale, fairy tale, fable, fantasy, hybrid text. (p. 50)</li> </ul>	<p><b>Minilesson</b></p> <p>To help students think about the minilesson principle, engage students in a discussion of different kinds of fiction. Here is an example.</p> <p style="text-align: center;"><b>How do you know that a book is fiction?</b></p> <ul style="list-style-type: none"> <li>▶ Show the cover of <i>Stellaluna</i>. Write the title and <i>fantasy</i> on the chart.             <p style="text-align: center;"><b>This book is a special kind of fiction called fantasy. Listen as I reread a few pages and think about what makes this book a fantasy story.</b></p> </li> <li>▶ Reread a few pages.             <p style="text-align: center;"><b>What makes this a fantasy story?</b></p> </li> <li>▶ Record responses on the chart.             <p style="text-align: center;"><b>This book is fantasy because the characters are animals that can talk, and there is a problem and/or a solution that couldn't happen in real life.</b></p> </li> <li>▶ Repeat the process with the realistic fiction book <i>The Can Man</i>.             <p style="text-align: center;"><b>Books that have characters, a problem, a solution, and actions that are made-up but could happen in real life are called realistic fiction.</b></p> </li> <li>▶ Repeat the process with the folktale <i>Ming Lo Moves the Mountain</i>.             <p style="text-align: center;"><b>Folktales have events that could not happen in the real world and some have characters that could not be real. Sometimes characters play tricks on other characters.</b></p> </li> </ul>
<p>156 ■ <i>The Reading Minilessons Book, Grade 3</i></p>	

### Have a Try

Invite the students work in small groups to categorize books they have read.

Turn and talk with your group. Name a fiction book you have read recently. Does it fit on this chart? Where? Why?

### Summarize and Apply

Summarize the learning and remind students to think about what kind of fiction book they are reading.

What does the chart show about fiction books?

- ▶ Review the chart and write the principle at the top.
  - When you understand the kind of fiction book you read, it helps you understand the book.
  - Today during independent reading time, think about what kind of fiction book you are reading. Bring the book when we come back together so you can share your thinking.

**There are different kinds of fiction books.**

Book	Kind of Fiction	Characteristic
	Fantasy	<ul style="list-style-type: none"> <li>• Animals talk.</li> <li>• Animals act like people.</li> </ul>
	Realistic fiction	<ul style="list-style-type: none"> <li>• The characters, the setting, and the problems could happen in real life.</li> </ul>
	Folktales	<ul style="list-style-type: none"> <li>• A pretend story that cannot happen in the real world.</li> <li>• There is repetition.</li> <li>• Sometimes characters trick each other.</li> </ul>

### Share

Following independent reading time, gather students together in the meeting area to talk about their reading with the group.

What kind of fiction book did you read today? Why did you think that?

### Extend the Lesson (Optional)

After assessing students' understanding, you might decide to extend the learning.

- ▶ As you read and discuss other fiction texts, talk about the characteristics of those texts. Introduce the terms *historical fiction* and *fables* when you encounter those books together and add them to the chart.
- ▶ As students read more fiction books, teach them how to record the genre code on their reading list in a reader's notebook. Refer to Section Four: Writing About Reading, Umbrella 1: Introducing a Reader's Notebook, for more about genre coding.
- ▶ Add specific genre codes to the Books We've Shared chart (see p. 62).

Introducing Different Genres and Forms for Responding to Reading

Umbrella 5

Minilessons in This Umbrella

- RML1** Writing about your reading shows your thinking about it.
- RML2** A short write is your quick thinking about a book.
- RML3** A storyboard shows the significant events in a story.
- RML4** A summary of a book gives the important information.
- RML5** A recommendation for a book or series encourages others to read it.
- RML6** A sketch shows your thinking about something important in a book.
- RML7** A written sketch of a character is a short description of his traits with supporting evidence.
- RML8** Two-column writing shows your response to a phrase or quote from a book.
- RML9** A persuasive poster is designed to persuade others to agree with your opinion.

Before Teaching Umbrella 5 Minilessons

Students should be familiar with using a reader's notebook (see Umbrella 1: Introducing a Reader's Notebook in this section). Students should be thinking and talking about concepts before they write about them, so consider teaching these minilessons alongside relevant literary analysis minilessons.

Use these texts from the *Fountas & Pinnell Classroom™ Interactive Read-Aloud Collection* or choose high-quality books from your classroom library.

