

# Your Child and Reading

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## The Fountas and Pinnell Benchmark Assessment System





## Why is it important?

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- Informs next steps for instruction in various aspects of reading
- Helps teachers and students choose “just right” books for independent reading
- Helps us to monitor growth over time

# What does it help teachers learn about?

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The F&P assessment helps us learn about 3 key aspects of reading:

- Accuracy
- Fluency
- Comprehension

# Accuracy

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- What is it?
- Why is it important
  - Experience it: Circle of Gold (handouts)
- What does it tell teachers?
  - Student's decoding skills
  - Cueing systems the student relies on
- Once Upon a Time (handout)



## Read the handout quietly to yourself:

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Questions to consider:

- What do you think those “unknown” words are?
- Why did you choose the words you chose?

# Cueing Systems

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- The \_\_\_\_\_ is running.
  - What comes to mind?
    - Car
    - Boy
    - Girl
    - Refrigerator
    - Nose
    - Cheetah
    - Parent who loves Literacy Day

# Cueing Systems

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- The \_\_\_\_\_ is running.
  - Because of “the,” we know it is a noun
  - We have an understanding of language structure, or ***syntax***
  - We didn’t substitute “and” or “jump”

# Cueing Systems

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- The \_\_\_\_\_ is running up the hill.
  - Now what could it be?
    - Car
    - Boy
    - Girl
    - Refrigerator XXXXXX
    - Nose XXXXXX
    - Cheetah
    - Parent who loves Literacy Day

# Cueing Systems

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- The \_\_\_\_\_ is running up the hill.
  - Because “noses” and “refrigerators” can’t run up a hill, our internal cueing system tells us that this doesn’t make sense.
  - We monitor for *meaning*.

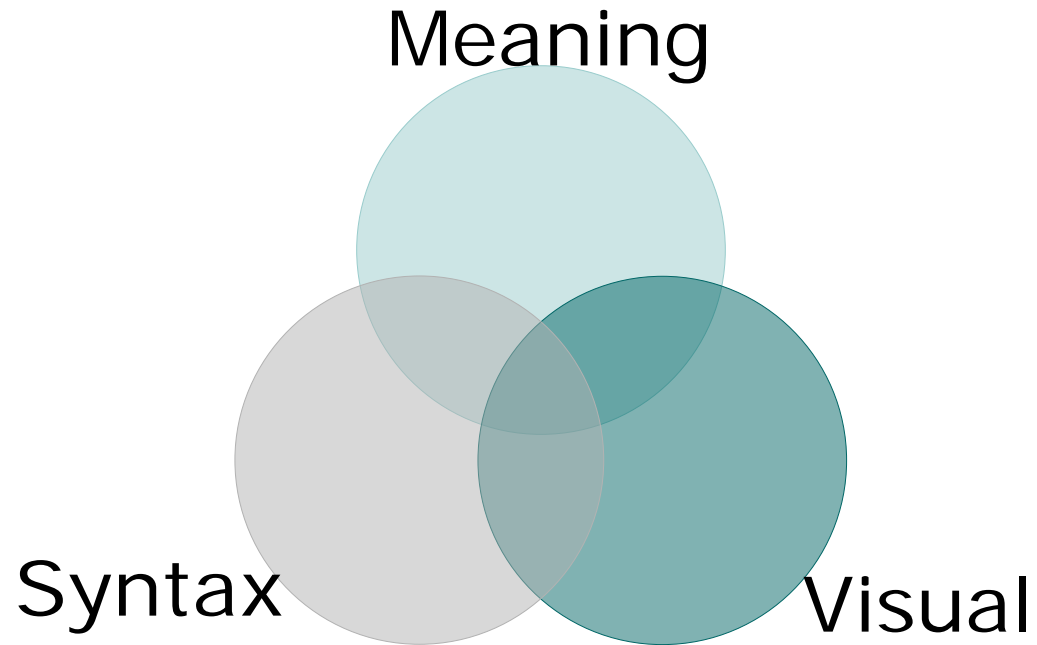
# Cueing Systems

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- The b\_\_\_\_\_ is running up the hill.
  - Now what could the word be?
    - Car XXXXXX
    - Boy
    - Girl XXXXXX
    - Refrigerator XXXXXX
    - Nose XXXXXXX
    - Cheetah XXXXXX
    - Parent who loves Literacy Day XXXXXX
    - Bunny?

# Cueing Systems

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# Fluency

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- What is it?
  - rate (speed and accuracy)
  - parsing (phrasing, segmenting)
  - prosody (stress and intonation)
- Why is it important
  - it affects accuracy (non-fluent readers tend to only rely on visual cues)
  - more importantly, it affects comprehension (non-fluent readers lose meaning as they read)



# Comprehension

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- What is it?
- Why is it important?



## *Read This Quietly to Yourself:*

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**“Though not light, books possess an ounce-of-weight to minute-of-entertainment ratio that compares quite favorably to intoxicants. One school of thought holds that life in the tent so numbs the intellect that only literature capable of sustaining interest is simple-minded, shallow stuff...Others recommend bringing ponderous tomes that you’ve always thought you should read but never quite managed...”**

-- Jon Krakauer,

***Eiger Dreams: Ventures Among Men and Mountains***



# Turn to the person next to you.

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- Re-tell what you just read.

# Comprehension

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How many of these **words** from the passage did you NOT know?

light	possess
books	favorably
weight	ratio
intellect	intoxicants
literature	sustaining
tomes	ponderous
school	shallow



## The point:

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- We can decode the words (say them correctly)
- We can understand most of the words in isolation
- When strung together, we struggle to make meaning from the words
- We are sent back to “fix it” because we monitor for meaning as we read



# Comprehension

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Readers build 3 levels of comprehension as they develop:

- Within the text
- Beyond the text
- About the text



# Comprehension

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- Evidence of “Within the text” comprehension:
  - Re-telling
  - Main idea and details
  - “Right there”
  - Ex.: “Tell me what happens in The Wizard of Oz.”

# Comprehension

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- Evidence of “Beyond the text:”
  - Making inferences
  - Extending thinking
  - Thinking “between the lines”
  - Ex.: “How do you think Dorothy felt when the ruby slippers were placed on her feet? If Dorothy could have gone back to Kansas just before entering Oz and abandon her friends before they got their wishes, do you think she would have? Why or why not?”

# Comprehension

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- Evidence of “About the text: ”
  - How text features are used
  - Author’s purpose
  - Author’s craft
  - Ex.: “Why do you think the author made parallels between the characters in Dorothy’s Kansas life and those in Oz? What does the author do in the beginning to draw the reader into the story?”

# Questions?

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If you have questions, please feel free to call Morse School (914-631-4144) or email one of us:

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