

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

The Fountas & Pinnell
**Benchmark
Assessment
System**

THIRD EDITION

OVERVIEW, CASE STUDIES, AND SAMPLE BOOKS

*Accurate, insightful assessment
tools to determine independent
and instructional reading levels,
and plan responsive instruction*



**A MESSAGE FROM LITERACY LEADERS
IRENE FOUNTAS AND GAY SU PINNELL
ABOUT THE NEW BENCHMARK ASSESSMENT SYSTEM,
THIRD EDITION**

“*In our ongoing work in schools, we observed many teachers administering and scoring the Comprehension Conversations in the Benchmark Assessment System, Second Edition. It became clear that gaining strong behavioral evidence of understanding using talk as evidence was new or unfamiliar to many teachers. Many teachers were not having enough opportunity for continuous professional development in standardized administration and scoring. It was clear we needed to create additional guidance and structures to make the administration and scoring more standardized across teachers. Therefore, we created more detailed assessment guidelines. We also created new Comprehension Conversation rubrics to more clearly define the criteria for each comprehension score. With the clear guidelines and rubrics, we are confident that teachers will achieve consistency. The new guidelines and rubrics will enable teachers to sharpen their observation of students’ reading behaviors and strengthen the connection from assessment to instruction. With refinement comes reflection. Reflect on your assessment analysis and observations, and engage in a discussion with colleagues to plan rich and comprehensive literacy experiences that meet learners where they are and bring them forward with intention and precision.*”

THIS NEW EDITION FEATURES:

- A refined Comprehension Conversation which accounts for more rigorous administration, analysis, and scoring
- Updated Assessment Guide and Recording Forms
- The Fountas & Pinnell Literacy Continuum, Expanded Edition
- Updated leveled books with factual revisions to some nonfiction books and minor revisions to some fiction books
- Enhanced digital delivery—all Recording Forms, summary forms, optional assessments, and videos will be available on Fountas & Pinnell Literacy™ Online Resources
- All NEW Professional Development and Tutorial Videos
- Updated Online Data Management System [ODMS] to accommodate both Benchmark Assessment System, Second Edition and Third Edition scoring
- Updated Benchmark Assessment System Reading Record App (available for separate purchase from Apple iTunes®)



Fountas & Pinnell Benchmark Assessment Systems

Assess with accuracy and expertise, and help students achieve literacy growth throughout the year

The *Fountas & Pinnell Benchmark Assessment Systems 1* and *2* accurately and reliably identify the instructional and independent reading levels of students and document their progress through one-on-one formative and summative assessments. The *Fountas & Pinnell Benchmark Assessment Systems (BAS)* provide teachers with precise tools and texts to observe and quantify specific reading behaviors, and then interpret and use that data to plan meaningful, responsive instruction.

The Fountas & Pinnell Benchmark Assessment Systems' one-on-one assessments enable teachers to:

- determine students' instructional and independent reading levels
- recommend a placement level for instruction
- form initial groups for reading instruction
- select texts that will be productive for instruction and independent reading
- plan efficient and effective instruction
- identify students who need intervention and extra help
- assess the outcomes of teaching
- monitor and report student progress across a school year and across grade levels
- inform parent conferences.

“The primary purpose of assessment is to gather data to inform teaching. If assessment does not result in improved teaching, then its value in school diminishes greatly.”

— Irene C. Fountas and Gay Su Pinnell



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

Fountas and Pinnell have brought a systematic, critical sensibility to all areas of literacy instruction through publications like *Guided Reading*, *Guiding Readers and Writers*, *Teaching for Comprehending and Fluency*, and *Genre Study*. Their widely adopted F&P Text Level Gradient™ and *The Literacy Continuum* are essential resources for understanding students' literacy development, and for planning targeted instruction to advance that development.

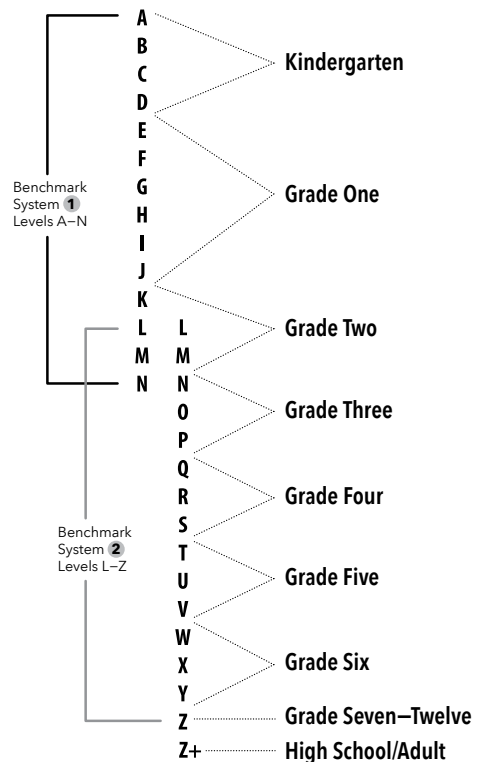
“Assessment must result in informed teaching. Assessment is not teaching; it is gathering information for teaching.”

– Irene C. Fountas and Gay Su Pinnell

F&P TEXT LEVEL GRADIENT™

FOUNTAS & PINNELL LEVELS

GRADE-LEVEL GOALS



The grade-level goals on the F&P Text Level Gradient™ are intended to provide general guidelines, which should be adjusted based on school/district requirements and professional teacher judgement.

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Designed for Reliable and Insightful Assessment

Fountas & Pinnell Benchmark Assessment System assessments are conducted one-on-one. In Part 1 of the assessment, the student reads aloud and talks about the system's original, precisely leveled fiction and nonfiction books while the teacher observes and notes the reader's behaviors on carefully constructed Recording Forms. In Part 2, the teacher conducts a revealing Comprehension Conversation. In optional Part 3, the student responds to the text using a Writing About Reading prompt.

Engaging and Informative Benchmark Assessment Books

- The *Benchmark Assessment Systems* include unique, high-quality books developed under the careful direction of Fountas and Pinnell and written expressly for the purposes of literacy assessment along the F&P Text Level Gradient™.

Complete Tools for a Comprehensive Assessment

- The *Fountas & Pinnell Benchmark Assessment Systems* provide teachers with precise tools and texts to comprehensively examine students' literacy strengths and needs, and provides the critical link between assessment and instruction.

Using Assessment to Inform Instruction

- The *Fountas & Pinnell Benchmark Assessment System* includes a copy of *The Fountas & Pinnell Literacy Continuum*, Expanded Edition. This tool helps teachers link the results of assessment to their teaching to ensure students' growth as learners.

Elevating Teacher Expertise

- The embedded Professional Development Video collection provides models of teachers implementing the assessment, training in coding, scoring, analyzing, and interpreting oral reading records as well as guidelines for and models of the Comprehension Conversation. Additional seminars and webinars are available to further elevate teacher expertise.

Time-saving Digital Resources

- Assessment data can be managed systematically, effectively, and efficiently with time-saving digital resources including the Online Data Management System (ODMS), the *Fountas & Pinnell Literacy™ Online Resources*, and the F&P Calculator/Stopwatch. In addition, the *Fountas & Pinnell Reading Record App* for iPads® may be purchased through the Apple iTunes® App Store.



System Components

Complete and convenient resources to make assessment conferences efficient

ASSESSMENT GUIDE

The *Assessment Guide* supports the implementation of the *Fountas & Pinnell Benchmark Assessment Systems*.

Contents include:

- an overview of the *Fountas & Pinnell Benchmark Assessment System*
- a list of components, and suggestions for assessment preparation
- instructions on administering, coding, and scoring
- instructions on analyzing and interpreting results
- directions for documenting growth over time and monitoring progress
- Case Study examples
- directions for using results to group students and inform instruction.

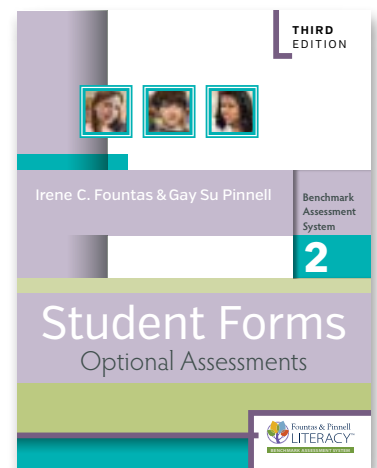
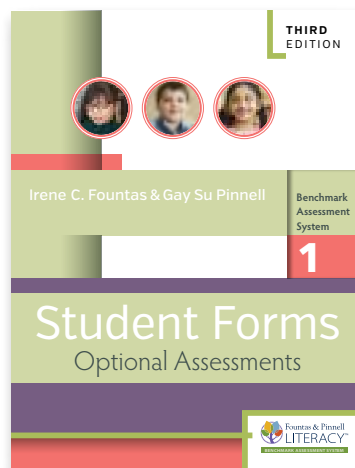
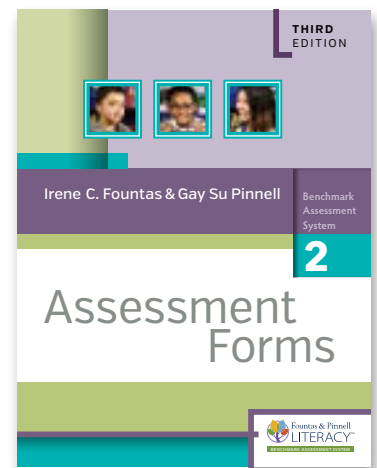
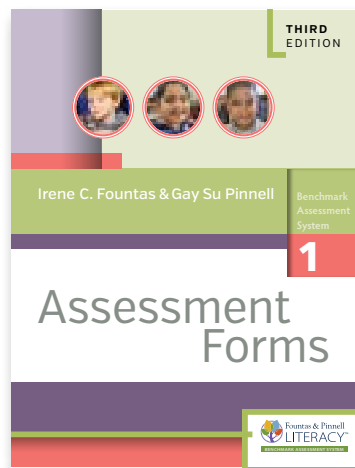
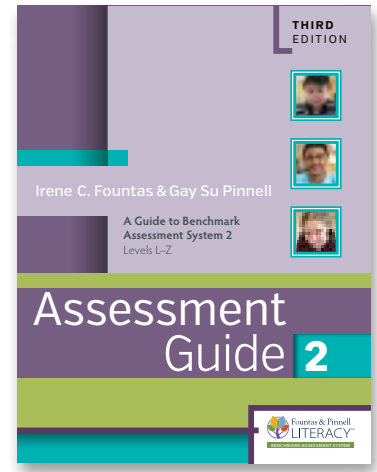
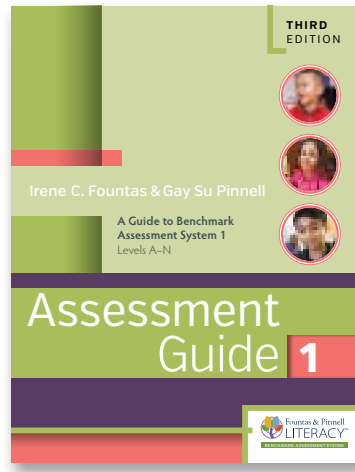
ASSESSMENT FORMS

Finely-crafted assessment forms allow the collection of sensitive and reliable data.

- Recording Forms guide teachers through an assessment protocol that reveals a wealth of information about the reader, including the reader's accuracy and self-corrections, comprehension, and fluency.
- An innovative Comprehension Conversation is part of the assessment protocol at every level and provides details about a reader's thinking *within*, *beyond*, and *about* the text.

STUDENT FORMS

- Optional assessments allow teachers to gather diagnostic information to more precisely pinpoint a reader's needs.
- Optional assessment forms printed on sturdy cardstock which can be reused.



BAS 1, Grades K-2

BAS 2, Grades 3-8



All components are conveniently packaged in a sturdy box with hanging file folders to file the Benchmark Assessment books and Recording Forms by level.

KEEP IT ALL TOGETHER

STUDENT FOLDERS

Individual file folders are designed to store student assessment results and are printed with a longitudinal record of reading progress that can be passed from grade to grade, K-8.

THE F&P CALCULATOR/STOPWATCH

With the push of a button you will be able to calculate students' reading rate, percentage of accuracy, and self-correction ratio.



RESOURCES AVAILABLE ONLINE

- All assessment and summary forms are easily accessed online through the Fountas & Pinnell Literacy™ Online Resources. You can select forms by book level, title, and genre.
- Professional Development Videos can be accessed and viewed as needed.



Recording Form Part Two: Comprehension Conversation

More Than a Pet • Level J

Beginning with the first prompt, have a conversation with the student. Note the key understandings the student expresses. Use the prompts to give you information about the student's understanding. Score for evidence of all understandings expressed—*with* or *without* prompts. For scoring details, see the rubric in the Assessment Guide. Circle the number in the score column that reflects the level of understanding demonstrated.

Comprehension Scoring Key

1. Subject demonstrates *proficiency* in understanding the text.

2. Subject demonstrates *partial proficiency* in understanding the text.

3. Subject demonstrates *emerging proficiency* in understanding the text.

4. Subject demonstrates *no proficiency* in understanding the text.

Key Understandings

Within the Text
There are two kinds of dogs that help people. Some dogs help people feel better and some dogs work. They are they are not the same (therapy and service).
Dogs help people in many different ways. Therapy dogs cheer people up. They visit people who are in hospitals and nursing homes. Service dogs are trained to help that person. They make sure that person is safe. They get things for their owners.
Note any additional understandings:

Repeat and About the Text
Dogs are smart. They seem to know how to behave to make people feel better. They are good at learning how to help people.
Dogs are important to people. They are more than just pets and they help people in many ways.
I know dogs make good pets and can be guide dogs. I learned that they can be trained to help people who can't get things for themselves or who are sick.
Note any additional understandings:

Guide to Total Score, Levels A-K

1-4 Proficiency
4-6 Emerging Proficiency
1 Limited Proficiency
0-2 No Proficiency

Part Three: Writing About Reading

Read the writing-leaving prompt below to the student. You can also out the prompt, dotted line and give it to the child. Specify the amount of time for the student to complete the task on a separate sheet of paper. (See the Assessment Guide for more information.)

Write about three ways dogs help people go with your writing.

88

Recording Form Part One: Oral Reading

More Than a Pet • Level J

Score of Information Used

1 2 3 4 5

Page **Text**

11 Service dogs go to a special school where they are trained to help their owners.

12 Royal is a service dog who helps Lily, his owner. Lily needs help because she can't see well. Royal came to live with Lily when he was a puppy. He and Lily were trained together.

Now, Royal and Lily are together all the time. Lily holds on to Royal's harness at the mall or on the train. Royal makes sure it's safe for Lily to walk.

End Time ____ min. ____ sec.

Note the student finish reading the book silently.

89

Recording Form Part One: Oral Reading

More Than a Pet • Level J • Nonfiction

Student _____ Date _____

Teacher _____ School _____

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

Introduction: Dogs can be more than pets. They can help people. Therapy dogs help people feel better, and service dogs help people do things. Read to find out about these two kinds of dogs and what they do.

Summary of Scores:

Accuracy _____ Comprehension _____
Self-correction _____ Writing Focus _____
Fluency _____ Reading _____

Score of Information Used

Page	Start Time	min.	sec.	A	B	C	D	E	F	G	H	I	J	K
1														
2														
3														
4														
5														
Subtotal														

90

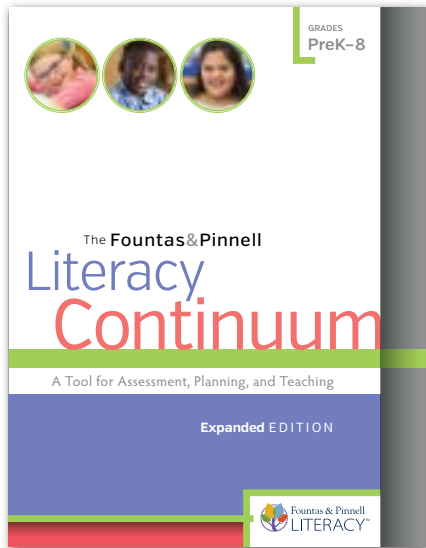
OR GO PAPERLESS!

Take paperless assessments with the Fountas & Pinnell Benchmark Assessment System Reading Record App for iPad. See details page 11



System Components

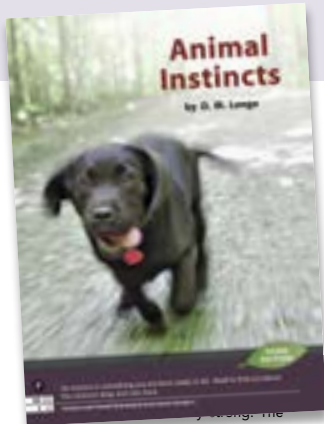
Resources to link assessment to instruction and elevate teacher expertise



THE FOUNTAS & PINNELL LITERACY CONTINUUM, EXPANDED EDITION

This indispensable resource names and categorizes literacy behaviors and understandings, and provides a way to look for specific evidence of learning from prekindergarten through grade eight across eight instructional contexts. *The Literacy Continuum* is the essential planning tool for interpreting assessment results and planning responsive teaching.