Illustration Study: Craft

*Dingo* by Claire Saxby

Genre Study: Memoir

*The Scraps Book* by Lois Ehlert

Figuring Out Who You Are

*A Boy and a Jaguar* by Alan Rabinowitz

Empathy

*The Boy and the Whale* by Mordicai Gerstein

*The Crane Wife* by Odds Bodkin

Telling a Story with Photos

*Wolf Island* by Nicholas Read

*The Seal Garden* by Nicholas Read

*A Bear's Life* by Nicholas Read

Exploring Identity

*Imagine* by Juan Felipe Herrera

*Be Water, My Friend* by Ken Mochizuki

Genre Study: Historical Fiction

*The Buffalo Storm* by Katherine Applegate

*Dad, Jackie, and Me* by Myron Uhlberg

Taking Action, Making Change

*Emmanuel's Dream* by Laurie Ann Thompson

*One Hen* by Katie Smith Milway

Illustration Study: Craft

*Dingo*  
by Claire Saxby

Genre Study: Memoir

*The Scraps Book*  
by Lois Ehlert

Figuring Out Who You Are



Empathy

*The Boy and the Whale*  
by Mordicai Gerstein

Telling a Story with Photos

*Wolf Island* by Nicholas Read  
*The Seal Garden* by Nicholas Read  
*A Bear's Life* by Nicholas Read

Exploring Identity

*Imagine*  
by Juan Felipe Herrera

Genre Study: Historical Fiction



Taking Action, Making Change

*Emmanuel's Dream* by Laurie Ann Thompson  
*One Hen* by Katie Smith Milway

Section 4: Writing About Reading



## Umbrella 5

## Introducing Different Genres and Forms for Responding to Reading

### Assessment

After you have taught the minilessons in this umbrella, observe students as they talk and write about their reading across instructional contexts: interactive read-aloud, independent reading, guided reading, shared reading, and book club. Use *The Literacy Continuum* (Fountas and Pinnell 2017) to guide the observation of students' reading and writing behaviors.

- ▶ What evidence do you have of new understandings related to responding to reading?
  - Are students brainstorming ideas for writing about reading?
  - Can they do a short write about a book?
  - Are they able to create a storyboard to represent significant events in a story?
  - Do they write concise summaries of fiction and nonfiction books?
  - Can they write a book or series recommendation?
  - Do they make sketches to share thinking about books?
  - Are they able to write a character sketch?
  - Can they respond in writing to an important phrase, quote, or question from a book?
  - Can they make a persuasive poster to convince others to agree with their opinion about a book?
  - Are they using the terms *reader's notebook*, *brainstorm*, *short write*, *storyboard*, *summary*, *recommendation*, *sketch*, *persuasive*, *argument*, and *opinion*?
- ▶ In what other ways, beyond the scope of this umbrella, are students responding to reading?
  - Are students using a reader's notebook in a variety of new ways?

Use your observations to determine the next umbrella you will teach. You may also consult *Minilessons Across the Year* (pp. 59–62) for guidance.

### Reader's Notebook

When this umbrella is complete, provide a copy of the minilesson principles (see [resources.fountasandpinnell.com](http://resources.fountasandpinnell.com)) for students to glue in the reader's notebook (in the Minilessons section if using *Reader's Notebook: Intermediate* [Fountas and Pinnell 2011]), so they can refer to the information as needed.

**RML2**  
WAR.U5.RML2

**Reading Minilesson Principle**  
**A short write is your quick thinking about a book.**

Introducing Different Genres and Forms for Responding to Reading

**You Will Need**

- ▶ several books that are good examples for doing a short write, such as the following:
  - *The Scraps Book* by Lois Ehler, from Text Set: Genre Study: Memoir
  - *Dingo* by Claire Saxby, from Text Set: Illustration Study: Craft
- ▶ chart paper and marker
- ▶ document camera (optional)
- ▶ a reader's notebook for each student

**Academic Language / Important Vocabulary**

- ▶ short write



**Continuum Connection**

- ▶ Understand writing as a vehicle to communicate something the writer thinks (p. 285)

**Goal**

Use a short write to share and deepen thinking about a book.

**Rationale**

When you teach students to do a short write, they learn how to share their thinking about a variety of aspects of their reading quickly.

**Assess Learning**

Observe students when they write to share their thinking and notice if there is evidence of new learning based on the goal of this minilesson.

- ▶ Can students do a short write to share their thinking?
- ▶ Do they use the term *short write*?

**Minilesson**

To help students think about the minilesson principle, provide a demonstration of how to do a short write. Then have students talk about what they notice. Here is an example.

- ▶ Show the cover of *The Scraps Book*. On chart paper, begin a short write about the book. Write the title and author. Show the pages before the first page and model your thinking as you write.

**One thing I really loved about this book was the way the author caught my attention right away and made me want to read. I think I will start by writing about that quickly and for a short time.**

- ▶ Show a few more pages of the book.

**I really loved these creative illustrations. I am going to write about that next.**

- ▶ Continue with the short write, modeling your thinking and writing aloud.

**What did you notice about my short write?**

- ▶ Guide students to notice that a short write is quick thinking in response to something they have read and that it can be about anything, though it should have a clear point.

### Have a Try

Invite the students to talk with a partner about doing a short write.

- ▶ Show the cover of *Dingo*.
  - If you wanted to do a short write about *Dingo*, what might you say? Turn and talk about that.
- ▶ After time for a brief discussion, ask a few volunteers to share.
  - Did you hear any new ideas you might like to use to do a short write about a book?

### Summarize and Apply

Summarize the learning and remind students to share their thinking as they write in their reader's notebooks.

You can do a short write to share your quick thinking about any book.

Today, do a short write about *Dingo*. Bring your notebook when we meet so you can share.

### Share

Following independent reading, gather students in small groups to share their writing.

Share your short write with your group. Take turns reading to each other.

