



Guiding Readers and Writers (Grades 3-6): Teaching, Comprehension, Genre, and Content Literacy

By Irene C. Fountas, Gay Su Pinnell

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Authors Irene Fountas and Gay Su Pinnell have already helped hundreds of thousands of K-3 teachers engage, inform, and inspire early readers and writers. Now, with *Guiding Readers and Writers (Grades 3-6)*, Fountas and Pinnell support teachers on the next leg of the literacy journey, addressing the unique challenges of teaching upper elementary students.

The product of many years of work with classroom teachers, *Guiding Readers and Writers (Grades 3-6)* is one of the most comprehensive, authoritative guides available today. It explores all the essential components of a quality literacy program in six separate sections:

- **Breakthrough to Literacy:** Fountas and Pinnell present the basic structure of the language/literacy program within a breakthrough framework that encompasses the building of community through language, word study, reading, writing, and the visual arts. The framework plays out as three "blocks," which can be interpreted as conceptual units as well as segments of time within the school day. Specific information on how to structure a reading and writing workshop is provided. A practical chapter on organizing and managing the classroom will help you implement the principles in your own classroom.
- **Independent Reading:** It is essential for students to develop interests and tastes as readers, selecting books for themselves every day. Fountas and Pinnell devote four chapters to independent reading, exploring how to structure teaching, minilessons, conferences, groupshare, and ways to use response journals as part of a reading workshop.
- **Guided Reading:** The chapters in this section provide detailed information on planning for guided reading, dynamic grouping for effective teaching, and selecting, introducing, and using leveled texts. Fountas and Pinnell describe characteristics of texts related to difficulty and ways to organize texts in your classroom and school.
- **Literature Study:** This section of the book discusses how to make students' experiences with literature as rich as possible. The authors offer specific suggestions for forming groups, guiding student choices, and establishing and

teaching routines for literature discussion. A full chapter explores reader response and ways to help readers dig deep to uncover the meaning of texts.

- **Teaching for Comprehension and Word Analysis:** This detailed look at the reading process explores both oral and silent reading, processes and behaviors related to comprehension, and ways to help students construct meaning. Included are twelve systems for sustaining the reading process and expanding meaning, plus discussions of the important areas of phonics, spelling, and vocabulary.
- **The Reading and Writing Connection:** These chapters showcase the instructional contexts - poetry, writer's notebooks, writer's talks, genre, content literacy, and student research - that support students in connected reading and writing. An informative overview of the characteristics of fiction and nonfiction will help you teach students to read and write a variety of genre. What's more, the authors suggest ways to help students learn the "genre" of testing and perform the kinds of reading and writing tasks that tests require. They also detail the continuous thoughtful assessment that guides all aspects of effective teaching.

A special feature appears at the end of each section, in which Fountas and Pinnell provide indispensable suggestions for working with struggling readers and writers.

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Editorial Review

About the Author

Irene C. Fountas, a professor in the School of Education at Lesley University in Cambridge, Massachusetts, has been a classroom teacher, language arts specialist, and consultant in school districts across the nation and abroad. She works extensively in the literacy education field and directs the Literacy Collaborative in the School of Education at Lesley University. Together with Gay Su Pinnell she has authored numerous books, videos, and websites with Heinemann that are now considered standards in the field of literacy instruction and staff development. Their latest innovations are The Fountas & Pinnell Leveled Literacy Intervention and The Fountas & Pinnell Benchmark Assessment System, a comprehensive assessment system for grades K-8. Fountas and Pinnell have influenced the classroom practices of teachers nationwide through bestselling books such as: The Fountas & Pinnell Prompting Guide 1 (2008) When Readers Struggle (2008) The Fountas & Pinnell Leveled Book List, K-8+ (2009-2011 Edition, Print Version) The Continuum of Literacy Learning, Grades K-8 (2007) The Continuum of Literacy Learning, Grades K-2 (2007) The Continuum of Literacy Learning, Grades 3-8 (2007) Teaching for Comprehending and Fluency: Thinking, Talking, and Writing About Reading, K-8 (2006) www.FountasandPinnellLeveledBooks.com Leveled Books, K-8: Matching Texts to Readers for Effective Teaching (2005) Guided Reading: Good First Teaching for All Children (1996) Guiding Readers and Writers: Teaching Comprehension, Genre, and Content Literacy (2001) Interactive Writing: How Language & Literacy Come Together, K-2 (2000) The Primary Literacy Video Collection Series of DVDs: Guided Reading; Classroom Management; and Word Study (2006) Word Matters: Teaching Phonics and Spelling in the Reading/Writing Classroom (1998) The Reader's Notebook Help America Read and Coordinator's Guide (1997) In addition, through Heinemann's firsthand line of classroom materials, Fountas and Pinnell have authored Phonics Lessons (Grades K, 1, and 2), Word Study Lessons (Grade 3), Sing a Song of Poetry, and their corresponding word and picture cards. These materials are used in thousands of classrooms throughout the country. Fountas and Pinnell together present workshops nationwide on a variety of literacy-instruction topics through Heinemann Professional Development.

Gay Su Pinnell is a professor 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 has received the International Reading Association's Albert J. Harris Award for research and the Charles A. Dana Foundation Award for her contributions to the field of education. She is also a member of the Reading Hall of Fame. Together with Irene Fountas she has authored numerous books, videos, and websites with Heinemann that are considered standards in the field of literacy instruction and staff development. Their latest innovations are The Fountas & Pinnell Leveled Literacy Intervention and The Fountas & Pinnell Benchmark Assessment System, a comprehensive assessment system for grades K-8. Fountas and Pinnell have influenced the classroom practices of teachers nationwide through bestselling titles such as: The Fountas & Pinnell Prompting Guide 1 (2008) When Readers Struggle (2008) The Fountas & Pinnell Leveled Book List, K-8+ (2009-2011 Edition, Print Version) The Continuum of Literacy Learning, Grades K-8 (2007) The Continuum of Literacy Learning, Grades K-2 (2007) The Continuum of Literacy Learning, Grades 3-8 (2007) Teaching for Comprehending and Fluency: Thinking, Talking, and Writing About Reading, K-8 (2006) www.FountasandPinnellLeveledBooks.com Leveled Books, K-8: Matching Texts to Readers for Effective Teaching (2005) Guided Reading: Good First Teaching for All Children (1996) Guiding Readers and Writers: Teaching Comprehension, Genre, and Content Literacy (2001) Interactive Writing: How Language & Literacy Come Together, K-2 (2000) The Primary Literacy Video Collection Series of DVDs: Guided Reading; Classroom Management; and Word Study (2006) Word Matters: Teaching Phonics and Spelling in the Reading/Writing Classroom (1998) The

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