- New, Expanded Edition in full color throughout, with streamlined organization and enhanced navigation



leader of the pack is often the strongest dog. The other dogs in the pack obey the leader. This instinct is one reason that pet dogs are such devoted family members. Dogs regard their human families as their packs

and one family member as the leader of the pack. ■

Sebastian is a pet dog. Why does he enjoy chasing cars? He is following his predator instinct. A predator is an animal that hunts for its food. Like a predator, Sebastian runs after anything that moves quickly, like a rabbit—or a car!

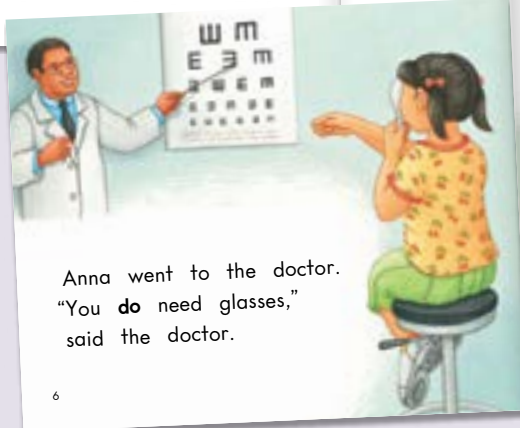


Dogs love to run.

ENGAGING, PRECISELY LEVELED BENCHMARK ASSESSMENT BOOKS

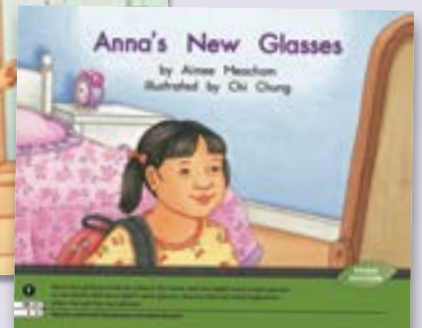
The *Benchmark Assessment Systems* include high-quality fiction and nonfiction books written, edited, and extensively field-tested to represent their designated level on the F&P Text Level Gradient™.

- 28 Books in *BAS 1* for assessing Levels A–N
- 30 books in *BAS 2* for assessing Levels L–Z



Anna went to the doctor. "You **do** need glasses," said the doctor.

Anna looked at the glasses.

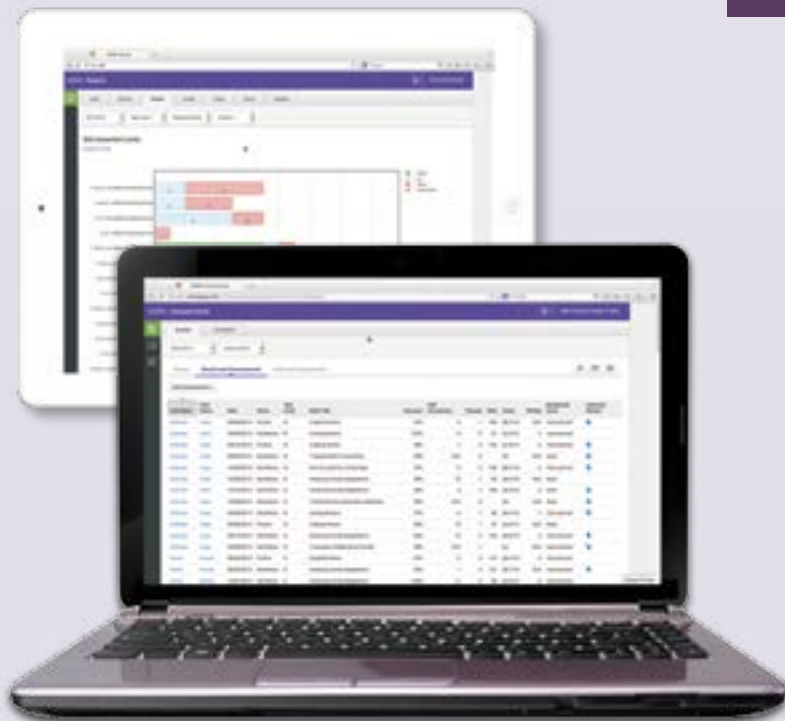


ONLINE DATA MANAGEMENT SYSTEM (ODMS)

The Fountas & Pinnell Online Data Management System (ODMS) is a web-based, password-protected tool that provides robust support for teachers and administrators to collect, analyze, and report student assessment data. A one-year individual teacher subscription is included with the initial purchase of each *Benchmark Assessment System*. Each ODMS subscription includes complimentary access for administrators and no limit on the number of students.

The ODMS provides several options for reports on individuals or classes in chart or graph format and are a useful tool to inform:

- data team meetings
- parent-teacher conferences
- student progress over the course of a year and year-to-year
- responsive instruction.



Secure online data management makes analysis easy and accessible

PROFESSIONAL DEVELOPMENT VIDEOS

All new Professional Development Videos provide a strong foundational understanding of the *Benchmark Assessment System* as well as training for teachers implementing the system. The videos feature:

- an overview of the components of the system
- step-by-step guidance on administration procedures
- multiple models, at a variety of grade levels, of teachers and students engaged in the assessment
- in-depth discussion, along with opportunities to observe and practice scoring, analyzing, and interpreting an assessment.



ELEVATE EXPERTISE

For additional professional development Heinemann Professional Development Services offers a range of On-site and Online professional learning opportunities to support the implementation of the Fountas & Pinnell Benchmark Assessment System.

ON-SITE PD: *Energize your classrooms and benefit from professional learning provided live, at your school or district.*

ONLINE PD: *Connect with Fountas and Pinnell-trained consultants who present quality instruction on the most crucial topics of our time.*

See page 55 for details.

High-quality Books *created exclusively for assessment*

58 BENCHMARK ASSESSMENT BOOKS

The original *Benchmark Assessment* books are the centerpiece of the *Fountas & Pinnell Benchmark Assessment System*.

These books provide the material for the student's oral and silent reading, from which the teacher can observe many dimensions of reading behavior.

Both *Fountas & Pinnell Benchmark Assessment System 1* and *2* contain a fiction and nonfiction book at each level. Both types of books reflect the specific text characteristics of the designated level on the F&P Text Level Gradient™. To further ensure proper leveling, the books were vetted by a team of

experienced classroom teachers, and Heinemann conducted a formal field study of the leveling that involved a broad spectrum of students across the United States.

Two equivalent books at each level are provided so that you can alternate between fiction and nonfiction as you move up the text gradient during an assessment conference. This will give you a picture of how the student is performing in both genres and provide a reliable instructional level. Should you need to retest the student at that level in the future, you can use the other, unused book.

Fountas & Pinnell Benchmark Assessment System 1

LEVELS A-N

28 books (14 fiction and 14 nonfiction)

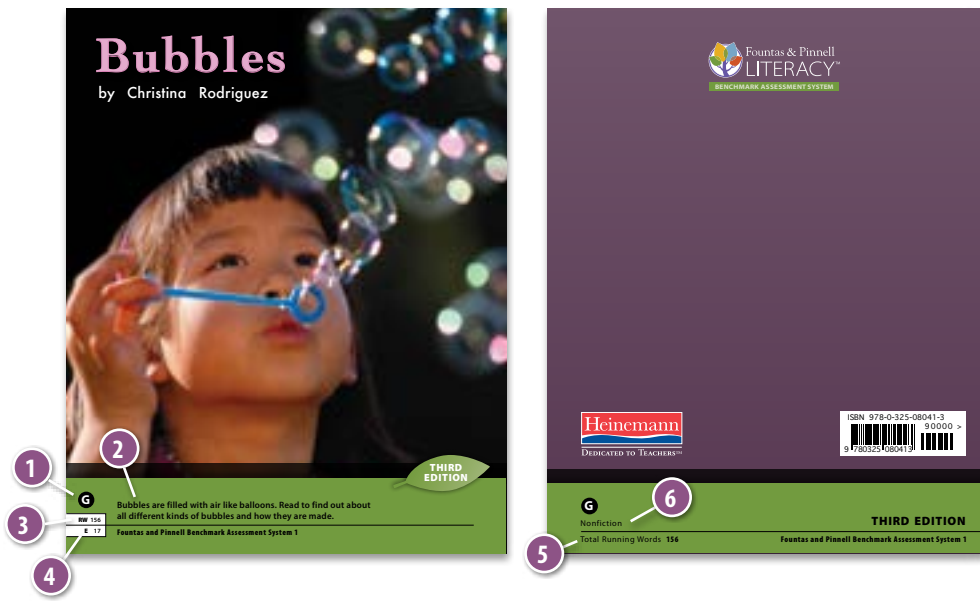
Each book, written by the highest quality authors and illustrators, is 16 pages.

Level	Fiction	Nonfiction
A	Best Friends	At the Park
B	My Little Dog	Playing
C	Socks	Shopping
D	The Nice Little House	Our Teacher Mr. Brown
E	The Loose Tooth	The Zoo
F	Anna's New Glasses	From Nest to Bird
G	Bedtime for Nick	Bubbles
H	The Sleepover Party	Trucks
I	The Best Cat	All About Koalas
J	Our New Neighbors	More Than a Pet
K	Edwin's Haircut	Surprising Animal Senses
L	Dog Stories	Giants of the Sea
M	The Thing About Nathan	The Life of a Monarch Butterfly
N	The Big Snow	Exploring Caves



Each book cover is clearly labeled with:

- 1 Fountas & Pinnell Text Level
- 2 Book Introduction
- 3 Running Words for the oral reading record
- 4 Maximum number of errors to maintain instructional level
- 5 Total Running Words
- 6 Genre

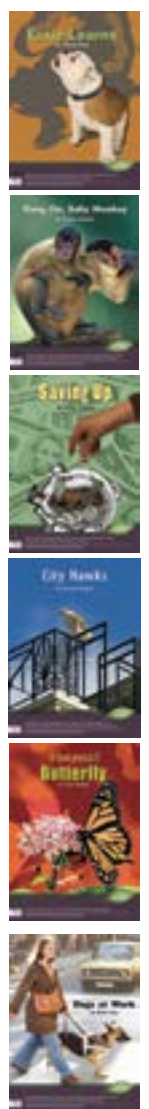


Fountas & Pinnell Benchmark Assessment System 2

LEVELS L-Z

30 books (15 fiction and 15 nonfiction)
 Each book, written by the highest quality authors and illustrators, is 4 pages.

Level	Fiction	Nonfiction
L	Ernie Learns	Hang On, Baby Monkey
M	Saving Up	City Hawks
N	Vanessa's Butterfly	Dogs at Work
O	The New Girl	Snake Myths
P	Plenty of Pets	Animal Instincts
Q	A Secret Home	Not Too Cold for a Polar Bear
R	The Election	Fishing Smarts
S	Could Be Worse	Amazing Animal Adaptations
T	"Get a Horse!"	Why Do Wolves Howl?
U	Canyon Mystery	Earthquakes
V	A Call for Change	Tsunamis: Mighty Ocean Waves
W	How I Spent My Summer Vacation	Obituary: Coretta Scott King 1927-2006
X	A Weighty Decision	The Internet
Y	Saying Goodbye	The International Space Station
Z	Surviving the Blitz	The Train at the Top of the World



Collect Accurate and Detailed Data with Ease

Conducting a Fountas & Pinnell Benchmark Assessment conference

Part 1, Oral Reading

During Oral Reading, students read *Benchmark Assessment* books aloud while the teacher takes a detailed reading record. The reading record captures both big-picture and diagnostic information about a student. After the oral reading portion of the assessment, the teacher will be able to determine the student's accuracy and fluency. In addition, teachers can go back and analyze self-corrections and errors in order to gain further diagnostic information that can inform teaching and the content of minilessons.

To facilitate a reading record, each book is accompanied by an easy-to-use Recording Form that captures the factors research shows most contribute to reading success: accuracy, fluency, and comprehension.



Recording forms can be photocopied from the Assessment Forms books or downloaded from Fountas & Pinnell Literacy™ Online Resources.

“The ability to observe, analyze, and interpret reading behavior is foundational to effective teaching.”

– Irene C. Fountas and Gay Su Pinnell

The Recording Form is the system's primary tool for collecting data on students' oral reading and comprehension

Recording Form Part One: Oral Reading

Bedtime for Nick • Level G

Page	Text	E	SC	Sources of Information Used			
				E	SC	M	S
9	"Good night, Nick," his mom said. "Now it's time to go to sleep."						
10	"I can't go to sleep," said Nick. "I will give you a good night said Nick's mom."						

Recording Form Part One: Oral Reading (continued)

Bedtime for Nick • Level G

Page	Text	E	SC	Sources of Information Used			
				E	SC	M	S
11	"Good night, Nick," his mom said.						

Recording Form Part One: Oral Reading (continued)

Bedtime for Nick • Level G

Page	Text	E	SC	Sources of Information Used			
				E	SC	M	S
6	"Will you read me a story?" Nick asked his mom.						

Recording Form Part One: Oral Reading

Bedtime for Nick • Level G • Fiction

Student _____ Grade _____ Date _____

Teacher _____ School _____

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

Introduction: Nick went to bed but something was missing, and he could not go to sleep. Read to find out how his mom helped him find what was missing.

Summary of Scores:

Accuracy _____ Comprehension _____

Self-correction _____ Writing About _____

Fluency _____ Reading _____

Page	Text	E	SC	Sources of Information Used			
				E	SC	M	S
2	Nick was looking at his book. His mom came in and said, "It's time for bed." "Okay, Mom," said Nick.						
4	Nick put on his pajamas. He washed his face and brushed his teeth. He was ready for bed.						
5	Nick got into his bed.						
Subtotal							

Fountas & Pinnell Benchmark Assessment System 1, Third Edition

AVAILABLE SEPARATELY

The Fountas & Pinnell Reading Record App

Convenient and paperless!

For even greater convenience, Apple iPad® users can download the Fountas & Pinnell Reading Record App, and purchase the BAS System 1 or 2 content from the App store.



The *Reading Record App* is an efficient alternative to taking a reading record on paper. The

Reading Record App records the following student information:

- oral reading rate
- accuracy rate
- self-correction ratio
- fluency score
- comprehension score

Added functionality includes timing the conference, saving the record as a PDF, and syncing to the Online Data Management System.

g (continued)

Sources of Information Used									
E	SC	E	SC						
M	S	V	M	S	V	M	S	V	V

- Analyze the source of information the reader likely used to make any errors or self-corrections through:

M = meaning

S = structure

V = visual information

Recording Form **Part One: Oral Reading** (continued)

Bedtime for Nick • Level G

Accuracy Rate	Errors	23 or more	21-22	19-20	17-18	15-16	12-14	10-11	8-9	6-7	4-5	1-3	0
%	Below 90%	90%	91%	92%	93%	94%	95%	96%	97%	98%	99%	100%	

Self-Correction Ratio (E + SC) ÷ SC = 1: ____

Fluency Score 0 1 2 3

Fluency Scoring Key

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

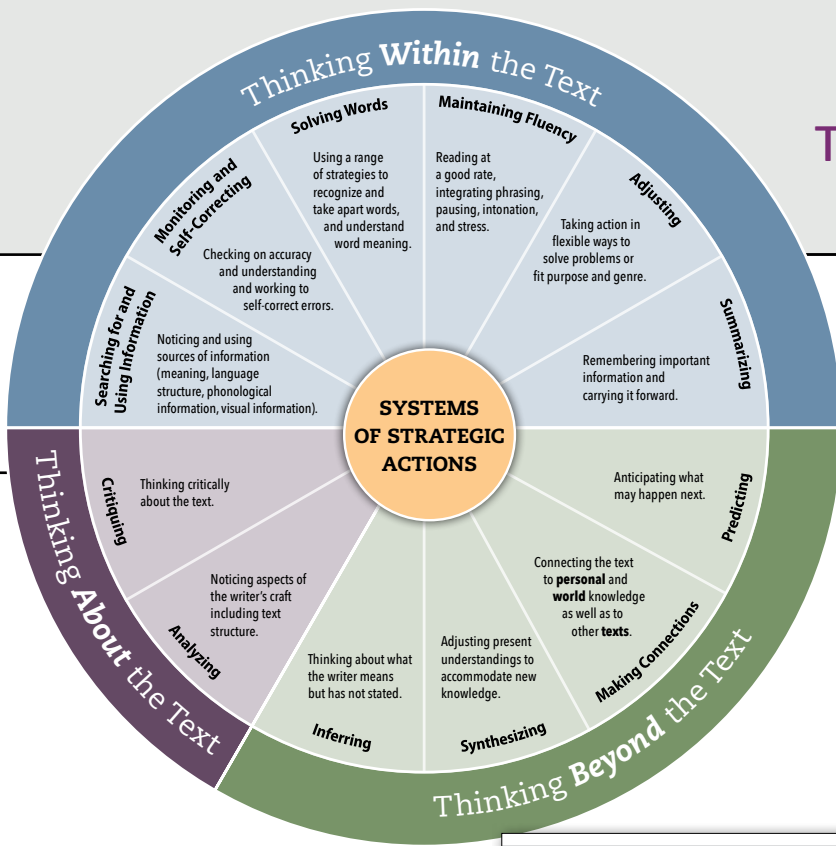
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Fountas & Pinnell Benchmark Assessment System 1, Third Edition 5

Teachers use the Recording Forms to record a student's:

- accuracy rate
- self-correction ratio (levels A–K) or number of self-corrections (levels L–Z)
- fluency score (levels C–Z)
- oral reading rate (levels J–Z)
- comprehension score
- Writing About Reading score



The Comprehension Conversation

Each BAS Recording Form lists key understandings and prompts for the kinds of thinking that students engage in as they process text.