### Extend the Lesson (Optional)

After assessing students' understanding, you might decide to extend the learning.

- ▶ **Writing About Reading** Encourage students to use the Writing About Reading page in their reader's notebooks for other short write ideas (also available from [resources.fountasandpinnell.com](http://resources.fountasandpinnell.com)). Examples include how the author builds suspense, what the dialogue reveals about a character, how the author uses time in the story, or what could be changed about the book to make the story more interesting.

### Short Write (Your quick thinking about a book)

#### The Scraps Book by Lois Ehlert

The author made me interested in reading even before the first page. An entire page says, "DON'T READ THIS BOOK" in large capital letters. Then, below that, it has in parentheses, "unless you love books and art." I think that is such a clever way to capture a reader's interest. The other way the author made me interested is by the many photos and creative drawings. She used scraps of paper to show her different memories. The drawings almost look 3-D and they look like you could grab them right off the page.

## Studying Historical Fiction

## Umbrella 25

## Minilessons in This Umbrella

- RML1** Historical fiction stories are alike in many ways.
- RML2** The definition of historical fiction is what is always true about it.
- RML3** The setting is important to the story in historical fiction.
- RML4** Historical fiction is always imagined but may be based on real people, places, or events.
- RML5** Historical fiction writers often use the language of the times in the dialogue.
- RML6** Historical fiction writers use the past to give a message that can be applied today.

## Before Teaching Umbrella 25 Minilessons

Genre study supports students in knowing what to expect when beginning to read a text in a genre. It helps students develop an understanding of the distinguishing characteristics of a genre and gives students the tools they need to navigate a variety of texts. There are six broad steps in the genre study process, and they are described on pages 39–40. Before engaging in genre study, students must read and discuss examples of the genre.

Prior to teaching this series of minilessons, read and discuss a variety of historical fiction stories that include diverse people, cultures, time periods, and circumstances. For this umbrella, it is important to select books that are clear examples of historical fiction, such as the following books from the *Fountas & Pinnell Classroom™ Interactive Read-Aloud Collection* text sets or suitable historical fiction books from your own library.

## Genre Study: Historical Fiction

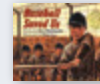
- Baseball Saved Us* by Ken Mochizuki
- The Butterfly* by Patricia Polacco
- The Bracelet* by Yoshiko Uchida
- White Water* by Michael S. Bandy and Eric Stein
- Coming On Home Soon* by Jacqueline Woodson

## Freedom

- Under the Quilt of Night* by Deborah Hopkinson

As you read aloud and enjoy these texts together, help students

- notice similarities across them,
- think about whether characters, settings, and problems are based on actual historic events, and
- make connections between an author's message and their own lives.

Genre Study:  
Historical Fiction

*The Butterfly*  
by Patricia  
Polacco

*The Bracelet*  
by Yoshiko  
Uchida



*Coming On  
Home Soon*  
by Jacqueline  
Woodson

## Freedom





### Assessment

After you have taught the minilessons in this umbrella, observe students as they talk and write about their reading across instructional contexts: interactive read-aloud, independent reading, guided reading, shared reading, and book club. Use *The Literacy Continuum* (Fountas and Pinnell 2017) to observe students' reading and writing behaviors.

- ▶ What evidence do you have of new understandings related to historical fiction?
  - Do students recognize how historical fiction stories are alike?
  - Do they understand that historical fiction is always imagined but that it can be based on real characters, settings, and events?
  - Do they recognize when writers use language of the historical time period in the dialogue?
  - Can students identify the author's message and how it can be applied to their own lives?
  - Do they use language such as *historical fiction*, *narrative structure*, *setting*, *characteristics*, *genre*, *definition*, *dialogue*, *authentic*, and *message*?
- ▶ In what other ways, beyond the scope of this umbrella, are students talking about books?
  - Do they show interest in reading other kinds of books that take place in the past, such as biographies?

Use your observations to determine the next umbrella you will teach. You may also consult *Minilessons Across the Year* (pp. 59–62) for guidance.

### Read and Revise

After completing the steps in the genre study process, help students read and revise their definition of the genre based on their new understandings.

- ▶ **Before:** Historical fiction stories are made-up stories that take place in the past and tell about something in history.
- ▶ **After:** Historical fiction stories are made up by the author but have characters, events, and settings that could be real. They take place in the past.

### Reader's Notebook

When this umbrella is complete, provide a copy of the minilesson principles (see [resources.fountasandpinnell.com](http://resources.fountasandpinnell.com)) for students to glue in the reader's notebook (in the Minilessons section if using *Reader's Notebook: Advanced* [Fountas and Pinnell 2011]), so they can refer to the information as needed.

**RML6**  
LA.U25.RML6

**Reading Minilesson Principle**  
Historical fiction writers use the past to give a message that can be applied today.

Studying Historical Fiction

**You Will Need**

- ▶ several familiar historical fiction books, such as the following from Text Set: Genre Study: Historical Fiction:
  - *Baseball Saved Us* by Ken Mochizuki
  - *The Butterfly* by Patricia Polacco
  - *White Water* by Michael S. Bandy and Eric Stein
- ▶ chart paper and markers

**Academic Language / Important Vocabulary**

- ▶ historical fiction
- ▶ message
- ▶ apply



**Continuum Connection**

- ▶ Understand that the messages or big ideas in fiction texts can be applied to their own lives or to other people and society (p. 69)

**Goal**

Understand that the messages in historical fiction can be applied to their own lives, to other people's lives, or to society today.

