









Welcome to Fountas & Pinnell Classroom™

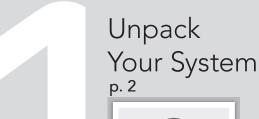
Congratulations on the journey ahead—a journey that will transform your classroom, your teaching, and the literacy lives of your students. As you prepare to implement a new literacy system, we at Heinemann are honored to partner with you to ensure an efficient and effective implementation of Fountas & Pinnell Classroom $^{\text{TM}}$ (FPC) in your school/district.

A strong and collaborative implementation plan, coupled with intentional organization, helps align your literacy vision with your instructional goals, and ensures that everyone is teaching in the same direction with coherence at the forefront. Prior to unpacking your *FPC* shipment, think about your goals and unpack with intention—meaning unpack the context(s) you plan to start with and/or unpack based on where your materials will be used and stored within your classroom.

From Vision to Action

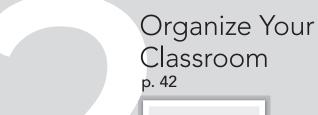
Turning a vision into action requires thoughtful planning and organizing. Fountas & Pinnell Classroom™ is a literacy system that allows you to operationalize your vision. You may be asking yourself, "Where do I start?" Start here, in this implementation plan, thinking together with colleagues. The three steps in this implementation plan are designed to put you, your students, and your school on the path to literacy success.

LET'S GET STARTED...











Implement Your Fountas & Pinnell Classroom[™] _{p. 48}





Unpack Your System

Using this visual, step-by-step guide—together with your implementation goals—unpack, inventory, and get to know your *Fountas & Pinnell Classroom* $^{\text{\tiny M}}$ [FPC] books and resources. Thoughtful and intentional unpacking will help you prepare for efficient organization and implementation.

IN STEP 1, YOU WILL HAVE THE OPPORTUNITY TO:

- Unpack and inventory your Fountas & Pinnell Classroom™
- Familiarize yourself with the resources in each instructional context.







Inventory by Grade Level

You may be asking yourself, "What boxes should I unpack and organize first? Where am I going to store all these books and teaching materials?" Start by taking an inventory of your *Fountas & Pinnell Classroom* by using the following charts that show the number of boxes per grade by instructional context.

PREKINDERGARTEN							
INSTRUCTIONAL CONTEXT	# of Boxes	Confirm Receipt √					
IRA Interactive Read-Aloud	3						
SR Shared Reading	5						
Complete Grade Level System*	8						

KINDERGARTEN								
INSTRUCTIONAL CONTEXT	# of Boxes	Confirm Receipt √						
IRA Interactive Read-Aloud	3							
SR Shared Reading	9							
PWS Phonics, Spelling, and Word Study	2							
GR Guided Reading	15							
IR Independent Reading	4							
RML Reading Minilessons	1							
BC Book Clubs	4							
Complete Grade Level System*	38							

GRADE 1								
INSTRUCTIONAL CONTEXT	# of Boxes	Confirm Receipt √						
IRA Interactive Read-Aloud	3							
SR Shared Reading	9							
PWS Phonics, Spelling, and Word Study	2							
GR Guided Reading	15							
Independent Reading	4							
RML Reading Minilessons	1							
BC Book Clubs	4							
Complete Grade Level System*	38							

GRADE 2							
INSTRUCTIONAL CONTEXT	# of Boxes	Confirm Receipt √					
IRA Interactive Read-Aloud	3						
SR Shared Reading	5						
PWS Phonics, Spelling, and Word Study	2						
GR Guided Reading	15						
IR Independent Reading	4						
RML Reading Minilessons	1						
BC Book Clubs	4						
Complete Grade Level System*	34						

	GRADE 3							
	INSTRUCTIONAL CONTEXT	# of Boxes	Confirm Receipt √					
IRA	Interactive Read-Aloud	3						
SR	Shared Reading	3						
PWS	Phonics, Spelling, and Word Study	2						
GR	Guided Reading	14						
IR	Independent Reading	4						
RML	Reading Minilessons	1						
ВС	Book Clubs	4						
Con	nplete Grade Level System*	31						

^{*} Each full grade level purchase of Fountas & Pinnell Classroom $^{\mathsf{m}}$ includes a copy of the Fountas & Pinnell Classroom $^{\mathsf{m}}$ System Guide for that grade.







GRADE 4							
INSTRUCTIONAL CONTEXT	# of Boxes	Confirm Receipt √					
IRA Interactive Read-Aloud	4						
PWS Phonics, Spelling, and Word Study	2						
GR Guided Reading	13						
R Independent Reading	4						
RML Reading Minilessons	1						
BC Book Clubs	6						

GRADE 5							
INSTRUCTIONAL CONTEXT	# of Boxes	Confirm Receipt √					
IRA Interactive Read-Aloud	4						
PWS Phonics, Spelling, and Word Study (in development)	2						
GR Guided Reading	13						
R Independent Reading	5						
RML Reading Minilessons	1						
BC Book Clubs	6						

GRADE 6							
INSTRUCTIONAL CONTEXT	# of Boxes	Confirm Receipt √					
IRA Interactive Read-Aloud	4						
PWS Phonics, Spelling, and Word Study (in development)	2						
GR Guided Reading	11						
IR Independent Reading	5						
RML Reading Minilessons	1						
BC Book Clubs	6						

Inventory by Instructional Context

Use the checklist below in conjunction with the visual guide on pages 14–17 to orient yourself to the *FPC Interactive Read-Aloud Collection*.

IRA INTER	ACTIVE	READ-	ALOUD	COLL	ECTION	IS			
INSTRUCTIONAL RESOURCES (per grade)	Qty.	Confirm Receipt √							
		PreK	Gr. K	Gr. 1	Gr. 2	Gr. 3	Gr. 4	Gr. 5	Gr. 6
IRA Books	120								
IRA Book Boxes	2								
The components below are included in	your Tea	acher Bo	ox:						
IRA Collection Guide [contains Online Resources access code]	1								
IRA Lesson Folders	120								
IRA Text Set Cards	25								
IRA Unpacking Sheet	1								
IRA Sticker Sheets	10								







Use the checklist below in conjunction with the visual guide on pages 18–21 to orient yourself to the *FPC Shared Reading Collection*.

SR SHARED READING COLLECTIONS								
INSTRUCTIONAL RESOURCES (per grade)		Qty. / (Confirm Rec	eipt √				
	PreK	Gr. K	Gr. 1	Gr. 2	Gr. 3			
SR Big Books	30	65	65	30	10			
 SR Little Books PreK & Gr. 2 (30 titles x 6 copies each) Gr. K & Gr. 1 (65 titles x 6 copies each) Gr. 3 (10 titles x 6 copies each) 	180	390	390	180	60 □			
SR Big Book Rolling Cart	1	2	2	1	_			
SR Big Book Bag (Gr. 3 only)	_		_		1			
SR Little Book Storage Trays	2	4	4	2	1			
The components below are included in your Tea	acher Box:							
SR Collection Guide (contains Online Resources access code)	1	1	1	1	1			
SR Lesson Folders	30	65	65	30	10			
Alphabet Linking Chart	1	1	1	1	_			
Consonant Cluster Poster Pack (Initial and Final)	_	_	1	1	1			
SR Unpacking Sheet	1	1	1	1	1			
SR Organizational Sticker Sheets	2	3	3	2	2			

Use the checklist below in conjunction with the visual guide on pages 22–25 to orient yourself to the FPC Guided Reading Collection.

GR GUIDED READING COLLECTIONS									
INSTRUCTIONAL RESOURCES (per grade)	Qty. / Confirm Receipt √								
	Gr. K	Gr. K Gr. 1 Gr. 2 Gr. 3 Gr. 4 Gr. 5 Gr.							
GR Books	1200 [200 titles x 6 copies each]	1200 [200 titles x 6 copies each]	1200 [200 titles x 6 copies each]	1200 [200 titles x 6 copies each]	1080 [180 titles x 6 copies each]	1020 [170 titles x 6 copies each]	900 [150 titles x 6 copies each]		
GR Book Storage Trays	14	14	14	13	12	12	10		
The components below a	re included	l in your Te	eacher Box	:					
GR Collection Guide (contains Online Resources access code)	1	1	1	1	1	1	1		
GR Lesson Folders	200	200	202*	210*	188*	186*	165*		
F&P Stopwatch/Calculator	1	1	1	1	1	1	1		
Alphabet Linking Chart	1	1	1	_	_	_	_		
Consonant Cluster Poster Pack [Initial and Final]	_	1	1	1	_	_	_		
GR Unpacking Sheet	1	1	1	1	1	1	1		
GR Sticker Sheets	6	6	6	5	5	5	4		

^{*}These FPC Guided Reading Collections contain two-way books which accounts for the additional lesson folders.