- Each Recording Form contains the Comprehension Scoring Key to guide teachers in scoring each area of key understandings on a four-point scale.

Part 2, Comprehension Conversation

Following the reading of each *Benchmark Assessment* book, students and teachers engage in a Comprehension Conversation about the text. This unique approach not only gathers data about what students understand about a text, but it also provides an opportunity for teachers to get to know their students—a valuable use of time, especially at the start of the school year. During the conversation, teachers will prompt the student, but the goal is to have a flow of back-and-forth talk, with the student doing as much of the talking as possible.

Systems of Strategic Actions diagram ©2015 by Irened C. Fountas and Gay Su Pinnell, Portsmouth, NH: Heinmann.

Recording Form Part Two: Comprehension Conversation

Earthquakes • Level U

Beginning with the first prompt, have a conversation with the student. Note the key understandings the student expresses. Use the prompts to give you information about the student's understanding. Score for evidence of all understandings expressed—with or without a prompt. For scoring details, see the rubric in the *Assessment Guide*. Circle the number in the score column that reflects the level of understanding demonstrated.

Comprehension Scoring Key

- 3 Student demonstrates **proficiency** in understanding the text.
- 2 Student is **approaching proficiency** in understanding the text.
- 1 Student demonstrates **limited proficiency** in understanding the text.
- 0 Student's comprehension is **not proficient**.

Key Understandings	Prompts	Score
<p>Within the Text</p> <p>Scientists measure earthquakes with seismographs and describe the measurements using the Richter scale.</p> <p>The Earth's crust has plates that push against each other. Moving plates cause earthquakes. Below the crust is a soft mantle. The plates push against each other and shift around on top of the mantle. When the plates collide, an earthquake happens. This movement also causes cracks.</p> <p>Earthquakes happen all the time all over the world and most of the time we can't feel them.</p> <p><i>Note any additional understandings:</i></p>	<p>Summarize the important information in the book.</p> <p>Is there anything else you'd like to add to your summary?</p>	0 1 2 3
<p>Beyond the Text</p> <p>A fault is a crack in the Earth's crust. Earthquakes happen more frequently along faults.</p> <p>People can't get away from earthquakes before they occur because scientists cannot predict them like they can predict an oncoming hurricane, for example. People don't have time to evacuate before a quake hits.</p> <p>Scientists need to discover how to predict when an earthquake will take place. This will give people a chance to evacuate the area before the quake takes place.</p> <p>The more we understand about nature, the better prepared we will be to handle natural disasters like earthquakes.</p> <p>Sample response: It means science is important to our safety. If you know more about science, then you understand what's happening even if it's bad. (Accept logical responses that connect to this text.)</p> <p><i>Note any additional understandings:</i></p>	<p>Talk about faults and why they are important.</p> <p>Why is it so hard to help people avoid the dangers of earthquakes?</p> <p>What do scientists need to discover about earthquakes? Why?</p> <p>Talk about the big ideas or messages of this book.</p> <p>What do these messages mean to you in your own life?</p>	0 1 2 3

Continued on next page

The difference between gaining data and gaining insight.

THINKING <i>WITHIN</i> THE TEXT	THINKING <i>ABOUT</i> THE TEXT	THINKING <i>BEYOND</i> THE TEXT
Understanding the literal meaning by processing words and stated ideas	Understanding author's craft and articulating opinions about craft	Understanding implied meanings, synthesizing information, making connections, and determining deeper meanings

Recording Form **Part Two: Comprehension Conversation** *(continued)*

Earthquakes • Level U

Key Understandings	Prompts	Score
<p>About the Text</p> <p>This book is nonfiction. It gives information about earthquakes and why they happen.</p> <p>The writer uses headings to divide the book into four sections, each focusing on specific information: measuring earthquakes, the causes of earthquakes, famous earthquakes, and predicting earthquakes.</p> <p>They help to clarify information in the text. For example, one illustration shows how a seismograph measures the earthquake, a diagram shows how rocks shift along a fault, and a chart shows information about famous earthquakes.</p> <p>Sample response: The writer captures your attention right way with descriptive words (<i>tremors shake, buildings sway, highways crumble, bridges collapse</i>) and a photo that help you imagine what an earthquake is like. (Accept logical opinions and note how well students support their ideas with evidence from the text.)</p> <p><i>Note any additional understandings:</i></p>	<p>What is the genre of this book? How do you know?</p> <p>How does the writer organize the information in the book?</p> <p>How are the graphics in this book helpful? Talk about an example.</p> <p>What does the writer do to keep you interested? What else? Can you show an example?</p>	<p>0 1 2 3</p>

Guide to Total Score, Levels L-Z

8-9	Proficient
6-7	Approaching Proficiency
4-5	Limited Proficiency
0-3	Not Proficient

Total Score: _____ /9

Part Three: Writing About Reading *(optional)*

Read the writing/drawing prompt below to the student. You can also cut the prompt on the dotted line and give it to the child. Specify the amount of time for the student to complete the task on a separate sheet of paper. (See the *Assessment Guide* for more information.)

Writing About Reading Scoring Key

3	Reflects excellent understanding of the text.
2	Reflects partial understanding of the text.
1	Reflects very limited understanding of the text.
0	Reflects no understanding of the text.

Summarize in your own words what causes earthquakes and why they can be so dangerous. You can draw a sketch to go with your writing.

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- The Scoring Rubrics provide explicit guidance on what each score looks like and sounds like.
- The Guide to Total Score, used after totaling the category scores, helps to determine if the student's comprehension is proficient, approaching proficiency, limited in proficiency, or not proficient.

Part 3, Writing About Reading

Some students perform better when they have the opportunity to reflect on text through the process of writing. They may reveal greater understanding than they do in the initial conversation. Each *Benchmark Assessment System* Recording Form includes a prompt for students to write about one of the books they have read. This optional assessment provides additional evidence of a student's understanding through a concrete sample of their thinking.

“There are so many factors at play in the reading process...The more teachers know, the more effectively they can support really effective processing.”

– Irene C. Fountas and Gay Su Pinnell



Reading is thinking, and a student’s talk about what they’ve read is evidence of that thinking. Skilled observation of this literacy behavior enables teachers to understand how their students can “think their way” through a text.

The Benchmark Assessment System Comprehension Conversation is a key tool for gaining this behavioral evidence of students’ thinking.

WITH EACH ASSESSMENT TEACHERS SHARPEN THEIR ABILITIES TO OBSERVE READING BEHAVIORS

Keys for Guiding a Standardized Comprehension Conversation

BEFORE THE COMPREHENSION CONVERSATION:	DURING THE COMPREHENSION CONVERSATION:
<ul style="list-style-type: none"> ● Read and know the text well. ● Become familiar with the key understandings and prompts. ● Familiarize yourself with the Comprehension Conversation rubrics. ● Explain the task to students. 	<ul style="list-style-type: none"> ● Give wait time. ● Be spare in your language. ● Only paraphrase a prompt once and avoid doing so in a way that leads or changes the intention of the original prompt. ● Be careful not to answer the questions yourself. ● Avoid repeating what the student says. ● Avoid directing the student back to a part of the book unless prompted to do so. ● Allow the child to look back in the text if self-initiated. ● Ask students to articulate understandings in their own words if they parrot or read from the text.

Detailed Rubrics for Consistent Scoring

NEW! THIRD EDITION RUBRICS

Gain strong behavioral evidence of understanding



Linked closely to the key understandings and prompts, the *NEW* Scoring Rubrics found in *BAS* Third Edition guide teachers in determining scores for students' thinking *within* the text, *beyond* the text, and *about* the text. New comprehension rubrics provide more guidance and a clear vision for scoring the Comprehension Conversation. These detailed rubrics help teachers determine how deeply students comprehend each text they read.

Rubric for Scoring the Comprehension Conversation in Levels L-Z

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

Score	Within the Text	Beyond the Text	About the Text	
Emergent	<p>For Fiction</p> <ul style="list-style-type: none"> Levels A-D: Communicates all of the important events in the story, including the problem, solution, and characters. <p>For Nonfiction</p> <ul style="list-style-type: none"> Levels A-D: Communicates all of the important ideas and information explicitly stated in the text. 	<p>For Fiction and Nonfiction</p> <ul style="list-style-type: none"> Levels A-D: Consistently makes inferences about meaning based on the illustrations and/or text and provides evidence. Levels E-K: Consistently makes inferences about meaning based on the text and illustrations (including setting and characters for fiction) and provides evidence. 	<p>For Fiction and Nonfiction</p> <ul style="list-style-type: none"> Levels A-D: Consistently makes connections between the content and personal experiences or other texts. 	<p>For Fiction and Nonfiction</p> <ul style="list-style-type: none"> Levels A-D: Consistently makes connections between the content and personal experiences or other texts.
Emergent Proficiency	<p>For Fiction</p> <ul style="list-style-type: none"> Levels A-D: Communicates many of the important events in the story, including the problem, solution, and characters. <p>For Nonfiction</p> <ul style="list-style-type: none"> Levels A-D: Communicates many of the important ideas and information explicitly stated in the text. 	<p>For Fiction and Nonfiction</p> <ul style="list-style-type: none"> Levels A-D: Makes some inferences about meaning based on the illustrations and/or text and provides evidence. Levels E-K: Makes some inferences about meaning based on the text and illustrations (including setting and characters for fiction) and provides evidence. 	<p>For Fiction and Nonfiction</p> <ul style="list-style-type: none"> Levels A-D: Makes some connections between the content and personal experiences or other texts. 	<p>For Fiction and Nonfiction</p> <ul style="list-style-type: none"> Levels A-D: Makes some connections between the content and personal experiences or other texts.
Proficient	<p>For Fiction</p> <ul style="list-style-type: none"> Levels A-D: Communicates all of the important events in the story, including the problem, solution, and characters. Levels E-K: Communicates most of the important events in the story, including the problem, solution, and characters. <p>For Nonfiction</p> <ul style="list-style-type: none"> Levels A-D: Communicates all of the important ideas and information explicitly stated in the text. Levels E-K: Communicates most of the important ideas and information explicitly stated in the text, including steps in a process or events in order when appropriate. <p><i>No teaching is needed to help the student think within the text at this level.</i></p>	<p>For Fiction and Nonfiction</p> <ul style="list-style-type: none"> Levels A-D: Consistently makes inferences about meaning based on the text and illustrations (including setting and characters for fiction) and provides evidence. Levels E-K: Consistently makes inferences about meaning based on the text and illustrations (including setting and characters for fiction) and provides evidence. <p>For Fiction and Nonfiction</p> <ul style="list-style-type: none"> Levels A-D: Consistently makes connections between the content and personal experiences or other texts. Levels E-K: Consistently makes connections between the content and personal experiences or other texts. <p><i>No teaching is needed to help the student think beyond and about the text at this level.</i></p>	<p>For Fiction and Nonfiction</p> <ul style="list-style-type: none"> Levels A-D: Consistently makes connections between the content and personal experiences or other texts. Levels E-K: Consistently makes connections between the content and personal experiences or other texts. 	<p>For Fiction and Nonfiction</p> <ul style="list-style-type: none"> Levels A-D: Consistently makes connections between the content and personal experiences or other texts. Levels E-K: Consistently makes connections between the content and personal experiences or other texts.
Advanced Proficiency	<p>For Fiction</p> <ul style="list-style-type: none"> Levels A-D: Communicates all of the important events in the story, including the problem, solution, and characters. Levels E-K: Communicates most of the important events in the story, including the problem, solution, and characters. <p>For Nonfiction</p> <ul style="list-style-type: none"> Levels A-D: Communicates all of the important ideas and information explicitly stated in the text. Levels E-K: Communicates most of the important ideas and information explicitly stated in the text, including steps in a process or events in order when appropriate. 	<p>For Fiction and Nonfiction</p> <ul style="list-style-type: none"> Levels A-D: Consistently makes inferences about meaning based on the text and illustrations (including setting and characters for fiction) and provides evidence. Levels E-K: Consistently makes inferences about meaning based on the text and illustrations (including setting and characters for fiction) and provides evidence. 	<p>For Fiction and Nonfiction</p> <ul style="list-style-type: none"> Levels A-D: Consistently makes connections between the content and personal experiences or other texts. Levels E-K: Consistently makes connections between the content and personal experiences or other texts. 	<p>For Fiction and Nonfiction</p> <ul style="list-style-type: none"> Levels A-D: Consistently makes connections between the content and personal experiences or other texts. Levels E-K: Consistently makes connections between the content and personal experiences or other texts.
Advanced	<p>For Fiction</p> <ul style="list-style-type: none"> Levels A-D: Communicates all of the important events in the story, including the problem, solution, and characters. Levels E-K: Communicates most of the important events in the story, including the problem, solution, and characters. <p>For Nonfiction</p> <ul style="list-style-type: none"> Levels A-D: Communicates all of the important ideas and information explicitly stated in the text. Levels E-K: Communicates most of the important ideas and information explicitly stated in the text, including steps in a process or events in order when appropriate. 	<p>For Fiction and Nonfiction</p> <ul style="list-style-type: none"> Levels A-D: Consistently makes inferences about meaning based on the text and illustrations (including setting and characters for fiction) and provides evidence. Levels E-K: Consistently makes inferences about meaning based on the text and illustrations (including setting and characters for fiction) and provides evidence. 	<p>For Fiction and Nonfiction</p> <ul style="list-style-type: none"> Levels A-D: Consistently makes connections between the content and personal experiences or other texts. Levels E-K: Consistently makes connections between the content and personal experiences or other texts. 	<p>For Fiction and Nonfiction</p> <ul style="list-style-type: none"> Levels A-D: Consistently makes connections between the content and personal experiences or other texts. Levels E-K: Consistently makes connections between the content and personal experiences or other texts.



Observe modeled Comprehension Conversations (and practice scoring them) with the Professional Development Videos available on the Fountas & Pinnell Literacy™ Online Resources.

There are two rubrics to reflect the expectations of Levels A–K and L–Z. Use the rubrics in conjunction with the Recording Form for each book to determine a student's comprehension score.

The Literacy Continuum

The bridge between assessment data and the specific teaching that students need

Included in each *Fountas & Pinnell Benchmark Assessment System* is *The Fountas & Pinnell Literacy Continuum: A Tool for Assessment, Planning, and Teaching*. This book contains eight continua. Each continuum focuses on an area of the language arts curriculum. The continua provide specific descriptions of the texts that students read, listen to, write, and perform. In addition, *The Literacy Continuum* lists specific behaviors and understandings that are required at each text level for students to demonstrate thinking *within, beyond,* and *about* the text. These behaviors and understandings describe what students will be expected to do in order to effectively read and understand the text.

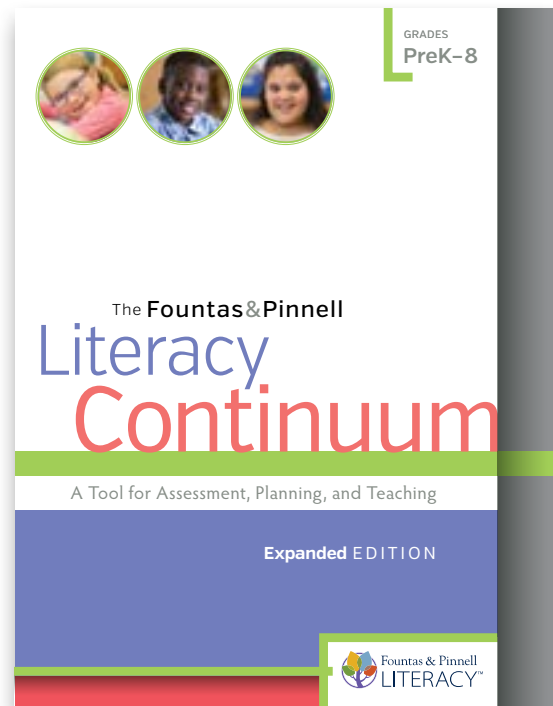
Connecting Assessment to Instruction

The *Fountas & Pinnell Benchmark Assessment System* provides teachers with ideal opportunities to observe and record students' mastery of behaviors and abilities to process texts. Through assessment, teachers learn the appropriate levels for students' independent reading as well as the level that is ideal for instruction. This information allows them to work with students at a level where, with responsive teaching, they can process texts effectively. The instructional level is slightly higher than the student can read independently, so it provides an opportunity to expand reading powers.