**Rationale**

When you teach students to notice and think about the messages in historical fiction books, they understand that events that happened in the past affect how we live our lives in the present. You may want to teach LA.U8.RML1 before this lesson to ensure students understand how to notice the author's message.

**Assess Learning**

Observe students when they read and talk about historical fiction books. Notice if there is evidence of new learning based on the goal of this minilesson.

- ▶ Are students able to identify the author's message(s) in historical fiction books?
- ▶ Can they explain how these messages are applied to their own lives?
- ▶ Do they use language such as *historical fiction*, *message*, and *apply*?

**Minilesson**

To help students think about the minilesson principle, guide students to infer the author's message and think about how the message applies to life today. Here is an example.

- ▶ Show *Baseball Saved Us* and read the first page.
  - What message about this time in history do you think the author is trying to share with you? Turn and talk about that.
- ▶ After time for discussion, ask students to share their thinking. Use students' responses to create a chart.
  - Do you think this message applies to your own life today? How?
- ▶ Add to the chart.
- ▶ Next, read the page in *The Butterfly* with the illustration of Sevrine and Monique going to the cellar, starting with "My mother and father."
  - What do you think the author's message is (or messages are) on this page? Do you think the message applies to your life today? How?
- ▶ Add to the chart.

### Have a Try

Invite the students to talk with a partner about the message in another historical fiction story.

- ▶ Show *White Water* and read the last page of the story.
  - Turn and talk with a partner. What do you think the author's message is (or messages are) about this time in history? Does it apply to your life today?
- ▶ After time for discussion, ask students to share. Add to the chart.

### Summarize and Apply

Summarize the learning and remind students to think about how the message in a historical fiction book might be applied to their own lives.

- ▶ What does the chart show you about historical fiction?
- ▶ Add the principle to the top of the chart.

As you read historical fiction, notice the author's message and how it relates to the time period and your own life. If you read historical fiction today, bring the book with you when we meet so you can share.

### Share

Following independent reading, gather students together in the meeting area to talk about their reading.

Who read a historical fiction book today? Did you notice the message? How does it apply to your life today? Share your thinking.

### Extend the Lesson (Optional)

After assessing students' understanding, you might decide to extend the learning.

- ▶ As students read more historical fiction books, have them notice any recurring themes or messages. Continue to have them think about how these messages might apply to life today.
- ▶ **Writing About Reading** Have students write in a reader's notebook about the message in a historical fiction book and the supporting details that help them recognize that message.

Historical fiction writers use the past to give a message that can be applied today.

Title	Author's Message, Related to a Time in History	How the Message Applies Today
Baseball Saved Us	It was wrong to treat Japanese Americans badly.	<ul style="list-style-type: none"> <li>Don't assume things about people.</li> <li>Treat everyone fairly.</li> </ul>
The Butterfly	It took courage for French citizens to help Jewish people during the Nazi occupation.	<ul style="list-style-type: none"> <li>Stand up for what is right.</li> <li>Find ways to help those around you who are in need.</li> </ul>
White Water	People should not have been made to think they weren't good enough because of their skin color.	<ul style="list-style-type: none"> <li>Do not judge people based on skin color or other outward appearances.</li> <li>Believe in yourself. Don't let anything stop you from achieving your goals.</li> </ul>

## Studying Modern Fantasy

## Umbrella 23

## Minilessons in This Umbrella

- RML1** Modern fantasy stories are alike in many ways.
- RML2** The definition of modern fantasy is what is always true about it.
- RML3** There are different types of modern fantasy.
- RML4** Fantasy stories often take place in unusual settings.
- RML5** The characters in modern fantasy often represent the symbolic struggle of good and evil.
- RML6** Modern fantasy stories have a magical element.
- RML7** Modern fantasy stories often reveal a lesson or something true about the world.

## Before Teaching Umbrella 23 Minilessons

In a genre study, students expand important comprehension skills and learn the distinguishing characteristics of a genre. There are six broad steps in a genre study (pp. 39–40).

Prior to teaching these minilessons, students should have read and enjoyed modern fantasy books (animal fantasy, low fantasy, high fantasy, and science fiction). Students should also have experience with other kinds of fantasy, such as traditional literature (folktales, fairy tales, fables, legends, epics, ballads, and myths). Use the following books from the *Fountas & Pinnell Classroom™ Interactive Read-Aloud Collection* and *Independent Reading Collection* or choose fantasy stories from your own library. Also encourage students to bring in knowledge from modern fantasy books they have read outside of school.