Use the checklist below in conjunction with the visual guide on pages 26–28 to orient yourself to the FPC Independent Reading Collection.

IR INDEPENDENT READING COLLECTIONS									
INSTRUCTIONAL RESOURCES (per grade)		Qty. / Confirm Receipt √							
	Gr. K	Gr. 1	Gr. 2	Gr. 3	Gr. 4	Gr. 5	Gr. 6		
IR Books	150	150	150	200	200	200	200		
IR Book Bins	2	2	2	3	3	4	4		
The components below are in	cluded in yo	our Teachei	Box:						
IR Collection Guide (contains Online Resources access code)	1	1	1	1	1	1	1		
IR Conferring Cards	150	150	150	200	200	200	200		
IR Genre-Based Conferring Cards	4	4	5	5	5	8	8		
IR Unpacking Sheet	1	1	1	1	1	1	1		
IR Grade-Level Sticker Sheet	5	5	5	7	7	7	7		
IR Alphabetical Dividers	26	26	26	26	26	26	26		

Use the checklist below in conjunction with the visual guide on pages 32–37 to orient yourself to the FPC Phonics, Spelling, and Word Study System.

PWS F	PWS PHONICS, SPELLING, AND WORD STUDY SYSTEM						
INSTRUCTIONAL RESOURCES (per grade)	Qty. / Confirm Receipt √						
	Gr. K	Gr. 1	Gr. 2	Gr. 3	Gr. 4	Gr. 5	Gr. 6
Phonics, Spelling, and Word Study Lessons [contains Online Resources access code]	1	1	1	1	1		
Fountas & Pinnell Comprehensive Phonics, Spelling, and Word Study Guide	1	1	1	1	1		
Sing a Song of Poetry	1	1	1	_	_		
Lesson Folders	100	100	100	100	105	Grades 5	
Hanging Folders (Areas of Learning)	9	9	6 □	6 □	6	developi	ment.
Hanging Folders (Months)	12	12	12	12	12		
PWS Unpacking Sheet	1	1	1	1	1		
Ready Resources Box: [Includes classroom posters, misc. classroom materials, lesson-specific ready resources, and general ready resources]	1	1	1	1	1		







STEP 1: UNPACK YOUR SYSTEM



Use the checklist below in conjunction with the visual guide on pages 38–41 to orient yourself to the FPC Book Clubs Collection.

	ВС	BOOK CLU	BS COLLE	CTIONS				
INSTRUCTIONAL RESOURCES (per grade)	Qty. / Confirm Receipt √							
	Gr. K	Gr. 5	Gr. 6					
BC Books	192 [32 titles x 6 copies each]	192 [32 titles x 6 copies each]	192 [32 titles x 6 copies each]	192 [32 titles x 6 copies each]	288 [48 titles x 6 copies each]	288 [48 titles x 6 copies each]	288 [48 titles x 6 copies each]	
BC Book Bins	3	3	3	3	5	5	5	
The components below are included in your Teacher Box:								
BC Collection Guide (contains Online Resources access code)	1	1	1	1	1	1	1	
BC Inquiry Overview Cards	8	8	8	8	12	12	12	
BC Discussion Cards	cussion Cards 32 32 32 48 48 48							
BC Unpacking Sheet	ing Sheet 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1							
BC Sticker Sheets	10	10	10	10	13	13	13	







PLEASE NOTE

As you unpack your FPC instructional contexts, find and start with the Teacher Box. Here you will find an unpacking sheet that outlines the contents of that particular context.

CONNECTIONS

FPC System Guide &
The Literacy Continuum



READ the "Instructional Contexts" chapter on Interactive Read-Aloud in your *FPC System Guide* or consult your *FPC IRA Collection Guide*.

READ pages 11-100 on Interactive Read-Aloud in *The Literacy Continuum*.

FPC Online Resources



VIEW the *FPC IRA Collection* Getting
Started video
[14.34 minutes]

The FPC Instructional Contexts: A Deeper Dive into Interactive Read-Aloud

FOUNTAS & PINNELL CLASSROOM™
INTERACTIVE READ-ALOUD COLLECTION, GRADE 1



SEPARATE OUT BOXES FOR INTERACTIVE READ-ALOUD

This chart indicates the number of shipper boxes per grade level.

IRA INTERACTIVE READ-ALOUD					
GRADE LEVEL	# of Boxes				
Prekindergarten	3				
Kindergarten	3				
Grade 1	3				
Grade 2	3				
Grade 3	3				
Grade 4	4				
Grade 5	4				
Grade 6	4				



2 UNPACK YOUR TEACHER BOX

The Fountas & Pinnell Classroom™ Interactive Read-Aloud Collection
Teacher Box ⚠ includes a range of resources designed to help you expand students' thinking across the year with books that spark discussion and inquiry.

Teacher Box Contents

- **©** FPC Interactive Read-Aloud Collection unpacking sheet
- FPC Interactive Read-Aloud Collection Guide
- **E** FPC Interactive Read-Aloud Collection Lesson Folders
- FPC Interactive Read-Aloud Collection Text Set Cards
- **G** FPC Interactive Read-Aloud Collection Text Set Stickers and instruction sheet



TAKE INVENTORY

Use the FPC Interactive Read-Aloud Collection unpacking sheet in your Teacher Box to take an inventory of your FPC IRA Collection materials.

NOTE: The FPC IRA Collection title list [organized by text set] can be found in your FPC System Guide or FPC IRA Collection Guide.



4 ACCESS ONLINE RESOURCES

Next, find the FPC IRA Collection Guide , which will help you become familiar with this context. Use the code and the instructions on the inside front cover of the FPC IRA Collection Guide to access your Online Resources. There you will find resources and videos to support your teaching and to get started with interactive read-aloud.











UNPACK AND ORGANIZE BOOKS





Find and unpack your interactive read-aloud book collection **B**. You will notice the lid of the book bin acts as an extra bin **J** to organize additional books if you wish.

Labeling Your Books

The IRA books are shrink-wrapped
and labeled by text set.

Grade 1 Interactive Read Aloud Living and Working Together: Community





Before you remove the shrink-wrap, you may want to sticker the back of the books in each text set with the book stickers **H**. An instruction sheet is provided in each sticker pack.



Also available are text set labels governous you can use to label baggies or folders* in which to store the books from that text set. This will help you easily locate books within a text set. Extra labels can be printed from your Online Resources.

*Folders/baggies not included.







UNPACK AND ORGANIZE LESSON FOLDERS AND TEXT SET CARDS

Use the 25 Text Set Cards to organize your lesson folders by text set in your Teacher Box A.







You could organize the books within your FPC IRA Collection bins by creating text set dividers*. Label card stock/blank folders \mathbf{M} with the text set title and collate books by text set.

*Dividers not included.







PLEASE NOTE

As you unpack your FPC instructional contexts, find and start with the Teacher Box. Here you will find an unpacking sheet that outlines the contents of that particular context.

CONNECTIONS

FPC System Guide &
The Literacy Continuum





READ the "Instructional Contexts" chapter on Shared Reading in your FPC System Guide or consult your FPC SR Collection Guide.

READ pages 101–160 on Shared Reading in *The Literacy Continuum*.

FPC Online Resources



VIEW the *FPC SR Collection* Getting
Started video
[9.12 minutes]

The FPC Instructional Contexts: A Deeper Dive into Shared Reading

FOUNTAS & PINNELL CLASSROOM™
SHARED READING COLLECTION, GRADE 1



SEPARATE OUT BOXES FOR SHARED READING

This chart indicates the number of shipper boxes per grade level.