The detailed teaching goals found in *The Literacy Continuum*, linked with assessment data, allows the teacher to:

- recognize the literacy development of each student
- plan differentiated instruction for individuals, small groups, or a whole class
- identify students who need targeted intervention.

The *Benchmark Assessment Systems 1 and 2 Assessment Guides* each contain Case Studies that demonstrate how to use assessment data and link it with instruction.



The Literacy Continuum describes and organizes eight continua of learning in the language arts curriculum:

- Interactive Read-Aloud and Literature Discussion
- Shared and Performance Reading
- Writing About Reading
- Writing
- Oral and Visual Communication
- Technological Communication
- Phonics, Spelling, and Word Study
- Guided Reading
- Plus a new Appendix on Grammar Usage, and Mechanics

THE LITERACY CONTINUUM IS THE KEY TO TARGETED LITERACY TEACHING

*Assessment shows you what students have learned;
The Literacy Continuum shows you what they need to learn next.*

A Common Language for Coherent Instruction

Educators' essential resource for thinking together about literacy development

When everyone in the school uses the same literacy tools/language as they move from observation to instruction, a common conversation occurs. Examining and using *The Fountas & Pinnell Literacy Continuum* together, colleagues can discuss common expectations for student achievement and all students can benefit from coherent, efficient, and responsive instruction.

ROLE	WAYS TO USE THE FOUNTAS & PINNELL LITERACY CONTINUUM, EXPANDED EDITION
<i>Classroom Teacher</i>	<p><i>Classroom teachers use The Literacy Continuum to:</i></p> <ul style="list-style-type: none"> • guide instructional planning and interactions • assess students' current reading and writing abilities • select texts for various purposes (interactive read aloud, shared reading, book clubs, guided reading, and as mentor texts for writers' workshop).
<i>Interventionist or Special Education Teacher</i>	<p><i>Interventionist or special education teachers use The Literacy Continuum to:</i></p> <ul style="list-style-type: none"> • guide instructional planning and interactions: • assess the gap that students need to bridge to catch up to grade-level expectations • select texts that have the highest potential for accelerated progress • assess students' reading progress • assess the effectiveness of teaching.
<i>Literacy Coach</i>	<p><i>Literacy coaches use The Literacy Continuum to support teachers in:</i></p> <ul style="list-style-type: none"> • assessing students' current reading and writing abilities • identifying goals in reading and writing • making decisions about text selection and other instructional decisions • assessing the impact of their teaching.
<i>Librarian</i>	<p><i>Librarians use The Literacy Continuum to:</i></p> <ul style="list-style-type: none"> • select a range of texts on interesting topics • recommend read-aloud books to teachers • help teachers build text sets for connected learning • assist teachers in finding books at appropriate levels for students • help students find books (without having them choose by level).
<i>Principal and Leadership Team</i>	<p><i>The leadership team consists of a group brought together by the principal to guide the implementation of a comprehensive design for literacy instruction. The principal and leadership team use The Literacy Continuum to:</i></p> <ul style="list-style-type: none"> • review the progress of individual students both in classrooms, in intervention, and in special education • assess the progress of each cohort of students • identify areas of weakness in instruction • plan for professional development for teachers.

Assess, Interpret, and Respond

The Literacy Continuum connects skilled observation to responsive teaching

More in-depth and more intuitive than ever, this is the essential tool to guide your assessment, activate responsive teaching, and support students on their language and literacy journey. *The Fountas & Pinnell Literacy Continuum*, Expanded Edition enables teachers to construct a common vision for student achievement that effectively and efficiently engages students in robust, authentic, and meaningful literacy learning.

LEVEL 1

Readers at Level 1

At level 1, readers process texts that are mostly short (sixteen pages), as well as a few easy illustrated chapter books (forty to sixty pages) that require them to sustain attention and memory over time. They encounter compound sentences and some other long sentences of more than fifteen words that contain prepositional phrases, adjectives, adverbs, and clauses. Readers can effectively process these complex sentences and, in addition, automatically recognize a large number of words. Readers use word-solving strategies for complex spelling patterns, multisyllable words, plurals, contractions, possessives, and many words with inflectional endings. They read many texts silently, following the text with their eyes and without pointing. In oral reading, they reflect appropriate rate, word stress, intonation, phrasing, and pausing. Readers process texts with multiple characters and episodes. In fiction texts they can identify the setting, the story problem, and how it is resolved. They can identify character attributes and feelings and detect change (although at this level characters are not fully developed). They learn new content from nonfiction texts and notice when a writer uses underlying structures such as description, temporal sequence, question and answer, and chronological sequence. Readers use academic language to talk about texts.

Selecting Texts Characteristics of Texts at Level 1

<p>GENRE</p> <p>► Fiction</p> <ul style="list-style-type: none"> Realistic fiction Traditional literature (folktale, fairy tale, fable) Animal fantasy <p>► Nonfiction</p> <ul style="list-style-type: none"> Expository texts Simple narrative nonfiction Procedural texts <p>FORMS</p> <ul style="list-style-type: none"> Some series books Picture books Beginning chapter books with illustrations Simple plays Readers' theater scripts <p>TEXT STRUCTURE</p> <ul style="list-style-type: none"> Narrative texts with straightforward structure (beginning, series of episodes, and an ending) Narrative texts with multiple episodes, with episodes that may be more elaborate, and with less repetition of similar episodes Some books with very short chapters, each with narrative structure Variation in narrative: e.g., cumulative tales, circular stories 	<p>Underlying structural patterns: description, temporal sequence, chronological sequence, question and answer (nonfiction)</p> <p>CONTENT</p> <ul style="list-style-type: none"> Content interesting to and relevant for young readers Familiar content: e.g., family and home, play, pets, animals, school, food, community, friends, daily activities, the human body, weather, seasons, transportation, machines Moderate level of support provided by picture information More content that goes beyond students' immediate experience: e.g., different environments and communities, animals of the world Some series with content familiar to students through prior experiences with storytelling, media, and hearing books read: e.g., folktales and fantasy <p>THEMES AND IDEAS</p> <ul style="list-style-type: none"> Concrete themes close to students' experience: e.g., imagination, courage, fears, friendship, family relationships, self, home, nature, growing, behavior, community, first responsibilities, diversity, belonging, peer relationships, feelings Clear, simple ideas easy to identify and understand 	<p>Ideas close to students' experience: e.g., sharing with others, caring for others, doing your job, helping your family, taking care of self, staying healthy, caring for your world, empathizing with others, problem solving, valuing differences, expressing feelings</p> <p>LANGUAGE AND LITERARY FEATURES</p> <ul style="list-style-type: none"> Some texts of many characters Plot with conflict Plot that includes dialogue Characters Characters some learn revealed over time Variety in plot Dialogue and direct dialogue Dialogue with some unspoken Some long Elements of inanimate Basic motifs: modern fairy tale, good and evil, objects, wish Procedural Language Some descriptive
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- Newly designed in full color throughout for clarity and focus
- Expanded behaviors and examples across the continua

Selecting Goals Behaviors and Understandings to Notice, Teach, and Support

THINKING WITHIN THE TEXT (continued)

<p>► Vocabulary</p> <ul style="list-style-type: none"> Understand the meaning of some words that are new but easy to understand in the context of the text, some with low picture support Expand understanding of the meaning of words by connection with 	<p>MAINTAINING FLUENCY</p> <ul style="list-style-type: none"> Sustain momentum through an entire short text or a chapter book, making significant progress daily Notice periods, quotation marks, commas, exclamation
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LEVEL 1

Selecting Goals Behaviors and Understandings to Notice, Teach, and Support (cont.)

THINKING BEYOND THE TEXT

<p>PREDICTING</p> <ul style="list-style-type: none"> Use sentences with varied placement of subject, verb, adjectives, and adverbs, variety in placement of clauses, and some compound sentences to anticipate the text Make predictions based on information in pictures Make predictions based on personal knowledge and experience with texts Predict the ending of a story based on reading the beginning and middle Predict outcomes or endings based on repeating episodes in the plot Make predictions based on understanding of narrative structure Make predictions based on knowledge from personal experiences and from reading: e.g., food, cooking, pets, animals of the world, health and the human body, different environments and communities, machines Make predictions based on knowledge of underlying text structures: e.g., description, temporal sequence, question and answer, chronological sequence Make predictions based on a temporal sequence: e.g., plants growing, eggs hatching, making something, the water cycle <p>MAKING CONNECTIONS</p> <ul style="list-style-type: none"> Make connections between personal experience and a text Make connections among books in a series Use background knowledge to understand settings Make connections between a text and an illustration that supports interpretation, enhances enjoyment, or sets mood Use background knowledge of traditional literature to recognize common characters and events in a folk tale 	<ul style="list-style-type: none"> Make connections between background knowledge of familiar content and the content in the text Make connections among texts on the same topic or with similar content Access background knowledge to understand description or temporal sequence <p>SYNTHESIZING</p> <ul style="list-style-type: none"> Talk about what the reader knows about the topic before reading the text and identify new knowledge gained from reading Talk about the text, showing understanding of events, topic, or content Talk about what is learned from the characters, the problem, and the resolution of the problem <p>INFERRING</p> <ul style="list-style-type: none"> Infer meaning of story or content from pictures that add meaning to the text Notice aspects of the setting from the text and pictures and make inferences to help understand the story Talk about characters' feelings based on inferences from pictures and text, especially dialogue Talk about the pictures, revealing interpretation of a problem or of characters' feelings Infer obvious humor: e.g., humorous characters, language, and story problems Infer some obvious character traits from the story and pictures Infer ideas about familiar content Infer temporal sequences and notice the steps
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- Design enhancements make navigation faster and easier
- Strong reinforcement of the Systems of Strategic Actions

LEVEL 1

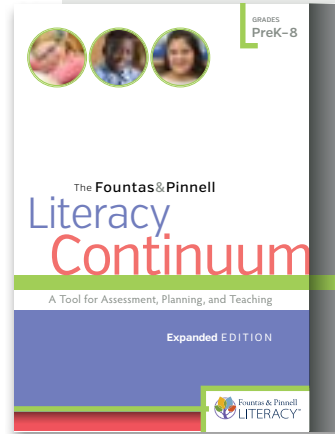
THINKING ABOUT THE TEXT

ANALYZING

<ul style="list-style-type: none"> Recognize that a text can be imagined (fiction) or it can give information (nonfiction) Understand that a story can be like real life or can be something that could not be true in real life (fantasy) Recognize characters that are typical of animal fantasy or traditional literature Recognize that a text can have true information Understand that a nonfiction book gives facts or tells how to do something Understand how the ideas and information in a book are related to each other 	<ul style="list-style-type: none"> Recognize and follow chronological sequence of events Recognize and understand variety in narrative structure: e.g., cumulative tale, circular story Recognize that a process happens in time order Recognize repetitive episodes in a text Recognize a writer's use of underlying text structures: e.g., description, temporal sequence, question and answer, chronological sequence Understand how the events, content, and ideas in a text are related to the title Recognize settings that are familiar Identify a story problem and how it is resolved
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From Observation to Action

Use behavioral evidence to guide your next teaching move



“We view The Literacy Continuum as the roadmap for literacy acquisition in children over time.”

– Irene C. Fountas and Gay Su Pinnell

GRADE 2

Selecting Texts Characteristics of Texts for Sharing and Performing

Shared and Performance Reading

GENRE

- **Fiction**
 - Realistic fiction
 - Traditional literature: e.g., folktale, tall tale, fairy tale, fable
 - Fantasy
 - Hybrid texts
 - Special types of fiction: e.g., adventure story; animal story; family, friends, and school story; humorous story
- **Nonfiction**
 - Expository texts
 - Narrative nonfiction
 - Memoir (personal memory story)
 - Procedural texts
 - Persuasive texts
 - Hybrid texts

FORMS

- Longer poems of various types including free verse, lyrical poetry
- Nursery rhymes, rhymes, and songs from many cultures
- Enlarged poems, nursery rhymes, rhymes, and songs
- Poetry collections
- Plays
- Readers' theater scripts
- Picture books
- Enlarged picture books
- Enlarged informational texts
- Some sophisticated ABC books
- Texts produced through shared writing: e.g., lists, directions, sequences of actions, stories, poems, descriptions, dialogue from stories

TEXT STRUCTURE

- Simple narratives with straightforward structure (beginning, middle, several episodes, and ending) but more episodes included
- Some books with repeating episodes or patterns

CONTENT

- Content that is appropriate for children's cognitive development, emotional maturity, and life experience
- Content that engages intellectual curiosity and emotions
- Content that nurtures the imagination
- Language and word play related to concepts or sounds of speech: e.g., alliteration, assonance, onomatopoeic words
- Familiar topics (e.g., animals, families, friends, human relationships, school, neighborhood, community, sports, weather and seasons, plants) that are authentic and relevant
- Humor that is easy to grasp: e.g., silly characters, funny situations, surprise endings
- Content that reinforces and expands a child's experience and knowledge of self and the world
- A few topics that may be beyond some children's immediate experiences (farm, beach, big city, forms of transportation)
- Content that reflects a wide range of settings, languages, and cultures
- Some content links to specific areas of study as described by the school curriculum or standards
- Characters, settings, and events that could exist in real life

THEMES AND IDEAS

- Themes reflecting everyday life: e.g., self, family relationships, friendship, imagination, feelings, bravery, cleverness, wisdom, wonders of nature, cultural sensitivity, multiple and diverse views
- Clear, simple ideas easy to identify and understand
- Ideas close to children's experience: e.g., expressing feelings, sharing with others, valuing differences, taking different perspectives, cooperating, helping, belonging, problem solving, working hard, being clever or wise, appreciating the sounds of language, noticing and appreciating nature

LANGUAGE AND LITERARY FEATURES

- Playful descriptive language, made-up words and onomatopoeia
- Descriptive language conveys human feelings: e.g., joy, eagerness
- Descriptive language conveys experiences (imagery)
- Poetic language
- Figurative language: metaphors, similes, personification
- Rhythm and repetition of language patterns, as well as sound effects
- A few texts with settings close to place from children's own world
- Predictable sequence of events and outcomes
- Both realistic and fantastical characters
- Simple plot with problem and a few episodes
- Main characters and supporting characters
- Multiple characters, each with a role
- Characters' actions relate to consequences: e.g., reward and good behavior, punishment and bad behavior

SHARED AND PERFORMANCE READING

GUIDED READING

GRADE 4

Selecting Goals Behaviors and Understandings to Notice, Teach, and Support (cont.)

Interactive Read-Aloud and Literature Discussion

NONFICTION TEXTS

General

- Ask questions to deepen understanding of a text
- Notice and ask questions when meaning is lost or understanding is interrupted
- Refer to important information and details and use as evidence in discussion to support opinions and statements
- Understand content that reflects beginning understandings of physical world and social world: e.g., health, social studies, science, mathematics, arts
- Notice and respond to stress and tone of voice while listening and afterward
- Notice and remember the important events of a text in temporal or chronological sequence and tell them in order
- Notice and remember the important information in a text
- Tell a summary of a text after hearing it read
- Sustain attention for some longer texts that may require several days to complete
- Synthesize new information and ideas and revise thinking in response to hearing a text read
- Understand the problems that occur in everyday life, including some complex problems that may relate to readers' lives
- Give reasons (either text-based or from personal experience) to support thinking
- Use background knowledge of content to understand nonfiction topics
- Use background knowledge of history to understand simple biography, autobiography, and memoir
- Recognize and understand that informational texts may reflect a wide range of diverse settings, languages, and cultures
- Use evidence from the text to support statements about the text
- Use evidence from the text to support predictions
- Relate the messages in a nonfiction text to one's own life
- Relate important information and concepts in one text and connect to information and concepts in other texts
- Understand texts that require the application of knowledge of academic disciplines (sciences, history, humanities)
- Identify and discuss interesting, surprising, and important information in a text

Genre

- Form and express opinions about a text and support with rationale and evidence
- Form and state the basis for opinions about authors and illustrators
- Connect texts by a range of categories: e.g., content, message, genre, author/illustrator, special form, text structure, or organization

Genre

- Infer the importance of a subject's accomplishments (biography)
- Distinguish between fact and opinion in a text in order to reach new understanding
- Notice and understand the characteristics of some specific nonfiction genres: e.g., expository, narrative, procedural and persuasive texts, biography, autobiography, memoir, hybrid text
- Understand that a biography is the story of a person's life written by someone else
- Understand that biographies are often set in the past
- Understand that an autobiography is an account of a person's life written by that person
- Understand that a memoir is an account of a memory or set of memories written by the person who experienced it
- Notice when a writer is describing a step-by-step procedure
- Notice a writer's use of argument and persuasion
- Notice counterarguments and evidence against those counterarguments in a text
- Recognize hybrid texts and distinguish which sections are nonfiction and fiction
- Recognize and understand some specific forms of nonfiction: e.g., series books; picture books; letters, diaries, and journals entries; photo essays and news articles
- Recognize and understand some specific types of poetry when they appear in nonfiction: e.g., lyrical poetry, free verse, haiku, narrative poetry, ballad, epic/saga, concrete poetry
- Notice and understand some elements of poetry when they appear in nonfiction: e.g., figurative language, rhyme, repetition, onomatopoeia, layout/line breaks (shape), imagery, alliteration, assonance

INTERACTIVE READ-ALoud AND LITERATURE DISCUSSION

● Thinking *Within* the Text ◆ Thinking *Beyond* the Text ■ Thinking *About* the Text

- First appearance of a new behavior, goal, or understanding is indicated by a red bullet
- Distinction between fiction and nonfiction, and increased organization for enhanced usability
- Color-coding throughout makes clear the Systems of Strategic Actions that identify a reader's thinking *within*, *beyond*, and *about* the texts they read

Case Study

Benchmark Assessment System 1

CASE STUDY: BAS 1



“The interpretation and use of benchmark data are more important than the scores themselves.”