**Interactive Read-Aloud Collection****Genre Study: Fantasy**

*The Sweetest Fig* by Chris Van Allsburg  
*Jumanji* by Chris Van Allsburg  
*The Jumbies* by Tracey Baptiste  
*The Van Gogh Cafe* by Cynthia Rylant  
*Hoodoo* by Ronald L. Smith

**Handling Emotions/Positive Relationships**

*Wings* by Christopher Myers

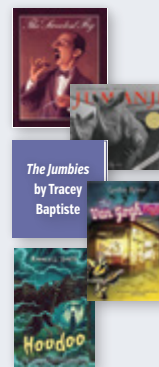
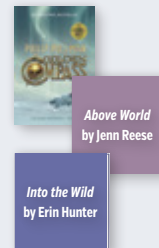
**Taking a New Perspective/Countering Stereotypes**

*Wabi Sabi* by Mark Reibstein

**Independent Reading Collection**

*The Golden Compass* by Philip Pullman  
*Above World* by Jenn Reese  
*Into the Wild* by Erin Hunter

As you read aloud and enjoy these texts together, help students discuss unique features of modern fantasy books.

**Interactive Read-Aloud**  
Genre Study: Fantasy**Handling Emotions/Positive Relationships****Taking a New Perspective/Countering Stereotypes****Independent Reading**



### Assessment

After you have taught the minilessons in this umbrella, observe students as they talk and write about their reading across instructional contexts: interactive read-aloud, independent reading, guided reading, shared reading, and book club. Use *The Literacy Continuum* (Fountas and Pinnell 2017) to guide observation of students' reading and writing behaviors.

- ▶ What evidence do you have of new understandings related to modern fantasy?
  - Can students describe the characteristics of modern fantasy?
  - Are they able to identify and categorize different types of modern fantasy stories?
  - Do they understand that modern fantasy stories often have unusual settings?
  - Are they recognizing recurring motifs in modern fantasy, such as the struggle between good and evil, magical elements, and universal truths?
  - Are they using academic language, such as *modern fantasy*, *genre*, *animal fantasy*, *low fantasy*, *high fantasy*, *science fiction*, *magical element*, *motif*, *symbolic*, and *universal truth*?
- ▶ In what other ways, beyond the scope of this umbrella, are students talking about fiction genres?
  - Are students talking about other types of fiction, such as epics or historical fiction?

Use your observations to determine the next umbrella you will teach. You may also consult *Minilessons Across the Year* (pp. 59–62) for guidance.

### Read and Revise

After completing the steps in the genre study process, help students read and revise their definition of the genre based on their new understandings.

- ▶ **Before:** Modern fantasy is a story about things that couldn't really happen.
- ▶ **After:** Modern fantasy is fiction in which the writer takes events, places, or people that could not exist in the real world and makes their existence believable.

### Reader's Notebook

When this umbrella is complete, provide a copy of the minilesson principles (see [resources.fountasandpinnell.com](http://resources.fountasandpinnell.com)) for students to glue in the reader's notebook (in the Minilessons section if using *Reader's Notebook: Advanced* [Fountas and Pinnell 2011]), so they can refer to the information as needed.

**RML4**  
LA.U23.RML4

Reading Minilesson Principle  
**Fantasy stories often take place in unusual settings.**

Studying Modern Fantasy

**You Will Need**

- ▶ several familiar fantasy stories that have something unusual about the setting, such as the following:
  - *Jumanji* by Chris Van Allsburg and *The Van Gogh Cafe* by Cynthia Rylant, from Text Set: Genre Study: Fantasy
  - *Into the Wild* by Erin Hunter, from *Independent Reading Collection*
- ▶ chart paper and markers
- ▶ basket of modern fantasy books
- ▶ sticky notes
- ▶ conferring card from *Independent Reading Collection* for *Into the Wild* (optional)

**Academic Language / Important Vocabulary**

- ▶ modern fantasy
- ▶ genre
- ▶ setting
- ▶ real world
- ▶ imaginary world
- ▶ parallel world



**Continuum Connection**

- ▶ Notice science fiction and fantasy settings: e.g., alternative or secondary world, futuristic setting, alternative histories, animal kingdom, fictional planet, pseudo-medieval setting (p. 80)

**Goal**

Notice unusual settings in fantasy stories.

**Rationale**

When students understand that the setting in a fantasy story can be real or imagined, they become aware that realistic elements coincide with fantasy elements. This enables them to engage fully with the story and understand the connection between setting, characters, and plot.

**Assess Learning**

Observe students when they read and discuss fantasy stories and notice if there is evidence of new learning based on the goal of this minilesson.

- ▶ Can students tell which settings are real and which are imagined?
- ▶ Do they use the terms *modern fantasy*, *genre*, *setting*, *real world*, *imaginary world*, and *parallel world*?

**Minilesson**

To help students think about the minilesson principle, engage them in noticing both the real and the unusual settings of familiar fantasy stories. Here is an example.

- ▶ In *Jumanji*, show a few pages that highlight the setting so that students can think about why it is important to the story.

**How would you describe the setting of *Jumanji*? What is unusual about it?**

- ▶ Guide the conversation so that students note that imaginary elements enter into and collide with the characters' real world.
- ▶ Begin a chart that shows what is unusual about the setting and why it is important to the story.