SR SHARED READING						
# of Boxes						
5						
9						
9						
5						
3						

2

UNPACK YOUR TEACHER BOX

The Fountas & Pinnell Classroom™ Shared Reading Collection Teacher Box A includes a range of resources designed to help you build a strong early reading foundation with books that engage and excite.

Teacher Box Contents

- FPC Shared Reading Collection unpacking sheet
- FPC Shared Reading Collection Guide
- **G** FPC Shared Reading Collection Lesson Folders
- Alphabet Linking Chart (Gr. PreK-2)
- Consonant Cluster Linking Charts, Initial and Final (Gr. 1-3)
- FPC Shared Reading Collection organizational stickers and instruction sheet







8

TAKE INVENTORY

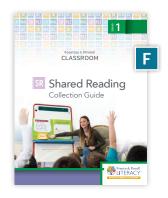
Use the FPC Shared Reading Collection unpacking sheet **I** in your Teacher Box to take an inventory of your FPC SR Collection materials.



4

ACCESS ONLINE RESOURCES

Next, find the FPC SR Collection Guide , which will help you become familiar with this context. Use the code and the instructions on the inside front cover of the FPC SR Collection Guide to access your Online Resources. There you will find resources and videos to support your teaching and to get started with shared reading.





UNPACK AND ORGANIZE SMALL BOOKS

Find and unpack your shared reading small book collection. Unpack the trays • which contain 3 sleeves each with 6-copy sets of the small books. Remove the shrink-wrap.

NOTE: Books are organized in a recommended sequence based on book series, genre, and/or connecting topics (available in your *FPC System Guide* or your *FPC SR Collection Guide*).



Labeling Your Books and Trays

Use the handy *FPC Shared Reading Collection* organizational stickers **J** to label your SR small book trays **L**, sleeves, or even the back of your big book rolling carts. An instruction sheet is provided in each sticker pack. Extra stickers can be printed from your Online Resources.





UNPACK AND ORGANIZE BIG BOOKS AND ROLLING CARTS

Find and unpack your shared reading rolling carts. Unpack the base $\underline{\mathbf{M}}$ and the big book holder $\underline{\mathbf{N}}$. Place the big book holder on top of the metal base.

Remove the big books from the big book boxes and organize the books into the assembled carts ①. We suggest you organize the books by the recommended sequence, splitting the books up between the two carts for weight distribution. You will notice that the back of the carts contain thumbnail images ② of all of the FPC Shared Reading Collection books [200 total spanning grades PreK-3] so children can build excitement for books to come or remember beloved books they have already read together.

NOTE: The grade 3 FPC SR Collection comes with a sturdy canvas big book bag.









The wheels on the rolling cart lock and unlock for ease of movement and security.

A Review of the Shared Reading Book Collection

- **Q** Big Books
- R 6 copies of each Small Book
- S Audio Books (access via your Online Resources—the code can be found on the inside front cover of your FPC SR Collection Guide).









PLEASE NOTE

As you unpack your FPC instructional contexts, find and start with the Teacher Box. Here you will find an unpacking sheet that outlines the contents of that particular context.

CONNECTIONS

FPC System Guide &
The Literacy Continuum





READ the "Instructional Contexts" chapter on Guided Reading in your FPC System Guide or consult your FPC GR Collection Guide.

READ pages 399–629 on Guided Reading in *The Literacy Continuum*.

FPC Online Resources



VIEW the *FPC GR Collection* Getting Started video [10:55 minutes]

The FPC Instructional Contexts: A Deeper Dive into Guided Reading

FOUNTAS & PINNELL CLASSROOM™
GUIDED READING COLLECTION, GRADE 1



SEPARATE OUT BOXES FOR GUIDED READING

This chart indicates the number of shipper boxes per grade level.

GR GUIDED READING						
GRADE LEVEL	# of Boxes					
Kindergarten	15					
Grade 1	15					
Grade 2	15					
Grade 3	14					
Grade 4	13					
Grade 5	13					
Grade 6	11					



2 UNPACK YOUR TEACHER BOX

The Fountas & Pinnell Classroom $^{\text{\tiny M}}$ Guided Reading Collection Teacher Box \triangle includes a range of resources designed to help you meet students where they are and lead them forward with intention and precision.

Teacher Box Contents

- © FPC Guided Reading Collection unpacking sheet
- FPC Guided Reading Collection Guide
- **E** FPC Guided Reading Collection Lesson Folders
- F&P Calculator/Stopwatch
- G Alphabet Linking Chart (Gr. K-2)
- Consonant Cluster Linking Charts, Initial and Final (Gr. 1–3)
- FPC Guided Reading Collection organizational stickers and instruction sheet









TAKE INVENTORY

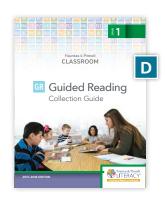
Use the FPC Guided Reading Collection unpacking sheet in your Teacher Box to take an inventory of your FPC GR Collection materials.



4

ACCESS ONLINE RESOURCES

Next, find the FPC GR Collection Guide , which will help you become familiar with this context. Use the code and the instructions on the inside front cover of the FPC GR Collection Guide to access your Online Resources. There you will find resources and videos to support your teaching and to get started with guided reading.





UNPACK AND ORGANIZE GUIDED READING BOOKS



Find and unpack your guided reading book collection. Unpack the trays , which contain 3 sleeves each with 6-copy sets of each title. Remove the shrink-wrap.

NOTE: Books are organized by text level in the recommended sequence (available in your *FPC* System Guide or your *FPC* GR Collection Guide).

Labeling Your Books and Trays

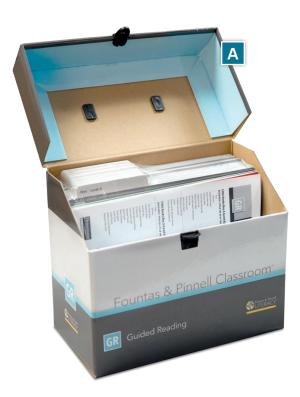
The back cover of the FPC Guided Reading Collection books include the GR context tile identifier, the Fountas & Pinnell text level, genre, and total running words .

Various organizational stickers **1** are available to increase organization of materials in your classroom or schoolwide book room. An instruction sheet is provided in each sticker pack. Extra stickers can be printed from your Online Resources.





UNPACK AND ORGANIZE LESSON FOLDERS



Consider organizing your guided reading lessons in one of two ways:

- Organize by Fountas & Pinnell text level in your Teacher Box A.
- 2. Collate each guided reading lesson folder with the corresponding 6-copy title set in the GR storage trays **K**. If you are sharing an FPC GR Collection with colleagues, and materials are stored in a centralized book room, this may be a great option.





HELPFUL TIP

You may be sharing the guided reading books with a team of teachers. If so, consider the following tips for coordinating:

- meet before the school year to create a plan
- store books in an easy-to-access area
- store books and accompanying lessons in bins or bags organized by text level
- create a simple check out system.







PLEASE NOTE

As you unpack your FPC instructional contexts, find and start with the Teacher Box. Here you will find an unpacking sheet that outlines the contents of that particular context.

CONNECTIONS

FPC System Guide &
The Literacy Continuum





READ the "Instructional Contexts" chapter on Independent Reading in your FPC System Guide or consult your FPC IR Collection Guide.

REVISIT The Literacy Continuum to note behaviors to observe when conferring with individual students.

FPC Online Resources



View the *FPC IR Collection* Getting Started video [9:19 minutes]

The FPC Instructional Contexts: A Deeper Dive into Independent Reading

FOUNTAS & PINNELL CLASSROOM™
INDEPENDENT READING COLLECTION, GRADE 1

SHIPPER BOXES

UNPACKED





- **B** Gray storage bins
- Book boxes

SEPARATE OUT BOXES FOR INDEPENDENT READING

This chart indicates the number of shipper boxes per grade level.

IR INDEPENDE	ENT READING				
GRADE LEVEL	# of Boxes				
Kindergarten	4				
Grade 1	4				
Grade 2	4				
Grade 3	4				
Grade 4	4				
Grade 5	5				
Grade 6	5				



2

UNPACK TEACHING MATERIALS

The Fountas & Pinnell Classroom™ Independent Reading Collection Teacher Box △ includes a range of resources designed to help you establish and nurture student independence and choice.