– Irene C. Fountas and Gay Su Pinnell

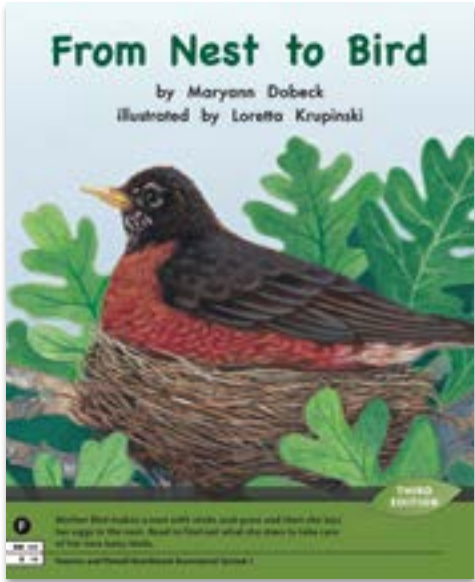
Simran, Grade 2 Student

Background and Assessment Summary

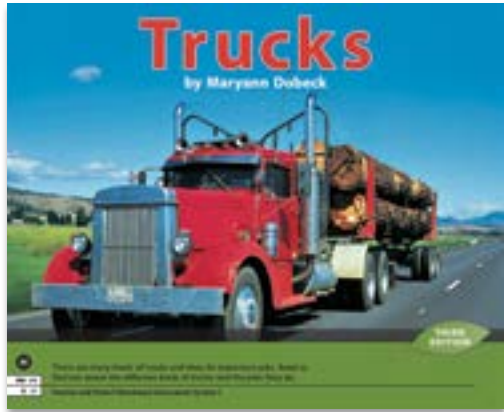
Simran, a second grader, had some reading difficulties starting in first grade. Her grade two, fall *Benchmark Assessment* scores show evidence that she is able to read level F texts independently and level G texts at an instructional level, placing her approximately three levels below expected performance on the F&P Text Level Gradient™.

Simran read three books for her *Benchmark Assessment* conference (Figure 1). Her scores on the independent-level reading of the level F nonfiction text, *From Nest to Bird*, show that she read accurately 95% of the time with a 1:3 self-correction ratio (1 self-correction for every 3 errors). Her fluency score was 0 on the selection and her comprehension score of 5 is in the proficient range. In Simran’s instructional-level reading of *Bedtime for Nick* (Figures 2a–2g), level G fiction, she scored a 94% for accuracy, had a 1:4 self-correction ratio, scored a 1 for fluency, and scored a 4 for comprehension, which is approaching proficiency. Simran reached her hard level with the level H nonfiction text, *Trucks*. These results place her almost a half-year below expected grade-level performance.

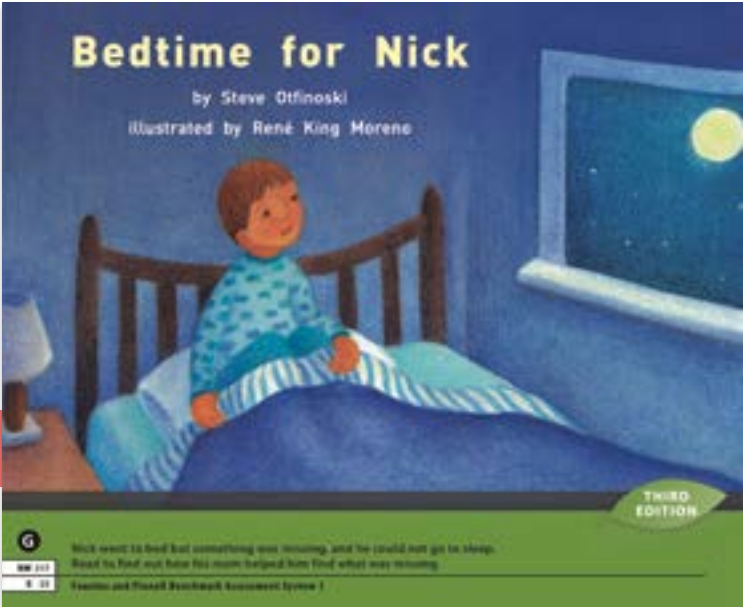
These books were written expressly for assessment and provide the material for Simran’s oral reading from which you can observe many dimensions of reading behavior.



From Nest to Bird, Level F, Nonfiction BAS 1 book



Trucks, Level H, Nonfiction BAS 1 book



Bedtime for Nick, Level G, Fiction BAS 1 book

Review the following case study in conjunction with the sample book *Bedtime for Nick*.

SEE SAMPLE BOOK ONLINE >>

ASSESSMENT SUMMARY FORM

- Summarizes assessment results and compiles next steps for instruction.

Benchmark Assessment System 1
THIRD EDITION

Summary Form

Student Simran Grade 2 Date September
 Teacher Hayes School Burkett

Assessment Summary Form

- Benchmark Independent Level F
- Benchmark Instructional Level G
- Recommended Placement Level G

List the titles read by the student from lowest to highest level.

Title	System 1 or 2	Fiction/ Nonfiction	Level	Accuracy	Comprehension	Independent (check one)	Instructional (check one)	Hard (check one)	Self-Correction	Fluency Levels C-Z	Rate Levels 1-2 (optional)	Writing About Reading (optional)
From Bird to Nest	1	NF	F	95	5	✓			1:3	0		
Bedtime for Nick	1	F	G	94	4		✓		1:4	1		
Trucks	1	NF	H	↓90	3			✓	1:7	0		

***Key for Determining Independent/Instructional/Hard Levels**

Levels A-K	Comprehension Score				Levels L-Z	Comprehension Score			
	Proficient (5-6)	Approaching Proficiency (4)	Limited Proficiency (3)	Not Proficient (2-0)		Proficient (8-9)	Approaching Proficiency (6-7)	Limited Proficiency (4-5)	Not Proficient (3-1)
95-100%	Independent	Independent	Instructional	Hard	95-100%	Independent	Independent	Instructional	Hard
90-94%	Instructional	Instructional	Hard	Hard	95-97%	Instructional	Instructional	Hard	Hard
Below 90%	Hard	Hard	Hard	Hard	Below 95%	Hard	Hard	Hard	Hard

Behaviors and Understandings to Notice, Teach, and Support (See The Fountas & Pinnell Literacy Continuum)

Meaning and structure are driving forces for Simran as she reads. The use of visual info. is part of her problem solving actions but she often uses initial visual information. Learning a variety of efficient word solving actions will be helpful to building an effective processing system. Aspects of fluency are very important to bring under control for Simran. Will also improve her comprehension.

Fountas & Pinnell Benchmark Assessment System 1, Third Edition

FIGURE 1. Simran's Assessment Summary Form

RECORDING FORM

- **Part One: Oral Reading** is used to observe and code the student's reading behavior through oral reading.

Recording Form Part One: Oral Reading

Bedtime for Nick • Level G • Fiction

Student Simran

Teacher Hayes

Grade 2 Date September

School Burkett

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

Introduction: Nick went to bed but something was missing, and he could not go to sleep. Read to find out how his mom helped him find what was missing.

Summary of Scores:

Accuracy	<u>94%</u>	Comprehension	<u>4</u>
Self-correction	<u>1:4</u>	Writing About Reading	_____
Fluency	<u>1</u>		_____

Sources of Information Used

Page	Text	E	SC	E			SC			
				M	S	V	M	S	V	
2	✓ Nick was looking <u>in</u> at his ✓ book. ✓ His mom came in and said, ✓ "It's time for bed." ✓ "Okay, Mom," said Nick.	1		(M)	(S)	V				
4	✓ Nick put on his pajamas. ✓ He washed his face ✓ and brushed his <u>hair/sc</u> teeth. ✓ He was <u>really/sc</u> ready for bed.			1	(M)	(S)	V	(M)	(S)	V
5	✓ Nick got into his bed.			1	(M)	(S)	V	(M)	(S)	V
Subtotal		1	2	2	3	1	1	0	1	

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FIGURE 2a. Simran's Instructional Level Recording Form

Recording Form Part One: Oral Reading (continued)

Bedtime for Nick • Level G

Page	Text	Sources of Information Used							
		E	SC	E			SC		
				M	S	V	M	S	V
9	<p>✓ ✓ ✓ ✓ ✓ ✓ ✓</p> <p>"Good night, Nick," his mom said.</p> <p>✓ ✓ ✓ ✓ ✓ ✓ ✓ <u>bed</u> <u>sc</u></p> <p>"Now it's time to go to sleep."</p>	1		(M)	(S)	V	m	(S)	(V)
10	<p>✓ ✓ ✓ ✓ ✓ ✓ ✓</p> <p>"I can't go to sleep," said Nick.</p> <p>✓ ✓ ✓ ✓ ✓ ✓ ✓</p> <p>"I will give you a good night kiss,"</p> <p>✓ <u>his</u> ✓</p> <p>said Nick's mom.</p>	2							
11	<p>✓ ✓ ✓ ✓ ✓ ✓ ✓</p> <p>"Good night, Nick," his mom said.</p> <p>✓ ✓ ✓ ✓ ✓</p> <p>"Go to sleep now."</p>								
12	<p>✓ ✓ ✓ ✓ ✓ ✓ ✓</p> <p>"I can't go to sleep,"</p> <p>said Nick.</p> <p>✓ ✓ ✓ <u>please</u> ✓ ✓ ✓ ✓</p> <p>"Will you open the door?"</p> <p>✓ ✓ ✓ ✓ ✓</p> <p>he asked.</p> <p>✓ ✓ ✓ ✓ ✓ ✓ ✓</p> <p>Nick's mom opened the door.</p> <p>✓ ✓ ✓ <u>in</u> ✓ ✓ ✓ ✓</p> <p>Light came into the room.</p>	1							
		1		(M)	(S)	V			
Subtotal		5	1	3	3	1	0	0	1

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FIGURE 2c. Simran's Instructional Level Recording Form

Recording Form **Part One: Oral Reading** *(continued)*

Bedtime for Nick • Level G

Page	Text	Sources of Information Used							
		E	SC	E			SC		
				M	S	V	M	S	V
13	✓ ✓ ✓ ✓ ✓ ✓ "Good night, Nick," his mom said.								
14	✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ "I can't go to sleep," said Nick. <u>someone</u> ✓ ✓ "Something is missing."		1		(M)	(S)	(V)		
	✓ ✓ ✓ ✓ ✓ ✓ He looked around the room. <u>someone</u> ✓ ✓ ✓ ✓ <u>room</u> Something came in the door.		2		(M)	(S)	(V)		
15	✓ ✓ ✓ ✓ ✓ ✓ "Wags! You're late," said Nick. ✓ ✓ <u>I</u> ✓ ✓ ✓ ✓ ✓ ✓ "Now <u>we</u> can go to sleep."		1		(M)	(S)	(V)		
16	✓ ✓ ✓ ✓ ✓ ✓ "Good night, Nick," said Mom. ✓ ✓ ✓ ✓ "Good night, Wags." ✓ ✓ ✓ ✓ "Good night, Mom," ✓ ✓ said Nick.								
Subtotal									
Total									

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FIGURE 2d. Simran's Instructional Level Recording Form

Recording Form **Part One: Oral Reading** *(continued)*

Bedtime for Nick • Level G

Accuracy Rate	Errors	25 or more	21-22	19-20	17-18	15-16	12-14	10-11	8-9	6-7	4-5	1-3	0
	%	Below 90%	90%	91%	92%	93%	94%	95%	96%	97%	98%	99%	100%

Self-Correction Ratio	$\frac{13 + 5}{(13 + 5) + 5} = \frac{18}{18 + 5} = \frac{18}{23} = 0.78$
-----------------------	--

Fluency Score	0	1	2	3
	<p>Fluency Scoring Key</p> <ul style="list-style-type: none"> 0 Reads primarily word-by-word with occasional but infrequent or inappropriate phrasing; no smooth or expressive interpretation, irregular pausing, and no attention to author's meaning or punctuation; no stress or inappropriate stress, and slow rate. 1 Reads primarily in two-word phrases with some three- and four-word groups and some word-by-word reading; almost no smooth, expressive interpretation or pausing guided by author's meaning and punctuation; almost no stress or inappropriate stress, with slow rate most of the time. 2 Reads primarily in three- or four-word phrase groups; some smooth, expressive interpretation and pausing guided by author's meaning and punctuation; mostly appropriate stress and rate with some slowdowns. 3 Reads primarily in larger, meaningful phrases or word groups; mostly smooth, expressive interpretation and pausing guided by author's meaning and punctuation; appropriate stress and rate with only a few slowdowns. 			

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FIGURE 2e. Simran's Instructional Level Recording Form

RECORDING FORM

- **Part Two: The Comprehension Conversation** is used to engage the student in an open-ended conversation about the text.

Recording Form Part Two: Comprehension Conversation

Bedtime for Nick • Level G

Beginning with the first prompt, have a conversation with the student. Note the key understandings the student expresses. Use the prompts to give you information about the student's understanding. Score for evidence of all understandings expressed—with or without a prompt. For scoring details, see the rubric in the Assessment Guide. Circle the number in the score column that reflects the level of understanding demonstrated.

Comprehension Scoring Key

- 3 Student demonstrates **proficiency** in understanding the text.
- 2 Student is **approaching proficiency** in understanding the text.
- 1 Student demonstrates **limited proficiency** in understanding the text.
- 0 Student's comprehension is **not proficient**.

Key Understandings	Prompts	Score
<p>Within the Text</p> <p>Nick gets ready for bed, but he can't sleep.</p> <p>He asks his mom to do different things to help him sleep: read a story, turn on the nightlight, give a kiss, and open the door.</p> <p>Nick's dog Wags comes in the room and Nick is able to go to sleep.</p> <p><i>Note any additional understanding:</i></p>	<p>Tell the important things that happen in the story.</p> <p>Is there anything else?</p>	<p>0 1 2 3</p>
<p>Beyond and About the Text</p> <p>Nick misses Wags and that's why he can't sleep. He says something is missing, but when Wags comes in he says now we can go to sleep. I don't know.</p> <p>Nick loves Wags and misses him. That's why he can't sleep. The picture shows how happy Nick is to see Wags. He was waiting for wags. maybe he was playing outside.</p> <p>Sample response: I have trouble sleeping when I'm sick. When that happens my mom helps me by sitting with me until I fall asleep. Nick had his dog and I have my mom to help me sleep. (Accept logical responses that make a connection between the student's personal experiences and the content.)</p> <p><i>Note any additional understanding:</i> I couldn't sleep too.</p>	<p>What is the real reason Nick can't sleep? How do you know that?</p> <p>How do you think Nick feels about Wags? What makes you think that? He loves wags.</p> <p>Tell about a time when you had trouble sleeping or doing something else. Was your problem like Nick's? Why or why not?</p>	<p>0 1 2 3</p>

Guide to Total Score, Levels A-K

- 5-6 Proficient
- 4 Approaching Proficiency
- 3 Limited Proficiency
- 0-2 Not Proficient

Total Score: 4 /6

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FIGURE 2f. Simran's Instructional Level Recording Form

RECORDING FORM

- **Part Three: Writing About Reading** is an optional prompt for responding to the text.

Recording Form **Part Three: Writing About Reading** *(optional)*

Bedtime for Nick • Level G

Read the writing/drawing prompt below to the student. Specify the amount of time for the student to complete the task. (See the Assessment Guide for more information.)

Student _____

Write about what helps Nick finally go to sleep. You can draw a picture to go with your writing.