**Now think about the setting in *The Van Gogh Cafe*. Turn and talk about how you would describe the setting and its importance.**

**Modern fantasy writers create a world in which imaginary things happen in a real setting, or they create imaginary or parallel worlds that follow different rules of physics. Why must the setting of a modern fantasy make readers believe in something that couldn't actually happen?**

- ▶ You may want to use some prompts as you discuss setting, such as these:
  - *How does the story world differ from your own real world?*
  - *How has the author altered the secondary world?*
  - *Are there any clues that show time has been altered?*

### Have a Try

Invite the students to talk with a partner about the setting in a modern fantasy.

- Have students think about *Into the Wild* or another modern fantasy with which they are familiar.  
**Think about the setting in a modern fantasy book that you know. Turn and talk about which parts could be real and which are imagined and whether the setting is believable.**
- If some students are not familiar with a modern fantasy book, use the conferring card from the *Independent Reading Collection* to provide details about *Into the Wild*. After time for discussion, ask a few volunteers to share. Add to the chart.

### Summarize and Apply

Summarize the learning and remind students to think about the unusual settings in fantasy stories.

**What do you know about the setting in fantasy stories?**

- Add the principle to the chart.  
**Today, choose a fantasy story from the basket or continue one you have already started. Notice if all or part of the setting is unusual and whether it could exist in the real world. Place a sticky note on any pages about setting that you want to remember. Bring the book when we meet so you can share.**

### Share

Following independent reading, gather students together to discuss the settings in fantasy books.

- What did you notice about the setting in the modern fantasy you are reading?**
- How does the setting impact the characters and plot?**

### Extend the Lesson (Optional)

After assessing students' understanding, you might decide to extend the learning.

- As students encounter other fantasy stories (both modern fantasy and traditional literature) during interactive read-aloud, guided reading, or independent reading conferences, bring the setting to their awareness. Have them think and talk about what is unusual about the setting and how it impacts characters and plot.

**Fantasy stories often take place in unusual settings.**

Title	Setting	Why is the setting important to the story?
Jumanji	An imaginary jungle setting in a normal home	The reader needs to believe that the imaginary jungle world is intruding into Peter's and Judy's lives. The game's ability to make this happen is the basis for the plot.
The Van Gogh Cafe	A magical cafe in the real world	The reader needs to believe that the cafe is magical in order to buy into the events that happen, such as magic muffins that multiply to make cold and injured children feel better.
Into the Wild	An imaginary forest world run by cats	The imaginary world in the forest uses mythology and has its own set of rules, which makes the book interesting and makes you believe that the cats that live there are really acting like people.

# COMPONENTS

GRADES PREK-2

## Plan Your Purchase

### OF THE FOUNTAS & PINNELL CLASSROOM™ SYSTEM

While the benefits of the whole are inherent in each of the parts, *Fountas & Pinnell Classroom™* is designed as a coherent system. Each context plays an essential role that contributes in different ways to every student's development as a reader, writer, and language user.

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<b>AUDIO BOOKS</b> <ul style="list-style-type: none"> <li>• Shared Reading titles</li> </ul>
<b>ASSESSMENT TOOLS</b> <ul style="list-style-type: none"> <li>• Online Data Management System trial</li> <li>• Reading Record App for iPad® [separate purchase]</li> </ul>
<b>PROFESSIONAL LEARNING TOOLS</b> <ul style="list-style-type: none"> <li>• Professional Development Video Library</li> <li>• Fountas &amp; Pinnell Literacy™ Community</li> </ul>
<b>DIGITAL EDITIONS</b> [separate purchase] <ul style="list-style-type: none"> <li>• The Literacy Continuum</li> <li>• Prompting Guides</li> <li>• Literacy Beginnings</li> <li>• The Reading Minilessons eBooks (K-6)</li> </ul>

Instructional Context	Pre-Kindergarten
<b>INTERACTIVE READ-ALoud</b> 	<ul style="list-style-type: none"> <li>• 120 trade titles</li> <li>• 120 Lesson Folders</li> <li>• 25 Inquiry Overview Cards</li> <li>• Context Collection Guide</li> </ul>
<b>READING MINILESSONS</b> 	
<b>WRITING MINILESSONS</b> 	<ul style="list-style-type: none"> <li>• Joyful Writing in PreK: Create. Imagine. Learn</li> </ul>
<b>SHARED READING</b> <small>AVAILABLE IN ENGLISH AND SPANISH, PREK-2</small> 	<ul style="list-style-type: none"> <li>• 30 original titles [Big books with 6-copy small book sets]</li> <li>• 30 Lesson Folders</li> <li>• Context Collection Guide</li> </ul>
<b>PHONICS, SPELLING, WORD STUDY</b> 	<ul style="list-style-type: none"> <li>• Words That Sing Poetry Charts, PreK [supplemental purchase]</li> </ul>
<b>GUIDED READING</b> 	<ul style="list-style-type: none"> <li>• Sounds, Letters, and Words in PreK Bundle [includes Lesson Book and <i>Ready Resources</i>]</li> </ul>
<b>BOOK CLUBS</b> 	
<b>INDEPENDENT READING</b> 	
<b>PROFESSIONAL LEARNING TOOLS</b> 	<ul style="list-style-type: none"> <li>• The Literacy Continuum</li> <li>• Literacy Beginnings, 3rd Edition</li> <li>• FPC System Guide, PreK</li> </ul>