Teacher Box Contents

- FPC Independent Reading Collection unpacking sheet
- **E** FPC Independent Reading Collection Guide
- FPC Independent Reading Collection Conferring Cards
- **G** FPC Independent Reading Collection alphabetical dividers
- **H** FPC Independent Reading Collection Book Stickers and instruction sheet









3 TAKE INVENTORY

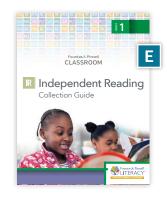
Use the FPC Independent Reading Collection unpacking sheet in your Teacher Box to take an inventory of your FPC IR Collection materials.

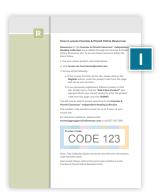


4

ACCESS ONLINE RESOURCES

Next, find the FPC IR Collection Guide **E**, which will help you become familiar with this context. Use the code **I** and the instructions on the inside front cover of the FPC IR Collection Guide to access your Online Resources. There you will find resources and videos to support conferring and to get started with independent reading.





UNPACK AND ORGANIZE THE CLASSROOM LIBRARY AND CONFERRING CARDS

As you set up your classroom library, use these handy resources to maximize organization:

- The alphabetical dividers **G** in your Teacher Box can be used to organize your Conferring Cards by title or author. **Do not use the dividers to organize by level.**
- Book stickers \blacksquare are provided to label the back of each *FPC Independent Reading Collection* book. An instruction sheet is provided in each sticker pack. Extra stickers can be printed from your Online Resources.

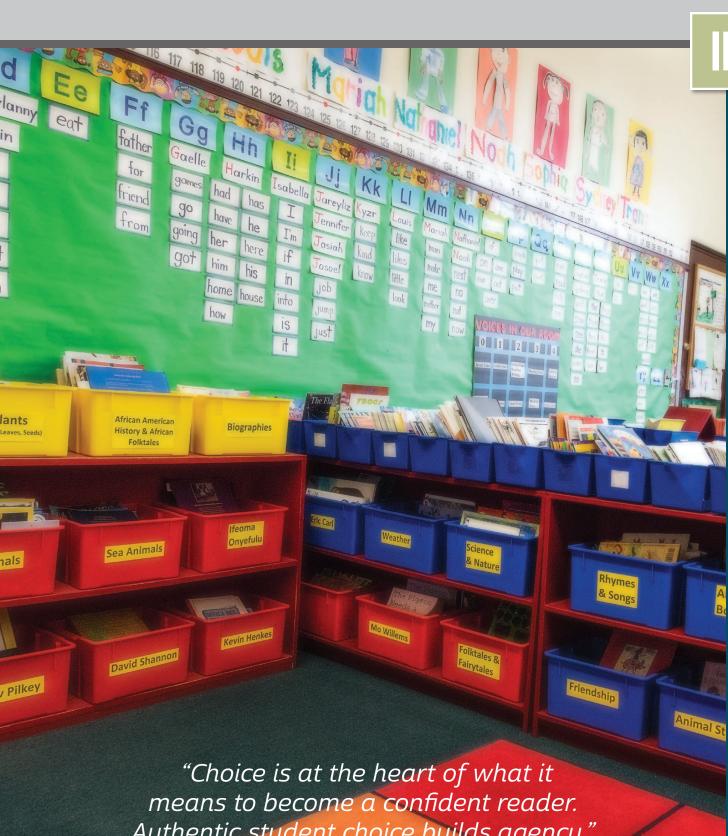




HELPFUL TIP

Your FPC IR Collection books come with gray bins to store books in your classroom library. Fountas and Pinnell DO NOT recommend labeling libraries by text level, but rather by genre, topic/theme, author, illustrator, etc.











Authentic student choice builds agency."

- IRENE C. FOUNTAS AND GAY SU PINNELL



FPC System Guide



READ the "Instructional Contexts" chapter on Reading Minilessons in your *FPC System Guide* or consult the front matter of your *Reading Minilessons Book*.

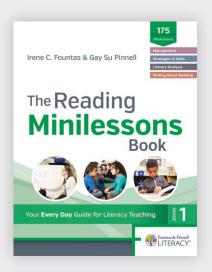
FPC Online Resources



VIEW the *FPC RML*Getting Started video
[11:09 minutes]

The FPC Instructional Contexts: A Deeper Dive into Reading Minilessons

THE READING MINILESSONS BOOK



RML READING MINILESSONS					
GRADE LEVEL	# of Lessons				
Kindergarten	150				
Grade 1	175				
Grade 2	190				
Grade 3	200				
Grade 4	225				
Grade 5	225				
Grade 6	230				

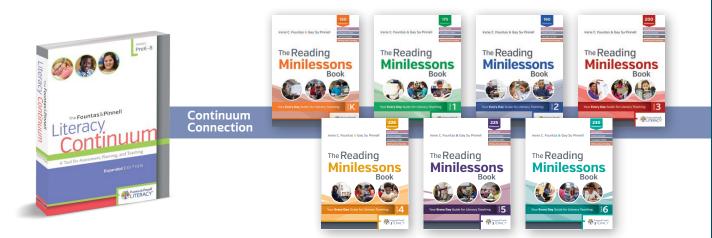
ACCESS ONLINE RESOURCES



Use the code A and the instructions on the inside front cover of *The Reading Minilessons Book* to access your Online Resources. There you will find downloadable forms, icons, and other resources for planning, teaching, record-keeping, and assessing your reading minilessons.



CONTINUUM CONNECTION



The Literacy Continuum is the foundation for all the minilessons. The minilesson principles come from the behaviors and understandings in each of the Continua.









PLEASE NOTE

As you unpack your *Phonics, Spelling, and Word Study System*, use the following pages or locate the unpacking sheet (located in the Online Resources) to familiarize yourself with the contents of *PWS*.

CONNECTIONS

FPC System Guide &
The Literacy Continuum



READ the "Instructional Contexts" chapter on Phonics, Spelling, and Word Study in your *FPC* System Guide.

READ pages 357–398 on Phonics, Spelling, and Word Study in *The Literacy Continuum*.

FPC Online Resources



VIEW the PWS Getting Started video [8:47 minutes]

The FPC Instructional Contexts: A Deeper Dive into Phonics, Spelling, and Word Study

FOUNTAS & PINNELL PHONICS, SPELLING, AND WORD STUDY SYSTEM



- A Phonics, Spelling, and Word Study Lessons
- **B** Fountas & Pinnell Comprehensive Phonics, Spelling, and Word Study Guide
- Sing a Song of Poetry
- Preprinted Lesson Folders

- Alphabet Linking Chart and Consonant Cluster Linking Charts (Initial and Final)
- F Miscellaneous classroom materials: laminated sheets, e.g. alphabet linking charts, etc.
- **G** Ready Resources

SEPARATE OUT BOXES FOR PHONICS, SPELLING, AND WORD STUDY

This chart indicates the number of shipper boxes per grade level.

PWS PHONICS, SPELLING, AND WORD STUDY					
GRADE LEVEL	# of Boxes				
Kindergarten	2				
Grade 1	2				
Grade 2	2				
Grade 3	2				
Grade 4	2				
Grade 5	2				
Grade 6	2				



2

USING AND LABELING THE LESSONS FOLDERS

In the *Phonics, Spelling, and Word Study Lessons* book you will find a suggested sequence called MASTER LESSON GUIDE. This is the suggested sequence for the system, but the lessons/lesson folders can be organized in whatever way works best for you. There are two options for organizing the lessons and materials:

- 1. By the Nine Areas of Learning

 [H purple folders]
- **2.** By month or in the order you plan to teach them [blue folders].