Writing About Reading Scoring Key

3 Reflects **excellent** understanding of the text.

2 Reflects **partial** understanding of the text.

1 Reflects **very limited** understanding of the text.

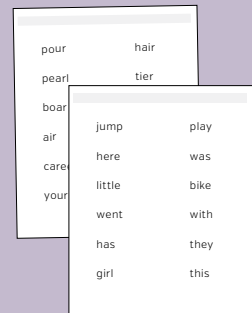
0 Reflects **no** understanding of the text.

INCLUDED IN BOTH SYSTEMS 1 AND 2

Optional Assessments

Digging deeper

The extensive information gathered through the standard *Benchmark Assessment* provides clear direction for instruction, but you may wish to gather additional diagnostic information for some students. Selecting from the series of optional assessments in fluency and phrasing, phonics and word analysis, and vocabulary can help you gather information to plan targeted minilessons. The Where-to-Start Word Test can help you determine where to start testing if little is known about a student's reading level at the beginning of the year.



Over 30 Optional Assessments to identify skills in:

- *Fluency and Phrasing*
- *Vocabulary*
- *Phonics and Word Analysis*

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FIGURE 2g. Simran's Instructional Level Recording Form

Resources

Benchmark Assessment System 1
THIRD EDITION

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

Guide for Observing . . . (cont.)	C P N	Notes
<p>3. Solving Words (cont.) Does the reader:</p> <ul style="list-style-type: none"> • Use sound analysis (sounding out)? • Use analogy to solve words? • Make attempts that are visually similar? • Use the sound of the first letter to solve words? • Work actively to solve words? • Use known words or parts to solve unknown words? • Use syllables to problem solve? • Use prefixes and suffixes to take words apart? • Use inflectional endings to take words apart? • Use sentence context to derive the meaning of words? • Use base words and root words to derive the meaning of words? • Make connections among words to understand their meaning? 		<p>stated elsewhere</p>
<p>4. Self-Monitoring Does the reader:</p> <ul style="list-style-type: none"> • Hesitate at an unknown word? • Stop at an unknown word? • Stop at an unknown word and appeal for help? • Stop after an error? • Notice mismatches? → • Notice when an attempt does not look right? • Notice when an attempt does not sound right? • Notice when an attempt does not make sense? • Reread to confirm reading? → • Use knowledge of some high-frequency words to check on reading? • Check one source of information with another? • Check an attempt that makes sense with language? • Check an attempt that makes sense with the letters (visual information)? • Use language structure to check on reading? • Request help after making several attempts? 	<p>P N</p>	<p>p.4 hair teeth really ready p.6 done over p.8 on it p.9 bed sleep</p>
<p>5. Self-Correcting Does the reader:</p> <ul style="list-style-type: none"> • Reread and try again until accurate? • Stop after an error and make another attempt? • Stop after an error and make multiple attempts until accurate? • Reread to self-correct? • Work actively to solve mismatches? → • Self-correct errors? → 	<p>P</p>	<p>p.4 hair/sc teeth/sc really/sc ready/sc p.6 done/sc over/sc p.8 on/sc it/sc p.9 bed/sc sleep/sc</p>
<p>6. Maintaining Fluency Does the reader:</p> <ul style="list-style-type: none"> • Read without pointing? • Read word groups (phrases)? • Put words together? • Read smoothly? • Read the punctuation? • Make the voice go down at periods? • Make the voice go up at question marks? • Pause briefly at commas, dashes, and hyphens? • Read dialogue with intonation or expression? → • Stress the appropriate words to convey accurate meaning? → • Read at a good rate—not too fast and not too slow? 	<p>C N</p>	<p>no pointing often labored word by word reading no expression reading monotonous and flat no stress on appropriate words to convey meaning</p>
<p>7. Other Behaviors</p>		

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RESOURCES

Fountas & Fennell Benchmark Assessment System 1, Third Edition

FIGURE 3b. Simran's Guide for Observing and Noting Reading Behaviors

Simran, Grade 2 Student

Case Study

BAS 1

ANALYSIS OF PROCESSING STRATEGIES

Using the Guide for Observing and Noting Reading Behaviors (Figures 3a–3b) along with Simran’s instructional-level reading of the level G book, *Bedtime for Nick*, Simran’s teacher made the following observations.

Section 1, Early Reading Behaviors: Simran had the earliest reading behaviors under control at this time, occasionally inserting or deleting some words in the text. The errors did not prevent her from maintaining the meaning and structure of the story and were easily brought to her attention. She used only her eyes to follow the print, so self-monitoring was important for her.

Section 2, Searching for and Using Information: Simran consistently made meaningful attempts at unknown words and used the meaning of the story to predict unknown words (*done/over, out/off, bed/sleep, his/Nick’s, room/door*). Syntactically, she omitted the words *good night* on page 10 and inserted the word *please* on page 12. She searched for and used the visual information to read much of the time and often used more than one source of information in her partially correct attempts. She seemed to recognize most of the words quickly and easily, but there was no evidence of rereading in the selection.

Section 3, Solving Words: Simran recognized a core of high-frequency words quickly, and many of her attempts were visually similar. Once again, she didn’t self-monitor or use the precise visual information. Building a repertoire of actions to problem-solve unknown words is important for Simran’s continued growth as a reader.

Sections 4 and 5, Self-Monitoring and Self-Correcting: Simran often stopped after a mismatch, particularly if the meaning and structure were interrupted or if the visual information did not fit. When there was a closer visual mismatch, and meaning and structural information were not compromised, she let the error go and read on. Her self-correction ratio was 1:4, so she was correcting some of her errors but not enough of them. She needs more support to monitor her reading consistently.

Section 6, Maintaining Fluency: Simran needs more specific teaching in this area. While she read without pointing, she often read in a labored, word-by-word way that interfered with her deeper understandings. When reading dialogue, she didn’t change her intonation or expression. Her reading sounded monotonous and flat. There was no evidence of her ability to stress particular words or integrate any of the aspects of fluency to accomplish a smooth, interesting reading.

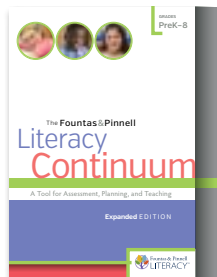
Simran’s reading shows that as the level and complexity of the text increased, her willingness and/or ability to problem-solve decreased. Simran began to appeal for help at the highest level H nonfiction text, *Trucks*, with its more specialized vocabulary. Simran tried what she knew how to do (which at that level included primarily the use of initial visual information to problem-solve), but when it didn’t solve the problem, she was stuck. Her processing powers broke down and were limited to a narrow range of actions. Learning more about how to solve unknown words in a variety of ways will serve her well.

EVIDENCE OF COMPREHENSION

At the easier levels, Simran maintained a sense of the story despite making some errors. She corrected many errors immediately, and those that were left uncorrected fit meaning, structure, and sometimes visual information. During Comprehension Conversations, Simran was able to provide information from within the text as she spoke about the selections. In the parts of the conversation that required Simran to think beyond and about the text, she demonstrated a somewhat limited ability to talk about the story in extended ways. In a couple of instances she said, “I don’t know,” and with further probes from the teacher, provided responses that she might have been able to give even without a deeper understanding of the story. How to think beyond and about the text is important for her to learn as she moves toward the high-stakes testing situations she will face in school.

IMPLICATIONS FOR INSTRUCTION

Using *The Fountas & Pinnell Literacy Continuum*, *Prompting Guide, Part 1*, and *When Readers Struggle* as resources, her teacher found the following information important to consider when instructing Simran.



Included with each Benchmark Assessment System

From *The Fountas & Pinnell Literacy Continuum*

Looking at the Guided Reading section for Simran's instructional level G, the teacher found a description of readers who are processing texts successfully at that level. Much of this description fits Simran. But in the areas of word-solving strategies and fluency, Simran's needs will guide the

specific teaching she receives to move her forward.

Specifically, the teacher selected the following goals for Simran:

- Reread the sentence or phrase to problem-solve, self-correct, or confirm.
- Reread to search for and use information from language structure or meaning from multiple sources.
- Read some words with easy spelling patterns with the support of pictures and language (VC, CVC, CVCe, CVV, CVVC, VCe).
- Notice visual features of a word and use them to locate or read the word.
- Sustain momentum through an entire short text.
- Use some phrasing to show recognition of dialogue even when presented in varying structures (e.g., said Mom or Mom said).
- Notice periods, quotation marks, commas, exclamation marks, and question marks, and reflect them with the voice through intonation and pausing.
- Predict the ending of a story based on reading the beginning and middle.
- Make connections between personal experience and a text.
- Infer meaning of story or content from pictures that add meaning to the text.
- Share opinions about a text and give rationales and examples.

From *Prompting Guide, Part 1*

To help Simran self-monitor her reading more closely (something that should be automatic at this level, especially in terms of insertions and deletions), her teacher can use prompts such as:

- *Check to see if what you're reading looks right.*



Available separately

If that doesn't work, the teacher can draw her attention to the need to read accurately, an action that is important to her understanding of the text. Simran needs to understand that her responsibility as a reader is to read carefully what the author wrote, not to add in her own ideas and words. The teacher can try other teaching points and prompts, such as these:

- *That didn't look right. You need to stop when it doesn't look right.*
- *It has to make sense, sound right, and look right.*

Once Simran understands the concept, additional prompts to encourage her self-monitoring can include:

- *Could it be _____ [repeat her error]? Check to see if that makes sense and looks right.*
- *You said _____ [repeat her error]. Does that look right?*

At a higher level of student responsibility, the teacher can use a prompt like:

- *You made a mistake on that page. Can you find it?*



Five of Simran's thirteen errors were corrected immediately. Intervening too soon puts the monitoring responsibility on the teacher, not on the child, and that's not what the teacher is working toward with readers. Specific, direct, and supportive praise will act as reinforcement for Simran's attempts at self-monitoring. For example:

- *You found the tricky part all by yourself.*
- *You knew how to make it look right all by yourself.*

Since Simran is already consistently using word beginnings, it is important for her to learn how to use other kinds of visual information effectively. In the section Solving Words, there are options to show Simran how to use visual information in a variety of ways when she comes to a word she doesn't know. For example:

- *You can look for a part you know.*
- *You can use your finger to break the word [eventually doing that kind of breaking with your eyes].*

The teacher can follow up when she comes to a difficult word with prompts such as:

- *Look for a part you know.*
- *Look for a part that can help you.*
- *Where can you break the word apart?*

After prompting, Simran's teacher can use specific reinforcing language to help Simran understand that her efforts are on target and worth repeating whenever she gets stuck, such as:

- *You looked for a part you know.*
- *You used your finger to break the word apart.*

In the General Problem Solving section, there are several teaching moves that Simran's teacher can use to support her efforts, such as:

- *This will help.* [model]
- *You can read that again and try something else.* [model]

Once there is evidence that Simran can do this more complex word solving, prompts like these will help her:

- *Look for something that will help you.*
- *What can you do to help yourself?*
- *What do you already know?*

General prompts that place more responsibility on Simran include:

- *Try that again.*

Specific reinforcing language can be used when Simran attempts to do this kind of word-solving independently. It

clarifies her role in problem-solving her own reading. For example:

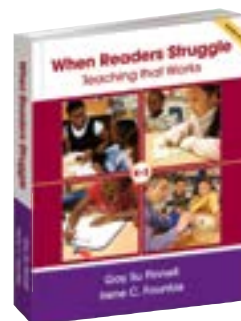
- *You worked hard on that.*
- *You thought about what you knew.*
- *You worked that out.*

Simran consistently read slowly in a monotone voice, often word-by-word. On the fiction selection, her teacher noted that Simran did not change her intonation, even when reading dialogue within quotes. However, she had a sense of most of the other punctuation and usually read it appropriately. Her fluency ratings ranged from 0 to 1 on the three selections. Learning more about all aspects of fluency, which support the reading and help communicate the meaning of the story, will allow Simran to make her reading sound more interesting and will help her to interpret the author's message more effectively. In the Maintaining Fluency section, specific language is suggested for teaching, prompting, and reinforcing almost all aspects of fluency. Using this language with Simran as she reads will help move her forward as a reader. For example:

- *Listen to how I read this quickly.*
- *Can you read this quickly?* [model]
- *You read it faster that time.*

This section also provides prompts to teach and reinforce phrasing, which is also important for Simran to learn.

- *Read it like this.* [model phrase units]
- *Read this much all together.* [Cover part of the print, exposing phrase unit.]
- *You need to listen to how your reading sounds.*



Available separately

From *When Readers Struggle: Teaching that Works*

This professional book has many suggestions for specific teaching, prompting, and reinforcing language to strengthen Simran's literacy skills and help her meet grade-level expectations.

To help Simran develop a repertoire of actions to problem-solve words and to self-monitor consistently, see Chapter 15, Teaching for Independence in Processing Texts: Solving Words, Self-Monitoring and Self-Correcting Behaviors. There are excellent examples of quick interactions to teach Simran how to take words apart while reading. Examples such as what to do when the teacher gives a told, how to use understandings gained from Simran's writing, how to

AVAILABLE SEPARATELY

Fountas & Pinnell Leveled Literacy Intervention

When assessment indicates intervention

look at word parts in sequence, how to make connections between words, and how to take words apart by syllables will help Simran to consistently self monitor.

To help Simran improve her fluency, including reading smoothly, reading dialogue, and stressing words appropriately, see Chapter 16, *Teaching for Fluency in Processing Texts: Six Dimensions*. Simran will be motivated to read dialogue in a natural way that sounds like talking. The section entitled, "Teaching Hard for Fluency", provides teachers with many ways to be persistent in teaching for, prompting for, and reinforcing fluency.

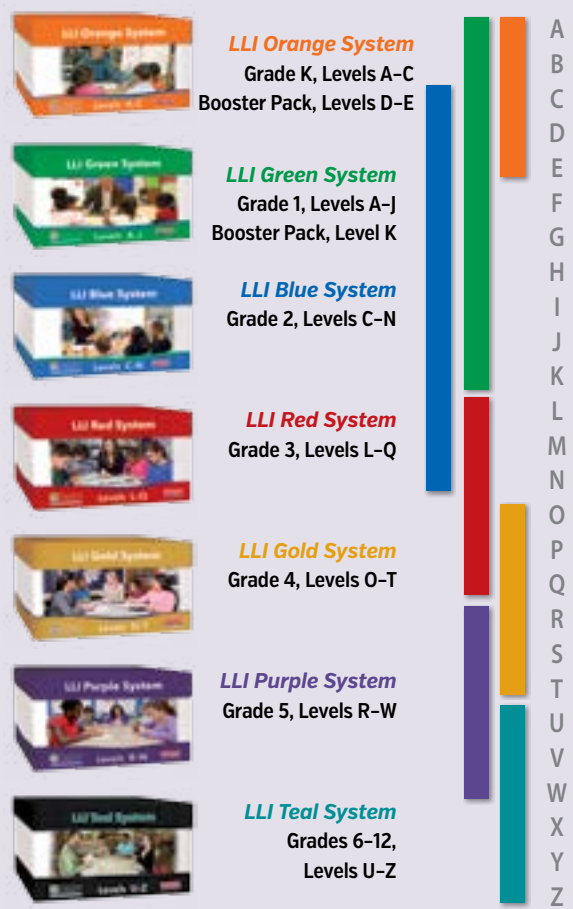
To help Simran think beyond and about the text, see Chapter 17, *Teaching for Comprehending and Fluency: Thinking Before, During, and After Reading*. Figures 17-23 provide Simran's teacher with sample prompts for thinking beyond and about the text. The last section in this chapter, "Questioning for Construction" invokes teachers' thinking about the importance of engaging their learners in constructive dialogue.

CLASSROOM AND INTERVENTION TEACHING

Simran will benefit from *Leveled Literacy Intervention (LLI)*, a small-group, intensive intervention, in addition to guided reading lessons in her classroom. Working in a small (3 students:1 teacher) group and in a structured intervention lesson for thirty minutes daily will offer her more intensive reading instruction and practice than her regular classroom guided reading lessons alone. Working with Simran and two other readers on a similar level, an *LLI* teacher is able to shape the instruction to solidify group members' understandings and strengthen the group members' reading powers.

Working with Simran's group in level G in guided reading and in the *LLI Blue System*, the teachers will plan for reading, writing, and word study instruction that build on what the children already know and can do. A working partnership between the intervention teacher and the classroom teacher will support the intervention teaching for the group, both teachers noting and sharing changes in the children's reading and writing competencies as the intensive teaching proceeds. As the classroom teacher and intervention teacher focus together on behaviors and understandings to notice, teach, and support at level G, Simran will make faster progress. Word study sections of the lesson demonstrate efficient ways to problem-solve words (beyond initial letter searches), and reading and writing experiences will help children think beyond and about texts they read.

Fountas & Pinnell Leveled Literacy Intervention is an efficient and systematic approach to small-group intervention that works. Its engaging and age-appropriate texts captivate discouraged readers. Expert and fast-paced lessons empower teachers to deliver the high-impact instruction needed to bring struggling students to grade-level proficiency.



“Leveled books are a key component in helping students become competent readers and accessing texts of increasing complexity.”