## Kindergarten

## Grade 1

## Grade 2

- 120 trade titles
- 120 Lesson Folders
- 25 Inquiry Overview Cards
- Context Collection Guide

- 120 trade titles
- 120 Lesson Folders
- 25 Inquiry Overview Cards
- Context Collection Guide

- 120 trade titles
- 120 Lesson Folders
- 25 Inquiry Overview Cards
- Context Collection Guide

- The Reading Minilessons Book, Kindergarten

- The Reading Minilessons Book, Grade 1

- The Reading Minilessons Book, Grade 2

- The Writing Minilessons Book, Kindergarten

- The Writing Minilessons Book, Grade 1

- The Writing Minilessons Book, Grade 2 *[available June 2022]*

- 65 original titles [Big books with 6-copy small book sets]
- 65 Lesson Folders
- Context Collection Guide

- 65 original titles [Big books with 6-copy small book sets]
- 65 Lesson Folders
- Context Collection Guide

- 30 original titles [Big books with 6-copy small book sets]
- 30 Lesson Folders
- Context Collection Guide

- Words That Sing Poetry Charts, Kindergarten *[supplemental purchase]*

- Words That Sing Poetry Charts, Grade 1 *[supplemental purchase]*

- Words That Sing Poetry Charts, Grade 2 *[supplemental purchase]*

- 100 Lessons [provided in book and folder form] and *Ready Resources*

- 100 Lessons [provided in book and folder form] and *Ready Resources*

- 100 Lessons [provided in book and folder form] and *Ready Resources*

- 200 original titles: levels A–H [6 copies each]
- 200 Lesson Folders
- Context Collection Guide

- 200 original titles: levels A–M [6 copies each]
- 200 Lesson Folders
- Context Collection Guide

- 200 original titles: levels E–P [6 copies each]
- 200 Lesson Folders
- Context Collection Guide

- 32 trade titles [6 copies each]
- 32 Discussion Cards
- Context Collection Guide

- 32 trade titles [6 copies each]
- 32 Discussion Cards
- Context Collection Guide

- 32 trade titles [6 copies each]
- 32 Discussion Cards
- Context Collection Guide

- 150 trade titles
- 150 Conferring Cards
- Context Collection Guide

- 150 trade titles
- 150 Conferring Cards
- Context Collection Guide

- 150 trade titles
- 150 Conferring Cards
- Context Collection Guide

- The Literacy Continuum
- Guided Reading, 2nd Ed.
- Prompting Guides 1 & 2
- Reader's Notebooks
- Benchmark Assessment System, 3rd Ed.
- FPC System Guide, Kindergarten










- The Literacy Continuum
- Guided Reading, 2nd Ed.
- Prompting Guides 1 & 2
- Reader's Notebooks
- Benchmark Assessment System, 3rd Ed.
- FPC System Guide, Grade 1

- The Literacy Continuum
- Guided Reading, 2nd Ed.
- Prompting Guides 1 & 2
- Reader's Notebooks
- Benchmark Assessment System, 3rd Ed.
- FPC System Guide, Grade 2



# COMPONENTS

GRADES 3-6

Instructional Context		Grade 3	Grade 4
INTERACTIVE READ-ALoud		<ul style="list-style-type: none"> <li>• 120 trade titles</li> <li>• 120 Lesson Folders</li> <li>• 25 Inquiry Overview Cards</li> <li>• Context Collection Guide</li> </ul>	<ul style="list-style-type: none"> <li>• 120 trade titles</li> <li>• 120 Lesson Folders</li> <li>• 25 Inquiry Overview Cards</li> <li>• Context Collection Guide</li> </ul>
READING MINILESSONS		<ul style="list-style-type: none"> <li>• The Reading Minilessons Book, Grade 3</li> </ul>	<ul style="list-style-type: none"> <li>• The Reading Minilessons Book, Grade 4</li> </ul>
WRITING MINILESSONS		<ul style="list-style-type: none"> <li>• The Writing Minilessons Book, Grade 3 <i>(available June 2022)</i></li> </ul>	<ul style="list-style-type: none"> <li>• The Writing Minilessons Book, Grade 4 <i>(available June 2023)</i></li> </ul>
SHARED READING		<ul style="list-style-type: none"> <li>• 30 original titles (Big books with 6-copy small book sets)</li> <li>• 30 Lesson Folders</li> <li>• Context Collection Guide</li> </ul>	<ul style="list-style-type: none"> <li>• Online Resources</li> <li>• Specific enlarged text opportunities for shared and performance reading in IRA, GR and BC lessons</li> </ul>
PHONICS, SPELLING, WORD STUDY		<ul style="list-style-type: none"> <li>• 100 Lessons (provided in book and folder form) and <i>Ready Resources</i></li> </ul>	<ul style="list-style-type: none"> <li>• 105 Lessons (provided in book and folder form) and <i>Ready Resources</i></li> </ul>
GUIDED READING		<ul style="list-style-type: none"> <li>• 200 original titles: levels I-S (6 copies each)</li> <li>• 200 Lesson Folders</li> <li>• Context Collection Guide</li> </ul>	<ul style="list-style-type: none"> <li>• 180 original titles: levels N-V (6 copies each)</li> <li>• 180 Lesson Folders</li> <li>• Context Collection Guide</li> </ul>
BOOK CLUBS		<ul style="list-style-type: none"> <li>• 32 trade titles (6 copies each)</li> <li>• 32 Discussion Cards</li> <li>• Context Collection Guide</li> </ul>	<ul style="list-style-type: none"> <li>• 48 trade titles (6 copies each)</li> <li>• 48 Discussion Cards</li> <li>• Context Collection Guide</li> </ul>
INDEPENDENT READING		<ul style="list-style-type: none"> <li>• 200 trade titles</li> <li>• 200 Conferring Cards</li> <li>• Context Collection Guide</li> </ul>	<ul style="list-style-type: none"> <li>• 200 trade titles</li> <li>• 200 Conferring Cards</li> <li>• Context Collection Guide</li> </ul>
PROFESSIONAL LEARNING TOOLS		<ul style="list-style-type: none"> <li>• The Literacy Continuum</li> <li>• Guided Reading, 2nd Ed.</li> <li>• Prompting Guides 1 &amp; 2</li> <li>• Reader's Notebooks</li> <li>• Benchmark Assessment System, 3rd Ed.</li> <li>• FPC System Guide, Grade 3</li> </ul>	<ul style="list-style-type: none"> <li>• The Literacy Continuum</li> <li>• Guided Reading, 2nd Ed.</li> <li>• Prompting Guides 1 &amp; 2</li> <li>• Reader's Notebooks</li> <li>• Benchmark Assessment System, 3rd Ed.</li> <li>• FPC System Guide, Grade 4</li> </ul>