	Lesson	Title	Teaching Suggestions for Extending Learning	Teacher Notes		Lesson	Title	Teaching Suggestions for Extending Learning	Teacher Notes
	_		EARLY IN THE YEAR					EARLY (continued)	
1	DK1 page 163	Understand That Mode Am Formed with Letters	We want wetter make another name due to other paper and older beauter that make a filled from the sold of the beauter than the filled from the sold of the theory and the filled from the sold of the filled from the filled f	***	4	BLC1 page 29	Understand the Concept of a World	Genes a 10% habit spergimen a speciment, marker different will come into galar in demonstrating of the mode has measuring and that it is paint they are not gase by queen. They will know have been a speciment of the speciment of the specimen and the first few paints of the specimen and the specimen and the speciment of the speciment of the specimen and the speciment of the specimen and the specimen and the speciment of the specimen and the specimen and the speciment of the specimen and the specimen and speciment of the specimen and the specimen and speciment of the specimen and the specimen and produced the speciment and contributions the shall be addressed spigit cases; You may describe a specimen and the specimen and produced the specimen and the specimen and produced the speci	
2	UK2	Booggibe and Kome Letters in Words Booggibe and Kome	If didden is town of our with the count is conducted to consideration of the count is confident and the count of the count is conducted to conducted to conducted to conducted to conducted the count of		s	BLC2 page 83	Loofs the Flora and Loof steer of Similar Continuous Vest	and high features special and high special and substitute special and high special and such special and high special and such special and high special and such special and high special and hig	
	page 101	Letters in Words	and secondards the details in words. You many want to appear the leason and the sloply panel of leason and get development which the sloply panel of leason the legisly frequency words. Beauth failed to the least With to as be an high frequency words in placed by the legisly frequency words in global frequency words in global medical panels and the legislation strategy and the placed produced panels and frequency and the secondard strategy frequency words and has not reproduced panels are frequently and the secondard panels and the boundards. What is not there is a small group using the transition of the secondard panels and the placed panels and the secondard panels and the placed panels are to be an accordance to the secondard panels and the placed panels and the transition of the secondard panels and the placed panels are to be an accordance to the placed panels and the placed panels and the placed panels are to be a placed panels and the placed panels and the placed panels are to be a placed panels and the placed panels and the placed panels are to be a placed panels and the placed panels and the placed panels are to be a placed panels and the placed panels and the placed panels are to be a placed panels and the placed panels and the placed panels are to be a placed panels and the placed panels and the placed panels are to be a placed panels and the placed panels and the placed panels are to be a placed panels and the placed panels are to be a placed panels and the placed panels and the placed panels are to be a placed panels and the placed panels and the placed panels are to be a placed panels and the placed panels are to be a placed panels and the placed panels are to be a placed panels and the placed panels are to be a placed panels and the placed panels are to be a placed panels and the placed panels and the placed panels are to be a placed panels and the p		6	EX 4 page 155	Recognise the Dictorcive Features of Letter Forms	idently dilutes who have difficulty coming letter quickly each the real self-dictioning former. What will them in a consideration of the control property play and the ripsh high beginning week. Note that he had high inquestic words in magnetic control. Note that had high inquestic words in magnetic control, the term had high inquestic words in magnetic control, and the had high inquestic words in magnetic control, and the had had been been possibly thank all the at ter or) long the letter of later them notice and that should be store that another and that should be store that another and the had been the should be sho	





HELPFUL TIP

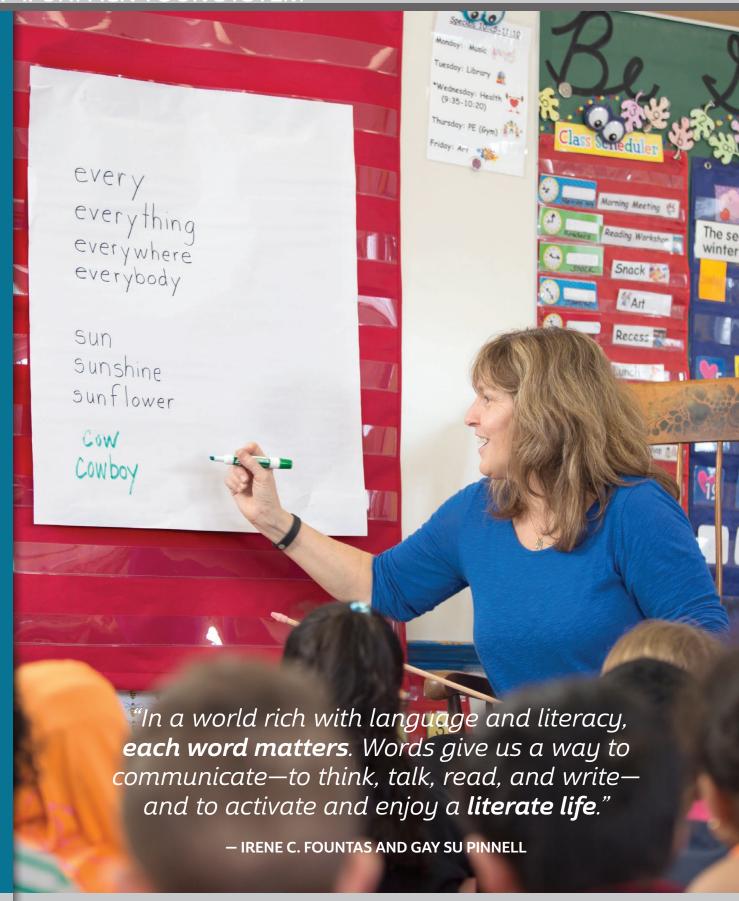
Fountas and Pinnell recommend that you begin by placing all the lesson material in the corresponding folder for the Nine Areas of Learning. Then, as you use the lessons throughout the year, you can move them into the month in which the lesson was used. This will mean that the lessons will be organized chronologically for the following year, and would only need to be revised, not recreated. In order to keep the materials organized, the resources for each lesson should be stored in the lesson folder.







STEP 1: UNPACK YOUR SYSTEM



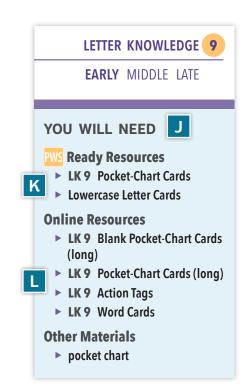


GETTING TO KNOW THE "YOU WILL NEED" SECTION OF THE LESSONS

Each lesson has a section on the first page called **1** "YOU WILL NEED." You will find it on the top right side of the page. Go to your Online Resources, find the lesson number, print out the materials that are listed there, and place them in the corresponding lesson folder. Then, go to your Ready Resources and put the materials listed into the folder for that corresponding lesson. A PDF of your Ready Resources is also provided in the Online Resources if you need to print additional copies.

NOTE:

- Use the Ready Resources during the "Teach" portion of the lesson.
- Use the Online Resources during the "Apply" portion of the lesson.



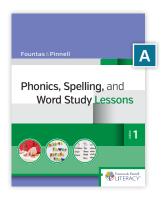






ACCESS ONLINE RESOURCES

On the inside front cover of your *Phonics, Spelling, and Word Study Lessons* book $\underline{\mathbb{A}}$ you will find the code $\underline{\mathbb{M}}$ and instructions to access your Online Resources. The materials that you print should fit in their corresponding lesson folders.







GETTING TO KNOW YOUR READY RESOURCES

There are general resources and lesson-specific resources in the Ready Resources box. You can identify the general resources by the fact that there are no lesson numbers on the back of the cards. All general Ready Resources are shrink-wrapped separately from the lesson-specific resources. The lesson-specific materials will have the corresponding lesson number on the back of each card.

General Ready Resources

General Ready Resources can be used during Extend Learning, found on the last page of each lesson N. General Resources can also provide variations on the lessons that are labeled "generative." Generative lessons are identified on the first page, in the right column of the lesson O.

To organize these materials, punch out and store in baggies or boxes by type of content [i.e., uppercase letter cards, ending consonant sounds, onset and rime words, color words, etc.]. For example, look at the footer on each sheet of perforated cards to determine what resources you're looking at and organize them by one of the following categories:

- Uppercase Letter Cards
- Lowercase Letter Cards
- General Pocket-Chart Cards categories: alphabet cards **R**, month words, number words, numerals, color words, day-of-week words, 25 high-frequency words, 50 high-frequency words, one-syllable words, two-syllable words, three-syllable words, CVC words, beginning consonant sounds, consonant digraphs, ending consonant sounds, long vowel sounds, short vowel sounds, rhyming words, onset and rime words, uppercase and lowercase letters **S**, uppercase letters, and lowercase letters.











General Classroom Instruction

Use these materials for general classroom instruction:

 Miscellaneous classroom materials F: Laminated sheets for classroom instruction, e.g., alphabet linking charts.