– Irene C. Fountas and Gay Su Pinnell

In Focus

Assessing Middle Grade Readers

IN FOCUS: ASSESSING MIDDLE GRADE READERS



If you are an upper-grades teacher, the *Benchmark Assessment System* is the perfect starting point for learning to observe and code the reading behaviors of your students, as well as to interpret and use the data to inform teaching. Analysis training in the *Assessment Guide* and in the Professional Development Videos, coupled with easy-to-use Recording Forms, will help you observe and talk about your students' effective and ineffective behaviors and how the texts they are reading may be appropriate or inappropriate for supporting new learning. After a few months' experience with the system, you will become much more knowledgeable and aware of your students' reading behaviors and more effective at differentiating instruction.

Using Reading Records with Intermediate and Middle School Students

How upper-grades teachers can expand their understanding of a student's reading process

Targeting Instruction Effectively

Individual assessments such as running records¹ and reading records have been used with beginning readers for many years. These procedures involve close observation of children's reading behaviors, coding them in precise detail, and then analyzing them to provide a window to the literacy processing system. The information gained from these assessments provides a detailed profile of the reader at any given point in time, and the data are highly useful in informing teaching decisions. The decisions that teachers

can make based on individual assessments contribute to more powerful teaching, which in turn leads to accelerated progress in reading.

The benefits of individualized reading assessment for beginning readers has generated interest in using the assessment technique with more proficient as well as older readers, particularly since the need for small-group and individual teaching increases with the grades. As children grow older and gain more experience, the range and nature of the differences among readers widens. More proficient readers differ widely in the background knowledge that they bring to reading, as well as in their previous experience in processing texts. They vary in their understanding of reading and in their control of behaviors expert readers use. Some may have developed highly ineffective reading behaviors that get in the way of comprehension, fluency, or word recognition. Therefore, small-group and individualized teaching in the upper elementary and middle grades is essential in order to match teaching to students' instructional needs. To be effective in providing differentiated instruction, teachers must use the information from assessment, such as the *Fountas & Pinnell Benchmark Assessment Systems*.

Understandably, it is not prudent to simply take the assessment procedures used with younger children and apply them to older students. It is critical to accommodate the essential differences between primary and intermediate or middle school students when utilizing a benchmark assessment in order to target instruction effectively.

Observing the Reading Process

Assessment of the reading competencies of more proficient readers is even more complex than for beginning readers. Effective reading at this level requires much more than decoding the words; the demands on comprehension increase exponentially as readers move up the text gradient from level A to Z. As more demands are made on the cognitive system, the reader's behaviors must change in response. What has been learned becomes automatic and unconscious, and the system expands to accommodate the new learning.

Below are some differences between beginning and more proficient readers with explanations of what these differences mean for the interpretation of assessment data.

Accuracy. It is important for *all* readers to process texts with accuracy. Accurate reading indicates self-monitoring and is necessary [although not sufficient] for reading comprehension.

¹The running record was created by M. Clay [1993] as a tool for teachers of children ages five to eight. The process consists of observing a child who is reading aloud from a text and coding the reading behavior on a blank form. The behaviors are later analyzed in detail. The reading record consists of the same coding procedures, using a pre-prepared form with typed text. The running record can be used on any text without taking the time to prepare the form. The reading record is usually used for more formal assessment systems where the text is known.

Observing, Recording, and Analyzing the Reading Process

Individual assessment yields important information about the competencies that are critical factors in readers' processing of texts at higher levels. A *Benchmark Assessment* can reveal:

- the sources of information readers use to solve words (for example, word parts or sentence context)
- the kinds of errors readers attend to and self-correct
- the ways readers attend to and use punctuation
- the reader's ability to follow and understand complex plots
- the readers' ability to use background information to interpret a text
- the readers' ability to summarize a text
- the readers' ability to derive the meaning of words from context
- the readers' ability to think beyond a text (infer characters' motives, draw conclusions)
- the reader's ability to respond in writing to extend thinking about a text.

A beginning reader is learning to use the visual information in print to solve new words. After a word is solved several times, it is usually learned and the reader can give attention to new words. The beginner makes substitutions and then corrects them; at least 90% accuracy is needed for the text to be effectively processed with instructional support at levels A–K. For independent reading, at least 95% accuracy is needed at levels A–K.

For more proficient readers, a high accuracy rate that also indicates self-monitoring is needed. They need to problem-solve new multisyllabic words, and doing so requires the automatic recognition of most of the other words in a text. Thus, it is inappropriate to use the same accuracy-rate criteria for both primary and intermediate or middle school students. Accordingly, the accuracy-rate requirements that determine independent and instructional levels in the *Fountas & Pinnell Benchmark Assessment System* are higher for levels L to Z than for levels A to K. Independent reading starting at the middle of grade 2 [level L] should be at least 98% accurate. Instructional reading at levels L–Z should be at least 95% accurate.

Self-correction. A beginning reader's self-corrections are overt; that's why we can tell so much from looking at reading records. But as the reader's control of certain literacy behaviors improves, the process changes. The self-correction begins to take place before the reader says the word aloud. Or, the reader may note the error in passing but not bother to self-correct out loud. Overt self-correction of most errors is seen as a strength for younger readers because it shows that they are monitoring their reading. However, too much overt self-correction in more advanced readers is inefficient.

Proficient readers generally self-correct only when it's needed to read meaningfully. In the highly proficient reader (about level K or L), a great deal of overt self-correction is not expected if the reading is taking place with ease. That is why in the *Fountas & Pinnell Benchmark Assessment System* we switch at level L from reporting students' self-correction ratios to simply reporting the number of self-corrections. If we find very high accuracy and also many self-corrections, we notice it and work with the reader to achieve smoother processing. To read more about the important role of self-correction, see *Change Over Time in Literacy Learning* by Marie Clay (Heinemann 2001).

Comprehension. Beginning readers will have much to say about the books they've read, but more proficient readers will be able to think even deeper about the themes and meanings of a text, as well as articulate aspects of author's craft. This is why there are two separate rubrics for scoring the Comprehension Conversation; one for levels A–K and another for levels L–Z. Being able to think *about* the text is crucial to comprehension at the upper levels, whereas in levels A–K, thinking *beyond* the text and *about* the text are combined.

Professional Development

The more teachers know about the expected reading behaviors of students at certain ages, the more effectively they can support students' effective processing. The Professional Development Videos and *Assessment Guide 2* are specifically designed for intermediate and middle school teachers and provide rich opportunities for learning how to use *Benchmark Assessment System 2*. The videos provide individualized training in coding, scoring, analyzing, and interpreting reading records and using the information to inform teaching. The videos allow teachers to direct their own learning and focus on areas of greatest interest or need. The *Assessment Guide* provides both case studies and analyzed reading records in order to give teachers many examples of coding, scoring, analyzing, and interpreting reading records. (See the case study that follows.)

In addition, Heinemann Professional Development Services provides workshops tailored to the needs of upper-grade teachers. These sessions are designed to enable intermediate and middle school teachers to observe the reading process with their students.

The result of some students' benchmark assessments may indicate the need for small group or one-on-one instruction. It can be difficult to fit this into traditional middle-school schedules; however, Heinemann Professional Development Services can help work the needed instructional time into a school's current classroom routines. One approach to instruction that works particularly well after students have been assessed with *Benchmark Assessment Systems* is the workshop approach. If teachers are interested in implementing this instructional approach in their classrooms, there are several texts by Fountas and Pinnell that provide resources to help do this, including *Guiding Readers and Writers: Teaching Comprehension, Genre and Content Literacy*, [2001], and *Teaching for Comprehending and Fluency: Thinking, Talking, and Writing about Reading, K-8*, [2006]. Heinemann Professional Development Services also provides workshops designed to enable intermediate and middle school teachers to use Heinemann professional development resources in order to implement a workshop approach to learning.

“Identifying reading difficulties can be a challenge for educators in the upper grades. Teachers need the training and tools to observe, code, and identify where the breakdown in reading is. We believe that assessment is the key factor in reaching the below-level reader at this age and stage. Teachers must be able to discuss effective and ineffective reading behaviors, as well as how text being read by students may or may not be supportive of new learning. This is the critical issue, and one of the reasons that our Benchmark Assessment System 2 is so needed”

– Irene C. Fountas and Gay Su Pinnell





“We know that the need for small-group and individualized teaching increases with the grades, so the need for better assessment becomes even greater. How can teachers develop appropriate instructional groupings without evaluating student reading abilities?”

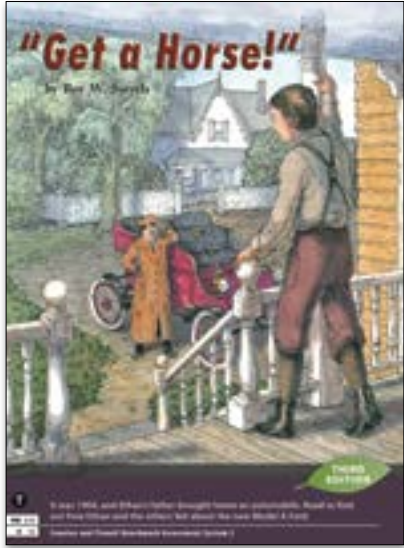
– Irene C. Fountas and Gay Su Pinnell

Spencer, Grade 5 Student

Background and Assessment Summary

Spencer is a grade 5 student. Figure 4 shows his fall Assessment Summary Form. In his independent reading of the level T fiction text, *Get a Horse!*, Spencer read with 98% accuracy and 4 self-corrections. His fluency score of 3, his reading rate of 167 words-per-minute (WPM), and his comprehension score of 9 all indicated proficient reading. In his instructional reading of the level U nonfiction text, *Earthquakes* (Figures 5a–5c), Spencer had a 96% accuracy score with 4 self-corrections. His reading rate of 168 WPM was excellent, but his fluency score dropped down to a 2. His comprehension score of 6 was approaching proficiency. Spencer reached his hard level with the level V fiction text, *A Call for Change*. His accuracy score was 95% with 2 self-corrections, which was low. His fluency score was 2 and his rate of 146 WPM was in the below average range. His comprehension score of 4 indicated limited proficiency, making this his hard level. These results placed Spencer above grade level for the middle of Grade 5.

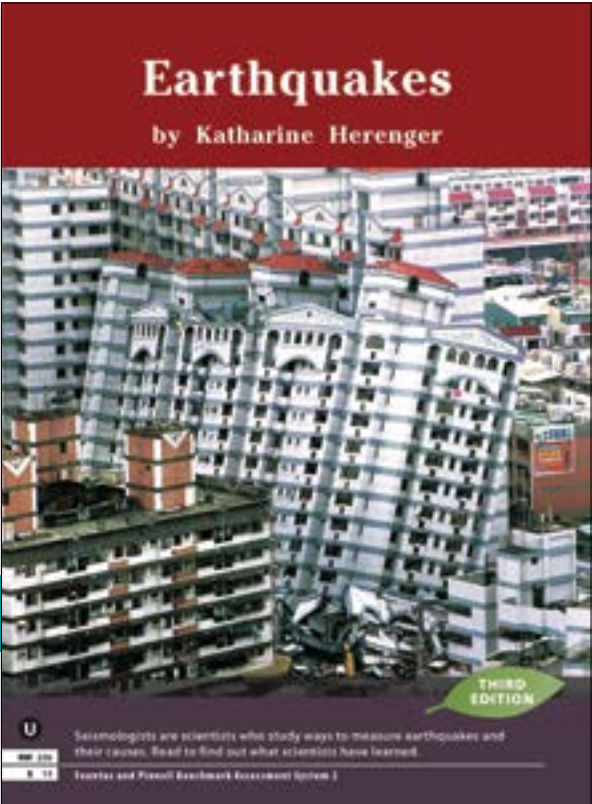
These books were written expressly for assessment and provide the material for Spencer’s oral and silent reading from which you can observe many dimensions of reading behavior.



“Get a Horse”, Level T, Fiction BAS 2 book



A Call for Change, Level V, Fiction BAS 2 book



Earthquakes, Level U, Nonfiction BAS 2 book

Review the following case study in conjunction with the sample book Earthquakes.

SEE SAMPLE BOOK ONLINE >>

ASSESSMENT SUMMARY FORM

- Summarizes assessment results and compiles next steps for instruction.

Benchmark Assessment System 2
THIRD EDITION

Summary Form

Student Spencer Grade 5 Date September
 Teacher Brady School Rolling Green

Assessment Summary Form

* Benchmark Independent Level T
 Benchmark Instructional Level U
 Recommended Placement Level U

List the titles read by the student from lowest to highest level.

Title	System 1 or 2	Fiction/Nonfiction	Level	Accuracy	Comprehension	Independent (check one)	Instructional (check one)	Hard (check one)	Self-Correction	Fluency Level (C-Z)	Rate Level (J-Z) (optional)	Writing About Reading (optional)
Get a Horse	2	F	T	98	9	✓			4	3	167	
Earthquake	2	NF	U	96	6		✓		4	2	168	
A Call for Change	2	F	V	95	4			✓	2	2	146	

***Key for Determining Independent/Instructional/Hard Levels**

Comprehension Score				Comprehension Score						
Levels A-K	Proficient (5-6)	Approaching Proficiency (4)	Limited Proficiency (3)	Not Proficient (0-2)	Levels L-Z	Proficient (8-9)	Approaching Proficiency (6-7)	Limited Proficiency (4-5)	Not Proficient (0-3)	
Accuracy Score	95-100%	Independent	Independent	Instructional	Hard	98-100%	Independent	Independent	Instructional	Hard
	90-94%	Instructional	Instructional	Hard	Hard	95-97%	Instructional	Instructional	Hard	Hard
	Below 90%	Hard	Hard	Hard	Hard	Below 95%	Hard	Hard	Hard	Hard

Behaviors and Understandings to Notice, Teach, and Support (See The Fountas & Pinnell Literacy Continuum, Expanded Edition)

Spencer had difficulty talking about the text issues - how the text was set up, how the author uses language to create meaning, etc. Spencer tends to focus more visual information than (M) and (S). Helping him to integrate all sources of information in flexible ways will power his processing system.

Fountas & Pinnell Benchmark Assessment System 2, Third Edition

FIGURE 4. Spencer's Assessment Summary Form

Recording Form **Part One: Oral Reading** (continued)

Earthquakes • Level U

Accuracy Rate	Errors	13 or more	11-12	8-10	6-7	4-5	1-3	0
	%	Below 95%	95%	96%	97%	98%	99%	100%

Self-Corrections 4

Fluency Score	0 1 2 3	<p>Fluency Scoring Key</p> <ul style="list-style-type: none"> 0 Reads primarily word-by-word with occasional but infrequent or inappropriate phrasing; no smooth or expressive interpretation, irregular pausing, and no attention to author's meaning or punctuation; no stress or inappropriate stress, and slow rate. 1 Reads primarily in two-word phrases with some three- and four-word groups and some word-by-word reading; almost no smooth, expressive interpretation or pausing guided by author's meaning and punctuation; almost no stress or inappropriate stress, with slow rate most of the time. 2 Reads primarily in three- or four-word phrase groups; some smooth, expressive interpretation and pausing guided by author's meaning and punctuation; mostly appropriate stress and rate with some slowdowns. 3 Reads primarily in larger, meaningful phrases or word groups; mostly smooth, expressive interpretation and pausing guided by author's meaning and punctuation; appropriate stress and rate with only a few slowdowns.
---------------	----------------	---

Reading Rate	End Time	___ min. ___ sec.
	Start Time	___ min. ___ sec.
	Total Time	<u>1</u> min. <u>20</u> sec.
	Total Seconds	<u>80</u>
$(RW \times 60) \div \text{Total Seconds} = \text{Words Per Minute (WPM)}$ $13,440 \div \underline{80} = \underline{168} \text{ WPM}$		

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FIGURE 5c. Spencer's Instructional Level Recording Form

RECORDING FORM

- **Part Two:** *The Comprehension Conversation is used to engage the student in an open-ended conversation about the text.*

Recording Form Part Two: Comprehension Conversation

Earthquakes • Level U

Beginning with the first prompt, have a conversation with the student. Note the key understandings the student expresses. Use the prompts to give you information about the student's understanding. Score for evidence of all understandings expressed—with or without a prompt. For scoring details, see the rubric in the Assessment Guide. Circle the number in the score column that reflects the level of understanding demonstrated.

Comprehension Scoring Key

- 3 Student demonstrates **proficiency** in understanding the text.
- 2 Student is **approaching proficiency** in understanding the text.
- 1 Student demonstrates **limited proficiency** in understanding the text.
- 0 Student's comprehension is **not proficient**.