	Grade 5	Grade 6
	<ul style="list-style-type: none"> <li>• 120 trade titles</li> <li>• 120 Lesson Folders</li> <li>• 25 Inquiry Overview Cards</li> <li>• Context Collection Guide</li> </ul>	<ul style="list-style-type: none"> <li>• 120 trade titles</li> <li>• 120 Lesson Folders</li> <li>• 25 Inquiry Overview Cards</li> <li>• Context Collection Guide</li> </ul>
	<ul style="list-style-type: none"> <li>• The Reading Minilessons Book, Grade 5</li> </ul>	<ul style="list-style-type: none"> <li>• The Reading Minilessons Book, Grade 6</li> </ul>
	<ul style="list-style-type: none"> <li>• The Writing Minilessons Book, Grade 5 <i>[available June 2023]</i></li> </ul>	<ul style="list-style-type: none"> <li>• The Writing Minilessons Book, Grade 6 <i>[available June 2023]</i></li> </ul>
	<ul style="list-style-type: none"> <li>• Online Resources</li> <li>• Specific enlarged text opportunities for shared and performance reading in IRA, GR and BC lessons</li> </ul>	<ul style="list-style-type: none"> <li>• Online Resources</li> <li>• Specific enlarged text opportunities for shared and performance reading in IRA, GR and BC lessons</li> </ul>
	<ul style="list-style-type: none"> <li>• 105 Lessons (provided in book and folder form) and <i>Ready Resources</i></li> </ul>	<ul style="list-style-type: none"> <li>• 105 Lessons (provided in book and folder form) and <i>Ready Resources</i></li> </ul>
	<ul style="list-style-type: none"> <li>• 170 original titles: levels Q-Z (6 copies each)</li> <li>• 170 Lesson Folders</li> <li>• Context Collection Guide</li> </ul>	<ul style="list-style-type: none"> <li>• 150 original titles: levels T-Z (6 copies each)</li> <li>• 150 Lesson Folders</li> <li>• Context Collection Guide</li> </ul>
	<ul style="list-style-type: none"> <li>• 48 trade titles (6 copies each)</li> <li>• 48 Discussion Cards</li> <li>• Context Collection Guide</li> </ul>	<ul style="list-style-type: none"> <li>• 48 trade titles (6 copies each)</li> <li>• 48 Discussion Cards</li> <li>• Context Collection Guide</li> </ul>
	<ul style="list-style-type: none"> <li>• 200 trade titles</li> <li>• 200 Conferring Cards</li> <li>• Context Collection Guide</li> </ul>	<ul style="list-style-type: none"> <li>• 200 trade titles</li> <li>• 200 Conferring Cards</li> <li>• Context Collection Guide</li> </ul>
	<ul style="list-style-type: none"> <li>• The Literacy Continuum</li> <li>• Guided Reading, 2nd Ed.</li> <li>• Prompting Guides 1 &amp; 2</li> <li>• Reader's Notebooks</li> <li>• Benchmark Assessment System, 3rd Ed.</li> <li>• FPC System Guide, Grade 5</li> </ul>	<ul style="list-style-type: none"> <li>• The Literacy Continuum</li> <li>• Guided Reading, 2nd Ed.</li> <li>• Prompting Guides 1 &amp; 2</li> <li>• Reader's Notebooks</li> <li>• Benchmark Assessment System, 3rd Ed.</li> <li>• FPC System Guide, Grade 6</li> </ul>

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