• Three Posters • for classroom instruction: Alphabet Linking Chart and the Consonant Cluster Linking Charts (Initial and Final).



Lesson-Specific Ready Resources

There are two shrink-wrapped sets of lesson-specific cards (pocket-chart cards and pocket-chart cards [long]). These should be punched out and stored in their corresponding lesson folders. The lesson numbers are on the backs of each card \blacksquare as well as on the footer of the sheet \blacksquare .





Other Ready Resources

Use these write-on/wipe-off, reusable cards [such as blank cards, pocket-chart cards, and word cards ☑ in generative lessons or as you best see fit. Refer to the MASTER LESSON GUIDE to learn how to extend learning on generative lessons.









PLEASE NOTE

As you unpack your FPC instructional contexts, find and start with the Teacher Box. Here you will find an unpacking sheet that outlines the contents of that particular context.

CONNECTIONS

FPC System Guide &
The Literacy Continuum



READ the "Instructional Contexts" chapter on Book Clubs in your *FPC System Guide* or consult your *FPC BC Collection Guide*

READ pages 11–100 on Literature Discussion in *The Literacy Continuum*.

FPC Online Resources



VIEW the *FPC BC Collection* Getting
Started video
[12:00 minutes]

The FPC Instructional Contexts: A Deeper Dive into Book Clubs

FOUNTAS & PINNELL CLASSROOM™
BOOK CLUBS COLLECTION, GRADE 1



SEPARATE OUT BOXES FOR BOOK CLUBS

This chart indicates the number of shipper boxes per grade level.

BC BOOK CLUBS			
GRADE LEVEL	# of Boxes		
Kindergarten	4		
Grade 1	4		
Grade 2	4		
Grade 3	4		
Grade 4	6		
Grade 5	6		
Grade 6	6		



2 UNPACK YOUR TEACHER BOX

The Fountas & Pinnell Classroom™ Book Clubs Collection Teacher Box includes a range of resources designed to help you expand students' thinking across the year with books that spark discussion and inquiry.

Teacher Box Contents

- FPC Book Clubs Collection unpacking sheet
- **E** FPC Book Clubs Collection Guide
- FPC Book Clubs Collection
 Discussion Cards
- **G** FPC Book Clubs Collection Inquiry Overview Cards
- FPC Book Clubs Collection Text Set Stickers and instruction sheet
- FPC Book Clubs Collection Book Stickers and instruction sheet



3 TAKE INVENTORY

Use the FPC Book Clubs Collection unpacking sheet □ in your Teacher Box to take an inventory of your FPC BC Collection materials.

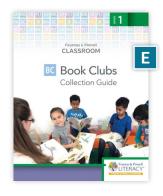
NOTE: The *FPC BC Collection* title list (organized by text set) can be found in your *FPC System Guide* or *FPC BC Collection Guide*.



ACCESS ONLINE RESOURCES

Next, find the FPC BC Collection Guide **E**, which will help you become familiar with this context. Use the code

I and the instructions on the inside front cover of the FPC BC Collection Guide to access your Online Resources. There you will find resources and videos to support your teaching and to get started with book clubs.











UNPACK AND ORGANIZE BOOKS

Labeling Your Books

Find and unpack your book club collection.

The BC books are shrink-wrapped by title **■** and labeled **■** by text set.

Book Club Grade 1 Taking Care of Each Other: Family

ASSEMBLED IN USA

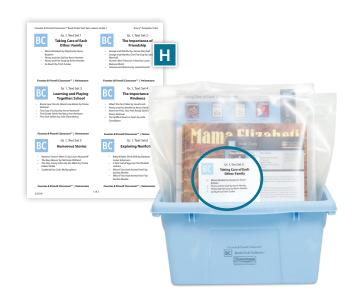


Before you remove the shrink-wrap, you may want to label the back of the books in each text set with the BC book stickers . An instruction sheet is provided in each sticker pack.



Also available are text set stickers **1** that you can use to label baggies* in which to store the books from that text set. This will help you stay organized and locate books in a text set easily. Extra stickers can be printed from your Online Resources.

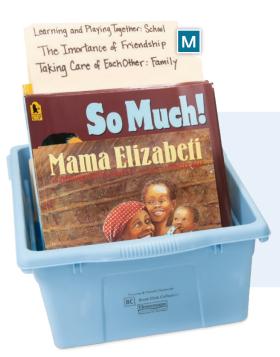
*Folders/baggies not included.



UNPACK AND ORGANIZE LESSON FOLDERS AND INQUIRY OVERVIEW CARDS

Use the Inquiry Overview Cards © to organize your Discussion Cards F by text set in your Teacher Box A.







You could organize the books within your FPC BC Collection bins by creating text set dividers*. Label card stock/blank folders $\underline{\mathbf{M}}$ with the text set title and collate books by text set.

*Dividers not included.









Organize Your Classroom

The classroom is a place of joy, activity, and continuous inquiry. In an organized classroom, all tools and resources have a place and are accessible so students can work efficiently and grow in self-regulation. As you plan the layout of your classroom, consider how to incorporate three types of learning spaces: an area for whole-group instruction and gatherings; an area for small-group instruction and discussions; and areas for students to work independently.

IN STEP 2, YOU WILL HAVE THE OPPORTUNITY TO:

- Explore and envision how to plan the layout of your classroom
- Consider suggestions and examples for arranging your classroom
- Organize learning tools to optimize effective teaching and learning.











FPC System Guide

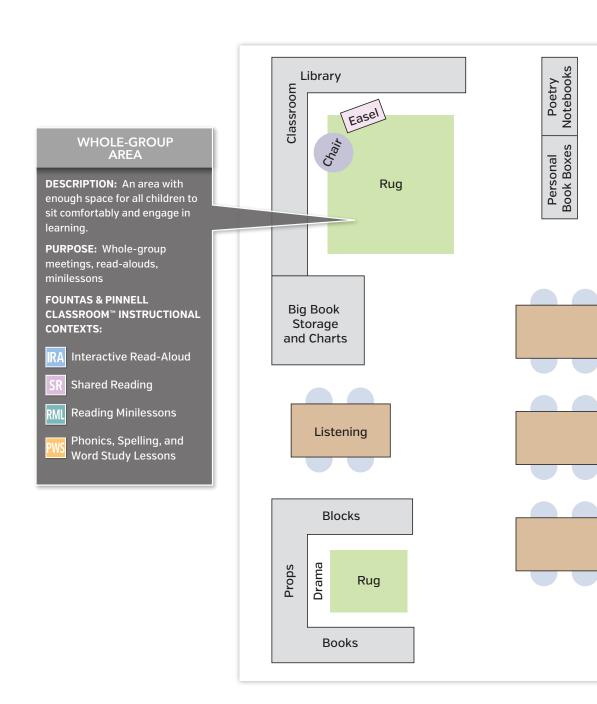


READ the "Organizing Your Classroom" chapter for ideas and tips on arranging your classroom.

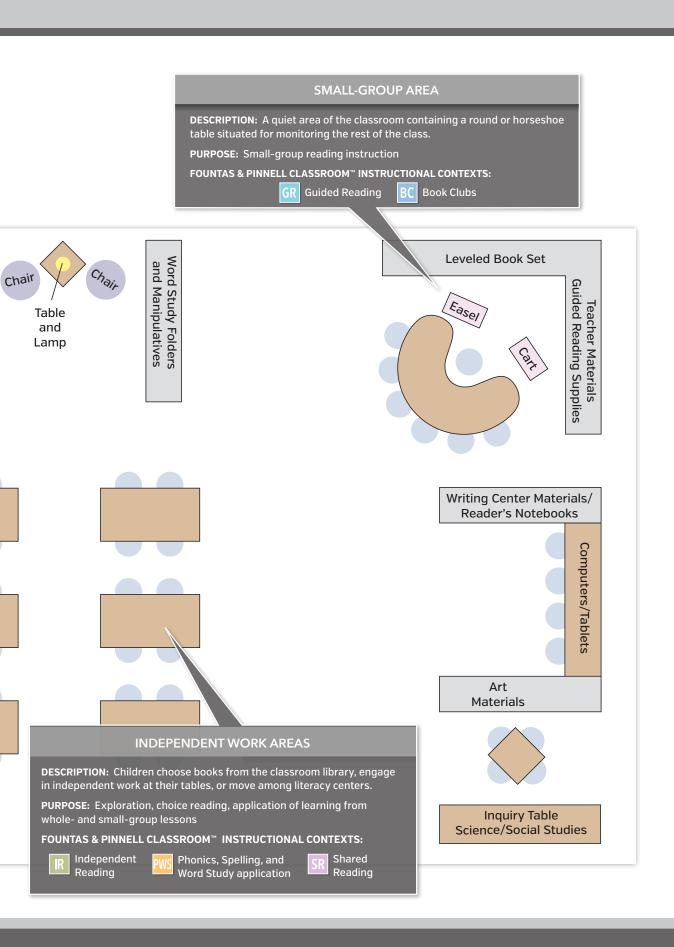
REFLECT on the following statement from Fountas and Pinnell: "An organized classroom increases children's independence and sense of agency as active learners."