Key Understandings	Prompts	Score
<p>Within the Text</p> <p>Scientists measure earthquakes with seismographs and describe the measurements using the Richter scale. ✓</p> <p>The Earth's crust has plates that push against each other. Moving plates cause earthquakes. Below the crust is a soft mantle. The plates push against each other and shift around on top of the mantle. When the plates collide, an earthquake happens. This movement also causes cracks. ✓</p> <p>Earthquakes happen all the time all over the world and most of the time we can't feel them.</p> <p><i>Note any additional understandings:</i> <i>Earthquakes happen a lot and people don't know it.</i></p>	<p>Summarize the important information in the book.</p> <p>Is there anything else you'd like to add to your summary?</p>	<p>0 1 2 3</p>
<p>Beyond the Text</p> <p>A fault is a crack in the Earth's crust. Earthquakes happen more frequently along faults. ✓</p> <p>People can't get away from earthquakes before they occur because scientists cannot predict them like they can predict an oncoming hurricane, for example. People don't have time to evacuate before a quake hits. ✓</p> <p>Scientists need to discover how to predict when an earthquake will take place. This will give people a chance to evacuate the area before the quake takes place. ✓</p> <p>The more we understand about nature, the better prepared we will be to handle natural disasters like earthquakes.</p> <p>Sample response: It means science is important to our safety. If you know more about science, then you understand what's happening even if it's bad. (Accept logical responses that connect to this text.)</p> <p><i>Note any additional understandings:</i> <i>Earthquakes are very destructive. described diagram + drawing</i></p>	<p>Talk about faults and why are they important.</p> <p>Why is it so hard to help people avoid the dangers of earthquakes?</p> <p>What do scientists need to discover about earthquakes? Why?</p> <p>Talk about the big ideas or messages of this book.</p> <p>What do these messages mean to you in your own life?</p>	<p>0 1 2 3</p>

Continued on next page

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FIGURE 5d. Spencer's Instructional Level Recording Form

RECORDING FORM

- **Part Three: Writing About Reading** is an optional prompt for responding to the text.

Recording Form Part Two: Comprehension Conversation <i>(continued)</i>		
Earthquakes • Level U		
Key Understandings	Prompts	Score
<p>About the Text</p> <p>This book is nonfiction. It gives information about earthquakes ✓ and why they happen.</p> <p>The writer uses headings to divide the book into four sections focusing on specific information. The sections focus on measuring earthquakes, the causes of earthquakes, famous earthquakes, and predicting earthquakes. <i>did not elaborate</i></p> <p>They help to clarify information in the text. For example, one illustration shows how a seismograph measures the earthquake, a diagram shows how rocks shift along a fault, and a chart shows information about famous earthquakes.</p> <p>Sample response: The writer captures your attention right way with descriptive words (tremors shake, buildings sway, highways crumble, bridges collapse) and a photo that help you imagine what an earthquake is like. (Accept logical opinions and note how well students support their ideas with evidence from the text.)</p> <p><i>Note any additional understanding:</i></p>	<p>What is the genre of this book? How do you know?</p> <p>How does the writer organize the information in the book?</p> <p>How are the graphics in this book helpful? Talk about an example.</p> <p>What does the writer do to keep you interested? What else? Can you show an example?</p>	<p>0 (1) 2 3</p>
<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;"> <p>Guide to Total Score, Levels L–Z</p> <p>8–9 Proficient</p> <p>6–7 Approaching Proficiency</p> <p>4–5 Limited Proficiency</p> <p>0–3 Not Proficient</p> </div>		<p>Total Score: <u>6</u> / 9</p>
Part Three: Writing About Reading <i>(optional)</i>		
<p>Read the writing/drawing prompt on the next page to the student. Specify the amount of time for the student to complete the task. (See the <i>Assessment Guide</i> for more information.)</p>		<div style="border: 1px solid black; padding: 5px;"> <p>Writing About Reading Scoring Key</p> <p>3 Reflects excellent understanding of the text.</p> <p>2 Reflects partial understanding of the text.</p> <p>1 Reflects very limited understanding of the text.</p> <p>0 Reflects no understanding of the text.</p> </div>

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FIGURE 5e. Spencer's Instructional Level Recording Form

Spencer, Grade 5 Student

Case Study

BAS 2

ANALYSIS OF PROCESSING STRATEGIES

Using the Guide for Observing and Noting Behaviors (Figures 6a–6b), along with Spencer's instructional-level reading of *Earthquakes*, level U (Figures 5a–5c), his teacher noticed the following:

Section 1, Early Reading Behaviors: It was evident that Spencer had the early reading behaviors under control.

Section 2, Searching for and Using Information: For the most part, Spencer was searching for and using all sources of information. However, at times he made visually similar attempts and neglected meaning and structure, particularly on content specific words (*semo-graph/seismograph's*, *Richer/Richter*, *temus/tremors*).

Section 3, Word Solving: Spencer recognized and used a large core of high-frequency words in his reading. He used syllables, word parts, and letter sounds at the beginning, middle, and end of words. At times he neglected the visual details in the middle of words (*stiffing/stifling*, *Richer/Richter*, *outmost/outermost*, *fierce/ferocious*, *except/exist*) or at the ends of words (*shakes/shake*, *measuring/measurement*).

Section 4, Self-Monitoring: Spencer showed evidence of self-monitoring errors. However, he was not always consistent in monitoring for meaning or structure when making errors, relying solely on visual information (*temus/tremors*, *untie/unite*, *Texas/tectonic*).

Section 5, Self-Correcting: Spencer had a good self-correction score at his independent and instructional levels. At times he left errors that were visually similar and that did not make sense or sound right (*temus/tremors*, *untie/unite*, *Texas/tectonic*). At the hard level, the number of Spencer's self-corrections was low, which may have affected his comprehension score.

Section 6, Maintaining Fluency: Spencer had a proficient fluency score of 3 at his independent level, but at his instructional and hard levels his fluency score was 2. He read mostly in smooth phrase groups but was not always consistent with expressive interpretation and pausing guided by the author's meaning. He also did not always

use appropriate stress. Spencer's quick attempts at words, while not always working to self-correct them when they didn't make sense, may have affected his fluency.

Overall, Spencer used all sources of information (meaning, structure, visual) flexibly to read with high accuracy. At times, he did not notice the visual details in the middle or end of words and neglected to use meaning or structure to self-monitor and self-correct. He read at a good rate, primarily in larger phrase groups, but he was not always consistent in using expressive interpretation and pausing guided by the author's meaning.

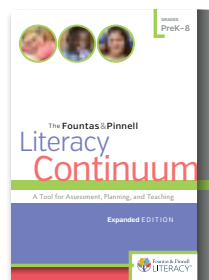
EVIDENCE OF COMPREHENSION

At Spencer's instructional level U, the comprehension conversation revealed a level of understanding that was approaching proficiency for *within* and *beyond* the text (Figure 5d). He demonstrated excellent understanding of the destructiveness of earthquakes and their unpredictability. For the key understandings in about the text (Figure 5e), however, Spencer showed very limited understanding of the author's use of language to demonstrate the impact of earthquakes.

IMPLICATIONS FOR INSTRUCTION

Using *The Fountas & Pinnell Literacy Continuum, Prompting Guide, Part 1, Genre Study: Teaching with Fiction and Nonfiction Books*, and *Teaching for Comprehending and Fluency: Thinking, Talking, and Writing About Reading, K-8*, as resources, the following information is important to consider when instructing Spencer.

From: *The Fountas & Pinnell Literacy Continuum*



Included with each **Benchmark Assessment System**

The Guided Reading section for Spencer's instructional level U, contains a description of readers who process texts successfully at that level. Some of this description currently fits Spencer, but he needs some explicit teaching in the areas of: self-monitoring errors for meaning, structure, and visual details; use of expressive interpretation and pausing guided by the author's meaning; and

use of appropriate stress. He also needs to learn more about analyzing texts to understand the author's techniques and use of language.

Specifically, the following goals were identified for Spencer's instructional program:

- Use text resources to search for information: (e.g., acknowledgments, author's note, pronunciation guide, glossary, references, index)
- Use a wide range of strategies for solving multisyllable words: e.g., using syllables, recognizing spelling patterns within words, using complex letter-sound relationships, noticing base words and affixes, using the context of the text, or using text resources
- Self-monitor reading using multiple sources of information: i.e., background knowledge, syntax, word meaning, word structure, awareness of text structure, meaning of the whole text
- Use content knowledge of the topic of a text to self-monitor and self-correct
- Understand and acquire a large number of content-specific words that require the use of strategic actions (i.e., conceptual understanding of content, definitions within the body of a text, a glossary, or other text resources)
- Read orally in a way that demonstrates all dimensions of fluency (pausing, phrasing, intonation, word stress)
- Use the voice to reflect disciplinary content in different ways: e.g., historical account vs. scientific argument
- Understand how illustrations and text work together to enhance meaning and communicate the mood of the text
- Notice the writer's use of language and state how it specifically adds to the meaning, quality, and mood of a text



Available separately

From Prompting Guide, Part 1

The following are some options for teaching Spencer how to self-monitor whether his attempts using visually similar words make sense or sound right:

- That didn't make sense.
- You need to stop when it doesn't make sense.
- That didn't sound right.
- You need to stop when it doesn't sound right.

To follow up when Spencer makes an error and continues reading, his teacher can try prompts such as:

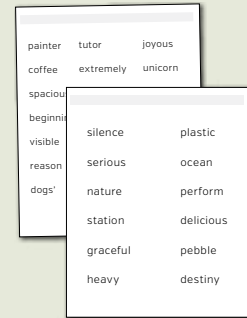
- You said _____. Does that make sense?

INCLUDED IN BOTH SYSTEMS 1 AND 2

Optional Assessments

Digging deeper

The extensive information gathered through the standard **Benchmark Assessment** provides clear direction for instruction, but you may wish to gather additional diagnostic information for some students. Selecting from over 30 optional assessments in fluency and phrasing, phonics and word analysis, and vocabulary can help you gather information to plan targeted minilessons.



- You said _____. Does that sound right?
- Check the middle part.
- Check the end part.
- Try that again and think what would make sense.
- Try that again and think what would sound right.

After prompting, the teacher can use reinforcing language like this to support Spencer's understanding:

- You thought about what would make sense and look right.
- You thought about what would sound right and look right.
- You checked the middle (end) of the word.
- You made it all fit together.

For teaching, prompting, and reinforcing language for maintaining fluency, his teacher can try this language:

- Listen to how I make my voice sound _____. (scared, excited, happy etc.).
- Listen to me read this. Can you hear how I sound like the characters who are talking?
- Listen to me read this. Notice how I make my voice show what the writer means here.
- In this part, _____ is very excited. How would _____ say that?

- Make your voice show what the author means there.
- Think about how to say that.
- Did you find you were stopping to think more during this part of the text?
- You sounded excited when you read that part.
- You made that part sound interesting.
- You stopped to think more during this part of the text.
- Your voice really showed what the author meant there.



Available separately

From *Teaching for Comprehending and Fluency: Thinking, Talking, and Writing About Reading, K-8*

Spencer needs help strengthening his ability to think beyond and about the text. Specifically, he needs to work on thinking analytically and critically about the text. To help achieve this goal, his teacher can use specific language to foster conversations

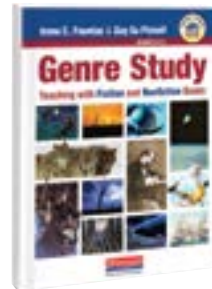
about the text from page 402 [for fiction], pages 419–421 [for biography], and pages 430–432 [for nonfiction]. Figure 25-1 provides examples of how to demonstrate thinking analytically and critically, and then how to probe for evidence.



Available separately

Prompting Guide, Part 2 for Comprehension: Thinking, Talking, and Writing

This is another excellent resource for additional demonstrations and probes to foster students' deep thinking about a variety of texts.



Available separately

From *Genre Study: Teaching with Fiction and Nonfiction Books*

Spencer is reading above grade level, so it is important to find ways to challenge and stretch his abilities as a reader. Spencer's teacher can help him actively engage in developing genre understandings and apply his thinking to

any genre. The inquiry-based approach described in this book will help Spencer and his classmates actively engage in the exploration of a wide variety of texts. For students reading above grade level, it is imperative to expand their reading, thinking, and writing power through the understanding of a variety of genres. Spencer will benefit greatly from a focus on the ability to analyze and critique a wide variety of genres. The following chapters contain just some of the resources for

“As children grow older their differences in reading widens. Individualized teaching is essential. Those with weaker reading skills can quickly fall further behind their more proficient peers.”

– Irene C. Fountas and Gay Su Pinnell

teaching students who need to broaden and deepen their thinking about texts.

- Chapter 14, “Thinking and Talking about Genre: Interactive Read-Aloud and Literature Discussion”
- Chapter 15, “Learning about Fiction Texts through Minilessons and Group Share,”
- Chapter 16, “Learning about Nonfiction Texts through Minilessons and Group Share”
- Chapter 17, “Developing Understandings about Genre through Reading Conferences and Independent Reading”
- Chapter 18, “Writing about Reading in a Reader’s Notebook”
- Chapter 19, “Using Guided Reading to Develop Understandings about Genre,” and Chapter 20, “The Reading/Writing Connection”

CLASSROOM AND SMALL-GROUP TEACHING

Spencer is a fifth grader whose instructional reading level is U, above grade level for the beginning of grade 5. He will benefit from many opportunities to read independent-level texts in a variety of genres and from participation in book discussions or literature circle groups. He will also benefit from interactive read-aloud by seeing his teacher model how to analyze texts for author’s craft, noticing how the author uses language to make the text interesting or exciting. He needs small-group, guided reading instruction at level U with some instruction on self-monitoring and fluency (expressive interpretation and pausing guided by the author’s meaning and use of appropriate stress). In discussing and revisiting text after reading, he will benefit from a focus on the author’s craft and the techniques and characteristics of genre.

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A collection of precise language to use when teaching, prompting for, and reinforcing effective strategic actions in reading and writing.

Prompting Guide, Part 2 for Comprehension

Precise language to use to help students expand their abilities to think, talk, and write about what they read.

When Readers Struggle: Teaching That Works

A comprehensive resource on struggling readers, filled with specific teaching ideas for helping children in grades K–3.

Teaching for Comprehension and Fluency K–8

A complete picture of how to skillfully teach meaning making and fluency within any instructional context.

Genre Study: Teaching with Fiction and Nonfiction Books

The core professional book in a suite of resources for the study of genre through inquiry.

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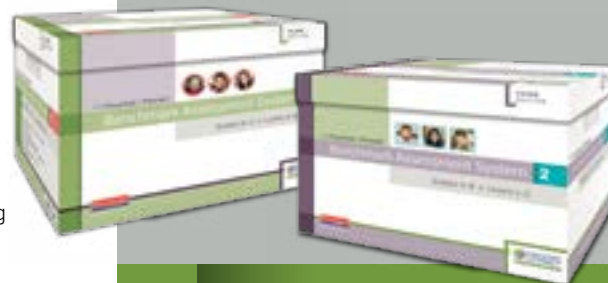
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- administer a variety of other literacy assessments, such as word analysis, print concepts, and reading overview.



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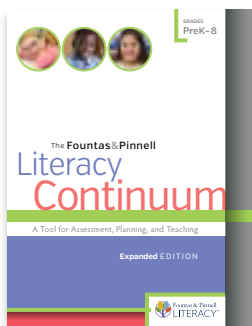
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Fountas and Pinnell provide a link from assessment to instruction via classroom practices such as guided reading and read-aloud through *The Fountas & Pinnell Literacy Continuum: A Tool for Assessment, Planning, and Teaching*, included with every *Benchmark Assessment System*.

Drawing from this important resource, the seminar provides an introduction to *The Literacy Continuum* and how it can be used to set goals for learning in planning lessons for individuals, small groups, and the whole class. Discover how *The Literacy Continuum* can be used as a bridge in connecting your assessment data and your instruction, as well as how it can serve as a guide for evaluating student progress over time, helping you identify the specific areas in which students need help.

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Irene C. Fountas

is a professor at Lesley University in Cambridge, Massachusetts. She has been a classroom teacher, language arts specialist, and consultant in school districts across the nation and abroad. She is Lesley University's first recipient of the Marie M. Clay Endowed Chair in Reading Recovery, and the recipient of the Greater Boston Council and the International Reading Association's Celebrate Literacy Award. Currently, she directs field-based literacy research projects and the Literacy Collaborative at Lesley University.

Gay Su Pinnell

is Professor Emeritus in the School of Teaching and Learning at The Ohio State University. She has extensive experience in classroom teaching and field-based research, and in developing comprehensive approaches to literacy education. She received the International Reading Association's Albert J. Harris Award for research in reading difficulties, the Ohio Governor's Award, and the Charles A. Dana Foundation Award for her contributions to the field of literacy education. She is a member of the Reading Hall of Fame.

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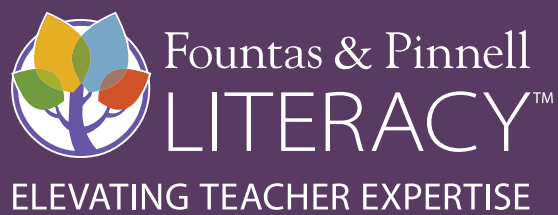
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