Plan the Layout of Your Classroom

Your classroom's physical space and organization is a representation of what you value. Revisit your values from your *Interactive Action Plan* and design your classroom to reflect what you value, and what will make children at home in the learning space.



^{*}This layout represents a primary classroom.









Design Your Learning Spaces

As you implement Fountas & Pinnell Classroom $^{\text{TM}}$ it is important to organize your classroom in a way that supports your instructional goals, and that creates a learning environment that efficiently and effectively maximizes space so you can focus on responsive teaching.

As you plan the layout of your classroom, consider how to incorporate the three types of learning spaces:

- 1. An area for whole-group instruction and class gatherings
- 2. An area for small-group instruction and discussions
- 3. Areas for children's independent work including a space for your classroom library.

Use this Fountas & Pinnell Classroom $^{\text{\tiny TM}}$ Learning Spaces chart (taken from the Fountas & Pinnell Classroom $^{\text{\tiny TM}}$ System Guides) as a guidepost for organizing your classroom and to engage in conversations with colleagues around creating cohesive learning environments. The instructional contexts of Fountas & Pinnell Classroom $^{\text{\tiny TM}}$ are designed to work within these three learning spaces, as described in the chart.



FOUNTAS & PINNELL CLASSROOM™ LEARNING SPACES

	Whole-Group Area	Small-Group Area	Independent Work Areas
Description	An area with enough space for all children to sit comfortably on the floor without touching each other.	A quiet corner of the room containing a round or horseshoe table situated so that you can easily monitor children in other areas of the room.	Children either choose from a list of literacy options and perform independent work at their tables or rotate to centers to work on various learning tasks.
Purpose	Whole-class meetingsRead-aloudsMinilessons	Small-group reading instructionSmall-group writing instruction	 Exploration and play Choice reading Application of learning from whole- and small-group lessons
Fountas & Pinnell Classroom™ Instructional Contexts	 Interactive Read-Aloud Shared Reading Reading Minilessons Phonics, Spelling, and Word Study (Teach and Share) 	Guided ReadingBook ClubsPhonics, Spelling, and Word Study (Apply)	Independent Reading (and Conferring)Phonics, Spelling, and Word Study (Apply)
Essential and Helpful Materials and Resources	 Large, colorful rug Teacher's chair Two easels, one for group writing and one for enlarged texts Big books, poetry charts, or other enlarged texts Long pointer Chart paper and markers Pocket chart Magnetic letters organized on a magnetic surface Sticky notes Highlighter tape Masking card Name chart Alphabet Linking Chart White correction tape 	 Plastic caddy, basket, or tub Leveled books and lessons Records of children's reading Paper and writing materials Thin markers and pencils Two sets of lower-case and one set of upper-case magnetic letters, organized for student use One set of lower-case and upper-case magnetic letters, organized alphabetically on a magnetic surface for demonstration Easel with chart paper Blank word cards White correction tape 	 Work board for independent work areas or list of independent literacy activities Read a Book: wide variety of books in the classroom library Work on Writing: writing supplies such as a variety of types of paper, a stapler, pencils, markers, and crayons Letter/Word Work: word cards and magnetic letters Listen to a Book: an audio player, such as a tablet, and print books Dramatic play area enriched with functional print (e.g., menus, coupons), environmental print (e.g., signs, container labels), and literacy tools, including pencils, pens, and note pads

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Implement Your Fountas & Pinnell Classroom™

As you implement Fountas & Pinnell Classroom $^{\mathbb{M}}$, you will be creating a warm and inviting, yet functional, space that supports the classroom community. As you organize your classroom and prepare to teach with FPC, consider how your space, materials, literacy time and planning work together to enhance learning across the day, and what professional learning will elevate your expertise.

IN STEP 3, YOU WILL HAVE THE OPPORTUNITY TO:

- Create a "getting started" period (perhaps the first eight weeks) with Fountas & Pinnell Classroom™
- Get to know The Fountas & Pinnell Literacy Continuum
- Identify a professional learning path.







STEP 3: IMPLEMENT YOUR FOUNTAS & PINNELL CLASSROOM™



FPC System Guide & Guided Reading, 2nd Ed.



READ the "Planning Your Year" chapter in your *FPC* System Guide, paying particular attention to the sample schedules, ideas for planning, and the Guided Reading, 2nd Edition references.

READ and review the "Professional Learning Calendar" in your *FPC* System Guide.

REFLECT on pages 548–551 in *Guided Reading,* 2nd Edition on Getting Started: The First Eight Weeks.

Plan a Week (or Weeks) of Literacy Instruction

The first eight weeks of school is a critical time to get to know your students, introduce the classroom learning spaces, establish routines and expectations, and plan priority instructional actions. Collaborate with your team to plan what a week in *FPC* will look like in your school. Use the below Weekly Planning template to map out literacy learning across the instructional contexts of *FPC*. [A similar, downloadable, "Weekly Lesson Plan" is available for *FPC* users in the Online Resources.]

REFLECT:

- What instructional contexts will you start with?
- How much time each day/week do you have for each context?

PLANNING A WEEK IN YOUR FOUNTAS & PINNELL CLASSROOM™

Clas	intas&Pinnell SSYOOM™	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
IRA	воок					
IKA	TIME					
RML	LESSON					
SR	BOOK					
IR	STUDENTS TO CONFER WITH					
PWS	LESSON					
GR	GROUPS					
ВС	GROUPS					

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Identify a Professional Learning Path

Now that you have unpacked, inventoried, organized and planned your instructional time, identify a professional learning path with your colleagues to take a deeper dive into all facets of *FPC*. Based on your implementation goals, consider these professional learning opportunities.



PROFESSIONAL LEARNING OPTIONS: SYSTEM OVERVIEW

FREE NO PURCHASE NECESSARY

UNLIMITED 24/7 ACCESS

VIEW webinars hosted by Fountas and Pinnell at www.fountasandpinnell.com/ resourcelibrary

- FPC Part One: The Future of Literacy Education is HERE. [60:00 minutes]
- A Blueprint for Language and Literacy Learning (62:35 minutes)
- Assess to Inform Instruction (62:30 minutes)
- Let's Get Practical Series Part 1: Supporting Literacy Learning at Home (62:35 minutes)
- Getting Practical About a Multi-Text Approach to Literacy Instruction (60:17 minutes)
- Building Community Around Around Essential Literacy Experiences (62:00 minutes)

READ the *FPC* grade level and each instructional context sampler www.fountasandpinnell.com/fpc

COMPLIMENTARY SUPPORT AVAILABLE WITH PURCHASE

READ these chapters in your *FPC System Guide* to get started:

- "Welcome to Fountas & Pinnell Classroom™"
- "Your Materials and Resources"
- "Organizing Your Classroom"
- "Planning Your Year"

There are many resources available on the Help page of your Online Resources (fountasandpinnellonlineresources. helpdocsonline.com):

VIEW the Video Tours

BROWSE the resources located under the *Fountas & Pinnell Classroom*™ menu item including Using Teacher Folders, Viewing Types of *FPC* Resources, Finding General Resources, etc.

VIEW the *FPC* Online Implementation Course. This complimentary online course will provide the opportunity for self-and team-study with video sessions that enable you to:

- **Review** the fundamental principles that underpin *FPC*
- Build familiarity with the professional resources that support the implementation of FPC
- Get started with each instructional context
- **Fit** it all together–connecting contexts across the day, week and year
- Plan ongoing professional learning.

FEE-BASED PROFESSIONAL LEARNING

POST PURCHASE

ON-SITE

- Getting Started Overview of *FPC* for up to 30 participants
- A Year-Long FPC Support
 Partnership: 10 days of coaching/

ONLINE

FPC Overview Webinar Series

- For details visit: https:// www.heinemann.com/pd/ livewebinars/products/wbfpco. aspx
- Cost = \$199/person, group discounts available.

OFF-SITE

Create Your Vision: Getting Started with FPC-presented by Irene Fountas and Gay Su Pinnell. Check website for date and location.























Professional Learning Options, continued

PROFESSIONAL LEARNING OPTIONS BY INSTRUCTIONAL CONTEXT

	FREE* NO PURCHASE NECESSARY UNLIMITED 24/7 ACCESS	
IRA	VIEW the Put <i>FPC</i> Interactive Read-Aloud into Action Webinar (61:09 minutes)	VIEW the IRA Getting Started video located in your Online Resources [14:34 minutes]
SR	VIEW the Put <i>FPC</i> Shared Reading into Action Webinar (60:00 minutes)	VIEW the SR Getting Started video located in your Online Resources [9:12 minutes]
GR	VIEW the Put <i>FPC</i> Guided Reading into Action Webinar (60:00 minutes)	VIEW the GR Getting Started video located in your Online Resources [10:55 minutes]
IR	VIEW the Put <i>FPC</i> Independent Reading into Action Webinar (60:00 minutes)	VIEW the IR Getting Started video located in your Online Resources [9:19 minutes]
PWS	VIEW the Put FPC Phonics, Spelling, and Word Study into Action Webinar [64:13 minutes] READ the Unpacking the Phonics, Spelling, and Word Study System document http://www.fountasandpinnell.com/resourcelibrary/id/391	VIEW the PWS Getting Started video located in your Online Resources [8:47 minutes]
RML	VIEW the Put <i>FPC</i> Reading Minilessons into Action Webinar (62:06 minutes)	VIEW the RML Getting Started video located in your Online Resources [11:10 minutes]
BC	VIEW the Put FPC Book Clubs into Action Webinar [56:46 minutes]	VIEW the BC Getting Started video located in your Online Resources [12:00 minutes]

^{*}Free webinars are hosted by Fountas and Pinnell and can be viewed at fountasandpinnell.com/resourcelibrary

COMPLIMENTARY SUPPORT VAILABLE WITH PURCHASE	FEE-BASED PROFESSIONAL LEARNING POST PURCHASE
READ the IRA section in the "Instructional Contexts" chapter of your FPC System Guide OR read your FPC IRA Collection Guide REVISIT the IRA pages of The Literacy Continuum [pages 11–100]	ON-SITE FPC: Interactive Read-Aloud day ONLINE FPC Webinar Series on Interactive Read-Aloud
READ the SR section in the "Instructional Contexts" chapter of your FPC System Guide OR read your FPC SR Collection Guide REVISIT the SR pages of The Literacy Continuum [pages 101–160]	ON-SITE FPC: Shared Reading day ONLINE FPC Webinar Series on Shared Reading
READ the GR section in the "Instructional Contexts" chapter of your FPC System Guide OR read your FPC GR Collection Guide REVISIT the GR pages of The Literacy Continuum [pages 399-629]	ON-SITE FPC: Guided Reading day ONLINE FPC Webinar Series on Guided Reading
READ the IR section in the "Instructional Contexts" chapter of your FPC System Guide OR read your FPC IR Collection Guide REVISIT the Writing About Reading pages of The Literacy Continuum [pages 161–222]	ONLINE FPC Webinar Series on Independent Reading and Conferring
READ the PWS section in the "Instructional Contexts" chapter of your <i>FPC System Guide AND</i> consult your <i>Comprehensive Phonics, Spelling, and Word Study Guide</i> REVISIT the PWS pages of <i>The Literacy Continuum</i> [pages 357–397]	ON-SITE FPC: Phonics, Spelling, and Word Study day ONLINE FPC Webinar Series on Phonics, Spelling, and Word Study
READ the RML section in the "Instructional Contexts" chapter of your <i>FPC System Guide</i> -OR-READ the front matter from your <i>Reading Minilessons Book</i>	ON-SITE FPC: Reading Minilessons day ONLINE FPC Webinar Series on Reading Minilessons
READ the BC section in the "Instructional Contexts" chapter of your <i>FPC System Guide</i> -OR-READ your <i>FPC BC Collection Guide</i>	ON-SITE FPC: Book Clubs day ONLINE FPC Webinar Series on Book Clubs









Professional Learning Self-Reflection

Wondering where to start your professional learning journey? Take the opportunity to think through and talk with your colleagues about your goals, current literacy model, and instructional priorities to establish next steps. The following four questions can serve as a starting point for your inquiry:

	. The following four questions can serve as a starting point for your inquiry:
1.	How many teachers will participate in this professional development?
2.	Does your school/district already have a system in place for on-going professional development such as professional learning communities or regularly scheduled time to meet as groups?
3.	How familiar with Fountas & Pinnell professional books are the teachers in your school/district?
4.	What are the most pressing or frequent concerns teachers express about providing literacy instruction in their classrooms?

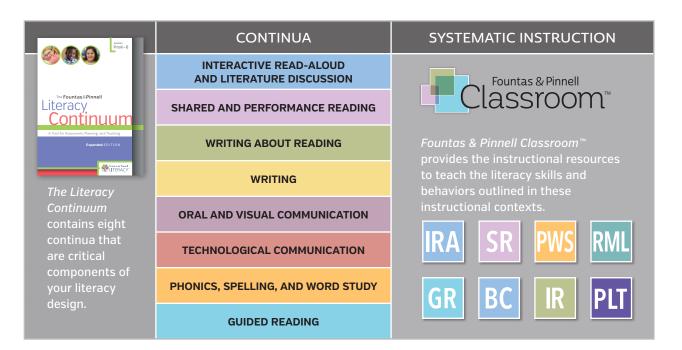
CONTACT ONE OF OUR PROFESSIONAL LEARNING EXPERTS TO BEGIN THE JOURNEY TODAY.

Phone 800.541.2086 ext. 1402 | Web heinemann.com/pd | Fax 800.354.2004

An Instructional Anchor: The Fountas & Pinnell Literacy Continuum

The Literacy Continuum is at the center of all Fountas & Pinnell Literacy $^{\text{TM}}$ resources. It contains the text demands, competencies, and behaviors on which such valuable resources as Leveled Literacy Intervention, Benchmark Assessment System, and now Fountas & Pinnell Classroom $^{\text{TM}}$ are built. The Literacy Continuum serves as the instructional anchor for every lesson, goal and book in FPC.

To help you navigate both FPC and The Literacy Continuum together, the context colors align.



USING THE LITERACY CONTINUUM

Orient yourself to this tool using the following free options:

- **View** webinars hosted by Fountas and Pinnell at fountasandpinnell.com/resourcelibrary
 - A Deeper Dive into The Literacy Continuum, Expanded Edition (62:40 minutes)
 - Instructional Coherence: Maximizing the Power of The Literacy Continuum [59:00 minutes]
 - Systems of Strategic Actions (49:00)

- Read a sample chapter: "The Introduction" at fountasandpinnell.com/continuum
- Engage in a professional book study with colleagues using The Literacy Continuum study guide at fountasandpinnell.com/ resourcelibrary
- **Plan** using *The Literacy Continuum* and the CCSS alignment.







66 Achieving substantial school-wide growth is possible if a community of educators is willing to undertake the journey together."

- IRENE C. FOUNTAS AND GAY SU PINNELL



Notes		

JOIN THE FOUNTAS & PINNELL LITERACYTM COMMUNITY

Designed for teachers, literacy leaders, and district administrators

We invite you to join the thousands of educators from around the world on one of the fastest-growing online literacy communities and gain exclusive access to tools, resources, conversations, videos, tips, inspiration, and much more.



Continue the conversation online:



#fountasandpinnell











For current pricing and order information: Phone 800.225.5800 • Fax 877.231.6980 • fountasandpinnell.com





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